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Catalog of Loma Linda University

2008-2009

This is a one-year CATALOG,
effective beginning Summer Quarter 2008.

Loma Linda University

Loma Linda, CA 92350

<http://www.llu.edu>

a health-sciences university

Legal Notice

This CATALOG is the definitive statement of Loma Linda University on the requirements for admission, enrollment, curriculum, and graduation. The University reserves the right to change the requirements and policies set forth in this CATALOG at any time upon reasonable notice. In the event of conflict between the statements of this CATALOG and any other statements by faculty or administration, the provisions of this CATALOG shall control, unless express notice is given that the CATALOG is being modified.

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

This CATALOG contains the operating policy statements for Loma Linda University's educational programs. Any deviation from these policies must be approved by University administration.

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2008~2009 Catalog
Volume 1

Table of Contents

Legal Notice	2
Table of Contents	3

INTRODUCTION 11

President's Welcome	12
Programs, Degrees, and Certificates	13
Accreditation Overview	16
Affirmative Action	18
Accommodation for Disability	19
Nondiscrimination Policy	20
The Academic Calendar	21

ABOUT THE UNIVERSITY 26

Vision—"Transforming Lives" Mission	28
University Philosophy	29
Core Values	30
Student Learning Outcomes	31
University Mace, Coat of Arms, and Seal	32
University Foundations	33
A Unique University	35
Spiritual Life	36
Learning Environment	37
Admission Policies and Information	41
Division of General Studies	47
Student Life	64
Academic Policies and Information	73
Financial Policies and Information	80

ABOUT THE SCHOOLS 83

School of Allied Health Professions	84
Dean's Welcome	86
School Foundations	87
Mission and Goals	88
General Regulations	90
Student Life	92
Academic Policies and Information	93
Allied Health Studies	95
Financial Policies and Information	99
Programs, Degrees, and Certificates Offered	
Clinical Laboratory Science—AH	110
Coding Specialist—AH	116
Cytotechnology—AH	118
Diagnostic Medical Sonography—AH	123
Dietetic Technology—AH	126
Emergency Medical Care—AH	130
Health Information Administration—AH	134
Health Science—AH	140
Medical Dosimetry—AH	141
Medical Radiography—AH	144
Nuclear Medicine Technology—AH	147
Nutrition and Dietetics—AH	149

Occupational Therapy—AH 158
Physical Therapist Assistant—AH 165
Physical Therapy—AH 169
Physician Assistant Sciences—AH 185
Radiation Sciences—AH 189
Radiation Therapy Technology—AH 195
Radiologist Assistant—AH 200
Rehabilitation Science—AH 205
Respiratory Care—AH 209
Speech-Language Pathology and Audiology—AH 218
School Certificates 224
Certificate in Computed Tomography (CT)—AH 225
Imaging Informatics—AH 228
Certificate in Magnetic Resonance Imaging (MRI) 229
Phlebotomy—AH 232

School of Dentistry 233

Dean's Welcome 236
School Foundations 237
General Information 239
Student Life 249
Academic Information 252
Financial Information 260
Programs, Degrees, and Certificates Offered
Dental Anesthesiology, Advanced—SD 264
Dentistry, General—SD 265
Dental Hygiene—SD 284
Dentist, International Program—SD 291
Advanced Dental Education
Endodontics, Advanced—SD 295
Implant Dentistry, Advanced—SD 297
Oral and Maxillofacial Surgery, Advanced—SD 299
Orthodontics and Dentofacial Orthopedics, Advanced—SD 301
Pediatric Dentistry, Advanced—SD 303
Periodontics, Advanced—SD 305
Prosthodontics, Advanced—SD 307
Combined Programs, Advanced—SD 309
Master of Science in Dentistry (M.S.D.) Degree, Advanced—SD 311

School of Medicine 312

Dean's Welcome 314
School Foundations 315
General Regulations 317
Application and Admissions 318
Student Life 322
Curriculum 323
Academic Information 324
Research Centers 329
Financial Information 330
Programs, Degrees, and Certificates Offered
Anatomy—SM 333
Biochemistry—SM 337
Medical Scientist—SM 341
Medicine—SM 343
Microbiology and Molecular Genetics—SM 369

Pharmacology—SM 373

Physiology—SM 377

School of Nursing 381

Dean's Welcome 383

School Foundations 384

Our Mission 385

Philosophy 387

General Regulations 388

Application and Admissions 389

Student Life 393

Academic Policies and Practices 394

Financial Information 399

Programs, Degrees, and Certificates Offered

Nursing—SN 402

School of Pharmacy 429

Dean's Welcome 431

School Foundations 432

Mission, Goals, and Values 433

General Regulations 434

Student Life 437

General Expectations and Academic Policies 438

Financial Information 447

Program/Degree Offered—Pharmacy—SP 448

School of Public Health 452

Dean's Welcome 455

Mission, Goals, and Values 456

School Foundations 457

General Regulations 458

Learning Environment 459

Application and Admissions 464

Academic Policies and Regulations 466

Financial Information 478

Programs, Degrees, and Certificates Offered

Biostatistics—PH 481

Emergency Preparedness and Response—PH 487

Environmental and Occupational Health—PH 489

Epidemiological Research Methods—PH 504

Epidemiology—PH 506

Global Health—PH 522

Healthcare Administration—PH 533

Healthcare Administration—PH 538

Health Education—PH 540

Health Geographics and Biomedical Data Management—PH 547

Health Geoinformatics—PH 550

Health Policy and Leadership—PH 552

Lifestyle Intervention—PH 554

Lifestyle Medicine—PH 556

Maternal and Child Health—PH 559

Nutrition—PH 563

Online Executive Master of Public Health—PH 571

Peace Corps Master's International Program / Master of Public Health—PH 576

Preventive Care—PH 577
Public Health Practice—PH 580
Reproductive Health—PH 582
Tobacco-Control Methods—PH 583
Wellness Management—PH 585

School of Religion 587

Dean's Welcome 588
School Foundations 589
General Regulations 590
Application and Admissions 591
Financial Information 592
Programs, Degrees, and Certificates Offered
 Biomedical and Clinical Ethics—SR 593
 Clinical Ministry—SR 596
 Religion and the Sciences—SR 599
Division of Humanities 601

The School of Science and Technology 602

Dean's Welcome 605
School Foundations 606
Application and Admissions 608
Student Life 616
Academic Information 617
Financial Information 618
Programs, Degrees, and Certificates Offered
 Biology—ST 619
 Case Management—ST 624
 Child Life Specialist—ST 626
 Child Life Specialist—ST 630
 Clinical Mediation—ST 634
 Counseling—ST 636
 Criminal Justice—ST 641
 Drug and Alcohol Counseling—ST 646
 Earth Science—ST 648
 Environmental Sciences—ST 651
 Family Counseling—ST 657
 Family Life Education—ST 659
 Family Studies—ST 661
 Family Studies—ST 665
 Forensic Science—ST 669
 Geology—ST 671
 Gerontology—ST 678
 Marital and Family Therapy—ST 682
 Marital and Family Therapy—ST 689
 Marital and Family Therapy—ST 697
 Natural Sciences—ST 705
 Program Evaluation and Research—ST 707
 Psychology—ST 709
 Public Administration—ST 718
 School Counseling—ST 722
 Social Policy and Social Research—ST 727
 Social Work—ST 730
 Social Work, Clinical—ST 739
 Spanish Studies for Health Care Professionals—ST 743

Faculty of Graduate Studies 745

Dean's Welcome 747

Foundations of Graduate Study 748

General Regulations 749

Student Life 750

Academic Information 751

Financial Information 752

The Combined-Degrees Programs of the University 753**THE COURSES 784**

Allied Health-Conjoint 785

Anatomy 796

Anesthesiology 800

Anthropology 802

Art Appreciation and History 803

Biochemistry 804

Biology 807

Chinese 811

Child Life Specialist 813

Cytotechnology 814

Clinical Lab Science 816

Cell and Molecular Biology 821

Communication 823

Composition 824

Counseling 825

Criminal Justice 829

Clinical Social Work 831

Dermatology 834

Dental Educational Services 835

Dental Hygiene 837

Dietetic Technology 842

Nutrition and Dietetics 844

Emergency Medicine 849

Emergency Medical Care 850

Endodontics 854

English 856

English as a Second Language 857

Environmental Health 858

Environmental Sciences 865

Epidemiology 867

Earth System Science 873

Family Medicine 874

Family Studies 875

Geology 879

Gerontology 886

Global Health 887

Graduate Dentistry 893

Graduate Studies-Conjoint 894

Gynecology and Obstetrics 895

Health Administration 896

Coding Specialist 903

Health Information Administration 905

Health Promotion and Education 909

Humanities 919

Integrated Biomedical Graduate Studies 920
International Dentist Program-Clinics 922
International Dentist Program-General 923
International Dentist Program-Oral Pathology 924
International Dentist Program-Periodontics and Pediatric Dentistry 925
International Dentist Program-Restorative 926
Implant Dentistry 928
Medicine-Conjoint 930
Medicine 934
Marriage and Family 935
Marital and Family Therapy 942
Microbiology 948
Medical Education Services 951
Music History and Literature 952
Neurology 953
Neurosurgery 954
Nursing Bridge 955
Nursing 956
Natural Sciences 966
Nutrition 968
Occupational Therapy Assistant 974
Occupational Therapy 977
Oral Diagnosis, Radiology and Pathology 984
Oral and Maxillofacial Surgery 986
Ophthalmology 989
Orthodontics 990
Oral Pathology 993
Orthotics and Prosthetics 994
Orthopedic Surgery 995
Otolaryngology 996
Physicians Assistant 997
Pathology 1001
Physical Education Activity 1002
Pediatric Dentistry 1003
Pediatrics 1005
Periodontics 1006
Public Health-Conjoint 1008
Philosophy 1010
Pharmacology 1011
Physiology 1013
Physical Therapy 1018
Physical Therapy-Progression Master's 1028
Prosthodontics 1030
Preventive Medicine 1033
Psychology 1034
Psychiatry 1047
Physical Therapy Assistant 1048
Public Administration 1051
Radiology 1053
Radiation Medicine 1054
Reading 1055
Religion-Ethical Studies 1056
Religion-General Studies 1059
Religion-Relational Studies 1060
Religion-Theological Studies 1064
Rehabilitation Science 1069

Restorative Dentistry 1070
Respiratory Therapy 1073
Radiation Technology 1081
Imaging Informatics 1083
Medical Dosimetry 1084
Medical Radiography 1086
Medical Sonography 1090
Nuclear Medicine 1093
Radiologist Assistant 1095
Special Imaging 1098
Radiation Therapy 1100
Pharmacy Practice-Drug Information 1103
Pharmacy Practice-Experiential Education 1104
Pharmacy Practice-Pharmaceutical Care 1109
Pharmaceutical Sciences 1111
Pharmacy Conjoint 1116
Pharmacy-Social and Administrative Sciences 1118
Pharmacy Practice-Therapeutics 1120
School of Dentistry-Conjoint 1124
School of Dentistry-Clinical 1125
Sociology 1127
Social Work 1128
Spanish 1137
Social Policy 1139
Speech-Language Pathology and Audiology 1142
Biostatistics 1147
Science and Technology-Conjoint 1153
Surgery 1154
Urology 1155
Writing 1156

THE FACULTY 1158

GENERAL INFORMATION 1335

University Board and Administration 1336
School Administrations, Committees, and Affiliations 1338
Accreditation Status 1396
Accrediting Agencies 1399
Alumni Associations 1408
To communicate with LLU... 1410
Maps and Legends 1414
Index 1415

I

INTRODUCTION

President's Welcome

Programs, Degrees, and Certificates Offered

Accreditation Overview

Affirmative Action

Nondiscrimination Policy

Accommodation for Disability

The Academic Calendar—2008-2009

President's Welcome

It is a privilege to welcome you to Loma Linda University. This is a very unique place—one that balances on the twin foundations of Faith and Science. We believe we have a divinely ordained mission to push these boundaries into increasing avenues of service and discovery.

Being a student here will expose you to a group of faculty and staff who have chosen to be part of this experience we call Loma Linda. They have chosen to work here because they share in the belief that this is a special place.

We have chosen to concentrate on what we call Mission-Focused Learning. This means that all we seek to offer here at Loma Linda is centered on a much greater theme than producing knowledgeable professionals, because we believe that who you are is even more important than what you know. To assist in this life long process, we are encouraging the enculturation of our seven core values, known by the acronym of JCHIEFS. These are Justice, Compassion, Humility, Integrity, Excellence, Freedom, and Self-Control/Purity. I encourage each of you to search your own heart and find ways to strengthen these virtues in everything you do.

You also will find here an incredible mixture of cultural diversity. Revel in our differences and use each exposure to help you understand the issues that separate us. With understanding comes acceptance. And with acceptance, comes peace and fellowship. So use your time at Loma Linda to seek out those from other countries and cultures to learn and understand. We will all be better by bridging those barriers that often separate us.

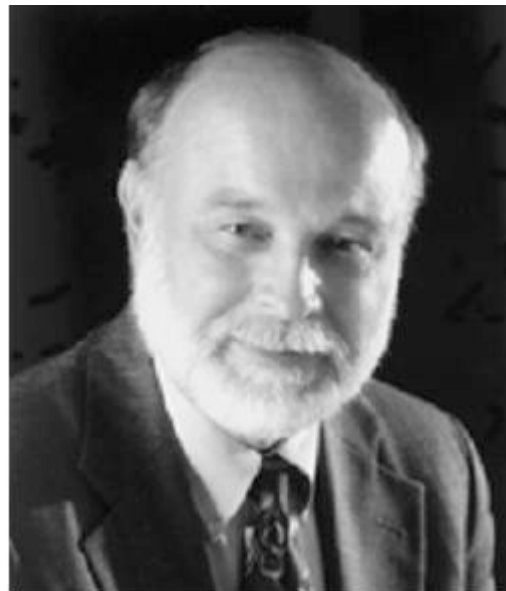
All this uniqueness is centered on the profound belief that God is here, active in the lives and experiences of each of us. Through our weekly Campus Worship, the prayers of faculty in class, and the daily interchanges across campus, I invite you to join me in getting to know Him better. Place your future in His hands. Have confidence in His leading. Seek out opportunities to fellowship and grow in His love.

Thank you for joining our campus family. I hope it will become as special to you as it has for so many of our 25,000 alumni.

Cordially yours,



Richard H. Hart, M.D., Dr.P.H.
President
Loma Linda University



Programs, Degrees, and Certificates

The degree and certificate curricula at Loma Linda University are under continuous review and are, therefore, subject to change and improvement without prior notice, as the need occurs. The University also offers nondegree and short courses throughout the United States and globally to meet the continuing-education and extension-program needs of alumni, health professionals, and lay persons in the church and in the community. Most degree courses are approved for continuing-education credit.

The Faculty of Graduate Studies oversees Ph.D. and research master's degrees, as well as combined-degrees programs.

KEY TO CODES

AH	School of Allied Health Professions
PH	School of Public Health
SD	School of Dentistry
SM	School of Medicine
SN	School of Nursing
SP	School of Pharmacy
ST	School of Science and Technology
SR	School of Religion
FGS	Faculty of Graduate Studies
IS	Interdisciplinary Studies (LLU diploma, across schools/faculties)

UG	Undergraduate
PB	Postbaccalaureate
PD	Post-D.D.S. or Post-D.D.M.
PM	Post-master's
PMD	Post-M.D.
PP	Postprofessional
*	off-campus, Canada
**	off-campus, South Africa, Thailand
***	off-campus, Guam and Hawaii
****	off-campus, Saudi Arabia
++	off-campus, Chile
+++	off-campus, Peru
++++	off-campus, Russia

Program	School	Degrees/Certificates Offered
Anatomy	SM	M.S., Ph.D.
Biochemistry	SM	M.S., Ph.D.
Biology	ST	M.S., Ph.D.
Biomedical and Clinical Ethics	SR	M.A., PB certificate
Biostatistics	PH	M.P.H., M.S.P.H., PB certificate (basic, advanced)
Business Administration	PH	M.B.A. ***
Case Management	ST	PB certificate
Child Life Specialist	ST	M.S., PB certificate
Child Life Specialist	ST	M.S.
Clinical Mediation	ST	PB certificate
Clinical Ministry	SR	M.A., PB certificate
Clinical Laboratory Science	AH	B.S. (formerly Medical Technology)
Coding Specialist	AH	Certificate
Counseling	ST	M.S.
Counseling, Family	ST	PB certificate (See: Family Counseling)
Counseling, School	ST	PB certificate (See: School Counseling)
Criminal Justice	ST	M.S.
Cytotechnology	AH	Certificate, B.S.
Dental Anesthesiology, Advanced	SD	M.S.D., PD certificate
Dental Hygiene	SD	B.S.
Dentistry, General	SD	D.D.S.
Dentist Program, International	SD	D.D.S.
Diagnostic Medical Sonography	AH	Certificate
Dietetic Technology	AH	A.S., PB certificate
Drug and Alcohol Counseling	ST	PB certificate
Earth Science	ST	Ph.D.
Emergency Medical Care	AH	B.S.

Emergency Preparedness and Response	PH	PB certificate
Endodontics, Advanced	SD	M.S., M.S.D., PD certificate
Environmental and Occupational Health	PH	M.P.H.
Environmental Sciences	ST	B.S.
Epidemiological Research Methods	PH	PB certificate
Epidemiology	PH	M.P.H., Dr.P.H, PB certificate (basic, advanced)
Family Counseling	ST	PB certificate
Family Life Education	ST	PB certificate
Family Studies	ST	M.A.
Family Studies	ST	Ph.D.
Forensic Science	ST	PB certificate
Geographic Information Systems for Global Health and Development	PH	M.P.H.
Geology	ST	B.S., M.S.
Gerontology	ST	M.S.
Global Epidemiology	PH	M.P.H.
Global Health	PH	M.P.H., Dr.P.H., certificate
Global Health/Maternal-Child Health	PH	Combined M.P.H.
Health Policy and Leadership	PH	M.P.H.
Health Care Administration	PH	M.B.A., M.B.A. with GIS certificate
Health Care Administration	PH	B.S.P.H.
Health Education	PH	M.P.H., Dr.P.H.
Health Geographics and Biomedical and Data Management	PH	B.S.P.H.
Health Geoinformatics	PH	Certificate
Health Information Administration	AH	B.S., PB certificate
Health Policy and Leadership	PH	M.P.H.
Health Professions Education	ST	PB certificate
Health Promotion and Education	PH	(See: Health Education)
Health Services Research	PH	(See: Health Administration)
Health Science	IS	B.S.
Implant Dentistry, Advanced	SD	M.S. option, PD certificate
International Dentist Program	SD	(See: Dentist Program, International)
Lifestyle Intervention	PH	PB certificate
Lifestyle Medicine	PH	M.P.H.
Marital and Family Therapy	ST	M.S.*
Marital and Family Therapy	ST	D.M.F.T.
Marital and Family Therapy	ST	Ph.D.
Master of Science in Dentistry	SD	M.S.D.
Maternal and Child Health	PH	M.P.H. ++/+++
Medical Dosimetry	AH	Certificate
Medical Radiography	AH	A.S.
Medical Scientist	SM	M.D./Ph.D
Medicine	SM	M.D.
Microbiology and Molecular Genetics	SM	M.S., Ph.D.
Natural Sciences	ST	M.S.
Nuclear Medicine Technology	AH	Certificate
Nursing	SN	A.S., B.S., M.S.***, PM advanced certificates, Ph.D.
Nutrition	PH	M.P.H., M.S., Dr. P. H.
Nutrition and Dietetics	AH	B.S., M.S., PB certificate
Nutrition Care Management	AH	M.S. (online)
Occupational Therapy	AH	M.O.T., O.T.D.
Occupational Therapy Assistant	AH	A.A.
Online Executive M.P.H	PH	M.P.H.

Online Health Education MPH	PH	M.P.H.
Oral and Maxillofacial Surgery, Advanced	SD	M.S., M.S.D., PD certificate
Orthodontics and Dentofacial Orthopedics, Advanced	SD	M.S., PD certificate
Orthotics and Prosthetics	AH	M.S.
Peace Corps Master's International Program/Master of Public Health	PH	M.P.H.
Pediatric Dentistry, Advanced	SD	M.S., M.S.D., PD certificate
Periodontics, Advanced	SD	M.S., M.S.D., PD certificate
Pharmacology	SM	M.S., Ph.D.
Pharmacy	SP	Pharm.D.
Physical Therapist Assistant	AH	A.S.
Physical Therapy	AH	M.P.T., D.P.T., D.Sc.
Physician Assistant Sciences	AH	M.P.A.
Physiology	SM	M.S., Ph.D.
Preventive Care	PH	Dr.P.H.
Program Evaluation and Research	ST	PB certificate
Prosthodontics, Advanced	SD	M.S. option, PD certificate
Psychology, General	ST	M.A.
Psychology, Clinical	ST	Psy.D., Ph.D.
Psychology, Experimental	ST	M.A., Ph.D.
Public Administration	ST	D.P.A.
Public Health	PH	(See: Online Executive M.P.H.)
Public Health Practice	PH	M.P.H. ++/+++/++++
Radiation Sciences	AH	B.S., M.S.
Radiation Therapy Technology	AH	B.S., certificate
Radiologist Assistant	AH	B.S., PB certificate
Rehabilitation Science	AH	Ph.D.
Religion and the Sciences	SR	M.A.
Reproductive Health	PH	PB certificate
Respiratory Care	AH	B.S.***, PP B.S., certificate
School Counseling	ST	PM certificate, PPS credential
Social Policy and Social Research	ST	Ph.D.
Social Work	ST	M.S.W.
Social Work, Clinical	ST	Ph.D.
Spanish Studies for Health Care Professionals	ST	Certificate
Speech-Language Pathology and Audiology	AH	B.S.
Speech Language Pathology	AH	M.S.
Tobacco-Control Methods	PH	PB certificate
Wellness Management	PH	B.S.P.H.

Accreditation Overview

The University is accredited as a degree-granting institution by the Western Association of Schools and Colleges (WASC). The programs of the schools are accredited by the appropriate accrediting agencies, and graduates are eligible to take the qualifying examinations of the respective state and national licensing or registration bodies and to join professional organizations. Details of accreditations are given in the individual programs and in Section VI of this CATALOG.

Founded as College of Evangelists 1905-06, the University was chartered as College of Medical Evangelists by the state of California December 13, 1909, and was accredited by Northwest Association of Secondary and Higher Schools April 7, 1937. Accredited by WASC (Western Association of Schools and Colleges) [prior to January 1962, Western College Association] February 24, 1960, it became Loma Linda University July 1, 1961.

ACCREDITING AGENCIES

Loma Linda University is fully accredited by the Western Association of Schools and Colleges (WASC), which may be contacted at:

Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: 510/748-9001
FAX: 510/748-9797
Web site: www.wascweb.org
Email: wascsr@wascsenior.org

WASC is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

In addition to WASC, the following organizations accredit specific University schools or programs:

Accreditation Council for Occupational Therapy Education (ACOTE), American Occupational Therapy Association, Inc. (AOTA)

Accreditation Council for Pharmacy Education (ACPE)

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), Medical Education Department 1R6

Adventist Accrediting Association

American Physical Therapy Association

American Psychological Association

American Speech-Language-Hearing Association

Approval Committee for Certificate Programs, A Joint Committee of the American Association for Medical Transcription and the American Health Information Management Association

Association of American Medical Colleges

California Association of Alcoholism and Drug Abuse Counselors (CAADAC)

California Board of Registered Nursing

California Commission on Teacher Credentialing

California Department of Public Health, Laboratory Field Services

California Department of Public Health, Radiologic Health Branch

Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association

Commission on Accreditation for Health Information Management Education

Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy

Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association (APTA)

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Commission on Collegiate Nursing Education (CCNE)

Commission on Dental Accreditation of the American Dental Association

Committee on Accreditation for Respiratory Care

Council on Education for Public Health

Council on Medical Education of the American Medical Association

Council on Social Work Education, Division of Standards and Accreditation

Cytotechnology Programs Review Committee

Joint Committee on Accreditation for Respiratory Care Education

Joint Review Committee on Education in Diagnostic Medical Sonography (JRCE-DMS)

Joint Review Committee on Education in Radiologic Technology (JRCERT)

Joint Review Committee on Educational Programs in Nuclear Medicine Technology

Liaison Committee on Medical Education, Association of American Medical Colleges

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

National Commission for Health Education Credentialing, Inc.

Speech-Language Pathology Educational Standards Board, American Speech-Language-Hearing Association

State of California, Environmental Health Specialist Registration Program

For a current list of accrediting agencies, please contact the Office of Academic Affairs.

Affirmative Action

The University routinely monitors its educational and employment practices regarding women, minorities, and the disabled to ensure compliance with the law and University policy. The University's affirmative action policy is to provide equal access to admissions, educational programs and activities, financial aid, student services, and employment.

In compliance with Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, a grievance procedure has been established to process student complaints alleging violation of these regulations or of the University's policy of nondiscrimination based on gender or disability. Inquiries concerning Title IX may be directed to the affirmative action officer. Employment-related discrimination complaints, including those filed by student employees, are processed in conformity with the provisions outlined in existing staff personnel policies. Complaints related to discrimination in academic areas are reviewed in conformity with the procedures established by the academic administration.



Accommodation for Disability

Loma Linda University is in compliance with the Americans with Disabilities Act, Sec. 504 of the Rehabilitation Act, as well as with local and state requirements. The University is committed to providing education—including support services and reasonable accommodations for disabilities—to qualified applicants for whom such accommodation does not fundamentally alter the chosen program or create an undue burden.

For information regarding accommodation for disability, the student should consult the office of the dean of the school to which application for admission is being made.



Following acceptance, the student may be asked if he or she has a disability requiring accommodation. A student who desires accommodation for a disability (e.g., physical, learning, or psychological) identified after acceptance should consult the office of the dean regarding a request for accommodation. The accommodation request must be submitted in writing on the designated form. The completed form and the required supporting documentation will be evaluated by appropriate University entities to determine whether or not the applicant can be expected to perform the essential functions of the program. All discussions will remain confidential.

Nondiscrimination Policy

Loma Linda University was established by the Seventh-day Adventist Church as an integral part of its teaching ministry. The University affirms that Christian principles are incompatible with various forms of discrimination that have divided societies, and that all persons are of equal worth in the sight of God and should be so regarded by all His people. Therefore, the University is committed to equal education and employment opportunities for men and women of all races; and does not discriminate on the basis of handicap, gender, race, color, or national origin in its educational or admissions policies, financial affairs, employment programs, student life and services, or any University-administered program.

To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended; and is in substantial compliance with Title IX of the Education Amendments of 1972 (34 CFR 106 et seq.), Sections 503 and 504 of the Rehabilitation Discrimination in Employment Act of 1967, and Section 402 of the Vietnam Era Veterans Adjustment Act of 1974; and does not discriminate against any employees or applicants for employment on the basis of age or because they are disabled veterans or veterans of the Vietnam era. In addition, the University administers student programs without discrimination on the basis of age—except in those programs where age is a bona fide academic qualification for admission—in accordance with the provisions of the Age Discrimination Act of 1975.

The University reserves Constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists in admissions and employment, including but not limited to 42 U.S.C. Secs. 2000e-1, 2000e-2; Sec. 6-15 of Federal Executive Order 11246; 41 CFR Sec. 60-1.5(5); 20 U.S.C. Sec. 1681 (a)(3); 34 CFR Secs. 106.12 (a)(b), 106.21, 106.31, 106.39, 106.40, 106.51, and 106.57; California Government Code Sec. 12926 (d)(1); Title II, Division 4, Chapter 2, Sec. 7286.5 of the California Code of Regulations; the First Amendment to the United States Constitution; and Article 1, Sec. 4, of the California Constitution. The University believes that Title IX regulations are subject to constitutional guarantees against unreasonable entanglement with or infringements on the religious teachings and practices of the Seventh-day Adventist Church. The University expects students and employees to uphold biblical principles of morality and deportment as interpreted by the Seventh-day Adventist Church. The University claims exemptions from the provisions of Title IX set forth in 34 CFR Secs. 106.12 (a)(b), 106.21, 106.31, 106.39, 106.40, 106.51, and 106.57.



Academic dates for Faculty of Graduate Studies (FGS) and the Schools of—

AH	Allied Health Professions	SP	Pharmacy
PH	Public Health	SR	Religion
SD	Dentistry	ST	Science and Technology
SM	Medicine	FGS	Faculty of Graduate Studies
SN	Nursing		

2008

[illegible]

2009

JANUARY							FEBRUARY							MARCH							APRIL													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
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25	26	27	28	29	30	31								29	30	31					26	27	28	29	30									
MAY							JUNE							JULY							AUGUST													
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2008

SUMMER SESSIONS 2008

MAY

19-Jun 13	SD	Registration for Summer Quarter
21	U	Awards chapel
24	SM, SP, SD	Baccalaureate service
25	SM, SP, SD	Commencement ceremonies
26	U	Memorial Day
27	U	Last day to drop with a "W"

28	U	Health and faith forum
	U	Celebration chapel
JUNE		
9-12	SD	Final examinations
12	SD	Pre-doctoral and dental hygiene Spring Quarter ends
	SD	Advanced dental education didactic Spring Quarter ends
	SD	California Board Law and Ethics examination
	U	Spring Quarter ends
13	AH, SN, PH, SR, ST	Focus on graduates (vespers)
13-18	SD	Western regional board examination
14	AH, SN, PH, SR, ST	Baccalaureate service
15	AH, PH, SN, SR, ST	Commencement ceremonies
16	SD	D1 Comprehensive exam
	SD	D2 National board qualifying exam
16-Jul 7	SD	Predoctoral and dental hygiene summer recess
17	SD	Instruction begins for didactic remediation session
18	U	Grades due from faculty
23	U	First 5-week summer session begins
26	ST	Last day to submit petition for graduation (Form C) and program check sheet for Fall and Winter Quarter completion
	SP	PY 1-3 end-of-year assessment
29-Jul 3	SM	Junior orientation
30	SD	Advanced dental education orientation
		Advanced dental orthodontics program term begins
JULY		
4	U	Independence Day recess
7	SD	Instruction begins for DDS, Dental Hygiene, IDP Programs
8	SM	SM senior orientation
15	SD	Dental Hygiene National Board Examination
18	SD	D3 summer mock board
29	U	First 5-week summer session ends
30	U	Second 5-week summer session begins
	ST	Last day to submit Petition for Candidacy (Form A) for Winter Quarter completion
AUGUST		
7	SD	D4 summer mock board
7-8	SM	Freshman orientation
		White coat ceremony
29	ST	Last day to submit final copies of thesis, publishable paper or dissertation (including signed approvals), and Statement of Completion (Form D) for Summer Quarter completion
26	SD	UIC NBII mock board
POST-SUMMER SESSIONS 2008		
SEPTEMBER		
1	U	Labor Day recess
4	U	Second 5-week Summer Quarter ends
8	SM	Sophomore orientation
10	U	Grades due from faculty

	11	SD	Advanced Dental Education didactic Summer Quarter ends Advanced Dental Education in Orthodontics Program ends (second year only)
	15-18	SD	Final examinations
	15-19	SP	Orientation for PY 1
	18	U	Faculty colloquium
	19	SD	Pre-doctoral and dental hygiene summer quarter ends
		SD	Advanced Dental Education clinical Summer Quarter ends—end of term for specific programs
	19-28	SD	Pre-doctoral and dental hygiene summer recess
FALL QUARTER 2008			
	22	U	Fall Quarter begins
	24-28	SM	Pine springs retreat
	26	SD	Advanced Dental Education in Endodontics Program ends (third year only)
		ST	Last day to submit Petition for Graduation (Form C) and Program Check Sheet for Winter Quarter completion
OCTOBER			
	8	U	Health and faith forum (formerly Bioethics and wholeness grand rounds)
	22	U	Health and faith forum
	29	ST	Last day to submit Petition for Candidacy (Form A) for Spring Quarter completion
NOVEMBER			
	9	SP	White coat ceremony
	12	U	Health and faith forum
	26-30	U	Thanksgiving recess
DECEMBER			
	1-Jan 5	SD	National Board Dental Examination, Part II
	4	U	Health and faith forum
	5	ST	Last day to submit final copies of thesis, publishable paper or dissertation (including signed approvals), and Statement of Completion (Form D) for Fall Quarter completion
	8-11	SD	Final examinations
	11	SD	Advanced Dental Education didactic Autumn Quarter ends
	12	U	Fall Quarter ends
	13-Jan 4	U	Christmas recess
	15-18	SD	Final examinations
	18	SD	Pre-doctoral and dental hygiene Autumn Quarter ends
	19-Jan 4	SD	Pre-doctoral and dental hygiene Christmas recess
	20-Jan 2	SM	Christmas recess
2009			
JANUARY			
	2	SD	Advanced Dental Education clinical Fall Quarter ends—end of term for specified Programs
WINTER QUARTER 2009			
	5	U	Winter Quarter begins
		SD	Instruction begins—all programs
	9	ST	Last day to submit Petition for Graduation (Form C) and Program Check Sheet for Spring Quarter completion
	14	U	Health and faith forum

	19	U	Martin Luther King, Jr., Day recess
	25	SD	Clinic with a Heart
	28	U	Health and faith forum
FEBRUARY			
	11	U	Health and faith forum
	13	SM	Family day and Freshman dedication service
	16	U	Presidents' Day recess
	18	ST	Last day to submit Petition for Candidacy (Form A) for Summer completion
	25	U	Health and faith forum
MARCH			
	11	U	Health and faith forum
	13	ST	Last day to submit final copies of thesis, publishable paper or dissertation (including signed approvals), and Statement of Completion (Form D) for Winter Quarter completion
	16-19	SD	Final Examinations
	19	SD	Advanced Dental Education didactic Winter Quarter ends Pre-doctoral and dental hygiene Winter Quarter ends
		SM	Senior Match Day
	20	U	Winter Quarter ends
	23	SD	Advanced Dental Education in Implant Dentistry Program Spring Quarter Begins
	21-30	U	Spring recess
	21-29	SM	Spring break
	24	SD	Dental Hygiene National Board Examination
		U	Grades due from faculty
	25	SD	Advanced Dental Education Clinical and Implant Dentistry program
	27	U	Winter Quarter ends
SPRING QUARTER 2009			
	30	U	Spring Quarter begins
		SD	Instruction begins—all programs
APRIL			
	3	ST	Last day to submit Petition for Graduation (Form C) and Program Check Sheet for Summer Quarter completion
	8	U	Health and faith forum
	29	ST	Last day to submit Petition for Candidacy (Form A) for Fall Quarter completion
MAY			
	13	U	Health and faith forum
	21	SM	Senior banquet
	22	SP	Hooding ceremony
	22	SM	Consecration and hooding ceremony—M.S., Ph.D.
		SM	Consecration and hooding ceremony—M.D.
	23	SD	Dental Hygiene Pinning Service
	23	SD, SM, SP	Baccalaureate Service
	24	SD, SM, SP	Conferring of Degrees service
	25	U	Memorial Day recess
JUNE			
	5-30	SD	National Board Dental Examinations, Part I

5	ST	Last day to submit final copies of thesis, publishable paper or dissertation (including signed approvals), and Statement of Completion (Form D) for Spring Quarter completion for Faculty of Religion and for Schools of Allied Health Professions, Public Health, Nursing, and Science and Technology
8-11	SD	Final examinations
11	SD	Pre-doctoral and dental hygiene Spring Quarter ends Advanced dental education didactic Spring Quarter ends
11-Jul 6	SD	Pre-doctoral and dental hygiene
12	U	Spring Quarter ends
	AH, PH, SN, ST, SR	<i>Focus on Graduates</i> Vesper Service
13	AH, PH, SN, ST, SR	Baccalaureate Service
14	AH, SR, SN, AH-PT, AH, PH	Conferring of Degrees service
	SD	D1 Comprehensive examination D2 National board qualifying examination
17	U	Grades due from faculty
18	SP	
SUMMER QUARTER 2009		
22	U	Summer Quarter begins
JULY		
4	U	Independence Day recess
AUGUST		
26	SD	UIC NBII mock board
POST-SUMMER SESSIONS 2009		
SEPTEMBER		
7	U	Labor Day recess
4	U	Summer Quarter ends
24	U	Faculty colloquium
FALL QUARTER 2009		
28	U	Fall Quarter begins

II

ABOUT THE UNIVERSITY

University Vision and Mission

University Philosophy

Core Values

Student Learning Outcomes

University Mace, Coat of Arms and Seal

University Foundations

A Unique University

- Seventh-day Adventist Heritage
- Our Unique Features
- Spiritual Life
 - Chapel Services
 - Religion Classes

Learning Environment

- University Student Mission-Focused Learning Opportunities
- Libraries
- Research Centers

Admission Policies and Information

- Personal Qualities
- Application and Admissions
- Transcripts
- Study Deferral
- Re-Entrance
- Pre-Entrance Examinations
- Transfer Credit
- Health/Immunizations
- Combined-Degrees Programs
- Admissions Classifications
- Advisement
- International Students
- Visas
- Division of General Studies
- General Education Requirements
- Loma Linda University Philosophy of General Education
- Loma Linda University Criteria for General Education Courses
- Loma Linda University General Education Requirements

Student Life

- From University to Student
- Whole-Person Health

Recreation/Wellness: The Drayson Center
The Student Health Plan
Malpractice Coverage
Disability Insurance
Counseling and Health Services
Governing Practices
Academic Authority
Academic Integrity
Conduct
Grievance Procedure
Copyright Violations
Communication Devices
Academic Policies and Information
Registration
Background Checks
Student Level
Course Numbers
Unit of Credit
Attendance
CLEP
Credit by Examination
Course Waiver
Independent Study
Correspondence Course
Extension Study
Scholastic Standing
Academic Standing
Veterans' Benefits
Privacy Rights of Students in Academic Records
Grade Change
Repeating a Course
Personal Leave of Absence
Withdrawal
Administrative Withdrawal
Facilitating the Transfer of Currently Registered Students
Academic Residence
Catalog in Effect for Degree Requirements
Graduation
Commencement Exercises
Diplomas

Financial Policies and Information

Student Fees
General Practices
Deposits
Housing
International Students
Health Service
Student Aid
Veterans' Benefits
WICHE

Vision—“Transforming Lives”

Mission

Loma Linda University, a Seventh-day Adventist Christian health-sciences institution, seeks to further the healing and teaching ministry of Jesus Christ "to make man whole" by:

Educating ethical and proficient Christian health professionals and scholars through instruction, example, and the pursuit of truth;

Expanding knowledge through research in the biological, behavioral, physical, and environmental sciences; and applying this knowledge to health and disease;

Providing comprehensive, competent, and compassionate health care for the whole person through faculty, students, and alumni.

In harmony with our heritage and global mission:

- We encourage personal and professional growth through integrated development of the intellectual, physical, social, and spiritual dimensions of each member of the University community and those we serve.
- We promote an environment that reflects and builds respect for the diversity of humanity as ordained by God.
- We seek to serve a worldwide community by promoting healthful living, caring for the sick, and sharing the good news of a loving God.

To achieve our mission we are committed to:

Our Students

Our primary responsibility is the education of students—who come from diverse ethnic and cultural backgrounds, enabling them to acquire the foundation of knowledge, skills, values, attitudes, and behaviors appropriate for their chosen academic or health care ministry. We nurture their intellectual curiosity. We facilitate their development into active, independent learners. We provide continuing educational opportunities for our alumni and professional peers. We encourage a personal Christian faith that permeates the lives of those we educate.

Our Faculty, Staff, and Administration

We respect our faculty, staff, and administration who through education, research, and service create a stimulating learning environment for our students. They contribute to the development of new understandings in their chosen fields. They demonstrate both Christian values and competence in their scholarship and professions.

Our Patients and Others We Serve

We provide humanitarian service through people, programs, and facilities. We promote healthful living and respond to the therapeutic and rehabilitative needs of people. We seek to enhance the quality of life for individuals in local, regional, national, and world communities.

Our God and Our Church

We believe all persons are called to friendship with a loving God both now and throughout eternity. We support the global mission of the Seventh-day Adventist Church by responding to the need for skilled Christian health professionals and scholars. We seek to honor God and to uphold the values of the Seventh-day Adventist Church and its commitment to awakening inquiry. We are drawn by love to share the good news of God expressed through the life and gospel of Jesus Christ and to hasten His return.

A Seventh-day Adventist health-sciences institution

University Philosophy

As implied by its motto, “TO MAKE MAN WHOLE,” the University affirms these tenets as central to its view of education:

God is the Creator and Sustainer of the universe.

Mankind’s fullest development entails a growing understanding of the individual in relation to both God and society.

The quest for truth and professional expertise, in an environment permeated by religious values, benefits the individual and society and advances the ministry of the Seventh-day Adventist Church.

"Wholeness means the lifelong, harmonious development of the physical, intellectual, emotional, relational, cultural and spiritual dimensions of a person's life, unified through a loving relationship with God and expressed in generous service to others."

Quoted in "The Grace of Wholeness" by Gerald R. Winslow, Ph.D., SCOPE, Spring 1999. Also quoted as the adopted definition of wholeness in the Loma Linda University Wholeness Inventory.



Core Values

The University affirms these values as central to its view of education.

COMPASSION—The sympathetic willingness to be engaged with the needs and sufferings of others. Among the most memorable depictions of compassion in Scripture is the story of the Good Samaritan, which Loma Linda University has taken as a central symbol of our work.

INTEGRITY—The quality of living a unified life in which one's convictions are well-considered and match one's actions. Integrity encompasses honesty, authenticity, and trustworthiness.

EXCELLENCE—The commitment to exceed minimum standards and expectations.

FREEDOM—The competency and privilege to make informed and accountable choices and to respect the freedom of others. God has called us not to slavery but to freedom.

JUSTICE—The commitment to equality and to treat others fairly, renouncing all forms of unfair discrimination. The God of the Bible is One who calls people continually to justice. According to the prophets, religious faith could be genuine only when it led the believers to "seek justice, rescue the oppressed, defend the orphans, [and] plead for the widow."

PURITY/SELF-CONTROL—The commitment to be morally upright and moderate in all things, with complete control over one's emotions, desires, and actions.

HUMILITY—The willingness to serve others in a sacrificial manner, and the self-respect that renounces haughtiness or arrogance.



Student Learning Outcomes

The Loma Linda University Student Learning Outcomes are in the process of being implemented throughout all degree programs within the university. The Office of Assessment and Institutional Learning is working with programs to guide the assessment of these outcomes. All degree programs have articulated their learning outcomes that will also reflect the university's value of educational effectiveness.

- Outcome 1** Students understand and apply the University philosophy of wholeness into their personal and professional lives.
- Outcome 2** Students understand the importance of integrating LLU's Christ-centered values in their personal and professional lives.
- Outcome 3** Students demonstrate critical thinking.
- Outcome 4** Students develop a commitment to discovery and life-long learning.
- Outcome 5** Students demonstrate effective communication skills in English.
- Outcome 6** Students demonstrate effective use of technology appropriate to the discipline.
- Outcome 7** Students understand the importance of embracing and serving a diverse world.
- Outcome 8** Students demonstrate the importance of collaborating with others within and across disciplines.



University Mace, Coat of Arms, and Seal



Traditionally the ceremonial mace represents the authority vested in the highest officer of a governing body. In an educational institution, the authority symbolized by the mace derives from respect for the authority of knowledge and for the rights and value of the individual. Thus the leader of an academic community assumes the obligation and challenge to ensure for its members a climate conducive to growth in knowledge and grace.

The construction of the ceremonial mace of Loma Linda University evokes further ideas. Its two metals, bronze and aluminum, suggest the value of lessons both ancient and contemporary. Rather than lying prone, an instrument to be wielded, this mace stands upright in celebration of the human spirit. Its open construction implies free exposure to questions, ideas, and conflict. The eight vertical supporting elements (at three points bound together as for strength and stability in unity) uphold a graceful oval that points outward to the universe, the province of inquiry.

Within the oval, the University seal appears to float unfettered. The basic design of the coat of arms and the seal of Loma Linda University—established in 1905 as the College of Medical Evangelists—is a contemporary modification of the shield, a heraldic device.

Within the seal, the broken sword suggests the compassion and mercy of those who serve others with love, selflessness, and restraint from attitudes of self-aggrandizement and acts of destructiveness.

The lighted torch symbolizes the learner's zeal to advance truth. It also suggests the illuminating power of knowledge and the University's central purpose of forwarding and perpetuating good through the enlightened, searching, caring mind and conscience of the individual.

The ancient staff of Aesculapius, long associated with medicine, represents in the modern and broad sense the combined services of all the healing arts and sciences.

Across the base of the shield the open book symbolizes the Word of God—the foundation of all truth, the source of the Christ-centered commission, the inspiration for all endeavor of humanity for humanity.

Framing the shield are, at the left, the wreath of oak leaves and acorns, presented in ancient times to honor the civic contribution of one who had saved his brother-citizen's life; and, at the right, the wreath of laurel, presented to honor personal achievement.

The emblems of the seal imply that one who has the privilege of learning also has the obligation of valor and honor. On the scroll below the shield is the motto—adopted in 1955 on the occasion of the 50th anniversary of this institution—To Make Man Whole.

University Foundations

HISTORY

Loma Linda University is part of the Seventh-day Adventist system of higher education. In 1905 the University (formerly College of Medical Evangelists) was founded—through a series of divine providences—at Loma Linda, California, by the Seventh-day Adventist Church. The School of Nursing began in 1905. In 1909, the College of Medical Evangelists received its charter as a medical school with the express purpose of preparing physicians who could meet the needs of the whole person. Both schools emphasized the need for healthful living as a part of medical care, a revolutionary concept in 1905.

The University was designated by the Seventh-day Adventist Church as a center for educating health professionals. The original schools—Nursing and Medicine—have been joined by Allied Health Professions, Dentistry, Pharmacy, Public Health, Science and Technology, and Religion; and the Faculty of Graduate Studies. The curricula of the University are approved by their respective professional organizations. From its small beginnings, the University has achieved widespread recognition, having sent more of its graduates into international service than has any other university. It remains committed to the vision of its founders and is sustained by its close association with the church.

From 1918 to 1962, the University operated within health facilities in two cities: Loma Linda and Los Angeles. In September 1962 all health-professional education was consolidated at Loma Linda. In 1967 Loma Linda University Medical Center opened in its new three-tower facility, a landmark cloverleaf structure. The medical center continues on the cutting edge of health care, providing excellent service for patients and expanding educational opportunities for students.

In 1990 the Board of Trustees designated Loma Linda University a health-sciences university—part of a complex comprised of Loma Linda University Medical Center, faculty-practice plans, and affiliated institutions. The University is a leader in the field of health-sciences education, research, and service.

The most current campus census figures (April 2008) indicate that the core of the combined faculties consists of 1,299 full-time teachers. Part-time and voluntary teachers (1,423—largely clinicians in the professional curricula) bring the total to 2,722. As of Autumn Quarter 2007, 732 students from 95 countries outside the United States are represented in the enrollment of 4,078.



A CENTURY OF SERVICE

Today the original 1905 property is part of an expanding health sciences campus, which includes:

- three medical facilities, licensed for approximately 900 beds—
 - Loma Linda University Medical Center (LLUMC), 1966
 - Loma Linda University Children’s Hospital (LLUCH), 1993
 - Loma Linda University East Campus Hospital (LLUECH), 2003 licensed under LLUMC as Loma Linda University Community Medical Center (LLUCMC), 1993—formerly known as Loma Linda Community Hospital;
- an acute psychiatric care facility, licensed in 1991 for 89 beds—the Loma Linda University Behavioral Medicine Center (LLUBMC);
- five Loma Linda University Adventist Health Sciences Center (LLUAHSC) institutes, two LLU research centers, and various school-related research centers (see Learning Resources);
- and Loma Linda University (on-campus, distance-education, and online degree programs through the Schools of Allied Health Professions, Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Religion; and the Faculty of Graduate Studies.

1905	School of Nursing opens
1909	School of Medicine, renamed the College of Medical Evangelists (CME)
1922	Department of Dietetics
1937	School of Medical Technology*
1941	School of Physical Therapy*
1945	Radiologic Technology Program*
1948	School of Tropical & Preventive Medicine (reorganized as School of Public Health, 1964)
1954	Graduate School (restructured as Faculty of Graduate Studies in 2005)
1953	School of Dentistry
1958	Dental Hygiene Program
1959	Occupational Therapy Program*
1963	Medical Records Administration Program*
1966	Schools/Programs (see * above) consolidated as the School of Allied Health Professions
1967	Loma Linda University campus merges with La Sierra College
1968	Loma Linda University Medical Center dedicated
1990	Loma Linda and La Sierra campuses become two separate universities
1990	School of Religion
1991	Loma Linda University designated a health-sciences university
1997	Loma Linda University and Medical Center (corporately linked together through Loma Linda University Adventist Health Sciences Center—LLUAHSC)
2002	School of Pharmacy
2003	School of Science and Technology

A Unique University

Loma Linda University has always combined a devotion to academic excellence with a concern for spiritual values and a high sense of mission. The motto of the University, “to make man whole,” illustrates the sense of destiny felt in the University community to act its part in God’s ongoing plan for healing and restoring human beings to live with Him in wholeness, both now and in eternity.

While Loma Linda University has changed in many ways since its beginning in 1905, the biblical principles that provide its foundation have remained unchanged.

SEVENTH-DAY ADVENTIST HERITAGE



Loma Linda University is owned and operated by the Seventh-day Adventist Church and has a deep commitment to respecting the rich diversity of its student body. It views respect and sensitivity for all people, regardless of their culture and ethnicity, as a part of true Christianity. We recognize that students come from many different faiths. This University has a tradition of religious liberty, and it highly respects students’ religious values that differ from ours. We look upon the various perspectives of each spiritually committed student as enriching to our campus and educational environment.

OUR UNIQUE FEATURES

Two distinctive features of the Seventh-day Adventist Church, which are a part of the Loma Linda experience, become evident to first-time students. The first is the concept of the Sabbath rest, which reminds us of God as Creator. Adventists realize this in part by celebrating Saturday as the Sabbath from sundown Friday to sundown Saturday. During these hours University offices, laboratories, libraries, study halls, and recreation facilities are closed to give time for physical and spiritual renewal and worship.

A second distinctive feature worth noting is the emphasis on health and wellness. Students will be able to exercise in our recreation and wellness center, a health-and-fitness complex that received a national award for excellence in utility and design. The cafeterias on campus feature well-prepared vegetarian meals. Note also that the University holds that a drug-alcohol-, and tobacco-free lifestyle is essential for achieving the goal of “wholeness.” This means that all students agree to refrain from the use of tobacco, alcohol, and other “recreational” drugs while enrolled at the University.

Spiritual Life

Worship experiences represent a critical dimension of the educational experience at Loma Linda University and are available to the student many times throughout the week. In addition to regular Friday evening and Saturday services, many class, school, club, and University activities include a component of worship and praise to God.



CHAPEL SERVICES

In keeping with the commitment of our mission, Loma Linda University students have special requirements, such as chapel service attendance each Wednesday morning in the University Church. The chapel programs provide a variety of opportunities to integrate faith and learning. Undergraduates who live in the residence halls are also expected to attend worships in the residence halls each week.

RELIGION CLASSES

Classes in religion are part of the core curriculum in each of the University's schools and programs. These classes deal with the study of the Bible, ethics, clinical ministry (which concentrates on ways to understand and meet the spiritual needs of patients in a manner that is noninvasive and individually appropriate), and a variety of other issues related to the student's field of study and personal spiritual journey.

All students who choose Loma Linda as their university make a commitment to conduct their lives in a manner that reflects their sense of responsibility for the honor and integrity of the University and themselves as members of its community.

Learning Environment

Loma Linda University is dedicated to creating a learning environment that promotes the lifelong pursuit of knowledge, wisdom, and skills used for selfless service to mankind. Through intentional educational strategies, Loma Linda University interweaves its vision, mission, and core values with its student learning outcomes. The University's mission of wholeness gives focus to the learning environment that balances mind, body, and spirit (psycho-social-physical-spiritual)) and gives meaning to the motto of mission-focused learning. In this health care institution critical and analytical thinking skills in the health, behavioral, and natural sciences are blended with a commitment to spiritual and moral development.



Loma Linda University pledges to students, staff, faculty, alumni, and to the local and global community its commitment to upholding integrity, valuing diversity, engaging with the community in service-learning scholarship, and honoring the process of ongoing self-assessment for the purpose of continuous quality improvement. The University and each of its schools, programs, and classes provide clearly defined student learning outcomes and measurable performance indicators to create a learning atmosphere that is clear and focused.

The University is engaged in systematic academic program review. Curricular maps are maintained for each program to assure alignment between student learning outcomes and planned academic activities. Program review follows carefully developed schedules as outlined in each school-specific assessment matrices.

Loma Linda University is committed to using assessment data to guide academic and fiscal master planning for the University.

The total resources of the University offer a wealth of opportunity to the student with initiative and willingness to develop individual capacity to the fullest extent. The academic resources, affiliated clinical facilities, and community agencies constitute a rich educational environment both in classroom instruction and in guided experience. Major facilities utilized for clinical affiliations and internships include the University Medical Center; the Jerry L. Pettis Memorial Veterans Medical Center; and numerous other hospitals and agencies located in the Redlands, San Bernardino, Riverside, and Los Angeles areas, as well as throughout the United States and abroad. In addition, students find varied opportunities for service and learning in the immediate University community, in clinical and research electives, and in diverse volunteer programs.

UNIVERSITY STUDENT MISSION-FOCUSED LEARNING OPPORTUNITIES

Students for International Mission Service (SIMS)

Students find varied opportunities for service and learning in the immediate University community, in clinical and research electives, and in diverse volunteer programs.

Students for International Mission Service (SIMS) is a University-wide student organization that plans projects targeting underserved populations; monthly medical/dental trips to Baja, California; and one-to-three-month medical mission experiences around the world. The administration of this program is housed in the School of Public Health. For more information call 909/558-8047.

Web site: <<http://www.llu.edu/llu/sims>>

SAC Health System (SACHS)

A 42,000-square-foot clinic located just three miles from campus at the former Norton Air Force Base serves as the hub for activities of the SAC Health System (SACHS). The SAC Health System provides low-cost, primary health care to persons who have limited or no access to medical care in the traditional system. Satellite clinics serve populations at several locations. The clinics are staffed by a wide variety of health care professionals and provide an ideal setting for interdisciplinary training in today's changing health care climate. Student involvement includes developing nutrition and health-education programs; creating questionnaires for data collection; writing proposals for funding; and actual hands-on experience at the clinic, i.e., obtaining patient histories, assessing psychosocial problems, analyzing laboratory specimens, and providing nutrition and health-education counseling. For additional information, call 909/382-7000.

Web site: <<http://www.llu.edu/llu/sachs/>>

Community-Academic Partners in Service

The mission of Community-Academic Partners in Service (CAPS) is to develop reciprocal and sustainable relationships between the LLU students, faculty and staff, and the local community. Its vision is to put in practice Christ's mission of love and compassion through meaningful community engagement. The CAPS office is committed to raising awareness about existing local community engagement activities being conducted through our universities and to connect students/faculty to these opportunities. It also serves to create and strengthen partnerships between LLU and the local community.

UNIVERSITY LIBRARIES

Major library resources

Specialized libraries are located in various medical and school departments and other entities on campus. In addition, the following four major library resources on campus support the University's academic programs:

- the Del E. Webb Memorial Library,
- the Jesse Medical Library and Information Center
- the Rehabilitation Library (East Campus), and
- the Veterans Administration Library Services.

The central library

The historical roots of the Del E. Webb Memorial Library—the central library of Loma Linda University—go back to 1907, when a small library collection was started in a room of the old Loma Linda Sanitarium. In 1953 the growing collection was moved to its own building on the Loma Linda campus. In 1981 a new library was built, funded by a Del E. Webb Foundation grant, giving the library a total floor space of 87,670 square feet. This structure now houses the main library; while the old structure is now shared between the Department of Archives and Special Collections and the bound retrospective journals. As of June 2007, the library had a total collection of 391,754 books and bound journals; 227,989 print and electronic books; and 19,269 current print and electronic journal titles.

For more detailed information consult <<http://www.llu.edu/llu/library/about/librarystats.html>>.

Library mission

The mission of the Library is to stimulate and support the information needs of the University's instructional, research, and service programs. To this end, the Library provides a full range of information-support services—including, but not limited to, reference, circulation, reserve, and access to the Internet. The Library also provides online databases, some with full text; end-user training programs; interlibrary loans; photocopy and pull services; a computer laboratory; class-integrated, library-instruction programs; and services that support distance education and University outreach programs.

Access to resources

The Del E. Webb Memorial Library's Online Public Access Catalog (OPAC) provides integrated access to all campus library collections. In addition to the collections of the Del E. Webb Memorial Library and of the Jesse Medical Library, there are

Nursing Skills Lab, Bioethics, East Campus, Nutrition, Occupational Therapy, and Geoscience Research Center collections. The OPAC also provides access to the combined collections of some thirty-nine libraries through Link Plus, a book-request service and union catalog of more than 8 million records. The Library's Web site serves as a gateway to all electronic resources in our system, as well as those resources available on the Internet.

The Library participates in national and regional networks—such as the National Network of the Libraries of Medicine, founded by the National Library of Medicine. This structure is divided into eight regional sections, one of which is the Pacific Southwest Region. The Del E. Webb Memorial Library belongs to this region and is the designated medical-resource library for San Bernardino and Riverside counties. Local library cooperatives include the Inland Empire Academic Library Cooperative (IEALC) and San Bernardino, Inyo, Riverside Counties United Library Services (SIRCULS). Membership in these cooperatives gives Loma Linda University students, faculty, and staff access to the collections of these libraries, archives, and special collections.

Archives and special collections

The Department of Archives and Special Collections is the central repository of information on the history of Loma Linda University, the health sciences, and major collections on Adventism. It includes print materials; rare books; theses; dissertations; microforms; sound recordings; several thousand photographs; and archival materials, including papers of various denominational and University officials, as well as the congressional papers of the Honorable Jerry and Shirley Pettis. Searchable digitized indexes for various document files are also available via the Library's Web site.

For additional information about school- or program-specific libraries/computer and research centers/learning resources, see the desired schools and programs in Section III of this CATALOG.

Ellen G. White Estate—Loma Linda Branch Office

Also located in the Library is a branch office of the Ellen G. White Estate. It contains 60,000 typewritten pages of Ellen G. White's letters and manuscripts; 4,600 of her published articles; and several different files of materials pertaining to various aspects of her life and ministry. A computerized concordance to her published writings is available to researchers. A link to a bibliography of the variant editions of her works is available on the Library's home page.



LEARNING RESOURCES

On the campus many learning resources for the student offer various opportunities for academic study and research. Each school center is listed with its most closely affiliated school.

LLUAHSC (Loma Linda University Adventist Health Sciences Center) institutes

- Loma Linda International Heart Institute
- Cancer Institute
- Transplant Institute
- Rehabilitation Orthopaedics and Neurosurgery Institute
- Behavioral Health Institute

LLUAHSC centers

- Center for Spiritual Life and Wholeness
- Center for Prehospital Care, Education, and Research (CPCER)

LLU school centers

- Center for Christian Bioethics (School of Religion)
- Center for Health and Development (School of Public Health)
- Center for Health Promotion (School of Public Health)
- Center for Health Research (School of Public Health)
- Center for Molecular Biology and Gene Therapy (School of Medicine)
- Center for Perinatal Biology (School of Medicine)



Admission Policies and Information

PERSONAL QUALITIES

Loma Linda University was established to provide professional health education in a distinctively Christian environment that prepares well-qualified, dedicated Christian health-science professionals who are committed to fulfilling the mission of this University to serve humanity. Students at Loma Linda University are expected to uphold the Christian ethical and moral standards of this Seventh-day Adventist Church-related institution while on and off campus.

The University's emphasis on health and the health professions, as well as the practices of the supporting church, preclude admission of applicants who use tobacco, alcoholic beverages, or narcotics. The rights of the individual are recognized and respected; however, any conduct that is contrary to the principles governing a healthful and moral lifestyle is not acceptable for a Loma Linda University student. The prospective student has the freedom to accept or reject these principles and practices. However, once application is made to this University, it is assumed that the applicant has chosen to abide by them.

In selecting students for entrance to programs in the schools, the admissions committees look for evidence of personal integrity, academic achievement, healthy lifestyle, self-discipline, and self-direction. An applicant accepted to a school must possess capabilities to complete the full curriculum in the allotted time at the levels of competence required.

While preference is given to Seventh-day Adventist Church members, anyone interested in studying at Loma Linda University and willing to live by the institution's standards is encouraged to apply.

Some programs require an interview with faculty. Acceptance of an applicant into any curriculum is contingent on the recommendation of the department conducting the program.

APPLICATION AND ADMISSIONS

Where to write

It is important to know the specifics of the application process and to begin this process well in advance of the date of anticipated or desired entrance. Correspondence regarding application and admission should be addressed to:

Office of Admissions
(School of choice)
Loma Linda University
Loma Linda, CA 92350

Application to a degree or certificate program is to be submitted online at <<http://www.llu.edu/apply>>.

Where to call

For information about Loma Linda University, telephone inquiries may be made at 800/422-4LLU; dialing from Canada, please call 800/578-7114.

Procedure

The applicant should complete the following application requirements:

- Complete and submit the application forms online at <www.llu.edu/apply> accompanied by the nonrefundable application fee. The following programs use external application services: medicine (MD), dentistry (DDS), and physician assistant (MPA).
- Submit recommendations from three people.
- Request that official transcripts of all college and professional course work be sent directly to the Office of University Admissions. High school transcripts are required for application to undergraduate programs.
- Take the appropriate admissions tests, as noted in the school and program sections of this CATALOG, and request that the results are sent to the Office of University Admissions.
- Provide health records or certificates, as required
- Schedule an interview, if required by the school or program to which admission is desired.

Application-review process

All completed applications are reviewed by the appropriate admissions committee, which makes the final decision regarding acceptance.

Acceptance

Upon receipt of the notice of acceptance, the applicant is expected to send a letter to confirm acceptance, along with the required nonrefundable deposit. This deposit is deducted from the tuition and fees due at the initial registration.

Applicant's records

The application and all supporting records and documents become the property of the University.

TRANSCRIPTS**Incoming**

Applicants must provide official transcripts of all postsecondary education prior to offers of admission. Official final transcripts documenting completion of all course work taken between the time of application and matriculation must be received within the first quarter of enrollment. Applicants to programs that require a bachelor's degree must submit documentation (e.g., letter from registrar, school dean, or designee) of completion of bachelor's degree prior to matriculation. Subsequent enrollment is contingent upon the previous submission of all official final transcripts. Applicants are required to furnish evidence (transcripts, GED, CHSPE, or equivalent) of completion of high school in order to be granted admission to undergraduate programs of the University. The final transcript must include the date of graduation. Those students who hold an associate's degree from a regionally accredited college/university upon admission do not need to furnish a high school transcript, unless required to validate specific course work. The University accepts only official transcripts sent directly to Loma Linda University from the college, university, or high school issuing it. Transcripts submitted by the student are not considered official.

Applicants who have attended international schools are required to submit official transcripts (mark sheets) in the original language, which convey the grade and credits earned in each subject; and an English translation of their transcripts, if not already in English. In accordance with the United States immigration regulations, international applicants can be evaluated on the basis of a previewed unofficial copy of their transcripts, on the condition that the University receives official transcripts before the admission is finalized. Applicants to programs that require a bachelor's degree must submit documentation of completion of a bachelor's degree prior to matriculation.

Official education transcripts (or mark sheets), degrees earned from international institutions, or professional credentials must be sent to an evaluation center approved by Loma Linda University. The center reports the evaluation results directly to the Office of University Admissions.

Transcripts and evaluation results received by the University become the property of the University and will not be released to the student or forwarded to any other institution.

Outgoing

The University provides transcripts to other institutions or to the student or graduate only upon written request of the student or graduate.

The University reserves the right to withhold all information concerning the record of any student who is in arrears in the payment of accounts or other charges, including student loans. No transcripts will be issued until all of the student's financial obligations to the University as defined in this CATALOG have been met.

CONTINUOUS ENROLLMENT

A student who has not enrolled for any classes, or paid the continuous registration fee for courses still in progress from a previous term, will be inactivated at the beginning of the second quarter of nonenrollment, unless s/he is on an approved leave of absence (maximum of four academic quarters, including Summer Quarter). (Example: A student who enrolled for Autumn Quarter, but who does not enroll for Winter Quarter, will be inactivated at the close of registration [two weeks into the quarter] for the subsequent Spring Quarter).

Inactivated or formally withdrawn students who wish to return to complete their degree program are required to reapply with sufficient time for adequate review of any new transcript credits and advisement of any new program requirements.

The reapplication process also requires the submission of official transcripts from all colleges/universities attended since the student last attended this University. Official transcripts from colleges/universities the student attended while enrolled at this University must also be submitted if they were not submitted prior to inactivation.

Students who reapply to a program are subject to the program requirements published in the Catalog in effect at the time of re-entry. All graduates are expected to have documented current knowledge in their field of study as of the date of graduation (date on diploma).

Leave-of-absence status does not extend the student's five-year (master's) or seven-year (doctoral) time limit for completion of a degree program. If the re-applicant is within a year of his/her time limit at the time of reapplication, or if the time limit has expired and the re-applicant is requesting re-admission and a time extension, then s/he must submit a quarter-by-quarter plan for meeting all degree requirements. The re-admission request will be evaluated with the degree-completion time extension.

STUDY DEFERRAL

Applicants are accepted for a specified entering date. If the applicant does not enter the program at the time stated for admission, the application will become inactive unless the school receives a written request to hold the application. Not all programs permit an applicant to defer an application; however, for those programs for which this is permitted, an application may not be deferred for more than one year. After one year, a new application must be submitted. Accepted applicants who wish to reactivate their acceptance at a later date must apply to the school for reactivation. Previous acceptance does not guarantee acceptance at a later time. Individuals must meet admission and graduation requirements that are in effect for the school year during which they first register.

RE-ENTRANCE

See Continuous Enrollment policy in this section of the Catalog.

PRE-ENTRANCE EXAMINATIONS

Official pre-entrance examination results, as required by each program, should be sent to the Office of University Admissions, except for the following programs.

Applicants to the School of Medicine are required to take the Medical College Admission Test (MCAT) and have scores sent to the school's Office of Admissions through an application submitted to the American Medical College Admissions Service (AMCAS).

Applicants to the School of Dentistry are required to take the Dental Admission Test (DAT) and have scores sent directly to the school's Office of Admissions.

TRANSFER CREDIT

Applicants must file with the Office of University Admissions complete records of all studies taken on the college/university levels. Transfer credit is defined as credit completed at another U.S.A. college or university accredited by a regional association, or credit earned at an institution accredited by the Seventh-day Adventist educational system, or credit earned at an international institution recognized by its government. The University reserves the right to require an applicant to satisfactorily complete written and/or practical examinations in any course for which transfer credit is requested. Remedial, high school-level courses, and courses identified by the transfer institution's catalog as not applicable toward a baccalaureate degree are not accepted for transfer into an undergraduate program. Graduate transfer courses must be equivalent to courses appropriate to degree requirements.

Junior colleges

A maximum total of 70 semester units or 105 quarter units of credit will be accepted from regionally accredited junior colleges. Subject and unit requirements for admission to the respective programs are outlined in Section III.

International

Credits submitted from a college outside the United States are evaluated on an individual basis by an evaluation center approved by Loma Linda University, which reports the evaluation results directly to the Office of University Admissions. It is the applicant's responsibility to contact an approved evaluation service and supply the required documents for evaluation.

Professional schools

Credits earned in a professional school are accepted only from a school recognized by its regional or national accrediting association and only for a course that is essentially the equivalent of what is offered at this University or is substantially relevant to the curriculum.

Military schools

Credit for studies taken at a military service school is granted to veterans according to recommendations in the Guide of the American Council on Education.

Correspondence/distance course work

Course work taken at a regionally accredited school is ordinarily accepted. Home Study International, Silver Spring, Maryland, is the officially affiliated correspondence school for Loma Linda University.

International

Credits submitted from a college outside the United States are evaluated on an individual basis by an evaluation center approved by Loma Linda University, which reports the evaluation results directly to the Office of University Admissions. It is the applicant's responsibility to contact an approved evaluation service and supply the required documents for evaluation.

Professional schools

Credits earned in a professional school are accepted only from a school recognized by its regional or national accrediting association and only for a course that is essentially the equivalent of what is offered at this University or is substantially relevant to the curriculum.

Military schools

Credit for studies taken at a military service school is granted to veterans according to recommendations in the Guide of the American Council on Education.

HEALTH/IMMUNIZATIONS**Pre-entrance health requirements/immunizations**

It is expected that necessary routine dental and medical care and elective surgery will have been attended to before the student registers.

New students are required to have certain immunizations and tests before registration. Forms for a student's personal physician to use in documenting the completion of immunization requirements are provided in the acceptance packet sent to the student. In order to avoid having a hold placed on the registration packet, the student is encouraged to return the documentation forms in the provided envelope to Student Health Service no later than six weeks prior to the beginning of classes. The student must give evidence in the form of physician records or University health-service records for the items listed below before registration for the first academic quarter.

NOTE: Charges for immunizations and tests completed at Student Health Service will be billed to the student's account.

- Two MMRs—measles (rubeola), mumps, rubella (German measles)
- Immunizations must be current after 1980.
- PPD (TB) skin result or x-ray report
- If a returning student is assigned to a clinical facility that requires a tuberculosis skin test, then the student is required to have the test within the six months before the assignment begins. For School of Dentistry applicants only, this test must be repeated at least yearly while a student, and more frequently if required for placement at a clinical agency site.
- Tetanus/Diphtheria booster
- Must be current within ten years.
- Varicella (chicken pox) blood test and/or immunization
- If no known history of chicken pox, student will need to provide proof of a positive titer or of a completed series of two vaccinations.
- Hepatitis-B vaccination series
- Students who have had hepatitis-B in the past should employ extra protection when involved in direct patient care and may request a modified curriculum, if necessary. This series of three vaccinations may be completed at this University even if it was begun elsewhere.

For further information, consult the *Student Handbook*, University Policies: Communicable disease transmission-prevention policy; and the Student Health Service office, extension 88770.

COMBINED-DEGREES PROGRAMS

Information regarding combined-degrees programs, their curricula, pre-entry requirements, distribution of instruction, graduation requirements, finances, etc., may be obtained from the schools and program directors responsible for the programs. See Section III of this CATALOG for combined-degrees program options.

ADMISSIONS CLASSIFICATIONS

Applicants are admitted under one of the following classifications and must be approved for acceptance by the department(s) in which they propose to do their major concentration. Acceptance into a specific program is required before any credit earned can be applied to a degree or certificate.

Regular

Regular status is given to a student who has met all entrance requirements and is registered for a standard course of study leading toward a degree or certificate in one of the schools of the University.

Provisional

Provisional status may be given to a student who has been accepted for admission but has not yet received regular status, either because of qualitative or quantitative deficiencies in the academic record.

Nondegree

Nondegree status may be granted to a student who has not been admitted to a degree or certificate program but who is registered for selected courses in one of the schools of the University. Nondegree students are limited to a total of 12 units cumulative of courses that are applicable to a degree program at this University.

Continuing education (CE)

Continuing-education status is given to a student who is registered for a continuing-education course earning continuing-education units (CEUs).

ADVISEMENT

Upon admission into a degree program, each student is assigned an academic adviser—a faculty member in the student's major department who serves as the student's first line of communication in addressing professional and personal successes and potential challenges.

Faculty advisers are prepared to discuss career opportunities, academic policies, academic problems, curriculum, and personal circumstances.

It is the student's responsibility to consult with his/her adviser in planning the program of study. Thereafter, advisees should schedule counseling sessions with their advisers to monitor progress and assure completion of degree requirements. When questions arise relating to curriculum or policy requirements, students should always refer first to the CATALOG and their own program curriculum outline. Next, they may seek counsel from their academic adviser. Questions arising after discussion with the adviser should be referred to the department chair or the academic dean.

Orientation and advisement sessions are scheduled for all new students. These sessions provide general guidance regarding student services, health care, library resources, safety and security, registration procedures, and academic policy.

INTERNATIONAL STUDENTS

International applicants (non-U.S. citizens and non-U.S. permanent residents) must meet all admissions requirements for the chosen program before an offer of acceptance can be issued. This includes providing evidence of their ability to meet estimated living expenses and all financial obligations to the University that will occur during their program.

ENGLISH PROFICIENCY

Regardless of nationality or citizenship, an applicant whose native language is not English and whose secondary education has been completed outside the U.S. is required to pass the TOEFL, the MTELP, or their equivalents. A minimum TOEFL score of 550 (paper-based) / 213 (computer-based) / 80 (Internet-based) is required. In addition, a minimum final score of 5.0 is required on the TWE (Test of Written English) part of the TOEFL. A Test of Spoken English (TSE) with a minimum score of 55 is required only for M.P.A., entry-level M.P.T., and D.P.T. degrees. TOEFL scores are valid for two years from the test date. If it has been more than two years since the examinee last took TOEFL, the test must be taken again to have the scores reported. Visit the TOEFL Web site at <www.ets.org/toefl> for the most up-to-date information and examination registration.

Pre-entrance examination results

All official pre-entrance test scores (e.g., TOEFL, GRE) as required by each program must be sent directly to the Office of University Admissions by the testing organization.

International evaluations

All international (non-US) transcripts including high school, must be submitted to one of the LLU-approved evaluation services. See <<http://www.llu.edu/apply/intltrans.html>> for a list of the approved companies.

Finances and employment

United States immigration regulations and Loma Linda University require that international students must be prepared to provide an advance deposit and must provide documentation that additional funds will be forthcoming to meet school expenses. The deposit will be held by the University during the program of study and will be applied to the last quarter's tuition charge. Alternatively, the deposit may be refunded, less any outstanding balance on the account, if the student is denied a visa or terminates his/her program.

Scholarships and assistantships for international students are scarce, and employment is limited for F- and J-visa students to no more than twenty hours per week. Unless special permission is given by U.S. Citizenship and Immigration Service, international students are restricted to employment on campus.

VISAS

F-1 student visas

Loma Linda University is authorized by the United States Department of Homeland Security to issue F-visa applications (i.e., I-20 forms). The F-1 student visa is the visa of choice for most international students coming to Loma Linda University. This visa allows some nondegree study (e.g., certificates, preceptorships, and English-as-a-second-language studies). Degree-earning students are subject to study-load requirements and are allowed limited on-campus employment.

The I-20 is issued after a student:

1. has been accepted into a program and all official transcripts (mark sheets) have been received by the University,
2. has paid the advance deposit, and
3. has documented his/her financial plan for the chosen program.

International Student and Scholar Services can be contacted at 909/558-4955 for further information regarding F-1 student visas and the regulations governing these visas.

J-visa exchange program

Loma Linda University has an Exchange Visitor Program that is approved by the U.S. Department of State. This J-visa exchange program is authorized to sponsor/host degree-earning students, nondegree (continuing education) students, short-term scholars, visiting professors, and research scholars. The J-visa form, DS-2019, is issued after an exchange visitor has been accepted into a program, scholar position, or professor position; and has documented his/her financial plan (including health insurance for J-1 and J-2 dependents).

Loma Linda University also hosts exchange visitors who are sponsored by other organizations (e.g., Fulbright scholars). As a hosting institution, Loma Linda University has limited authority over an exchange visitor since the authority resides in the sponsoring organization.

Under current exchange visitor regulations, J-2 dependents are allowed to enroll part or full time at Loma Linda University. Also, their credits earned can be either degree or nondegree applicable.

J-1 exchange visitors are allowed to work; but employment guidelines differ, depending on the exchange category. Contact International Student and Scholar Services at 909/558-4955 for further information and regulations governing the Exchange Visitor Program.

Other visas

Internationals may enter the U.S. on a wide variety of visas. However, a visa may have to be changed before a student can commence academic studies at this University. For further information regarding regulations and study options for specific visa types, contact International Student and Scholar Services at 909/558-4955.

Study load

Both the F- and J-student-visa regulations require the successful completion of a full study load during each quarter of each academic year (as defined by each program). A minimum of 12 units per quarter is usually considered full time for an undergraduate program; 8 units per quarter is considered full time for a graduate program. In any quarter in which there will be a reduced study load, prior approval is needed from an international student adviser in International Student and Scholar Services.

Transfer students

International students currently attending other schools in the United States who have either an I-20 or a DS-2019 and who wish to attend Loma Linda University must do a school-to-school transfer. The timing of a transfer is critical in order to maintain visa status; therefore, it is important to consult with an international adviser at each school as soon as the acceptance letter is received.

Study load

Both the F- and J-student-visa regulations require the successful completion of a full study load during each quarter of every academic year (as defined by each program). A minimum of 12 units per quarter is usually considered full time for an undergraduate program; 8 units per quarter is considered full time for a graduate program. In any quarter in which there will be a reduced study load, prior approval is needed from an international student adviser in International Student and Scholar Services.

Division of General Studies

GENERAL EDUCATION REQUIREMENTS

The Division of General Studies offers general education courses that contribute to the fulfillment of requirements that apply to the Bachelor of Science degree programs in the Schools of Allied Health Professions, Dentistry, Nursing, and Public Health. In addition, these schools offer a variety of general education courses that are open to students across all schools. The Division of General Studies also provides oversight for courses that may be selected to enrich a student's academic experience but which do not fulfill Loma Linda University general education requirements.



LOMA LINDA UNIVERSITY PHILOSOPHY OF GENERAL EDUCATION

As a Seventh-day Adventist health-sciences institution, Loma Linda University seeks to exemplify a life of service and sensitivity beyond the requirements of academic excellence within a professional discipline. With its rich spiritual heritage, the University places special emphasis on educating its students for a life of service in a global community.

General education at Loma Linda University consists of courses, lectures, programs, and activities coordinated with the intent to integrate faith and learning. In addition to the basics of cultural heritage and diversity, scientific inquiry and analysis, communication, and wellness, the curriculum emphasizes the University's spiritual heritage; as well as moral and ethical decision making that is grounded in Christian principles.

Thus, a general education is considered to be the cornerstone upon which students begin cultivating their abilities to:

1. Understand the fundamental Christian principles and Adventist heritage that undergird Loma Linda University.
2. Make informed moral and ethical decisions.
3. Incorporate critical-thinking skills into personal and professional experience.
4. Value individuals with diverse capabilities and ideological, ethnic, gender, and generational perspectives.
5. Communicate effectively.
6. Undertake scientific inquiry and analysis.
7. Appreciate the contributions of the arts and humanities to society.
8. Examine the historical basis of the health-sciences professions.

9. Develop self-awareness through balance of mental, physical, social, and spiritual aspects of daily living.
10. Model servant-leadership in health care as exemplified by Jesus of Nazareth.

The Loma Linda University philosophy of general education creates a unique learning environment committed to the concept of human wholeness. Faculty are selected who embrace the spirit as well as the specifics of general education and who purpose to extend its goals into all aspects of university life—from the residence hall programs to the core of professional studies—thus adding an invisible curriculum to the required course offerings. It is this spirit in tandem with the specifics of a liberal arts education that inspires students to achieve academic excellence, value diversity, pursue lifelong learning, and live to bless others.

LOMA LINDA UNIVERSITY CRITERIA FOR GENERAL EDUCATION COURSES

- The course assists the health-sciences student in cultivating abilities in one or more of the preceding ten aspects described in the Loma Linda University philosophy of general education for baccalaureate degrees.
- The primary focus of the course contributes to the relevant knowledge and understanding of a subject area within one of the following domains described in the Loma Linda University general education requirements for baccalaureate degrees.
- The course is based on appropriate prerequisites, particularly when offered at the upper-division level.
- The course is open to all baccalaureate degree students of Loma Linda University for general education credit.
- Courses transferred to Loma Linda University for general education credit from another accredited institution must fall within one of the domains described in Loma Linda University's general education requirements for the baccalaureate degree.

LOMA LINDA UNIVERSITY GENERAL EDUCATION REQUIREMENTS (68 QUARTER UNITS)

In harmony with its commitment to wholeness, Loma Linda University requires all students graduating with a baccalaureate degree to complete a minimum of 68 quarter units of general education, which are integrated into the entire undergraduate program. Requirements are organized into five domains, as outlined in the following:

DOMAIN 1: RELIGION AND HUMANITIES (28-32 QUARTER UNITS)

The study of religion must include a minimum of 4 units of course work (or the equivalent) while attending a Seventh-day Adventist college or university. A religion course dealing with the spiritual heritage of the philosophy and mission of Loma Linda University is required (RELT 406-*Adventist Beliefs and Life*, RELT 423-*Loma Linda Perspectives*, RELT 436-*Adventist Heritage and Health*, or RELT 437-*Current Issues in Adventism*). Four of the units in religious studies may include a course dealing specifically with the religious, moral, and ethical questions of health care. Other courses may be selected from such content areas as Christian ethics, clinical ministry, comparative religions, and doctrinal, historical, and systematic theology. Required credits in religion must be earned from a Seventh-day Adventist institution.

Required religion units are prorated based on the percentage of total units (192) taken at a Seventh-day Adventist college/university (i.e., 4 units of religion for every 48 units taken at a Seventh-day Adventist institution). Students whose required units in religion from a Seventh-day Adventist institution have been prorated (reduced) may make up the additional units in Domain I (28 quarter units) with biblically based courses from another Christian college/university, or additional units in humanities.

Religion courses from nonreligious based institutions will be applied as philosophy in Domain I Humanities. Biblically based courses with religion prefixes from Christian institutions will be applied to Domain I Religion, but will not count toward the 4-unit per year religion requirement from a Seventh-day Adventist institution.

Non-Seventh-day Adventist denominationally specific religion courses taught at a denominationally affiliated institution will not apply to Domain 1, but will be applied as electives.

Applied religion courses (e.g., homiletics, counseling, witnessing, etc.) will not be applied to Domain 1, but will be applied as electives.

The study of humanities must include a minimum of 12 units. The credits in humanities must be selected from at least three of the following areas: civilization/history, fine arts, literature, modern language, performing/visual arts (not to exceed 4 quarter units), or philosophy.

DOMAIN 2: SCIENTIFIC INQUIRY AND ANALYSIS (24-32 QUARTER UNITS)

Scientific inquiry and analysis encompass both the natural and social sciences. The study of natural sciences must include a minimum of 12 units. The units in natural sciences must be selected from two of the following content areas: biology, chemistry, geology, mathematics, physics, and statistics.

The study of social sciences must include a minimum of 12 units. One course (or components integrated into several courses) dealing specifically with issues of human diversity is required. The remaining units in the social sciences must be selected from the following content areas: anthropology, economics, geography, political sciences, psychology, and sociology.

DOMAIN 3: COMMUNICATION (9-13 QUARTER UNITS)

Course work in communication must include a complete sequence in English composition that meets the baccalaureate degree requirements of a four-year college or university. (For samples of English composition requirements, see end of this section.) Other areas of study in communication may include courses in computer information systems, critical thinking, and public speaking.

DOMAIN 4: HEALTH AND WELLNESS (2-6 QUARTER UNITS)

To encourage the pursuit of lifelong leisure activities and wellness, the study of health and wellness must include at least two separate physical activity courses totaling a minimum of 1 quarter unit, and one course in personal health or nutrition. Additional units may include other areas of health, nutrition, and physical fitness.

DOMAIN 5: ELECTIVES

Electives from the previous four domains may be selected to complete the general education minimum requirements of 68 quarter units.

LOMA LINDA UNIVERSITY GENERAL EDUCATION COURSES OFFERED AT LOMA LINDA UNIVERSITY

General education courses offered by the schools are listed below in Domains 1-4.

DOMAIN 1: RELIGION and HUMANITIES (28-32 quarter units)

HUMANITIES

ARTA 205 The Language of Art (2-4)

Basic concepts, materials, and history of the visual arts that will enable the non-art major to develop an art vocabulary and gain insight into the creative process.

CHIN 105 Chinese Civilization (4)

Introduces and discusses important aspects of Chinese civilization: language, literature, history, geography, culture, economics, philosophies, and religions; as well as modern-day politics. Surveys the Mandarin Chinese language, focusing on basic pronunciation, grammar, traditional and simplified written characters, and sentence construction. Communication in everyday life, e.g., in restaurants, on public transportation, in health care encounters. Includes interactive learning, role play, media, music, and cultural presentations to enhance understanding and synthesize learning. Provides basic skills and understanding necessary for further Chinese studies and research.

CHIN 106 China Today—Its Language and Culture (4)

Briefly discusses China's past as background for study of important aspects of the country's changing, diverse, and modern culture—including its politics, economics, and religion. Introduces the richness of the Chinese language, while emphasizing common vocabulary used in everyday conversation, especially in a health care environment. Uses role-play and interactive learning to prepare students, faculty, and staff in their varied roles and missions to interact with modern China. Provides fundamental skills and understanding for further Chinese studies and research. Includes one local field trip.

CHIN 111 Mandarin I (4)

Concentrates on the study of modern vernacular Mandarin Chinese in both spoken and written forms. Immersion in vocabulary acquisition and simple grammatical rules through listening, speaking, reading, and simple writing skills. Emphasizes applied learning, individual inquisitiveness, and fearless verbal practice. Some homework required. Students expected by end of course to pronounce, and distinguish by listening, a list of common words and use such for simple dialogues and mini-speeches. Students also expected by end of course to competently read road signs, restaurant menus, occasional simple newspaper headlines and advertisements, simple Bible texts, and Chinese idioms. No knowledge of Chinese language required. Full attendance is required.

CHIN 112 Mandarin II (4)

Continues Mandarin I. Modern vernacular Mandarin Chinese in both spoken and written forms. Increases proficiency in the four basic language skills (listening, speaking, reading, and writing Chinese). Emphasizes competence in vocabulary and grammatical knowledge. Introduces health care-related terminology, Christian texts in Chinese, and Chinese idioms with English translations. Examination includes a simple speech in class and a short narrative written in Chinese.

Prerequisite: CHIN 111; unless student can speak and write some Chinese characters.

CHIN 205 Immersion Language and Culture Program (4)

Integrates program with a domestic or an international service project within a Chinese community. Applies classroom learning in real life situations. Student receives an educational "China experience" firsthand through eighty clock hours of lectures, discussion, and service learning.

Prerequisite: CHIN 105* or 106* or 305* (*may be taken concurrently)

CHIN 206 Health Care-Service Learning in a Chinese Context (2, 4)

Focuses on an international service-learning project within a Chinese community. Classroom lectures applied to a health-exposition project. Student receives an in-depth China education experience through language and cultural immersion with practical learning while serving people's needs.

Prerequisite: CHIN 105* or 106* or 305* (*may be taken concurrently)

CHIN 305 Mandarin for Health Care Professionals (2-4)

Focuses on the ability to listen, speak, read, and write in a Chinese health care-related setting, such as medical and dental offices, clinics, hospitals, nursing homes, public health facilities, and childcare centers. Students study and role play common communication exchanges with patients, physicians, dentists, nurses, and paramedical personnel.

Prerequisite: CHIN 105 or 106; CHIN 111—unless student demonstrates competence in Chinese language and knowledge commensurate with that gained as a result of completing the prerequisites.

DNHY 408 Professional Ethics (2)

Develops understanding of hygienist's obligations to the public and to his/her professional association. Defines the ethical and mature conduct expected of professional health care providers. Compares and contrasts professional ethics and personal morality as they related to dental hygiene practice.

DNHY 409 Jurisprudence (2)

Laws and regulations that govern the practice of dental hygiene, with special emphasis on California regulations. Standards of government regulations. Obligations of the hygienist to the public and to his/her profession.

ENGL 206 Introduction to Literature (4)

Introduces reading and analysis of major literary genres: poetry, drama, short story, and essay.

ENGL 246 Literary Forms and Ideas (4)

Varied content from quarter to quarter, with specific areas listed in the class schedule (such as drama, the short story, contemporary literature, women in literature, C. S. Lewis). May be repeated with new content for additional credit.

ENGL 478 Theory and Applications of Linguistics (3)

Introduces general linguistics. Covers the core linguistic areas of syntax, phonetics, phonology, morphology, and semantics; also peripheral linguistic areas such as sociolinguistics, pragmatics, and psycholinguistics.

MUHL 205 Introduction to Music (4)

Basic music literature, with some attention to other arts.

SPAN 101 Elementary Spanish I (2, 4)

Introduces Spanish culture and language, providing the fundamentals of language: pronunciation, intonation, and grammatical structures. Covers beginning-level grammar and communication (medical and general), designed for students and professionals having little or no previous exposure to the Spanish language. Includes a three-hour language laboratory for the 4-unit course. The 2-unit course covers the beginning level of medical Spanish communication for the Physician Assistant Program and for professionals having little or not previous exposure to the Spanish language.

SPAN 102 Elementary Spanish II (4)

Continues SPAN 101, emphasizing reflexive, preterite, present perfect, and imperfect verbs. Focuses on conversational skills. Includes medical vocabulary and a 3-hour language laboratory per week.

Prerequisite: SPAN 101; or equivalent with instructor's consent.

SPAN 103 Elementary Spanish III (4)

Continues SPAN 102, with emphasis on the fundamentals of pronunciation, composition and structure of the Spanish language. Includes a three-hour language laboratory per week.

Prerequisite: SPAN 102; or equivalent with instructor's consent.

SPAN 118 Spanish Literature I (4)

Surveys literature from the peninsular Spanish writers. Includes a directed study project covering a review of short stories; discussion of worldview issues of literature and cultural perspectives. Taught in English.

SPAN 119 Spain—Culture and Civilization (4)

Introduces and reviews the culture and language of Spain; summarizes and analyzes Spain's achievements in the new world. A directed-study project that includes spending time with a Spanish family and an eight-page report. Taught in English.

SPAN 122 Tradition and Paradox in Latin American Women (4)

Provides health care providers, through literature, with knowledge of the growing Latina population; their cultural needs and experiences in social, academic, and family life activities, and how they strike a balance between their old and new worlds. Taught in English.

SPAN 123 Practicum in Spanish I (4)

Practicum in the Spanish language and culture in a total immersion environment. Part of the total cost of tuition may include a trip to a Spanish-speaking country. Supervised experiences communicating with the Spanish-speaking population (behavioral and medical vocabulary included).

Prerequisite: SPAN 101 or 118 or 119 or 122; or Spanish language class or equivalent (40 hours/contact lectures).

SPAN 128 Practicum in Spanish II (4)

Practicum in the Spanish language and culture in a total immersion environment. Part of the total cost of tuition may include a trip to a Spanish-speaking country. Supervised experiences communicating with the Spanish-speaking population (behavioral and medical vocabulary included).

Prerequisite: SPAN 118 or 119 or 123; or Spanish language class or equivalent.

SPAN 130 Practicum in Medical Spanish IV (4)

Teaches students to take a complete health history in Spanish—using functional health-pattern tools, practicing in a health care institution. Designed for students who are interested in medical Spanish.

Prerequisite: SPAN 118 or 119 or 123.

SPAN 201 Intermediate Spanish I (4)

Continues SPAN 103, enabling the student to communicate in Spanish and to interview Spanish-speaking patients with cross-cultural sensitivity. Covers the reflexive verbs; present, preterit, imperfect, and future tenses; subjunctive nouns, adverbial clauses, comparatives, and superlatives. Includes a 3-hour language laboratory per week.

Prerequisite: SPAN 103 or consent of instructor.

SPAN 202 Intermediate Spanish II (4)

Continues SPAN 201. An interactive, communicative approach to learning vocabulary, emphasizing the clinical setting. Future, conditional, past subjunctive, conditional perfect, and compound tenses. Clinical interviews in Spanish (recording and transcribing). Includes a 3-hour language laboratory per week.

Prerequisite: SPAN 201 or consent of instructor.

SPAN 203 Intermediate Spanish III (4)

Continues SPAN 202, focusing on reading comprehension, vocabulary, conversation, and composition. Conducted in Spanish. Includes a 3-hour language laboratory per week.

Prerequisite: SPAN 202 or consent of instructor.

SPAN 301 Advanced Medical Spanish I (4)

Focuses on advanced medical terminology and the application of language to patient care, including comprehension and communication between professional and patient. Explores intercultural issues. Students learn skills and vocabulary useful in a clinical setting, as well as phrases and commands used during patient assessments. Conducted in Spanish. Includes a 3-hour language laboratory per week.

Prerequisite: SPAN 203; or equivalent.

SPAN 401 Advanced Spanish Composition I (4)

Designed for Spanish speakers or for students at the advanced level of Spanish. Previous experience in composition classes, SPAN 203 or equivalent required. Covers activities to explore ideas and find a theme for the writing task, various prewriting techniques, methods of organizing compositions, defining the purpose of the piece, and identifying the reader for whom they will write. Course taught entirely in Spanish.

Prerequisite: SPAN 203 or equivalent.

SPAN 430 Diversity in the 21st Century (4)

Discusses the philosophy of diversity—including language and culture—taking into account the larger group of immigrants to California, including the Latino and Asian perspective as compared with the mainstream and the African American group. Explores practical and philosophical ways of promoting personal and social unity in diversity.

SPPA 217 Beginning Sign Language (3)

Focuses on learning American Sign Language (ASL) for conversational purposes. Students learn finger-spelling, acquire a sign vocabulary of approximately 500 words, and explain and demonstrate the basic grammatical rules of ASL. Opportunity to use ASL with native signers. Discusses ASL in contrast to the various sign systems currently being used in educational settings in this country.

RELIGION**RELE 455 Christian Understanding of Sexuality (2-3)**

Interprets human sexuality in ancient, medieval, and modern Christian thought, with emphasis on contemporary issues such as marriage, divorce, homosexuality, and artificial human procreation. Additional project required for third unit.

RELE 456 Personal and Professional Ethics (2-3)

Explores the foundations, norms, and patterns of personal integrity and professional responsibility. Additional project required for third unit.

RELE 457 Christian Ethics and Health Care (2-3)

Ethical issues in modern medicine and related fields from the perspective of Christian thought and practice. Additional project required for third unit.

RELR 404 Christian Service (1-2)

Student participates in approved service learning, with written reflection on the Christian reasons for service. Additional project required for second unit.

RELR 408 Christian Perspectives on Marriage and the Family (2-3)

Provides an overview of the family life cycle from a Christian perspective. Additional project required for third unit.

RELR 409 Christian Perspectives on Death and Dying (2-3)

Considers the meaning of death—including the process of dying, cultural issues regarding death and dying, grief and mourning, suicide, and other related issues from a Christian perspective. Additional project required for third unit.

RELR 415 Christian Theology and Popular Culture (2-3)

Examines concepts and practices in popular culture from a Christian perspective. Additional project required for third unit.

RELR Crisis Counseling (2-3)

Crisis phenomena, current crisis theory, a Christian model of crisis care, and the dynamics and practices of crisis care. Additional project required for third unit.

RELR 429 Cultural Issues in Religion (2-3)

Studies similarities and differences between European-American culture and “minority” cultures in America, and the differences pertaining to the way religion is perceived and practiced. Additional project required for third unit.

RELR 448 Church and Community Leadership (2-3)

Theology and practice of lay church involvement and leadership by health care professionals. Additional project required for third unit.

RELR 475 Art of Integrative Care (2-3)

The integration of psychosocial and spiritual care in the clinical setting. Additional project required for third unit.

RELT 404 New Testament Writings (2-3)

Interprets selected letters and passages of the New Testament, with a view to their theological and practical significance for today. Additional project required for third unit.

RELT 406 Adventist Beliefs and Life (2-3)

Fundamental tenets of the Seventh-day Adventist faith and the lifestyle that such faith engenders. Additional project required for third unit.

RELT 415 Philosophy of Religion (2-3)

Philosophical study of religion, including the nature and function of religious language, evidence for the existence of God, the problem of evil, and religious diversity. Additional project required for third unit.

RELT 416 God and Human Suffering (2-3)

Suffering and evil in relation to the creative and redemptive purposes of God for this world. Additional project required for third unit.

RELT 419 Gospel of John (2-3)

Explores the message of key passages and themes in John for today. Additional project required for third unit.

RELT 423 Loma Linda Perspectives (2-3) (meets religion requirement)

History and philosophy of Loma Linda University as a Christian health-sciences institution that fosters human wholeness. Additional project required for third unit.

RELT 424 Biblical Prophets (2-3)

Explores the theological and practical significance for today of selected books, passages, and themes in the Old Testament prophets. Additional project required for third unit.

RELT 425 Contemporary Religious Issues (2-3)

Analyzes prominent topics in religion discussed in contemporary journals. Additional project required for third unit.

RELT 426 Jesus (2-3)

Studies Jesus as healer and teacher, prophet and reformer, Son of God and Savior. Additional project required for third unit.

RELT 428 Gospel of Mark (2-3)

Explores the message of key passages and themes in Mark for today. Additional project required for third unit.

RELT 429 Gospel of Luke (2-3)

Explores the message of key passages and themes in Luke for today. Additional project required for third unit.

RELT 436 Adventist Heritage and Health (2-3)

Origin and development of Seventh-day Adventist interest in health, from the background of nineteenth-century medicine and health reform to the present. Additional project required for third unit.

RELT 437 Current Issues in Adventism (2-3)

Selected theological, ethical, and organizational questions of current interest in Adventism, with the goal of preparation for active involvement in the life of the Seventh-day Adventist Church. Recommended for students with a Seventh-day Adventist background. Additional project required for third unit.

RELT 439 Gospel of Matthew (2-3)

Explores the message of key passages and themes in Matthew for today. Additional project required for third unit.

RELT 440 World Religions (2-3)

Surveys the origins, beliefs, and contemporary practices of the world's major religious systems. Gives attention to the interaction between specific religions and their cultures and to similarities, differences, and potential for understanding among the religions. Additional project required for third unit.

RELT 444 Christian Mission (2-3)

Applies biblical theology to defining the concerns, structures, and methods of Christian mission. Concept of the Church, the definition of missionary, and the priorities of mission. Additional project required for third unit.

RELT 447 Cross-cultural Ministry (2-3)

Studies the challenges of serving cross-cultural situations from a Christian mission perspective, using the insights of missiology and cultural anthropology as they relate to personal and professional growth, social change, and effective intercultural communication and service. Additional project required for third unit.

RELT 464 Paul's Message in Romans (2-3)

Interprets chapter-by-chapter Paul's most influential letter, in which the good news of God's salvation is applied to the issues of Christian life and community. Additional project required for third unit.

RELT 468 Daniel (2-3)

Nature, purpose, and message of the apocalyptic book of Daniel. Additional project required for third unit.

RELT 469 Revelation (2-3)

Nature, purpose, and message of the apocalyptic book of Revelation. Additional project required for third unit.

RELT 474 Love and Sex in the Bible (2-3)

Studies Scripture on the reality, nature, and challenges of love, both divine and human, and of key biblical passages on the goodness, meaning, and distortions of human sexuality. Additional project required for third unit.

RELT 475 Spirituality and the contemporary Christian (2-3)

Explores the meaning of spirituality in the light of Scripture and Christian thought; studies practices and disciplines that form and mature an individual's spiritual life. Additional project required for third unit.

RELT 476 The Bible and Ethics (2-3)

Ways in which the Bible and ethics are related. Major ethical themes in biblical teaching. Additional project required for third unit.

DOMAIN 2: SCIENTIFIC INQUIRY AND ANALYSIS
(24-32 quarter credits)

AHCJ 235 Essentials of Human Anatomy and Physiology (4)

Studies the structure and function of the human body, including organ systems. Lectures and demonstration laboratory. (Prerequisite to many certificate and associate degree programs, e.g., coding specialist/certificate, occupational therapy assistant/A.A.). Lecture and laboratory required.

AHCJ 235L Essentials of Human Anatomy and Physiology (1)

Studies the structure and function of the human body, including organ systems. (Prerequisite to many certificate and associate degree programs, e.g., coding specialist/certificate, occupational therapy assistant/A.A.). Lecture and laboratory required.

AHCJ 241 Microbiology (2.5)

Designed for students in the health sciences. History, classification, morphology, growth, control, transmission, and pathology of selected bacteria, viruses, fungi, rickettsia, and parasites. Host defenses against microbial pathogens, including specific and nonspecific immunity. Per week: lecture 30 hours, laboratory 30 hours. Course covers two quarters. Grade given upon completion of the 241-242 sequence.

Prerequisite: A college-level chemistry course.

AHCJ 242 Microbiology (2.5)

Designed for students in the health sciences. History, classification, morphology, growth, control, transmission, and pathology of selected bacteria, viruses, fungi, rickettsia, and parasites. Host defenses against microbial pathogens, including specific and nonspecific immunity. Per week: lecture 30 hours, laboratory 30 hours. Course covers two quarters. Grade given upon completion of 241, 242 sequence.

Prerequisite: AHCJ 241.

AHCJ 250 Anatomy and Physiology (4)

An 8-unit course (4 units Winter Quarter plus 4 units Spring Quarter) that covers structure and function of human biology. For students entering two- and four-year health professional programs such as physical therapy, occupational therapy, cardiopulmonary sciences, speech-language pathology and audiology, radiation technology, nursing, and other programs with an anatomy and physiology prerequisite.

AHCJ 251 Anatomy and Physiology (4)

An 8-unit course (4 units Winter Quarter plus 4 units Spring Quarter) that covers structure and function of human biology. For students entering two- and four-year health professional programs such as physical therapy, occupational therapy, cardiopulmonary sciences, speech-language pathology and audiology, radiation technology, nursing, and other programs with an anatomy and physiology prerequisite.

Prerequisite: AHCJ 250* (*may be taken concurrently)

AHCJ 351 Statistics for the Health Professions (3)

Fundamental procedures in collecting, summarizing, analyzing, presenting, and interpreting data. Measures of central tendency and variation, probability, binomial and normal distribution, hypothesis testing and confidence intervals, t-tests, chi-square, correlation, and regression. Introduces SPSS statistical package for computer data analysis.

Prerequisite: A passing score of 75% achieved on the mathematics competency examination.

AHCJ 402 Pathology I (4)

Fundamental mechanisms of disease, including cell injury; inflammation, repair, regeneration, and fibrosis; vascular, cardiac, respiratory, gastrointestinal, hepatobiliary, urinary, reproductive, endocrine, and integumentary pathologies.

AHCJ 403 Pathology II (3-4)

Fundamental mechanisms of disease, including the central and peripheral nervous systems, bone and joint, skeletal muscle, developmental, genetic, infectious, and parasitic pathologies; and neoplasia. 4 units: Additional unit requires two autopsy viewings and written report.

Prerequisite: AHCJ 402

AHCJ 418 Physiology I (4)

Physiology of the human body, including cellular, neuromuscular, cardiovascular, respiratory, gastrointestinal, renal, and endocrine physiology.

AHCJ 419 Physiology II (3)

Detailed study of neuromuscular physiology.

Prerequisite: AHCJ 418.

AHCJ 461 Research Methods (2)

Introduces the scientific method in research. Focuses on the major steps of the research process as these steps relate to research-report evaluation, proposal writing, literature review, development of conceptual framework, identification of variables, statement of hypotheses, research design, and analysis and presentation of data.

Prerequisite: AHCJ 351.

BCHM 306 Introduction to Organic and Biochemistry (6)

Meets the organic and biochemistry requirements of nursing and allied health students. Covers the nomenclature, structure, and salient chemical properties of the nine classes of organic compounds; as well as the structures and biological functions and salient chemical properties of proteins, carbohydrates, lipids, nucleic acids, and intermediary metabolism. emphasizes relevant health-related topics.

DNHY 390 Introductory Statistics (2)

Fundamentals of statistical analysis and critique of research data in scientific literature and in student research projects. Inferential and descriptive statistics, frequency distribution, histograms, bar graphs, and statistical tests. Laboratory computer practice in preparing and analyzing research data.

ENVH 414 Introduction to Environmental Health (3)

Introductory overview of the major areas of environmental health, such as ecology, environmental law, population concerns; environmental diseases and toxins; food, water, and air quality; radiation; noise; and solid and hazardous waste.

EPDM 414 Introduction to Epidemiology (3)

Distribution and determinants of health events in human populations. Assessments of environmental conditions, lifestyles, and other circumstances influencing disease. Measures of disease occurrence and frequency, and use of these measures in health care. Major types of epidemiological investigation. Interprets statistical associations.

Prerequisite: STAT 414 * (*may be taken concurrently)

SPPA 304 Hearing Science (4)

Introduces basic theories and laboratory exercises in acoustics, psychoacoustics, and physiological acoustics.

SPPA 376 Anatomy of Speech and Hearing Mechanism (4)

Anatomy and physiology of auditory-vocal communicative process.

STAT 414 Introduction to Biostatistics I (3)

Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting data. Measures central tendency and variation. Investigates binomial and normal probability distributions. Topics include: probability; confidence intervals; and hypothesis testing using t-tests, chi-square, correlation, and regression. Briefly introduces ANOVA and multivariate analysis. Emphasizes practical application. Laboratory use of the personal computer in statistical problem solving.

Prerequisite: Competency in algebra.

Corequisite: STAT 415

STAT 415 Computer Applications in Biostatistics (1)

Laboratory use of the personal computer in statistical problem solving.

Prerequisite: STAT 414* (*may be taken concurrently); or equivalent

STAT 464 Survey and Advanced Research Methods (4)

Principles and procedures of surveys as applied to the health sciences. Survey and research designs, questionnaire construction, interviewing techniques, sampling techniques, sample-size determination, nonresponse problems. Data collection, coding, processing, and evaluation. Presentation of results. Practical experience gained by completing a survey project.

Prerequisite: STAT 414, 415

Cross-listing: STAT 564.

AHCJ 305 Infectious Disease and the Health Care Provider (1)

Current issues related to infectious disease, with special emphasis on principles of epidemiology and the etiology of HIV/AIDS. Discusses disease pathology and modes of transmission compared with hepatitis, tuberculosis, and influenza. Development of ethical response to psychosocial, economic, and legal concerns. Strategies and programs for education, prevention, and identification of resources. Impact on the health care worker, risk factors, and precautions for blood-borne pathogens, HIV, hepatitis, and tuberculosis.

AHCJ 324 Psychosocial Models and Interventions (2)

Orients student to the major models in psychology and how they relate to medical care. Develops a psychological model for interpretation of needs of the person in crisis. Understanding the roles of psychiatrists, psychologists, social workers, and family therapists. Suicide intervention. Critical-incident debriefing. Support factors in providing temporary, adequate psychological care for all involved in medical crisis.

Cross-listing: GLBH 559

AHCJ 328 Wholeness Portfolio I (1)

Introduces SAHP goals for graduates. Students demonstrate progression toward wholeness, compassion, support of diversity, appreciation of human worth, and commitment to lifelong personal and professional growth.

AHCJ 407 Financial Management (2)

Financial aspects of health care involving prospective reimbursement system, analysis of various health-care reimbursement schemes, and hospital financial disbursements. Budget variance analysis, analysis of cost components, operating statements, and productivity related to a department budget. Special projects assigned as needed. Lecture: 2 hours per week.

AHCJ 408 Health Care Management (4)

Management theory: planning, organizing, directing, and controlling (including budgetary controls). Department productivity and theories of work simplification. Preparation of resumes, interviewing skills, professional attitudes, group theory, and group dynamics. Students spend the last two-to-three weeks doing special projects designed and supervised by their departments. (Department of Nutrition and Dietetics students register for a 2-unit practicum in conjunction with this course.)

AHCJ 415 Educational Psychology for Health Professionals (3)

Psychological factors relating to learning processes in professional and higher education. Emphasizes the role of communication skills in learning settings, gender influences on learning, objective setting and course design, stimulating higher-level thinking, motivation, and retention.

Prerequisite: AHCJ 409.

AHCJ 421 Psychology of Physical Disability (2)

Psychological reactions to illness or disability. Considers methods of dealing with these reactions with reference to the clinical situation. Seminar approach to professional responsibilities for health care.

AHCJ 498 Wholeness Portfolio II (1)

Student develops portfolio that illustrates the potential graduate's ability to meet the goals set by the School of Allied Health Professions for graduates of baccalaureate and master's degree programs.

ANTH 304 Biological Anthropology (4) (meets diversity requirement)

Explores the interaction between biology and culture in producing the variations in physical traits currently found worldwide. Examines processes of change resulting from heredity, ecological adaptation, dietary differences, mate selection,

disease, and other factors. Examines the problems of paleopathology (disease in ancient populations), humankind in the fossil record, and the place of biological and ecological factors in the fall of ancient civilizations. Detailed consideration of scientific and social bases for popular conceptions of "race."

ANTH 306 Language and Culture (4) (meets diversity requirement)

Surveys anthropological linguistics and sociolinguistics. Considers the place of language and communication in social interaction. Introduces descriptive and structural linguistics and discourse analysis. Examines linguistic pluralism in the United States. Contrasts language of health care givers with the language styles of people they serve. Language productions such as folklore, humor and other forms of "word play," curses and blessings, and glossalalia.

ANTH 315 Cultural Anthropology (4) (meets diversity requirement)

Advanced course in ethnology and social organization. Explores the nature of culture, giving special attention to such features as technology, economic activities, community organization, kinship and marriage, social control, magic and religion, the arts, and other forms of cultural behavior. Presents a wide array of examples from societies around the world.

ANTH 316 Archaeology (4)

Studies principles of archaeological research and the discoveries of centers of civilization in the Middle East, the Mediterranean, the New World, the Far East, Africa, and other parts of the world—particularly recent discoveries. Also covers the main features of biblical archaeology. Gives some attention to research into prehistoric cultures.

ANTH 436 Cultural Contexts of Religion (4)

Anthropological approach to the study of religious beliefs and practices, focusing on the diversity of religious expressions that can give insight into what makes humans human and how the frailties of humanity can be overcome. Promotes empathy with people from cultural and religious traditions other than one's own, as well as tolerance and even respect for their differences.

ANTH 448 Medical Anthropology (4) (meets diversity requirement)

Studies sickness and health as universal factors in the human condition. Examines worldview as an explanatory system for human behavior, giving ethnographic examples of curing systems and coping mechanisms. Deals with cross-cultural communication of health principles and practices.

DNHY 414 Personal Finance (2)

Personal finance topics, including credit, taxes, insurance, real estate, budgeting, housing, and inflation.

ENVH 422 Principles of Geographic Information Systems (4)

Comprehensive overview of the concepts, functions, applications, technologies, and trends pertaining to automated geographic information systems (GIS). Framework for understanding the design, development, implementation, and management of GIS. Topics include: GIS hardware and software considerations, data resources, technical issues and applications in GIS.

Corequisite: ENVH 421

HADM 444 Financial Accounting for Health Care Organizations (4)

Fundamentals of preparing and understanding financial statements. Emphasizes relationships between the balance sheet, income statement, and cash-flow statement. Generally accepted accounting terminology.

HPRO 431 Psychology and Sociology of Sport (3)

The role, effect, and importance of sport in society. Psychological principles that motivate individuals to initiate and continue sport activities.

PSYC 226 Life-Span Development (4)

Life-span course emphasizing the physical, mental, emotional, social, and religious/ moral development from conception through adulthood, aging, and death.

PSYC 305 Psychological Foundations of Education (4)

Explores educational psychology through application of development and learning theories to instruction, achievement motivation, self-esteem, classroom management, supportive and disruptive processes on school sites, campus standards,

disciplinary practices, legal/ethical issues. Requires research on effective educational practices and related foundations. Additional research for graduate credit.

Prerequisite: General psychology.

PSYC 404 Psychological Tests and Measurements (3)

Develops competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in psychology and education. Presents theoretical principles and issues together with hands-on applications. Practicum required.

PSYC 405 Psychology of Human Relations (2-3)

Human relations for career and personal success. Topics include the effective use of human resources, communication, leadership skills, decision-making, stress management, assertiveness training, managing conflicts, career development, and achieving balance.

PSYC 460 The Exceptional Individual (3)

Studies the determinants, characteristics, problems, and adjustments of individuals who deviate markedly from the norm in their mental, physical, emotional, or social aptitudes, traits, and tendencies. Emphasizes education and career planning. Open only to postbaccalaureate students and to upper-division undergraduate students.

PSYC 479 Human Neuropsychology (4)

Introduces brain-behavior relationships—including cerebral asymmetry, disconnection syndromes, disorders of memory and language, biological substrates of affective behavior, motor and perceptual dysfunction, and drug actions.

PHCJ 401 Essentials of Public Health (4)

Essential issues in public health, including history from ancient times to HMOs; definitions; organization and infrastructure; functions, practices, programs, and services. Contributions of important public health practitioners. Political, social, and economic considerations of public health problems.

SOCI 104 Introduction to Sociology (4)

Introduces the scientific study of human society and behavior in social settings. Course topics include: sociological theory and research, culture and social structure, socialization, groups and organizations, social problems, social institutions, and social change. Assists the student in achieving a greater understanding of self and society, and preparing for successful personal and professional life.

SOCI 477 Intervention Strategies for At-Risk Youth (4)

Psychological and spiritual intervention strategies for working with at-risk youth, taught within the environment of nature retreats known as Operation Jessica. Theory-based topics covered include dangerous coping methods, spiritual deficiencies, and dysfunctional family systems of at-risk youth. Focuses additionally on understanding gang culture, addictive processes, family and community violence, and spiritual recovery strategies.

SPPA 377 Bilingualism and Biculturalism I (2)

Explores theories and issues of bilingualism and biculturalism, introducing literature that gives insights into the experiences and achievements of minority college students and young adults. Opportunity for students to examine their personal identity and competence when faced with another culture or language. Explores various bilingual or dual-language educational practices and their potentials based on psycholinguistic models.

SOCIAL SCIENCES

NATURAL SCIENCES

DOMAIN 3: COMMUNICATION**(9-13 quarter credits)****AHCJ 177 Professional Literacy for Non-native Readers (3)**

Emphasizes English literacy for students whose official language of instruction is other than English. Focuses on reading, analyzing, and responding to articles relevant to students' professional studies. (Available only to Humanitec Students)

Prerequisite: AHCJ 129.

Corequisite: AHCJ 131.

AHCJ 308 Professional Communications (1-2)

Forms of written and verbal communication routinely required in the performance of the health care-manager's duties.

Projects include memos, letters, confidential FAX cover design, short reports, meeting notices, minutes, and creation of an agenda.

AHCJ 311 Medical Terminology (2)

Language of medicine, including word construction, definitions, and the use of terms related to medical science. Course organized by body systems.

AHCJ 331 Human Resource Management (3)

Theory and practice of the management of people at work. Organizational behavior concepts and the problems of employee procurement, training, and motivation. Job evaluation, wage administration, employee benefits, and negotiating with labor unions. Preparation both for managing people and directing a department in a complex organization.

AHCJ 405 Dynamics of Learning and Teaching (2)

Examines the theories of learning applied to teaching process. Includes evaluation of current research and methods of instruction.

AHCJ 409 Adult Learning Styles (3)

Theories and styles of learning, personality factors relating to learning, implications of effective intellectual, emotional, and social functioning included within the context of structuring education for the adult learner. Analyzes the teaching process from setting of objectives, selection of content, and design of classroom and clinical teaching strategies, with emphasis on alternatives to lecturing.

AHCJ 426 Introduction to Computer Applications (2)

Hands-on instruction in Word, Excel, and PowerPoint. Lectures, laboratory assignments, quizzes, projects, and a practical examination. (Course not taught every quarter.)

AHCJ 432 Database Management (2)

Theories and steps of database development using Microsoft Access. Topics include but are not limited to relationships, form building, advanced queries, reporting, and macros. Required project creating a basic medical information database from scratch.

AHCJ 433 Special Projects in Computer Applications (2)

Computer systems and applications designed to meet the specific professional needs and interests of the student. Emphasizes use of Microsoft Access with health care data and systems design, as needed.

Prerequisite: AHCJ 432 or consent of instructor.

AHCJ 464 Group Process and Dynamics (3)

Introduces principles and techniques of group theories, processes, and dynamics, as applied to the health professional setting. Concepts include group functions, roles, structures, and characteristics; group membership, norms, dynamics, and relations. Theoretical perspectives on group development, dynamics, and conflicts. Practical issues, including educational applications, negotiation, observation, and diagnosis. Leadership issues, facilitation, expedition, and termination. Simulation exercises, active learning, and flexible choices of study and application.

AHCJ 465 Seminars in Leadership (2)

Seminar in contemporary leadership topics designed to prepare graduates for entry into the new work requirements. Through observation and participation, explores the responsibility of the employee of today for successful integration into customer and community service and social responsibility.

DNHY 499 Research Writing (2)

Elective course for students wishing to write their research study for submission to professional journals for possible publication.

HPRO 443 Writing for Publication (2)

Writing by health professionals for popular, lay, or professional publications. Selection of journal or magazine, writing of query letter, preparation of abstract and manuscript in final form for submission. Includes preparation of camera-ready art. Not a remedial writing course.

RDNG 277 Advanced Reading and Comprehensive Skills (ABLE III) (2)

Advanced reading course to increase student's rate of reading by developing cognitive organizational strategies such as: special techniques for processing information while reading textbooks; previewing, skimming, and scanning techniques; advanced skills for improving memory, taking tests, and reducing anxiety.

STAT 439 Fundamentals of Microcomputer Usage (1)

Fundamental principles of microcomputer use, and introduction to DOS and Windows commands and features. Lectures and in-class demonstrations emphasizing how to create, organize, manage, and protect files on diskette and hard disks. Laboratory homework required. Not applicable toward a graduate degree in the School of Public Health.

WRIT 324 Writing for Health Care Professionals (2)

Assists the student in acquiring written communication skills needed by the health care professional, including: use of electronic databases, analysis of health care literature, application of the professional's specific writing format, choice of appropriate organization forms for developing ideas, critique of written work of self and peers, and preparation for student publication.

**DOMAIN 4: HEALTH AND WELLNESS
(2-6 quarter credits)**

DTCS 301 Human Nutrition (3)

Fundamentals of normal nutrition. Carbohydrates, proteins, fats, vitamins, minerals; their roles in human metabolism. Introduction to nutrition in the life cycle. Per week: lecture 3 hours.

DTCS 311 Human and Clinical Nutrition for Nursing (4)

Fundamentals of normal nutrition. Carbohydrates, proteins, fats, vitamins, minerals; their roles in human metabolism. Investigating the role of nutrition at various stages in the life cycle of the individual in health and disease. Nutrition intervention in the prevention and treatment of disease in the clinical setting.

DTCS 312 Clinical Nutrition for Nursing (2)

Nutrition intervention in the prevention and treatment of disease in the clinical setting.

HPRO 414 Personal Health and Fitness (4)

Applies health principles to the student's physical, mental, spiritual, and social health.

HPRO 415 Consumer Health (3)

Studies fitness and health in terms of consumer welfare, marketing, and fraud. Discussion of ethics as they relate to professional behavior.

HPRO 416 Health Through the Life Span (4)

Examines changes in health status that may occur between birth and old age. Emphasizes tailoring wellness strategies and programs to the needs of various age groups.

NUTR 474 Nutrition and Fitness (3)

Basic principles of nutrition and healthful eating for fitness and exercise. Role of nutrition and exercise in optimizing health from a scientific standpoint. Myths prevalent among consumers in the area of nutrition and fitness.

PEAC 110 Independent Activities (.5-1)

Develops an appropriate activity program in conjunction with the staff at the Activities Center, with a goal of developing motor skills and physical stamina in a manner that will promote lifelong involvement in physical activity.

DOMAIN 5: ELECTIVES

Electives from Domains 1-4 may be selected to complete the general education minimum requirements of 68 quarter credits.

ENGLISH COMPOSITION REQUIREMENTS IN SEVENTH-DAY ADVENTIST COLLEGES

The following sequences of English composition courses taught in Seventh-day Adventist schools are representative of sequences that would meet LLU general education requirements.

Andrews University	ENGL 111-112: English Composition and ENGL 306: Writing Seminar (9 quarter units)
Atlantic Union College	ENGL 101-102: College Writing I and II (6 semester units)
Columbia Union College	ENGL 101-102: Composition (6 semester units)
La Sierra University	ENGL 111-113: Freshman English (9 quarter units)
Oakwood University	ENGL 111-113: Freshman Composition (6 semester units)
Pacific Union College	ENGL 101-102: College English (8 quarter units)
Southern Adventist University	ENGL 101-102: College Composition (6 semester units)
Southwestern Adventist University	ENGL 121: Freshman Composition and ENGL 220: Technical Writing and Research (6 semester units)
Union College	ENGL 111-112: College Writing I and II (6 semester units)
Walla Walla University	ENGL 121-122: College Writing and ENGL 223: Research Writing (9 quarter units)

CULTURAL STUDIES CERTIFICATES**Courses applicable to the Spanish Studies Program certificate for the health care professionals (22 units)**

ANTH 304	Biocultural Anthropology (4) GE (Domain 2) and certificate
ANTH 306	Language and Culture (4) GE (Domain 2) and certificate
ANTH 448	Medical Anthropology (4) GE (Domain 2) and certificate
RELR 404	Christian Service (1-2)* GE (Domain 1) and certificate
SPAN 118	Spanish Literature I (2-4) GE (Domain 1) and certificate
SPAN 119	Spanish Culture/Civilization (2-4) GE (Domain 1) and certificate
SPAN 122	Tradition and Paradox in Latin American Women (2-4) GE (Domain 1) and certificate
SPAN 101	Introductory Spanish for the Professions (3) GE (Domain 1) and certificate
SPAN 201	Intermediate Spanish for the Professions (3) GE (Domain 1) and certificate
SPAN 123 and 128	Practicum in Spanish (4) GE (Domain 1) and certificate
SPAN 425	Advanced Spanish III (3) certificate
SPAN 426	Spanish in the Hospital Setting (3) certificate
SPAN 428	Practicum in Spanish (4) certificate
SPAN 430	Diversity in the 21st Century (4) certificate
	Service-learning experience (80 clock hours) certificate

ENGLISH COMPOSITION REQUIREMENTS IN NON-SEVENTH-DAY ADVENTIST COLLEGES

The following sequences of English composition courses taught in non-Seventh-day Adventist schools are representative of sequences that would meet LLU general education requirements.

California State University, San Bernardino

ENG 101: Freshman Composition and one of the following upper-division expository writing courses: EDUC 306, ENG 306, HUM 306, MGMT 306, MGMT 306, NSCI 306, and SSCI 306 (8 quarter units)

Crafton Hills College

ENGL 101: Freshman Composition and (CAN ENGL 2) and ENGL 102: Intermediate Composition and Critical Thinking; **or** ENGL 152: Intermediate Composition and Literature (CAN ENGL 4) (8 semester units)

Fullerton College

ENGL 100: College Writing (CAN ENGL 2) and ENGL 102: Introduction to Literature (CAN ENGL 4) (6 semester units)

Mt. San Jacinto College

ENGL 101 Freshman Composition (CAN ENGL 2) and ENGL 103: Writing and Reading Critically (CAN ENGL 4) (8 quarter units)

Riverside Community College

ENG 1A: English Composition (CAN ENGL 2) and ENG 1B: Critical Thinking and Writing (CAN ENGL 4) (8 semester units)

San Bernardino Valley College

ENGL 101: Freshman Composition (CAN ENGL 2) and ENGL 102: Intermediate Composition and Critical Thinking (8 semester units)

University of California, Riverside

ENGL 1A: Beginning Composition, ENGL 1B: Intermediate Composition, and ENGL 1C: Applied Intermediate Composition (12 quarter units)

LOMA LINDA UNIVERSITY GENERAL EDUCATION COURSES—ONLINE AND BOOKLET

A complete listing of courses offered each academic term at this University to meet general education domain requirements is included on the Loma Linda University Web site at <www.llu.edu/ssweb/> under the course schedules.

By linking from course schedules to *General Education Brochure and Course Descriptions* the student has access also to the entire list of general education courses and course descriptions. It is also available at the above Web site as a printable booklet—*Loma Linda University General Education Philosophy, Requirements, and Courses*

SCHOOL AND PROGRAM-SPECIFIC GE REQUIREMENTS

For additional information about specific general education requirements, see the desired schools and programs—Section III of this CATALOG.

Student Life

The information on student life contained in this CATALOG is brief. The most current *Student Handbook* more comprehensively addresses University and school expectations, regulations, and policies, and is available to each registered student. Students need to familiarize themselves with the contents of the *Student Handbook*. Additional information regarding policies specific to a particular school or program within the University is available from the respective school.

FROM UNIVERSITY TO STUDENT

Loma Linda University was established to provide education in a distinctively Christian environment. Students are expected to respect the standards and ideals of the Seventh-day Adventist Church. Prospective students have the freedom to choose or reject University or school standards, but the decision must be made before enrollment. Application to and enrollment in Loma Linda University constitute the student's commitment to honor and abide by the academic and social practices and regulations stated in announcements, bulletins, handbooks, and other published materials; and to maintain a manner that is mature and compatible with the University's function as an institution of higher learning.

It is inevitable that the student will come under question if academic performance is below standard; student duties are neglected; social conduct is unbecoming; or attitudes demonstrate deficiencies such as poor judgment, moral inadequacy, or other forms of immaturity.

Procedures for evaluation of academic and nonacademic performance—as well as for the student to exercise his/her right of appeal—are described in the current CATALOG and in each school's section of the *Student Handbook*. Grievances regarding both academic and nonacademic matters must be processed according to these published grievance procedures. After a student files an appeal or grievance, the faculty assesses the student's fitness for a career in the chosen profession and recommends to the dean appropriate action regarding the student's continuance or discontinuance.

Prospective students who have questions concerning the University's expectations should seek specific information prior to enrollment.



WHOLE-PERSON HEALTH

The University regards the student from a cosmopolitan and comprehensive point of view. It is cosmopolitan in that historically the University's global mission has promoted bonds and opportunities in education and service without regard to gender, or to national, racial, or geographical origin. It is comprehensive in that the University's concern for the welfare of the student traditionally has been an integrated concern for assisting the student toward whole-person health—balanced development of spiritual, social, physical, and mental health. Cultivating the health of any one part enhances the health of all parts. Neglecting or abusing the health of one harms the health of all. Before one can experience whole-person health, there must be a practical appreciation of the interdependent interaction of each part of the whole.

Students from all schools of Loma Linda University may congregate and participate in the multifaceted programs offered that involve the holistic concept of social, intellectual, physical, emotional, and spiritual wellness. These programs support Loma Linda University's motto, "To make man whole."

Spiritual health

In addition to personal quiet times, opportunities for the student to further develop rich, personal spiritual resources are provided in scheduled religious exercises and activities and in informal association with others who cherish spiritual values. Religion classes as well as weekly chapel services are part of the required curriculum.

Social health

Situated within easy access of the ocean, mountains, and desert, the University provides numerous opportunities for students to complement their formal learning through participation in a wide variety of recreational, cultural, and other activities. A variety of University-, school-, and group-sponsored events encourages students to relax and become better acquainted with one another. Through these activities and events, students can enrich their group interaction and leadership experiences, increase their enjoyment of and interest in fields outside their profession, develop their talents, enhance wholesome and memorable association with others, and cultivate supportive and lifelong social relationships.

Mental health

The University promotes mental health by encouraging students to study and practice principles of sound psychological health and to access state-of-the-art counseling and mental health services, as needed.

Physical health

The University promotes physical fitness by encouraging recreational interests and by providing courses in field exercises, body building, and health instruction. An effort is exerted to interest each student in some recreational and health-building activity that may be carried over to enhance future life.

RECREATION/WELLNESS: THE DRAYSON CENTER



The Drayson Center, Loma Linda University's recreation and wellness center, provides state-of-the-art fitness facilities. The center includes a 21,000-square-foot multipurpose gymnasium, which may accommodate three full-sized basketball courts, five volleyball courts, or nine badminton courts. Circling the gymnasium's inside perimeter is an elevated, rubberized, three-lane

running track. The facility also includes five racquetball courts with viewing areas, and fully equipped men's and women's locker rooms. Aerobics studios and cardiovascular and fitness areas are equipped for strength training, sports conditioning, body building, and power lifting. A 22-foot-high, 150-foot water slide ends in the nearby recreational pool. This shallow pool is wheelchair accessible. An outdoor Jacuzzi is also available, as well as indoor saunas in the men's and women's locker rooms. Included in the complex are a lighted, six-court tennis facility; a 400,000-square-foot multiuse recreational area with four softball fields, a half-mile-long track; and picnic and game areas.

The Drayson Center offers lifetime leisure classes (noncredit), such as low and high-impact aerobics, ballet, karate, and judo. The Wellness Office offers personal training, massage therapy, and individual nutrition counseling and group nutrition classes with a registered dietitian.

STUDENT HEALTH SERVICE

Professional services are rendered by the Student Health Service, which provides basic care to students. The Student Health Service is located in the Center for Health Promotion in Evans Hall, corner of Stewart and Anderson streets. The hours are Monday through Thursday, 8 a.m.-5 p.m.; Friday, 8 a.m.-2 p.m. Services are free to students.

LOMA LINDA UNIVERSITY STUDENT HEALTH PLAN

This plan is a University sponsored student health plan designed to provide comprehensive medical coverage for you and your eligible dependents. It is not an insurance program. This Plan includes coverage for hospital care, surgery, emergency care, prescription drugs, and more. Generally, to be eligible for reimbursement under the provisions of the Plan, expenses must be incurred while coverage is in effect. Expenses incurred before your plan coverage becomes effective or after your plan coverage has terminated will not be covered. This plan will only provide medical coverage on an excess basis. This means that all medical expenses must first be submitted to any other available source of health care coverage. There is no vision or dental coverage available. Please see the Loma Linda University web site for Student Health Services for a complete explanation of the Student Health Plan. (<<http://www.llu.edu/llu/studentaffairs/healthplan.pdf>>)

Enrollment

Please return the enrollment form to Risk Management as soon as possible in order to gain access to the services provided.

Preferred provider plan

The health plan has been developed as a PPO (Preferred Provider) plan. You may utilize services outside of the preferred provider structure; however it will be at reduced benefits.

Plan year

The Plan benefit year is a fiscal year and runs from July 1 through June 30.

Pre-existing condition exclusion

If a student or patient has not maintained continuous "creditable coverage" under another health plan during the 12 months prior to the student's date of enrollment, or prior to the coverage effective date, the following pre-existing condition exclusion will apply. This plan will not cover any medical condition, illness or injury for which medical advice, diagnosis; care or treatment was recommended or received by the student or patient during the six (6) months prior to the student's date of enrollment or during the six (6) months prior to the effective date of health plan coverage. Treatment includes receiving services and supplies, consultations, diagnostic tests or prescribed medications. This exclusion will apply for twelve (12) months from the coverage effective date, or date of enrollment if the individual was enrolled at the time of enrollment to the University, unless such an individual remains treatment free during the six (6) month term beginning with the date of enrollment or effective date of coverage. If the individual remains treatment free during this six (6) month term, the pre-existing condition exclusion will only apply during this six (6) month period. This exclusion will not apply to pregnancy related medical expenses or to medical treatment for a newborn or adopted child. (If you have been covered by any health plan prior to your enrollment at LLU, please read the section title, "Health Insurance Portability and Accountability Act".)

If you have a pre-existing condition you will need to check with any prior insurer to make sure you have complete information regarding your rights to COBRA coverage during this pre-existing condition exclusion period.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

If you have been covered under a medical plan during the last 12 months, all or part of the pre-existing condition exclusion may be waived as you come on to our Plan. In order for a determination to be made on how this might affect your coverage, a certificate verifying your previous coverage needs to be obtained and submitted to our office by your former insurance company or employer. If you have any pre-existing medical conditions, it is imperative that this certificate is returned to our office along with your health plan enrollment form.

ELIGIBILITY

A student is eligible for benefits if he/she:

- Is attending Loma Linda University as a graduate or undergraduate; and
- Is a degree track student. Students who are accepted into a degree program and registered for more than 0 units will be charged the enrollment fee regardless of the number of units they're registered for.
- Is a non-degree student registered for more than 4 units. Students who are not accepted into a degree program but are registered as a non-degree student for more than 4 units will be charged the enrollment fee. However, non-degree students registered for 4 units or less will not be charged the fee and will not be eligible to buy in to the Student Health Plan.
- Was previously covered under the Plan and are on an approved leave of absence from your academic program.
- IS and IP Only student. Those students who are working on "In Progress" courses, and who are not registered for any other units, will be charged the enrollment fee.

Additional information regarding eligibility

- Students who drop before the deadline will not be charged nor covered. Any student who is charged the fee and drops all units before the last day for a full refund (generally 1 week after the first day of classes), will receive a full refund of the enrollment fee and they will have no access to any University benefits. Please refer to the Student Finance 100% refund policy.
- LLUAHSC employees who are "full time benefit eligible" will not be charged the fee. The fee will not apply regardless of whether employees are using the education benefit or not. Spouses of employees who are using the employee education benefit will be charged the enrollment fee.
- Those students participating in an off campus or online program will not be charged the enrollment fee unless the program specifically requires.
- An eligible student's coverage will become effective on the first day of class or student orientation, whichever occurs first

Buy-in provision

Under the following provisions a student may obtain coverage under this health plan or extend coverage to a spouse or dependent children each quarter. In order to receive any coverage under this Plan, a student must apply for coverage during an open enrollment period, within 30 days of a status change (i.e. within 30 days of marriage or within 30 days of the birth of a newborn child) and pay the appropriate quarterly student contribution as outlined below:

1. Spouse/Dependent Children – If you are a student covered under this plan, you may extend health plan coverage to your spouse or dependent children.
2. Leave of Absence (LOA) – If you are a student who has been covered under the Plan up until the time that you leave school on an approved leave of absence (LOA), you may extend your coverage under the Plan for the length of the approved LOA, up to a maximum extension of one year.
3. Continuation Coverage – If you have been covered under this Plan and no longer meet the eligibility requirements, (for example, if you were not attending classes during any quarter, including Summer-you would need to buy-in) you and your eligible dependents may continue your coverage for up to one (1) quarter through this buy-in provision.

The open enrollment period for eligible students and dependents is the last two weeks of each calendar quarter. Buy-in coverage will be effective from January 1 to March 31, April 1 to June 30, July 1 to September 30 and October 1 to December 31. There are no invoices or reminders sent to students who are buying in to the Plan. The Department of Risk Management cannot add Student Health Plan fees to your student account. All payments must be made by check or money order. A newborn child must also be enrolled in the plan within 30 days of birth or adoption in order to receive any coverage under this plan. There is no automatic or temporary coverage provided for any dependents, including adopted or newborn children.

Extension/Continuation Coverage – \$390.00 per quarter for the student plus one of the amounts below for dependents

- One dependent (spouse or child) of a covered student – \$420.00 per quarter
- Two or more dependents – \$840.00 per quarter

Prescription Drug Coverage

Each enrolled student will be given a CVS/Caremark Health Care Identification Card, which can be used at any participating pharmacy displaying the CVS/Caremark decal. The cost of the prescription will be billed directly to the Plan after the student pays a co-payment. Prescriptions filled through CVS/Caremark will be limited to a maximum of a 30-day supply. The co-

payment amounts will be \$15.00 for generic drugs and \$30.00 for brand name* drugs, which are dispensed at our preferred pharmacies: the LLUMC Pharmacy, the Campus Pharmacy (located in the Loma Linda Market), the Faculty Professional Pharmacy (located in the Faculty Medical Offices), and the LLU Community Pharmacy. If the prescription is filled at any other participating CVS/Caremark pharmacy, there will be a \$25.00 co-payment for generic products or a \$40.00 co-payment for brand name* drugs. Prescriptions not filled by the CVS/Caremark system will not be covered under the Plan. There is a \$5000.00 maximum per individual per fiscal plan year.

*This is the co-payment when a name brand is purchased due to no generic being available, however if a student chooses a name brand over a generic drug, the student will be responsible for the generic co-payment plus any difference in cost between the two medications.

Utilization review

All services that require pre-admission review or prior authorization, must be processed through the Department of Risk Management. The types of services that require prior authorization are as follows:

- All hospital admissions
- Scheduled admissions must be authorized prior to entrance to the hospital.
- For emergency admissions, notification must be within 48 hours or the next business day.
- All outpatient surgeries
- Home health services, skilled nursing facilities
- Orthotics and purchase or rental of durable medical equipment

Please refer to the Plan Document for a complete description of required authorizations. Participants in this Plan must follow the pre-admission review process in order to receive full hospitalization benefits. If a participant does not follow the pre-admission review process, hospitalization benefits will be reduced by 50%.

SUMMARY: This is a summary of the coverage available under the LLU Student Health Plan. In order to fully understand your Plan benefits you will need to obtain a LLU Student Health Plan Document, which will describe all of the Plan coverage, limitations, and exclusions. We are also enclosing a Schedule of Benefits for your reference. If you have any questions regarding the Plan, please contact the Department of Risk Management at (909) 558-4386.

MALPRACTICE COVERAGE

Students are covered by malpractice insurance while acting within the course and scope of any approved clinical assignment.

DISABILITY INSURANCE

All students in the School of Medicine and the School of Dentistry are automatically enrolled in a disability insurance program while enrolled in this University. This program provides limited disability insurance for students while in the program and also allows for conversion to an individual disability insurance policy at the time of graduation. Details of this program are available from the School of Medicine or the School of Dentistry.

COUNSELING AND HEALTH SERVICES

Loma Linda University (LLU) Health Care Student/Family Counseling

The LLU Counseling Center offers a variety of private, confidential services to students and their families—including individual, premarital, marital, family, and group counseling. Counselors offer assertion training and use practical, problem-solving strategies to help students deal more effectively with stresses and personal challenges, including test anxiety and time management. The culturally diverse and sensitive team includes staff who are comfortable using spiritual interventions; as well as physicians specializing in psychiatry, who are available for medication consultation as an additional treatment strategy.

A 24-hour emergency crisis-intervention support service is also in place. The center is located at 11374 Mountain View Avenue in Loma Linda.

Full-time students may receive up to nine free visits. Call 909/558-4505 (or campus extension, 66028) to schedule an appointment or for more information.

Student Assistance Program

The Loma Linda Student Assistance Program (LLSAP) provides professional and caring assessment and treatment for a variety of personal, family, work, and school-related issues. The LLSAP clinicians will develop a treatment plan that may include free short-term counseling. All LLSAP services are free of charge.

If more extensive treatment is appropriate, the client is referred to a community therapist who specializes in the student's area of concern and who is covered by the student's health plan. All information is confidential. Community therapists and LLSAP

clinicians will not release information without the written consent of the student, with the exception of matters that fall under mandatory reporting laws.

The LLSAP, the only nationally accredited student assistance program in California, has provided state-of-the-art services to students since it was established in 1990.

Appointments may be scheduled during office hours by calling on-campus extension 66050 or 909/558-6050: Monday through Wednesday, 8 a.m.–5 p.m.; Thursday, 8 a.m.–7 p.m.; Friday 8 a.m.–1 p.m. Additional appointment times may be available upon request.

The program is located in the Hartford Building, 11360 Mountain View Avenue, Suite A, Loma Linda.

Loma Linda University (LLU) Student Health Services

Loma Linda University Student Health Services is committed to providing quality care to students and assisting with students' special needs. Services provided by the qualified team of physicians, nurses, and support staff include primary care, women's health, immunizations, health education, counseling or referral to counseling services, and referral to specialty services.

Student Health Services is located in Evans Hall, room 111. The hours of operation are Monday through Thursday, 8 a.m.–12 p.m., 1 p.m.–5 p.m.; Friday, 8 a.m.–1 p.m. To schedule an appointment or for more information, call 909/558-8770.

GOVERNING PRACTICES

At Loma Linda University, nonacademic policies have been established that help foster a fulfilling University experience. Students are expected to uphold these policies, which govern nonacademic student life on and off campus. Information in this section of the CATALOG, as well as in Section III and in the *Student Handbook* pertains to requirements governing all students. The student is reminded of individual responsibility to be fully informed of the general and specific requirements of his/her school and program.

Identification number and card

All accepted students will be assigned a unique University identification number. This seven-digit number will be used on all correspondence and noted on all payments to the University. A University identification card using this identification number and a bar code will be issued to each student after s/he completes initial registration and financial clearance.

The identification card allows access to various student services, including the libraries, Student Health, recreation facilities (i.e., the Drayson Center), parking, etc. Also, the bar code on the card allows currently enrolled and financially cleared students to charge against their accounts at the Campus Bookstore and campus cafeterias, and for ticket sales available through the Student Services office. In subsequent quarters, the card's bar code is automatically reactivated at each registration with financial clearance.

In some cases, a second identification card is necessary for students on clinical rotation in the Loma Linda University medical centers. This card is issued by Loma Linda University's Human Resource Management office and is valid only for medical center-related activities and does not replace the student identification card.

For further information regarding these identification cards, please contact Student Services.

Residence hall

The University is coeducational and accepts both single and married students. Any single student who prefers to live on campus may do so. Students are expected to live on campus unless they are:

- married,
- twenty-one years of age or older,
- in a graduate program, or
- living with their parents.

Students who wish to live off campus but who do not meet one of the foregoing requirements may petition the associate vice chancellor for student services for an exception. This should be done well in advance of registration to allow the student adequate time to plan. Additional information about campus housing can be obtained from the housing Web site at <www.llu.edu/llu/housing>.

The student must keep the Office of the Dean of the school informed of his or her current address and telephone number and other contact numbers.

Marriage

A student who marries or changes marital status during the academic year must provide the school with advance written notification of the change in status in order to keep school records correct and up to date. Students should make every effort to schedule their wedding ceremonies during academic recesses.

Name change

Currently enrolled students may change their names on University records when they provide evidence (e.g., certified copy of a marriage certificate) that the name change is official. In addition to filing a Request for Change of Name on University Records form with the Office of University Records, the student must present a current ID card or other form of picture ID with his or her name as it appears on University records, along with official documentation of the name change.

Name changes must be processed no later than six months prior to graduation if the new name is to appear on the diploma.

Professional apparel

Clinic and laboratory apparel are distinctive articles of dress specified by the department or school and are to be worn only in the manner prescribed and under the conditions specified in the school or department dress code. Student uniforms are to be maintained in clean, presentable condition. Information on the required professional dress is provided in section III of this CATALOG and in the University *Student Handbook*.

Personal appearance

Students in the classroom or clinical environment must exhibit personal grooming consistent with expectations of the health care institution, the profession, the school, and the University. Specific guidelines regarding grooming and attire are provided in Section III of this CATALOG and in the University *Student Handbook*.

Personal property

The School assumes no responsibility for the loss of the student's personal property, instruments, or other items by theft, fire, or unknown causes. The student is expected to assume responsibility for the safekeeping of personal belongings.

Cars and transportation

Because the student is responsible for transportation arrangements and costs for special projects and off-campus clinics, it is advantageous for the student to have access to a car. All vehicles used to transport fellow students to University- or school-sponsored off-campus assignments or activities must be registered with the Loma Linda University Department of Security and must have adequate public liability insurance—a minimum of \$100,000 bodily injury and property damage liability.

The University enforces traffic rules and regulations as provided for by the State of California Vehicle Code. It is the sole responsibility of the driver of any vehicle on University property to become familiar with these regulations. Drivers are held responsible for any infraction of the regulations. Copies of the brochure entitled “Loma Linda University Traffic and Parking Regulations” are available at the Department of Security.

Vehicles used by students on campus must be registered with the Department of Security. Returning students must go to the Department of Security annually in September to renew registration.

Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 requires that all health care professionals maintain the highest level of confidentiality in matters pertaining to clients. Discussions or written assignments relating to client information, either health related or personal, may not include identifying data. Clients' privacy and rights are to be protected.

Failure to maintain confidentiality could result in legal action. For additional information, see “What is HIPAA” at <http://wisdom.mc.llumc.edu/hipaa/education/whatishipaa.htm>.

Substance abuse

As a practical application of its motto, “To make man whole,” Loma Linda University is committed to providing a learning environment conducive to the fullest possible human development. Because the University holds that a lifestyle free of alcohol, tobacco, and recreational/illegal drugs is essential for achieving this goal, it maintains policies that foster a campus environment free of these substances.

All students are expected to refrain from substance abuse while enrolled at the University. Substance abuse is considered to be any use of tobacco, alcohol, and/or other recreational or illegal drugs; any use of a nonprescription mood-altering substance that impairs the appropriate functioning of the student; or any misuse of a prescription or nonprescription drug. Also, possession of an illegal drug may be cause for dismissal.

The University offers counseling and other redemptive programs to assist in the recovery from substance abuse. Continuation as a student with the University will be dependent upon the abuser appropriately utilizing these programs. Failure to comply with these policies will result in discipline up to and including expulsion and, if appropriate, notification of law-enforcement agencies for prosecution.

For details regarding the University's drug-free environment—as well as information regarding prevention, detection, assessment, treatment, relapse prevention, confidentiality, and discipline—see the Loma Linda University *Student Handbook*, Section V, University Policies: Alcohol, controlled substances, and tobacco policy.

Sexual harassment

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the well-being, educational experience, and careers of students, faculty, employees, and patients.

Because of the sensitive nature of situations involving sexual harassment and to assure speedy and confidential resolution of these issues, students should contact one of the school's designated, trained sexual harassment ombudspersons.

A more comprehensive statement of the policy regarding "Sexual harassment" and "Sexual standards policy" can be found in the Loma Linda University *Student Handbook*, Section V, University Policies.

Employment

It is recommended that students limit work obligations (outside employment for income) that divert time, attention, and strength from the arduous tasks of class preparation, clinical practice, and/or training in their chosen career. A student wishing to work during the school year should consult the Office of the Dean regarding employment restrictions or prohibitions.

Employment for international students

International students must obtain written authorization from International Student and Scholar Services before accepting any on-campus employment. Off-campus employment requires prior issue of a work permit by the Bureau of Citizenship and Immigration Services. F- and J-visa students must limit their employment to twenty hours or less per week while registered for courses and while classes are in session during three of four quarters in an academic year. Regulations allow full-time work (forty hours or less per week) during school breaks and summer vacations (if students' programs allow summer quarters off). For questions, please telephone International Student and Scholar Services at 909/558-4955.

ACADEMIC AUTHORITY

The Office of the Dean is the final authority in all academic matters, with the exception of General Education requirements, and is charged with the interpretation and enforcement of academic requirements. Any exceptions or changes in academic requirements, graduation requirements, or grades are not valid unless approved by the dean. Any actions taken by individual faculty members with regard to these matters are advisory only and are not binding on the school or the University unless approved by the dean.

ACADEMIC INTEGRITY

The academically dishonest act considers that academic dishonesty intentionally violates the community of trust upon which all learning is based, intentionally compromises the orderly transfer of knowledge from teacher to student, and is inconsistent with good professional and moral behavior. Accordingly, the penalty for academic dishonesty is severe.

Acts of dishonesty include but are not limited to:

- theft;
- falsifying or changing grades or other academic records;
- plagiarism or excessive paraphrasing of someone else's work;
- knowingly giving, obtaining, or falsifying information during examinations or other academic or professional practice assignments;
- using unauthorized aids during examinations;
- loud and disruptive behavior during lectures, demonstrations, or examinations;
- excessive unexcused absences from classes or from clinical assignments

"Examinations" are defined as regularly scheduled tests, quizzes (scheduled or unscheduled), final examinations, comprehensive assessments, take-home tests, open-book tests, and any other assignment given by an instructor or preceptor whether for a grade, points toward a grade, or for zero points (e.g., a learning exercise).

Instructors and students are responsible for reporting instances of academic dishonesty for investigation. An instructor may take immediate action during an examination or other point-generating activity in order to maintain the integrity of the academic process. Substantiated violations are to be brought before the designated disciplinary body for action. Disciplinary action may include receiving a failing grade on the examination or assignment, receiving a failing grade in the course, suspension, or permanent dismissal from the program.

CONDUCT

Students are expected to conduct themselves in a professional manner during didactic and clinical training. Professional conduct includes (but is not limited to) punctuality; and respect for other people, their property, and their right to learn. It also includes an appropriate respect for those in authority. Students of Loma Linda University are expected to behave in a manner that will not bring criticism upon themselves, the program, the school, or the University.

Because students may be exposed to patients' relatives and friends in any public place, and because their conversations and their attitudes have an effect on those around them, students are asked to observe the following:

- Any information given to the student by a patient or contained in a medical record must be held in strict confidence. Therefore, the discussion of a patient's diagnosis and treatment and other clinically related topics should be extremely guarded. A patient's family and community people may be listening and may incorrectly interpret the things discussed. Careless talk may lead to malpractice litigation.
- A joking or casual attitude toward illness and medical treatment should not be displayed since it may seem uncaring and be disturbing to those who are ill and suffering, as well as to the family members.
- Student and staff behavior in professional situations may be the deciding influence for or against Christian beliefs, values, and a health-enhancing lifestyle.

An in-depth description of the professional conduct expected of students is contained in the Loma Linda University Student Handbook.

GRIEVANCE PROCEDURE

Grievances related to sexual harassment, racial harassment, or discrimination against the disabled shall be pursued in accordance with University policies specifically relating to these items. Grievances related to academic matters or other issues covered by specific policies shall be made pursuant to the policies of the school in which the student is enrolled. A student who questions whether the process provided by the school has followed the policy of the school in regard to his/her grievance may request the office of the chancellor to conduct a review of the process used by the school in responding to his/her academic grievance.

Students who believe that an error has been made or that they have been dealt with in an inappropriate manner by an office or nonacademic department of the University such as records, student finance, student affairs, health services, Drayson Center, etc., may seek correction by the following steps:

1. The student may put his/her complaint in writing and provide it to the head of the department or office involved. The student may request an appointment and discuss this matter with the department head. The department head will make a decision and provide a written answer to the student within 14 days of receiving the student's written complaint or meeting with the student, whichever is later. If the answer is not satisfactory to the student, s/he may:
2. Put the complaint in writing and send it to the dean of student affairs for review. The matter will be considered at the next meeting of the dean's council and the student will be informed in writing of the council's response within seven days of the council's consideration of the complaint.

COPYRIGHT VIOLATIONS

The copyright law of the United States (Title 17, USC) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for or later uses a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

COMMUNICATION DEVICES

All communication devices must be set to "off" or "vibrate" during class, laboratory, clinic, or chapel. No cell phones, PDAs, calculators, laptops, or other electronic or communication items may be used in the classroom, testing facility, or laboratory unless specifically a part of that activity and approved by the faculty member in charge.

Academic Policies and Information

Students of the University are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation. In this section (Section II) are the University regulations. See Section III for regulations that pertain to each school and program.

REGISTRATION

Registration dates are published on the Web at <www.llu.edu/registration>. Posted deadlines for registration and change of registration are in effect and binding. The school will not intercede to obtain a variance.

After consultation with their academic adviser, students register online. Registration procedure includes entering classes online, clearing financial arrangements with the Office of Student Finance, and having a student-identification picture taken for the ID card (first-quarter registration only). Students are advised to print the Request for Clearance Submitted Web page to retain written documentation that they have requested financial clearance.

A late-registration period of at least a week prior to the beginning of the quarter and extending to five days after the quarter begins is provided, during which a late-registration fee of \$50 will be charged. (Always check the Web for specific dates of registration, since they vary during some quarters due to holiday schedules.) Students may not attend class without being registered, and in no case may registration take place later than the seventh calendar day of a term unless the course is offered as an intensive that requires registration before the end of the first day of class. No credit is granted for academic work performed during any quarter without registration.

Change in registration

A change in registration requires filing a Registration Change Request (Add/Drop) form with the Office of University Records. Students receive written verification each time a change of program is officially approved. Students are advised to retain this written verification as documentation of their registration. Changes in registration after the second week affect the student's grade record.

Course changes

A student may add courses that follow the general University calendar during the first seven calendar days of the quarter. Courses that follow the general University calendar may be dropped during the first fourteen days of the quarter without academic or financial penalty. Course changes after the fourteenth day of the quarter affect the permanent grade record. A Change of Program form must be filed. Students may withdraw from a course prior to the fourteen calendar days before the final examination week, after which time withdrawals are no longer permitted.

Study load

Usually an academic study load is defined in terms of credit units. A full undergraduate load is considered to be 12 or more units per quarter; a full graduate load is considered to be 8 units per quarter. Professional programs, however, require considerable clinical experience, for which only partial academic credit is given at times. Consequently, a full study load often is not reflected by the number of academic credit units carried.

To be considered a full-time student, an undergraduate student must be registered for at least 12 units of course work per quarter; and a graduate student must be registered for at least 8 units. A registration of 400 clock hours per quarter is also considered to be full time for any student. This is based on forty hours per week for a ten-week quarter.

The normal course load, including all course work for which a student may be registered at this or another institution, is 16 quarter units for an undergraduate student and 12 quarter units for a graduate student. Full-time study loads are those specified by the departments for each program. Students of exceptional ability may register for additional course work upon recommendation of the department and consent of the dean.

Non-LLU courses as part of total load for financial aid

Regular courses for which a student is registered at another financial-aid eligible institution constitute part of the student's study load. Courses must be transferable and required for completion of the student's Loma Linda University degree program. Correspondence and independent study courses are excluded, per federal-aid regulations. Only when the student enrolls in such courses using the Consortium Agreement form (from the Office of Financial Aid) will the course(s) count on the student's total load as eligible for financial-aid and loan-deferment purposes.

A person who is not enrolled in regular classes but who is occupied in research, dissertation, or thesis, is classified as a student. By filing an Academic Load Validation form every quarter at registration, the academic load may be validated for loan deferment.

BACKGROUND CHECK

Some clinical affiliation sites require background checks for all incoming students; these checks must be completed no later than two weeks prior to clinical placement. The student will be responsible for obtaining the background checks, including the cost.

The following elements must be covered by the check, at a minimum: past 7 years, 3 counties, Office of Inspector General (OIG), Social Security number, other names (maiden, married, etc.), addresses, and sex-offender database.

STUDENT LEVEL

Students enrolled in a professional program in which they are classified as freshman, sophomore, junior, or senior will be classified according to the level of the course work they are taking (e.g., a student with a previous baccalaureate degree pursuing another baccalaureate degree would be classified as a sophomore while taking sophomore-level courses, etc.).

Students enrolled in block programs are classified according to the level of the block in which they are enrolled (e.g., master's-1st, 2nd, or 3rd year; or freshman, sophomore, junior, senior, as is appropriate for the degree program; or PY1 [professional year 1]).

COURSE NUMBERS

Courses are numbered as:

001-099,	non-degree-applicable credit;
101-299,	lower division;
301-499,	upper division;
501-599,	graduate;
601-699,	graduate: seminar, research, thesis, or dissertation;
701-899,	professional and clinical;
901-999,	continuing education—without academic credit.

500-level course work may not apply toward a baccalaureate degree unless the instructor approves it, and both deans (dean of the school offering the course and dean of the school in which the student is enrolled) give permission; and provided the credit does not apply toward both an undergraduate and a graduate degree. Approval is not needed if the course is part of a coordinated program.

No courses numbered in the 700s, 800s, or 900s may apply toward a baccalaureate degree.

UNIT OF CREDIT

Credit is recorded in quarter units. One unit represents 10-11 class hours in lecture or 30-40 hours in laboratory practice.

ATTENDANCE

Regular attendance at all appointments (class, clinic, laboratory, chapel) is required beginning with the first day of each term. A pattern of absence, excused and unexcused, will be referred to the school's designated academic authority for consideration and action.

Excused absences are defined as follows:

- Illness, verified by a physician's statement or official statement from Student Health Service submitted to the school's designated academic authority;
- Participation in an institution-sponsored activity (verified by a written statement from a faculty sponsor);
- Recognizable emergency approved by the school's designated academic authority.

Tardiness is disruptive, distracting, and inconsistent with professional behavior. Students who arrive after the beginning of class may be counted absent.

Information regarding the school's designated academic authority can be obtained from the Office of the Dean.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The College Level Examination Program (CLEP), a national program of credit by examination, offers persons of all ages and backgrounds new opportunities to obtain recognition for college-level achievement, no matter how acquired.

As of July 2001, general examinations are no longer offered; however, the policy remains in effect for students who took general examinations prior to that date. No credit is granted for the CLEP general examinations in English composition, mathematics, or science courses requiring a laboratory.

As of July 1, 2004, in order to receive Loma Linda University credit, students must complete all examinations for CLEP credit within six months after having received their initial degree-compliance report. A student will be allowed to challenge a given course by examination only once. CLEP scores will be accepted at C or better until percentiles are available from CLEP. Credit is granted for scores at or above the 50th percentile for the subject examinations, and at the 65th percentile for general examinations in the humanities, natural sciences, and social sciences/history.

CREDIT BY EXAMINATION

For certain courses offered by the University, a student in an undergraduate degree program may earn credit by passing an equivalency examination administered by the appropriate school and department. Such an examination is at least equal in scope and difficulty to a final examination in the course and may include materials supplied by CLEP or other agencies.

A graduate program should be used to acquire new knowledge. Since the purpose of credit by examination is to validate prior knowledge, graduate credit may not be earned by examination. If a required course in the degree program is a repeat of prior learning, the student may request a waiver, thus making it possible to take elective courses that would increase knowledge.

A student currently enrolled in a degree program at this University who desires credit by equivalency examination petitions the dean of the school offering the course, and, upon approval, pays a testing fee. See Schedule of Charges in the Financial Information section for examination fee.

Equivalency examinations may not duplicate credit already earned through course work, including courses taken for audit.

A grade of CR (Credit) is given only after the student has completed one quarter, or the equivalent, at this University; and has earned 12 units of credit with a grade-point average of at least 2.0 in undergraduate courses.

Units earned by equivalency may not be used as part of the enrolled load.

Equivalency examinations must be taken before the final quarter of residency.

The maximum amount of credit that may be earned by equivalency examination is determined by each school but may not exceed a maximum of 20 percent of the units required for the degree or certificate.

COURSE WAIVER

Certain course requirements in a program may be waived on the basis of previously completed course work, experience, or licensure. An examination for waiver credit, if required, may be taken only once and must be taken before the last quarter of the program of study. Waiver of a specific course requirement does not reduce the number of units required for a program or residency requirements. A waiver examination does not carry academic credit and cannot be used to make up for a course in which an unsatisfactory grade was received. For examination fee, see Schedule of Charges in the Financial Information section.

Permission to waive a course requirement in the School of Pharmacy requires prior approval of the department chair and consent of the dean.

INDEPENDENT STUDY

Independent study may be undertaken subject to the consent of the department chair and/or the Office of the Dean. The student is responsible for completion of the Directed/Independent Study Title Request form in addition to the regular registration. University policy limits directed study to 12 quarter units of undergraduate credit and 8 units of graduate credit in a degree program. Individual programs may further limit these units. The Office of the Dean should be consulted regarding limits on credit earned through independent study. Independent study is to be completed in adequate time before graduation to allow recording in the Office of University Records.

CORRESPONDENCE COURSE

Independent study may be undertaken subject to the consent of the department chair and/or the Office of the Dean. The student is responsible for completion of the Directed/Independent Study Title Request form in addition to the regular registration. University policy limits directed study to 12 quarter units of undergraduate credit and 8 units of graduate credit in a degree program. Individual programs may further limit these units. The Office of the Dean should be consulted regarding limits on credit earned through independent study. Independent study is to be completed in adequate time before graduation to allow recording in the Office of University Records.

EXTENSION STUDY

To be acceptable for credit, an extension course must be evaluated as to its equivalence to an accepted course. To assure that the course will transfer to Loma Linda University, the student should contact the Office of University Records prior to taking the course. Registration for extension study requires prior approval of the department chair and consent of the dean.

SCHOLASTIC STANDING

Grades and grade points

The following grades and grade points are used in this University. Each course taught in the schools has been approved for either a letter grade and/or an S/U grade.

A	4.0	Outstanding performance.
A-	3.7	
B+	3.3	
B	3.0	Very good performance for undergraduate credit; Satisfactory performance for graduate credit.
B-	2.7	
C+	2.3	
C	2.0	Satisfactory performance for undergraduate credit. Minimum performance for which credit is granted toward a degree in the School of Public Health, the School of Nursing, or the School of Allied Health Professions.
C-	1.7	Minimum performance for which credit is granted toward a degree in the School of Dentistry, School of Pharmacy, or School of Health.
D+	1.3	
D	1.0	Minimum performance for which undergraduate credit is granted, except as indicated above.
F	0.0	Failure—given for not meeting minimum performance.
S	none	Satisfactory performance counted toward graduation. Equivalent to a C grade or better in undergraduate courses, or a B grade or better in graduate courses. An S grade is not computed in the grade-point average. A student may request a grade of S in only a limited amount of course work as determined by the school. This is done by the student's filing with the Office of University Records the appropriate form prior to fourteen calendar days before the final examination week. Once filed, the grade is not subject to change.
U	none	Unsatisfactory performance— given only when performance for an S-specified course falls below a C grade level in an undergraduate course or a B grade level in a graduate course. Similar filing procedures as given for S grade above are required. The U grade is not computed in the grade-point average.
S/N	none	Satisfactory performance in a clock-hour course. Not included in total units. Same grading criteria as the S grade given for a credit-hour course.
U/N	none	Unsatisfactory performance in a clock-hour course. Not included in total units. Same grading criteria as the U grade given for a credit-hour course.
R	none	Credit for Credit by Examination. Counted toward graduation/units earned but not units attempted. Such credit cannot be counted for financial aid purposes.
NC	none	No credit for Credit by Examination. Does not count for any purpose.
W		Withdrawal—given for withdrawal from a course prior to fourteen calendar days before the final examination week. Withdrawals during the first fourteen calendar days of a quarter or the first seven calendar days of a five-week summer session are not recorded if the student files with the Office of University Records the appropriate form prior to the cut-off date.

Withdrawals outside this time frame, upon recommendation of the dean, may be removed at the discretion of the vice-chancellor for academic affairs. In the case of nontraditionally scheduled courses, W will be given for withdrawal from a course prior to completion of 80 percent of the course, excluding the final examination period.

Withdrawals during the first 20 percent of a course, excluding the final examination period, are not recorded if the student files with the Office of University Records the appropriate form prior to the date when this 20 percent of the course is completed.

A student may withdraw only once from a named cognate course that s/he is failing at the time of withdrawal.

UW		Unofficial Withdrawal—indicates that the student discontinued class attendance after the close of registration but failed to withdraw officially.
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I	<p>Incomplete—given when the majority of the course work has been completed and circumstances beyond a student's control result in the student being unable to complete the quarter. An I notation may be changed to a grade only by the instructor before the end of the following term (excluding the summer sessions for those not in attendance during that term). Incomplete units are not calculated in the grade-point average.</p> <p>By use of the petition form—available online at <www.llu.edu/ssweb/registration>—the student requests an I notation from the instructor, stating the reason for the request and obtaining the signatures of the instructor, the department chair, and the associate dean. The form is left with the instructor. The instructor reports the I notation on the grade-report form, as well as the grade the student will receive if the deficiency is not removed within the time limit. The petition form is then filed with the Office of University Records along with the grade-report form. The notation I is not granted as a remedy for overload, failure on final examination, absence from final examination for other than an emergency situation, or a low grade to be raised with extra work.</p>
IP	<p>In Progress—indicates that the course has a duration of more than a single term and will be completed by the student no later than the final term of the course, not to exceed five quarters for independent study and research courses (original quarter of registration plus four additional quarters). The student's final grade will be reported on the instructor's grade report at the end of the term in which the course is completed. If the course work is not completed within the five-quarter time limit, a grade of U will be given.</p>
AU	<p>Audit—indicates registration for attendance only, with 80 percent class attendance considered a requirement. A request to change a credit course to audit or an audit course to credit may be made no later than the fourteenth calendar day after the beginning of a quarter, or the seventh calendar day after the beginning of the five-week summer session. (This does not apply to short summer courses lasting only a week or two.)</p>
AUW	<p>Audit Withdrawal—given for withdrawing from a course, or to indicate that the 80 percent class attendance requirement was not observed.</p>

ACADEMIC STANDING

The following classifications are based on scholastic performance, as defined by each school within the University: regular standing or academic probation.

VETERANS BENEFITS

Under Title 38 of the U. S. Code, Loma Linda University is approved for the training of veterans and other eligible persons. Information regarding eligibility for these programs may be obtained by calling 888/GIBILL1 or 888/442-4551. Application for benefits must be made directly to the Veterans Administration (VA) and may be done via the Web.

The Office of University Records serves as the certifying official for Loma Linda University. Students should contact the certifying official prior to their first enrollment certification.

Students receiving veteran's benefits who fail for three consecutive quarters to maintain the cumulative grade-point average (G.P.A.) required for graduation will have their benefits interrupted, and the VA office will be notified.

School of Medicine students must maintain satisfactory grades for all required courses for the year in which they are currently enrolled. If a grade in a required course reflects unsatisfactory progress, the School of Medicine student will not be certified until his/her probationary status (usually one year) has been removed.

For more information, open links to the VA Web site ("Students" or "Prospective Students") on the University home Web page at <<http://www.llu.edu>>.

PRIVACY RIGHTS OF STUDENTS IN ACADEMIC RECORDS

Under the Family Education Rights and Privacy Act (FERPA), students have full rights of privacy with regard to their academic records, including their grade reports. Grades are available to the student online at <www.llu.edu/ssweb>. The Office of University Records sends one copy of the student grade report to the school.

The campus is authorized under FERPA to release "directory information" concerning students. Such information may include a student's picture, name, telephone listing, month and day of birth, and major field of study. This information is subject to release at any time unless the campus has received prior written request from the student that such information not be released.

GRADE CHANGE

Faculty members are responsible for evaluating and assigning grades. A grade may not be changed except when an error has been made in arriving at or recording a grade. Such changes are permissible up to the end of the succeeding term.

The faculty member must obtain the dean's signature on the Change of Grade form after the initial grade has been entered.

REPEATING A COURSE

Once grades have been posted for a course, a student wishing to improve his/her grade must repeat the course. When repeating a course, the student must attend class and laboratory sessions as ordinarily required and take all regularly scheduled examinations. The amount of tuition paid for repeated courses is determined by the school. Both the original and the repeat grades will appear on the student's permanent record, but only the repeat grade is computed in the G.P.A. and included in the total units earned. *A student may repeat a course only once, and no more than two courses may be repeated in a student's degree program.*

PERSONAL LEAVE OF ABSENCE

A leave of absence, which may be as short as one day but no longer than one year, is defined as being away from school for obligations other than personal health, which may or may not be school sponsored. The appropriate personal-leave-of-absence form must be obtained from the University Web site and approved by the dean or his/her designee prior to the student's departure. Stipulations for re-entry are given to the student in writing. The student should consult the Office of the Dean regarding the possibility of maintaining health coverage and continuous registration during the leave period.

WITHDRAWAL

To withdraw from a course(s), the student must complete a Change of Program form. If a student finds it necessary to withdraw from a degree or certificate program, the dean (or his/her designee) must be notified in writing. The student then arranges for formal withdrawal from the program by filing a Program Withdrawal form in the Office of University Records. The Change of Program form or the Program Withdrawal form should be completed and submitted on the last day of class attendance.

Courses dropped during the first two weeks of the term are not included in the student's permanent record.

If a student is discontinuing the entire program, the date the Program Withdrawal form is properly submitted to the Office of University Records will be the date of withdrawal used to calculate tuition refunds. Tuition is refunded according to the practice outlined in the Financial Information section of this CATALOG. Failure to file the Program Withdrawal form may result in avoidable charges to the student's account. *The tuition-refund policy for off-campus students is listed under the applicable school in Section III of this CATALOG.*

ADMINISTRATIVE WITHDRAWAL

Students who fail to make arrangements for a leave of absence and continuing registration may be administratively withdrawn from school. Information regarding the period of inactivity allowed prior to administrative withdrawal can be obtained from the Office of the Dean.

FACILITATING THE TRANSFER OF CURRENTLY REGISTERED STUDENTS

The following steps apply to processing an application for a student who is currently registered at Loma Linda University:

1. The student submits application (online or paper) to a new program that is not part of a joint/combined-degree arrangement.
2. The Office of University Records prominently flags the transcript as being from a currently registered student.
3. The flagged University transcript is forwarded to new program for evaluation.
4. The new program contacts a designated person in the home school/program to obtain relevant information about the student without revealing that an application is under consideration.
5. If the new program decides to accept the student, the acceptance letter instructs the student to take one of the following actions—
6. Send a letter/deposit accepting the offer of admission and process a Total Withdrawal form or a Leave of Absence form for the program s/he is leaving, or
7. Decline the offer of admission.
8. The home program has an opportunity to speak with the student when s/he attempts to get an adviser's signature on the Total Withdrawal form.
9. The Office of University Records updates the student's program in Banner upon the Total Withdrawal and acceptance into the new program.

ACADEMIC RESIDENCE

A student must meet the residence requirements indicated for a particular degree or certificate.

CATALOG IN EFFECT FOR DEGREE REQUIREMENTS

Subject to department approval, students may complete degree requirements outlined in any CATALOG in effect during the time they are enrolled as accepted students in a school. However, students who have been on leave of absence for more than one year, or who failed to register without leave of absence (consult Office of the Dean regarding number of quarters) may be required to re-enter the program under the CATALOG in effect at the time of re-entry, with the exception of students who are on leave from a school to pursue a medical or dental degree at this University. Such students may complete their program under their original CATALOG.

GRADUATION

The responsibility for meeting graduation requirements rests primarily upon the student. Therefore, students should read and understand the requirements as set forth in this CATALOG and consult carefully with their adviser to plan a sequence of courses each term that fulfills these requirements. A student's program of study is governed by the requirements listed in the University CATALOG at the time of admission; however, when circumstances demand, the University reserves the right to make changes with reference to admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation.

The undergraduate who plans to graduate must submit an "Undergraduate Intent to Graduate" form two quarters prior to graduation. The form is available online at <www.llu.edu/ssweb/forms/intgrad.pdf>.

COMMENCEMENT EXERCISES

The candidate completing requirements in the Spring Quarter is expected to be present at the commencement exercises and receive the diploma in person. Permission for the degree to be conferred in absentia is contingent upon the recommendation of the dean to the chancellor and can be granted only by the chancellor. If a candidate has not satisfactorily fulfilled all requirements, the University reserves the right to prohibit participation in commencement exercises.

DIPLOMAS

All diplomas issued to graduates list the degree only. No official diploma is awarded that identifies a specific area of specialization.

Financial Policies and Information

The student is expected to arrange for financial resources to cover all expenses before the beginning of each school year. Accounts with other schools or with this University must have been settled. Registration is not complete until tuition and fees for each term are paid; therefore, the student should be prepared to make these payments during scheduled registration periods for each academic year. Tuition and fees may vary from amounts shown.

STUDENT FEES

Students attending this University will be charged an enrollment fee, based on the criteria indicated below. Neither the fee in total nor any portion of the fee will be waived under any circumstances. Other school-specific charges—such as technology fees, laboratory fees, etc.—may also appear on the student account. The following criteria govern the enrollment fee:

1. Students who are accepted into a degree program and registered will be charged the enrollment fee, regardless of the number of units for which they are registered.
2. Students who are not accepted into a degree program but who are registered as nondegree students for more than 4 units will be charged the enrollment fee.
3. Students who are working on “In Progress” courses and who are not registered for any other units will be charged the enrollment fee.
4. A student who is charged the enrollment fee but who drops all units before the deadline for a full refund (generally one week after the first day of classes), will receive a full refund of the enrollment fee and will have no access to any University benefits. Please refer to the percent refund policy.
5. LLUAHSC employees who are “full time benefit eligible” will not be charged the enrollment fee, whether they are using their education benefit or not. Spouses of employees who are using the employee benefit will be charged the enrollment fee.
6. Students participating in an off-campus or online program will not be charged the enrollment fee unless the program specifically requires this fee.
7. Other school-specific fees will be charged independent of the enrollment fee.

Note: The student enrollment fee includes health coverage.

GENERAL PRACTICES

Advance payments/refunds

For students whose student loans are pending at the time of registration—where applications were not filed at least 30 days prior to registration—a \$50.00 late-payment fee will be charged. Tuition and fees are due and payable in full before or at registration each term. If a student withdraws from a per-unit course or from a block or nonblock registration up to 60 percent into a term, tuition will be refunded on a pro-rata basis. Students who drop a course from a block program of courses will not receive a refund (please refer to the quarterly registration and refund dates (<<http://www.llu.edu/ssweb/0terms/regdates.html>>)).

Monthly statement

The amount of the monthly statement is due and payable in full upon presentation of the statement. A student unable to meet this requirement must make proper arrangements with the director of student finance. An account that is more than thirty days past due is subject to a finance charge of .833 percent per month (10 percent per year). Failure to pay scheduled charges or to make proper arrangements will be reported to the respective school and may cause the student to be considered absent, discontinued, or ineligible to take final examinations.

Financial clearance

The student is expected to keep a clear financial status at all times. Financial clearance must be obtained—

- each term in order to complete registration;
- before receiving a certificate or diploma;
- before requesting a transcript, statement of completion, or other certification to be issued to any person, organization, or professional board.

To obtain financial clearance from the Student Loan Collections Office, students with campus-based student loans must be current on all scheduled loan-account payments and must have fully completed a loan exit interview, after ceasing to be enrolled for at least half time at this University. If the student's loan accounts are not current, or an exit interview has not been fully completed, a hold will be placed by the Student Loan Collection Office on transcript, diploma, or degree verification; and PIE

requests and other services may be denied. Please note that all student loans are reported to a credit bureau organization on a monthly basis. If a student fails to comply with the terms and conditions of the promissory note, the Student Loan Collection Office will accelerate the loan(s) and will place the student loan(s) in collection with an outside agency and will demand immediate payment of the entire unpaid balance—including principal, interest due, late fees, other fees, collection costs, attorney costs, and legal costs.

Payments

Bankcard, ACH, check, wire transfer, and cash payments are accepted. Checks should be made payable to Loma Linda University and should indicate the student's ID number to ensure that the correct account is credited. In case a payment is returned, there will be a \$25.00 returned-item fee assessed. Payments are accepted online, by mail, and in person at Student Finance. (<<http://www.llu.edu/ssweb/studentfinance/>>).

DEPOSITS

Acceptance Deposit

Upon notification of acceptance, the student makes the required deposit (see school or program for specific deposit amount). This amount is deducted from the tuition and fees due at registration or forfeited if student does not enroll.

Room and key deposit

Residence hall room and key deposits for Daniells Complex and for Lindsay Hall are forfeited after August 15 if occupancy does not follow for the Autumn Quarter. At the close of the term of residence, both the room deposit and the key deposit are refunded after the dean's inspection and clearance and the student's return of the key.

HOUSING

If a student is interested in on-campus/ residential housing, application may be made online at <www.llu.edu/llu/housing>.

INTERNATIONAL STUDENTS

United States immigration regulations and Loma Linda University require that International students must be prepared to provide an advance deposit, and must provide documentation that additional funds will be forthcoming to meet school expenses. The deposit will be held by the University during the program of study and will be applied to the last quarter's tuition charge. Alternatively, the deposit may be refunded, less any outstanding balance on the account, if the student is denied a visa or terminates his program.

Scholarships and assistantships for international students are scarce, and employment is limited for F- and J-visa students to no more than twenty hours per week. Unless special permission is given by U.S. Citizenship and Immigration Service, international students are restricted to employment on campus.

HEALTH SERVICE

A student registered for more than 4 units per quarter or enrolled in a certificate or degree program is automatically covered by the Student Health Plan provisions. A non-degree student may request and pay for health-plan coverage if you are part-time student who has been accepted in to a Board approved (degree or certificate) program and are currently registered for 1-6 credit hours. For further information, see the Student Health Plan in the Student Life section of this CATALOG.

STUDENT AID

The University participates in grant, scholarship, and loan programs. Financial assistance is available to students from University and government loan funds and other special trust funds. A needs-analysis system approved by the federal government is used to evaluate the need for financial aid. A parental contribution factor is considered for dependent students.

It is necessary for students who are seeking financial assistance to file the Free Application for Federal Student Aid (FAFSA) as soon as possible for the current academic year.

Loans

Loans are available both to undergraduate and graduate students who are eligible to participate in government loan programs. Loans are restricted to citizens of the United States and certain eligible noncitizens. Certain funds are interest free while a student is enrolled at least half time. Inquiries about loans should be made to the Office of Financial Aid.

Deferred-payment plans

Through various nationwide organizations specializing in educational financing, low-cost, deferred-payment programs are available to students who want to pay education expenses in monthly installments.

Work-study program

Work opportunities may be available to students after financial need is determined by the Office of Financial Aid. The majority of funding for on-campus employment is provided by the United States government for United States citizens and certain eligible noncitizens.

Financial aid applications

To apply for financial aid for the 2007-2008 academic year (Summer Quarter through Spring Quarter), each student must complete a FAFSA. FAFSA applications are available online at <www.fafsa.edu.gov>. The FAFSA application must be renewed annually.

Cal Grant deadline is March 2.

VETERANS BENEFITS

Under Title 38 of the U. S. Code, Loma Linda University is approved for the training of veterans and other eligible persons. Information regarding eligibility for these programs may be obtained by calling 888/GIBILL1 or 888/442-4551. Application for benefits must be made directly to the Veterans Administration (VA) and may be done via the Web. The Office of University Records serves as the certifying official for Loma Linda University. Students should contact the certifying official prior to their first enrollment certification.

Students receiving veteran's benefits who fail for three consecutive quarters to maintain the cumulative grade-point average (G.P.A.) required for graduation will have their benefits interrupted, and the VA office will be notified.

School of Medicine students must maintain satisfactory grades for all required courses for the year in which they are currently enrolled. If a grade in a required course reflects unsatisfactory progress, the School of Medicine student will not be certified until his/her probationary status (usually one year) has been removed.

For more information, open links to the VA Web site ("Students" or "Prospective Students") on the University home Web page at <<http://www.llu.edu>>.

WICHE

The University participates in the student-exchange program of the Western Interstate Commission for Higher Education (WICHE). Eligibility requirements vary among states. Interested students should apply to their state's certifying officer for further information.

The name and address of the certifying officer can be obtained from the Western Interstate Commission for Higher Education, 3035 Center Green Dr., Suite 200, Boulder, CO., 80301. Web page <<http://wiche.edu/sep/psep/>>.

Inquiry may also be made at the Office of Student Financial Aid. The application deadline is October 15 prior to the year aid is needed.

III

ABOUT THE SCHOOLS

School of Allied Health Professions

School of Dentistry

School of Medicine

School of Nursing

School of Pharmacy

School of Public Health

School of Religion

School of Science and Technology

Faculty of Graduate Studies

School of Allied Health Professions

Dean's Welcome

School Foundations

Mission and Goals

- Mission

- Goals

- Evaluation of Mission and goals—Portfolio-development practicum

General Regulations

- Admissions policies and information

- Application and acceptance

 - Where to write

 - Apply early

 - Application-review process

 - Procedure

 - Online application

 - Applicant's records

- Entrance requirements

 - Subject/diploma requirements

 - Grade requirement

 - Transcripts

 - Academic probation

Student Life

- Professional standards

Academic Policies and Information

- Academic residence

- Graduation ceremonies

- Scholastic standing

 - Repeating a course

 - Promotion and probation

 - Standard of student progress (time framework)

Allied Health Studies

- Faculty

- Adjunct Faculty

- Advisory Committee

Extended-campus programs

Learning Resource / CPCER (Center for Prehospital Care, Education, and Research)

- CPCER information

- CPCER courses and programs

- Life support education (LSE)—CPR, ACLS, PALS, neonatal resuscitation, and AED courses

Financial Policies and Information

- General financial practices

- Schedule of charges/Tuition by program

- Special tuition charges

- Supplies

- Special charges

 - Application, acceptance deposit, late registration, returned check, credit by examination

 - Examination and membership fees

 - Laboratory fees and equipment rentals

 - Book usage and replacement fees

 - Transcripts

Professional pins
 CPR certification
 Student membership fees
 On- and off-campus student housing
 Estimated living expenses
 Miscellaneous expenses

Awards and scholarships

Additional requirements/policies

Programs, Degrees, and Certificates

Allied Health Studies
 Health Science (Japan)—B.S.
 Radiation Technology (Fresno, California)—certificate
 Health Information Administration (online)—B.S., PB certificate
 Rehabilitation Science (conjoint doctoral)—Ph.D.

Cardiopulmonary Sciences
 Emergency Medical Care—B.S.
 Respiratory Care—B.S., P.P.B.S., certificate

Clinical Laboratory Science
 Clinical Laboratory Science (formerly Medical Technology)—B.S.
 Cytotechnology—B.S., PB certificate

Health Information Management
 Coding Specialist—certificate
 Health Information Administration—B.S., PB certificate

Nutrition and Dietetics
 Dietetic Technology—A.S., certificate
 Nutrition and Dietetics—B.S., certificate

Occupational Therapy
 Occupational Therapy Assistant—A.A.
 Occupational Therapy—Entry-Level M.O.T., Postprofessional M.O.T., O.T.D.

Physical Therapy
 Physical Therapist Assistant—A.S.
 Physical Therapy, Master's—M.P.T.
 Physical Therapy, Doctoral—D.P.T., D.Sc.

Physician Assistant Sciences
 Physician Assistant—Master of Physician Assistant

Radiation Technology
 Diagnostic Medical Sonography—certificate
 Medical Dosimetry—certificate
 Medical Radiography—A.S.
 Nuclear Medicine Technology—certificate
 Radiation Sciences—B.S.
 Radiation Therapy Technology—B.S., certificate
 Radiologist Assistant—B.S., PB certificate

Speech-Language Pathology and Audiology
 Speech-Language Pathology and Audiology—B.S.
 Speech-Language Pathology—Transitional M.S., M.S.

Dean's Welcome

Welcome to the School of Allied Health Professions at Loma Linda University. Here you will receive a quality education from a committed faculty and staff. Regardless of the discipline you have chosen to study, we believe we offer an environment that fosters academic excellence, professional competence, and spiritual development.

Our close and effective connection with Loma Linda University Medical Center enables both students and faculty to stay on the cutting edge of health care practice. The school's more than 1,300 clinical affiliations throughout the United States offer a wide variety of experience options designed to develop a well-rounded health care professional.

In the School of Allied Health Professions, we are committed to your education and professional development and believe that it is more than just clinical competence—it is our emphasis on the development of the caring and compassionate professional—that sets us apart.



Craig R. Jackson, J.D., M.S.W.
Dean



School Foundations

The School of Allied Health Professions was established in 1966 (under the name School of Health Related Professions, 1966-1971) to consolidate the administration of individual curricula initiated earlier in the University: medical technology, 1937; physical therapy, 1941; medical radiography, 1941; occupational therapy, 1959; health information management (formerly medical record administration), 1963.



Curricula added since the school was established are nuclear medicine technology, 1970; radiation therapy technology, 1970; cardiopulmonary sciences (formerly respiratory therapy), 1971; nutrition and dietetics, 1972; medical sonography, 1976; special imaging technology, 1976; cytotechnology, 1982; coding specialist, 1987; occupational therapy assistant, 1988; physical therapist assistant, 1989; emergency medical care, 1993; surgical technology, 1995; physician assistant, 2000; polysomnography, 2002; radiologist assistant, 2003; medical dosimetry, 2003. The curriculum in speech-language pathology and audiology, initiated in 1965 under the auspices of the College of Arts and Sciences of La Sierra University (formerly Loma Linda University, La Sierra campus), was transferred to the School of Allied Health Professions in 1987. Particulars governing programs currently offered are detailed in this section of the CATALOG following information that pertains to students schoolwide.

Mission and Goals

OUR MISSION

The School of Allied Health Professions is dedicated to fulfilling the mission of Loma Linda University through academic and clinical training of allied health professionals. The school prepares competent health professionals in a Christian environment that emphasizes the healing and teaching ministry of Jesus Christ “to make man whole.”

To meet local, national, and international allied health-care needs, we seek to serve:

1. Students choosing to become health care professionals.
2. Individuals in need of medical care or health-promotion programs.
3. Faculty and staff committed to working with students in a Christian educational setting.

OUR GOALS

The goals of the School of Allied Health Professions are to:

1. Provide an environment in which the student may develop responsibility for integrity, ethical relationships, and empathic attitudes that contribute to the welfare and well-being of patients.
2. Help the student accept responsibility for integrity, ethical relationships, and empathic attitudes that can contribute to the welfare and well-being of patients.
3. Help the student develop a background of information and attitudes conducive to interprofessional understanding and cooperation.
4. Encourage the student to cultivate habits of self-education that will foster lifelong growth.
5. Engender and nurture in the student the desire to serve mankind—and, in particular, to serve as needed in the medical centers sponsored by the Seventh-day Adventist Church, both in this country and elsewhere.

The goals of the School of Allied Health Professions for the ideal graduate are that s/he:

1. Demonstrates clinical competence in his/her chosen profession.
2. Operates from a foundation of personal and professional ethics that incorporates the fundamental values espoused by Loma Linda University.
3. Demonstrates compassion for others in the manner of Christ.
4. Clarifies his/her values and attitudes of human worth in relationship to his/her understanding of God.
5. Performs effectively within a team setting.
6. Communicates effectively with peers, supervisors, patients, family, and the community—orally and in writing—with sensitivity to nonverbal communication.
7. Analyzes and responds to the changing field of health care.
8. Critically analyzes data.
9. Reads and interprets research papers.
10. Contributes to the chosen health profession through participation in professional organizations.
11. Utilizes a theoretical foundation as a basis for treatment or management.
12. Incorporates wholeness into all aspects of personal and professional life.
13. Demonstrates sensitivity when accommodating diversity among individuals.
14. Commits to lifelong personal and professional learning.
15. Demonstrates basic skills in personal financial management and, where appropriate, in practice management.

EVALUATION OF MISSION AND GOALS—WHOLENESS PORTFOLIO-DEVELOPMENT PRACTICUM

Portfolio is a tool by which students develop and personally achieve goals established by the School of Allied Health Professions. The School conducts an evaluation program that includes courses, validation of writing, and standardized measures related to wholeness. The evaluation courses—Wholeness Portfolio I, II, and Graduate Wholeness Portfolio—are intended to be a means of integrating the wholeness concept into the lives of the students and of assessing the outcome of their educational process. The portfolio faculty and staff assist students in understanding and modeling the mission of Loma Linda University and the School of Allied Health Professions.

Each portfolio course is in progress for three to four quarters, during which time the student is developing a portfolio based on the fifteen goals of the school (see Mission and Goals above). The final portfolio provides the student with an organized, goal-driven documentation of growth and achieved competence of abilities in a personal and professional realm of skills.

An Associate in Science degree program student completes the one-year Portfolio Practicum; all other undergraduate students complete Portfolio Practicums I and II over a two-year period. Each graduate student completes a graduate portfolio.

General Regulations

Students of the University are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation. Section III gives the general setting for the programs of each school and the subject and unit requirements for admission to individual professional programs. It is important to review specific program requirements in the context of the general requirements applicable to all programs.

ADMISSIONS POLICIES AND INFORMATION

The program admissions committees of the University intend that an applicant to any of the schools is qualified for the proposed curriculum and is capable of profiting from the educational experience offered by this University. The admissions committees of the school accomplish this by examining evidence of scholastic competence, moral and ethical standards, and significant qualities of character and personality. Applicants are considered for admission only on the recommendation of the program in which study is desired.

In selecting students, the Admissions Committee of the School of Allied Health Professions looks for evidence of self-discipline, personal integrity, and intellectual vigor. The committee also looks for evidence that students possess the capabilities required to complete the full curriculum in the allotted time and to achieve the levels of competence required. Acceptance of the applicant into any program is contingent on the recommendation of the department conducting the program.

An interview with faculty is required by most programs. Loma Linda University was established to provide education in a distinctively Christian environment, and its students are expected to adopt Christian ethical and moral standards as a basis for their conduct. It must be understood further that, in harmony with the University's emphasis on health and the health professions and the practices of the supporting church, applicants who use tobacco, alcoholic beverages, or narcotics should not expect to be admitted.

Loma Linda University is committed to equal opportunity and does not discriminate against qualified persons on the basis of handicap, gender, race, color, or national or ethnic origin in its educational and admissions policies, financial affairs, employment programs, student life and services, or any University-administered program. It does, however, retain the right to give preference in student admissions to qualified Seventh-day Adventist applicants. While this right is retained, it should be emphasized that admissions are not limited exclusively to Seventh-day Adventist applicants.

APPLICATION AND ACCEPTANCE

Where to write

Correspondence about admission to all programs and requests for application information should be addressed to the Office of Admissions and Records, School of Allied Health Professions, Loma Linda University, Loma Linda, CA 92350.

Apply early

One class is admitted annually to most of the professional programs. Most programs begin with the Autumn Quarter. Exceptions are noted in the respective programs of this CATALOG.

Late applications are considered as long as space is available. Notifications generally are sent between January 1 and May 15, depending on the completeness of information provided and the date of application. Applicants should inquire at the Office of Admissions and Records if notice of action is not received by April 15 for occupational therapy and physical therapy, and by May 15 for other programs.

Application-review process

All completed applications are first reviewed by the department chair and faculty. A recommendation on each application is then submitted to the School's Admissions Committee, which makes the final decision regarding acceptance.

Procedure

The procedure for application and acceptance is given below. All correspondence and documents are to be sent to the Office of Admissions and Records, School of Allied Health Professions, Loma Linda University, Loma Linda, CA 92350.

1. File the complete application form (including recommendations, if received), accompanied by the \$60 application fee.
2. Request that transcripts of all college course work be sent to the school. High school transcripts are required of all applicants in order to verify graduation and completion of high school mathematics.
3. Upon receipt of the notice of acceptance, return the required deposit and the card provided to confirm acceptance.
4. Provide health records or certificates, as required.

Online application

Applications are available online at <<http://www.llu.edu>>. (Click on “apply” under Loma Linda University.)

Applicant’s records

The application and all records submitted in support of the application become the property of the University.

ENTRANCE REQUIREMENTS**Subject/diploma requirements**

High school and college subject requirements for each program are outlined in the respective programs. Students are required to furnish evidence of completion (official transcript) of high school in order to be granted admission to undergraduate programs in schools of the University. A high school diploma or its equivalent, the GED, is required.

Grade requirement

Eligibility for consideration by the Admissions Committee is based on a grade-point average of at least 2.0 (on a 4.0 scale) for all course work (science and nonscience subjects computed separately) presented in fulfillment of entrance requirements for all programs in the school. A grade-point average considerably higher than the minimum is expected because of the nature of the studies in many professional programs and the competition for the limited number of openings. In general, grade-point averages between 2.5 and 3.0 are considered minimal, depending on the program. A minimum grade of C (2.0) is required for all college-transfer courses.

Transcripts

Transcripts (the documents by which institutions officially convey the grades and credits earned in specific subjects and the stage of completion of curriculum requirements) are accepted only when sent directly to the University by the issuing institution.

Transcripts received by the University become the property of the University and will not be released to the student or forwarded to any other institution upon request of the student.

Academic probation

Students whose cumulative G.P.A. at the end of any quarter is less than the minimum required by the school or program will be placed on academic probation, and the number of units for subsequent registrations will be restricted to a maximum determined by the school or program. A student on academic probation jeopardizes his or her standing in a degree or certificate program.

Student Life

The information on student life contained in this CATALOG is brief. The most current *Student Handbook* more comprehensively addresses University and school expectations, regulations, and policies; and is available to each registered student. Students need to familiarize themselves with the contents of the *Student Handbook*. Additional information regarding policies specific to a particular school or program within the University is available from the respective school.

PROFESSIONAL STANDARDS

Personal grooming

Good taste indicates that haircut, hairstyling, and personal grooming be neat, and conservative rather than ostentatious.

Grooming and style should also be practical, so that the student can perform assigned duties without embarrassment or inconvenience. Specifically:

- Men's hair must be neatly trimmed and not fall below the collar. Ponytails, spikes, and dreadlocks are not acceptable.
- Mustaches and beards, if worn, must be neat and closely trimmed.
- Women's hair, if long, may be required to be tied back. Spikes and dreadlocks are not acceptable.
- The wearing of hats indoors is not acceptable.
- Words, pictures, and/or symbols displayed on clothing should be consistent with a Christian institution and sensitive to a diverse student population.
- Excessive makeup and fragrances are not appropriate.
- Rings, if worn, should be low profile and limited to one finger per hand. Male students are not allowed to wear ear ornaments. If worn by women, ear ornaments are limited to simple studs and should not drop below the bottom of the earlobes. Such ornaments are limited to one per ear. Rings or ornaments in other anatomical sites are not acceptable.
- Fingernails should be maintained in a professional manner, closely trimmed, and should not interfere with patient safety and comfort during treatments. Nail polish, if worn, should be of a subdued color.

Academic Policies and Information

Students are responsible for informing themselves of the policies and regulations pertinent to registration, matriculation, and graduation; and for satisfactorily meeting these requirements.

ACADEMIC RESIDENCE

In order to graduate from Loma Linda University with a bachelor's degree, a student must complete at least 32 of the last 48 units, or a minimum of 45 total units of course work, at this University. A minimum grade of C (2.0) or better is required for all B.S. and postbaccalaureate degrees.

GRADUATION CEREMONIES

Graduation events include formal ceremonies identified as conferring of degrees, awarding of diplomas, and recognition of candidates for degrees. Other related graduation events include the baccalaureate and vespers services. The conferring of degrees ceremony(ies) occurs at the close of the Spring Quarter and includes an academic procession, the formal conferring of degrees by the president, and the presentation of diplomas by the dean of the school. Candidates who complete the requirements for degrees and certificates are invited, with families and friends, to attend and participate in these important and colorful events.

To be eligible to participate in graduation events, candidates must have completed all requirements for the degree, including prerequisites and/or corequisites, as specified by the school. In certain degree programs, upon authorization of the dean, exceptions will be made for candidates who:

- Have only clinical experience requirements to complete and can project completion by the end of the calendar year;
- Can complete remaining degree requirements by the end of the Summer Quarter; or
- Are in a block program.

The still in-progress course work may not exceed 8 units for graduate students or 12 units for undergraduate students. A student who completes the requirements for a degree or certificate (other than clinical experience) at the end of the Summer, Autumn, or Winter Quarter is invited to participate in the subsequent June commencement events. The official date of graduation on the diploma is ordinarily the last day of the term in which the requirements for a degree are completed.

Superior academic performance and achievement in scholarship and leadership are recognized in the printed graduation program for persons who complete their baccalaureate degree and who at the end of the quarter preceding their final term have acquired a cumulative grade-point average for all college work (includes course work taken at other colleges/universities, except for remedial courses), as follows:

- 3.5 Graduation cum laude
- 3.8 Graduation magna cum laude
- 3.9 Graduation summa cum laude

Although the official commencement program indicates names of graduates who qualify for honors on the basis of their grade-point average as of the end of the quarter preceding their final term, the subsequently issued diploma and transcript may indicate graduation with honors if the student's final quarter's record has increased the grade-point average sufficiently to qualify for honors at that time.

SCHOLASTIC STANDING

Repeating a Course

A student who receives an unsatisfactory grade in a required course and is required by the faculty to do additional work may request permission of the faculty to pursue one of the following plans. In either plan the student must register and pay the applicable tuition.

1. Review the course work under supervision and take a make-up examination (usually not given before a minimum of two weeks of study). A passing grade resulting from a repeat examination will be limited to a C (2.0). (See the Schedule of Charges in the Financial Information section of this CATALOG for the tuition rate for tutorial course work.)

2. Repeat the course, attend class and/or laboratory, and take the final course examination. Full tuition will be charged whether regular or occasional attendance is required. (See the Schedule of Charges in the Financial Information section of this CATALOG for the tuition rate.)

A student who receives an unsatisfactory grade in a required clinical-experience course and is required by the faculty to do additional work must re-register and pay the applicable fee. (See the Schedule of Charges in the Financial Information section of this CATALOG for the fee for repeat of clinical experience.)

Both the original and repeat grades are entered in the student's permanent academic record, but only the repeat grade is computed in the grade-point average. A course may be repeated only one time.

Promotion and Probation

Each student's record is reviewed quarterly by the faculty. Promotion is contingent on satisfactory academic and professional performance and on factors related to aptitude, proficiency, and responsiveness to the established aims of the school and of the profession. As an indication of satisfactory academic performance, the student is expected to maintain the following grade-point average:

- 2.0 Associate and baccalaureate degree programs
- 2.5 Master's degree program
- 3.0 Doctoral degree program

A student whose grade-point average in any term falls below the minimum required for the degree, or who receives in any professional or required course a grade less than a C (2.0), or whose clinical performance is unsatisfactory is automatically placed on academic probation. Continued enrollment is subject to the recommendation of the department. If continued enrollment is not recommended, the case is referred to the Administrative Council of the school for final action.

If continued enrollment is recommended, the student will be required to institute a learning-assistance plan within the first two weeks of the following quarter and meet regularly scheduled appointments with the academic adviser. The learning-assistance plan should: identify the problem, identify and list the goals, state the time frame, and include student and adviser signatures and date.

A student who is on academic probation and fails to make the minimum required grade-point average the following quarter or fails to have an overall minimum grade-point average after two quarters will have disqualified him-/herself from the program.

Standard of student progress (time framework)

After initial enrollment in a program, students must complete program requirements within the following timeframes:

A.S. degree	3 years
B.S. degree	5 years
Master's degree	5 years
Doctoral degree	7 years

Allied Health Studies

The Department of Allied Health Studies provides a variety of administrative and support services to the school's academic departments, including: development, marketing, admissions, computer support and training, portfolio, and financial services. In addition, the Department of Allied Health Studies supports programs offered at distance-education sites, online, and in conjunction with other schools of the University.

FACULTY

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Everett Lohman III
Diana S. Medal
Dulce L. Pena
Gail T. Rice
Borge Schantz
Ernest R. Schwab
Paige Shaughnessy
Antonio Valenzuela
Ardis E. Wazdataskey
Grenith J. Zimmerman

ADJUNCT FACULTY

Naoki Ando
Yuji Asai
Masahiro Hashimoto
Fusae Ishibashi
Takeo Itoh
Yoshinori Koide
Miyako Murase
Naohito Shingu
Tsuyoshi Soji
Shigeyuki Suzuki
Chiharu Tanaka
Akira Tsushima

ADVISORY COMMITTEE

Craig R. Jackson
Edd J. Ashley
Liane H. Hewitt

EXTENDED-CAMPUS PROGRAMS

Students may contact the program director for information about distance-learning programs.

Health Science, B.S. (Japan)

KEIKO KHOO, Program Director

Radiation Technology, B.S. (Fresno, California)

ARTHUR W. KROETZ, Program Director

Health Information Administration, B.S. (online)

MARILYN H. DAVIDIAN, Program Director

Rehabilitation Science (conjoint Ph.D.)

GRENITH ZIMMERMAN, Program Director

LEARNING RESOURCE/CENTER

Center for Prehospital Care, Education, and Research (CPCER)

JEFFREY T. GRANGE, Medical Director, Center for Prehospital Care, Education, and Research (CPCER); Director, LLUMC Emergency Medical Services, Department of Emergency Medicine

JEFFREY L. BENDER, Director, Center for Prehospital Care, Education, and Research (CPCER)

BRETT MCPHERSON, Manager, Center for Prehospital Care, Education, and Research (CPCER); Manager, Discoveries Project, Loma Linda University Medical Center

EHREN NGO, Director, Bachelor of Science degree program in emergency medical care, Department of Cardiopulmonary Sciences, School of Allied Health Professions

EVELYN MASSEY, Program Director, Life Support Education, Department of Cardiopulmonary Sciences, School of Allied Health Professions

ELIZABETH L. LYNCH, Primary Investigator, Convertible Use Rapidly Expandable (CURE) Center Project, Loma Linda University Medical Center

The Emergency Medical Care (EMC) Bachelor of Science degree program and Life Support Education (LSE), in conjunction with the LLUMC Emergency Department (ED), constitute the Center for Pre-hospital Care, Education, and Research (CPCER). The center seeks to advance the mission of Loma Linda University Adventist Health Sciences Center (LLUAHSC)—“To make man whole.” Bringing together the educational and research resources of Loma Linda University and the educational and ethical resources of LLUMC—a tertiary care center, children’s hospital, and Level 1 trauma center—the Center for Prehospital Care, Education, and Research is uniquely equipped to benefit the prehospital and critical-care EMS community that serves the 3.3 million residents who populate a vast, geographically diverse region spanning one-quarter of the state of California by:

- Giving emergency and critical-care EMS health care providers access to quality education that focuses on personal, spiritual, intellectual, and professional development; and up-to-date, quality patient care.
- Providing and expanding on comprehensive and ethical research focused on fostering professionalism and leadership, while continually building the body of knowledge that guides EMS practice and quality patient care.
- Developing leaders with decision-making skills that reflect spiritual, moral, ethical, and compassionate insights.
- Developing and enhancing managers capable of addressing today’s dynamic health care industry with regard to finance and economic viability, resource management, technology, and quality patient care.

CPCER INFORMATION

For further information, contact CPCER at:

Center for Prehospital Care, Education, and Research, administrative office

Location: 11155 Mountain View Avenue, Suite 220

Loma Linda, CA 92354

Telephone: 909/558-7611; FAX: 909/558-7934; E-mail: ems@llu.edu; or Web site: <http://www.lluems.org> or <http://www.llu.edu/llumc/prehospital/>

CPCER COURSES AND PROGRAMS

The Center for Prehospital Care, Education, and Research (CPCER) is an alliance formed by:

- the School of Allied Health Professions emergency medical care programs; Bachelor of Science Degree Program in Emergency Medical Care (EMC).
- Life Support Education (LSE).
- the LLUMC Emergency Department (ED)—emergency medical care programs.

The center offers one of the largest selections of continuing-education courses, classes, and programs available through a single center in the Western United States:

School of Allied Health Professions

The School of Allied Health Professions offers class work and training in emergency medical care through academic and continuing-education programs:

1. The B.S. degree program in emergency medical care (EMC).
2. The two-year EMC B.S. degree program is open to the EMT, paramedic, RN, or respiratory therapist who has completed two years of undergraduate work. (Contact number: 909/558-7076. See additional admission requirements and program information in the Emergency Medical Care Program).
3. The Life Support Education (LSE) center is open to health professionals and to the community for continuing education.

LLUMC Emergency Department—Emergency Medical Care Programs

The LLU Medical Center Emergency Department (ED) offers the following courses and programs in basic and advanced education related to emergency care:

Grand rounds and lectures

- Grand rounds
- Lectures for emergency medicine residents

EMT and paramedic continuing education, trauma life support, leadership certification, and other offerings

- National registry paramedic refresher program
- Paramedic skills update
- Basic trauma life support
- ICEMA (Inland Counties Emergency Medical Agency) annual review class
- Field-care audits

LIFE SUPPORT EDUCATION (LSE)

Life Support Education offers basic and advanced classes related to cardiac emergency care, as listed below. Life Support Education is located on campus in the University Arts building, at 24887 Taylor Street, Suite 102; telephone 909/558-4977. It is open to LLU students and LLUMC employees and is available to individuals from the surrounding communities.

Basic life support (CPR)

Teaches health care providers how to manage a cardiopulmonary-arrest victim with the basics of CPR—including chest compression, mouth-to-mouth or bag-valve ventilation, and automated external defibrillation.

- Basic life support
- Basic life support instructor
- Basic life support renewal

Advanced cardiac life support (ACLS)

Teaches health care providers how to manage a cardiopulmonary-arrest victim with cardiac medication, defibrillator, chest compression with ventilations, and endotracheal intubation.

- Advanced cardiac life support
- Advanced cardiac life support instructor
- Advanced cardiac life support renewal

Pediatric advanced life support (PALS)

Teaches health care providers how to manage a cardiopulmonary-arrest child or infant with medications, endotracheal intubation, defibrillation, and chest compressions with ventilations.

- Pediatric advanced life support
- Pediatric advanced life support instructor course
- Pediatric advanced life support renewal

Neonatal resuscitation program

Teaches the health care provider how to manage and resuscitate a newborn infant experiencing life-threatening cardiopulmonary problems.

- Neonatal resuscitation provider
- Neonatal resuscitation provider instructor
- Neonatal resuscitation provider renewal

Heartsaver automated external defibrillator (AED)

Teaches the lay person or health provider how to use the AED in conjunction with CPR.

- Automatic external defibrillation

ACLS COURSE

The advanced cardiac life support (ACLS) course is designed to reevaluate medical professionals as ACLS providers and to increase their skills in the management of cardiac arrest, airway management, and arrhythmia recognition. The lectures, workshops, and tests adhere to the guidelines of the American Heart Association. Participants will gain hands-on experience in code management.

ACLS course objectives

At completion of the course, participants will be able to demonstrate proficiency according to American Heart Association standards in the areas of:

- Adult CPR
- Mouth-to-mask ventilation
- Esophageal obturator airway placement
- Endotracheal intubation
- Basic arrhythmia recognition and therapeutic treatment
- Team leadership in a megacode situation, including patient assessment arrhythmia recognition and treatment, supervision of team members and problem solving.

ACLS prerequisites

- Be a health care provider whose activities demand proficiency in ACLS skills.
- Study the textbook prior to class attendance.

ACLS registration

The registration form, along with payment, should be submitted at least two weeks before course beginning date. Registration closes when classes are full.

ACLS continuing-education units

An ACLS card will be issued upon successful completion of the course. The ACLS provider course and ACLS renewal course are approved by the California Board of Registered Nursing (provider number CEP 10403) and constitute eligibility for 16 hours of CE credit for the ACLS provider course and 8 CE credits for ACLS renewal course.

A textbook is required for this course. Precourse materials and textbook can be picked up at Life Support Education (price varies from year to year). For additional information regarding materials, please call 909/558-4977.

Additional ACLS fees

\$25.00	Rescheduling fee
\$25.00	Retesting fee, if test is failed
\$25.00	Processing fee for refunds

Refund policy

A seven-day notice is required for cancellation or rescheduling. In case of emergency or if the applicant is called into work, LSE should be notified. A \$25.00 processing fee will be charged for refunds.

Financial Policies and Information

The Office of the Dean is the final authority in all financial matters and is charged with the interpretation of all financial policies. Any exceptions to published policy in regard to reduction or reimbursement of tuition must be approved by the dean. Any statement by individual faculty members, program directors, or department chairs in regard to these matters is not binding on the school or the University unless approved by the dean.

Registration is not complete until tuition and fees for the required installment are paid; therefore, the student should be prepared to make these payments during scheduled registration for each academic year. There may be adjustments in tuition and fees as economic conditions warrant.

GENERAL FINANCIAL PRACTICES

The student is expected to arrange for financial resources to cover all expenses before the beginning of each school year. Previous accounts with other schools or this University must have been settled.

SCHEDULE OF CHARGES (2007-2008)

(Subject to change by Board of Trustees action)

NOTE: Tuition rates are effective Summer Quarter through the following Spring Quarter.

Tuition information: by department

Column 1	YEAR	academic year/class
Column 2	UNITS	total units for academic year
Column 3	TUITION	total tuition for academic year
Column 4	STATUS	specified degree or certificate, full-time or part-time, or track:

ALLIED HEALTH SCIENCES

Rehabilitation Science—Doctor of Philosophy

Units and tuition vary, depending upon units transferred into Loma Linda University.

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
	114	\$61,104 (\$536/unit)	

CARDIOPULMONARY SCIENCES

Emergency Medical Care—Progression Bachelor of Science

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
JR	38	\$16,302	
SR	38	\$16,302	

CPCER—CENTER FOR PREHOSPITAL CARE, EDUCATION AND RESEARCH

For contact information re CPCER certificate programs and tuition, see LEARNING RESOURCE/RESEARCH CENTER—Center for Prehospital Care, Education, and Research (CPCER)

Respiratory Care—Bachelor of Science

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
JR	52	\$22,308	
SR	59	\$25,311	

Respiratory Care—Certificate

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	45	\$19,305	
SR	36	\$15,444	

Respiratory Care—Postprofessional Bachelor of Science

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
New	49	\$21,021	
Cont	6	2,574	

CLINICAL LABORATORY SCIENCE**Phlebotomy—Certificate**

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
AHCJ 105	5	\$1,610	

Cytotechnology—Bachelor of Science

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
JR	56	\$24,024	
SR	47	\$20,163	

Cytotechnology—Certificate

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	56	\$24,024	
2	12	\$5,148	

Clinical Laboratory Science (formerly Medical Technology)—Bachelor of Science

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
JR	63	\$27,027	
SR	62	\$26,598	Track A, B, C

HEALTH INFORMATION MANAGEMENT**Health Information Administration—Bachelor of Science**

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
JR	52	\$22,308	
SR	49	\$21,021	

Part-time Units and tuition vary.

Health Information Administration—Certificate

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
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Cert Units and tuition vary, depending upon units transferred into Loma Linda University.

Health Information Administration—Health Information Technology (HIT) Progression Bachelor of Science

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
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JR, SR Units and tuition vary, depending upon units transferred into Loma Linda University.

Coding Specialist—Certificate

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	10	\$2,100	
2	16	\$3,360	
3	4	\$840	

NUTRITION AND DIETETICS**Dietetic Technology—Associate in Science**

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
SO	52	\$16,744	

Dietetic Technology—Certificate

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
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Cert Units and tuition vary, depending upon units transferred into Loma Linda University.

Nutrition and Dietetics—Bachelor of Science

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
JR	49	\$21,021	
SR	48	\$20,592	

Nutrition and Dietetics—Masters

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	49	\$26,264	
2	59	\$31,624	
3	34-38	\$18,224	
		to	
		\$20,368	

Nutrition Care Management—Masters

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	18	\$9,648	
2	24	\$12,864	
3	6	\$3,216	

OCCUPATIONAL THERAPY**Occupational Therapy Assistant—Associate in Arts**

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
2	6	\$1,932	

Program will be inactive status effective 2008-2009.

Master of Occupational Therapy—Entry Level

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
JR	68	\$29,172	
SR	47	\$20,163	
Grad	30	\$12,870	

Master of Occupational Therapy—Track

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
JR	64	\$27,456	
SR	45	\$19,305	
Grad	30	\$12,870	

Progression—Master of Occupational Therapy

(applies only to graduated LLU OTA students)

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
JR	61	\$26,169	
SR	47	\$20,163	
Grad	30	\$12,870	

Postprofessional—Master of Occupational Therapy

Units and tuition vary.

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
	45	\$25,120	

Occupational Therapy—Doctorate

Units and tuition vary.

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	22	\$11,792	
2	25	\$13,400	

PHYSICAL THERAPY**Physical Therapist Assistant—Associate in Science**

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	57	\$17,442	regular
2	6	\$1,836	regular

Physical Therapist Assistant—Associate in Science—2-year track

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1,2,3	Units and tuition vary.		

Progression—Master of Physical Therapy

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	80	\$32,640	
2	64.5	\$26,316	
3	9	\$3,672	

Postprofessional—Master of Physical Therapy

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	33	\$16,830	
2	12	\$6,120	

Entry-Level—Doctor of Physical Therapy

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	80	\$35,920	
2	63.5	\$28,512	
3	32.5	\$14,593	

Postprofessional—Doctor of Physical Therapy

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	36	\$18,360	
2	9	\$4,590	

Postprofessional—Doctor of Science

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	36	\$16,740	
2	42	\$21,420	

PHYSICIAN ASSISTANT SCIENCES**Physician Assistant—Master of Physician Assistant**

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	58	\$31,088	
2	59	\$31,624	
3	8	\$4,288	

RADIATION TECHNOLOGY**Medical Radiography—Associate in Science**

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
New	37	\$11,914	
Cont	18	\$5,796	

Radiation Sciences—Bachelor of Science

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1,2	Units and tuition vary, depending upon Loma Linda University.		

Radiation Therapy—Certificate

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
New	23	\$12,328	
Cont	7	\$3,752	

Radiologist Assistant—Bachelor of Science

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
New	36	\$15,444	
Cont	34	\$14,586	

Radiologist Assistant—Certificate

Units and tuition vary, depending upon units transferred into Loma Linda University.

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
New	35	\$15,015	
Cont	28	\$12,012	

Diagnostic Medical Sonography—Certificate

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
New	20	\$10,720	Track 1 General/Vascular
Cont 1	18	\$9,648	Track 1
Cont 2	3	\$1,608	Track 1
New	21	\$11,256	Track 2 Cardiac
Cont	1	\$536	Track 2

Medical Dosimetry—Certificate

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
New	31	\$16,616	Track A Physics
Cont	9	\$4,824	Track A
New	25	\$13,400	Track B
Cont	5	\$2,680	Track B

Nuclear Medicine Technology—Certificate

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
New	17	\$9,112	
Cont	3	\$1,608	

Special Imaging Technology: Certificate in Computed Tomography (CT)

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
New	10	\$5,360	

Special Imaging Technology: Certificate in Magnetic Resonance Imaging (MRI)

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
New	12	\$6,432	

Radiation Sciences—Masters

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	18	\$9,648	

Imaging Informatics—Certificate

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	12	\$5,148	

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY**Speech-Language Pathology and Audiology—Bachelor of Science**

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
JR	50-60	\$21,450	

to

\$25,740

SR	39-56	\$16,731	
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to

\$24,024

Speech-Language Pathology —Transitional Masters

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
1	51	\$21,879	

Speech-Language Pathology—Masters

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
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1	32	\$17,152	
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2	24-30	\$12,864	
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to

\$16,080

SPECIAL TUITION CHARGES

\$250	per quarter, for advanced clinical experience
125	per course, to remove an Incomplete in a clinical-experience course
50	per course, to repeat a clinical- experience course when the program of study is not extended

SUPPLIES

Estimated annual expense of \$600-1,500 for supplies (textbooks, professional apparel, materials), depending on program and year of study.

SPECIAL CHARGES

60	Application
30	Reapplication
100	Acceptance deposit, nonrefundable (applied on tuition)
200	Acceptance deposit for M.P.T/D.P.T. degrees, nonrefundable (applied on tuition)
500	Acceptance deposit for M.P.A. degree, nonrefundable (applied on tuition)
50	Late registration charge (if student registers later than one full week before the first day of the term; see University Calendar for specific dates)
25	Returned-check charge
50	Late-payment charge if loan funds are not received by registration and loan application was made less than thirty days before registration; if check is returned by bank (in addition to \$25 charge); or if student gives a postdated check at registration
25	Credit by examination (per unit of credit)
50	Examination other than regularly scheduled; waiver examination (per course)
25	Food laboratory fee
25	Microscope usage, per quarter (clinical laboratory science and cytotechnology students)
20	Book-usage-and-replacement fee per quarter (cytotechnology students)
2	Transcript of credit (\$5, rush; \$10, FAX)
cost	Professional pin
cost	CPR certification

Examination and membership fees**National and state fees**

\$80	California interim permit for physician assistants (initial application and fingerprint fees)
97	Clinical laboratory scientist license—California
398	Registration and enrollment fee
145	Clinical laboratory scientist license—National Certifying Agency
175	Cytotechnology, ASCP Board of Registry
148	Cytotechnology license-California
80	Dietetic technology, registration examination
125	Nutrition and dietetics, registration examination
225	Health information management AHIMA registry examination (member)
280	Health information management AHIMA registry examination (nonmember)
200	Health information management certified coding associate (CCA)
255	Health information management certified coding associate (CCA), through AHIMA (nonmember)
310	Health information management certified coding specialist (CCS), through AHIMA (member)
395	Health information management certified coding specialist (CCS), through AHIMA (nonmember)
310	Health information certified coding specialist-physician based (CCS-P), through AHIMA (member)
395	Health information certified coding specialist-physician based (CCS-P), through AHIMA (nonmember)
200	Medical technology, ASCP Board
490	National Board for Certification in Occupational Therapy (NBCOT)
425	National Commission on Certification of Physician Assistants (NCCPA)
125	Phlebotomy technician, ASCP Board of Registry National
54	Phlebotomy technician license-California
687	Physical therapist assistant, National board and State license
701	Physical therapy, California state board and license
125	Radiation technology, American Registry
50	Radiation technology, California license
190	Respiratory therapy, NBRC national certification
416	Respiratory therapy, California state certification.

NOTE: The preceding national and state fees are set by each organization and are subject to change.

Student membership fees

\$35	American Health Information Management Association (AHIMA) student membership
98	American Physical Therapy Association (APTA) student
20	California Health Information Association (CHIA) student membership

ON-AND OFF-CAMPUS STUDENT HOUSING

Students may go to <www.llu.edu/llu/housing> for housing information and a housing application form.

Estimated living expenses

\$8,010	On-campus, single student: nine months (dormitory fee, food, clothes, personal items, recreation, transportation)
5,900	Off-campus, single student living at home: nine months
10,800	Off-campus, single student providing own housing: nine months

MISCELLANEOUS EXPENSES

cost	Transportation for off-campus assignments (University sponsored)
cost	Membership fees
cost	Health care items not covered by health insurance
cost	Breakage, damage, loss of University equipment

AWARDS AND SCHOLARSHIPS

Awards for scholastic attainment and leadership ability have been made available to students whose performance and attitudes reflect well the ideals and purposes of the school.

SCHOOL-WIDE SCHOLARSHIPS

Selma Andrews Award

The Selma Andrews Award is open to all students of the school. Students are encouraged to apply to their departments for scholarships from this fund. There is no application deadline.

CARDIOPULMONARY SCIENCES

American Medical Response

The American Medical Response (AMR) Scholarship is given to a current or past employee of AMR who demonstrates excellence in the clinical practice of emergency medical service (EMS) and outstanding academic achievement in the Emergency Medical Care Program.

Emergency Medical Care Alumni Scholarship

The Emergency Medical Care Alumni Scholarship Award is presented to a student who has shown exceptional quality of work in the Emergency Medical Care Program and related projects, with contributions to the Emergency Medical Care community through acts of diversity, service, or volunteerism.

Faculty Award

The Faculty Award is presented to a student who has shown promise of outstanding professional achievement and whose performance is in harmony with the objectives and goals of the University.

Louisa Jezerinac Cardiopulmonary Scholarship Award

The Louisa Jezerinac Cardiopulmonary Scholarship Award is given to a student whose patient care exemplifies the qualities of compassion and dedication.

William von Pohle Memorial Respiratory Care Clinical Excellence Award

The William von Pohle Memorial Respiratory Care Clinical Excellence Award is given each year to the respiratory care student in his/her senior year who demonstrates excellence in clinical practice and an attitude consistent with the mission of Loma Linda University.

CLINICAL LABORATORY SCIENCE

Affiliate Recognition Award

The Affiliate Recognition Award is given to a senior clinical laboratory science student who has demonstrated outstanding performance during clinical rotation—including cooperation, motivation, and an ability to work well with staff.

Chair's Award

The Chair's Award is given to a senior clinical laboratory science student and to a cytotechnology student in recognition of outstanding scholarship and leadership qualities that are in harmony with the objectives and goals of the University. Selection is based on the recommendation of the faculty.

Clinical Laboratory Science (CLS) Scholarship

The CLS endowment fund is presented to Clinical Laboratory Science students on the basis of scholarship and promise of professional achievement.

Faculty Award

The Faculty Award is presented to a senior clinical laboratory science student and to a cytotechnology student who have shown promise of outstanding professional achievement and who intend to pursue a career in the area of medical technology or cytotechnology. Selection is based on recommendation of the faculty.

Marlene Ota Scholarship

The Marlene Ota Scholarship is awarded to a cytotechnology student who has demonstrated integrity, leadership, and academic excellence.

Moncrieff Scholarship Award

The Moncrieff Scholarship Award is presented annually to a clinical laboratory science student who has demonstrated superior scholarship; professional dedication; financial need; and such personal attributes as dependability, integrity, and initiative.

Walsch-Loock Scholarship Award

The Walsch-Loock Scholarship Award is presented annually to a clinical laboratory science student on the basis of scholarship, promise of professional achievement, and financial need.

HEALTH INFORMATION MANAGEMENT**Audrey Shaffer Endowment**

In the interest of promoting student involvement in the international mission of Loma Linda University, the Audrey Shaffer Endowment provides travel expenses for student clinical and affiliation experiences in health care facilities outside the United States. Candidates must demonstrate academic excellence and leadership qualities. Recommendations from department faculty and students are required.

Faculty Award

The Faculty Award is presented to students who have shown promise of leadership, scholarship, and potential contribution to their chosen profession. One award is given annually to students graduating from the programs in health information administration and health information systems.

Health Information Management Student Awards

The Health Information Management Student Awards are given by classmates to the graduating students who have shown promise of leadership, scholarship, and potential contribution to their chosen profession.

Margaret B. Jackson Scholarship Award

The Margaret B. Jackson Scholarship Award is presented by the department to a senior on the basis of scholarship, promise of outstanding professional achievement, and financial need.

Sally Jo Davidian Scholarship

The Sally Jo Davidian Scholarship is presented to a student who demonstrates professionalism, leadership potential, scholastic achievement, and financial need. Preference is given to single mothers returning to college.

Smart Corporation Scholarship Award

The Smart Corporation Scholarship Award is presented to a health information administration student on the basis of scholarship and financial need.

NUTRITION AND DIETETICS**Fred Lambert Memorial Scholarship Award**

The Fred Lambert Memorial Scholarship Award is given annually to a junior who has demonstrated outstanding potential for success as an administrative dietitian. The award will be given based on academic success, involvement in social and professional activities, personal promotion of the profession and image of the administrative dietitian, and submission of an essay discussing how the food-service administrator can contribute to the mission of the Seventh-day Adventist Church.

Kathleen Keen Zolber Scholarship

The Kathleen Keen Zolber Scholarship Award is given by the department to selected juniors in recognition of scholarship and promise of outstanding professional achievement.

Lydia Sonnenberg Scholarship Award

The Lydia Sonnenberg Scholarship Award is presented annually to selected junior students. Selection is based on academic performance as well as demonstrated skill and interest in publishing nutrition information for the public.

Martha Miller Scholarship Award

The Martha Miller Scholarship Award is given annually to a sophomore or junior student based on scholarship, demonstrated financial need, and promise of outstanding professional achievement.

Nutrition and Dietetics Alumni Association Scholarship Award

The Nutrition and Dietetics Alumni Association Scholarship Award is given annually to a senior student who has demonstrated outstanding academic performance and promise of expertise in professional achievement.

Nutrition and Dietetics Faculty Award

The Nutrition and Dietetics Faculty Award, presented to selected junior students, is based on scholarship, promise of professional achievement, and demonstrated financial need.

Ruth Little Nelson Scholarship Award

The Ruth Little Nelson Scholarship Award is presented to selected students in the junior year. Selection is based on scholarship; leadership; financial need; and such personal attributes as integrity, dependability, and initiative.

Winifred Van Pelt Schmitt Scholarship Endowment

The Winifred Van Pelt Schmitt Scholarship Endowment provides scholarships to nutrition and dietetics students who have demonstrated financial need, satisfactory progress toward a degree, and professional progress.

OCCUPATIONAL THERAPY**Daniel Alan Gibson Memorial Scholarship Award**

The Daniel Alan Gibson Memorial Scholarship Award is given to M.O.T. degree students based on financial need, and recognizes commitment to focus on physical dysfunction/orthopaedics in occupational therapy.

Edwinna Marshall Scholarship Award

The Edwinna Marshall Scholarship Award is given annually to M.O.T. degree students based on financial need, and recognizes potential for leadership and education in the field of occupational therapy.

Faculty Award

The Faculty Award is presented to an M.O.T. degree student and to an OTA program student who have shown promise of outstanding professional achievement and whose performance is in harmony with the objectives of the University.

Inland Counties Occupational Therapy Association of California Award

The Inland Counties Occupational Therapy Association of California Award is presented to senior OT and OTA students in recognition of excellent academic and clinical performance.

Lynn Arrateig Memorial Scholarship Award

The Lynn Arrateig Memorial Scholarship Award is given annually to an OTA program or M.O.T. degree student based on financial need, and recognizes commitment to the practice of pediatrics or geriatrics in the field of occupational therapy.

Occupational Therapy Alumni Association Award

The Occupational Therapy Alumni Association Award recognizes outstanding scholastic and professional achievement in occupational therapy. The award is presented to an M.O.T. degree student and to an OTA program student.

Occupational Therapy Endowment Scholarship Award

The Occupational Therapy Endowment Scholarship Award is given annually to OTA program and M.O.T. degree students based on scholarship, financial need, and promise of professional achievement.

Rose Bucher Memorial Scholarship

The Rose Bucher Memorial Scholarship Award is given to M.O.T. degree students based on financial need and recognized commitment and creativity in the practice of occupational therapy.

Southern California Consultants Scholarship Award

The Southern California Consultants Scholarship Award, presented annually to two OTA students, is based on scholastic achievement and financial need.

PHYSICIAN ASSISTANT PROGRAM**PA Faculty Award**

The PA Faculty Award is presented to a physician-assistant student who has shown promise of outstanding professional achievement and whose performance is in harmony with the objectives and goals of the University.

Spirit of LLU Physician Assistant Award

The Spirit of LLU Physician Assistant Award recognizes students who have dedicated themselves to their professional goal, persevering with good humor in the face of adversity; have shown compassion for and sensitivity to others; have a positive attitude; and have served as positive ambassadors for this program throughout their PA program training.

The Chairman's Award

This award is presented to a senior PA student in recognition for outstanding performance and professional deportment in both the didactic and clinical phases of the program. This is an individual who has consistently demonstrated qualities that are in harmony with the goals of the department and the university.

Physician Assistant Alumni Award

Recipients demonstrate the following criteria: sound judgment in resolving student issues, willingness to lead activities or study groups, mature and responsible behavior, rapport with peers, faculty/staff, and recent involvement in community service.

Association of School of Allied Health Professions Scholarship for Excellence Award

The Association of Schools of Allied Health Professions Scholarship is presented to the student who is recognized for outstanding performance in the Allied Health Professions, who is achieving excellence in his/her academic program, and who has significant potential to assume future leadership roles in an Allied Health Profession.

The Rising Star Award

This award is presented to the student whose overall performance exemplifies the following criteria: advancing the Physician Assistant profession, entrepreneurship in invention or learning, noteworthy performance in research, outstanding community service, interest in mentoring patients, and contributing to the department and/or university.

PHYSICAL THERAPY**Faculty Award**

The Faculty Award is presented to a senior who has shown promise of outstanding professional achievement, and whose performance is in harmony with the objectives and goals of the University.

Fred B. Moor Award

The Fred B. Moor Award is presented to a senior who has demonstrated exceptional clinical skills and knowledge in the care of physical therapy patients.

Physical Therapy Alumni Association Achievement Award

The Physical Therapy Alumni Association Achievement Award recognizes outstanding scholastic attainment and active participation in physical therapy student activities and community involvement.

Physical Therapy Alumni Association Scholarship Award

The Physical Therapy Alumni Association Scholarship Award recognizes the student with the highest scholastic attainment in professional studies.

Randall C. Isley Memorial Award

The Randall C. Isley Memorial Award recognizes a graduating PTA student who demonstrates scholarship, outstanding compassion and inspiration and who is pursuing PTA as a second career.

Ron Hershey Student Endowment

The Ron Hershey Student Endowment provides scholarship funds for students who demonstrate financial need and who exemplify the Christian qualities of love, patience, caring, humility, and a striving for excellence.

Thomas G. Burke Memorial Scholarship Award

The Thomas G. Burke Memorial Scholarship Award recognizes the outstanding student dedicated to the pursuit of a second career.

RADIATION TECHNOLOGY**Faculty Award**

The Faculty Award is given by the department in recognition of superior scholarship.

Walter L. Stilson Award

The Walter L. Stilson Award is given to a student in each clinical facility who has shown promise of outstanding professional achievement and whose performance is in harmony with the objectives of the University.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY**Evelyn Britt Promising Student Award**

The Evelyn Britt Promising Student Award is presented to students preparing for graduate work in speech-language pathology and audiology. It recognizes students who show promise of scholastic and professional achievement.

Outstanding Senior Award

The Outstanding Senior Award is given to a student who has performed well academically, developed good clinical skills, and contributed to creating a positive learning environment within the department.

Dean's Award

The Dean's Award is made annually in recognition of academic excellence and commitment to the objectives of the school.

Chancellor's Award

The Chancellor's Award, established in 1960 as the President's Award, is given annually in recognition of superior scholastic attainment and active participation in the student community, within the framework of Christian commitment. A recipient is selected from each school of the University.

ADDITIONAL REQUIREMENTS

For additional policies governing Loma Linda University students, see Section II of this CATALOG, as well as the University *Student Handbook*. Students are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation.

Clinical Laboratory Science—AH

(B.S.)

RODNEY M. ROATH, Chair, Department of Clinical Laboratory Science

KATHERINE G. DAVIS, Program Director

MONIQUE K. GILBERT, Clinical Coordinator

JAMES M. PAPPAS, Medical Director

FACULTY

Grace T. Agpaoa
Craig E. Austin
Nove Basical-Oliver
Terry Belcher
James A. Brandt
Linda S. Buckert
Zandy W. Chinte
Helen Clark
Louis J. Cota
Katherine G. Davis
Betty M. Fitzsimmons
Monique K. Gilbert
Sally P. Greenbeck
Ronald H. Hillock
J. Kapua Hollands
Valerie J. Humphries
Ronald S. Johnson
Susie M. Johnson
Jasmine H. Kaloshian

Tuyhoa T. Le
John E. Lewis
Phillip Liang
Glenis D. Linas
Wagih E. Mikhail
Thuan H. Nguyen
James M. Pappas
Ashish R. Patel
Shashank Patel
Rodney M. Roath
Teri J. Ross
Jacquelin S. Sandro
Mojgan Sassounian
Stuart B. Schneider
Linda J. Shain
Katherine Vogel
Patricia A. Williams
Jane N. Zappia

A student who has an interest in science, an investigative mind that enjoys the challenge of solving problems quickly and accurately, and a desire to help others should consider a career as a clinical laboratory scientist.

Clinical laboratory scientists examine and analyze body fluids, tissues, and cells. They look for bacteria, parasites, or other microorganisms; analyze the chemical content of fluids; match blood for transfusions; and test for drug levels in the blood to show how a patient is responding to treatment.

Clinical laboratory scientists perform complex chemical, biological, hematological, immunologic, microscopic, and bacteriologic tests. They use, maintain, and troubleshoot sophisticated laboratory equipment that is used to perform diagnostic tests. The clinical laboratory scientist possesses the scientific and diagnostic skills required for DNA and biomolecular technology and genetic engineering applications, analyzes these test results, and discusses them with the medical staff.

Opportunities

Employment of clinical laboratory workers is expected to parallel the growth of other health care occupations through the year 2014, particularly as the volume of laboratory tests increases with population growth and with the development of new technology. Employment opportunities are excellent, with current vacancy rates of 16 percent. The twenty-first century is offering clinical laboratory scientists new avenues for test development, experimental design, administration, and education. Clinical laboratory scientists work in hospitals or similar medical facilities, clinical and reference laboratories, home-health diagnostics, transfusion services, physicians' offices, and private medical clinics. Employment is also available in pharmaceutical and biotechnology companies, health information systems, DNA-technology and genetic engineering corporations, research laboratories, federal government agencies, forensics and crime investigation, veterinary hospitals, U.S. Public Health Service facilities, areas of medical-product development, and in customer and patient education.

The program

The Clinical Laboratory Science Program is a two-year professional program that culminates in a Bachelor of Science degree. Prerequisite courses may be taken at any accredited college or university, and are completed during the freshman and sophomore years. Accepted students transfer into the program at the junior-year level, which begins in August during the post-summer session. After satisfactory completion of the program, the student is awarded a Bachelor of Science degree and is eligible to take the state and national board examinations and to become a licensed clinical laboratory scientist.

The junior year is a ten-month program of lecture and laboratory. Emphasis is on the basic clinical science courses, including theory and correlations.

The senior year is a ten-month clinical practicum that provides professional clinical experience in the hospital laboratory environment. Emphasis is on technical proficiency, application of theory to patient care, laboratory organization, and managerial skills.

Senior students must coordinate their time with the operation of Loma Linda University Medical Center's clinical laboratory and with supplemental affiliate training laboratories in the community.

Clinical Affiliations

Multiple clinical affiliations enrich the student's clinical training by providing exposure to procedures in different types of medical facilities. During the forty-week clinical practicum, supplemental training may be scheduled at any of the following clinical sites:

Primary affiliation

Loma Linda University Medical Center
Loma Linda, California

Supplemental affiliations

Blood Bank of San Bernardino and Riverside counties
San Bernardino, California

Community Hospital of San Bernardino
San Bernardino, California

Hoag Hospital
Newport Beach, California

Jerry L. Pettis Memorial Veterans Medical Center
Loma Linda, California

Kaiser Permanente Medical Center
Fontana, California

St. Joseph's Hospital
Orange, California

Transportation to scheduled assignments

Transportation to training laboratories is the responsibility of the student. Depending on the clinical assignment, commuting times may be up to two hours one way. Senior students must coordinate their time with the operational schedules of the Loma Linda University Medical Center Clinical Laboratory and affiliate laboratories in the community. The senior schedule is a full-time week (forty clock hours) arranged on a Monday through Friday, day-shift schedule. On occasion, days or times outside of this typical schedule may be necessary to allow students exposure to unique procedures. A special calendar schedule, different from the University academic calendar, is followed.

Accreditation

The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631-3415; telephone: 773/714-8800; FAX: 773/714-8886; email: naacinfo@naacsls.org; Web site: www.naacls.org.

The program also satisfies the requirements in medical technology of the American Society of Clinical Pathologists' Board of Registry for Medical Technology, P. O. Box 12277, Chicago, IL 60612-0277. The program is approved by the State of California Department of Health Laboratory Field Services, 850 Marina Bay Parkway, Richmond, CA 94804-6403; telephone: 510/873-6327. www.dhs.ca.gov/ps/lfs/lfsb/

Professional registration

Completion of the required sequence of academic course work and directed professional experience prepares the graduate to take the certifying examinations of the ASCP Board of Registry of Medical Technologists and the National Certification Agency for Medical Laboratory Personnel, P. O. Box 15945-289, Lenexa, KS 65285; telephone: 913/438-5110; and the licensure examination of the state of California. Information regarding examinations can be obtained from the program director.

In 1999 the program name was changed from Medical Technology to Clinical Laboratory Science which has prepared and qualified graduates as clinical laboratory scientists.

The department goals

1. To provide opportunity, instruction and guided experience by which the student may acquire the basic knowledge and attain the skills essential to the practice of a chosen professions.
2. To help the student accept responsibility for integrity, ethical relationships, and empathic attitudes which can contribute to the welfare and well-being of patients.

3. To help the student develop a background of information and attitudes conducive to interprofessional understanding and cooperation.
4. To encourage the student to cultivate habits of self-education that will foster lifelong growth.
5. To engender and nurture in the students the desire to serve mankind, and in particular, to serve as needed in the medical centers sponsored by the Seventh-day Adventist Church both in this country and elsewhere.

CLS program learning outcomes

1. Demonstrate basic knowledge and technical ability essential to the practice of Clinical Laboratory Science.
2. Practice professionalism through ethical behavior and attitudes.
3. Demonstrate leadership and administrative skills in laboratory practice and the community, consistent with the mission of the School of Allied Health Professions.
4. Adhere to rules and regulations promoting workplace and patient safety and Continuous Quality Improvement (CQI).
5. Exhibit analytical and critical thinking skills necessary to succeed in laboratory medicine.

The program objectives

The Clinical Laboratory Science Program endeavors to present a complete educational experience which culminates in a Baccalaureate of Science degree in Clinical Laboratory Science. The education and clinical experience obtained in this program will give the student the eligibility to take the clinical laboratory scientist examinations offered by the National Board of Registry, the National Certification Association, and those approved by the State of California. The Bachelor's Degree in CLS will be granted independent of any external certification or licensing examinations. The graduate will demonstrate professional entry level competencies in chemistry, hematology, immunohematology, immunology, and microbiology and their respective sub-sections.

How to apply

Applications to the Clinical Laboratory Science Program are accepted beginning December 1. Early submission of application is recommended. Applications continue to be reviewed and accepted until the program is filled. Preference will be given to applicants whose completed applications and transcripts are received by March 1. Complete an online application at <www.llu.edu>.

Applicants must complete prerequisite course work at any accredited college before being admitted to the School of Allied Health Professions; projected course work that will be completed before beginning the program will be considered in the application process.

Academic progression

A minimum grade of C (2.0) is required for all courses in the program; C- grades are not acceptable. A student who receives a grade of less than C in any academic course that is part of the professional curriculum, is automatically placed on probation. A student who receives an "Unsatisfactory" in any segment of a clinical Practicum, is automatically placed on clinical probation. In probation or in clinical probation, continued enrollment for the next quarter, term or rotation segment, is subject to the recommendation of the Department.

If continued enrollment is not recommended, the Department will notify the student in writing. If continued enrollment is recommended, the student will be required to institute a learning assistance program contract and meet regularly scheduled appointments with the academic advisor. A student on probation is automatically dismissed from the program if a second grade of less than C is received in any academic course that is part of the professional curriculum, or if a second "Unsatisfactory" is received during any subsequent rotation segment. A student on clinical probation is automatically dismissed from the program if a second unsatisfactory is received during any subsequent rotation segment. Readmission to the program will required re-application.

CPR certification

Students are required to have current health care provider cardiopulmonary resuscitation (CPR) certification (adult, child, and infant) for all scheduled clinical experiences. CPR certification must be completed at the American Heart Association health care provider level. Certification may be completed prior to beginning the program of study or may be obtained at Loma Linda University. Classes are arranged on campus at Life Support Education, University Arts Building, 24887 Taylor Street, Suite 102.

Admission

To be eligible for admission, applicants must have completed a minimum of 96 quarter units or 64 semester units at an accredited college or university. A minimum grade of C (2.0) is required for all transfer courses; C- (C minus) grades are not acceptable for transfer. A minimum G.P.A. of 2.75 for science is recommended. Prerequisites and transfer patterns may be viewed at <www.llu.edu/llu/sahp/transfer/>.

PREREQUISITE

Humanities and religion—20 quarter or 14 semester units total, selected from at least three of the humanities and religion areas:

- Art/Music (performing arts limited to 2 quarter units)
- Civilization/History, foreign language, literature, philosophy, religion—
 - a maximum of 8 quarter units of religion may be applied to the above 20 quarter/14 semester units; for students who attended or are enrolled in an Adventist college, 4 quarter units of religion are required per year attended

College mathematics (algebra or higher level)

General chemistry with laboratory, complete sequence

Organic chemistry with laboratory, complete sequence

* Introductory physics with laboratory, complete sequence (must include principles of light and electricity)

* General biology with laboratory, one course.

Cultural diversity or cultural anthropology (one course); (select remainder of social sciences units to total of 10 quarter units from at least two of these areas: anthropology, economics, geography, political science, psychology, sociology)

English composition, complete sequence; select remainder of communication units to total 9 quarter units from these courses: computers, public speaking, critical thinking

Health education, personal health, or nutrition (one course)

Two physical education courses

Electives, as necessary, to meet the minimum total requirement of 96 quarter units; recommended: anatomy and physiology, biochemistry, cellular or molecular biology, genetics, speech, computer applications, critical thinking

For total unit requirements for graduation, see Division of General Studies, (Section II).

*Students planning to apply to advanced degree programs should verify current admission requirements.

PROGRAM OF INSTRUCTION**JUNIOR YEAR****Post-Summer Session**

CLSM 309	Quantitative Analysis (Chemical)	(4)
CLSM 105	Procedures in Phlebotomy	(3)
CLSM 105L	Procedures in Phlebotomy—Laboratory	(1)

Autumn Quarter

CLSM 105L	Procedures in Phlebotomy—Laboratory	(1)
CLSM 321	Hematology I	(4)
CLSM 327	Clinical and Pathogenic Microbiology I	(5)
CLSM 331	Biochemistry	(5)
AHCJ 328	Portfolio Practicum I	(1)
AHCJ 418	Physiology I	(4)

Winter Quarter

CLSM 322	Hematology II	(4)
CLSM 324	Immunology I	(4)
CLSM 328	Clinical and Pathogenic Microbiology II	(5)
CLSM 332	Clinical Chemistry I	(4)

CLSM 341	Immunohematology I	(3)
AHCJ 328	Portfolio Practicum I	(cont.)

Spring Quarter

CLSM 303	Urine and Body-Fluid Analysis I	(1)
CLSM 307	Medical Parasitology	(3)
CLSM 333	Clinical Chemistry II	(4)
CLSM 342	Immunohematology II	(3)
RELE 457	Christian Ethics and Health Care	(2)
RELTF 423	Loma Linda Perspectives	(2)
AHCJ 328	Portfolio Practicum I	(cont.)

SENIOR YEAR DIDACTICS

Post-Summer Session*

CLSM 431	Immunoassay-Online Course	(2)
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Autumn Quarter

CLSM 451	Clinical Laboratory Management I	(2)
CLSM 496	Clinical Laboratory Science Seminar I	(1)
AHCJ 498	Portfolio Practicum II	(1)
REL	Religion elective	(2)

Winter Quarter

CLSM 452	Clinical Laboratory Management II	(2)
CLSM 497	Clinical Laboratory Science Seminar II	(1)
AHCJ 498	Portfolio Practicum II	(cont.)
REL_ ____	Religion elective	(2)

Spring Quarter

CLSM 453	Clinical Laboratory Management III	(2)
CLSM 498	Clinical Laboratory Science Seminar III	(2)
AHCJ 498	Portfolio Practicum II	(cont.)

*Clinical practicum begins concurrently; see section below.

SENIOR YEAR CLINICAL PRACTICUM

CLSM 471	Clinical Practicum I*	(6)
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Corequisites:

CLSM 411	Urine and Body-Fluid Analysis II	(1)
CLSM 414	Clinical Parasitology	(2)
CLSM 422	Hematology III	(6)
CLSM 472	Clinical Practicum II**	(6)

Corequisites:

CLSM 413	Diagnostic Microbiology	(6)
CLSM 442	Immunohematology III	(3)
CLSM 473	Clinical Practicum III ***	(6)

Corequisites:

CLSM 434	Clinical Chemistry III	(5)
CLSM 455	Special Procedures	(4)

* Clinical Practicum I is a twelve-week clinical rotation in the areas of hematology, urinalysis, and parasitology.

** Clinical Practicum II is a twelve-week clinical rotation in the areas of microbiology and immunohematology.

*** Clinical Practicum III is a twelve-week clinical rotation in the areas of chemistry, immunology, and special procedures.

Clinical Practicum I, II, and III require block registration and are taken successively, beginning with the post-summer session.

Coding Specialist—AH

(Certificate)

DEBRA HAMADA, Program Coordinator

FACULTY

Terri L. Rouse

ADVISORY COMMITTEE

Barbara Pinkowitz, Chair
Susan Armstrong
Angela Barker
Evelia Campos
Carel Hanson
Beverly Miller
Tanya McCandish
Diana McWaid-Harrah
Patricia Small

Health care facilities need coders who accurately select ICD-9-CM codes, CPT codes, and DRG and APC assignments for diagnostic and surgical information recorded in health records. In most instances, financial reimbursement is directly tied to these numeric codes. The statistical information generated from these codes is also used in research, quality improvement in patient care, education, and administrative decision making.

Opportunities

Coding specialists are in demand in acute-care and ambulatory-care facilities, physicians' office practices, and long-term care facilities. A variety of government agencies require coding expertise as well. The need for accurate, skilled coders is acute in California and throughout the nation. Information about job opportunities is provided to alumni as it becomes available.

The program

The Coding Specialist Program certificate is a nine-quarter program. Classes meet once a week on Tuesday evenings. The last two quarters of the program consist of an internship-like laboratory experience, HLCS 261, 262 Coding Practicum I, II. These practicums meet one to two times per week. Prior to beginning coding courses, the student is introduced to health care records, confidentiality, ethics, and pharmacology.

Professional certification

Upon successful completion of the program, the student is eligible to take the national entry-level certification examination of the American Health Information Management Association.

The program objectives

Upon completion of the program, the graduate should be qualified to:

1. Use with understanding the instructions in format, organization, and mechanics of the ICD-9-CM, CPT, and E & M coding systems.
2. Code with accuracy and consistency.
3. Analyze medical records to identify significant medical conditions and surgical procedures; correctly select the principal diagnosis and procedure; and appropriately sequence other diagnoses, complications, and procedures.
4. Supervise health-data collection and processing through coding, indexing, and maintaining disease and operation statistics.
5. Develop policies and procedures for coding, including a plan for coding quality.
6. Follow federal, state, and professional association guidelines for coding in the health care environment.
7. Understand the concepts of the prospective payment system and perform diagnostic-related group and ambulatory patient-classification assignments using decision trees and computerized patient-data groupers.
8. Delineate the difference between optimization of coding in compliance with governmental regulations and fraudulent coding.

Accreditation

The Coding Specialist Program is approved by the Approval Committee for Certificate Programs (ACCP), a joint committee of the American Association for Medical Transcription (AAMT) and the American Health Information Management Association (AHIMA).

PREREQUISITE

In addition to high school graduation/GED, the following prerequisites/courses must be completed at an accredited college or university:

Human anatomy and physiology

Medical terminology

Essentials of human diseases

Introduction to computer applications

Special course work/credit

Credit for life experience may be offered through waiver or equivalency examination.

PROGRAM OF INSTRUCTION

HLCS 236	Pharmacology	(3)
HLCS 239	Introduction to Medical Records	(3)
HLCS 242	Coding I	(4)
HLCS 243	Coding II	(4)
HLCS 245	Coding III	(4)
HLCS 254	Evaluation and Management for Billing and Reimbursement	(3)
HLCS 257	Coding Special Topics	(3)
HLCS 961	Coding Practicum I	(2)
HLCS 962	Coding Practicum II	(2)
RELE 457	Christian Ethics and Health care	(2)

A minimum grade of C (2.0) is required for all courses in the program.

Cytotechnology—AH

(B.S., Certificate)

RODNEY M. ROATH, Chair, Department of Clinical Laboratory Science

MARLENE M. OTA, Program Director

DARRYL G. HEUSTIS, Medical Director

PAMELA J. WAT, Medical Co-Director

FACULTY

Darryl G. Heustis

Claro Y. Masangcay

Marlene M. Ota

Margaret A. Tavares

Pamela J. Wat

Cytotechnology is a specialty within the broad field of clinical laboratory science. The cytotechnologist, working under the direction of a pathologist, detects cell changes caused by different disease processes; and is able to differentiate between normal, atypical, and malignant cell changes. In recognizing microscopic abnormalities of cells and cellular patterns from various body sites, the cytotechnologist assists the pathologist in detecting cancer at its earliest and potentially most curable stage. As a result, physicians are able to diagnose and treat cancer long before discovering its existence by alternate methods.

Opportunities

Cytotechnologists work in hospitals, clinics, and independent pathology laboratories. The employment outlook for cytotechnologists is favorable, with the demand for trained workers exceeding the supply. Cytotechnologists can advance to supervisory positions, participate in research activities, or become teachers in the field. Advancement is based on experience, skill, and advanced education.

The program

The Cytotechnology Program, based on the completion of two years of study at an accredited college or university, leads either to a certificate or to a certificate and a Bachelor of Science degree. The program of study begins with the Autumn Quarter. A certificate is awarded at the completion of the fourth quarter of study, and those electing to continue are awarded the Bachelor of Science degree upon the completion of an additional two quarters of study. With the certificate in cytotechnology and the baccalaureate degree, the student is eligible to take a national examination and become a registered cytotechnologist. Registered cytotechnologists entering the program to receive the Bachelor of Science degree are considered to have completed, on the basis of registry, the equivalent course work listed in the first four quarters of the program. A total of 64 quarter units is applied toward the graduation requirements, provided the course work in pathology is equivalent to that offered in the certificate program at this University. Where credit in pathology is not equivalent, the requirement may be met by taking AH CJ 402, 403 at this University; or by completing a minimum of 8 quarter units of upper-division course work in developmental biology or comparative animal physiology at an accredited college or university.

A writing-validation examination will be administered to all students. For those students achieving a score of less than 4 on the Wholistic Writing Score Sheet, remedial writing must be taken within the first academic year. Upon retest, the student must achieve a score of 4 or higher.

Clinical affiliations

Multiple clinical affiliations enrich the student's clinical training by providing exposure to different specimen types in the clinical environment. During the twelve-week clinical practicum, supplemental training may be scheduled at any of the following clinical sites:

Primary affiliation

Loma Linda University Medical Center
Loma Linda, California

Supplementary affiliations

Loma Linda Pathology Group
Faculty Medical Offices
Loma Linda, California

Jerry L. Pettis Memorial Veterans Medical Center
Loma Linda, California

Physicians Automated Laboratory
Bakersfield, California

Quest Diagnostics
Riverside, California

Scripps Memorial Hospital
La Jolla, California

Accreditation

The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756 in collaboration with the Cytotechnology Programs Review Committee—telephone: 727/210-2350; email: <caahep@caahep.org> or <ASCP@cytopathology.org>; or Web site: <<http://www.cytopathology.org>>.

Professional registration

Upon completion of the certificate program (fourth quarter of study) and the completion of a baccalaureate degree, the student is eligible to sit for the certifying examination given by the Board of Registry of the American Society for Clinical Pathology (ASCP), 33 West Monroe, Suite 1600, Chicago, IL 60603; telephone 312/541-4999; FAX 312/541-4998. Information about qualifying examinations can be obtained at the office of the department chair.

The department goals

1. To provide opportunity, instruction and guided experience by which the student may acquire the basic knowledge and attain the skills essential to the practice of a chosen professions.
2. To help the student accept responsibility for integrity, ethical relationships, and empathic attitudes which can contribute to the welfare and well-being of patients.
3. To help the student develop a background of information and attitudes conducive to interprofessional understanding and cooperation.
4. To encourage the student to cultivate habits of self-education that will foster lifelong growth.
5. To engender and nurture in the students the desire to serve mankind, and in particular, to serve as needed in the medical centers sponsored by the Seventh-day Adventist Church both in this country and elsewhere.

The program learning outcomes

The primary objective of cytologic education is to prepare individuals to perform with competency:

1. Evaluate cellular abnormalities with a level of accuracy by applying in differential diagnosis in framework of patient outcome management.
2. Demonstrate knowledge of the ethical role and responsibilities of the cytotechnologist
3. Assess the results of quality assurance measures and institute proper procedures to maintain accuracy.
4. Understand and apply sound principles of scientific research.
5. Advocate rules and regulations with emphasis on patient and workplace safety.

The program goals

1. The use of the microscope to identify, evaluate, and diagnose with a high level of accuracy the cytologic nature of any pathological process present.
2. The significance of symptoms, treatments and/or pertinent clinical data which can be used in the evaluation of cellular morphology and the development of the differential diagnosis.
3. Laboratory procedures for preparation of specimens, acceptance and rejection, problem-solving, and implementation of new procedures.
4. The ability to read, evaluate, prepare, and present scientific research.
5. Quality control measure of specimens, laboratory safety measures and regulation, and the practical components of laboratory organization and management.
6. The responsibilities and ethical role of the profession.

The program objectives

Upon completion of the program, the graduate should be qualified to:

1. Determine and implement the appropriate procedures for collecting and processing biological specimens for cytologic analysis.
2. Detect, differentiate between, and diagnose presence and absence of disease in gynecologic and nongynecologic samples.
3. Integrate and relate data generated by the various clinical departments, making judgments regarding possible discrepancies; confirm cytologic results; verify quality-control procedures; and develop solutions to problems concerning the generation of laboratory data.
4. Use contemporary and uniform diagnostic terminology in reporting laboratory results.
5. Judge the results of quality-assurance measures and institute proper procedures to maintain accuracy and precision.
6. Evaluate current and new techniques, instruments, and procedures in terms of their clinical and diagnostic usefulness and practicality.
7. Demonstrate professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals, and the public.
8. Recognize, encourage, and act upon the individual's need for continuing education as a function of growth and maintenance of professional competence.
9. Apply sound principles of management and supervision.
10. Understand and apply sound principles of scientific research.

Admission

Please note: Grades of C- are not transferable for credit.

PREREQUISITE

Baccalaureate degree from an accredited college/university

General biology, complete sequence

Human anatomy and physiology, complete sequence

Microbiology with laboratory

General chemistry with laboratory, complete sequence

College algebra

English composition, complete sequence

PREREQUISITE FOR CYTOTECHNOLOGY, B.S.

Humanities—20 units minimum (choose minimum of two areas from:

- History, literature, philosophy, foreign language, art / music appreciation / history)
 - Included in the 20-unit minimum:
 - 4 units of religion per year of attendance at a Seventh-day Adventist college or university

General biology, complete sequence

Human anatomy and physiology, complete sequence

Microbiology with laboratory

General chemistry with laboratory, complete sequence

College algebra

Cultural anthropology or an approved course dealing with cultural diversity

Select 8 units from a minimum of two areas:

Sociology, economics, geography, political science, psychology, anthropology

English composition, complete sequence (minimum of 9 quarter units)

Personal health or nutrition

Two physical activity courses

Electives to meet the minimum total requirement of 96 quarter units

For total unit requirements for graduation, see Section II, Division of General Studies.

How to apply

Prospective students should apply as soon after January 1 as possible for the next academic year. The certificate program begins in August and the B.S. degree program begins in September. Preference will be given to applicants whose applications and completed transcripts are received by March 1.

It is suggested that applicants take a minimum of two years of mathematics and natural sciences (excluding general science) during the high school years. A high school diploma or the GED is required for acceptance.

English requirements

If English is not the native language, an undergraduate must submit a minimum score of 550 for the Test of English as a Foreign Language (TOEFL) or a minimum score of 90 percent on the Michigan Test of English Language Proficiency (MTELP) or the equivalent. Minimum scores of 5 both on the TOEFL writing test and the speaking test (TWE and TSE-A) are required for acceptance (see Section II, INTERNATIONAL STUDENTS).

Academic progression

A minimum grade of C (2.0) is required for all courses in the program. A grade of less than C in any course, or unsatisfactory clinical performance, will be cause for dismissal from the program for the remaining academic year. Readmission to the program will require reapplication.

PROGRAM OF INSTRUCTION

Certificate requirements

CLSC 341	Female Genital Cytology	(12)
CLSC 351	Respiratory Cytology	(7)
CLSC 353	Urinary Tract and Prostate Cytology	(3)
CLSC 357	Gastrointestinal Tract Cytology	(2)
CLSC 361	Body Cavity and Miscellaneous Secretions Cytology	(8)
CLSC 363	Bone Biopsy Cytology	(1)
CLSC 365	Breast Cytology	(1)
CLSC 367	Cytogenetics	(1)
CLSC 371	Cytopreparation Techniques	(3)
CLSC 373	Histotechnology Techniques	(1)
CLSC 481	Supervised Cytology Research Project	(4)
CLSC 491, 492	Cytology Affiliation I, II	(6, 6)
AHCJ 328	Portfolio Practicum I	(1)
AHCJ 402,403	Pathology I, II	(4, 4)
RELT 457	Christian Ethics and Health Care	(2)
REL__4	Religion elective	(2)

A microscope rental fee and a usage-and-replacement fee are required for the Autumn, Winter, Spring, and Summer quarters.

In addition to the certificate requirements above, the B.S. degree requires completion of the following

JUNIOR YEAR

CLSC 341	Female Genital Cytology	(12)
CLSC 351	Respiratory Cytology	(7)
CLSC 353	Urinary Tract and Prostate Cytology	(3)
CLSC 357	Gastrointestinal Tract Cytology	(2)
CLSC 361	Body Cavity and Miscellaneous Secretions Cytology	(8)
CLSC363	Bone Biopsy Cytology	(1)
CLSC 365	Breast Cytology	(1)
CLSC 367	Cytogenetics	(1)
CLSC 371	Cytopreparation Techniques	(3)
CLSC 373	Histotechnology Techniques	(1)
AHCJ 402, 403	Pathology I, II	(4, 4)
AHCJ 328	Portfolio Practicum I	(1)
RELT 457	Christian Ethics and Health Care	(2)

A microscope rental fee and a usage-and-replacement fee are required for the Autumn, Winter, Spring, and Summer quarters.

SENIOR YEAR

CLSC 301, 302	Introduction to Radiographic Procedures I, II	(2, 2)
CLSC 404	General Histology	(5)
CLSC 405	Pathology	(5)
CLSC 424	Hematology	(3)
CLSC 431	Advanced Specialties	(3)
CLSC 432	Current Research Techniques	(3)
CLSC 481	Supervised Cytology Research Project	(4)
CLSC 483	Supervised Hematology Research Project	(2)
CLSC 491, 492	Cytology Affiliation I, II	(6, 6)
AHCJ 331	Human-Resource Management	(3)
AHCJ 426	Introduction to Computer Applications I	(2)
AHCJ 498	Portfolio Practicum II	(1)
REL_____	Elective/Adventist selective	(6)

Summer Quarter is the best time to take the religion units; 8 units of religion are required for graduation.

Diagnostic Medical Sonography—AH

(Certificate)

GLENN A. ROUSE, Medical Director
 MARIE M. DELANGE, Clinical Program Director
 SHEILA WILSON, Clinical Coordinator
 RUDY CHAI, Associate Clinical Coordinator
 BRENDA PFEIFFER, Program Coordinator

FACULTY

Laura L. Alipoon
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 Diana Papa
 Bree Pollard
 Glenn A. Rouse
 Curtis Serikaku

The diagnostic ultrasound profession is a multispecialty field comprised of diagnostic medical sonography (DMS)—with subspecialties in abdominal, neurologic, obstetric/gynecologic, and ophthalmic ultrasound; Diagnostic cardiac sonography (DCS)—with subspecialties in adult and pediatric echocardiography; Vascular technology (VT); and other emerging fields. These diverse specialties are distinguished by their use of diagnostic medical ultrasound as the primary technology in their daily work. The diagnostic ultrasound professional is an individual qualified by professional credentialing and academic clinical experience to provide diagnostic patient-care services using ultrasound and related diagnostic procedures. Diagnostic ultrasound professionals perform patient assessments, acquire and analyze data obtained using ultrasound-related diagnostic technologies, provide a summary of findings to the physician to aid in patient diagnosis and management, and use independent judgment and systematic problem-solving methods to produce high- quality diagnostic information and optimize patient care.

Program Outcomes

Upon completion of the program, the graduate should be qualified to:

1. Demonstrate the knowledge and skill base to qualify for work in Ultrasound at a hospital or clinic.
2. Demonstrate leadership and critical thinking in Ultrasound.
3. Behave in a professional manner in all interactions.
4. Comply with the current standards and practices set by the governing bodies and professional organizations.
5. Apply advanced practice in Ultrasonography.

Track 1 (General RDMS and RVT)

Track 1 is a twenty-four-month program leading to credential eligibility in two areas. General RDMS sonographers perform examinations of the internal organs—such as the liver, kidneys, uterus, and thyroid. They also assist in diagnosis of abnormal/normal conditions in children and pregnant women. Vascular sonographers perform a variety of noninvasive examinations of the arteries and veins—assessing blood flow, valve competence, and presence of clots.

Track 2 (Cardiac RDMS)

Track 2 is a twelve-month program leading to proficiency in diagnostic imaging of cardiac function and disease processes.

Accreditation

The programs in both general sonography and echocardiography have been accredited since 1983 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Joint Review Committee on Education in Diagnostic Medical Sonography.

Professional credentialing

Upon completion of the certificate requirements, the student is eligible to write the national examination board of the American Registry of Diagnostic Medical Sonographers.

Admission

The applicant *must fulfill one of the following four requirements*.*

Be an ARRT-registered radiologic technologist;

or

Be a graduate of an accredited allied health program, including nursing (two years minimum training), licensed vocational nurse, or registered nurse;

or

Have any associate degree;

or

Have any baccalaureate degree;

AND must have credits in the following.*

Human anatomy and physiology with laboratory, complete sequence within the past 5 years

Intermediate algebra, within the past 5 years

Medical terminology

Patient-care methods

Physics (Preferred)

* Specific course requirements must be completed at an accredited college or university.

CPR certification

Students are required to have current health care provider cardiopulmonary resuscitation (CPR) certification (adult, child, and infant) for all scheduled clinical experiences. CPR certification must be completed at the American Heart Association health care provider level. Certification may be completed prior to beginning the program of study or may be obtained at Loma Linda University. Classes are available on campus at Life Support Education, University Arts building, 24887 Taylor Street, Suite 102.

PROGRAM OF INSTRUCTION**TRACK 1: TWO-YEAR CERTIFICATE****Two credentials—(General RDMS, RVT)**

RTMS 344	Introduction to Medical Sonography	(5)
RTMS 345	OB-GYN and Neurosonography	(5)
RTMS 346	Vascular Technology/Doppler/Scan Techniques	(5)
RTMS 348	Abdomen, Small-Parts and Neuro Sonography	(5)
RTMS 971-978	Medical Sonography Clinical Affiliation	(11, 11, 11, 11, 12, 11, 11, 11)
RTMS 379	Ultrasound Physics and Instrumentation I	(2)
RTMS 381-384	Topics in Medical Sonography I-IV	(1, 1, 1, 2)
RTMS 387	Ultrasound Physics and Instrumentation II	(2)
RELE 457	Christian Ethics and Health Care	(2-3)
RTMS 358	Introduction to Ultrasound Physics	(1)

Option: Third credential (RDCS) requires additional nine-months in the program.

TRACK 2: ONE-YEAR CERTIFICATE

One credential—Cardiac (RDMS)

RTMS 339	Echocardiography I	(4)
RTMS 347	Echocardiography II	(4)
RTMS 965-968	Cardiac Ultrasound Clinical Affiliation	(12, 11, 11, 12)
RTMS 379	Ultrasound Physics and Instrumentation I	(2)
RTMS 383	Topics in Medical Sonography III	(2)
RTMS 388	Ultrasound Physics and Instrumentation II	(2)
RELE 457	Christian Ethics and Health Care	(2-3)
EMMC 315	Cardiology	(3)
RTMS 358	Introduction to Ultrasound Physics	(1)

Option: RVT or RDMS credential requires one additional year

Dietetic Technology—AH

(A.S., Certificate)

GEORGIA W. HODGKIN, Program Director

MAXINE J. TAYLOR, Academic Coordinator, Clinical Education

FACULTY

Kenneth Burke
Bertrum C. Connell
Georgia W. Hodgkin
Martina I. Karunia
Cindy L. Kosch
JeJe Noval
Louise E. Schneider
Maxine J. Taylor

The dietetic technician is a support member of the nutrition-care team. At the direction of the dietitian, the dietetic technician screens patients for nutrition-care needs, marks menus, teaches individuals or groups, monitors effectiveness of nutrition care, and documents findings in the patient's medical record. Dietetic technicians contribute to the overall success of the food service by developing menus, supervising food-service employees, monitoring quality of food, and providing in-service training for employees.

Opportunities

The dietetic technician practices with other members of the nutrition-care team, including the registered dietitian, the dietetic assistant, and food-production and food-service personnel. Employment may be found in a variety of environments, including hospitals and other health care facilities, retirement centers, schools and universities, government and community agencies, food-management companies, and industrial feeding sites.

DIETETIC TECHNOLOGY—A.S.

The A.S. degree in dietetic technology consists of four quarters and integrates the theory of the classroom studies with the experience of the laboratory and supervised clinical experience. Students participate as active learners in a variety of settings planned to develop competent dietetic technicians. The Associate in Science degree is awarded upon successful completion of the program.

Accreditation

The Dietetic Technology Program is currently granted continuing accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995; telephone: 312/899-5400. Web site: <<http://www.eatright.org/cade>>; FAX: 312/899-4817.

Professional registration

Upon satisfactory completion of the program and upon recommendation of the faculty, the graduate will be eligible to take the registration examination of the Commission on Dietetic Registration in order to become a dietetic technician, registered (DTR).

Professional association

Students and graduates are eligible for membership in the American Dietetic Association. The association grants student membership at a nominal cost to undergraduates of accredited programs. The national office of the American Dietetic Association is at 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. Along with membership in the American Dietetic Association, students become members of the California Dietetic Association. Students are encouraged to join the California Dietetic Association-Inland District and, where possible, the Seventh-day Adventist Dietetic Association.

The program goals

The goals of the program are to:

1. Prepare graduates to be competent entry-level dietetic technicians.
2. Assure 90 percent of enrolling students complete the program with encouragement, empowerment, and support of faculty and staff.
3. Provide professionally trained dietetic technicians, registered, who may be employed by the health care and educational systems of the Seventh-day Adventist Church; or local, national, or international entities.
4. Develop a "career ladder" for nutrition education at Loma Linda University.

Student Learning Outcomes

Upon completion of the program, the graduate should be qualified to:

1. Exhibit Christian ethical practices in performing dietetic tasks.
2. Perform competently at the entry level of technical practice.
3. Establish habits of seeking life-long learning opportunities.
4. Utilize current technology appropriate to the discipline.
5. Participate as a leader in nutrition care.
6. Recognize the option to pursue a Bachelor of Science upon completion of the Associate in Science degree.
7. Demonstrate the benefits of diversity in the workplace from ethnic, gender, generational, and ideological points of view.

Admission

Admission to the program is based on a selective process. To be eligible for consideration, the applicant must meet the following criteria:

- a 2.5 G.P.A. or above
- an interview
- a letter of application
- recommendations
- completion of program prerequisites

PREREQUISITE FOR DIETETIC TECHNOLOGY, A.S.

Religion required, 4 units per year of attendance at a Seventh-day Adventist college or university

Human anatomy and physiology with laboratory, complete sequence

General chemistry with laboratory (one semester or 2 quarters)

or

Introductory chemistry with laboratory, complete sequence

Two years high school mathematics with grades of C or better

or

Intermediate algebra in college

Sociology

English composition, complete sequence

Speech

Human nutrition

Electives to meet the total minimum requirements of 49 quarter units

PROGRAM OF INSTRUCTION

SOPHOMORE YEAR

Fall Quarter

DTCH 205	Professional Issues in Nutrition and Dietetics	(1)
DTCH 241	Introduction to Clinical Nutrition	(5)
DTCH 202	Food Selection and Presentation	(5)
AHCJ 407	Financial Management	(2)
AHCJ 305	Infectious Disease and the Health Provider	(1)
	TOTAL	(14)

Winter Quarter

DTCH 242	Medical Nutrition Therapy I	(5)
DTCH 271	Quantity Food Purchasing, Production and Service	(5)
RELE 457	Christian Ethics and Health Care	(2)
AHCJ 408	Health Care Management	(4)
	TOTAL	(16)

Spring Quarter

DTCH 204	Community Nutrition	(4)
DTCH 243	Medical Nutrition Therapy II	(5)
DTCH 272	Food-Systems Management	(5)
REL	Religion elective	(2)
	TOTAL	(16)

Summer Quarter

DTCH 281	Operations Management in Quantity Food Production	(4)
DTCH 291	Dietetic Technology Affiliation	(12)
	TOTAL	(16)

A minimum grade of C (2.0) is required for all courses in the program.

The program meets the 450 clock hours of professional practice necessary to establish eligibility to write the registration examination for the dietetic technician.

DIETETIC TECHNOLOGY—CERTIFICATE**Admission**

To be eligible for admission, the applicant to the certificate program must have earned a minimum of a baccalaureate degree at an accredited college or university and meet the following criteria:

- a 2.5 G.P.A. or above
- an interview
- a letter of application
- recommendations
- completion of program prerequisites

PREREQUISITE

Bachelor's degree from an accredited college/university

Human anatomy and physiology with laboratory, complete sequence

Introductory chemistry with laboratory, complete sequence

or

General chemistry with laboratory (one semester or two quarters)

Introduction to sociology

Speech

Subject requirements

Applicants must meet the core professional requirements as specified for the A.S. degree.

The program of instruction for students seeking the certificate in dietetic technology is identical to the program of instruction for the A.S. degree. Courses previously taken that are identical to courses required for the degree may, with proper documentation, be considered as meeting the requirements. The final decision is made through the academic variance process.

This program meets the 450 clock hours of professional practice necessary to establish eligibility to write the registration examination for the dietetic technician.

REGISTERED DIETITIAN (R.D.)

To enter a bachelor's degree program to become a registered dietitian, complete all remaining prerequisites for the bachelor's degree program as indicated in the Nutrition and Dietetics Program. The dietetic technician, registered (DTR), should complete one year of practice before applying to the bachelor's degree program.

Emergency Medical Care—AH

(B.S.)

EHREN B. NGO, Program Director

FACULTY

Allen Bedashi
Noha Daher
James Goss
David Lopez
Ehren B. Ngo
Lindsey Simpson

CLINICAL ADJUNCT FACULTY

Jim Holbrook
Traci Marin Michael Osur

ADVISORY COMMITTEE

Gail Dodge
Mark Hartwig
Jim T. Holbrook
Craig R. Jackson*
David Lopez
Traci L. Marin
Ehren B. Ngo
Michael Osur
Tamara L. Thomas
* ex officio

The two-year, upper-division program leading to the Bachelor of Science degree is a sequence of professional course work intended to prepare emergency medical care (EMC) providers for leadership positions in education, management, or advanced clinical practice. Course work may be applied toward meeting entrance requirements for dentistry, medicine, and other graduate programs.

Those electing to study on a part-time basis must complete the junior and senior years within a four-year period. Students new to the profession should be employed a minimum of sixteen hours per week in an emergency medical care-related position in order to gain the most from the program.

The program objectives

Upon completion of the program, the graduate should be qualified to:

- Demonstrate leadership skills through advanced and multilevel thinking, providing options and alternatives for the care of patients.
- Demonstrate leadership in the emergency medical care field by sharing the knowledge attained through the program with members of other professional disciplines.
- Develop and refine critical-thinking skills to enhance ability to analyze and develop the most effective means of caring for patients.
- Compare and contrast the different disciplines of prehospital health care providers that contribute to emergency medical care.
- Differentiate among the different areas of a Level I trauma center and the significance each area of the hospital has in the care of a critical patient.
- Effectively modify practice within the discipline, using the knowledge learned in the program.

Program Outcomes

In addition to the stated institutional learning outcomes the Emergency Medical Care student is expected to meet the following programmatic learning outcomes:

- I. Demonstrate advanced leadership skills.
- II. Demonstrate advanced emergency medical care knowledge and practice.
- III. Demonstrate advanced practitioners with critical thinking skills in emergency medical care.

Admission

To be eligible for the junior year of the Emergency Medical Care (EMC) Program, the applicant must:

- Be an EMT or a paramedic, a registered nurse/MICN, or a respiratory therapist.
- Complete the subject requirements listed as prerequisites.
- Arrange for an interview at the University by appointment.
- Satisfactorily complete a writing and mathematics sample.

PREREQUISITE/COREQUISITE (General Program Track)

Humanities—20 units minimum (choose minimum of three areas from: history, literature, philosophy, foreign language, art / music appreciation / history)

Included in this minimum, 4 units of religion per year of attendance at a Seventh-day Adventist college or university

Human anatomy and physiology with laboratory

Microbiology with laboratory

*Chemistry one quarter/semester, with laboratory

*Introductory physics, one quarter/semester**

*College algebra**

*General psychology

*Cultural anthropology or an approved course dealing with cultural diversity

Select 4 more quarter units from sociology, economics, geography, political science, psychology

*English composition, complete sequence

Personal health or nutrition

Two physical activity courses

In addition to course work listed above, electives to meet 116 quarter units

* Denotes EMC B.S. degree program prerequisites

** Requirement may be waived based on review of previous course work completed

PREREQUISITE/COREQUISITE (Prephysician Assistant Track)

Humanities—20 units minimum (choose minimum of three areas from: history, literature, philosophy, foreign language [Spanish language recommended], art / music appreciation / history)

Included in this minimum, 4 units of religion per year of attendance at a Seventh-day Adventist college or university

*Human anatomy with laboratory

*Human physiology with laboratory

Genetics course, recommended

Microbiology with laboratory

*General chemistry with laboratory, complete sequence

*Introductory physics with laboratory or general physics

*College algebra

*General psychology

*Cultural anthropology or an approved course dealing with cultural diversity General or introductory sociology

*Freshman English, complete sequence

*Personal health or nutrition

Two physical activity courses

*In addition to course work listed above, electives to meet 96 quarter units

* Denotes EMC B.S. degree program prerequisites

PREREQUISITE/COREQUISITE (Premedicine Track)

Humanities-20 units (choose minimum of three areas from: history, literature, philosophy, foreign language [Spanish language recommended], art / music appreciation / history)

Included in this minimum, 4 units of religion per year of attendance at a Seventh-day Adventist college or university

*General biology/Zoology with laboratory, complete sequence

*General chemistry with laboratory, complete sequence

*General physics with laboratory, complete sequence

Organic chemistry with laboratory, complete sequence

Biochemistry, recommended

Microbiology with laboratory

*College algebra (calculus recommended)

*General psychology

*Cultural anthropology or an approved course dealing with cultural diversity

Select 4 more quarter units from sociology, economics, geography, political science, anthropology, psychology

*Freshman English, complete sequence

*Personal health or nutrition

Two physical activity courses

In addition to course work listed above, electives to meet 96 quarter units

* Denotes EMC B.S. degree program prerequisites

Please note:

A maximum of 105 quarter units or 70 semester units from a junior/community college may be transferred for credit.

Additionally, C- grades and below are not transferable for credit.

General education requirements

For total unit requirements for graduation, see Section II, Division of General Studies.

Computer requirement

The Emergency Medical Care Program faculty is proud to be on the cutting edge in using distant-education technology to facilitate teaching of course work. This technology, however, requires that all prospective students applying for admission to the EMC program have access to a computer with Internet capabilities by the time they actually begin the program. The EMC program and its faculty will not be responsible for course work not completed due to inability to access a computer. Computer hardware specifications may be obtained from the cardiopulmonary sciences department secretary.

CPR certification

Students are required to have current health care provider cardiopulmonary resuscitation (CPR) certification (adult, child, and infant) for all scheduled clinical experience. CPR certification must be completed at the American Heart Association health care-provider level. Certification may be completed prior to beginning the program of study or may be obtained at Loma Linda University. Classes are available on campus at Life Support Education, University Arts building, 24887 Taylor Street, Suite 102.

PROGRAM OF INSTRUCTION

EMMC 308	Pharmacology	(3)
EMMC 314	ECG Interpretation and Analysis	(2)
EMMC 315	Cardiology	(3)
EMMC 316	12-Lead ECG Interpretation	(2)
EMMC 325	Current Issues in Emergency Medical Care	(2)
EMMC 331	Introduction to Theories of Emergency Medical Services	(2)
EMMC 332	Theories of Emergency Medical Services	(2)
EMMC 389	Junior Seminars	(1)
EMMC 425	Instruction and Curriculum Design in Emergency Services	(3)
EMMC 435	Disasters, WMD, and Terrorism	(3)

EMMC 436	Trauma and Surgical Care	(2)
EMMC 445	Perinatal and Pediatric Care	(3)
EMMC 446	Physical Diagnosis	(2)
EMMC 447	Geriatrics and Aging	(3)
EMMC 448	Advanced Physical Diagnosis and Critical Care	(2)
EMMC 451	Health Care Management for Prehospital Providers	(2)
EMMC 452, 453	Seminars in EMS Management I, II	(2, 2)
EMMC 464	Ethics and Leadership in Emergency Services	(2)
EMMC 471, 472	Senior Project I, II	(2, 2)
EMMC 484	Legal Issues in Health Care	(2)
EMMC 489	Senior Seminars	(1)
AHCJ 305	Infectious Disease and the Health Provider	(1)
AHCJ 324	Psychosocial Models and Interventions	(2)
AHCJ 328	Portfolio Practicum I	(1)
AHCJ 351	Statistics for the Health Professions	(3)
AHCJ 402, 403	Pathology I, II	(4, 4)
AHCJ 461	Research Methods	(2)
AHCJ 498	Portfolio Practicum II	(1)
RELE 457	Christian Ethics and Health Care	(3)
RELT 416	God and Human Suffering	(3)
RELT 423	Loma Linda Perspectives	(2)

Health Information Administration—AH

(B.S., PB certificate, HIT-Progression)

MARILYN H. DAVIDIAN, Program Director

PAULINE CALLA, Clinical Coordinator, Recruitment Coordinator

FACULTY

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Douglas F. Welebir

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Cynthia Doyon
Cynthia Giltner
Craig Jackson *
*ex officio

Health care records are part of an integrated system of health information. The data provide a basis for patient care, quality assurance, legal defense, reimbursement, risk management, accreditation, planning, and decision making.

Health information management has assumed increased importance with the advent of prospective payment, corporate compliance, and the electronic health record. A career in health information management is likely to appeal to a person who has organizational and leadership abilities and who is interested in and has aptitude for medical science, but whose talents are suited for participation other than physical involvement in human illness.

The health information administrator (formerly known as medical record administrator) designs, develops, and maintains systems for storage, retrieval, and dissemination of information in accordance with federal, state, and local statutes and regulations. This person works with the medical staff and other health professionals in research, administrative studies, functions relative to health information, and patient-care evaluation. The health information administrator in a health care facility will provide management leadership in planning and organizing the department, motivating and evaluating employees, and providing in-service programs for departmental employees or other personnel in the facility.

Opportunities

While many health information administrators are employed in various areas of acute-care facilities, others work in alternative-delivery health care systems, research facilities, quality assurance, software development companies, industrial establishments, government agencies, medical departments of insurance companies, accounting firms, or as consultants to skilled-nursing and other facilities.

The multiplicity of new technologies, the advent of electronic health records, the demand for health information, the emphasis on evaluation of care, the surge in research, the emphasis on cost control, and other factors combine to require comprehensive knowledge and increased utilization of administrative talent and judgment.

Accreditation

The Health Information Administration Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 North Michigan Avenue, Suite 2150, Chicago, IL 60601-5519

The student learning outcomes

Upon completion of the program, the graduate will be qualified to:

1. Privacy and Confidentiality: Students will become advocates for healthcare privacy and confidentiality.
2. Mastery of Health Information Management Curriculum: Students will be qualified to sit for the Registered Health Information Administration (RHIA) credentialing examination.
3. Management of Health Information: Students will perform assessment and management of the information needs for a variety of healthcare settings.
4. Information Systems: Students will demonstrate the ability to design, select, and implement healthcare information systems.
5. Personnel Management: Students will understand the principles of effective personnel management.
6. Financial Management: Students will understand financial management requirements for institutions and their relationship to clinical data.

HEALTH INFORMATION ADMINISTRATION—PB CERTIFICATE

Admission

To be eligible for admission, the applicant must have completed a minimum of 96 quarter units at an accredited college or university.

PREREQUISITE

Bachelor's degree from an accredited college or university
 Human anatomy and physiology with laboratory, complete sequence
 Medical terminology
 College algebra (intermediate algebra acceptable)
 General psychology
 Accounting
 Introduction to computer applications (must include word processing)
 Personnel management
 Business communications

RECOMMENDED

Speech

Credit by examination or evaluation

Applicants who have comparable education or experience may be able to gain credit toward the certificate by equivalency examination or evaluation of credit on an individual basis.

Professional registration

Upon completion of the program, and upon recommendation of the faculty, graduates are eligible to write the qualifying examination of the American Health Information Management Association (AHIMA), 233 North Michigan Avenue, Suite 2150, Chicago, IL 60611-5519, for the designation of RHIA (registered health information administrator).

PROGRAM OF INSTRUCTION

FIRST YEAR

HLIN 301	Introduction to Health-Records Science	(4)
HLIN 303, 304	Basic Coding Principles and Techniques I, II	(3, 3)
HLIN 305	Health Care Statistical Applications	(3)
HLIN 325	Pharmacology for Health Information Administration	(2)
HLIN 361-362	Health Information Administration Laboratory I, II	(1, 1)
HLIN 395	Professional Practice Experience I—Junior Affiliation	(3)
HLIN 441	Legal Aspects of Health Information Administration	(4)
HLIN 483	Long-Term and Alternative Delivery Systems in Health Care	(4)
HLIN 493	Health Information Management I	(4)
AHCJ 214	Fundamentals of Computer Systems	(2)

AHCJ 305	Infectious Disease and the Health Provider	(1)
AHCJ 325	U. S. Health Care-Delivery Systems	(2)
AHCJ 402, 403	Pathology I, II	(4, 3)
RELE 457	Christian Ethics and Health Care	(2)

SECOND YEAR

HLIN 306	E & M Coding for Billing and Reimbursement	(2)
HLIN 401	Survey of Health-Systems Management	(4)
HLIN 407	Financial Management for Health Information	(2)
HLIN 421	Survey of Health-Systems Management—Applied	(4)
HLIN 444	Corporate Compliance in Health Care	(3)
HLIN 445	Coding Seminar	(3)
HLIN 451	Quality Improvement in Health Care	(3)
HLIN 462-463	Health Information Administration Laboratory III, IV	(1, 1)
HLIN 484	Current Topics in Health Information Administration	(3)
HLIN 494	Health Information Management II	(5)
HLIN 495	Professional Practice Experience II—Senior Affiliation	(3)
AHCJ 432	Database Management	(2)
AHCJ 433	Special Projects in Computer Applications	(2)

An LLU G.P.A. of 2.5 must be maintained throughout the program.

A minimum grade of C (2.0) is required for all courses in the program.

A minimum of 50 units is required for completion.

HEALTH INFORMATION ADMINISTRATION—B.S.

The Health Information Administration Program, leading to the Bachelor of Science degree, begins with the Autumn Quarter. The freshman and sophomore years, which are taken at an accredited college or university, afford the fundamentals of a liberal education and provide background in science, humanities, social studies, and business. Concentration on health information administration subject matter begins at Loma Linda University in the junior year and continues through the senior year.

Students are advised to complete the curriculum in two years as scheduled. Those electing to study on a part-time basis because of a heavy work load or other reasons must complete all course work within a four-year period.

Clinical experience

Three complementary types of clinical experience are offered. The first is a variety of assignments in large and small hospitals and other facilities that will acquaint the student with managing information in all aspects of the health care environment. The majority of these assignments are either at Loma Linda University Medical Center or at hospitals located in southern California.

The second type of clinical experience is a three-week internship at the end of the junior year. The internship is not required of graduates of an accredited health information technology program. The third assignment is a three-week affiliation during the Spring Quarter of the senior year. Arrangements for the internship and affiliation sites are made through the department chair and the clinical coordinator. Students are responsible for their own transportation to those facilities not within walking distance of the University, as well as for food and lodging during assignments at distant sites.

Professional registration

Upon completion of the program, and on the recommendation of the faculty, graduates are eligible to write the qualifying examination of the American Health Information Management Association for the designation of RHIA (registered health information administrator).

Professional association

Students and graduates are eligible to become members of the American Health Information Management Association and the California Health Information Association. The purpose of these associations is to promote the art and science of health information management. They grant student membership at a nominal cost to undergraduates of approved schools. The student is expected to become a member of these associations, pay the nominal dues, read the journals, and become familiar with the professional activities.

Admission

To be eligible for admission to the B.S. degree program in health information administration, the applicant must have completed a minimum of 96 quarter units at an accredited college or university.

PREREQUISITE

Humanities—20 units minimum (choose minimum of three areas from: history, literature, philosophy, foreign language, art / music appreciation / history)

Included in this minimum, 4 units of religion per year of attendance at a Seventh-day Adventist college or university

Human anatomy and physiology with laboratory, complete sequence

Medical terminology

Select remaining units from: chemistry, geology, mathematics, astronomy, physics, statistics

Two years high school mathematics with minimum grades of C, or intermediate algebra in college

General psychology

Cultural anthropology or an approved course dealing with cultural diversity

Select 2 additional courses from: sociology, economics, geography, political science

Business communications

English composition, complete sequence

Introduction to computers (must include word processing)

Personal health or nutrition

Two physical activity courses

Introductory accounting (one quarter or semester)

Electives to meet the minimum total requirement of 96 quarter units

For total unit requirements for graduation, see Division of General Studies, Section II of this CATALOG.

PROGRAM OF INSTRUCTION

JUNIOR YEAR

HLIN 301	Introduction to Health-Records Science	(4)
HLIN 303, 304	Basic Coding Principles and Techniques I, II	(3, 3)
HLIN 305	Health Care Statistical Application	(3)
HLIN 325	Pharmacology for Health Information Administration	(2)
HLIN 361-362	Health Information Administration Laboratory I, II	(1, 1)
HLIN 395	Professional Practice Experience I—Junior Affiliation	(3)
HLIN 441	Legal Aspects of Health Information Administration	(4)
HLIN 483	Long-Term and Alternative Delivery Systems in Health Care	(4)
HLIN 493	Health Information Management I	(4)
AHCJ 214	Fundamentals of Computer Systems	(2)
AHCJ 305	Infectious Disease and the Health Provider	(1)
AHCJ 325	U.S. Health Care-Delivery Systems	(2)
AHCJ 328	Portfolio Practicum I	(1)
AHCJ 331	Human-Resource Management	(3)
AHCJ 351	Statistics	(3)
AHCJ 402, 403	Pathology I, II	(4, 3)
REL_ ____	Religion studies	(3)

Courses within the senior year may be taken only after completion of the junior year and the summer practicum, with an LLU G.P.A. of 2.5; or by permission of the department chair.

SENIOR YEAR

HLIN 306	E & M Coding for Billing and Reimbursement	(2)
HLIN 401	Survey of Health-Systems Management	(4)
HLIN 407	Financial Management for Health Information Management	(2)
HLIN 421	Survey of Health-Systems Management—Applied	(4)
HLIN 444	Corporate Compliance in Health Care	(3)
HLIN 445	Coding Seminar	(3)
HLIN 451	Quality Improvement in Health Care	(3)
HLIN 462, 463	Health Information Administration Laboratory III, IV	(1, 1)
HLIN 475	Research Methods for HIA	(4)
HLIN 484	Current Topics in Health Information Administration	(3)
HLIN 494	Health Information Management II	(5)
HLIN 495	Professional Practice Experience II—Senior Affiliation	(3)
AHCJ 432	Database Management	(2)
AHCJ 433	Special Projects in Computer Applications	(2)
AHCJ 498	Portfolio Practicum II	(1)
RELE 457	Christian Ethics and Health Care	(3)
RELT 423	Loma Linda Perspectives	(2)

A minimum grade of C (2.0) is required for all courses in the program.

HEALTH INFORMATION ADMINISTRATION—HIT-PROGRESSION PROGRAM

Admission

To be eligible for admission to the Health Information Technology (HIT) Progression B.S. degree program, the applicant must be a graduate of an accredited health information technology program or hold a current RHIT credential.

Subject requirements

A maximum of 70 semester units or 105 quarter units of transfer credit is accepted from accredited junior colleges.

PREREQUISITE

(a minimum of 52 units must be taken at a four-year college or university)

General education requirements of Domains I through IV; see Division of General Studies, Section II of this catalog.

ADDITIONAL REQUIRED COURSES

Human anatomy and physiology, * complete sequence

Pathology*

Pharmacology*

Medical terminology*

College algebra (intermediate algebra accepted)

General psychology

Introduction to computer applications

Fundamentals of computer systems*

Word processing (Microsoft Word preferred)

U.S. Health Care Delivery Systems*

Spreadsheet applications* (Microsoft Excel preferred)

Database applications* (Microsoft Access preferred)

Professional communications* (business communications accepted)
 Introductory accounting
 Research statistics*
 Research methods*

REQUIRED CORE PROFESSIONAL COURSES FROM THE HIT PROGRAM

Introduction to health-record science*
 Basic [ICD-9-CM] coding principles and techniques* (taken within two years, or current work experience; equivalency examination may be required)
 Hospital census and administrative statistics*
 Human-resource management*
 Principles of management*
 Legal aspects of health care* (taken within two years, or current work experience, or evidence of ten hours of recent training in HIPAA legislation; equivalency examination may be required)
 Quality improvement in health care*
 Professional practice experience (160 hours)*

*available at LLU

PROGRAM OF INSTRUCTION

HLIN 306	E&M Coding for Billing and Reimbursement	(2)
HLIN 401	Survey of Health Systems Management	(4)
HLIN 421	Survey of Health Systems Management—Applied	(4)
HLIN 444	Corporate Compliance in Health Care	(3)
HLIN 445	Coding Seminar	(3)
HLIN 462, 463	Health Information Administration Laboratory III, IV	(1, 1)
HLIN 483	Long-Term and Alternative Delivery Systems in Health Care	(4)
HLIN 484	Current Topics in Health Information Administration	(4)
HLIN 494	Health Information Management II	(5)
HLIN 495	Professional Practice Experience II — Senior Affiliation	(3)
AHCJ 305	Infectious Disease and the Health Provider	(1)
AHCJ 328	Portfolio Practicum I	(1)
AHCJ 407	Financial Management	(2)
AHCJ 433	Special Projects in Computer Applications	(2)
AHCJ 498	Portfolio Practicum II	(1)
RELE 457	Christian Ethics and Health Care	(2)
RELF 423	Loma Linda Perspectives	(2)

Health Science—AH

(B.S., Japan, off-campus)

ERNEST SCHWAB, Program Director

KEIKO KHOO, Program Coordinator

FACULTY

Naoki Ando
Shigenobu Arakaki
Yuji Asai
Edd J. Ashley
Masahiro Hashimoto
Liane H. Hewitt
Esther M. Huecker
Takeo Itoh
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Eric G. Johnson
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Karen Mainess
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Takaaki Shimada
Naohito Shingu
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Shigeyuki Suzuki
Chiharu Tanaka
Antonio Valenzuela
Grenith Zimmerman

PROGRAM WORKING COMMITTEE

Ernest Schwab, Chair
Edd Ashley
Lawrence Chinnock
Helen Greenwood
Liane H. Hewitt
Esther M. Huecker
Craig R. Jackson
Keiko Khoo
Grenith Zimmerman

The Health Science Program leading to the B.S. degree requires completion of the General Education requirements and a major area of emphasis in occupational therapy or physical therapy. A minimum of 192 quarter units must be completed. A maximum of 105 quarter units are transferred from Humanitec Rehabilitation College. Instruction is in the Japanese language or with interpretation, as needed.

The program objectives

Upon completion of the B.S. degree in health science, the graduate will be qualified to:

1. Support the University's mission in entry level health-science careers in government, hospitals, and private and voluntary health agencies.
2. Effectively communicate orally and in writing with health care professionals.
3. Pursue postbaccalaureate education in fields such as public health, health care administration, or health education.
4. Facilitate voluntary changes in health behaviors, as well as advocate for social change that leads to higher levels of wellness or rehabilitation.

Distance education

The Health Science Program utilizes technology-supported distance education in cooperation with Humanitec Rehabilitation College in Yokkaichi, Japan.

Admission

A minimum G.P.A. of 3.0 in the freshman year and two letters of recommendation from the Humanitec program where student is concurrently enrolled are required.

The role of the graduate is to facilitate the flow of information throughout a health care facility to enhance administrative and management decision making, financial systems, medical record department functions, and strategic planning; and to interface with health care information systems, when appropriate.

Medical Dosimetry—AH

(Certificate)

BALDEV PATYAL, Program Director

FACULTY

Carol Davis
Dolly Kisinger
Anh Ly

THE PROGRAM

The Medical Dosimetry Program is designed to educate personnel in the discipline of dosimetry within a radiation oncology environment, and to prepare them to take the certified medical dosimetrists board examination (CMD).

Medical dosimetry is a very dynamic, exciting field involving a combined knowledge of mathematics, physics, and the biological and medical sciences. Dosimetrists plan optimal isodose distributions and treatment-dose calculations for a variety of external beam as well as brachytherapy treatments. Medical dosimetrists must possess excellent analytical skills, an ability to critically evaluate data, and an aptitude for physics and mathematics. They must also be able to work closely as a team with physicists, physicians, radiation therapists, and other personnel.

Due to a lack of training programs in medical dosimetry throughout the United States, there is a shortage of medical dosimetrists in many areas of the country. This program will aim to provide a supply of well-trained dosimetrists who will be able to meet the needs of radiation oncology facilities in the local area and beyond.

The program objectives

Upon completion of the program, the graduate should be qualified to:

1. Demonstrate ability to accurately complete dosimetric calculations and procedures as they pertain to all aspects of treatment planning for external beam and brachytherapy.
2. Develop and define critical-thinking skills to enhance ability to analyze and compute dosimetric data as it relates to all aspects of radiation therapy treatment.
3. Exhibit professional behavior, which includes ability to communicate with other professionals and work well both individually and as a team member.
4. Manage patients in an empathetic manner and exhibit basic patient-care proficiencies.
5. Support the professional code of ethics and comply with the stated scope of practice.

Admission—educational background

Students will either need to have:

- ARRT registration in radiation therapy technology with a minimum of two years postgraduate clinical experience **or**
- a baccalaureate degree in physics or mathematics from an accredited university.

Program design

The length of the program will depend on the entering qualifications. For ARRT candidates, the program will be four quarters in length. For B.S. degree candidates, the program will be five quarters long.

Instruction will include a mixture of lecture, laboratory, and clinical work. Students will be exposed to a variety of different methodologies within dosimetry, including work with proton therapy treatment planning.

All instruction will be conducted in the Radiation Medicine Department of Loma Linda University Medical Center. The only exceptions to this will be a short clinical rotation to Long Beach Memorial, and City of Hope Medical Centers.

The program faculty consists of physicists and dosimetrists who are extremely experienced in their field; many, in both photon and proton therapy treatment planning.

Accreditation

The American Association of Medical Dosimetrists (AAMD) strongly supports the concept of formal dosimetry training, which leads to board eligibility for the certificate in medical dosimetry (CMD). This qualification is considered to be the gold standard in dosimetry education.

The Joint Review Committee on Education in Radiologic Technology (JRCERT) accreditation of dosimetry programs became available in 2003. As soon as regulations allow, application for accreditation will be made for this program.

PROGRAM OF INSTRUCTION

B.S. in physics

The program of instruction for students admitted with a B.S. degree in physics:

PREREQUISITE

Anatomy and physiology (no laboratory required)

Medical terminology

FIRST YEAR

RTMD 301	Treatment Planning I	(3)
RTMD 307	Principles of Brachytherapy	(2)
RTMD 314	Quality Assurance with Laboratory	(2)
RTMD 355	Physical Principles of Radiation Therapy I	(3)
RTMD 356	Physical Principles of Radiation Therapy II	(3)
RTMD 961, 962, 963	Practicum	(9, 9, 9)
RTMR 285	Principles of Radiography I	(2)
RTSI 367	Cross-sectional Radiographic Anatomy	(3)
RTSI 369	CT Physics	(3)
RTTH 332	Radiation Biology	(1)
RTTH 344	Radiation Therapy Procedures	(2)
RTTH 364	Radiation Oncology I	(3)
RTTH 365	Radiation Oncology II	(3)
	TOTAL	56

SECOND YEAR

RTMD 302	Treatment Planning II	(2)
RTMD 305	Special Topics	(1)
RTMD 964, 965	Practicum	(9, 10)
RELF 457	Ethics in Health Care	(2)
	TOTAL	24

ARRT-registered radiation therapy technologist

The program of instruction for students admitted as ARRT-registered radiation therapy technologists:

PREREQUISITE

College algebra

Trigonometry

FIRST YEAR

RTMD 301	Treatment Planning I	(3)
RTMD 307	Principles of Brachytherapy	(2)
RTMD 309	Radiation Therapy Core Concepts Review	(1)
RTMD 314	Quality Assurance with Laboratory	(2)

RTMD 355	Physical Principles of Radiation Therapy I	(3)
RTMD 356	Physical Principles of Radiation Therapy II	(3)
RTMD 971, 972, 973	Practicum	(10, 9, 9)
RTSI 367	Cross-sectional Radiographic Anatomy	(3)
RTSI 369	CT Physics	(3)
RELE 457	Christian Bioethics in Health Care	(2)
	TOTAL	50

SECOND YEAR

RTMD 302	Treatment Planning II	(2)
RTMD 305	Special Topics	(1)
RTMD 974	Practicum	(9)
	TOTAL	24

Students who have already taken these classes will be required to retake them under another number.

Medical Radiography—AH

(A.S.)

MARK J. CLEMENTS, Program Director
STEVEN L. LEBER, Clinical Coordinator
GREGORY E. WATKINS, Medical Adviser

FACULTY

Laura L. Alipoon
Mark J. Clements
Carol A. Davis
Marie M. DeLange
Erma P. Ezpeleta
Michael F. Iorio
Arthur W. Kroetz
Steven L. Leber
Brenda L. Pfeiffer
Andrew L. Shepard
Renee N. Stone

The medical radiographer, or radiologic technologist, is responsible for the accurate imaging of body structures on a radiograph or other image receptor. The technologist provides for patient protection and comfort, determines proper exposure factors, manipulates medical imaging equipment, evaluates the radiograph image for quality and utilizes film or digital technologies to archive and transmit the patient exam images for physician evaluation.

The technologist may also assist the radiologist physician in specialized radiographic procedures. These may require the use of sterile procedures and universal precautions in the administration of radiographic contrast agents to the patient for the enhanced viewing of body systems and their functions.

The program

The Medical Radiography Program begins with the Autumn Quarter and is based on the completion of one year of prerequisite course work at any accredited college or university. The first quarter at Loma Linda University primarily emphasizes the theoretical aspects of radiography, with one day per week in clinical orientation. The remaining six quarters combine clinical training on a two-to-five-days-per-week basis, with more advanced classroom topics. The schedule may involve limited evening assignments. Clinical and classroom involvement in the program is full time (40 hrs/week). Students are off on all national holidays and quarter breaks.

Affiliations

For the clinical portion of the program, students are assigned to one of the affiliated medical centers: Loma Linda University Medical Center, Loma Linda University Community Medical Center, Inland Valley Regional Medical Center, Hemet Valley Medical Center, Eisenhower Medical Center, Desert Hospital, Redlands Community Hospital, Menifee Valley Medical Center, Parkview Community Hospital, Pioneer Memorial Hospital, El Centro Regional Medical Center, St. Bernardine's Medical Center, Community Hospital of San Bernardino, or St. Mary Regional Medical Center.

Accreditation

The program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182; telephone 312/704-5300. The program is also approved by the Radiologic Health Branch (RHB) of the state of California, Dept. of Public Health MS 7610, P.O. Box 997414 Sacramento, CA 95899-7414
PHONE NUMBER: (916) 327-5106.

CPR certification

Students are required to have current health care provider cardiopulmonary resuscitation (CPR) certification (adult, child, and infant) for all scheduled clinical experience. CPR certification must be completed at the American Heart Association Healthcare Provider level. This may be completed prior to beginning your program of study or be obtained at Loma Linda University. Classes are available on campus at Life Support Education, University Arts Building, 24887 Taylor Street, Suite 102.

Professional registration and certification

Upon completion of the requirements for the Associate in Science degree, the graduate is eligible to write the qualifying examination of The American Registry of Radiologic Technologists (ARRT). Program graduates who pass the ARRT examination in radiography are eligible to pay for and receive the state license (CRT) in California without further testing.

Graduates are encouraged to become members of The California Society of Radiologic Technologists (CSRT) and American Society of Radiologic Technologists (ASRT) for professional growth and continuing education in their professional discipline.

Program mission statement

The Medical Radiography Program seeks to support Loma Linda University's overall mission—"To Make Man Whole"—by providing a well-rounded educational experience for its students that produces registry-eligible radiographers who practice excellent patient care and radiation safety.

The program objectives

Upon completion of the program, the graduate should be qualified to:

1. Complete all certification requirements of the state of California and the American Registry of Radiologic Technologists.
2. Anticipate and provide basic patient care, comfort, and education, as needed.
3. Practice radiation protection by utilizing principles of basic x-ray production and interactions to limit radiation exposure to the patient, self, and other members of the health care team.
4. Understand the limits of equipment operation, including the recognition of equipment malfunctions and problem-reporting procedures.
5. Obtain optimum images by properly utilizing equipment, accessories, techniques, and procedures; and apply knowledge of human structure, function, and pathology to varying patient situations.
6. Demonstrate knowledge and skills relating to quality-assurance activities.
7. Provide services to humanity, with full respect for the dignity of all persons.
8. Communicate appropriately with patients, colleagues, and others with whom s/he comes in contact.
9. Behave in a professional manner in all interactions.
10. Demonstrate teamwork in the clinical setting and other situations where this concept leads to completion of goals that an individual could not easily meet alone.
11. Support the profession's code of ethics and comply with the profession's scope of practice.
12. Continue to improve knowledge and skills by participating in educational and professional activities, sharing knowledge with colleagues, and investigating new and innovative aspects of professional practice.

The program outcomes

1. Students demonstrate understanding of and integrate LLU's philosophy of wholeness in their personal and professional lives.
2. Students demonstrate effective use of knowledge and skills within their radiology discipline.
3. Students demonstrate professional behavior in classroom and clinical settings.
4. Students will be prepared to work in their profession.
5. Students continue to improve knowledge and skills by participating in professional educational activities, sharing knowledge with colleagues while investigating new and innovative aspects of their professional practice.

Admission

To be eligible for admission, the applicant must have completed high school from an accredited institution or passed the GED and completed a minimum of 42 quarter units (or 28 semester units) at an accredited college or university.

PREREQUISITE

Religion required, 4 units per year of attendance at a Seventh-day Adventist college or university

Human anatomy and physiology with laboratory, complete sequence

Two years high school mathematics at algebra level or above, with grades of C or above; or algebra in college

Medical terminology

One year high school chemistry or physics or physical science; or introductory chemistry, introductory physics, or physical science in college (one quarter/semester)

General psychology or sociology

English composition, complete sequence

Speech

Computers, one year high school computer courses; or one quarter/semester college computer course

Electives to meet the minimum total requirements of 42 units

Observation experience

A minimum of twelve hours of observation in a radiology department is required. Contact the department to obtain the appropriate form.

PROGRAM OF INSTRUCTION

Certain aspects of the curriculum require individual scheduling. Time arrangements may be subject to change. Entrance to the clinical year is contingent upon the completion of all prior requirements.

SOPHOMORE YEAR

RTMR 202	Orientation Laboratory	(1)
RTMR 221	Radiologic Patient Care	(2)
RTMR 224	Law and Ethics in Radiologic Sciences	(1)
RTMR 246	Professional Communications	(2)
RTMR 253-255	Medical Radiography Procedures I, II, III	(2, 2, 2)
RTMR 253L-255L	Medical Radiography Procedures Laboratory I,II, III	(1, 1, 1)
RTMR 283	Radiologic Physics	(3)
RTMR 284	Radiation Protection and Biology	(2)
RTMR 285-287	Principles of Radiography I, II, III	(3, 4, 2)
RTMR 371, 372	Medical Radiography Affiliation I, II	(1, 2)
AHCJ 326	Patient-Care Methods	(2)
RELE 457	Christian Ethics and Health Care	(2)
AHCJ 328	Portfolio Practicum I	(1)

CLINICAL YEAR

RTMR 321	Radiographic Film Critique	(2)
RTMR 334	CT and Cross-sectional Anatomy	(2)
RTMR 342	Computer Applications in Radiology	(1)
RTMR 345	Radiologic Pathology	(2)
RTMR 363	Comprehensive Review	(1)
RTMR 373-375, 386	Medical Radiography Affiliation, III, IV, IV, VI	(2, 3, 2, 2)
RTSI 364	CT Procedures and Pt. Care	(2)
RTSI 367	CT Physics	(2)
RELE 423	Loma Linda Perspectives	(2)

A minimum grade of C (2.0) is required for all courses in the program.

Nuclear Medicine Technology—AH

(Certificate)

ERMA EZPELETA, Program Director

Nuclear medicine uses radioactivity to diagnose and treat disease. This medical specialty provides information about both the structure and the function of virtually every major organ system within the body. Nuclear medicine procedures are safe, involve little or no patient discomfort, and do not require the use of anesthesia.

The nuclear medicine technologist is responsible for preparing and administering radiopharmaceuticals; performing patient-imaging procedures; accomplishing computer processing and image enhancement; analyzing biologic specimens; and providing images, data analysis, and patient information for diagnostic interpretation by the physician health care-team member.

Objectives

During the twelve-month certificate Nuclear Medicine Technology Program, students take formal course work along with instruction in the clinical aspects of nuclear medicine. This includes participation, under close supervision, in the actual procedures within the nuclear medicine department. The clinical calendar varies from the University calendar in that the clinical schedule is full time (forty clock hours per week), arranged around lectures and coordinated with affiliated nuclear medicine departments. The program begins with the Autumn Quarter.

Program Outcomes

Upon completion of the program, the graduate should be qualified to:

1. Demonstrate the knowledge and skill base to qualify for work in Nuclear Medicine at a hospital or clinic.
2. Demonstrate critical thinking in Nuclear Medicine.
3. Behave in a professional manner in all interactions.
4. Comply with the current standards and practices set by the governing bodies and professional organizations.

Accreditation

The program is accredited by the Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501; and by the Department of Health Services, Radiologic Health Branch, P.O. Box 942732, Sacramento, CA 94234-7320.

Distance education

The Nuclear Medicine Technology Program is offered via distance education at Fresno City College, Fresno, California.

CPR certification

Students are required to have current cardiopulmonary resuscitation (CPR) certification (adult and child) for all scheduled clinical experience. Classes are available on campus at Life Support Education, University Arts building, 24887 Taylor Street, Suite 102.

Professional registration and certification

Upon completion of the certificate requirements, the student is eligible to write the qualifying examination in nuclear medicine of The American Registry of Radiologic Technologists (ARRT), and the certifying examination of the Nuclear Medicine Technology Certification Board (NMTCB) and of the state of California (CTNM).

Admission

PREREQUISITE

The applicant *must fulfill one of the following requirements:*

- Be a graduate of an accredited radiologic technology program; or
- Be an ARRT-registered radiologic technologist; or
- Be an ASCP-certified medical technologist; or
- Be a registered nurse with at least two years of college credit, with a minimum of an associate degree; or
- Have a baccalaureate degree in one of the natural sciences;

AND must have credits in the following:

Two years high school mathematics with grades of C or above, intermediate algebra in college

Chemistry with laboratory (one quarter/semester introductory or general)

General physics with laboratory, complete sequence (highly recommended)

Human anatomy and physiology with laboratory, complete sequence

Medical terminology

Patient-care methods

Observation experience

A minimum of twenty-four hours of observation in a nuclear medicine department is required.

Certifications

1. CPR certification (adult, child)#
2. Venipuncture*
3. ECG/EKG interpretation*

If the student is unable to complete the three certifications prior to entering the program, then equivalent courses # or * can be taken concurrently with the program.

Offered by:

LLU Life Support Education

* LLU Medical Center Staff Development

PROGRAM OF INSTRUCTION

RTNM 351, 352	Principles of Nuclear Medicine I, II	(3, 3)
RTNM 353, 354	Nuclear Medicine Procedures I, II	(2, 2)
RTNM 971-974	Nuclear Medicine Affiliation I, II, III, IV	(11, 11, 11, 11)
RTNM 381	Topics in Nuclear Medicine I	(2)
RELE 457	Christian Ethics and Health Care	(2)

A minimum grade of C (2.0) is required for all courses in this program.

Nutrition and Dietetics—AH

**(B.S., M.S. in nutrition and dietetics;
M.S. in nutrition-care management, online)**

BERTRUM C. CONNELL, Program Director

GEORGIA W. HODGKIN, Associate Program Director

MAXINE J. TAYLOR, Academic Coordinator of Clinical Education; Program Director, Nutrition-Care Management

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Priscilla Escritor
Lorraine W. Fisher
Danetta Frost
Dorothy Gibson
Lisa Harris
Ruby S. Hayasaka
Sondra D. Henderson
Richard Jacobs
Adrine Kaloshian

Merrill L. King
Lyndee Lawrence
Susan K. Lewis
Carmen G. Llerandi-Phipps
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Merijane Malouin
Leann Onasch
Leh C. Ota
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Sue Razor
Inherla H. Rivera
Jean Sellars
Donna Steinbruecker
Terri Taylor
Maryellen Westerberg
Linda J. Whiting
Pamela Yong

ADVISORY COMMITTEE

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*ex officio

Dietetics, a vital profession in the field of health promotion and medical nutrition therapy, focuses on the sciences of nutrition

and management in providing nutrition care and instruction in proper food choices throughout the life cycle. Individuals and groups benefit from the work of the registered dietitian, which leads potentially to better health and longer life. Dietetic practice is the application of principles derived from integrating knowledge of food, nutrition, biochemistry, physiology, business and management, journalism, behavioral and social sciences, and the arts to achieve and maintain health, prevent disease, and facilitate recovery from illness.

NUTRITION AND DIETETICS—COORDINATED PROGRAM

The coordinated program—a joint effort of the School of Allied Health Professions and the School of Public Health—offers students the option to pursue one of three degrees:

- B.S. degree in nutrition and dietetics
- M.S. degree in nutrition and dietetics
- M.P.H. degree in public health nutrition

Each of these degrees culminates in eligibility to obtain a credential in dietetics, the registered dietitian. The student obtains this credential upon successful completion of the registration examination offered by the Commission on Dietetic Registration of The American Dietetic Association. The coordinated program in dietetics combines supervised professional practice with the didactic curriculum to develop professional skills concurrently with cognitive and technical skills that enable the graduate to establish eligibility to become a registered dietitian.

B.S. degree in nutrition and dietetics

The B.S. degree prepares entry-level dietitians to join the profession and contribute to the wholeness of humankind. The graduate is awarded the Bachelor of Science degree and is eligible to write the registration examination of the Commission on Dietetic Registration of The American Dietetic Association. This program is comprised of didactic and supervised professional practice experiences in an environment of liberal arts education to prepare an educated graduate. Admission to the professional program at this University begins with the junior year of college. The applicant will present at least two years of education from an accredited college or university to meet specific subject requirements for 2008-2009.

The professional program of seven quarters includes theory, laboratory, research, and clinical experiences. Ten weeks each of clinical experiences are scheduled at the end of the junior year and during the Spring Quarter of the senior year. Students participate as active members of the nutrition care team in multiple clinical settings. Administrative affiliation experiences involve decision-making assignments in volume-feeding operations in school food service or health care.

M.S. degree in nutrition and dietetics

The M.S. degree prepares entry-level dietitians to join the profession in areas of advanced practice and in specialty areas that will allow them to contribute to the wholeness of humankind. The graduate is awarded a B.S. degree in health science and an M.S. degree in nutrition and dietetics at the conclusion of the program. This program is comprised of didactic and supervised professional practice experiences in an environment of liberal arts education to prepare an educated graduate. Admission to this professional program at this University begins with the junior year. The applicant will present at least two years of education from an accredited college or university to meet specific subject requirements for 2008-2009. The prerequisite requirements are identical to the B.S. degree program requirements.

The professional program of ten quarters includes theory, laboratory, research, and clinical experiences. Eight weeks of clinical experiences are scheduled at the end of the junior year; and two, ten-week affiliations in medical nutrition therapy are scheduled during the last two years of the program. Students participate as active members of the nutrition care team in multiple clinical settings. Students may choose an emphasis in medical nutrition therapy or public health nutrition. Students choosing to earn the M.P.H. degree in public health nutrition should consult the Nutrition Program in the School of Public Health section of this Catalog.

M.S. degree in nutrition and dietetics for DPD graduates

The M.S. degree for didactic programs in dietetics (DPD) is specifically designed for graduates who choose not to pursue a standard dietetic internship, but who wish to complete a combined master's degree and supervised practice experience in order to establish eligibility to write the registration examination for dietitians and become a registered dietitian. This program builds upon previous course work in nutrition and dietetics and culminates with an M.S. degree and a verification statement covering both didactic and supervised practice requirements.

The prerequisite for this degree is a DPD verification statement. A 3.0 or above G.P.A. and GRE scores are required.

Opportunities

Members of the dietetics profession practice in a variety of environments—including hospitals and other health care facilities, schools and universities, government and community agencies, business, and industry. A growing number of dietitians are employed in physicians' offices, clinics, home-health care agencies, mass communication, and many other entrepreneurial roles.

By successfully passing the registration examination for dietitians, practice opportunities as a specialist in medical nutrition therapy, administrative dietetics, nutrition education, community nutrition, or research are available. There is increased recognition of the importance of nutrition in the fields of medicine, dentistry, and health promotion—with emphasis on fitness and optimal well-being. This indicates that the dietitian's scope of practice is steadily broadening.

The registered dietitian in medical nutrition therapy applies the science of nutrition to the care of people through health promotion and disease prevention, and uses medical nutrition therapy in the treatment of disease. The effective dietitian must be aware of the cultural, social, economic, aesthetic, and psychological factors that affect eating patterns. As a member of the patient-care team, the registered dietitian (RD) is responsible for assessing, implementing, and monitoring the nutritional care of patients. In addition, the RD may serve professionally as a nutrition practitioner in health care; a teacher in an educational institution; a research dietitian; or a nutrition consultant-educator in municipal, state, or federal departments of health.

The registered dietitian (RD) in management is accountable for the food-service systems. In a health care institution, the RD is responsible for the effective functioning of food service from the standpoint of patients, administration, medical staff, and personnel. The administrative RD may also teach; manage food systems in educational, public, or commercial facilities; serve as a consultant to health care or educational institutions; or enter the field of research.

Community registered dietitians practice in diverse settings, translating nutrition science into improved health status. Challenges may include forming partnerships with various organizations, mastering technology, enacting regulations and policies that protect and improve the public's health, and creatively managing scarce resources. Dietitians working in the community exhibit high-quality leadership and planning skills, and many create positions that are entrepreneurial as well as financially rewarding.

Accreditation

The coordinated program in dietetics is currently granted continuing accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400. Web site: <<http://www.eatright.org/cade>>; Fax: 312/899-4817.

Professional registration

Upon satisfactory completion of the program and upon recommendation of the faculty, the graduate will receive a verification statement and be eligible to take the registration examination for dietitians in order to become a registered dietitian.

Professional association

Students and graduates are eligible for membership in the American Dietetic Association. The association grants student membership at a nominal rate to students in accredited programs.

The national office of the American Dietetic Association is at 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. Along with membership in the American Dietetic Association, students become members of the California Dietetic Association. Students are encouraged to join the California Dietetic Association-Inland District and, where possible, the Seventh-day Adventist Dietetic Association.

Goals of the coordinated program

The goals of the coordinated program are to:

1. Prepare graduates to be competent entry-level dietitians.
2. Assure that at least 90 percent of enrolling students complete the program with the encouragement, empowerment, and support of faculty and staff.
3. Provide professionally trained registered dietitians who may be employed by the health care and educational systems of the Seventh-day Adventist Church; or by local, national, or international entities.

Learning outcomes

Upon completion of the program, the graduate should be qualified to:

1. Perform competently at the entry level of professional practice.
2. Exhibit Christian ethical and moral values.
3. Exhibit an investigative spirit to continue attaining knowledge and developing professional competency beyond the entry level.
4. Communicate effectively and be computer literate, using and analyzing data in the decision-making process.
5. Develop leadership skills to achieve personal and corporate goals.
6. Incorporate critical-thinking skills into professional and personal decisions.
7. Demonstrate, from a historical and contemporary basis, the value of diversity in the personal and professional life from ethnic, gender, generational, and ideological points of view.

Admission

Admission to the program is based upon a selective process. To be eligible for consideration, the applicant must meet the following criteria:

- a 3.0 G.P.A. or above
- an interview
- a letter of application
- recommendations
- completion of program prerequisites

PREREQUISITE

Humanities—20 units minimum

Choose minimum of three areas from: history, literature, philosophy, foreign language, art/music appreciation, or art/music history

Must include also 4 units of religion per year of attendance at a Seventh-day Adventist college or university

Two years high school mathematics with grades of C or better, or college algebra

Anatomy and physiology with laboratory, complete sequence

Introductory chemistry with laboratory, complete sequence

NOTE: General chemistry with laboratory recommended (one semester or two quarters) for those considering an advanced degree in nutrition and dietetics, although either chemistry sequence will be accepted.

Microbiology with laboratory

General psychology

Introduction to sociology

English composition, complete sequence

Speech

Two physical activity courses

Human nutrition

Total minimum requirement: 96 quarter units

For total unit requirements for graduation, see Division of General Studies, LLU GENERAL EDUCATION REQUIREMENTS (Section II).

PROGRAM OF INSTRUCTION**BS/MS curriculum**

BS	Hours	MS	Hours
Fall Quarter First Year			
DTCS 305 Professional Issues	(1)	DTCS 305 Professional Issues	(1)
DTCS 341 Introduction to Clinical Nutrition	(5)	DTCS 341 Introduction to Clinical Nutrition	(5)
DTCS 302 Food Selection and Presentation	(5)	DTCS 302 Food Selection and Presentation	(5)
AHCJ 329 Organic Chemistry, with laboratory	(5)	AHCJ 329 Organic Chemistry, with laboratory	(5)
Total	(16)		(16)
Winter Quarter			
DTCS 342 Medical Nutrition Therapy I	(5)	DTCS 342 Medical Nutrition Therapy I	(5)
DTCS 371 Quantity Food Purchasing, Production, and Service	(6)	DTCS 371 Quantity Food Purchasing, Production, and Service	(6)
AHCJ 334 Biochemistry	(5)	AHCJ 334 Biochemistry	(5)
Total	(16)		(16)

Spring Quarter			
DTCS 321 Nutrition and Human Metabolism	(3)		
DTCS 343 Medical Nutrition Therapy II	(5)	DTCS 343 Medical Nutrition Therapy II	(5)
DTCS 372 Food Systems Organization and Management	(5)	DTCS 372 Food Systems Organization and Management	(5)
DTCS 304 Community Nutrition	(4)	DTCS 304 Community Nutrition	(4)
		RELX xxx Religion elective	(3)
Total	(17)		(16)
Summer			
DTCS 395 Affiliation in Food-Systems Management	(6)	DTCS 395 Affiliation in Food-Systems Management	(6)
DTCS 396 Affiliation in Community Nutrition	(6)	DTCS 396 Affiliation in Community Nutrition	(6)
Total	(12)		(12)
Autumn Quarter Second Year			
DTCS 442 Nutrition Counseling	(3)	DTCS 442 Nutrition Counseling	(3)
AHCJ 305 Infectious Diseases	(1)		
DTCS 405 Senior Seminar	(1)	DTCS 405 Senior Seminar	(1)
RELE 457 Christian Ethics	(2)		
DTCS 351 Statistics	(3)		
DTCS 461 Food Science	(4)	DTCS 461 Food Science	(4)
RELX XXX Religion elective	(3)	DTCS 554 Advanced Medical Nutrition Therapy	(3)
		NUTR 504 Nutrition Metabolism	(5)
		RELE 457 Christian Ethics	(2)
Total	(17)		(18)
Winter Quarter			
DTCS 452 Advanced Nutrition	(4)	DTCS 452 Advanced Nutrition	(4)
AHCJ 461 Research Methods	(2)		
DTCS 491 Research Methods Laboratory	(1)		
DTCS 476 Exercise Physiology	(3)		
RELF 436 Adventist Heritage, Religion, and Health	(3)	RELF 436 Adventist Heritage, Religion, and Health	(2)
DTCS 445 Nutrition-Care Management	(4)	DTCS 445 Nutrition- Care Management	(4)
		STAT 509 General Statistics	(4)
		NUTR 517 Advanced Nutrition I	(4)
Total	(17)		(18)

Spring Quarter			
AHCJ 407 Financial Management	(2)		
DTCS 473 Medical Nutrition Therapy Affiliation	(12)		
		AHCJ 305 Infectious Disease	(1)
		AHCJ 331 Human Resource Management	(3)
		NUTR 518 Advanced Nutrition II	(4)
		Undergraduate electives	(4)
		NUTR 535 Research Applications in Nutrition	(2)
		RELX xxx Religion elective	(3)
Total	(14)		(17)
Summer		NUTR 694 Research	(4)
		Undergraduate electives as needed	(<4)
Autumn			
		EPDM 509 Principles of Epidemiology	(3)
		DTCS 578 Clinical Nutrition Affiliation	(6, 6, 3)
		DTCS 574 Advanced Food-Systems Management	(3)
		NUTR 605 Seminar	(1)
		NUTR 505 Public Health Biology	(2)
Total			(12)
Winter			
		RELX 5xx Religion elective	(3)
		NUTR 519 Phytochemicals	(2)
		NUTR 564 Contemporary Issues of Vegetarian Diets	(2)
		DTCS 576 Exercise Physiology	(3)
		DTCS 526 Pharmacology	(2)
Total			(12)
Spring		DTCS 578 Clinical Nutrition Affiliation	(12, 12, 6)

NUTRITION-CARE MANAGEMENT—M.S.

The M.S. degree in nutrition-care management is a postprofessional degree for registered dietitians who seek advancement into administrative roles in their current position or in another institution. Nutrition-care management refers to the administration and management of the delivery of nutrition care in a broad sense. It includes the management of nutrition-care dietitians as they provide medical nutrition therapy to a patient; it also includes preparation to become an assistant director in a food and nutrition service in either medical nutrition therapy or food-service management. Finally, it also means preparation to become the director of the food and nutrition department in medical centers or in school food service. The emphasis of the program in management is to effectively use the resources available to achieve the mission of the employing organization.

This degree is a Web-based, online program in which all courses are offered via the Internet. No more than two classes are offered each quarter. Although the student is able to individually customize the program to some degree, s/he is expected to keep up to date with the discussion and projects assigned in each class. Courses must be completed by the end of the quarter specified.

Mission of the online program

The mission of the Master of Science degree in nutrition-care management is to prepare leadership personnel in nutrition care and multidepartmental management. Graduates will exhibit a Christian managerial style in their approach to achieving objectives and dealing with customers and employees; as well as in applying ethical principles to all aspects of life. Graduates will be proactive scholars who strive to meet the needs of our dynamic society by becoming creative thinkers who apply and use research to advance the practice of nutrition and dietetics, and by developing and implementing public policy.

The Master of Science degree in nutrition-care management will be offered via distance education using Blackboard, an Internet-based learning system. Students will not be required to take any courses on campus during the two years of the online program. The 48-unit program includes courses offered by the Department of Nutrition and Dietetics in the School of Allied Health Professions, by the M.B.A. degree program in the School of Public Health, and by the School of Religion.

Goals of the online program

The goals of the Master of Science degree in nutrition-care management are to:

- Further the education and training of registered dietitians who are advanced-level practitioners and/or managers, as well as potential leaders in the profession; and who are willing to serve not only the Seventh-day Adventist health care community but also the greater community by promoting optimum health and nutrition.
- Graduate-level trained professionals who are effective managers, competent leaders, educators, and researchers thoroughly prepared to contribute to the profession's body of knowledge through publications, professional presentations, and advocacy.

Student learning outcomes

The learning outcomes for the Master of Science degree in nutrition-care management include preparing the registered dietitian to:

1. Demonstrate in-depth knowledge of nutrition and dietetics, and to serve the needs of the global community at advanced-practice levels.
2. Apply a Christian approach to all aspects of ethics, management, and leadership within their area of responsibility and in his/her personal life.
3. Exhibit an investigative spirit and to continue to attain knowledge and develop professional competency for advanced-level practice.
4. Use current issues and environmental information from his/her system's external and internal environment to influence and/or adapt to changes that will impact the organization and/or public policy.
5. Apply research, statistical methods, and current technology to evaluate and improve his/her areas of responsibility.
6. Engage in program development to serve the needs of the global community.
7. Contribute to the profession's body of knowledge by publishing or giving oral presentations of cogent research results.
8. Develop executive management and leadership skills to achieve personal and corporate goals.

Admission

The program is open to registered dietitians who have had at least two years of experience in the profession and who are passionate about their role as a potential manager in the profession. To be considered for acceptance into this graduate program, the applicant must present:

- A transcript indicating completion of the academic requirements for registration as a dietitian
- A G.P.A. of 3.0 or above
- A letter of application
- A letter of recommendation from his/her supervisor and/or department head
- Identification of a mentor who will be a member of the team supporting the student through the educational experience. Other members of the team include the individual student, the academic faculty, and the student's faculty adviser.

PROGRAM OF INSTRUCTION

Teaching methodology

The Master of Science degree in nutrition-care management will be offered via an online format utilizing Blackboard 7.1 Community and Learning System. The nutrition and dietetics faculty have approved an online syllabus template and Blackboard

set-up template to ensure that certain course-management strategies are in place and consistent throughout the program. Prior to beginning the program, students will complete an online course that teaches the skills necessary to operate effectively in this online learning environment. Students will be expected to attend a two-day, on-campus orientation prior to beginning their course work. The orientation will include:

Day 1—On-site orientation

Morning

- Introduction of faculty and adviser
- Introduction to Loma Linda University's mission and fundamental values
- Orientation to the Master of Science degree in nutrition-care management— including mission, student-learning expectations, and learning outcomes
- Introduction to Blackboard—including its various components, such as discussion boards, posting, and accessing course information and assignments
- Downloading and posting information from Blackboard
- Log-in issues

Afternoon

- Netiquette
- Online library tutorial
- Tour of Loma Linda University Medical Center
- Drayson Center
- Seventh-day Adventists and their heritage

Day 2—On-site Orientation

Morning

- Technology strategies and tips for communication and successful participation
- Webcam and Yahoo chat
- Registration
- Contact information for University Records and Financial Aid
- Expectations for mentor
- Yahoo and Google meeting space

Autumn 2008

HADM 528	Organizational Behavior in Health Care	(3)
AHCJ 545	Legal and Ethical Issues in the Health Care Professions	(3)
	Total	(6)

Winter 2009

AHCJ 546	Managing Human Resources in Health Care Organizations	(3)
DTCS 554	Advanced Medical Nutrition Therapy	(3)
	Total	(6)

Spring 2009

PHTH 536	Research and Statistics II	(3)
RELE 716	God and Human Suffering	(3)
	Total	(6)

Summer 2009

HADM 604	Health-Systems Strategic Planning	(3)
DTCS 525	Nutrition-Care Marketing	(3)
	Total	(6)

Autumn 2009

AHCJ 579	Curricula Planning in Health Sciences	(3)
AHCJ 566	Philosophical Foundations of Leadership	(3)
	Total	(6)

Winter 2010

HADM 601	Health-Systems Operation Management	(3)
DTCS 536	Health Care Financial Management	(3)
	Total	(6)

Spring 2010

DTCS 696	Nutrition-Care Management Project	(6)
	Total	(6)

Summer 2010

DTCS 505	Graduate Seminar-Portfolio	(3)
DTCS 579	Capstone Course in Nutrition Care Management	(3)
	Total	(6)

Occupational Therapy—AH

(Entry-Level M.O.T., Postprofessional M.O.T., O.T.D.)

LIANE H. HEWITT, Department Chair and Program Director for Entry-Level Master of Occupational Therapy, and Postprofessional Master of Occupational Therapy

JUDITH A. PALLADINO, Academic Coordinator for Fieldwork Education, Occupational Therapy Program

HEATHER A. JAVAHERIAN, Program Director for Doctor of Occupational Therapy Program

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Shu-Chuan Hsu
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Heather A. Javaherian
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Tonia A. Kimber
Bradford D. Martin

Danielle J. Meglio
Janette L. Morey
Laurie E. Nelson
Harold T. Neuendorff
Christine S. O'Hagan
Nancy Olsen
Judith A. Palladino
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Karen M. Pendleton
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Patricia Shiokari
Diana Su-Erickson
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Grenith J. Zimmerman

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Madge Oh
Christine O'Hagan
Annette Richardson
Clarissa Saunders-Newton
*ex officio

The occupational therapist works with persons who find it difficult to cope with psychological or physiological dysfunction.

The primary concern of the therapist is to stimulate those changes in behavior patterns that will increase the patient's personal independence and ability to work within his/her cultural and personal milieu. To accomplish this goal, the occupational therapist evaluates the patient; sets up treatment goals; and works together with the occupational therapy assistant in selecting tasks from the gamut of normal daily self-care activities, using them to assist the patient in gaining independent-living skills regardless of disability or handicap.

Essential to the role of occupational therapy is an interest in the behavioral sciences and a concern for the individual's need to find proper adjustments to life's circumstances. A desire to teach and a background or interest in medical science are beneficial. Those inclined to mechanical or scientific techniques are suited to helping patients develop their capacities for employment. Others find that they can use their interests in creative arts, crafts, music, and teaching to work with disabled homemakers, children, and retired persons.

Opportunities

Occupational therapists practice in general hospitals, rehabilitation centers, pediatric or psychiatric clinics, schools, skilled-nursing facilities, home care, and outpatient community-centered programs (including hand-rehabilitation, work-evaluation, and

adult day-care facilities). Occupational therapy professionals have a wide choice of positions (using varied therapeutic skills with individuals of varying age and disability) and opportunities for advancement.

Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), P. O. Box 31220, Bethesda, MD 20824-1220; telephone: 301/652-2682.

Professional registration

Upon satisfactory completion of the occupational therapy entry-level M.O.T. degree—including completion of Level II fieldwork within twenty-four months following completion of academic preparation, and upon recommendation of the faculty—the graduate is eligible to take the national certification examination administered by The National Board for Certification for Occupational Therapy (NBCOT). The board offers computerized examinations on demand throughout the year. After successful completion of this examination, the individual will be an occupational therapist, registered (OTR).

Many states require licensure in order to practice; however, state licenses are based on the results of the NBCOT certification examination. The American Occupational Therapy Association provides recognition essential to the practice of occupational therapy in the United States and most foreign countries. Information about qualifying examinations can be obtained at the office of the department chair.

When the graduate applies to write the certification examination with the NBCOT, s/he will be asked to answer questions related to the topic of felonies. Felony convictions may affect a candidate's ability to sit for the national certification examination or attain state licensure. For further information on these limitations, contact NBCOT at 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150; or telephone 301/990-7979. Graduates practicing in the state of California must acquire licensure from the California Board of Occupational Therapy. For further information, contact CBOT at 916/322-3394; email: <cbot@dca.ca.gov>. The office address is 444 North 3rd Street, Suite 410, Sacramento, CA 95814.

Professional associations

Students are eligible for membership in The American Occupational Therapy Association and Occupational Therapy Association of California, two organizations that foster development and improvement of service and education. The student is encouraged to become a member, read the journal, and attend local professional meetings. The national office address is:

The American Occupational Therapy Association
P. O. Box 31220
Bethesda, MD 20824-1220.

OCCUPATIONAL THERAPY—ENTRY-LEVEL MASTER OF OCCUPATIONAL THERAPY

The Occupational Therapy Program begins with the Summer Quarter. Admission to the Entry-Level Master of The Occupational Therapy Program junior and senior years at this University is based on presentation of credit for two academic years of prerequisites earned at an accredited college or university, as listed under Admission—Entry-Level Master of Occupational Therapy.

Students who already have a baccalaureate degree may apply under Option Two, based on specific prerequisites listed under Admission—Option Two.

The curriculum is built on three levels of learning: foundation, practice, and professional. These levels of learning represent curriculum content that supports the student's progressive growth and knowledge. Initially, students focus primarily on foundation-knowledge courses in basic sciences combined with concepts of wholeness and looking at their own, as well as others' occupational worlds. Next, the curriculum emphasizes student learning of core occupational therapy practice. Subsequently, the curriculum provides opportunities for the student to develop professional competency in research and in program development/evaluation; and to envision how the occupational therapy profession enhances health care trends. Classroom instruction is integrated with supervised fieldwork practice at approved community programs.

CPR certification

Students are required to have current cardiopulmonary resuscitation (CPR) certification (adult and child) for all scheduled clinical experience. All CPR certifications must be completed at a health care provider level and accredited through the American Heart Association. Classes are available on campus at Life Support Education University Arts building, 24887 Taylor Street, Suite 102.

Immunizations

Students are required to have a current TB test and titers for varicella, MMR, and hepatitis B series for all scheduled fieldwork experience.

Clinical experience

For the two three-month fieldwork experiences (Winter Quarter of the second Year and Winter Quarter of the third year), the student is assigned for experience at approved hospitals and in community health care programs. Assignments cannot always be

arranged in the immediate community because of limited facilities; students are responsible for their own transportation. Level II fieldwork must be completed within twenty-four months of the didactic course work. Fingerprinting and background checks are required at certain fieldwork sites.

The program outcomes

At the end of the Master of Occupational Therapy program, students will:

1. Articulate the history of the profession, the scope and role of occupational therapy within health care, and its contributions to the quality of life.
2. Engage in occupational therapy practice to promote client(s) participation in society.
3. Engage in global critical thinking to envision future possibilities for personal, professional, and societal potential.
4. Understand how lifestyle impacts health and consider person-environment factors in establishing interventions in the clinical and community settings.
5. Use research literature to inform clinical decisions and engage in research that contributes to best practice.
6. Integrate Christ-centered values in personal living and professional practice.

ADMISSION—OPTION ONE

BACHELOR OF SCIENCE (B.S.) AND MASTER OF OCCUPATIONAL THERAPY (M.O.T.) TRACK

Option One is for individuals who do not have an earned bachelor's degree from an accredited college or university. Graduates will receive a Bachelor of Science degree in health science and a Master of Occupational Therapy degree.

To be eligible for admission, the applicant must have completed a minimum of 96 quarter units at an accredited college or university.

Please note: Grades of C- are not transferable for credit.

Prerequisites

20 units minimum in humanities (choose minimum of three areas from: history, literature, philosophy, foreign language, art/music appreciation or history, applied art/music)

Included in this minimum, 4 units of religion per year of attendance at a Seventh-day Adventist college or university

Human anatomy and physiology with laboratory, complete sequence

Select one additional content area from chemistry, physics, or physical science

Two years high school mathematics with grades of C or better, or intermediate algebra

Sociology

General psychology

Human growth and development

English composition, complete sequence

Speech

Personal health or nutrition

Two physical activity courses

Electives to meet the minimum total requirement: **96 quarter units**

Work experience

A minimum of forty hours of documented observation in an OT setting is required before application will be considered for admission.

ADMISSION: OPTION TWO

MASTER OF OCCUPATIONAL THERAPY (M.O.T.) TRACK

This option is for individuals who have earned a baccalaureate degree from an accredited college or university. Graduates will receive a Master of Occupational Therapy degree **ONLY**.

PREREQUISITE

The applicant must complete the following subject requirements at an accredited college or university:

Human anatomy and physiology with laboratory, complete sequence

Select one additional science course from chemistry, physics, or physical science

For Option Two, prerequisites may be waived at the discretion of the Occupational Therapy Department.

Work experience

A minimum of forty hours of documented observation in an OT setting is required before application will be considered for admission.

PROGRAM OF INSTRUCTION**(Option One and Option Two)****YEAR ONE**

OCTH 301	Introduction to Occupational Therapy	(3)
OCTH 305	Terminology for Occupational Therapy Practice	(2)
OCTH 306	Group Dynamics and Intervention	(2)
OCTH 309	Human Occupation across the Lifespan	(5)
OCTH 314	Task Analysis	(2)
OCTH 315	Therapeutic Media	(2)
OCTH 316	Design and Technology	(2)
OCTH 317, 318	Occupational Therapy Practicum I, II	(2, 2)
OCTH 321	Intervention Techniques and Strategies I	(2)
OCTH 331	Functional Kinesiology	(3)
OCTH 341	Functional Neuroscience	(3)
OCTH 442	Case Analysis, Reasoning, and Management I	(2)
OCTH 451-453	Disorders of Human Performance I, II, III	(5, 5, 4)
AHCJ 305	Infectious Disease and the Health Provider	(1)
AHCJ 402, 403	Pathology I, II	(4, 3)
AHCJ 404	Pharmacology	(1)
AHCJ 412	Anatomy	(9)
AHCJ 471	Statistics and Research for Health Professionals I	(3)
REL_ ____	Religion electives	(2, 2)

YEAR TWO

OCTH 417	Occupational Therapy Practicum III	(2)
OCTH 418	Occupational Therapy Practicum IV	(2)
OCTH 431	Intervention Techniques and Strategies II	(3)
OCTH 435	Upper-Extremity Rehabilitation and Splinting	(3)
OCTH 443	Case Analysis, Reasoning, and Management II	(2)
OCTH 455	Case Analysis, Reasoning, and Management III	(3)
OCTH 456	Community Practice	(2)
OCTH 491	Fieldwork Experience I	(12)
OCTH 526	Business Topics in Health Care	(2)
OCTH 541	Current Trends in Occupational Therapy Practice I	(3)

*RELE 457	Christian Ethics and Health Care	(2)
REL_ ____	Religion elective	(2)
AHCJ 472	Statistics and Research for Health Professionals II	(3)

YEAR THREE

OCTH 542	Current Trends in Occupational Therapy Practice II	(3)
OCTH 544	Advanced Occupational Therapy History	(3)
OCTH 551	Theoretical Perspectives in Occupational Therapy Practice	(3)
OCTH 552	Graduate Seminar	(3)
OCTH 561, 562	Program Development/Design I, II	(3, 3)
OCTH 563-565	Professional Competency Development	(1, 1, 1)
OCTH 571-573	Research I, II, III	(3, 2, 2)
OCTH 591	Fieldwork Experience II	(12)
*RELR 536	Spirituality and Everyday Life	(3)
	Graduate elective	(3)

A minimum grade of C with an overall G.P.A. of 2.5 is required for all courses in the program.

The program of instruction is full time for each quarter. Academic credit of less than 12 units per quarter does not indicate less than full-time work.

*To meet the religion/ethics requirement, Option Two (MOT track) students are required to take only RELE 457 and RELR 536. Option One (MOT track) students will take all REL_, RELE, and RELR courses listed.

OCCUPATIONAL THERAPY—POSTPROFESSIONAL MASTER OF OCCUPATIONAL THERAPY

The program

The postprofessional master's degree program is designed for the occupational therapist with an entry-level baccalaureate degree in occupational therapy who wishes to pursue advanced studies in the profession.

Admission

To be eligible for admission, the applicant must have earned a bachelor's degree or postbaccalaureate certificate in occupational therapy from an accredited program, with a minimum G.P.A. of 3.0. The applicant must also be certified by the National Board for Certification in Occupational Therapy (NBCOT). The applicant's recommendations, interview, essay, and work experience are also considered in the admissions screening process.

International students with no NBCOT certification must have graduated from a WFOT-recognized university, and completed the required fieldwork experience for their degree. TOEFL score of 550 (paper-based), or 80 (internet-based), is required for students speaking English as a second language.

Foreign transcript reports must be submitted from either Association of American College Registrars and Admissions Officers (AACRAO), Education Credentials Evaluators (ECE), or World Education Services (WES).

The program outcomes:

At the end of the Post-professional Masters Program, students will:

1. Become leaders in occupational therapy occupying a broad range of roles in education, clinical practice, or administration within a variety of clinical settings.
2. Demonstrate advanced specialization and professional skills.
3. Demonstrate the skills to respond to the changing needs of society.
4. Integrate Christ-centered values in personal living and professional practice.

PREREQUISITE

Baccalaureate degree in occupational therapy from an accredited institution.

PROGRAM OF INSTRUCTION

The curriculum is four quarters in length for full-time students, or eight quarters in length for part-time students.

OCTH 526	Business Topics in Health Care	(3)
OCTH 542	Current Trends in Occupational Therapy Practice II	(3)
OCTH 544	Advanced Occupational Therapy History	(3)
OCTH 551	Theoretical Perspectives in Occupational Therapy Practice	(3)
OCTH 552	Graduate Seminar	(3)
OCTH 699	Directed Study	(3)
AHCJ 509	Teaching and Learning Styles	(3)
AHCJ 511	Biostatistics I	(3)
AHCJ 526	Computer Applications II	(3)
AHCJ 591	Research I	(3)
AHCJ 592	Research II	(3)
____ _	Elective	(3)
____ _	Elective	(3)
____ _	Elective	(3)
REL_ _	Religion elective	(3)

DOCTOR OF OCCUPATIONAL THERAPY—(O.T.D.)

The program

The Doctor of Occupational Therapy Program provides occupational therapists an opportunity to further their education through its flexible online format. The online community will foster learning and professional growth through creative learning experiences, critical reflections, and discussions.

The program will take approximately three years to complete in accordance with the professional doctorate accrediting standards of the Western Association of Schools and Colleges. The course work includes emphasis on spirituality, diversity, critical reasoning, advocacy, participation, education, and research. The capstone project is a professional rotation that the student designs, allowing him/her to express creativity, explore new areas of practice, and engage in innovative research and programming.

The program outcomes:

At the end of the OTD program, students will:

1. Articulate and serve the community by promoting health and the integration of mind, body and spirit.
2. Contribute to the profession's body of knowledge through written dissemination of research and oral presentations.
3. Advocate for the profession, client and those in need through participation in community and professional organizations.
4. Commit to lifelong learning through disciplined advancement of knowledge and participation in professional activities.

Admission

To be eligible for admission, the applicant must have earned a master's degree in occupational therapy or another related field with a minimum G.P.A. of 3.0. Applicants may have a bachelor's degree in occupational therapy and a master's degree in occupational therapy or another related field, or they may have a bachelor's degree in a related field and a master's degree in occupational therapy. Applicants in the United States must be certified by the National Board of Certification in Occupational Therapy (NBCOT). The applicant's recommendations, phone interview, essay, and work experience are also considered in the admissions screening process.

Applicants from other countries must submit verification of licensure and certification in occupational therapy. Foreign transcript reports must be submitted from either Association of American College Registrars and Admissions Officers (AACRAO) or

Education Credentials Evaluators (ECE). Test of English as a Foreign Language (TOEFL) scores must be at least 550 (paper-based) or at least 213 (computer-based).

PREREQUISITE

Master's degree in occupational therapy or a related field from an accredited institution and six months of professional practice.

PROGRAM OF INSTRUCTION

OCTH 600	Occupational Science	(3)
OCTH 601	Spirit of Diverse Abilities I	(3)
OCTH 602	Spirit of Diverse Abilities II	(3)
OCTH 604	Health, Society and Participation	(3)
OCTH 611	Research I: Proposal Writing and IRB	(4)
OCTH 605	Education in Occupational Therapy	(3)
OCTH 606	Leadership in Occupational Therapy	(4)
OCTH 612	Research II: Data Collection	(3)
OCTH 613	Research III: Analysis and Completion	(3)
OCTH 621	Professional Rotation Planning	(1)
OCTH 622	Professional Rotation	(2)
OCTH 623-625	Professional Rotation	(4, 4, 4)
OCTH 626	Professional Rotation Completion and Reflection	(4)
AHCJ 605	Critical Analysis of Scientific Literature	(3)
RELR 535	Spirituality and Mental Health	(3)
RELE 524	Christian Bioethics	(3)
RELT ____	Health Care, Humanity, and God	(3)

Physical Therapist Assistant—AH

(A.S.)

JEANNINE STUART MENDES, Program Director

CAROL J. APPLETON, Assistant Program Director; Academic Coordinator of Clinical Education

FACULTY

Carol J. Appleton
Bruce D. Bradley
Lawrence E. Chinnock
Henry Garcia
Susan M. Huffaker
Jeannine Stuart Mendes
Steven D. Newton
Ronald M. Rea

The physical therapist assistant is a skilled paraprofessional health care worker who, under the direction and supervision of a physical therapist, implements selected components of the patient's treatment program. The extent to which the physical therapist assistant is involved in treatment depends upon the supervising therapist.

A planned patient-care program is carried out by the assistant, following established procedures. Duties of the physical therapist assistant include: training patients in exercises and activities of normal daily living; performing treatment interventions; utilizing special equipment; assisting in performing tests, evaluations, and complex treatment procedures; and observing and reporting the patient's responses.

The rehabilitation team may include the occupational therapist, nurse, speech and hearing therapist, respiratory therapist, recreational therapist, physician, social worker, chaplain, vocational counselor, dietitian, and psychologist. This team has as its objective the optimum functional restoration and rehabilitation of patients disabled by illness or injury.

Opportunities

Physical therapy offers a career for men and women who are interested in medical science and who enjoy working with people. Physical Therapist Assistant Program graduates have a wide choice of opportunities with medical groups, hospitals, rehabilitation centers, outpatient clinics, national and state agencies, and school systems. For those who desire to further their education, Master of Physical Therapy, Doctor of Physical Therapy, and Doctor of Physical Therapy Science programs are available.

The Program

The Physical Therapist Assistant Program, which is fifteen months in length, leads to the Associate in Science degree and professional licensure. The program begins with the sophomore year. Instruction begins in June; graduation is the following June. Official program completion, however, is when clinical affiliations are completed—usually by the end of September.

Clinical experience

Supervised clinical experience is obtained in a variety of settings during the program. Students complete a two-week practicum and three major clinical assignments, each six weeks in length.

All clinical assignments will be made by the coordinator of clinical education or a designate (or program director). Because of the limited number of local facilities available, assignments cannot be made on the basis of the student's family/marital status or personal preference.

Although the department makes an effort to accommodate the student's preference, the student agrees to accept the clinical assignment made by the department at any of the affiliated facilities, whether local or out of state.

Accreditation

The program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314; telephone, 703/706-3245.

CPR certification

Students are required to have current health care provider cardiopulmonary resuscitation (CPR) certification (adult, child, and infant) for all scheduled clinical experience. CPR certification must be completed at the American Heart Association health care provider level. Certification may be completed prior to beginning the program of study or may be obtained at Loma Linda University. Classes are available on campus at Life Support Education, University Arts building, 24887 Taylor Street, Suite 102.

Transportation

Students are required to have their own transportation to and from clinical sites.

Professional licensing

Satisfactory completion of the degree requirements and clinical affiliations qualifies the student to sit for the National Physical Therapist Assistant Licensing Examination. Licensure is not required in all states for the physical therapist assistant to practice. Information about licensure or registration in the state in which one wishes to practice can be obtained on the Web at <www.fsbpt.org/directory.cfm>.

Professional association

Students and graduates are eligible for membership in the American Physical Therapy Association. The objectives of the association are to foster development and improvement of service and education. This organization grants student membership at a nominal cost to undergraduates of approved schools. The student is required to become a member of this association while in the program. The national office of the American Physical Therapy Association is at 1111 North Fairfax Street, Alexandria, VA 22314.

Program philosophy statement

In accordance with the mission of Loma Linda University and of the School of Allied Health Professions to continue the healing and teaching ministry of Jesus Christ and promote the aim "to make man whole," we are committed to the highest development of the physical, emotional, mental and spiritual capacities of our faculty and our students. We believe that promoting wholeness constitutes a caring commitment to the well-being of others, our students and ourselves, to active engagement in the advancement of our profession, and to a living consecration to God. Our students will have opportunities to develop a commitment of excellence in service for others and their profession, and to develop a Biblically-informed faith and a commitment to life-long spiritual growth.

Program mission

The PTA Program affirms the mission and values of Loma Linda University and the School of Allied Health Professions in providing an educational program that prepares physical therapist assistants whose lives are balanced in the development of intellect, social skills, competent practice, and spiritual connection.

Program goals

In order to achieve the PTA program mission, the PTA program goals are to:

1. Provide technical level physical therapy education for the physical therapist assistant culminating in an associate of science degree.
2. Prepare graduates ready to provide physical therapy interventions and services under the direction and supervision of licensed physical therapists in a variety of settings.
3. Prepare graduates for service who demonstrate ethical behavior consistent with legal and professional standards.
4. Provide opportunities for students to gain compassionate insight into practices and behaviors found in a variety of ethnic and cultural backgrounds within an atmosphere of respect for differences.
5. Provide opportunities for graduates to consider the concept of wholeness when addressing the needs of the patient/client in terms of physical, mental and spiritual concerns.
6. Prepare graduates to communicate effectively with patient/clients and family when appropriate, colleagues and other members of the healthcare delivery team.
7. Maintain compliance with CAPTE evaluative criteria for PTA educational programs.

Program Faculty goals

In order to provide the learning experiences necessary and desired to prepare graduates for practice, the goals of the PTA program faculty are to:

1. Hold state practice licensure and membership in the professional organization(s).
2. Hold a master's level degree or higher.
3. Maintain contemporary knowledge/practice expertise in assigned teaching areas.
4. Practice effective instructional methods including course content, design and learning assessment methods.
5. Develop, implement and evaluate the technical and clinical education components of the PTA curriculum.
6. Accept applicants into the PTA program that have adequately completed all eligibility requirements and who provide sufficient evidence on which to predict successful completion of the PTA program.
7. Use an approach to education in the PTA classroom which reflects an appreciation of the teaching and healing ministry of Jesus Christ.
8. Engage in service for the School, the University, the Profession and/or the Community.
9. Model professional and personal behavior that is in harmony with Christ-like values in interactions with students, staff, colleagues, alumni, family and the public.

Expected student learning outcomes

The mission of the PTA program is to graduate physical therapist assistants whose lives are balanced in the development of intellect, social skills, competent practice, and spiritual connection. In order to do this the graduates will be able to:

1. Demonstrate a basic level of knowledge and skills appropriate for the safe and effective practice as a physical therapist assistant and as a member of the healthcare team.
2. Provide physical therapy interventions and services under the direction and supervision of licensed physical therapists in a variety of settings.
3. Exhibit ethical behavior consistent with legal and professional standards when interacting with instructors, classmates, patients/clients and family members and clinical personnel.
4. Demonstrate compassionate respect for differences encountered in interactions with individuals from other ethnic and cultural backgrounds.
5. Demonstrate consideration of the close interrelationship of physical, mental and spiritual concerns when addressing the needs of patients/clients and others.

Admission

Please note: Grades below C are not transferable for credit.

To be eligible for admission, a student must have completed the following prerequisites at a regionally accredited college or university and have a minimum G.P.A. of 2.5 both in science and in nonscience classes.

PREREQUISITE

Individuals who already have a bachelor's degree from a regionally accredited college or university need to complete only the prerequisites denoted with an asterisk (*):

Four units of religion required only if applicant has attended a Seventh-day Adventist college or university

Select 4 units from one area: history, literature, philosophy, foreign language, art/music appreciation/ history

*Human anatomy and physiology with laboratory, complete sequence

*Introductory physics with laboratory, one quarter/semester

*Two years high school mathematics with grades of C or above or intermediate algebra in college

*General psychology

*Human growth and development or developmental psychology or abnormal psychology

Freshman English composition, complete sequence

*Speech

Personal health or nutrition or two physical activity courses

Electives to meet the minimum total requirements of 48 quarter units or 32 semester units

Work/Observation experience

Twenty hours in an inpatient physical therapy setting, plus an additional sixty hours in an inpatient or outpatient setting—for a total of eighty hours—are required.

PROGRAM OF INSTRUCTION

SOPHOMORE YEAR

PTAS 201	Anatomy	(4)
PTAS 203	Applied Kinesiology	(4)
PTAS 205	Introduction to Physical Therapy I	(1)
PTAS 206	Documentation Skills	(1)
PTAS 212	Physical Therapy Procedures	(3)
PTAS 224	General Medicine	(3)
PTAS 225	Neurology	(3)
PTAS 226	Orthopaedics I	(3)
PTAS 227	Therapeutic Exercise	(2)
PTAS 231	Physical Therapy Modalities	(3)

PTAS 236	Applied Electrotherapy	(3)
PTAS 238	Wound Care	(1)
PTAS 241	Applied Pediatrics	(2)
PTAS 243	Applied Geriatrics	(3)
PTAS 251	Orthopaedics II	(3)
PTAS 252	Applied Neurology	(3)
PTAS 261	Physical Therapy Practice	(1)
PTAS 264	Applied Prosthetics and Orthotics	(2)
PTAS 265	Professional Seminar	(1)
PTAS 275	Psychosocial Aspects of Health	(2)
PTAS 291	Physical Therapist Assistant Practicum	(1)
PTAS 293	Physical Therapist Assistant Affiliation I	(3)
PTAS 294	Physical Therapist Assistant Affiliation II	(3)
PTAS 295	Physical Therapist Assistant Affiliation III	(3)
AHCJ 305	Infectious Diseases and the Health Provider	(1)
RELE 456	Personal and Professional Ethics	(2)
RELR 475	Art of Integrative Care	(2)

A minimum grade of C (2.0) is required for all courses in the program.

Physical Therapy—AH

(M.P.T., D.P.T., D.Sc.)

EDD ASHLEY, Chair, Department of Physical Therapy

LAWRENCE E. CHINNOCK, Program Director for Progression Master of Physical Therapy and Entry-Level Doctor of Physical Therapy

EVERETT B. LOHMAN III, Program Director for Postprofessional Master of Physical Therapy, Postprofessional Doctor of Physical Therapy, and Postprofessional Doctor of Science

CAROL J. APPLETON, Academic Coordinator of Clinical Education for Progression Master of Physical Therapy Program

THERESA JOSEPH, Academic Coordinator of Clinical Education for Entry-Level Doctor of Physical Therapy Program

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Craig R. Jackson*
Wendy Lantz
Lee Nattress
Lyn Nattress
*ex officio

Beyond the Associate in Science degree, physical therapy options include pre- and postprofessional master's and doctoral degrees:

- Progression Master of Physical Therapy
- Postprofessional Master of Physical Therapy,
- Progression Doctor of Physical Therapy
- Entry-level Doctor of Physical Therapy,
- Postprofessional Doctor of Physical Therapy, and
- Postprofessional Doctor of Science.

Physical therapists evaluate and treat patients with disease, injury, or disabilities. In many states, registered physical therapists work as independent practitioners. The physical therapy techniques are applied to restore strength, flexibility, and coordination; to reduce pain; and generally to prepare the patient to function more effectively at work and in activities of daily living. Agents

such as heat, light, electricity, water exercise, and massage are used. While working with patients, psychological and sociological principles are used to motivate and instruct.

Within the profession there are many specialties, including orthopaedics, neurology, pediatrics, geriatrics, cardiopulmonary, hand rehabilitation, and sports physical therapy. Physical therapists work in acute-care and convalescent hospitals, rehabilitation centers, children's centers, private practice, athletic training and sports-medicine programs, research institutions, school systems, and home-care agencies.

Professional association

Students and graduates are eligible for membership in the American Physical Therapy Association (APTA). The objective of the association is to foster development and improvement of service and education. This organization grants student membership at a nominal cost to students of approved schools. The student is required to become a member of this association while in the program and is encouraged to read the journal and attend the APTA-sponsored meetings.

Professional registration

Satisfactory completion of the progression M.P.T. or entry-level D.P.T. degree requirements and clinical affiliation qualifies the student to sit for all state licensure examinations. Information about the state registries of physical therapists can be obtained at the office of the department chair. All states require that a physical therapist pass the national qualifying examination for licensure to practice. California application form and fee are submitted to the Physical Therapy Board of California, 1418 Howe Avenue, Suite 16, Sacramento, CA 95825; Web site: <www.ptb.ca.gov>.

PHYSICAL THERAPY—PROGRESSION M.P.T.

The Department of Physical Therapy currently offers two options to individuals who have earned an A.S. degree in physical therapy and wish to advance their education. The progression Master of Physical Therapy degree will be offered for the incoming class 2008, after which it will be discontinued. The progression Doctor of Physical Therapy degree will be offered beginning with the incoming class of 2007 and will continue on. The prerequisites and program of study are listed below.

The Progression Master of Physical Therapy (M.P.T.) Program is specifically for applicants with an associate degree in physical therapy who wish to advance to a master's degree. Applicants must have graduated from a CAPTE-accredited physical therapist assistant (PTA) program within a regionally accredited institution and have a minimum of 2500 hours of work experience as a PTA. A minimum G.P.A. of 3.0 is required for prerequisite course work and PTA professional coursework. Admission criteria include: G.P.A., completion of prerequisites, interview, essay, recommendations, and work experience. The minimum subject admission requirements in quarter units are listed below.

Loma Linda University Department of Physical Therapy Student Learning Outcomes

Upon completion of the program, graduates should be qualified to:

1. Clinical Skills: Demonstrate entry-level knowledge and clinical skills appropriate for safe and effective physical therapy practice.
2. Multicultural Competence: Demonstrate compassion and respect during interactions with individuals from different ethnic and cultural backgrounds.
3. Clinical Reasoning: Demonstrate the ability to critically think and integrate evidenced-based practice into their clinical decision-making skill set.
4. Professionalism: Demonstrate an awareness and application of the ethical and legal parameters surrounding the profession of physical therapy.
5. Collaborative Care: Demonstrate an understanding of evidence-based clinical care utilizing collaborative relationships between the patient, physical therapist, and other health care practitioners
6. Communication: Demonstrate effective verbal and non-verbal communication with instructors, classmates and clinical personnel as needed to work effectively as a member of a healthcare team.

PREREQUISITE

Individuals who have already earned a bachelor's degree from a regionally accredited institution in any field need only complete the prerequisites denoted below with two asterisks (**).

DOMAIN 1: RELIGION AND HUMANITIES

(20 quarter/14 semester units minimum)

Humanities (12 quarter/8 semester units minimum)

Units must be selected from at least three of the following content areas:

Civilization/History
Fine arts

Literature
 Modern language
 Philosophy
 Performing/Visual arts (not to exceed 4 quarter units)

Religion

An applicant who has attended an Adventist college or university is required to have taken four quarter units of religion from an Adventist institution for each year of attendance at an Adventist college or university. Up to 8 quarter credits may apply towards the 20 credits needed in Domain 1. If the applicant has not attended an Adventist college or University, religion units are not required. In either case, however, the applicant must have completed 20 quarter/14 semester units in Domain 1 - Humanities and Religion.

DOMAIN 2: SCIENTIFIC INQUIRY AND ANALYSIS

Natural Sciences

****Human anatomy and physiology with laboratory, complete sequence (preferred)**

or

General biology (complete sequence)

****One additional natural science course**

****Select one of the following two options:**

Option 1: General chemistry with laboratory (complete sequence)

and

a minimum of 6 quarter units of any physics with laboratory

Option 2: General physics with laboratory (complete sequence)

and

a minimum of 2 academic terms of any sequenced chemistry with laboratory

****Statistics**

Social Sciences

(8 quarter/6 semester units, minimum)

****General psychology**

****Human growth and development**

DOMAIN 3: COMMUNICATION

Freshman composition, complete sequence (must meet transfer requirements to four-year college or university)

One course in basic communication skills (speech)

One basic computer course, which includes word processing and spreadsheets. (Applicant may document proficiency.)

DOMAIN 4: HEALTH AND WELLNESS

Personal health education or Nutrition

Two activity courses in physical education

DOMAIN 5: ELECTIVES

To meet total requirements of 98 quarter/66 semester units from a regionally accredited college or university; no more than 105 quarter/70 semester units may be transferred from a junior/community college.

Please note: Grades of C- and below are not accepted for credit.

Accreditation

The program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314; telephone 703/706-3245.

Clinical experience

Supervised experience is obtained in a variety of settings and at four different times during the program. In the Summer Quarter of the second year, students complete one three-week practicum. In the Winter Quarter of the second year, students complete one eight-week affiliation. In the final two quarters of the program, students complete one eight-week affiliation and one ten-week affiliation.

All clinical assignments will be made by the academic coordinator of clinical education or a designate. Because of the limited number of local facilities available, assignments cannot be made on the basis of the student's family/marital status or personal preference. Although the department makes an effort to accommodate the student's preference, the student agrees to accept the clinical assignments made by the department at any of the affiliated facilities, whether local or out of state.

TOEFL score

There is no GRE requirement for the progression M.P.T. program, but a TOEFL score of 213 (computer generated) with an essay of 5 is required for international students for whom English is a second language.

PROGRAM OF INSTRUCTION

YEAR ONE

PHTH 436	Kinesiology	(3)
PHTH 438	Manual Muscle Testing	(3)
PHTH 451, 452	Scientific Inquiry I, II	(2, 2)
PHTH 465	Exercise Physiology	(3)
PHTH 502, 503	Neurology II, III	(3, 3)
PHTH 504	Pediatric Care	(3)
PHTH 521-523	Orthopaedics I, II, III	(3, 3, 3)
PHTH 554	Geriatrics	(2)
PMPT 427	Human Life Sequence	(2)
PMPT 476	Therapeutic Exercise	(3)
PMPT 477	Locomotion Studies	(3)
AHCJ 311	Medical Terminology	(2)
AHCJ 328	Wholeness Portfolio I	(1)
AHCJ 402, 403	Pathology I, II	(4, 3)
AHCJ 412	Anatomy	(9)
AHCJ 418, 419	Physiology I, II	(4, 3)
AHCJ 443, 444	Neuroanatomy I, II	(4, 2)
AHCJ 538	Histology	(3)
RELT 440	World Religions	(3)

YEAR TWO

PHTH 413	Clinical Neurology	(2)
PHTH 501	Neurology I	(2)
PHTH 511	Clinical Orthopaedics	(2)
PHTH 512	Clinical Psychiatry	(2)
PHTH 524	Hand Rehabilitation for the Physical Therapist	(2)
PHTH 525, 526	General Medicine I, II	(3, 3)
PHTH 534	Soft-Tissue Techniques	(2)
PHTH 561	Physical Therapy Administration	(4)
PHTH 575	Orthopedics IV	(1)
PHTH 581, 582	Research Applications I, II	(2,2)

PMPT 474	Physical Therapy Practicum	(1.5)
PMPT 524	Electrotherapy	(2)
PMPT 534	Physical Therapy Communication and Documentation	(2)
PMPT 535	Hydrotherapy and Massage	(2)
PMPT 583	Physical Therapy Affiliation I	(4)
PMPT 591	Advanced Orthopaedic Studies	(5)
PMPT 592	Advanced Neurologic Studies	(5)
PMPT 593	Advanced General Medicine Studies	(3)
AHCJ 305	Infectious Disease and the Health Care Provider	(1)
AHCJ 404	Pharmacology	(2)
AHCJ 426	Introduction to Computer Applications	(2)
AHCJ 498	Wholeness Portfolio II	(1)
RELE 524	Christian Bioethics	(3)
RELT 406	Adventist Beliefs and Life	(2)
RELT 557	Theology of Suffering	(2)
HPRO 508	Aspects of Health Promotion	(2)
YEAR THREE		
PMPT 584, 585	Physical Therapy Affiliation II, III	(4, 5)

PHYSICAL THERAPY—PROGRESSION D.P.T.

The Progression Doctor of Physical Therapy (D.P.T.) program is specifically for applicants with an associate degree in physical therapy who wish to advance to a doctorate degree. Applicants must have graduated from a CAPTE-accredited program within a regionally accredited institution. A minimum G.P.A. of 3.0 is required for prerequisite course work. Individuals who have already earned a bachelor's degree in any field from a regionally accredited institution need only complete the prerequisites denoted with two asterisks (**).

Admission criteria include: G.P.A., completion of prerequisites, interview, essay, recommendations, and work experience. The minimum subject admission requirements in quarter units are listed below.

DOMAIN 1: HUMANITIES AND RELIGION

(20 quarter/14 semester units minimum)

Humanities

(12 quarter/8 semester units minimum)

Credits in humanities must be selected from *at least three* of the following areas and must include *at least one* upper division course:

Civilization/History

Fine Arts

Literature

Modern language

Philosophy

Performing/Visual arts (not to exceed 4 quarter units)

Religion

An applicant who has attended an Adventist college or university is required to have taken four quarter units of Religion from an Adventist institution for each year of attendance at an Adventist college or university. Up to 8 quarter credits may apply towards the 20 credits needed in Domain 1. If the applicant has not attended an Adventist institution there is no religion units required. In either case, however, the applicant must have completed 20 quarter/14 semester units in Domain 1: Humanities and Religion.

DOMAIN 2: SCIENTIFIC INQUIRY AND ANALYSIS

Natural Sciences: The study of natural sciences must include at least *one upper-division course*.

** Human anatomy and physiology with laboratory, complete sequence (preferred)

or

General biology (complete sequence)

** Select *one* of the following options:

Option 1: General chemistry with laboratory (complete sequence)

and

a minimum of 6 quarter/4 semester units of any physics with laboratory

Option 2: General physics with laboratory (complete sequence)

and

a minimum of 2 academic terms of any sequenced chemistry with laboratory

** Statistics

** One additional natural science course

Social Sciences

9 quarter/6 semester units minimum, with at least *one upper-division course*

** General psychology

** Human growth and development

DOMAIN 3: COMMUNICATION

Freshman composition, complete sequence (must meet transfer requirements to four year college or university)

** One course in communication skills (speech)

** One basic computer course, which includes word processing and spreadsheets (Applicants may document proficiency.)

DOMAIN 4: HEALTH AND WELLNESS

Health education (personal health **or** nutrition)

Two activity courses in physical education

DOMAIN 5: ELECTIVES

Applicants must have a total of 138 quarter/92 semester units, with a minimum of 18 quarter/12 semester units of upper-division course work. Credits earned in a PTA program may be applied toward the 138 quarter/92 semester unit requirement.

No more than 105 quarter/70 semester units may be transferred from a community college.

Please Note: Grades of C- and below are not accepted for credit.

Accreditation

The program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314; telephone 703/706-3245.

Loma Linda University Department of Physical Therapy Student Learning Outcomes

Upon completion of the program, graduates should be qualified to:

1. Clinical Skills: Demonstrate entry-level knowledge and clinical skills appropriate for safe and effective physical therapy practice.
2. Multicultural Competence: Demonstrate compassion and respect during interactions with individuals from different ethnic and cultural backgrounds.
3. Clinical Reasoning: Demonstrate the ability to critically think and integrate evidenced-based practice into their clinical decision-making skill set.
4. Professionalism: Demonstrate an awareness and application of the ethical and legal parameters surrounding the profession of physical therapy.
5. Collaborative Care: Demonstrate an understanding of evidence-based clinical care utilizing collaborative relationships between the patient, physical therapist, and other health care practitioners
6. Communication: Demonstrate effective verbal and non-verbal communication with instructors, classmates and clinical personnel as needed to work effectively as a member of a healthcare team.

Clinical experience

Supervised experience is obtained in a variety of settings and at different times during the program. First-year students complete one two-week practicum assignment during the Spring Quarter. Second-year students complete one three-week assignment during the Autumn Quarter. The major clinical assignments are during the third year. The student will be assigned one three-week clinical rotation and one ten-week affiliation during Summer Quarter, an eleven-week affiliation during Winter Quarter, and one ten-week affiliation during Spring Quarter.

All clinical assignments will be made by the academic coordinator of clinical education or a designate. Because of the limited number of local facilities available, assignments cannot be made on the basis of the student's family/marital status or personal preference. Although the department makes an effort to accommodate the student's preference, the student agrees to accept the clinical assignments made by the department at any of the affiliated facilities, whether local or out of state.

TOEFL score

A TOEFL score of 550 (213 if computer generated) is required for foreign students. All foreign transcripts, including high school, must be submitted to an approved evaluation service. The list of the three approved services can be obtained from the School of Allied Health Professions admissions office. Results of the evaluation are to be sent to this University directly from the evaluation center. Official foreign transcripts must be sent to the School of Allied Health Professions, directly from school to school, at the time of application.

PROGRAM OF INSTRUCTION

YEAR ONE

PHTH 413	Clinical Neurology	(2)
PHTH 434	PT Communication and Documentation	(2)
PHTH 435	Physical Therapy Modalities	(3)
PHTH 436	Kinesiology	(3)
PHTH 437	Therapeutic Procedures	(3)
PHTH 438	Manual Muscle Testing	(3)
PHTH 439	Human Life Sequence	(3)
PHTH 441, 442	Biostatistics I, II	(2, 2)
PHTH 451	Scientific Inquiry I	(2)
PHTH 465	Exercise Physiology	(3)
PHTH 471	Physical Therapy Practicum I	(1)
PHTH 477	Locomotion Studies	(3)
PHTH 516	Electrotherapy	(3)
AHCJ 305	Infectious Disease and the Health Care Provider	(1)
AHCJ 311	Medical Terminology	(2)
AHCJ 328	Wholeness Portfolio I	(1)
AHCJ 402, 403	Pathology I, II	(4, 3)
AHCJ 412	Anatomy	(9)
AHCJ 418, 419	Physiology I, II	(4, 3)
AHCJ 426	Computer Application I	(2)
AHCJ 443, 444	Neuroanatomy I, II	(4, 2)
AHCJ 538	Histology	(3)
RELT 406	Adventist Beliefs and Life	(2)
RELT 440	World Religions	(2)

YEAR TWO

PHTH 452	Scientific Inquiry II	(2)
PHTH 484	Therapeutic Exercise	(3)
PHTH 501-503	Neurology I, II, III	(2, 3, 3)
PHTH 504	Pediatric Care	(3)
PHTH 511	Clinical Orthopedics	(2)
PHTH 512	Clinical Psychiatry	(2)
PHTH 521-523	Orthopedics I, II, III	(3, 3, 3)
PHTH 524	Hand Rehabilitation	(2)
PHTH 525, 526	General Medicine I, II	(3, 3)
PHTH 527	Scientific Foundations for Therapeutic Exercise	(2)
PHTH 534	Soft-Tissue Techniques	(2)
PHTH 554	Geriatrics	(2)
PHTH 555	Differential Diagnosis	(2)
PHTH 561	Physical Therapy Administration	(4)
PHTH 572	Physical Therapy Practicum II	(1.5)
PHTH 575	Orthopaedics IV	(1)
AHCJ 404	Pharmacology	(2)
AHCJ 498	Wholeness Portfolio II	(1)
AHCJ 516	Clinical Imaging	(3)
HPRO 508	Aspects of Health Promotion	(2)
RELE 524	Christian Bioethics	(3)
RELT 557	Theology of Suffering	(3)

YEAR THREE

PHTH 573	PT Practicum III	(1.5)
PHTH 583A	PT Affiliation IA	(4)
PHTH 583B	PT Affiliation IB	(1)
PHTH 584, 585	PT Affiliation II, III	(5,5)
PHTH 591	Advanced Orthopedic Studies	(6)
PHTH 592	Advanced Neurologic Studies	(4)
PHTH 594	Advanced General Medicine Studies	(4)

PHYSICAL THERAPY—POSTPROFESSIONAL M.P.T.**Admission**

To be eligible for admission, the applicant must have earned a Bachelor's Degree in Physical Therapy from an accredited program. There is no GRE requirement for acceptance into this program. A personal computer (minimum: 800 MHz multimedia) with Internet access (minimum: 56 kbps [connected at 44+ kbps]) is required.

TOEFL score

A TOEFL score of 550 (213 if computer generated, 80 if internet based test) is required for foreign students. All foreign transcripts, including high school, must be submitted to an approved evaluation service. The list of the four approved services can

be obtained from the School of Allied Health Professions admissions office. Results of the evaluation are to be sent to this University directly from the evaluation center. Official foreign transcripts must be sent to the School of Allied Health Professions, directly from the school to school, at the time of application.

The Program

The Postprofessional Master of Physical Therapy Program is designed for individuals with a baccalaureate degree in Physical Therapy who wish to pursue advanced studies in their profession.

Practice credentials

To practice physical therapy in the United States, one must meet the criteria of the state in which s/he wishes to practice. Credentials are evaluated based on the applicable entry-level education. Postprofessional education cannot be used for this purpose.

Learning outcomes

In addition to the stated institutional learning outcomes, the PP-MPT student is expected to meet the following programmatic learning outcomes:

- Outcome 1 – Discovery: Students will demonstrate a commitment to discovery.
- Outcome 2 – Science: Students will use basic science to advance Physical Therapy practice.
- Outcome 3 – Global Outreach: Students will provide Physical Therapy care to the larger world population.
- Outcome 4 – Clinical Excellence: Students will provide advanced patient-specific Physical Therapy care.

PROGRAM OF INSTRUCTION

PHTH 529	Pathokinesiology of Gait	(3)
PHTH 531	Soft-tissue Mobilization	(3)
PHTH 545	Orthopaedic Interventions: Mobilization of Peripheral Nerve and Diarthroidal Joints of the Extremities	(3)
PHTH 548	Function-based Rehabilitation	(3)
PHTH 549	Vestibular Rehabilitation	(3)
PHTH 598	Advanced Specialty Tracks	(3)
AHCJ 509	Teaching and Learning Styles	(3)
AHCJ 511	Biostatistics I	(3)
AHCJ 538	Histology	(3)
AHCJ 544	Functional Neuroanatomy	(3)
AHCJ 545	Legal and Ethical Issues in the Health Professions	(3)
AHCJ 591	Research I	(3)
AHCJ 592	Research II	(3)
RELR 575	The Art of Integrative Care	(3)
_____	Elective	(3)

PHYSICAL THERAPY—ENTRY-LEVEL D.P.T

The program

The Entry-Level Doctor of Physical Therapy Program (D.P.T.) is for individuals who have no previous degree in physical therapy. No bachelor's degree is required. The D.P.T. degree program is three years in length. A minimum G.P.A. of 3.0 is required for prerequisite course work.

Accreditation

The program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, 111 North Fairfax Street, Alexandria, VA 22314; telephone 703/706-3245.

Clinical experience

Supervised experience is obtained in a variety of settings and at different times during the program. First-year students complete one two-week practicum assignment during the Spring Quarter. Second-year students complete one three-week assignment during the Autumn Quarter. The major clinical assignments are during the third year. The student will be assigned one three-week clinical rotation and one ten-week affiliation during Summer Quarter, an eleven-week affiliation during Winter Quarter, and one ten-week affiliation during Spring Quarter.

All clinical assignments will be made by the academic coordinator of clinical education or a designate. Because of the limited number of local facilities available, assignments cannot be made on the basis of the student's family/marital status or personal preference. Although the department makes an effort to accommodate the student's preference, the student agrees to accept the clinical assignments made by the department at any of the affiliated facilities, whether local or out of state.

Loma Linda University Department of Physical Therapy Student Learning Outcomes

Upon completion of the program, graduates should be qualified to:

1. **Clinical Skills:** Demonstrate entry-level knowledge and clinical skills appropriate for safe and effective physical therapy practice.
2. **Multicultural Competence:** Demonstrate compassion and respect during interactions with individuals from different ethnic and cultural backgrounds.
3. **Clinical Reasoning:** Demonstrate the ability to critically think and integrate evidenced-based practice into their clinical decision-making skill set.
4. **Professionalism:** Demonstrate an awareness and application of the ethical and legal parameters surrounding the profession of physical therapy.
5. **Collaborative Care:** Demonstrate an understanding of evidence-based clinical care utilizing collaborative relationships between the patient, physical therapist, and other health care practitioners
6. **Communication:** Demonstrate effective verbal and non-verbal communication with instructors, classmates and clinical personnel as needed to work effectively as a member of a healthcare team.

Admission requirements

To be eligible for admission to the Entry-Level Doctor of Physical Therapy Program, the applicant must have a minimum G.P.A. of 3.0 and must have completed a minimum of 138 quarter units at a regionally accredited college or university. Admission is a selective process. Criteria used include: G.P.A., completion of subject requirements, interview, essay, recommendations, and work experience.

The minimum subject admission requirements in quarter units are listed below. Individuals who already have an earned bachelor's degree in any field from a regionally accredited institution need only complete the prerequisites denoted with two asterisks (**). Additional electives in the areas that have one asterisk (*) are recommended.

Please note: Grades of C- and below are not transferable for credit.

DOMAIN 1: RELIGION AND HUMANITIES (28 quarter/19 semester units, minimum)

Humanities (16 quarter/11 semester units minimum)

Credits in humanities must be selected from at least three of the following content areas, and one course must be at the upper-division level. Up to 12 quarter units may apply towards

Civilization/history

Fine arts

Literature

Modern language

Philosophy

Performing/visual arts (not to exceed 4 quarter units)

Religion

An applicant who has attended an Adventist college or university is required to have taken four quarter units of religion from an Adventist institution for each year of attendance at an Adventist college or university. Up to 12 quarter credits may apply towards the 28 credits needed in Domain 1. If the applicant has not attended an Adventist institution, there is no religion units required. In either case, however, the applicant must have completed 28 quarter/19 semester units in Domain 1: Humanities and Religion.

DOMAIN 2: SCIENTIFIC INQUIRY AND ANALYSIS

(53 quarter/35 semester units, minimum)

Natural Sciences

The study of natural sciences must include at least one upper-division course:

****Human anatomy and physiology with laboratory, complete sequence (preferred)****or******General biology (complete sequence)******One additional natural science course******Statistics******Select one of the following two options:******Option 1: General chemistry with laboratory (complete sequence)****and****a minimum of 6 quarter/4 semester units of any physics with laboratory******Option 2: General physics with laboratory (complete sequence)****and****a minimum of 2 academic terms of any sequenced chemistry with laboratory****Social Sciences**

(16 quarter /11 semester units, minimum)

Required—the study of social sciences must include at least one upper-division course:****General psychology******Human growth and development****DOMAIN 3: COMMUNICATION**

(15 quarter/10 semester units, minimum)

Freshman composition, complete sequence (must meet transfer requirements to four college or university)

****One course in basic communication skills (speech)******One basic computer course that includes word processing and spreadsheets. (Applicants may document proficiency).****DOMAIN 4: HEALTH AND WELLNESS**

(3 quarter/2 semester units, minimum)

Required:

Physical education (two physical activity courses)

Personal health education or nutrition course

DOMAIN 5: ELECTIVES

To meet total requirements of 138 quarter/92 semester units

Students must have a minimum of 18 quarter/12 semester units of upper-division course work.

No more than 105 quarter/70 semester units may be transferred from a community college.

****WORK/OBSERVATION EXPERIENCE****Required:**

Twenty hours (20) in an inpatient physical therapy setting, plus an additional sixty hours (60) in an inpatient or outpatient setting—for a total of eighty hours (80)—are required

Please note: Grades of C- and below are not accepted for credit.**TOEFL score**

A TOEFL score of 550 (213 if computer generated) is required for foreign students. All foreign transcripts, including high school, must be submitted to an approved evaluation service. The list of the three approved services can be obtained from the School of Allied Health Professions admissions office. Results of the evaluation are to be sent to this University directly from the

evaluation center. Official foreign transcripts must be sent to the School of Allied Health Professions, directly from school to school, at the time of application.

PROGRAM OF INSTRUCTION

YEAR ONE

PHTH 413	Clinical Neurology	(2)
PHTH 434	Physical Therapy Communication and Documentation	(2)
PHTH 435	Physical Therapy Modalities	(3)
PHTH 436	Kinesiology	(3)
PHTH 437	Therapeutic Procedures	(3)
PHTH 438	Manual Muscle Testing	(3)
PHTH 439	Human-Life Sequence	(3)
PHTH 441, 442	Biostatistics I, II	(2, 2)
PHTH 451	Scientific Inquiry I	(2)
PHTH 465	Exercise Physiology	(3)
PHTH 471	Physical Therapy Practicum I	(1)
PHTH 477	Locomotion Studies	(3)
PHTH 516	Electrotherapy	(3)
AHCJ 305	Infectious Disease for the Health Care Provider	(1)
AHCJ 311	Medical Terminology	(2)
AHCJ 328	Wholeness Portfolio I	(1)
AHCJ 402, 403	Pathology I, II	(4, 3)
AHCJ 412	Anatomy	(9)
AHCJ 418, 419	Physiology I, II	(4, 3)
AHCJ 426	Introduction to Computer Applications	(2)
AHCJ 443, 444	Neuroanatomy I, II	(4, 2)
AHCJ 538	Histology	(3)
RELF 406	Adventist Beliefs and Life	(2)
RELF 440	World Religions	(2)

YEAR TWO

PHTH 452	Scientific Inquiry II	(2)
PHTH 484	Therapeutic Exercise	(3)
PHTH 501-503	Neurology I, II, III	(2, 3, 3)
PHTH 504	Pediatric Care I	(3)
PHTH 511	Clinical Orthopaedics	(2)
PHTH 512	Clinical Psychiatry	(2)
PHTH 521-523	Orthopaedics I, II, III	(3, 3, 3)
PHTH 524	Hand Rehabilitation for the Physical Therapist	(2)

PHTH 525, 526	General Medicine I, II	(3, 3)
PHTH 527	Scientific Foundation for Therapeutic Exercise	(2)
PHTH 534	Soft-Tissue Techniques	(2)
PHTH 554	Geriatrics	(2)
PHTH 555	Differential Diagnosis	(2)
PHTH 561	Physical Therapy Administration	(4)
PHTH 572	Physical Therapy Practicum II	(1.5)
PHTH 575	Orthopaedic IV	(1)
AHCJ 404	Pharmacology	(2)
AHCJ 498	Wholeness Portfolio II	(1)
AHCJ 516	Clinical Imaging	(3)
HPRO 508	Aspects of Health Promotion	(2)
RELE 524	Christian Bioethics	(3)
RELF 557	Theology of Suffering	(3)

YEAR THREE

PHTH 573	Physical Therapy Practicum III	(1.5)
PHTH 583A	Physical Therapy Affiliation IA	(4)
PHTH 583B	Physical Therapy Affiliation IB	(1)
PHTH 584-585	Affiliation II, III	(5, 5)
PHTH 591	Advanced Orthopaedic Studies	(6)
PHTH 592	Advanced Neurologic Studies	(4)
PHTH 594	Advanced General Medicine Studies	(4)

PHYSICAL THERAPY—POSTPROFESSIONAL D.P.T.**Admission**

The Post-Professional Doctor of Physical Therapy Program is designed for the individual with a degree in Physical Therapy who wishes to pursue advanced studies in the profession. To be eligible for admission, the applicant must have earned a Bachelor's Degree in Physical Therapy from an accredited program, and must have earned a Master's Degree. Upon evaluation of transcripts, additional co-requisites may be required, and sequencing of courses maybe modified. There is no GRE requirement for acceptance into this program.

Since some courses are web based, students admitted into the program must have access to a personal computer (minimum: 800 MHz multimedia) with Internet access (minimum: 56 kbps [connected at 44+ kbps]).

Learning outcomes

In addition to the stated institutional learning outcomes the PP-DPT student is expected to meet the following programmatic learning outcomes:

- Outcome 1 – Teamwork: Students will demonstrate the ability to collaborate with others within and across disciplines.
- Outcome 2 – Discovery: Students will demonstrate a commitment to discovery.
- Outcome 3 – Science: Students will use basic science related Physical Therapy practice.
- Outcome 4 – Global Outreach: Students will provide Physical Therapy care to the larger world population.
- Outcome 5 – Clinical Excellence: Students will provide advanced patient-specific Physical Therapy care.

PROGRAM OF INSTRUCTION

PHTH 541	Advanced Clinical Practice I	(3)
PHTH 542	Advanced Clinical Practice II	(3)
PHTH 543	Advanced Clinical Practice III	(3)
PHTH 629	Lower Quarter Biomechanical Relationships	(3)
AHCJ 507	Pharmacology in Rehabilitation Science	(3)
AHCJ 516	Clinical Imaging	(3)
AHCJ 518	Advanced Physiology I: Neurobiology	(3)
AHCJ 527	Medical Screening	(3)
AHCJ 551	Professional Systems in Management I	(3)
AHCJ 605	Critical Analysis of Scientific Literature	(3)
AHCJ 699	Directed Study	(3)
RELE 525	Health Care and Dynamics of Christian Leadership	(3)
_____	Elective	(3)

PHYSICAL THERAPY—POSTPROFESSIONAL D.SC.

The Doctor of Science Program is a research-oriented doctoral degree designed for the physical therapist who wishes to pursue advanced studies in the area of education, research, basic science, and advanced clinical practice. To be eligible for admission, the applicant must have a Bachelor of Science degree in physical therapy earned from an accredited program, and an earned master's degree. Upon evaluation of transcripts, additional corequisites may be required; and sequencing of courses may be modified. There is no GRE requirement for acceptance into this program; however, successful completion of a comprehensive written examination is required in order to advance to candidacy during the program. A written dissertation and a defense of the dissertation is a requirement of the program. At the completion of the program, the diploma will be awarded by the School of Allied Health Professions in conjunction with the Faculty of Graduate Studies.

Since some courses are Web based, students admitted into the program must have access to a personal computer (minimum: 800 MHz multimedia) with Internet access (minimum: 56kbps [connected at 44+kbps]).

Learning outcomes

In addition to the stated institutional learning outcomes the DSc student is expected to meet the following programmatic learning outcomes:

- Outcome 1 – Discovery: Students will demonstrate a commitment to discovery.
- Outcome 2 – Science: Students will use basic science to advance Physical Therapy practice.
- Outcome 3 – Global Outreach: Students will provide Physical Therapy care and education to the larger world population.
- Outcome 4 – Clinical Excellence: Students will provide advanced patient-specific Physical Therapy care.
- Outcome 5 – Teaching: Students will serve as mentors and educators to ignite the flame of discovery, knowledge, and critical thinking.

PROGRAM OF INSTRUCTION**YEAR ONE**

PHTH 541	Advanced Clinical Practice I	(3)
PHTH 542	Advanced Clinical Practice II	(3)
PHTH 543	Advanced Clinical Practice III	(3)
PHTH 629	Lower-Quarter Biomechanical Relationships	(3)
AHCJ 507	Pharmacology in Rehabilitation	(3)
AHCJ 516	Clinical Imaging	(3)

AHCJ 518	Advanced Physiology I: Neurobiology	(3)
AHCJ 527	Medical Screening for Rehabilitation Professionals	(3)
AHCJ 551	Professional Systems in Management I	(3)
AHCJ 605	Critical Analysis of Scientific Literature	(3)
AHCJ 699	Directed Study	(3)
RELR 525	Health Care and the Dynamics of Christian Leadership	(3)
_____	Electives	(9)

YEAR TWO

PHTH 535	Research and Statistics I	(3)
PHTH 536	Research and Statistics II	(3)
AHCJ 506	Educational Evaluation and Clinical Assessment	(3)
AHCJ 515	Curriculum Development in Higher Education	(3)
AHCJ 534	Advanced Neurological Rehabilitation	(3)
AHCJ 535	Exercise and Thermoregulation	(3)
AHCJ 556	Administration in Higher Education	(3)
AHCJ 564	Group Process and Dynamics	(3)
AHCJ 569	Computers and Electronics for Clinicians	(3)
AHCJ 598	Comprehensive Examination	(0)
PHTH 599	Directed Teaching	(3)
RELE 525	Ethics for Scientists	(3)

YEAR THREE

PHTH 537	Research and Statistics III	(3)
PHTH 538	Research and Statistics IV	(3)
PHTH 539	Research and Statistics V	(3)
RELT 557	Theology of Human Suffering	(3)

PHYSICAL THERAPY—POSTPROFESSIONAL M.S.O.P.**Admission**

To be eligible for admission, the applicant must have earned a Bachelor's Degree in Orthotics and Prosthetics or a Post-Baccalaureate Certificate in Orthotics or Prosthetics. There is no GRE requirement for acceptance into this program.

TOEFL score

A TOEFL score of 550 (213 if computer generated or 80 if internet-based) is required for foreign students. All foreign transcripts, including high school, must be submitted to an approved evaluation service. The list of the three approved services can be obtained from the School of Allied Health Professions admissions office. Results of the evaluation are to be sent to this university directly from the evaluation center. Official foreign transcripts must be sent to the School of Allied Health Professions, directly from school to school, at the time of application.

The Program

The Postprofessional Master Science in Orthotics and Prosthetics Program is designed for individuals with a Baccalaureate Degree in Orthotics and Prosthetics or a post-baccalaureate certificate in orthotics or prosthetics who wish to pursue advanced studies in their profession.

Practice credentials

The educational requirements for orthotic and prosthetic practitioners has progressively increased since the American Board of Certification in Orthotics and Prosthetics (ABC) originally set the standards for the unique balance of technical skills, rehabilitation techniques, and medical engineering since 1948. The National Commission of Orthotic and Prosthetic Education (NCOPE), the professional accrediting body, has set a minimum requirement for educational and experiential guidelines for the provision of orthotic and prosthetic care. Several states have licensing laws regarding the provision of orthotic and prosthetic care. Credentials are evaluated based on the applicable entry-level education or post-baccalaureate certification. Postprofessional education cannot be used for this purpose.

Learning outcomes

In addition to the stated institutional learning outcomes the PP-MSOP student is expected to meet the following programmatic learning outcomes:

- Outcome 1 – Discovery: Students will demonstrate a commitment to discovery.
- Outcome 2 – Science: Students will use basic science to advance Orthotics and Prosthetics practice.
- Outcome 3 – Global Outreach: Students will provide Orthotic and Prosthetic care to the larger world population.
- Outcome 4 – Clinical: Students will provide advanced patient-specific Orthotic and Prosthetic care.
- Outcome 5 – Education: Students will demonstrate a commitment to the promotion of the profession through excellence in teaching.
- Outcome 6 – Administration: Students will demonstrate a commitment to the promotion of the profession through excellence in administration.

PROGRAM OF INSTRUCTION

ORPR 504	Material Science in Orthotics and Prosthetics	(3)
ORPR 505	Currents Issues in Orthotics and Prosthetics	(3)
ORPR 506	Advanced Specialty Tracks in Orthotics and Prosthetics	(3)
PHTH 529	Pathokinesiology of Gait	(3)
PHTH 630	Physics-based Kinesiology	(3)
AHCJ 509	Teaching and Learning Styles	(3)
AHCJ 511	Biostatistics I	(3)
AHCJ 526	Computer Applications II	(3)
AHCJ 538	Histology	(3)
AHCJ 544	Advanced Functional Neuroanatomy	(3)
AHCJ 545	Legal and Ethical Issues in the Health Professions	(3)
AHCJ 591	Research I	(3)
AHCJ 592	Research II	(3)
RELR 525	Health Care and Dynamics of Christian Leadership	(3)
____ _	Elective	(3)

Physician Assistant Sciences—AH

(M.P.A.)

DAVID LOPEZ, Interim Chair
 BENNY HAU, Medical Director
 ALLAN M. BEDASHI, Didactic Coordinator, Interim Program Director
 GHINA G. KATRIB, Assistant Didactic Coordinator
 YASMIN C. CHENE, Assistant Clinical Coordinator
 GERALD A. GLAVAZ, Clinical Coordinator

FACULTY

Allan M. Bedashi
 Kenrick C. Bourne
 Yasmin C. Chene
 Gerald A. Glavaz
 Benny Hau
 Ghina Katrib

ADVISORY COMMITTEE

Allan M. Bedashi
 Kenrick C. Bourne
 Mark Carr
 Kent Chow
 Gerald A. Glavaz
 Helen R. Greenwood
 Benny Hau
 Craig R. Jackson*
 David Lopez
 Gail T. Rice
 Grenith J. Zimmerman
 *ex officio

Physician assistants (PAs) are health professionals who are licensed to practice medicine under physician supervision. Physician assistants are qualified by graduation from an accredited physician assistant educational program and by certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, the PA exercises autonomy in medical decision making and provides a broad range of diagnostic and therapeutic services. The clinical role of a PA includes primary and specialty care in medical and surgical settings in rural and urban areas. The PA's practice is centered on patient care and may also include educational, research, and administrative activities.

The program

Loma Linda University offers a professional course of study leading to the Master of Physician Assistant (M.P.A.) degree. This degree prepares students for medical work as midlevel health care professionals.

The program consists of didactic and clinical phases that run concurrently for eight quarters over a twenty-four-month period. A new class is accepted annually. Students are selected from a variety of clinical backgrounds. Experience in patient care, duration of experience, level of patient contact, and degree of responsibility are considered in the evaluation of each applicant. Graduates from the program are eligible to write the national board examination.

Accreditation

The program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

Program objectives

Upon completion of the program, the graduate will be qualified to:

1. Obtain detailed and accurate patient histories.
2. Perform appropriate physical examinations.
3. Evaluate patients and make diagnoses.
4. Order, perform, and interpret diagnostic tests.

5. Order and perform selected therapeutic procedures.
6. Develop, implement, and monitor patient-management plans.
7. Present patient data in oral and written forms.
8. Provide continuity of patient care.
9. Assist in surgical procedures.
10. Perform life-saving procedures in emergency situations.
11. Counsel and instruct patients regarding issues of health care management, mental health, therapeutic regimens, normal growth and development, and family planning.
12. Refer patients to appropriate health/mental/ social service agencies in the community.
13. Write drug orders.
14. Conduct a medical literature search.
15. Conduct an investigation of a medical, health, or psychosocial topic; perform a statistical evaluation; and present data in appropriate oral and written formats.

Program Outcomes

In addition to the stated institutional learning outcomes the M.P.A. student is expected to meet the following programmatic learning outcomes:

- I. Demonstrate basic science knowledge in physician assistant sciences.
- II. Demonstrate competence, knowledge and clinical skills in physician assistant sciences.
- III. Demonstrate critical thinking skills in physician assistant sciences and practice.

Admission

PREREQUISITE

College-level prerequisite courses include the following:

A baccalaureate degree from an accredited institution, *in addition to* patient care experience

Human anatomy and physiology with laboratory, complete sequence

Introductory chemistry with laboratory, complete sequence (inorganic, organic, and biochemistry);

or

one year of general chemistry with laboratory

Microbiology with laboratory

General psychology

General sociology or equivalent

or

Cultural anthropology or equivalent

College algebra

English, one year

RECOMMENDED

Statistics, medical terminology, and computer literacy

PREFERENCE GIVEN TO

Applicants with documented health care experience

Seventh-day Adventists

Graduates of Loma Linda University

Applicants from underrepresented populations

Applicants with documented community service

Admission Requirements

An overall G.P.A. of at least 3.0 or higher and a science G.P.A. of 3.0 or higher on a 4.0 scale.

Applications must be submitted through CASPA <www.caspaonline.org>.

Three letters of recommendation—one from a practicing M.D., D.O. or P.A.

Documented patient-care experience

Please note: Grades below C are not accepted for credit.

How to apply

Applications are accepted between June 1 and December 1. Applications must be made through the Central Application Service for Physician Assistants (CASPA); this service is available at <www.caspaonline.org>. Completed applications and all supporting documents must be received by the Department of Physician Assistant Sciences *no later than January 15*. Required interviews are granted to qualified applicants upon invitation by the admissions committee.

Applicants must complete all prerequisite course work at an accredited college before being admitted to a program in the School of Allied Health Professions.

A minimum score of 550 (paper based) or 213 (computer based from the Tests of English as a foreign Language (TOEFL) must be submitted. Any student with a score on the TOEFL writing test (TWE) of less than 4 will be required to do remedial work during the program and retake the TOEFL test.

Housing

On-campus housing is available for men and women. For information on the men's dormitory (Daniells' Residence), call 909/558-4561. For information on the women's dormitory, (Lindsay Hall), call 909/558-4561.

Financial aid

Applications for financial aid should be submitted early, even before the student is admitted into the program. Processing of financial aid should be done by January 1. Applications for CAL Grants (California residents only) must be postmarked no later than March 2. These applications are available after December 25. The University's Student Financial Aid Office will help applicants obtain the necessary applications and guide them in the process of applying for aid. Applicants for aid must contact the Office of Financial Aid, Loma Linda University, Loma Linda, CA 92350 at 909/558-4509.

Contact information

Beverly Stocker
909/558-7295
<bstocker@llu.edu>

or visit the SAHP Web site at <www.llu.edu/sahp/llu/pa>.

PROGRAM OF INSTRUCTION

FIRST YEAR OF STUDY

First Quarter (Autumn)

PAST 401	Anatomy and Physiology I	(3)
PAST 404	Biochemistry for PAs	(3)
PAST 406	Clinical Laboratory	(2)
PAST 509	Behavioral Science for PAs	(3)
PAST 521	Research I	(3)
AHCJ 519	Graduate Portfolio	(1)
RELE 505	Clinical Ethics	(3)
SPAN 101	Elementary Spanish	(2)

Second Quarter (Winter)

PAST 402	Anatomy and Physiology II	(3)
PAST 411	Pathology for Physician Assistants I	(3)
PAST 421	Pharmacology for Physician Assistants I	(3)

PAST 514	Physical Diagnosis I	(3)
PAST 522	Research II	(2)
PAST 541	Clinical Medicine for Physician Assistants I	(5)
AHCJ 519	Graduate Portfolio	‡

Third Quarter (Spring)

PAST 403	Anatomy and Physiology III	(3)
PAST 412	Pathology for Physician Assistants II	(3)
PAST 422	Pharmacology for Physician Assistants II	(3)
PAST 507	Seminar in Preventive Medicine	(2)
PAST 515	Physical Diagnosis II	(3)
PAST 542	Clinical Medicine for Physician Assistants II	(5)
AHCJ 519	Graduate Portfolio	†

Fourth Quarter (Summer)

PAST 5____	Clinical Rotation I	(4)
PAST 504	Primary Care Pediatrics	(2)
PAST 505	Women's Health Care	(2)
PAST 506	Clinical Skills for PAs	(4)
PAST 543	Clinical Medicine for PAs III	(3)
SPAN 123	Practicum in Spanish	(4)

SECOND YEAR OF STUDY

Fifth Quarter (Autumn)

PAST 5____	Clinical Rotations II, III, IV	(12)
PAST 516	PA Professional Issues	(2)
PAST 523	Research III (Data Collection)	(2)

Sixth Quarter (Winter)

PAST 516	PA Professional Issues	‡
PAST 523	Research III	‡
PAST ____	Clinical Rotations V, VI, VII	(12)

Seventh Quarter (Spring)**

PAST 516	PA Professional Issues	†
PAST 523	Research III	†
PAST ____	Clinical Rotations VIII, IX, X	(12)

Eighth Quarter (Summer)

PAST ____	Clinical Rotations XI, XII	(8)
Incomplete work		†

** Research projects presented during this quarter.

† Complete

‡ In progress

Radiation Sciences—AH

(B.S., M.S.)

RENEE N. STONE, MAM., R.T. (R)(M), Program Director

FACULTY

Laura L. Alipoon
 Noha S. Daher
 Carol A. Davis
 Mark Deharo
 Marie M. DeLange
 Erma Ezpeleta
 Brenda S. Holden
 Barbara Holshouser
 Noriece R. Kisinger
 Arthur W. Kroetz
 Steven L. Leber
 Glenn A. Rouse
 Tim Seavey
 Andrew L. Shepard
 Madeleine Waters

For radiologic technologists educationally prepared beyond the level of the Associate in Science degree, there are numerous career options. Radiology departments in large hospitals offer career opportunities in management, supervision, and research. Excellent opportunities also exist for those who are qualified to teach radiologic technology. In addition, commercial enterprises and state governments continually need technologists with advanced training to serve as customer representatives, technical consultants, and health physicists.

The program

The Bachelor of Science degree program, which begins at the level of the junior year, emphasizes the more advanced areas in radiologic technology and is designed to prepare graduates for careers in administration, clinical specialties, teaching, or health physics.

Students choosing to study on a part-time basis must complete the junior and senior years within a four-year period.

Accreditation

Loma Linda University is regionally accredited by the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501; telephone, 510/748-9001; FAX, 510/748-9797; <www.wascweb.org> or <wascsr@wascsr.org>.

CPR certification

Students are required to have current health care provider cardiopulmonary resuscitation (CPR) certification (adult, child, and infant) for all scheduled clinical experience. CPR certification must be completed at the American Heart Association Healthcare Provider level. This may be completed prior to beginning the program of study or be obtained at Loma Linda University. Classes are available on campus at Life Support Education, University Arts building, 24887 Taylor Street, Suite 102.

The program objectives

1. Graduate practitioners who are leaders in the profession and who are capable of serving the greater community in the public, private, and non-profit sectors.
2. Graduate managers, administrators, and educators who contribute to the profession's body of knowledge through leadership roles, publications, professional presentations and advocacy.

Program Outcomes

Upon completion of the program, the graduate should be qualified to:

1. Demonstrate leadership and reflective thinking in radiation sciences.
2. Behave in a professional manner in all interactions.
3. Improve knowledge and skills in radiation sciences.
4. Apply advanced practice in radiation sciences.

Admission

To be eligible for admission, the applicant must be a graduate of an approved associate degree program (or the equivalent) in radiologic technology, radiation therapy, nuclear medicine, or diagnostic ultrasound (sonography). A maximum of 70 semester or 105 quarter units from an accredited junior college will be accepted as transfer credit, including units for clinical education. Students who have completed a hospital training program are allowed up to 55 quarter units of academic credit on the basis of their registry certificate.

Certification

The applicant must have certification from The American Registry of Radiologic Technologists (ARRT) or equivalent specialty certification. Applicants who are eligible to take the ARRT examination for certification but who have not had opportunity to do so are given provisional status for one quarter. Eligibility to continue is subject to student's obtaining certification. It should be understood that the University will not sign or validate registry documents of students who obtained their training in another program.

The program

The student in the baccalaureate degree program completes:

- The general studies requirements;
- The radiation technology core requirements;
- An area of emphasis (administration and education, clinical practice, science, or informatics*)

Electives to meet the needs of the individual student are selected from existing courses after consultation with the program director.

*Summer of 2009

PREREQUISITE/COREQUISITE

Students must fall within 12 quarter units of completion of General Education (GE) requirements in order to be considered for the Bachelor of Radiation Sciences core program. Those requirements are listed below.

Statistics and Research methods (taken within the past five years).

Humanities—23 units minimum (choose minimum of two areas from: history, literature, philosophy, foreign language, art/music appreciation/history). Included in this minimum, 4 units of religion per year of attendance at a Seventh-day Adventist college or university. Five units of religion are included in the BSRS core as a co-requisite. A total of 28 quarter units are required to fulfill this area.

Human anatomy and physiology with laboratory, one semester/quarter minimum; or general biology with laboratory, complete sequence.

Additional natural science units from: chemistry, geology, mathematics, physics, and statistics. Must have a total of 12 quarter hours of natural science, including up to 6 units from anatomy and physiology (no more than 6 units in any one area from the natural sciences may be used).

Two years high school mathematics with grades of C or above, or intermediate algebra in college.

Social Science units to include Cultural anthropology (or an approved course dealing with cultural diversity). Must have a total of 12 quarter hours of social science. Select additional quarter units from: economics, geography, political science, psychology, sociology, or anthropology.

English composition, complete sequence. Additional communication units may include courses in computer information systems, critical thinking, and public speaking. Minimum of 9 units are needed to complete this area.

Personal health or nutrition and two physical activity courses to meet the minimum of 3 quarter units.

Electives to meet the minimum total requirements of 192 quarter units.

PROGRAM OF INSTRUCTION**Core Courses and Religion Studies****(50 units)**

Summer Quarter

HADM 316	Economics for Health Care Managers	(4)
RTCH 325	Excel Basics for Radiology Managers	(2)
RTCH 485	Digital Management in Radiology	(2)
RTCH 418	HIM and Coding for Radiology Managers	(4)

Fall Quarter

HADM 474	Human Resources In Health Care	(4)
RTMR 451	Management of a Radiology Service	(3)
RTCH 385	Radiologic Trends in Health Care	(3)
RTCH 471	Applied Research I	(2)
AHCJ 328	Portfolio Practicum I	(1)
AHCJ 498	Portfolio Practicum II	(1)

Winter Quarter

HADM 464	Managerial Finance	(4)
AHCJ 308	Professional Communications	(4)
RE__	Religion	(3)
RTCH 472	Applied Research II	(1)

Spring Quarter

HADM 336	Legal Environment of Health Care	(4)
RTCH 464	Moral Leadership	(4)
RE__	Religion	(2)
RTCH 494	Senior Project	(2)

Area of emphasis

Students may choose one of the following for your area of emphasis:

Administration/Education, Clinical, Science, Informatics* (Summer of 2009)

A. Administration and education**(10 units)**

RSTH 471	Instructional Techniques	(2)
RTMR 454	Quality Management in Radiation Sciences	(2)
RTCH 411	Student Teaching Practicum	(2)**
RTCH 475	Curriculum Development in Health Science	(2)
RTCH 413	Management Practicum	(2)**

A minimum grade of C+(2.5) is required for all classes.

**Total of 4 units to be chosen from RTCH 411,412,413,414.

B. Clinical Practice**(18-31 units)**

A 9-24 month, full-time internship in a clinical specialty can be selected from the following areas:

CLINICAL SPECIALTY	UNITS EARNED TOWARD B.S. DEGREE
Medical sonography	31 units
Nuclear medicine technology	18 units
Special imaging technology	18 units
Radiation therapy technology	27 units

Acceptance into these specialties is separate from acceptance into the baccalaureate program. For more information about these certificate programs, please request a brochure.

C. SCIENCE (12-15 UNITS)

12-15 quarter units selected from the natural sciences in the areas of biology, microbiology, chemistry, math or physics. These courses are taken at your local college/university. A minimum grade of C+ (2.5) is required for all courses.

D. INFORMATICS (12 UNITS)

Look for more information on our informatics emphases starting in 2009.

MASTER OF SCIENCE IN RADIATION SCIENCES (MSRS) ON-LINE PROGRAM

MIKE IORIO, Program Director

The Program

The MSRS program has a commitment to educate and expand the knowledge and expertise of radiology health professionals by providing radiology practitioners, in our community, as well as across the country, with an opportunity to advance their education.

Distance Education

The Master of Science in Radiation Sciences is an online program open to qualified applicants in the nation.

Mission Statement

The mission of the Master of Science in Radiation Sciences is to provide students with an enhanced understanding of leadership, management, administration and education so they can become productive leaders in the radiology and/or other environments.

Program Objectives

1. Graduate practitioners who are leaders in the profession and who are capable of serving the greater community in the public, private, and non-profit sectors.
2. Graduate managers, administrators, and educators who can contribute to the profession's body of knowledge through leadership roles, publications, professional presentations and advocacy.

Program Outcomes

Upon completion of the program, the graduate should be qualified to:

1. Demonstrate leadership and reflective thinking in radiation sciences.
2. Behave in a professional manner in all interactions.
3. Improve knowledge and skills in radiation sciences.
4. Apply advanced practice in radiation sciences.

Admission Requirements

To be eligible for admission, the applicant must have an earned bachelor's degree with a minimum G.P.A. of 3.0. Applicants must be certified by the American Registry of Radiologic Technology (ARRT), American Registry for Diagnostic Medical Sonography (ARDMS), or Nuclear Medicine Technology Certification Board (NMTCB).

The applicant's recommendations, phone interview, essay and work experience are also considered in the admissions screening process.

All applicants must have the following:

- Minimum GPA of 3.0 in their Bachelor's degree
- Certification by the American Registry of Radiologic Technology (ARRT), American Registry for Diagnostic Medical Sonography (ARDMS), or Nuclear Medicine Technology Certification Board (NMTCB).
- Copy of current state license/certification.
- Official transcripts for all college coursework
- Resume and three (3) letters of reference
- Two-page essay describing their personal and professional skills and accomplishments, interests, career goals, and how the MRSR will help achieve them.
- Phone interview (to be scheduled after application has been submitted)

PREREQUISITES

Bachelor's degree from an accredited institution

Statistics and Research Methods

Program Design

The program will be 24 months or 8 quarters in length. The students will come to campus for 3-5 days for orientation approximately two weeks prior to school starting in the first autumn quarter. After that all of the courses will be totally online until the week prior to graduation when the students will again come to campus to present their research projects. The program may be completed in one year starting fall of 2009.

Research Requirements

Statistics and Research Methods, required if not completed within five years of application. While in the program students will complete a 3-unit research methods course (which will include descriptive statistics) and 6 units of Capstone Project. Students will prepare at least one publishable manuscript. Students will submit their manuscript to the Department Research Committee to determine if it is ready to submit for publication.

Professional Portfolio

The student will complete a Professional Portfolio while they are in the program. The portfolio will contain evidence of the growth and learning that occurred while the student progressed through the program: pre and post reflection on the seven core values of LLU, leadership assessment results, and final papers or projects from their coursework. Students will be asked to reflect on their growth, insights and application of knowledge gained while in the program. Portfolio selections will be placed in the portfolio quarterly.

PROGRAM OF INSTRUCTION

(49 quarter units)

The program of instruction outlined below is for students enrolled during the 2008-2009 academic year.

AHCJ 545	Legal and Ethical Issues in the Health Care Professions
AHCJ 566	Philosophical Foundations of Leadership
AHCJ 567	Personal Leadership
AHCJ 576	Basics of Marketing Management
AHCJ 578	Healthcare Finance and Reimbursement
AHCJ 579	Instructional Effectiveness
AHCJ 586	Curricula Planning in Health Sciences
HADM 528	Organizational Behavior in Health Care
HADM 574	Managing Human Resources
HADM 604	Health Systems Strategic Planning
RTRS 581	Basics of Imaging Informatics
RTRS 615	Advances in Technology: Educational and Managerial Issues

RTRS 618	Research Methods
RTRS 621, 622	Capstone Project I, II
RTRS 614	Professional Portfolio
RELT __	Healthcare, Humanity, and God

Radiation Therapy Technology—AH

(B.S., Certificate)

CAROL DAVIS, Clinical Program Director, Certificate

Radiation therapy is a multifaceted career that combines working in a highly technical environment with the opportunity to work closely with patients and members of many other professions to provide a high standard of clinical care. Radiation therapy is the therapeutic application of ionizing radiation to malignant and benign conditions. The therapist is responsible for delivering the treatment, which is prescribed by a radiation oncologist; maintaining accurate treatment records; and implementing quality-assurance plans. A radiation therapist must be detail oriented; able to work accurately under pressure; and, most importantly, able to interact empathically with patients. Individuals who show initiative and are capable of critical thinking and problem solving make good radiation therapists. The job demand in this well-paying field is currently average to high.

RADIATION THERAPY TECHNOLOGY—B.S.

Program description

This B.S. degree program is designed to accommodate both x-ray technologists and professionals who are currently licensed and working in the field of radiation therapy.

Track A is for ARRT-registered radiologic technologists, registered nurses, or graduates from another accredited allied health program who have fulfilled the prerequisites and who wish to be educated as radiation therapists. It is designed as a full-time, twenty-four month degree course and will fully prepare students to pass the national board examinations at the end of the program.

Track B is designed for radiation therapists who are ARRT registered in radiation therapy and who wish to obtain a baccalaureate degree. It is a twenty-four-month program that is didactic in nature and helps prepare the therapist for duties in the areas of teaching or administration.

Courses will be a combination of Web-based learning and traditional learning; some classes, therefore, may not meet weekly.

Program Outcomes

1. Comprehend treatment charts and other data such as treatment plans and DRR's, and be able to extract all data necessary to complete an accurate patient treatment.
2. Comprehend the principles of the construction and operation of radiation therapy accelerators and beam modification devices.
3. Be able to accurately complete all aspects of patient treatment, and understand the need for daily reproducibility of 'set-up'.
4. Be able to effectively and coherently communicate ideas to patients, patients' families, staff, peers, and faculty.
5. Be able to accurately maintain patient treatment records with the understanding that they are legal documents.
6. Understand the principles of general quality assurance and Continuous Quality Improvement (CQI) as it applies to the practice of radiation therapy.
7. Understand the principles of radiation safety as it applies to the practice of radiation therapy.
8. Understand the principles of HIPAA as the act applies to the practice of radiation therapy.

Professional registration and certification

Upon completion of the certificate requirements, the student is eligible to write the qualifying examination for radiation therapy technology of The American Registry of Radiologic Technologists (ARRT).

Admission

Humanities—20 units minimum (choose a minimum of two areas from: history, literature, philosophy, foreign language, art / music appreciation / history)

Included in this minimum, 4 units of religion per year of attendance at a Seventh-day Adventist college or university
Human anatomy and physiology with laboratory, complete sequence or general biology with laboratory, complete sequence

Select additional natural science units from: chemistry, geology, mathematics, physics, and statistics; must have a minimum total of 12 quarter hours, including up to 6 units from anatomy and physiology

College algebra

Cultural anthropology or an approved course dealing with cultural diversity

Select 8 quarter units from: economics, geography, political science, psychology, and sociology

English composition, complete sequence

Computers

Personal health or nutrition

Two physical activity courses

Electives to meet the minimum total requirements: 96 quarter units

For total unit requirements for graduation, see Division of General Studies, LLU GENERAL EDUCATION REQUIREMENTS (Section II).

Degree requirements

The student in the baccalaureate program completes:

- the General Education requirements;
- the radiation sciences core requirements;
- an area of emphasis (administration and education is the only emphasis offered through distance learning at this time).
- electives selected from existing courses after consultation with the program adviser.

PROGRAM OF INSTRUCTION

Required core courses and religion studies

(30 units)

RTCH 385	Current Issues in Radiation Sciences I	(2)
RTCH 471	Applied Research Methods	(1)
RTCH 494	Senior Project	(2)
RTMR 451	Management of a Radiologic Service	(3)
RTMR 454	Quality Management in Radiation Sciences	(2)
AHCJ 305	HIV/AIDS and the Health Provider	(1)
AHCJ 328	Portfolio Practicum I	(1)
AHCJ 351	Statistics for the Health Professions	(3)
AHCJ 461	Research Methods	(2)
AHCJ 498	Portfolio Practicum II	(1)
EMMC 484	Legal Issues in Health Care	(2)
RELT 416	God and Human Suffering	(3)
RELT 423	Loma Linda Perspectives	(2)
RELE 457	Christian Ethics and Health Care	(3)

Track A

(45-46 units)

RTTH 332	Radiation Biology	(1)
RTTH 342	Patient-Care Practices in Radiation Therapy	(2)
RTTH 344	Radiation Therapy Procedures	(2)
RTTH 345	Quality Assurance in Radiation Therapy	(1)
RTTH 348	Radiation Therapy Review	(1)
RTTH 353	Psycho-Oncology	(2)

RTTH 355	Physical Principles of Radiation Therapy	(3)
RTTH 356	Physical Principles of Dosimetry	(3)
RTTH 357	Applied Dosimetry	(2)
RTTH 358	Advanced Dosimetry (with laboratory)	(3)
RTTH 364	Radiation Oncology I	(3)
RTTH 365	Radiation Oncology II	(3)
RTTH 971-974	Radiation Therapy Affiliation I, II, III, IV	(8, 8, 8, 8)
RTTH 381, 382	Topics in Radiation Therapy	(2, 2)
AHCJ 402	Pathology I	(4)
AHCJ 403	Pathology II	(3-4)
AHCJ 404	Pharmacology	(1)
DTCS 301	Human Nutrition	(3)

Track B (26 units)

RTCH 411	Student Teaching Practicum I	(2)
RTCH 413	Radiologic Management Practicum I	(2)
RTCH 464	Moral Leadership	(4)
RTCH 470	Curriculum Development in Health Science	(2)
RTTH 353	Psycho-Oncology	(2)
RTTH 358	Advanced Dosimetry (with laboratory)	(3)
AHCJ 402	Pathology I	(4)
AHCJ 403	Pathology II	(3-4)
AHCJ 404	Pharmacology	(1)
AHCJ 465 or RTCH 464	Seminars in Leadership	(2)
	Moral Leadership	(2)
DTCS 301	Human Nutrition	(3)
RSTH 471	Instructional Techniques I	(2)

RADIATION THERAPY TECHNOLOGY—CERTIFICATE

During the twelve-month certificate program of clinical studies in radiation therapy technology, students take formal course work along with instruction in the clinical aspects of radiation therapy. The program begins with the Fall Quarter. The clinical portion of the program consists of practical demonstrations in the use of radiation therapy equipment and an opportunity to participate, under close supervision, in actual radiation therapy procedures in a variety of radiation oncology departments. The clinical calendar varies from the University calendar in that the clinical schedule is full time (forty clock hours per week), arranged around lectures, and coordinated with the operation of the Loma Linda University Medical Center radiation medicine department.

Accreditation

The program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 900, Chicago, IL 60606-2901; telephone 312/704-5300.

Distance education

The Radiation Therapy Technology Program is offered via distance education at Fresno City College, Fresno, California.

CPR certification

Students are required to have current health care provider cardiopulmonary resuscitation (CPR) certification (adult, child, and infant) for all scheduled clinical experience. CPR certification must be completed at the American Heart Association Healthcare Provider level. This must be completed prior to beginning your program of study. Classes are available on campus at Life Support Education, University Arts building, 24887 Taylor Street, Suite 102.

Admission**PREREQUISITE**

To be admitted into the Radiation Therapy Technology Program and to become certified and registered, the applicant *must fulfill the following two prerequisites:*

Be an ARRT-registered radiologic technologist; **and**

Be a graduate of an accredited radiologic technology program;

AND must have credits in the following:

Radiation physics

Human anatomy and physiology with laboratory, complete sequence

College algebra

Radiation protection (available in professional program for those who have not taken it)

Patient-care methods

Introduction to Psychology

Computers

or

Be a registered nurse or

Be a graduate of an accredited allied health program (minimum training of two years)

AND must have credits in the following:

Human anatomy and physiology with laboratory, complete sequence

College Algebra

Medical terminology

Patient-care methods

Radiation physics

Radiation protection (available in professional program for those who have not taken it)

Principles of radiography

Computers

Introduction to Psychology

Observation experience required

A minimum of forty hours of work observation in a radiation therapy department is required.

PROGRAM OF INSTRUCTION

RTTH 332	Radiation Biology	(1)
RTTH 342	Patient-Care Practices in Radiation Therapy	(2)
RTTH 344	Radiation Therapy Procedures	(2)
RTTH 348	Radiation Therapy Review	(1)
RTTH 355	Physical Principles of Radiation Therapy I	(3)

RTTH 356	Physical Principles of Radiation Therapy II	(3)
RTTH 357	Applied Dosimetry	(2)
RTTH 364, 365	Radiation Oncology I, II	(3, 3)
RTTH 971-974	Radiation Therapy Affiliation I, II, III, IV	(1,1, 1,1)
RTTH 381-384	Topics in Radiation Therapy I, II, III, IV	(1-3, 1-3, 1-3, 1-3)
AHCJ 403	Pathology II	(3)
REL_ _____	Religion elective	(2-3)

Radiologist Assistant—AH

(B.S., Certificate)

MICHAEL IORIO, Program Director

The American Society of Radiologic Technologists (ASRT) and the American College of Radiology (ACR), support this midlevel provider, the radiologist assistant (RA). The RA is an advanced-level radiologic technologist who enhances patient care by extending the capacity of the radiologist in the diagnostic imaging environment.

According to the American Society of Radiologic Technologists (ASRT), the radiologist assistant has three primary areas of responsibility—all performed under the supervision of a radiologist:

1. Participate in patient assessment, patient management, and patient education.
2. Perform selected radiology procedures, including, but not limited to, fluoroscopy.
3. Participate in the systematic analysis of the quality of patient care delivered within the radiology environment.

The radiologist assistant also makes initial observations of diagnostic images but does not provide an official interpretation.

Program description

In the Radiologist Assistant Program, the student will receive didactic education and clinical mentoring on neonatal, pediatric, adult, and geriatric populations. Courses will be a mix of lecture, discussion, and Web-based learning methods. Students are responsible for finding their own clinical site and radiologist mentor. This is an online program. Students need to be on campus two weeks in the Autumn Quarter and one week Winter, Spring, and Summer quarters.

Certification

1. CPR certification (adult, child) students will not be allowed to attend clinical without proof of a current CPR card.#
2. Venipuncture *
3. ECG/EKG Interpretation *
4. ACLS

If the student is unable to complete the venipuncture and/or ECG certifications prior to entering the programs, then equivalent courses # or * can be taken concurrently with the program.

Offered by:

LLU Life Support Education

* LLU Medical Center Staff Development

Mission

The mission of the Radiologist Assistant program is to provide students with a sound clinical, didactic, and moral foundation so that they can impact patient care in a positive and meaningful manner.

The program objectives

Upon completion of the program, the graduate should be qualified to:

1. Develop and refine critical-thinking skills to enhance his/her ability to analyze and develop the most effective means of care for their patients.
2. Demonstrate leadership skill through advanced and multilevel thinking in clinical practice.
3. Synthesize pertinent patient data from diagnostic images and patient interviews to suggest and implement appropriate patient management and clinical pathways.
4. Develop and refine their skills in performing fluoroscopy and other radiology procedures.
5. Exhibit professional behavior in all interactions, including communicating appropriately with patients, colleagues and others with whom they come in contact.
6. Demonstrate teamwork in the clinical setting and other situations where this concept leads to completion of goals that an individual could not easily meet alone.
7. Participate in educational and professional activities, sharing knowledge with colleagues and investigating new and innovative aspects of professional practice.
8. Support the profession's code of ethics and comply with the profession's scope of practice.

Outcome Assessment

1. These mid-level practitioners will competently serve physicians in the various radiology environments.
2. Radiologist Assistant graduates will demonstrate a commitment to promotion of the profession through education, administration, and research.
3. These advanced practice technologists will maintain the R.R.A. credential by participating in continuing education and other educational activities.
4. Graduates will practice guiding principles and recognized ethics of the profession.

RADIOLOGIST ASSISTANT—B.S. (70 UNITS)

CPR certification

Students are required to have a current cardiopulmonary resuscitation (CPR) certification (adult and child) for all scheduled clinical experience. CPR certification must be completed at the American Heart Association Healthcare Provider level. This may be completed prior to beginning your program of study or be obtained at Loma Linda University. Classes are available on campus at Life Support Education, University Arts building, 24887 Taylor Street, Suite 102.

Admission

To be eligible for admission, the applicant must have:

- a maximum of 105 quarter or 70 semester units from an accredited community college, which will be accepted as transfer credit, including units for clinical education. Students who have completed a hospital training program are allowed 55 quarter units (as a part of the maximum) of academic credit on the basis of their registry certificate
- certification from the American Registry of Radiologic Technologists (ARRT)
- a minimum of two years of full-time radiography work experience

PREREQUISITES FOR RADIOLOGIST ASSISTANT, B.S. DEGREE

Please contact the program director for guidance concerning prerequisites.

Humanities—20 quarter or 14 semester units minimum (choose a minimum of two areas from: history, literature, philosophy, foreign language, art/music appreciation/history).

Also included in the above minimum, 4 units of religion per year of attendance at a Seventh-day Adventist college or university

Natural Sciences—12 quarter or 8 semester units from two areas, to include anatomy and physiology

Statistics and Research Methods, *required if not completed within 5 years of application.*

Social Sciences—12 quarter or 8 semester units, to include cultural anthropology or an approved course dealing with cultural diversity

Communications—9 quarter or 6 semester units, to include a complete sequence of English composition

3 quarter or 2 semester units, to include two physical activities and a personal health or nutrition course

Electives to bring the total units to 192 quarter

For total unit requirements for graduation, see Division of General Studies, LLU GENERAL EDUCATION REQUIREMENTS (Section II).

PROGRAM OF INSTRUCTION

Entrance to the clinical year is contingent upon the completion of all prior requirements. For the student who has already completed a Bachelor of Science degree, the Radiologist Assistant Certificate Program consists of 63 units.

FIRST YEAR

(36 units)

RTRA 331	Pharmacology I	(2)
RTRA 332	Pharmacology II	(2)
RTRA 344	Medical Anatomy and Physiology	(2)
RTRA 351	Patient Assessment I	(2)
RTRA 352	Patient Assessment II	(2)

RTRA 371	Clinical Internship	(1)
RTRA 372	Clinical Internship	(1)
RTRA 373	Clinical Internship	(2)
RTRA 381	Cross Sectional Anatomy I	(1)
RTRA 382	Cross Sectional Anatomy II	(1)
RTRA 384	Radiobiology and Health Physics	(3)
RTRA 385	Radiology Procedures and Image Evaluation I	(3)
RTRA 386	Radiology Procedures and Image Evaluation II	(3)
RTRA 387	Radiology Procedures and Image Evaluation III	(3)
AHCJ 328	Portfolio I	(1)
AHCJ 402	Pathology I	(4)
AHCJ 403	Pathology II	(3)

CLINICAL YEAR

(34 units)

ACLS	Advanced Cardiac Life Support	
RTCH 498	Leadership Theory and Practice	(2)
RTRA 324	Medical Legal	(1)
RTRA 346	Clinical Management and Education	(2)
RTRA 388	Radiology Procedures and Image Evaluation IV	(3)
RTRA 471	Clinical Internship	(2)
RTRA 472	Clinical Internship	(2)
RTRA 473	Clinical Internship	(2)
RTRA 474	Clinical Internship	(2)
RTRA 484, 485, 486	Radiologist Assistant Research Project	(2, 2, 2)
RTRA 488	Comprehensive Review	(1)
AHCJ 498	Portfolio II	(1)
REL	Religion elective	(2)
RELT 423	Loma Linda Perspectives	(3)
REL	Christian Ethics	(3)

To take research methods at LLU, the student must have taken statistics at LLU or must pass a statistics test.

RADIOLOGIST ASSISTANT—CERTIFICATE (63 Units)

CPR Certification

Students are required to have a current cardiopulmonary resuscitation (CPR) certification (adult and child) for all scheduled clinical experience. All CPR certifications must be completed at a Healthcare Provider level and accredited through the American Heart Association. Classes are available on campus at Life Support Education, University Arts building, 24887 Taylor Street, Suite 102.

Admission

To be eligible for admission, the applicant must have:

- Bachelor Degree from an Accredited Institution
- certification from the American Registry of Radiologic Technologists (ARRT)
- a minimum of two years of full-time radiography work experience

Please note: Statistics and research methods are required if they have not already been taken.

PROGRAM OF INSTRUCTION

Entrance to the clinical year is contingent upon the completion of all prior requirements. For the student who has already completed a Bachelor of Science degree, the Radiologist Assistant Certificate Program consists of 58 units.

FIRST YEAR**(35 UNITS)**

RTRA 331	Pharmacology I	(2)
RTRA 332	Pharmacology II	(2)
RTRA 344	Medical Anatomy and Physiology	(2)
RTRA 351	Patient Assessment I	(2)
RTRA 352	Patient Assessment II	(2)
RTRA 381	Cross Sectional Anatomy I	(1)
RTRA 382	Cross Sectional Anatomy II	(1)
RTRA 371	Clinical Internship	(1)
RTRA 372	Clinical Internship	(1)
RTRA 373	Clinical Internship	(2)
RTRA 384	Radiobiology and Health Physics	(3)
RTRA 385	Radiology Procedures and Image Evaluation I	(3)
RTRA 386	Radiology Procedures and Image Evaluation II	(3)
RTRA 387	Radiology Procedures and Image Evaluation III	(3)
AHCJ 402	Pathology I	(4)
AHCJ 403	Pathology II	(3)

CLINICAL YEAR**(28 units)**

ACLS	Advanced Cardiac Life Support	
RTCH 498	Leadership Theory and Practice	(2)
RTRA 324	Medical Legal	(1)
RTRA 346	Clinical Management and Education	(2)
RTRA 388	Radiology Procedures and Image Evaluation IV	(3)
RTRA 471	Clinical Internship	(2)
RTRA 472	Clinical Internship	(2)
RTRA 473	Clinical Internship	(2)
RTRA 474	Clinical Internship	(2)

RTRA 484, 485, 486	Radiologist Assistant Research Project	(2, 2, 2)
RTRA 488	Comprehensive Review	(1)
RELT 423	Loma Linda Perspectives	(3)

To take research methods at Loma Linda University, the student must have taken statistics at this University or must pass a statistics test.

Rehabilitation Science—AH

(Ph.D.)

GRENITH J. ZIMMERMAN, Program Director

The School of Allied Health Professions offers the Doctor of Philosophy degree in rehabilitation science. The degree program by design is inclusive of the many rehabilitation professions; and offers opportunities for qualified clinical professionals in allied health to prepare for careers in independent research, teaching, and administration. It is the goal of this program to prepare graduates who will:

- provide vision and direction for the integration of the rehabilitation professions;
- commit themselves to whole-person care;
- advance the theory and practice of rehabilitation science through research;
- acquire and integrate knowledge related to the social and basic medical sciences; and
- assess, develop, and implement interdisciplinary community-based services.

Admission

Applicants must meet the following minimum requirements:

- Bachelor's or master's degree in any allied health professions area or discipline related to rehabilitation science, with a minimum G.P.A. of 3.0 in academic and professional course work.
- Current licensure/certification in one of the rehabilitation science professions.

Prospective students are required to submit the following:

1. A formal letter of support from a primary research faculty member whose research interests and availability most closely match those of the applicant. The program director will coordinate meetings between applicants and prospective research faculty.
2. Curriculum vitae, including work history, formal education, continuing education, licensure or certification, professional organizations, honors, awards, publications, presentations, and grants.
3. At least one example of written work (e.g., term paper, course assignment, publications, master's degree research project or thesis).

Requirements

A minimum of 114 units beyond the bachelor's degree is required for students holding a master's or doctoral degree in a professional area; up to 45 graduate level quarter units taken in completion of the professional degree may be applicable to the Doctor of Philosophy degree. Application of these credits to the Doctor of Philosophy degree must be reviewed by the School of Allied Health Professions Doctor of Philosophy in Rehabilitation Science Committee prior to submission to the Faculty of Graduate Studies for approval. The student's program course work for the degree must be approved by the Doctor of Philosophy in Rehabilitation Science Committee.

Curriculum

Three core areas of study constitute the doctoral degree program:

Selectives	(36-48 quarter units)
Research and dissertation	(36 quarter units)
Rehabilitation science and religion	(30-42 quarter units)

(to include 9 units of religion, selected from the following ethical, theological, and relational courses)

RELE 525	Ethics for Scientists	(3-4)
RELR 536	Spirituality and Everyday Life	(3)

RELR 525	Health Care and the Dynamics of Christian Leadership	(3-4)
RELT 557	Theology of Human Suffering	(3-4)

Other religion courses selected in consultation with the program director
and
 at least 6 units from each of the following domains:

DOMAIN I

Political and professional advocacy (6 units minimum)

SPOL 613	Social Science Concepts and Theories I	(4)
SPOL 614	Social Science Concepts and Theories II	(4)
RESC 515	Political and Professional Advocacy in Rehabilitation	(3)
#RESC 516	Practicum in Advocacy	(1-3)

DOMAIN 2

Theories and applications in health care systems and delivery (6 units minimum, to include RESC 519)

RESC 519	Rehabilitation Theories and Applications in Health Care	(3)
AHCJ 545	Legal and Ethical Issues in the Health Professions	(3)
AHCJ 552	Professional Systems in Management II	(3)
HADM 528	Organizational Behavior in Health Care	(3)
HADM 542	Managerial Accounting for Health Care Organizations	(3)
HADM 559	Health Care Marketing	(3)
HADM 564	Health Care Finance	(3)
HADM 575	Management-Information Systems in Health Care	(3)
HADM 601	Health-Systems Operations Management	(3)
HADM 604	Health-Systems Strategic Planning	(3)

DOMAIN 3

Determinants of health behavior (6 units minimum)

HPRO 509	Principles of Health Behavior	(3)
HPRO 515	Mind-Body Interactions and Health Outcomes	(3)
HPRO 526	Lifestyle Diseases and Risk Reduction	(3)
HPRO 588	Health Behavior Theory and Research	(4)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 517	Cultural Issues in Health Care	(3)
GLBH 548	Violence Issues: Global Public Health Perspective	(3)

DOMAIN 4

Leadership and higher education (6 units minimum)

AHCJ 506	Educational Evaluation and Clinical Assessment	(3)
AHCJ 509	Teaching and Learning Styles	(3)
NRSG 544	Teaching and Learning Theory	(3)

NRSG 546	Curriculum Development in Higher Education	(3)
NRSG 555	Pharmacology in Advanced Practice	(3)
AHCJ 556	Administration in Higher Education	(3)
AHCJ 551	Professional Systems Management I	(3)
AHCJ 564	Group Process and Dynamics	(3)
AHCJ 599	Directed Teaching	(3)

Selectives**(36-48 units)**

Selected from an approved list of courses in consultation with the program director and the student's research mentor/committee.

Research and dissertation**36 units**

(to be divided as follows:)

Didactic course work**(12 units minimum)**

PHTH 535	Research and Statistics I	(3)
HPRO 589	Qualitative Research Methods	(3-4)
AHCJ 605	Critical Analysis of Scientific Literature	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)
STAT 564	Survey and Advanced Research Methods	(3)
MFAM 502	Research Tools and Methodology: Qualitative	(3)
STAT 535	Introduction to Nonparametric Statistics	(3)
STAT 568	Data Analysis	(3)

No more than one of the following courses:

STAT 514	Intermediate Statistics for Health-Science Data	(3)
MFTH 601	Statistics I	(4)
PSYC 502	Advanced Statistics II	(4)
PHTH 536	Research and Statistics II	(3)

Research registration**(24 units)**

RESC 697	Research	(1-12)
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Comprehensive examinations

The written comprehensive examination is designed to establish that the student has a broad understanding of rehabilitation science. A student is eligible to take the written examination after completing a minimum of 30 quarter units of course work, including 6 units from each of the four core domains and 6 units in research and statistics.

The oral examination is designed to establish that the student has adequate foundational information in appropriate content areas, as well as a plan to answer a research question appropriate for a doctoral dissertation. Following successful completion of the written comprehensive examination, the oral examination will be scheduled by the student's research mentor in consultation with the program director. Questions for the examination will be over the student's research proposal and the content areas on which the proposal rests.

Advancement to candidacy

The student may apply for admission to doctoral candidacy after (a) passing the written and oral comprehensive examinations; and (b) securing the support of his or her research advisory committee.

Dissertation

The candidate's capacity for independent investigation and scholarly achievement must be demonstrated by the presentation and oral defense of an acceptable dissertation, usually resulting in one to three publications. One paper must be accepted for publication before the candidate's graduation.

General requirements

For information about requirements and practices to which all graduate students are subject, the student should consult the Policies and General Regulations in Section II and the School of Allied Health Professions in Section III.

Respiratory Care—AH

(B.S., PP B.S., Certificate)

DAVID LOPEZ, Department of Cardiopulmonary Sciences Chair; Post-Professional B.S. Program Director

DAVID M. STANTON, Program Director, B.S., Entry Level and Certificate

KATHERINE GATTUSO, Director of Clinical Education, B.S.

RICHARD D. NELSON, Program Director—Saudi Campus

N. LENNARD SPECHT, Medical Director

FACULTY

Kate Gattuso

David Lopez

Arthur Marshak

Charles B. Spearman

N. Lennard Specht

David M. Stanton

CLINICAL/CONTRACT FACULTY

Alan Alipoon

Raquel M. Calderone-Vizcaino

Beth Elliot

Dennis Graham

Tony (Pauline) Hilton

Linda Houston-Feenstra

Leo M. Langga

Michael Lum

Traci L. Marin

Sherry Mason

Leslie Morales

Richard D. Nelson

Ehren Ngo

Curtis Powell

Mark S. Rogers

Douglas Roth

Richard N. Sample

Loreen K. Scott

Lindsey Simpson

Marites Solitaria

Marco Soto

Thomas W. Taylor, Jr.

Michael Terry

Maria Yun

Respiratory care is an allied health profession that promotes health and improvement in the cardiopulmonary function of people with heart and lung abnormalities and disease. Newborn, pediatric, adult, and elderly patients are treated for a wide range of problems—infant respiratory distress syndrome; trauma; cardiopulmonary arrest; conditions brought on by shock; postoperative surgical complications; and respiratory diseases such as pneumonia, asthma, cystic fibrosis, chronic bronchitis, and emphysema.

The respiratory care practitioner is a member of the health care team in medical centers, skilled-nursing facilities, outpatient rehabilitation programs, physician offices, and in-home care. Many are involved in research and development of new and innovative care and equipment. They are effective communicators and compassionate caregivers, possessing an awareness of cultural sensitivity and diversity. They have leadership roles in patient education, wellness intervention, and development of respiratory care plans. Respiratory care professionals apply critical-thinking skills in cardiopulmonary diagnostics and patient assessment to optimize decision making and delivery of patient care. In a time of high technology, increasing growth of the elderly population, and increasing numbers of patients with asthma and chronic lung disease, there is a greater demand for educated and skilled respiratory care practitioners.

Professional accreditation, licensure, and credentialing

Respiratory care program accreditation is provided by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Committee on Accreditation for Respiratory Care (CoARC). Standards and guide-lines published by CoARC must be met, relevant to general and respiratory care education and to on-going program assessment and improvement. Inquiries regarding CAAHEP can be directed to 1361 Park Street, Clearwater, FL 33756; telephone 727/210-2350; Web site <<http://www.caahep.org>>; or FAX 727/210-2354. Inquiries regarding CoARC can be directed to 1248 Harwood Road, Bedford, TX 76021-4244; telephone 817/283-2835; or Web site <<http://www.coarc.com>>. The Respiratory Care Program at Loma Linda University is CAAHEP accredited.

Graduates of CAAHEP-accredited respiratory care programs must apply to the State of California Department of Consumer Affairs Respiratory Care Board (RCB) for a license to practice in the state. The RCB requires that graduates of respiratory care programs complete general and respiratory care education courses with grades of “C” or above, resulting in a minimum of an Associate in Science degree in respiratory care. Graduates must successfully complete an examination for licensure, declare felony convictions, and undergo fingerprinting. License denial may occur due to prior felony conviction(s). Inquiries regarding

the RCB can be directed to 444 North 3rd Street, Suite 270, Sacramento, CA 95814; telephone 916/323-9983; FAX 916/323-9999; or Web site <<http://www.rcb.ca.gov>> or <RCBinfo@dca.ca.gov>.

The National Board for Respiratory Care, Inc. (NBRC), provides nationally recognized credentialing examinations for graduates of accredited respiratory care programs. Those who successfully complete the entry-level examination receive the certified respiratory therapist (CRT) credential. This examination currently is required by the state of California for licensure to practice respiratory care. Advanced practitioner examinations are required for the registered respiratory therapist (RRT) credential, neonatal-pediatric specialist certification (NPS), and certified (CPFT) and registered (RPFT) pulmonary function technologist. NBRC inquiries can be made to 18000 W. 105th Street, Olathe, KS 66061, telephone 913/895-4900; FAX 913/895-4650; or Web site <<http://www.nbrc.org>>.

Professional association

The American Association for Respiratory Care (AARC) encourages students and graduates to become members and participate in national meetings and local chapters. The AARC's aim is to foster professional growth, encourage research, and provide services and representation for its members. Further information may be obtained from the national office, 9425 North MacArthur Boulevard, Suite 100, Irving, TX 75063; telephone 972/243-2272; or Web site <<http://www.aarc.org>>.

The California Society for Respiratory Care (CSRC), as an affiliate of the AARC, is a nonprofit professional organization whose mission is to represent and encourage excellence in the art and science of cardiopulmonary support.

The CSRC is committed to health, healing, and disease prevention in the California community. The society extends these concepts to its members, students, health care professionals, and the public through education and clinical practice. Further information may be obtained from the CSRC at 1961 Main Street, Suite 246, Watsonville, CA 95076; telephone 888/730-2772; FAX 831/763-2814; or Web site <<http://www.csrc.org>>.

RESPIRATORY CARE—B.S.

Loma Linda University offers two Bachelor of Science degree programs in respiratory care. The first program is for students who have had no previous education in respiratory care and who have completed the program prerequisites listed below.

The program

The two-year, upper-division program leading to the Bachelor of Science degree is a sequence of professional course work intended to prepare competent respiratory therapists with advanced abilities in clinical care. Course work may be designed toward meeting entrance requirements for the dentistry, medicine, and physician assistant programs.

The program objectives

Upon completion of the program, the graduate should:

1. Collect and review pertinent clinical information and suggest and implement diagnostic procedures according to age-specific criteria.
2. Select, obtain, assemble, maintain, and correct malfunctions on all respiratory therapy equipment.
3. Administer medications via aerosol, subcutaneous, and other appropriate routes of delivery, according to age-specific criteria.
4. Apply current and advanced respiratory care concepts and treatment plans in the areas of ventilatory support systems (invasive and noninvasive), medical gas therapy, gas-exchange therapy, airway care, and advanced resuscitation techniques, according to age-specific criteria.
5. Assist the physician in the performance of all diagnostic or therapeutic procedures related to cardiopulmonary function.
6. Function as an efficient member of the interdisciplinary team.
7. Demonstrate advanced knowledge
8. and clinical skill in specialty areas selected from—
 - neonatal/pediatric critical care
 - adult critical care
 - cardiopulmonary diagnostics
 - hyperbaric medicine
 - sleep disorders medicine
 - cardiopulmonary rehabilitation
 - extended care

Program Outcomes

In addition to the stated institutional learning outcomes the Respiratory Care student is expected to meet the following programmatic learning outcomes:

- I. Demonstrate basic cardiopulmonary knowledge in respiratory care.
- II. Demonstrate advanced knowledge and clinical skills in respiratory care practice.
- III. Demonstrate critical thinking skills in respiratory care.

Admission

To be eligible for admission, the applicant must:

1. Complete the subject requirements noted as prerequisites (students who have not completed these requirements may be accepted on a provisional basis); and
2. Arrange for an interview at the University by appointment (an off-campus interview can usually be arranged for the distant student).

PREREQUISITE

Humanities—20 quarter (14 semester) units minimum (choose minimum of three areas from: history, literature, philosophy, foreign language, art/music appreciation or art/music history)

Included in this minimum, 4 units of religion per year of attendance at a Seventh-day Adventist college or university

Natural Sciences—Human anatomy and physiology with laboratory, complete sequence; or general biology with laboratory, complete sequence; microbiology with laboratory; introductory chemistry with laboratory, complete sequence; or general chemistry with laboratory, complete sequence

High school-level physics or introductory physics, one quarter/semester in college; or general physics, one quarter/semester in college

Two years high school mathematics with grades of C or above or intermediate algebra in college

Social Sciences—Psychology, sociology, and cultural anthropology or an approved course dealing with cultural diversity

Communications—English composition, complete sequence; speech

Computers

Health and Wellness—Personal health or nutrition

Two physical activity courses

Electives to meet minimum total requirement of 82 quarter (55 semester) units

For total unit requirements for graduation, see Division of General Studies, LLU GENERAL EDUCATION REQUIREMENTS (Section II).

PROGRAM OF INSTRUCTION

YEAR ONE

(Course work to be taken while in the B. S. degree program)

RSTH 304	Cardiopulmonary Anatomy and Physiology	(4)
RSTH 323	Pulmonary Function Methodology	(3)
RSTH 331	Pharmacology I	(2)
RSTH 332	Pharmacology II	(2)
RSTH 334	Patient Assessment	(2)
RSTH 341	Respiratory Therapy Science I	(5)
RSTH 342	Respiratory Therapy Science II	(5)
RSTH 343	Respiratory Therapy Science III	(4)

RSTH 366	Diagnostic Techniques	(3)
RSTH 381	Cardiopulmonary Diseases I	(2)
RSTH 382	Cardiopulmonary Diseases II	(2)
RSTH 391	Respiratory Therapy Practicum I	(2)
RSTH 392	Respiratory Therapy Practicum II	(2)
AHCJ 305	Infectious Disease and the Health Care Provider	(1)
AHCJ 311	Medical Terminology I	(2)
AHCJ 326	Fundamentals of Health Care	(2)
AHCJ 328	Portfolio Practicum I	(1)
AHCJ 402	Pathology I	(4)
AHCJ 403	Pathology II	(3)
RELE 457	Christian Ethics and Health Care	(2)

YEAR TWO

RSTH 354	Case Studies in Adult Respiratory Care	(2)
RSTH 393	Respiratory Therapy Practicum III	(4)
RSTH 404	Critical Care	(4)
RSTH 421	Perinatal and Pediatric Respiratory Care	(2)
RSTH 422	Advanced Perinatal and Pediatric Respiratory Care	(2)
RSTH 424	Exercise Physiology and Pulmonary Rehabilitation	(3)
RSTH 434	Advanced Patient Assessment	(2)
RSTH 441	Respiratory Therapy Science IV	(3)
RSTH 444	Case Studies Neonatal/Pediatric Respiratory Care	(2)
RSTH 464	Case Management in Respiratory Care	(2)
RSTH 466	Advanced Diagnostic Techniques	(2)
RSTH 471	Instructional Techniques I	(2)
RSTH 474	Cardiopulmonary Health Promotion and Disease Prevention	(2)
RSTH 481	Research in Cardiopulmonary Sciences	(1)
RSTH 494	Respiratory Care Practicum IV	(2)
RSTH 495	Respiratory Care Practicum V	(2)
RSTH 496	Respiratory Care Practicum VI	(3)
AHCJ 351	Statistics for the Health Professions	(3)
AHCJ 461	Research Methods	(2)
AHCJ 465	Seminars in Leadership	(2)
AHCJ 498	Portfolio Practicum II	(1)
EMMC 315	Cardiology	(3)
EMMC 316	12-Lead ECG Interpretation	(2)
RELE 475	Art of Integrative Care	(2)

RELT 406	Adventist Beliefs and Life	(2)
RELT 416	God and Human Suffering	(2)

A minimum of 192 quarter units are required for the Bachelor of Science degree in respiratory care.

RESPIRATORY CARE—POST-PROFESSIONAL B.S.

Loma Linda University offers two Bachelor of Science degree programs in respiratory care. The second program is for students who have an Associate in Science degree in respiratory care from a CAAHEP-accredited respiratory care program and who wish to earn a Bachelor of Science degree in respiratory care. This program is designated as the post-professional Bachelor of Science degree in respiratory care.

The program

The two-year, upper-division program leading to the Bachelor of Science degree is a sequence of professional course work intended to graduate individuals who have acquired advanced knowledge in the respiratory care profession, including assessment, therapeutic interventions, and management of patients with cardiopulmonary-related disorders; and who uphold the standards of the mission and goals of the School of Allied Health Professions.

The program goals

The goals of the program are to:

1. Provide therapists to the respiratory care and medical communities who have advanced practice training in cardiopulmonary care and fundamental knowledge in the areas of leadership and education.
2. Provide an undergraduate program for two-year-level respiratory therapists that enhances and broadens their knowledge in cardiopulmonary health care sciences and general studies, and allows progression into graduate programs.

The program objectives

Upon completion of the program, the graduate should:

1. Apply fundamental and advanced adult, pediatric, and neonatal respiratory care concepts and treatment plans in the areas of pathophysiology, diagnostics and advanced interventions, gas-exchange therapy, medical gas therapy, airway care, and ventilatory support systems (invasive and noninvasive).
2. Apply problem-solving skills in the areas of advanced pulmonary physiology, related diagnostics, and comprehensive pulmonary rehabilitation programs.
3. Perform fundamental and advanced patient assessment and diagnostic skills for various cardiopulmonary diseases.
4. Develop fundamental skills to conduct and interpret research in the health care arena.
5. Develop fundamental skills in leadership.
6. Develop fundamental skills in topic presentation to the health care profession and patient-care community, using appropriate lecture and demonstration techniques.

Program Outcomes

In addition to the stated institutional learning outcomes the PP-Respiratory Care student is expected to meet the following programmatic learning outcomes:

- I. Demonstrate advanced knowledge in respiratory care.
- II. Demonstrate advanced leadership skills.
- III. Demonstrate critical thinking skills in respiratory care practice.

Admission

To be eligible for admission, the applicant must:

1. Be a graduate of a CAAHEP-approved or provisionally approved, or CAHEA-approved advanced practitioner associate degree (or the equivalent) program in respiratory care;
2. Complete the subject requirements noted as prerequisites (students who have not completed these requirements may be accepted on a provisional basis); and,
3. Arrange for an interview at the University by appointment (an off-campus interview can usually be arranged for the distant student).

PREREQUISITE

Humanities—20 units minimum (choose a minimum of three areas; history, literature, philosophy, foreign language, art/music appreciation, or art/music history)

Included in this minimum, 4 units of religion per year of attendance at a Seventh-day Adventist college or university

Human anatomy and physiology with laboratory, complete sequence; or general biology with laboratory, complete sequence; or general zoology with laboratory, complete sequence

Microbiology with laboratory

Introductory chemistry with laboratory or general chemistry with laboratory

High school-level physics; or introductory physics, one quarter/semester in college; or general physics, one quarter/semester in college

Two years high school mathematics with grades of C or above or intermediate algebra in college

General psychology or sociology

Cultural anthropology or an approved course dealing with cultural diversity

Select 4 more quarter units from sociology, psychology, economics, geography, political science

English composition, complete sequence

Speech

Computers

Personal health or nutrition

Two physical activity courses

Electives to meet minimum total requirement of 96 quarter units

For total unit requirements for graduation, see Division of General Studies, LLU GENERAL EDUCATION REQUIREMENTS (Section II).

PROGRAM OF INSTRUCTION**FALL QUARTER**

(17)

RSTH 301	Advanced Respiratory Therapy Science	(3)
RSTH 422	Advanced Perinatal and Pediatric Respiratory Care	(2)
RSTH 434	Advanced Patient Assessment	(2)
AHCJ 328	Portfolio Practicum I	(1)
AHCJ 351	Statistics for the Health Professions	(3)
AHCJ 465	Seminars in Leadership	(2)
AHCJ 498	Portfolio Practicum II	(1)
RELT 406	Adventist Beliefs and Life	(2)

WINTER QUARTER

(19)

RSTH 424	Exercise Physiology and Pulmonary Rehabilitation	(3)
RSTH 431	Senior Project I	(2)
RSTH 466	Advanced Diagnostic Techniques	(2)
RSTH 471	Instructional Techniques I	(2)
RSTH 485	Evidence Based Medicine in Respiratory Care I	(4)

AHCJ 402	Pathology I	(4)
AHCJ 461	Research Methods	(2)

SPRING QUARTER (17)

RSTH 432	Senior Project II	(2)
RSTH 464	Case Management in Respiratory Care	(2)
RSTH 481	Research in Cardiopulmonary Sciences	(1)
RSTH 486	Evidence Based Medicine in Respiratory Care II	(4)
EMMC 315	Cardiology	(3)
EMMC 316	12-Lead ECG Interpretation	(2)
AHCJ 403	Pathology II	(3-4)
RELE ____	Elective	(3)

SUMMER QUARTER (10)

RSTH 433	Senior Project III*	(4)
RSTH 451	Respiratory Care Affiliation I	(2)
RSTH 487	Evidence Based Medicine in Respiratory Care III	(4)

Electives

*The Senior Project is a culminating body of work, developed by the student in consultation with the program director and presented to the department faculty. Work may be a research paper, clinical presentation, management project, or other project approved by the program director.

RESPIRATORY CARE—CERTIFICATE

CPR certification

Students are required to have current health care provider cardiopulmonary resuscitation (CPR) certification (adult, child, and infant) for all scheduled clinical experience. CPR certification must be completed at the American Heart Association Healthcare Provider level. This may be completed prior to beginning your program of study or be obtained at Loma Linda University. Classes are available on campus at Life Support Education, University Arts building, 24887 Taylor Street, Suite 102.

Admission

To be eligible for admission, the applicant must have completed a minimum of 96 quarter units (64 semester units) from an accredited college or university, or its equivalent from a foreign education program.

PREREQUISITE

Human anatomy and physiology or general biology with laboratory, complete sequence

Microbiology with laboratory

Introductory chemistry with laboratory, complete sequence; or general chemistry with laboratory, complete sequence

High school-level physics or introductory physics, one quarter/semester in college; or general physics, one quarter/semester in college

Two years of mathematics selected from: algebra I (elementary), algebra II (intermediate), or geometry. Course work may be taken in high school or college.

General psychology

English composition, complete sequence

Introduction to computers (high school or college)

RECOMMENDED COURSE WORK

Speech

Required minimum grade

All course work must have a grade of C (2.0) or better.

Professional eligibility

Upon completion of the program, graduates are eligible to pursue all credentialing examinations offered by the National Board for Respiratory Care (NBRC). Inquiries to NBRC can be made to 8310 Nieman Road, Lenexa, KS 66214-1579; telephone 913/599-4200; e-mail: <nbr-info@nbrc.org>; or Web site <<http://www.nbrc.org>>.

PROGRAM OF INSTRUCTION**YEAR ONE**

(Course work to be taken while in the B.S. degree program)

RSTH 304	Cardiopulmonary Anatomy and Physiology	(4)
RSTH 323	Pulmonary Function Methodology	(3)
RSTH 331	Pharmacology I	(2)
RSTH 332	Pharmacology II	(2)
RSTH 334	Patient Assessment	(2)
RSTH 341	Respiratory Therapy Science I	(5)
RSTH 342	Respiratory Therapy Science II	(5)
RSTH 343	Respiratory Therapy Science III	(4)
RSTH 366	Diagnostic Techniques	(3)
RSTH 381	Cardiopulmonary Diseases I	(2)
RSTH 382	Cardiopulmonary Diseases II	(2)
RSTH 391	Respiratory Care Practicum I	(2)
RSTH 392	Respiratory Care Practicum II	(2)
AHCJ 305	Infectious Disease and the Health Provider	(1)
AHCJ 311	Medical Terminology I	(2)
AHCJ 326	Fundamentals of Health Care	(2)
EMMC 316	12-Lead ECG Interpretation	(2)
RELE 457	Christian Ethics and Health Care	(2)

YEAR TWO

RSTH 354	Case Studies in Adult Respiratory Care	(2)
RSTH 393	Respiratory Care Practicum III	(4)
RSTH 404	Critical Care	(4)
RSTH 421	Perinatal and Pediatric Respiratory Care	(2)
RSTH 422	Advanced Perinatal and Pediatric Respiratory Care	(2)
RSTH 424	Exercise Physiology and Pulmonary Rehabilitation	(3)
RSTH 434	Advanced Patient Assessment	(2)
RSTH 441	Respiratory Therapy Science IV	(3)
RSTH 444	Case Studies in Neonatal/Pediatric Respiratory Care	(2)

RSTH 494	Respiratory Care Practicum IV	(2)
RSTH 495	Respiratory Care Practicum V	(2)
RSTH 496	Respiratory Care Practicum VI	(3)
EMMC 315	Cardiology	(3)

Equivalency examination/Evaluation of credit

Applicants who have comparable education or experience may be able to gain credit toward the certificate by equivalency examination or evaluation of credit on an individual basis. Loma Linda University reserves the right to assess the respiratory care knowledge base and competencies of each applicant by assessment examination(s).

A Loma Linda University grade-point average of C (2.0) is required for all courses in the program.

(See Section IV for course descriptions.)

Speech-Language Pathology and Audiology— AH

(B.S., speech-language pathology and audiology; transitional M.S., M.S., speech-language pathology)

KEIKO KHOO, Department Chair

PAIGE SHAUGHNESSY, Academic Coordinator for Clinical Education, Speech-Language Pathology and Audiology Program; Program Director for M.S. and Transitional M.S. programs

KAREN MAINESS, Program Director for Bachelor of Science

FACULTY

Keiko I. Khoo

Terry D. Douglas

Jean B. Lowry

Karen J. Mainess

Brian D. Sharp

Paige Shaughnessy

Speech-language pathologists evaluate and treat children and adults with communication disorders. Difficulties in the areas of speech, language, fluency, swallowing, and voice are associated with a variety of disorders—including developmental delay, hearing impairment, cleft palate, cerebral palsy, stroke, and head injury. Audiologists are concerned with prevention, identification, assessment, and rehabilitation of hearing disorders. Students who choose these professions should have an interest in working with people.

Opportunities

Employment opportunities for speech-language pathologists and audiologists exist in speech and hearing clinics, public schools, hospitals, universities, health departments, skilled-nursing facilities, home-health agencies, rehabilitation centers, industry, and private practice. These environments allow for considerable flexibility relative to personal interest within the profession. There is ample opportunity for employment.

Employment opportunities for speech-language pathology assistants (SLPA) include working with children in schools; or with children and adults in private clinics, hospitals, or skilled-nursing facilities.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY—B.S.

The Speech-Language Pathology and Audiology Program, leading to the Bachelor of Science degree, begins with the Autumn Quarter of the junior year. The freshman and sophomore years, which are taken at an accredited college/university afford the fundamentals of a liberal education. The emphasis in the junior and senior years is on professional courses and practical experience.

Upon completion of the B.S. degree, students are prepared to seek admission to a graduate program in speech-language pathology or related disciplines. Students are encouraged to take SLPA 267 Fieldwork during their senior year in order to qualify for the Speech-Language Pathology Assistant license issued by the California Speech-Language Pathology and Audiology Board.

Learning Objectives

In addition to the stated institutional learning outcomes, the undergraduate SLP student is expected to meet the following programmatic learning outcomes:

1. Demonstrate a basic knowledge of the human communication processes.
2. Demonstrate a basic knowledge of the major types of human communication disorders.
3. Demonstrate critical thinking.
4. Demonstrate effective oral and written communication skills.
5. Demonstrate a commitment to ethical and compassionate service.
6. Demonstrate an understanding of and respect for individuals from diverse cultures and languages.

Admission

To be eligible for admission, the applicant must have completed a minimum of 96 quarter units at an accredited college or university. The student completes—

- The general education requirements
- The speech-language pathology and audiology core. Electives to meet the needs of the individual students are selected from existing courses after consultation with the department chair.

PREREQUISITE

Humanities—select a minimum of 20 units (choose a minimum of three areas from: history, literature, philosophy, foreign language, art/music appreciation/history)

A minimum of 4 units of religious studies is required per year of attendance at a Seventh-day Adventist college or university.

Natural sciences—select a total of 12 quarter units natural sciences, including one biological science (anatomy and physiology recommended), one physical science (introductory physics recommended). Select from chemistry, geology, biology, physics, mathematics. (No more than 6 units may count toward one area.)

Two years of high school mathematics with grades of C or above **or** intermediate algebra in college

General psychology

Human growth and development or developmental psychology

English composition, complete sequence

Speech or interpersonal communication

Personal health or nutrition

Two physical activity courses

Electives to meet a minimum total requirement of 96 quarter units

For total unit requirements for graduation, see Division of General Studies, LLU GENERAL EDUCATION REQUIREMENTS (Section II).

PROGRAM OF INSTRUCTION

Core courses

SPPA 217	Beginning Sign Language	(3)
SPPA 267	Speech-Language Pathology Assistant Fieldwork *(or you may take SPPA 467)	(2)
SPPA 276	Communication across the Lifespan	(4)
SPPA 284	Introduction to Speech-Language Pathology and Audiology	(3)
SPPA 304	Hearing Science	(4)
SPPA 314	Language Analysis for Speech-Language Pathology	(4)
SPPA 317	Acoustic and Physiological Phonetics	(2)
SPPA 318	Transcription Phonetics	(3)
SPPA 324	Language Disorders of Children	(4)
SPPA 334	Phonological and Articulation Disorders	(4)
SPPA 376	Anatomy of Speech-Hearing Mechanism	(4)
SPPA 424	Adult Language Pathology	(4)
SPPA 434	Disorders of Fluency	(2)
SPPA 435	Voice Disorders	(2)
SPPA 444	Organic Speech Disorders	(4)

SPPA 454	Hearing Problems and Basic Audiometry	(4)
SPPA 467	Speech-Language Pathology and Audiology Practicum *(or you may take SPPA 267)	(1-4)
SPPA 477	Bilingualism and Biculturalism II	(2)
SPPA 485	Procedures and Materials in Speech Pathology	(4)
SPPA 486	Diagnostic Methods in Speech-Language Pathology	(4)
AHCJ 305	HIV/AIDS and the Health Provider	(1)
AHCJ 328	Portfolio Practicum I	(1)
AHCJ 351	Statistics for the Health Professions	(3)
AHCJ 461	Research Methods	(2)
AHCJ 498	Portfolio Practicum II	(1)
PSYC 305	Psychological Foundations of Education	(4)
PSYC 404	Psychological Tests and Measurements	(3)
PSYC 460	The Exceptional Individual	(3)
PSYC 479	Human Neuropsychology	(4)

Available electives (may not be taught every year):

SPPA 377	Bilingualism and Biculturalism I	(3)
SPPA 426	Behavior Management Applications with Special Populations	(2)
SPPA 445	Techniques for ESL and Accent Modification	(2)

Clinical experience

Supervised clinical practicum is recommended but not required in the B.S. degree program. Completion of specific theoretical courses precedes placement for practicum. Clinical practicum is available for students who have a G.P.A. of 3.0 or above in the major courses.

Student professional association

Students are eligible for membership in the National Student Speech-Language-Hearing Association. The student is encouraged to become a member, read the journals, and attend local meetings. The national office address is the National Student Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852.

GENERAL REQUIREMENTS

For information about requirements and practices to which all graduate students are subject, the student should consult the Policies and General Regulations in Section II and the School of Science and Technology in Section III.

A minimum grade of C (2.0) is required for all courses in the program.

SPEECH-LANGUAGE PATHOLOGY—TRANSITIONAL M.S.

Any individual with a bachelor's degree from an accredited institution is eligible for the transitional M.S. degree program. This program permits completion of undergraduate course work prior to enrolling in graduate level course work. The individual must have a bachelor's degree from an accredited institution, with a minimum G.P.A. of 3.0; GRE scores will be required before admission to the program. The student must maintain a minimum G.P.A. of 3.3 in the undergraduate course work to enroll in the graduate course work.

Learning Objectives

The learning objectives are listed under the Speech-Language Pathology - MS section.

PROGRAM OF INSTRUCTION

SPPA 276	Communication across the Lifespan	(4)
SPPA 314	Language Analysis for Speech-Language Pathologists	(4)
SPPA 317	Acoustic and Physiological Phonetics	(2)
SPPA 318	Transcription Phonetics	(3)
SPPA 324	Language Disorders of Children	(4)
SPPA 334	Phonological and Articulation Disorders	(4)
SPPA 376	Anatomy of Speech-Hearing Mechanism	(4)
SPPA 424	Adult Language Pathology	(4)
SPPA 434	Disorders of Fluency	(2)
SPPA 435	Voice Disorders	(2)
SPPA 444	Organic Speech Disorders	(4)
SPPA 454	Hearing Problems and Basic Audiometry	(4)
SPPA 477	Bilingualism and Biculturalism II	(2)
SPPA 485	Clinical Methods in Speech-Language Pathology	(4)
SPPA 486	Diagnostic Methods in Speech-Language Pathology	(4)

SPEECH-LANGUAGE PATHOLOGY—M.S.

The Speech-Language Pathology Program leading to the Master of Science degree offers preparation for careers in the professional practice of speech-language pathology, provides a basis for graduate study and research at a more advanced level, and encourages the development of capacity for independent growth. The courses are designed to increase understanding in the basic sciences of communication, to develop competence in the practice of speech-language pathology, hearing screening, and aural rehabilitation to promote a sense of responsibility toward the speech, language, and hearing handicapped and toward the community.

The clinical services of the Department of Speech-Language Pathology and Audiology, Loma Linda University Medical Center, and affiliated practicum sites provide opportunity to obtain breadth of experience in a variety of settings.

Admission

Acceptable undergraduate preparation includes a bachelor's degree in speech-language pathology and audiology or in communicative disorders. GRE and CBEST scores will be required. Applicants are admitted through the School of Allied Health Professions.

Graduate study in speech-language pathology leads to the Master of Science degree. The program provides opportunity for the graduate

- to satisfy all academic and clinical requirements for the Certificate of Clinical Competence, the California Speech-Language Pathology Services Credential and the California License in Speech-Language Pathology, or
- to prepare for doctoral study or careers in related fields.

The program does not offer a master's degree in audiology.

The Speech-Language Pathology Program is accredited by the Council on Academic Accreditation of The American Speech-Language - Hearing Association. The program is approved by the California Commission for Teacher Credentialing to prepare students for the appropriate California public school credential. The program of study consists of completing (1) required graduate-level courses, (2) supervised clinical practice, and (3) comprehensive examinations.

Learning Objectives

In addition to the stated institutional learning outcomes, the graduate SLP student is expected to meet the following programmatic learning outcomes:

- Objective 1 Demonstrate a basic knowledge of the human communication processes.
- Objective 2 Demonstrate a basic knowledge of the major types of human communication disorders and swallowing disorders.
- Objective 3 Demonstrate a basic knowledge of the principles and methods of and skills in prevention, assessment, and intervention for people with communication and swallowing disorders.
- Objective 4 Demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
- Objective 5 Demonstrate critical thinking.
- Objective 6 Demonstrate effective oral and written communication skills.
- Objective 7 Demonstrate a commitment to ethical and compassionate service.
- Objective 8 Demonstrate an understanding of and respect for individuals from diverse cultures and languages.

Degree requirements

The following are requirements for the Master of Science degree specific to this program:

1. A minimum of one quarter in residence as a graduate student.
2. A minimum of 57 quarter units of SPPA credit, including 3 units of religion taken at Loma Linda University, and additional units in SPPA 588 (Directed Teaching), SPPA 597 (Externship).
3. Evidence that the student has completed 400 clock hours of supervised clinical practice, (including 25 clock hours of observation and 375 clock hours of direct client/patient contact), with 325 of these hours being at the graduate level. Transfer students who have met the clinical experience requirements for certification must complete an additional 50 clock hours of practicum.
4. Comprehensive examinations.

PROGRAM OF INSTRUCTION

FIRST YEAR

SPPA 511	Portfolio I	(1)
SPPA 512	Graduate Portfolio II	(1)
SPPA 523	Early Childhood Language Disorders	(3)
SPPA 525	Preschool and School-Age Child Language Disorders	(3)
SPPA 535	Voice Disorders	(3)
SPPA 554	Swallowing Disorders	(3)
SPPA 567	Clinical Practice in SPPA	(1, 1, 1, 1)
SPPA 575	Instrumentation I	(1)
SPPA 598	Research Methods and Professional Literature	(3)
SPPA 679	Seminar: Motor Speech Disorders/Augmentative	(3)
SPPA 682	Seminar: Traumatic Brain Injury	(3)
SPPA 684	Seminar: Adult Language	(3)
SPPA 688	Seminar: Articulation and Phonological Disorder	(3)

SECOND YEAR

SPPA 512	Graduate Portfolio II	(1)
SPPA 545	Issues in Public Schools	(3)
SPPA 564	Aural Rehabilitation and Hearing Aids	(3)
SPPA 567	Clinical Practice in SPPA	(1, 1)
SPPA 576	Instrumentation II	(1)
SPPA 585	Professional Aspects	(3)
SPPA 587	Counseling	(3)
SPPA 597	Externship	(8)
SPPA 588	Directed Teaching	(8)
SPPA 685	Seminar: Stuttering	(3)
SPPA 687	Open Seminar	(1, 1, 1, 1, 1, 1)
SPPA 697	Research	(1)
REL_ ____	Religion	(3)

TOTAL**57 units***

*Total units—57—to include: SPPA 511, 512, 523, 525, 535, 545, 554, 564, 567 (minimum 3 units), 575, 576, 585, 587, 598, 679, 682, 684, 685, 687, 688, 697, religion (minimum 3 units).

#Students are also required to take SPPA 588 and 597 (not included in the 57 units).

School Certificates

A certificate is defined as a document of completion of a nondegree educational experience. School of Allied Health Professions school certificates are awarded upon completion of organized programs of study at the postsecondary level. Currently, four school certificates are offered.

Students registering in one of these school certificate programs register through the Office of University Records for the courses, but the certificate is issued by the School of Allied Health Professions, not Loma Linda University. The Records Office maintains a record of registration, but not the certificate. Records of the certificate and its awarding are maintained by the sponsoring department in the School of allied Health Professions.

Financial aid is NOT available to students registered in school certificate programs. These programs do not meet necessary requirements established by the U.S. Department of Education for aid eligibility.

Certificate in Computed Tomography (CT)— AH

STEVEN L. LEBER, Program Director

Overview of Program

The Computed Tomography Technologist works in a highly specialized field operating sophisticated computerized tomography equipment. This technology provides detailed cross-sectional images of the human body, assisting physicians with quality patient diagnosis and treatment.

This is a full-time 6-month Computed Tomography Certificate program completed in two quarters—Fall and Winter. Fall Quarter starts at the end of September and Winter Quarter ends around the middle of March. During the program students take formal course work along with clinical instruction. It is a full-time program with no arrangements for part-time or evening status. Clinical sites are available but a clinical site close to where student lives is not guaranteed.

The program requires 40 hours per week, which includes didactic and clinical experience. Clinical experience includes four (4), eight (8) hour days per week. Classes are scheduled for one day per week and require the student to be on campus.

The program also offers a combined nine (9) month CT/MRI program. Interested applicants should contact the program director.

Program Outcomes

1. Technologists completing the CT Program will be knowledgeable professionals in their field of study.
2. Demonstrate leadership and critical thinking in all areas of CT scanning.
3. Maintain ethical standards as a professional CT Technologist.
4. Maintain a high degree of positive interaction and communication with patients, department personal and professional staff.
5. Maintain skills and knowledge by interacting with fellow professionals, attending educational conferences, and staying current with changing technology.

The CT Student Profile

- Enthusiastic students interested in maintaining high standards of academics, clinical performance, and patient care.
- Technologists working in this field need a broad knowledge of human anatomy and computer skills.
- Transcripts should reflect strong grades in science and related courses.
- Detail oriented, able to work under pressure with critical thinking and problem solving skills.
- The student should submit meaningful recommendations from prior teachers, work supervisors, or health professionals who are knowledgeable about your qualifications.
- Students who are completing a program in Radiologic Technology prior to the start of the program may apply as long as they have there ARRT, CRT and CPR by the program start date.

Curriculum

Fall Quarter

		Units
RTSI 364	CT Procedures and Patient Care	(2)
RTSI 369	Physics	(2)
RTSI 371	Special Imaging Affiliation I	(2)
	TOTAL	(6)

Winter Quarter

		Units
RTSI 367	Cross-sectional Anatomy	(2)
RTSI 372	Special Imaging Affiliation II	(2)
	TOTAL	(4)

COMBINED CT AND MRI PROGRAMS (9-MONTH)**Autumn Quarter**

		Units
RTSI 364	CT Procedures and Patient Care	(2)
RTSI 367	CT Physics	(2)
RTSI 371	Special Imaging Affiliation I	(2)
	TOTAL	(6)

Winter Quarter

		Units
RTSI 361	MRI Physics I	(2)
RTSI 367	Cross-sectional Anatomy	(2)
RTSI 372	Special Imaging Affiliation II	(2)
	TOTAL	(6)

Spring Quarter

		Units
RTSI 362	MRI Physics	(2)
RTSI 366	MRI Procedures and Patient Care	(2)
RTSI 373	Special Imaging Affiliation III	(2)
	TOTAL	(6)

Program Requirements

1. Current ARRT Registry in Radiation Technology (RT)
2. Current California (CRT) license
3. Current CPR Card with the American Heart Association.
4. A minimum GPA of 2.5 must be maintained in all didactic and clinical coursework. Each student must complete all clinical requirements and class work, including assignments, quizzes, and exams.

Observation Experience

A minimum of eight (8) hours of career observation in CT is required. The Career Observation Form is available as a download from the forms page on the web site.

Application Procedure

1. Application should include a statement of purpose, application fee, three recommendations and transcripts. Official transcripts must come directly from the school to our Admissions Office.
2. Applications are accepted starting January of each year.
3. Deadline for applications is May 1.

Interviews

Interviews are conducted towards the end of May. All applicants will be interviewed by the program director and representatives of the School of Allied Health Professions. Applicants residing in Southern California should plan for a personal interview. Applicants will be notified by phone or e-mail of their interview schedule.

The interviews are rated in the following four areas:

- a. Work experience or training background
- b. Recommendations
- c. Academic background
- d. Communication skills, knowledge, motivation, etc.

Selection

After all applicants have been interviewed, the selection committee for the CT Program meets to make the final selections. Selections are usually decided by the middle of June and confirmation of each decision is mailed to the respective applicant from the Office of Admissions for the School of Allied Health Professions.

Acceptance

Accepted applicants are notified by the end of June.

All information in this promotion is subject to change.

Imaging Informatics—AH

(On-line Program)

TIM SEAVEY, Program Director

The Program

The purpose of the program is to enable the learners to function as PACS Administrators (Picture Archiving Computer Systems).

Distance Education

The Imaging Informatics Program is an online program open to qualified applicants throughout the nation.

Program Outcomes

Upon completion of the program, the graduate should be qualified to:

1. Demonstrate leadership and critical thinking in the management of Imaging Informatics.
2. Behave in a professional manner in all interactions in Imaging Informatics.
3. Comply with the current standards and practices set by the governing bodies of imaging in the medical field.
4. Improve knowledge and skills in the Imaging Informatics arena.

Admission Requirements

To be eligible for admission applicants must be certified by the American Registry of Radiologic Technology (ARRT) in Diagnostic Radiography. Applicants must have at least two years of experience with CR (computed radiography) or DR (direct radiography) in their work place or take a prerequisite CR/DR course (available online @ LLU).

The applicant's recommendations, phone interview, and work experience are also considered in the admissions screening process.

All applicants must have the following:

- Certified by the American Registry of Radiologic Technology (ARRT), Diagnostic Radiography
- Copy of current state and national license/certification
- Official transcripts for all college coursework
- 3 letters of reference
- 1-page essay describing their personal and professional skills and accomplishments, interests, career goals, and how the Imaging Informatics Program will help achieve them
- Phone interview (to be scheduled after application has been submitted)

Program Design

The program will consist of four 3-unit courses totaling 12 quarter units. The student will utilize text, video, PowerPoint, and other interactive online resources to learn in an online environment through Blackboard. The student will be assessed using quizzes, papers, group discussion, lab assignments and projects.

Program of Instruction

The program of instruction outlined below is for students enrolled during the 2008-2009 academic year. Courses may be taken concurrently.

RTII 354	Introduction to Informatics
RTII 358	PACS Planning and Implementation
RTII 364	RTII 364
RTII 368	Future Management of PACS

Certificate in Magnetic Resonance Imaging (MRI)

STEVEN L. LEBER, Program Director

Overview of Program

The Magnetic Resonance Imaging Technologist works in a highly specialized field operating sophisticated computerized equipment. They provide detailed cross-sectional images of the human body, assisting physicians with quality patient diagnosis and treatment.

This is a full-time 6-month Magnetic Resonance Imaging Certificate program involving two quarters—Winter and Spring. It starts in January and ends around the middle of June. During the program students take formal course work along with clinical instruction. It is a full-time program with no arrangements for part-time or evening status. Clinical sites are available but a clinical site close to the student's residence is not guaranteed.

The program requires 40 hours per week, which includes didactic and clinical experience. Clinical involves four (4), eight (8) hour days per week. Classes are scheduled for one day per week and require the student to be on campus.

We also offer a combined nine (9) month MRI/CT program. Contact the program director if you are interested in this program.

Program Outcomes

1. Technologists completing the MRI Program will be knowledgeable professionals in their field of study.
2. Demonstrate leadership and critical thinking in all areas of MRI scanning.
3. Maintain ethical standards as a professional MRI Technologist.
4. Maintain a high degree of positive interaction and communication with patients, department personal and professional staff.
5. Maintain skills and knowledge by interacting with fellow professionals, attending educational conferences, and staying current with changing technology.

The MRI Student Profile

1. Enthusiastic students interested in maintaining high standards of academics, clinical performance, and patient care.
2. Technologists working in this field need a broad knowledge of human anatomy and computer skills.
3. Transcripts should reflect strong grades in science and related courses.
4. Students should be detail-oriented, able to work under pressure with critical thinking and problem solving skills.
5. The student should submit meaningful recommendations from prior teachers, work supervisors, or health professionals who are knowledgeable about his/her qualifications.
6. We accept students who are completing a program in Radiologic Technology prior to the start of the program as long as they have there ARRT, CRT and CPR by the program start date.

CURRICULUM

MRI Program (6-month)

Winter Quarter

		Units
RTSI 361	CT Physics	(2)
RTSI 367	Cross-sectional Anatomy	(2)
RTSI 371	Special Imaging Affiliation II	(2)
	TOTAL	(6)

Spring Quarter**Units**

RTSI 362	MRI Physics II	(2)
RTSI 366	MRI Procedures and Patient Care	(2)
RTSI 372	Special Imaging Affiliation III	(2)
	TOTAL	(6)

Combined CT and MRI programs (9-month)**Autumn Quarter****Units**

RTSI 364	CT Procedures and Patient Care	(2)
RTSI 369	CT Physics	(2)
RTSI 371	Special Imaging Affiliation I	(2)
	TOTAL	(6)

Winter Quarter**Units**

RTSI 361	MRI Physics I	(2)
RTSI 367	Cross-sectional Anatomy	(2)
RTSI 372	Special Imaging Affiliation II	(2)
	TOTAL	(6)

Spring Quarter**Units**

RTSI 362	MRI Physics II	(2)
RTSI 366	MRI Procedures and Patient Care	(2)
RTSI 373	Special Imaging Affiliation III	(2)
	TOTAL	(6)

Program Requirements

- Current ARRT Registry in Radiation Technology (RT)
- Current California (CRT) license
- Current CPR Card with the American Heart Association.
- A minimum GPA of 2.5 must be maintained in all didactic and clinical coursework. Each student must complete all clinical requirements and class work, including assignments, quizzes, and exams.

Observation Experience

A minimum of eight (8) hours of career observation in MRI is required. The Career Observation Form is available as a download from the forms page on the web site.

Application Procedure

1. Applications are accepted starting in January of each year.
2. Deadline for applications is May 1. The program starts the following January.
3. Application should include a statement of purpose, application fee, three recommendations and transcripts. Official transcripts must come directly from the school to the School of Allied Health Admissions Office.

Interviews

Interviews are conducted towards the end of May. All applicants will be interviewed by the program director and representatives of the school of Allied Health Professions. Applicants residing in Southern California should plan for a personal interview. Applicants will be notified by phone and/or e-mail of their interview schedule. Interviews are rated in the following four areas:

- a. Work experience or training background
- b. Recommendations
- c. Academic background
- d. Communication skills, knowledge, motivation, etc.

Selection

After all applicants have been interviewed, the selection committee for the MRI Program meets to make the final selections. Selections are usually decided by the middle of June and confirmation of each decision is mailed to the respective applicant from the Office of Admissions for the School of Allied Health Professions.

Acceptance

Applicants accepted for the following Winter Quarter are notified by the end of June.

All information in this promotion is subject to change.

Phlebotomy—AH

(Certificate)

RODNEY ROATH, Chair, Department of clinical Laboratory Science

TERRI J. ROSS, Program Director

JAMES M. PAPPAS, Medical Director

Procedures in phlebotomy are designed to train individuals to collect blood for laboratory analysis, which is necessary for the diagnosis and care of the patient. Ideal for health professionals seeking to expand their current skills, or for those interested in a profession in laboratory medicine, this training program is approved by the California Department of Public Health, Laboratory Field Services. The School of Allied Health issues a certificate in phlebotomy to successful participants.

The program

The program trains the modern phlebotomist to perform venipuncture and capillary punctures; topics include medical terminology, laboratory safety, basic anatomy and physiology, quality-assurance methods, and medico-legal issues of phlebotomy. A minimum of forty (40) hours of supervised clinical experience are available at Loma Linda University Medical Center and other medical affiliates, allowing participants to achieve proficiency in the health care setting.

Accreditation

The program is approved by the California Department of Public Health, Laboratory Field Services, 850 Marina Bay Parkway, Bldg. P, 1st Floor, Richmond, CA 94804-6403; telephone: 510/620-3792.

Professional registration

Upon successful completion of the certificate program, participants receive a certificate of completion in phlebotomy and are eligible to take examinations such as the national certifying examination offered by the Board of Registry, American Society of Clinical Pathologists (ASCP), 2100 West Harrison Street, Chicago, IL 60612; telephone, 800/621-4142 or the National Center for Competency Testing (NCCT), 7007 College Blvd., Overland Park, KS 66211, 800/875-4404, Web <www.ncctinc.com>; or any others recognized by the state of California.

Admission

To be eligible for admission, the applicant must be 18 years of age or older and have a high school diploma; or GED. All registrants must have current immunizations (measles, mumps, rubella, tetanus) PPD skin test, proof of Hepatitis B vaccine, and pass a background check.

How to apply

Prospective students should contact the Department of Clinical Laboratory Science in the School of Allied Health Professions for an application packet with instructions.

PROGRAM OF INSTRUCTION

AHCJ 105	Procedures in Phlebotomy	(5)
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School of Dentistry

Dean's Welcome

School Foundations

- History
- Our mission
- Vision
- Core values

General Information

- General regulations
- Specific program requirements
- Programs and degrees offered
- Combined-degrees programs
- Advanced Dental Education Programs—M.S., M.S.D., certificate
- Admission requirements for advanced dental education programs/postdoctoral programs
 - Residence
 - Stipends
 - Tuition
 - Thesis
 - General requirements
 - Summary of admission criteria for advanced dental education programs
- General Dentistry Program—Doctor of Dental Surgery (D.D.S.)
 - Application and admission
 - Pre-entrance requirements
 - Application procedure
 - Transfer
- International Dentist Program—D.D.S.
 - Application and admission
 - Pre-entrance requirements
 - Application procedure, deadlines, deposit
- Dental Hygiene Program—B.S.
 - Application and admission
 - Pre-entrance requirements
 - General education requirements
- School of Dentistry technical standards
 - Cognitive abilities
 - Observation
 - Communication
 - Motor skills
 - Behavioral and social attributes
 - Accommodation for disabled applicants and students

Learning Outcomes

- Learning Outcomes for Advanced Dental Education

Student Life

- Policies for this school
- Code of ethics
- Student association
- Special opportunities

Academic Information

- General policies
 - Registration
 - Attendance
 - Length of academic residence
 - Dean's list
 - Course waiver
 - Special examination
 - Repeating/Remediating a course
- Academic criteria for promotion
 - Dentistry
 - Dental Hygiene
- School of Dentistry academic requirements for graduation
 - Dentistry
 - International Dentist Program
 - Dental Hygiene
- National dental boards
 - Part I
 - Part II
- Procedures for academic review
 - Academic disciplinary policy
 - Academic probation
 - Criteria for placement on academic probation
 - Level of academic probation
 - Conditions for a student on academic probation
 - Remedial action
 - Academic leave of absence
 - Academic discontinuation
 - Student-initiated academic grievance procedure
- Service learning
- Learning environment
- Basic sciences departments serving the School of Dentistry

Financial Information

- Financial policies
 - General financial practices
 - Student financial aid
 - Schedule of charges/Tuition/Fees (2007-2008)
 - General Dentistry
 - IDP
 - Dental Hygiene
- On- and off-campus student housing
- Awards
- Additional policies and requirements

Programs, Degrees and Certificates

- Dental Hygiene—B.S.
- General Dentistry—D.D.S.
- International Dentist—D.D.S.
- Advanced Dental Education
 - Dental Anesthesiology—certificate, M.S.D. (optional)
 - Endodontics—M.S. (optional), M.S.D. (optional), post-D.D.S./D.M.D., certificate
 - Implant Dentistry—M.S. (optional), M.S.D. (optional), post-D.D.S./D.M.D., certificate
 - Oral and Maxillofacial Surgery—M.S. (optional), M.S.D. (optional), post-D.D.S./D.M.D., certificate
 - Orthodontics and Dentofacial Orthopedics—M.S., post-D.D.S./D.M.D., certificate
 - Pediatric Dentistry—M.S. (optional), M.S.D. (optional), post-D.D.S./D.M.D., certificate
 - Periodontics—M.S. (optional), M.S.D. (optional), post-D.D.S./D.M.D., certificate
 - Prosthodontics—M.S. (optional), M.S.D. (optional), post-D.D.S./D.M.D., certificate
- Combined Advanced Programs
 - Periodontics-Implant Dentistry
 - Prosthodontics-Implant Dentistry
 - Periodontics-Prosthodontics

Combined-Degrees Programs

Dentistry–SD with Anatomy–SM

D.D.S./Ph.D.

(See program in Anatomy with Dentistry.)

Dentistry–SD with Biology–ST

D.D.S./M.S.

(See program in Biology with Dentistry.)

Dentistry–SD with Biomedical and Clinical Ethics–SR

D.D.S./M.A.

(See program in Biomedical and Clinical Ethics with Dentistry.)

Dentistry–SD with Biomedical Sciences–SM

D.D.S./Ph.D.

(See program in Biomedical Sciences with Dentistry.)

Dentistry–SD with Geology–ST

D.D.S./M.S.

(See program in Biology or Geology with Dentistry.)

Dentistry–SD with Public Health–PH

D.D.S./M.P.H.

Dean's Welcome

Dentistry is a strategic component of overall health; and Loma Linda University School of Dentistry is a vibrant center of education where you will acquire knowledge, technical skills, management expertise, and the ability to exceed patients' expectations—thereby providing you with the capacity to thrive in your dental career.

Our faculty are committed to providing you with an evidence-based education that incorporates the most advanced electronic education resources available. You will receive abundant experience in patient care, both in the School of Dentistry and at extramural clinics that help meet the dental health needs of individuals with limited or no access to dental care.

Our ongoing commitment to clinical and foundational research provides you with rich opportunities to work with outstanding faculty in a wide variety of investigative activities.

You will receive an excellent contemporary education filled with rich clinical experience. However, it is the people who have been drawn to this unique environment of Christian education that make Loma Linda University a special place. I invite you to learn more about our clinical services; our programs; and our exceptional family of students, faculty, and staff.



A handwritten signature in black ink that reads "Charles J. Goodacre". The signature is written in a cursive, flowing style.

Charles J. Goodacre, D.D.S., M.S.D.
Dean, School of Dentistry

School Foundations

HISTORY

A small but determined group of dentists met during the summer of 1943 in Grand Ledge, Michigan. Their purpose was to form an organization that would serve as a catalyst, urging the Seventh-day Adventist Church to sponsor a dental school where young adults could learn the dental profession in an environment consistent with their religious beliefs. These men were the founders of the National Association of Seventh-day Adventist Dentists (NASDAD).

Under the leadership of Dr. J. Russell Mitchell, the organization's first president, the goal of a Christian dental school began taking conceptual form. NASDAD expanded in membership and objectives through men such as Dr. C. C. Ray, who toured the country on his own time in search of fellow Seventh-day Adventist dentists who were willing to pursue NASDAD's goals.

Dr. M. Webster Prince served as president of NASDAD in 1948 and 1949. At a meeting in San Francisco in 1949, NASDAD members voted unanimously to support the dental school project. Later that year at a NASDAD session in Hinsdale, Illinois, the members pledged a strong financial base in support of their goals.

The momentum of the effort became evident in the early 1950s. The General Conference of Seventh-day Adventists, under the guidance of President W. H. Branson, asked Dr. Prince to conduct a feasibility study. Official action was taken in 1951 to authorize establishment of the School of Dentistry as a unit of Loma Linda University's School of Medicine. Dr. Prince was selected as the first dean of the School of Dentistry. His leadership in organizing and eventually administering the new School of Dentistry was facilitated by his prior experience as president of the Michigan Dental Association and as chair of the American Dental Association Council on Dental Education. Forty-two students comprised the inaugural class in the late fall of 1953.

A dental hygiene curriculum leading to a Bachelor of Science degree was developed in 1959 under the direction of Dr. Gerald A. Mitchell, chair of the Department of Periodontics. Violet Bates became chair of the new department, and the first class of ten dental hygienists graduated in 1961.

In 1960 Dr. Charles T. Smith became dean. During this period the school experienced positive growth in many areas. A dental assisting curriculum was developed in 1968 under the leadership of Betty Zendner. The first class graduated in 1969, receiving the Associate in Science degree. A dental auxiliary utilization (DAU) program was initiated to provide enhanced learning for dental students. The Monument Valley Dental Clinic for Navajo Indians was started in 1966, and Dean Smith succeeded in finding from public sources fiscal support for the clinic building and for faculty housing. New advanced-education (postdoctoral) programs were initiated in five clinical disciplines: orthodontics, oral surgery, periodontics, endodontics, and oral pathology.

During the 1970s the School of Dentistry continued its evolution into one of the premier clinical programs in the United States. Dr. Judson Klooster became dean in 1971. One of his major contributions was the expansion of Prince Hall, which was completed in May 1976. The new building more than doubled the number of clinical units; provided facilities for specialized areas of clinical instruction; and included eight new research laboratories, new classrooms, seminar rooms, amphitheaters, urgently needed teacher office space, and a commensurate expansion of support facilities and services. The Oral and Maxillofacial Surgery Clinic was remodeled, and an outpatient surgicenter was developed to meet the needs of those patients requiring general anesthesia for dental treatment.

The School of Dentistry became an important regional resource for providing dental care for developmentally disabled children and adults, many of whom require such a treatment setting. The Biomaterials Research Laboratory was constructed; and new advanced-education programs were initiated in pediatric dentistry, implant dentistry, dental anesthesiology, and prosthodontics. A new program was established in 1985 to provide a U.S. dental education for foreign-trained dentists. An increasing number of dental professionals from other countries were seeking an American education and the opportunity to practice dentistry in the United States or to gain advanced knowledge to share in their own countries. The International Dentist Program continues to offer an intensive, twenty-one-month course of study leading to a D.D.S. degree. The program has added a six-month certificate program limited to dental missionaries from other countries who sense the need for updated continuing education.

In 2000, the first major expansion of the School of Dentistry in more than twenty years added 15,000 square feet to Prince Hall on the east side and provided two new patient entrances. The expanded Special Care Dentistry Clinic and the enlarged Pediatric Dentistry Clinic were relocated to the ground floor. An additional student laboratory was also included on that level. On the second floor, the new space allowed for expansion of the predoctoral clinic, with thirty-six additional operatories.

OUR MISSION

Loma Linda University School of Dentistry seeks to further the healing and teaching ministry of Jesus Christ by providing an environment in which:

- Students learn to provide high-quality oral health care based on sound scientific principles.
- Patients receive competent care that is preventive in purpose and comprehensive in scope, and that is provided with compassion and respect.
- Faculty, students, and staff value the patient relationship, respect diversity, and share responsibility by working together toward academic, professional, spiritual, and personal growth.
- Scholarly activity and research provide a foundation for evidence-based learning and enhance whole-person care.
- The workplace environment attracts and retains a superior and diverse faculty and staff who motivate, educate, and serve.

Our communities (local, global, and professional) benefit from our service, stewardship, and commitment to lifelong learning

VISION

Loma Linda University School of Dentistry is a preeminent health care organization seeking to represent God in all we do. We are enthusiastically committed to excellent, innovative, comprehensive education of our students and whole-person care of our patients.

Our students, staff, and faculty are empowered through an enabling environment that honors the dignity, diversity, and worth of everyone.

Our graduates are exemplary professionals and progressive clinicians of integrity.

Our Lord's example inspires us to enrich our local and global communities through service. This is our calling.

CORE VALUES

- Belief in God
- Respect for the individual
- Principled spirituality
- Student focus
- Empathic care
- Commitment to service
- Pursuit of truth
- Progressive excellence
- Analytic thinking
- Effective communication

General Information

GENERAL REGULATIONS

Students of the University are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation. This section of the CATALOG provides the general setting for the programs of the School of Dentistry and outlines the subject and unit requirements for admission to individual professional programs. It is important to review specific program requirements in the context of the general requirements applicable to all programs.

SPECIFIC PROGRAM REQUIREMENTS

Information on the preceding pages pertains to general requirements governing all students. The student is reminded of individual responsibility to be fully informed not only of these general requirements but also of the specific requirements in the following pages, which govern the curriculum of the chosen program.

PROGRAMS AND DEGREES

The School of Dentistry offers a comprehensive range of programs. Each of the school's five programs draws on the curricula of the various departments.

1. The undergraduate curriculum, the DENTAL HYGIENE Program, leads to the Bachelor of Science degree and prepares the dental hygienist to enter a variety of careers. Dental hygiene is a four-year college curriculum; the junior and senior years are taken in the LLU School of Dentistry.
2. The four-year professional curriculum, the GENERAL DENTISTRY Program, leads to the Doctor of Dental Surgery degree and equips the general dentist to meet the needs of a diverse patient population.
3. The International Dentist Program, a twenty-four-month (two academic years) curriculum, leads to a Doctor of Dental Surgery degree from Loma Linda University, upon completion of the program. The program is designed for the dentist whose dental degree was earned outside the United States.
4. The ADVANCED DENTAL EDUCATION PROGRAMS lead to postdoctoral certificates in eight specialty and nonspecialty areas of dentistry—and, at the student's option, additionally to the Master of Science degree.
5. The COMBINED-DEGREES PROGRAMS lead to a Doctor of Dental Surgery degree (through the School of Dentistry) earned concurrently with a Master of Public Health degree (through the School of Public Health)—D.D.S./M.P.H.; or to the Doctor of Dental Surgery degree (through the School of Dentistry) earned concurrently with a Master of Science degree or Doctor of Philosophy degree—D.D.S./M.S. or D.D.S./Ph.D.

COMBINED-DEGREES PROGRAMS

D.D.S. / M.P.H.

A combined-degrees Doctor of Dental Surgery and Master of Public Health degree program is open to qualified students who want to influence and manage the future as a skilled leader—in public or private sectors—from large health care systems to mission hospitals, from research laboratories to primary care. The Master of Public Health degree can be taken, within a twelve-month period after either the second or third year of the D.D.S. degree program, in any of the following majors: biostatistics, environmental and occupational health, community wellness, epidemiology, health administration, health education, international health, maternal and child health, or nutrition.

D.D.S. / M.S.

A combined-degrees program leading to the Doctor of Dental Surgery and the Master of Science degrees is open to qualified students of dentistry. The student who is interested in establishing a broader professional base in science or who is looking toward a career in teaching or research may take an interim leave from the School of Dentistry after the second or third professional years and fulfill professional degree requirements subsequent to or concurrent with completing course work and research for the Master of Science degree.

The combined-degrees program in dentistry and in biomedical and clinical ethics is designed to fit the schedule of D.D.S. degree students. Ethics in dentistry is an emerging academic interest, and this program aims to evolve the Loma Linda University dental school into one of a very select few in the nation known for their expertise in ethical issues. This program requires 48 units of credit.

D.D.S. / Ph.D.

The biomedical sciences program provides opportunity for well-qualified and motivated students to pursue both a professional and a graduate education and to prepare for careers in clinical specialization, teaching, or investigation in health and human disease. The student who has a baccalaureate degree and the approval of the School of Dentistry Office of Academic Affairs may

enter the combined-degrees program and work concurrently toward the Doctor of Dental Surgery and the Doctor of Philosophy degrees. A minimum of six years is required to complete a combined-degrees program, offered cooperatively by the School of Dentistry and the School of Medicine, the School of Religion, or the School of Science and Technology.



ADVANCED DENTAL EDUCATION PROGRAMS

The School of Dentistry offers advanced dental education programs in specialty and nonspecialty disciplines of dentistry. Postdoctoral certificates, Master of Science (M.S.) and Master of Science in Dentistry (M.S.D.) degrees are available. The purpose of these programs is to offer candidates an opportunity to integrate advanced clinical training with meaningful exposure to applied basic science and research. For additional information and to submit an online application, interested applicants should visit the School of Dentistry website (Graduate Programs).

Advanced dental education programs leading to a professional certificate with an option to also pursue the Master of Science (M.S.) degree or the Master of Science in Dentistry (M.S.D.) degree are:

- Dental Anesthesiology*
- Endodontics
- Implant Dentistry
- Oral and Maxillofacial Surgery
- Orthodontics and Dentofacial Orthopedics (M.S. degree only)
- Pediatric Dentistry
- Periodontics
- Prosthodontics
 - Periodontics and Implant Dentistry Combined Program
 - Prosthodontics and Implant Dentistry Combined Program
 - Periodontics and Prosthodontics Combined Program

*An optional Master of Science degree in physiology or pharmacology requires a third year of study.

These programs are organized to comply with the standards of the Council on Dental Education of the American Dental Association, and the objectives and content meet the requirements of the respective specialty boards. In addition, the programs in endodontics, oral and maxillofacial surgery, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics, and prosthodontics are accredited by the Commission on Dental Accreditation—a specialized accrediting body recognized by the Council on Postsecondary Accreditation and the United States Department of Education. For further information, the student may contact:

The Office of Advanced Education
Loma Linda University
School of Dentistry
Loma Linda, CA 92350

Admission requirements for advanced dental education programs/postdoctoral programs

An appropriate degree from an accredited college or university is required for admission into the advanced dental education programs and postgraduate programs. A doctoral degree in dentistry (Doctor of Dental Surgery or Doctor of Dental Medicine) or the equivalent is required for admission to all programs. The applicant should have achieved a general grade-point average on a 4-point scale of not less than 3.0, with no grade below 2.0. In addition to acceptable scholastic performance, the applicant must give evidence of personal and professional fitness for growth in the science and art of the intended dental discipline. For application deadlines, see section on each individual program.

After applicants are accepted into the advanced dental education programs in dental anesthesiology, endodontics, oral and maxillofacial surgery, pediatric dentistry, periodontics, prosthodontics, or the postdoctoral program in implant dentistry, they may apply for admission to the Faculty of Graduate Studies for the purpose of earning an M.S. degree or to the Office of Advanced Education to earn an M.S.D. degree (in addition to the advanced program certificate). For the purpose of the Faculty of Graduate Studies application only, a Graduate Record Examination (GRE) certificate is required at the time of application to the Faculty of Graduate Studies. Applicants for the Master of Science (MS) degree who meet or exceed the minimum entrance requirements may be accepted to the Faculty of Graduate Studies (FGS) by the School of Dentistry's Associate Dean for Advanced Education. The master's degree thesis must be completed, defended, and accepted in final form (as evidenced by a completed Form D) by both the graduate program and the Faculty of Graduate Studies. The time lapse from acceptance to the master's degree program to completion of all degree requirements and the thesis may not exceed five (5) years.

For additional information regarding the dates and times for GRE, call toll free 609/771-7670; or visit Web site <www.gre.org>. Applicants for whom English is a second language must show satisfactory results on the Test of English as a Foreign Language (TOEFL). For additional information, call toll free 800/257-9547.

Residence

The required time in residence varies with each program. For length of program, refer to information under program description.

Stipends

Stipends are provided in the dental anesthesiology and the oral and maxillofacial surgery programs. For details, contact the program directors.

Tuition

Tuition and fees quoted in the School financial information section of this CATALOG are for the academic year 2008-2009.

Thesis

Students on the Master of Science degree track are required to pursue study in basic or clinical research, the results of which are to be presented in thesis form according to standards set by the Faculty of Graduate Studies Council. Students may be required to defend the thesis orally.

Publishable Paper

Students in the Master of Science in Dentistry degree track must submit a publishable paper (or optional thesis) no later than one year from the date they complete their certificate program. Candidates are admitted to only one master degree track of their choosing.

General requirements

For information about requirements and practices to which all graduate students are subject, the student should consult Section II of this CATALOG.

Admissions Criteria for Advanced Dental Education Programs

Effective January 1, 2007, applications to all graduate programs must be submitted online through Loma Linda Admissions.

PROGRAM	Official Transcript(s) ¹	Cumulative G.P.A. ²	GRE ³	National Boards Part I ⁴	TOEFL ⁵	Letters of Recommendation
Dental Anesthesiology	Required	3.0	See #3	Required	Required	3
Endodontics	Required	3.0	See #3	Required	Required	3
Implant Dentistry ⁶	Required	3.0	See #3	Not Required	Required	3
Oral and Maxillofacial Surgery	Required	3.0	See #3	Required	Required	3
<i>Undergraduate School</i>	Required	3.0		(>90%)		
<i>PASS and Match Participant</i>						
Orthodontics and Dentofacial Orthopedics	Required	3.0	Required	Required (Part II - if available)	Required	3
Pediatric Dentistry	Required	3.0	See #3	Required	Required	3
<i>PASS and Match Participant</i>						
Periodontics ⁶	Required	3.0	See #3	Required (Part II - if available)	Required	3
Prosthodontics	Required	3.0	See #3	Required	Required	3

Application and Program Dates

PROGRAM	LLU APPLICATIONS		ADMISSIONS COMMITTEE MEETS	PASS APPLICATIONS		ADVANCED EDUCATION PROGRAMS	
	OPEN	CLOSE		OPEN	CLOSE	START DATE	ENDING DATE
DENTAL ANES	5/1/2008	10/1/2008	November	5/15/2008	10/1/2008	July 1	June 30
ENDN	1/1/2008	9/15/2008	Late September	5/15/2008	9/15/2008	July 1	Late September
IMPD	1/1/2008	9/15/2008	November	n/a	n/a	Mid- March	Mid- March
ORDN	1/1/2008	8/1/2008	Not Determined	n/a	n/a	Late June	Late September
OMFS	n/a	n/a	December	5/15/2008	10/1/2008	July 1	June 30
PEDN	n/a	n/a	January	5/15/2008	10/15/2008	July 1	June 30
PERI	1/1/2008	9/1/2008	October	5/15/2008	9/1/2008	July 1	June 30
PROS	1/1/2008	9/15/2008	November	5/15/2008	9/15/2008	July 1	June 30

¹ Transcripts: Transcripts from each professional school the student has attended must be submitted by those institutions directly to the Office of Advanced Dental Education in the School of Dentistry. Non-US trained applicants must have their transcripts evaluated by a U.S. third party, with a request to submit a transcript report directly to Admissions Processing, Loma Linda University, Loma Linda, CA 92350.

² Grade Point Average (G.P.A.): A cumulative G.P.A. of 3.0 (on a 4.0 scale) is required for admission.

³ GRE (Graduate Record Examination) Criteria: Although the Graduate Record Examination (GRE) may not be required for admission by all programs, it is required of all students who wish to apply for admission to the Faculty of Graduate Studies and pursue a Master of Science (MS) degree. Minimum admissions criteria are combined verbal and quantitative score of 1000 and 4.0 for the critical writing section.

⁴ National Boards, Part I: Refers to Part I of the two-part U.S. National Board Examinations. Part II should also be submitted with Part I, if available.

⁵ English Language Skills: Non-US applicants for whom English is not their primary language are required to take the TOEFL examination. They must demonstrate satisfactory verbal and written English language skills.

⁶ Experience – The Advanced Education in Periodontics Program and the Advanced Education in Implant Dentistry Program require at least one year of post-doctoral study or employment. This requirement can be met by the successful completion of an advanced education in general dentistry (AEGD) or general practice residency (GPR) program.

DOCTOR OF DENTAL SURGERY (D.D.S.) PROGRAM

Application and admission

The Admissions Committee looks for evidence of scholastic competence, moral and ethical standards, and significant qualities of character and personality. In broad terms, the following are standards required for admission:

- Intellectual capacity to complete the curriculum.
- Emotional adaptability and stability.
- Social and perceptual skills.
- Physical ability to carry out observation and communication activities, and the possession of sufficient motor and sensory abilities to practice general dentistry.
- Commitment to a dynamic spiritual journey and service to mankind.
- All materials submitted for admission should be sent to:

Office of Admissions
School of Dentistry
Loma Linda University
Loma Linda, CA 92350

Pre-entrance requirements

Although the pre-dentistry curriculum in an accredited college can be completed in three years, a baccalaureate degree or equivalent is strongly recommended. The following complete college courses are required for entrance into the D.D.S. degree program:

HUMANITIES

Freshman English (complete sequence, 2 semesters or 2 quarters) to include composition and literature

NATURAL SCIENCES (complete course, one full year or equivalent)

General biology or zoology with laboratory

General chemistry with laboratory

General physics with laboratory

Organic chemistry with laboratory

Biochemistry (one semester or a minimum of 4 units; 2 quarters or a minimum of 6 units)

ELECTIVES (strongly recommended)

Molecular biology and/or Cell biology

Genetics

Immunology

Microbiology

Vertebrate physiology

Histology

Anatomy

Psychology

Basic human nutrition

Basic accounting

Principles of management

Small Business Management

Ceramics

REQUIRED

Students preparing for the predoctoral program are required to complete a minimum of three academic years with no fewer than 96 semester or 144 quarter units in a college or university accredited by a regional accrediting association. Preference is given to applicants who have completed or will complete the requirements for a baccalaureate degree prior to admission. A maximum of 64 semester or 96 quarter units of credit may be accepted from an accredited junior or community college.

A complete academic year of class work (8 semester or 12 quarter units) in general biology, general chemistry, organic chemistry, general physics. A complete sequence of freshman English to include composition and literature (2 semesters or 2 quarters). The biochemistry requirement is one semester or a minimum of 4 units; 2 quarters or a minimum of 6 units. *All prerequisites must be completed within five years prior to admission, with a grade of C or above in each course.* A minimum grade-point average of 2.7 in science subjects and in non-science subjects, averaged separately, is required. The average grade-point average for accepted students is substantially higher.

Students who are enrolled in another program in Loma Linda University are not considered for admission until they have completed or have been released from the program.

Prior to consideration for admission, the applicant must meet specific criteria related to past academic performance (G.P.A.), performance on the Dental Admission Test (DAT), and a personal interview. Applicants are expected to have taken the DAT within the previous two years, preferably not later than October of the year preceding admissions. At the applicant's request, test results are sent to the school by the testing service. Information may be obtained directly from the American Dental Education Association, 211 East Chicago Avenue, Chicago, IL 60611. An application form and descriptive material may be obtained from the school.

In order to be better prepared with specific vocabulary and understanding, the applicant should include science courses with content similar to courses offered during the first year of the professional curriculum. The applicant's purpose should be the pursuit of diverse knowledge, the cultivation of an inquiring mind, the practice of efficient methods of study, and the habit of thinking and reasoning independently. These are of paramount importance to the applicant's development as a unique and responsible human being.

The choice of electives can broaden the applicant's view of the scope of knowledge. Being well-read will give a perspective on the sweep of human thought throughout the ages, and often this will be of assistance in written and verbal communication and will improve the ability to think and express oneself well. Psychological, social, philosophical, and religious insights will help to develop basic resources for the solution of personal problems and the growth of self-understanding the student must have in order to understand and help associates.

An applicant from a college or university outside the United States or Canada or from a nonaccredited college or university in the United States must complete a minimum of one full academic year (24 semester or 36 quarter credits) in competition with other preprofessional students in an accredited college or university in the United States. A grade of C or above in each course completed is required. (A grade of C- will not be accepted.)

Application procedure

The school participates in the American Association of Dental Schools Application Service (AADSAS). Cards requesting an AADSAS application are available at most colleges and universities and also on the Internet at <www.adea.org>; or e-mail at <aadsas@adea.org>. The application should be completed and returned to the Washington address indicated on the application. AADSAS processes this application and sends copies to the schools of the applicant's choice. The School of Dentistry at Loma Linda University recommends that applicants file their AADSAS application before August 1 in order to be competitive. To be given consideration for the next entering class, the student's application deadline is December 1. The following is a step-by-step process for completing an application to Loma Linda University.

1. **Supplementary application.** When an AADSAS application arrives at Loma Linda University, it is screened; and qualified applicants are sent a supplementary application for the School of Dentistry.
2. **Supplementary written materials.** The applicant must return the completed supplementary application and materials within 30 days. This includes: an essay specific to Loma Linda University, a wallet-sized photograph, and the application fee of \$75.
3. **Transcripts.** Official transcripts may be sent to AADSAS and then released by AADSAS to the School of Dentistry. When an applicant becomes an accepted student, official transcripts, mailed directly from all colleges/universities, are required in order for the student to be registered for the first quarter of classes.

4. **References.** The applicant is asked to supply a minimum of three personal references. It is recommended that these include an academic reference from a science instructor; a reference from an employer; a character or religious reference such as from a minister; and a reference from a friend in the dental profession. If the applicant has attended a college or university that has a preprofessional committee that prepares a preprofessional evaluation, it is required that Loma Linda University be sent a copy of this evaluation from the committee. Members of the applicant's family are excluded from writing the required letters of reference, although letters will be accepted for the file in addition to those required. Recommendation letters may be sent to AADSAS and then released by AADSAS to Loma Linda University School of Dentistry.
5. **Dental Admission Test.** The applicant is required to complete—and must meet specific criteria related to performance on—the Dental Admission Test (DAT). Preference is given to applicants who have taken the test by October of the academic year preceding that for which admission is desired. The student entering the first year is expected to have taken the test within the past two years. If the test has been taken more than one time, the most recent scores are used for admission criteria. The committee reviews all scores on the test. The DAT scores must be on file at Loma Linda University before an acceptance to the School will be issued. Test results should be sent to Loma Linda University, School of Dentistry, Office of Admissions.
6. **Interview.** The applicant's records will be screened when the supplementary application, recommendations, and transcripts are on file. The applicant may then be invited to the school for a personal interview. An interview is required for admission. The interview provides an opportunity for evaluation of noncognitive factors, including communication skills, personal values, motivation, and commitment to goals of the profession; as well as genuine concern for others in the service of dentistry. At the time of the interview, a tour of the school will be given by a current student in the program.
7. **Observation.** It is important that preprofessional students seek experience observing and assisting in a dental office to become familiar with the work of a dentist or a dental hygienist. Prior to interviewing, applicants are expected to complete a minimum of twenty hours of observation/work experience in a dental facility, ten of which must be done in a general practitioner's office.
8. **Acceptance.** The accepted student receives an acceptance letter and a follow-up letter with information relative to required forms and deposit deadlines.
9. **Pre-entrance health requirements/Immunizations.** It is expected that necessary routine dental and medical care will have been attended to before the student registers.

New students are required to have certain immunizations and tests before registration. Forms to document the required immunizations are provided for the physician in the acceptance packet sent to the student by the school. In order to avoid having a hold placed on the registration packet, the student is encouraged to return the documentation forms in the provided envelope to Student Health Service no later than six weeks prior to the beginning of classes.

Students enrolling in the School of Dentistry must provide documentation of having had the following immunizations and tests:

- MMRs—measles (rubeola), mumps, rubella (German measles) (or provide proof of two previous MMRs)
- PPD (TB) skin test (current skin test result or x-ray report)
- Tetanus/Diphtheria booster
- Chicken pox blood test and/or immunization. If no known history of chicken pox, then student may choose blood test (which may reveal pre-existing immunity) and/or immunization (if no prior immunity).
- Hepatitis-B vaccination series. Students who know themselves to have had hepatitis-B in the past should employ extra protection when involved in direct patient care and may request a modified curriculum, if necessary. This series of three vaccinations may be completed at this University (even if it was begun elsewhere) through the Student Health Service. (The student will be charged a fee.)
- A recent eye examination performed by an ophthalmologist or optometrist.

For further information, consult the Student Handbook, Section V—University Policies: Communicable disease transmission-prevention policy; and the Student Health Service office, extension 88770.

If a returning student is assigned to a clinical facility that requires a tuberculosis skin test, the student is required to have the test within the six months before the assignment begins.

10. **Deposits.** The student accepted into dentistry must submit a deposit of \$1000 and the required forms to the Admissions Office. All deposits become part of the first quarter's tuition. Failure to submit this deposit will result in the loss of the applicant's position in the class. The remaining balance of the first quarter's tuition and fees is due no later than the day of matriculation in late September. If the applicant has submitted a completed application for financial aid by March 2,

and if the Stafford application has been submitted by June 15, the final installment can be paid utilizing University-assisted sources.

Transfer

Transfer from another school of dentistry in the United States is not recommended and is considered only in unusual circumstances. Credits from professional schools (business, medical technology, nursing, pharmacy, chiropractic or medicine) do not fulfill admission requirements. Credit for studies taken at a military service school is granted to veterans according to recommendations in the Guide of the American Council on Education and/or the California Committee for the Study of Education. The University reserves the right to require satisfactory completion of written or practical examinations in any course for which transfer credit is requested.

A transfer applicant should expect to begin at the first-year level and will be considered only if there is space available at the appropriate level or in the dental class desired. An application for transfer will be considered when the following information is received in the school's Office of Academic Affairs:

- letter from applicant, stating reason for requesting transfer;
- letter of recommendation from the dean of the dental school where the applicant is enrolled;
- official transcripts sent directly to the Office of Academic Affairs for both predental and dental school courses completed;
- Dental Admission Test results.

INTERNATIONAL DENTIST PROGRAM

Application and admission

Application forms are available online at <www.llu.edu/apply>. Requests for information are accepted by mail, e-mail, or telephone.

Pre-entrance requirements

- Dental degree from a recognized foreign dental school;
- Successful completion of the National Dental Board Examination Part I and Part II;
- TOEFL examination with a minimum score of 550 on the written examination or a minimum score of 213 on the computer examination or a minimum of 80 on the Internet-based examination;
- Dental school transcript (evaluated by an evaluation center approved by the University).

Other documentation is required, as outlined in the application. An application fee of \$75 is required—with the application and accompanying documentation—between February 1 and August 1. All application material sent to the Office of Admissions becomes the property of the school.

Students currently enrolled in a similar program at another university are not eligible to apply and will not be accepted for admission.

Application procedure

1. **References.** The applicant is required to supply a minimum of three personal references. It is recommended that these include an academic reference from a science instructor; a reference from an employer; and a character and/or a religious reference. Members of the applicant's family are excluded from writing the required letters of reference, although letters will be accepted for the file in addition to those required. Letters should be sent directly to the School of Dentistry Office of Admissions.
2. **Selection process**
 - *Screening:* Completed applications submitted before the application deadline will first be evaluated by the Office of Admissions. The most qualified applicants will be invited for interviews.
 - *Interview:* Interviews will be schedule on the same day as the dexterity test.
 - *Dexterity test:* testing is conducted on one or more Sundays in October.
 - *Final selection:* The results of the dexterity test and interview, as well as the applicant's application materials, are presented to the School of Dentistry Admissions Committee for final selection. Twenty-four applicants are accepted each year for enrollment in the International Dentist Program the following year.

3. **Transcripts.** Applicants must provide official transcripts—mailed directly from all colleges/universities attended by the student—of all post-secondary education prior to offers of admission.
4. **Language.** All classes are conducted in English, and patients treated in the clinic communicate in English. Applicants must demonstrate competence in both written and spoken English.
5. **Entering students/Deposit.** A student accepted into the International Dentist Program must submit a deposit of \$1,000 USD to Loma Linda University by the date specified. Students must also pay in advance for two quarters' tuition costs. For students eligible for government-sponsored financial aid programs, only the first quarter's tuition is required at the initial registration. Living expenses vary, depending on the student's lifestyle. Generally, the living expenses range from \$1,000-\$1,800 (or more) per month.
6. **Pre-entrance health requirements/Immunizations.** It is expected that necessary routine dental and medical care will have been attended to before a student registers. New students are required to have certain immunizations and tests before registration. Forms to document the required immunizations are provided for the physician in the acceptance packet sent to the student by the school. In order to avoid having a hold placed on the registration packet, the student is encouraged to return the documentation forms in the provided envelope to Student Health Service no later than six weeks prior to the beginning of classes.

Students enrolling in the School of Dentistry must provide documentation of having had the following immunizations and tests:

- MMRs—measles (rubeola), mumps, rubella (German measles) (or provide proof of two previous MMRs)
- PPD (TB) skin test (current skin test result or x-ray report)
- Tetanus/Diphtheria booster
- Chicken pox blood test and/or immunization. If no known history of chicken pox, then student may choose blood test (which may reveal pre-existing immunity) and/or immunization (if no prior immunity).
- Hepatitis-B vaccination series. Students who know themselves to have had hepatitis-B in the past should employ extra protection when involved in direct patient care and may request a modified curriculum, if necessary. This series of three vaccinations may be completed at this University (even if it was begun elsewhere) through the Student Health Service. (The student will be charged a fee.)
- A recent eye examination performed by an ophthalmologist or optometrist.

For further information, consult the Student Handbook, Section V—University Policies: Communicable disease transmission-prevention policy; and the Student Health Service office, extension 909/558-8770.

Students in the International Dentist Program have the same benefits, including health care coverage, as are described elsewhere in this CATALOG.

7. **Student financial aid.** Private loans may be available to augment government loans. For more information, contact the Office of Financial Aid at email <finaid@llu.edu>; or by telephone: 909/558-4509.

DENTAL HYGIENE PROGRAM

Application and admission

A student must have a high school diploma or its equivalent, and must meet college-entrance requirements. After successful completion of the required pre-entrance courses in an accredited college or university, admission to the Dental Hygiene Program is in the junior year.

To apply, please visit our website at <www.dentistry.llu.edu>. Applications and all other required documentation must be submitted between July 1 and February 1.

PRE-ENTRANCE REQUIREMENTS

The dental hygiene applicant must meet the following minimum requirements:

96 quarter or 64 semester units of acceptable college credit.

NOTE: Loma Linda University requires all students who graduate with a baccalaureate degree to complete a minimum of 68 quarter units of general education, which is integrated into the entire undergraduate program.

Good scholastic standing, with a grade-point average of 2.7 or higher in science course work and in nonscience course work, averaged separately; a minimum grade of C for all pre-entrance course work to be transferred to the University.

The average entering grade-point average is 3.2 or above.

Acceptable personal qualities.

A personal interview with a representative designated by the School of Dentistry.

Experience observing and assisting in a dental office.

Dental hygiene applicants are expected to complete all general education requirements before matriculating in the School of Dentistry. A student may be accepted with a deficiency in one or more of the areas but is expected to eliminate deficits before enrolling in the Dental Hygiene Program.

DENTAL HYGIENE GENERAL EDUCATION REQUIREMENTS

DOMAIN I: 28–32 units

Religion and Humanities

Four quarter/three semester units (8-16 units) of religion for each year of attendance at a Seventh-day Adventist college; cultural heritage courses (12-20 units) selected from a minimum of three different areas—history/civilization, fine arts (theory course work only), literature, philosophy/ethics, foreign language, performing arts/visual arts (not to exceed four quarter units).

DOMAIN II: 24–32 units

Scientific Inquiry and Analysis and Social Sciences

One full year of chemistry covering inorganic, organic, and biochemistry with laboratory; human anatomy and human physiology with laboratory (may be two separate courses or sequential courses); microbiology with laboratory; college mathematics or statistics; introduction to sociology; a cultural diversity course and other social science courses selected from two of these areas: anthropology, political science, psychology, geography.

DOMAIN III: 9–13 units

Communication

English composition and literature, a complete sequence; and a speech/interpersonal communication/persuasion course. An introductory course in computer is highly recommended.

DOMAIN IV: 2–6 units

Health and Wellness

A personal health or nutrition course, and two physical education activity courses. The same physical education course should not be taken more than once.

LOMA LINDA UNIVERSITY SCHOOL OF DENTISTRY LEARNING OUTCOMES FOR THE NEW DENTAL GRADUATE

Graduating dental students must be competent to independently:

1. Perform clinical decision-making that is supported by foundational knowledge and evidence-based rationales.
2. Promote, improve and maintain oral health in patient-centered and community settings.
3. Function as a leader in a multi-cultural work environment and manage a diverse patient population.
4. Understand the importance of maintaining physical, emotional, financial, and spiritual health in one's personal life.
5. Apply ethical principles to professional practice.

LOMA LINDA UNIVERSITY SCHOOL OF DENTISTRY ADVANCED DENTAL EDUCATION PROGRAMS-LEARNING OUTCOMES

Graduate students and residents in advanced dental education programs are expected to:

1. Understand the didactic foundation of their discipline and master the clinical skills required to utilize that foundation.
2. Integrate advanced clinical training with meaningful exposure to applied basic science.
3. Engage in a project involving advanced clinical training with meaningful exposure to research.
4. Integrate interdisciplinary treatment planning into their didactic and clinical activity.
5. Apply for and pursue board certification in their discipline through the appropriate sponsoring organization.
6. Understand the importance of develop a commitment to the University-wide Student Learning Outcomes.

Student Life

SCHOOL OF DENTISTRY TECHNICAL STANDARDS

In harmony with its own education, research, and service objectives, and using the American Dental Education Association suggested guidelines, Loma Linda University School of Dentistry has identified technical standards for its programs. The qualified applicant will meet, or will have the potential to meet, the following technical standards—standards that every student in the dentistry programs is expected to reach.

Cognitive abilities

School of Dentistry students must have abilities that allow them to accurately and effectively measure, verify, calculate, reason, analyze, and synthesize. Students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures in order to fully and completely solve dental problems. In addition, students must be able to visualize and comprehend physical demonstrations in the classroom, laboratory, and clinic. Effective problem solving requires students to gather, organize, and assess relevant information in order to arrive at an integrated solution.

Observation

For learning to occur, students will be required to observe and interpret demonstrations and experiences. Such observation requires the functional use of vision, touch, hearing, and somatic sensation. Observation is further enhanced by the sense of smell.

Students must be able to acquire information from written documents; and to visualize information presented in images from papers, films, slides, or videos. They must be able to interpret radiographic and other graphic images, with or without the use of assistive devices. Students must be able to observe patients accurately, at a distance and close at hand. They must be able to observe and appreciate verbal and nonverbal communications when performing dental operations or administering medications.

All students in the School of Dentistry must possess adequate visual and tactile skills to perform dental examinations and provide treatment. Visual acuity, accommodation, and color vision are necessary to discern differences and variations in color, shape, and general appearance between normal and abnormal hard and soft tissues. Touch and somatic sensation are required for effective learning, as well as for effective evaluation and treatment of patients. A student must also possess sufficient visual acuity to read charts, records, small print, and handwritten notations.



Communication

Students in the School of Dentistry must be fluent in the use of standard written and spoken English. Thus students' communication with patients, faculty, and staff will be facilitated when eliciting or providing information; or when documenting changes in patients' mood, activity, and/or posture. Students must also be skilled in observing and understanding nonverbal communication. In addition, they must develop the professional judgment that will enable them to discern when and how to maintain patient confidentiality.

Motor skills

School of Dentistry students should have sufficient motor and sensory capability in both hands to be able to provide general dental care. They must possess the motor and sensory capabilities to perform diagnostic procedures—including such diagnostic maneuvers as palpation, percussion, and auscultation; and to perform basic laboratory tests. Exercising these capabilities requires coordination of both gross and fine muscular movements, equilibrium, and functional tactile and visual senses.

Students must be able to operate foot controls, utilizing fine movements; and to operate high- or low-speed dental instruments, accurately performing movements of less than one-half millimeter. They must also demonstrate well-developed tactile sense and precise control while using dental hand instruments.

Behavioral and social attributes

Students must be able to perform basic life-support (e.g., CPR), transfer and position disabled patients, and physically restrain patients who lack motor control. Additionally, they must be able to position or reposition themselves around the patient and dental chair while sitting or standing.

Students must possess the emotional stability and resilience required for full utilization of their abilities in the context of a full and challenging education program. Success in the educational program requires use of good judgment; prompt completion of all responsibilities attendant to the diagnosis and care of patients; and development of mature, sensitive, and effective relationships with patients.

It is also imperative that students be able to tolerate physically taxing workloads and to function effectively under stress. Students must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, honesty, concern for others, interpersonal skills, interest, cultural sensitivity, and motivation are all personal qualities that will be assessed during the admissions and education process.

Disabled applicants and students

It is Loma Linda University's policy to comply fully with the provisions of The Americans with Disabilities Act [42 U.S.C., Sec. 12131 (2) (1990)]. The school is committed to providing dental education—including support services and reasonable accommodations for disabilities—to qualified applicants who will be able to perform all technical standards with or without accommodations; and for whom such accommodation does not fundamentally alter the School of Dentistry courses or create an undue burden.

During the application process, the school requests that an applicant disclose any disability for which an accommodation may be needed. The Admissions Committee requires written documentation of the disability, which they will review prior to making an assessment as to whether or not the applicant can be expected to perform the essential functions of the program.

A student who desires accommodation for any disability identified after admission must complete a request form available in the Office of the Associate Dean for Student Affairs for evaluation with appropriate University entities. Appropriate and reasonable accommodation will be provided, as necessary.

POLICIES FOR THIS SCHOOL

The information on student life contained in this CATALOG is brief. The Student Handbook more comprehensively addresses University and school expectations, regulations, and policies; and is available to each registered student. Students need to familiarize themselves with the contents of the Student Handbook. Additional information regarding policies specific to a particular school or program within the University is available from the respective school.

CODE OF ETHICS

A school of dentistry is a place where the professionals of tomorrow are selected and trained in the development of professional and ethical attitudes that are consistent with the highest goals of the profession. It is for this purpose that the School of Dentistry has a code of ethics. This code is a means of educating and training the future dentist in areas of professional ethical activity, and is a means of developing an ethical and moral awareness that will help professionals serve the public and the profession. The Code of Ethics of the School of Dentistry applies to all students in the School—including dental hygiene, dentistry, international, graduate, and certificate students. In addition, residents, fellows, preceptors, research scholars, and exchange students involved in School programs shall also be subject to school policies.

STUDENT ASSOCIATION

Membership in the Dental Students Association is open to all students. The objectives of the organization include creating a common bond among students—orienting them to organized dentistry, encouraging and fostering community outreach activities, stimulating interest in current scientific development, providing programs of broad academic scope, promoting students' various interests, and providing social activities for students.

SPECIAL OPPORTUNITIES

Conventions

The annual Alumni-Student Convention, sponsored since 1960 by the Alumni Association, gives opportunity for students to meet alumni and hear presentations by prominent guest lecturers in dentistry.

Students have the opportunity to make research presentations in the form of table clinics. The winners are then invited to present their table clinics at state and national dental conventions.

A dedication service is held during the convention, giving students an opportunity to dedicate their professional life to Christ. First-year students (D1) are presented with personalized Bibles; graduating students are given personalized Loma Linda University laboratory coats.

Academic Information

GENERAL POLICIES

Registration

The student must register on or before the dates designated by the Office of University Records. Early registration is encouraged. Registration procedures are completed electronically at the MyLLU Registration Portal <<http://myllu.llu.edu>>. Once at the portal a student must clear registration holds (Student Health, transcript holds, housing holds) and clear finance. At the beginning of the first quarter of attendance, a student is required to have a picture taken for the student identification badge. International students must also register with the International Student Affairs office each quarter.

Late registration is permissible only in case of a compelling reason; a charge is made if registration is not completed by the designated dates. The student may not attend class without being registered, and in no case may registration take place later than the first week of the term. A change in registration after the second week affects the grade record. A student may not concurrently register for courses in another school of the University without permission of the associate dean for academic affairs.

Attendance

Regular attendance at lectures, clinics, and other assemblies is required of all students. All lectures and laboratories provide information essential for successful completion of the program. Each student is responsible for all material covered and assignments made. Absences in excess of 15 percent may be sufficient cause for a failing or unsatisfactory grade to be recorded. Clinics and individual courses/instructors may have more stringent requirements.

Length of academic residence

To fulfill the requirement pertaining to length of academic residence, the student must be registered for a full course load at the University for the entire senior year for the Bachelor of Science degree; and the entire D3 and D4 years for the Doctor of Dental Surgery degree.

Dean's list

Outstanding academic performance will be rewarded by publication of the Dean's List each quarter. The eligibility requirements are:

- complete at least 12 units of graded course work during the quarter;
- achieve a term grade-point average of at least 3.5 with no grade lower than a B-;
- receive no Incomplete grades on the grade report.

Course waiver

A course requirement may be waived if the applicant has previously taken the course and earned a grade of B or above, but no credit results. Evaluation for waiver of courses will be completed only after an applicant has been accepted to the program, and must be approved by the course director at this University and the school's associate dean for academic affairs. Tuition is not reduced if courses are waived or if a student takes less than a full load.

Special examination

It is the policy of the school that all students are expected to take examinations at the scheduled time. The only acceptable excuse for not taking an examination on time is major illness (documented by the Student Health Service and conveyed to the course director and the Office of Student Affairs prior to the examination). The consequences of missing an examination under the circumstances of documented illness are determined by the course director. If a student appears late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will be required to finish the examination at the same time as students who arrive on time.

Repeating/remediating a course

If a student receives an unsatisfactory or failing grade in a required course, it will be necessary for him/her to do additional work. Based on the original grade earned by the student, and upon the recommendation of the Academic Review Committee, one of the following plans will be pursued:

1. For courses with unsatisfactory performance (D+/D/U grades) the student must reregister for the course, review the course work independently, repeat required assignments or quizzes, and take any or all course examinations as required by the course director. The highest grade allowed for a remediated course is C. At the discretion of the Academic Review Committee and course director, the student may be required to repeat the course at the next course offering.

2. For courses with failing performance (F grades), the student must reregister for the course, attend the class and/or laboratory, and take all course examinations at the next regular course offering.
3. Both the original and repeat grades are entered into the student's permanent academic record, but only the repeat grade units are computed in the grade-point average.

ACADEMIC CRITERIA FOR PROMOTION

Academic criteria for academic advancement and program completion

Dentistry

Level D1 to level D2

- Cumulative G.P.A. at or above 2.0.
- Successful completion of D1 Comprehensive Examination.

Level D2 to D3

- Cumulative, didactic, and preclinical laboratory G.P.A. at or above 2.0.
- Successful completion of National Board Part I Qualifying Examination.

Level D3 to D4

- Cumulative G.P.A. at or above 2.0.
- Successful completion of National Board Examination Part I.

Dental Hygiene

Junior to Senior

- Cumulative didactic and preclinical G.P.A. at or above 2.0
- Successful completion of junior clinic promotion OSCE.

Graduate Student/Resident

- Cumulative, didactic, and laboratory G.P.A. at or above 3.0 (B)
- Successful completion of all evaluations
- Successful completion of Annual Student Evaluation (includes a review of entire academic record)
- Selection for Advancement to Master of Science Degree Candidacy (for those on M.S. track only)

SCHOOL OF DENTISTRY ACADEMIC REQUIREMENTS FOR GRADUATION

A candidate completing requirements in the Spring Quarter is expected to be present at the commencement exercises and receive the diploma in person. Permission for the degree to be conferred in absentia is contingent upon the recommendation of the dean to the chancellor, and can be granted only by the chancellor. If a candidate has not satisfactorily fulfilled all requirements, the University reserves the right to prohibit participation in commencement exercises.

Dentistry

A candidate for the Doctor of Dental Surgery degree must be at least twenty-one years of age and must have:

1. Satisfactorily completed all requirements of the curriculum—including specified attendance, level of scholarship, length of academic residence, number of credit units, and service learning requirements.
2. Completed special examinations, as required by the faculty.
3. Successfully completed Parts I and II of the National Board Examination.
4. Demonstrated evidence of satisfactory moral and professional conduct, of due regard for Christian citizenship, and of consistent responsiveness to the established aims of the University.
5. Discharged financial obligations to the University.
6. Been certified by the faculty as approved for graduation.

Dental Hygiene

In order to be eligible for graduation, the student must have:

1. Completed the Undergraduate Intent to Graduate Form.
2. Completed all requirements for admission to the chosen curriculum.
3. Satisfactorily completed all chosen requirements of the curriculum, including specified attendance, level of scholarship, length of academic residence, and number of credit units.
4. Attended an accredited college for the first two years, and Loma Linda University School of Dentistry for the junior and senior years.
5. Achieved no lower than a C- grade in all core courses and a minimum grade-point average of 2.0.
6. Completed special examinations as required by faculty.
7. Passed the Dental Hygiene National Board Examination.
8. Demonstrated evidence of satisfactory moral and professional conduct, of due regard for Christian citizenship, and of consistent responsiveness to the established aims of the University.
9. Discharged financial obligations to the University.
10. Been certified by the faculty as approved for graduation.
11. Completed dental hygiene training with a certificate or Associate in Science degree from an accredited college and completed the Degree Completion Program at the School of Dentistry (pertains to Degree Completion Program graduates only).

NATIONAL DENTAL BOARDS

Successful completion of the National Board Examination Parts I and II (NBE-I and NBE-II) is a requirement for graduation. The National Board examinations are designed to assess cognitive knowledge of the basic, behavioral, and clinical sciences. Eligibility to sit for either part of the National Board Examination is determined by successful completion of the curriculum leading up to the examination. In addition, students are required to pass a comprehensive examination that assesses mastery of the test specifications prior to each National Board Examination. The eligibility requirements and timetable for passing the National Board Examination are stated below:

PART I

First attempt—

Scheduled during June or July following completion of the second year. If a student fails the examination, s/he will have her/his scheduled clinic time substantially reduced. During this time, students will be required to study for a re-examination no later than December.

Second attempt—

If a student does not successfully complete the second attempt of the Part I examination by the end of Autumn Quarter, s/he will be required to take a two-quarter leave of absence to prepare for re-examination the succeeding summer quarter.

Third attempt—

After taking the re-examination in the succeeding Summer Quarter, the student will be allowed to work on the clinic until examination results are received. If the student successfully completes the Part I examination, s/he will continue to work on the clinic for the Summer and Autumn Quarters and will begin didactic courses again during the Winter Quarter with the current third-year students. If the student does not successfully complete the National Board Examination Part I on the third attempt, s/he will be discontinued from the program.

PART II

First attempt—

Scheduled in December of the fourth year. If the examination is not successfully completed, access to the clinic will be restricted in order to provide additional time for study. The student will be given an opportunity to retake the examination in the following Spring Quarter. National Board Examination policy requires subsequent attempts to be at least ninety days apart. If a student fails the Part II examination, s/he will not be permitted to participate in licensure examinations.

Second attempt—

A student who fails the Part II examination a second time will be required to take a leave of absence to prepare for a re-examination. A candidate for the Doctor of Dental Surgery degree must have successfully completed Parts I and II of the National Board Examination before being awarded the D.D.S. degree.

PROCEDURES FOR ACADEMIC REVIEW

There are six Academic Review Committees: D1, D2, D3, D4, IDP, and Dental Hygiene. Membership of each committee consists of the associate dean for academic affairs, the associate dean for student affairs, the associate dean for admissions, and the course directors of all courses required of the respective class in the academic year. The associate dean for clinic administration and primary attending faculty are members of the D3/D4 Academic Review Committees. In addition, each committee has two student members appointed by the dean in consultation with the DSA officers. Student committee members will be in the class one year ahead of the class being reviewed.

The Academic Review Committees meet once per quarter to evaluate student academic and clinical performance and progress records. Students whose performance does not meet the stated academic standards and students who are being considered for discontinuation may be scheduled for a hearing with the committee.

The committee also recommends to the dean all appropriate candidates for promotion, academic probation, repeat, or other appropriate actions; as well as students who should receive special recognition for academic excellence.

The process for evaluation of academic performance is as follows:

1. The Academic Review Committee—by reviewing grades, reports, and other pertinent information—identifies students whose academic and/or clinical performance is below acceptable levels.
2. The associate dean for student affairs notifies a student facing possible academic sanctions regarding the time and place for a meeting called for the purpose of allowing the student to appear before the committee to present reasons why action should not be taken. The Academic Review Committee considers the student's presentation and all available information before making a recommendation.
3. The dean may enforce one or more of four academic sanction options:
 - Academic probation
 - Remedial action
 - Academic leave of absence
 - Academic discontinuation

Please refer to Academic Disciplinary Policy for more specific descriptions regarding each academic sanction.

4. A student may appeal the decision of the Academic Review Committee to the dean. Such appeals are not expected to be routine and should be considered only in circumstances where new and relevant information exists that was not available for consideration by the Academic Review Committee. The dean will review the matter and either render a decision or appoint a three-member ad hoc committee. Members of this committee will not have been involved in the Academic Review Committee decision process. The ad hoc committee will determine whether the process was appropriately followed, review new information, and judge whether the record supports the decision. They will report their findings and recommendation to the dean, who will decide if the appealing student will be permitted to continue participating in classes and/or clinical assignments during the appeal proceedings.

ACADEMIC DISCIPLINARY POLICY

Academic probation

Academic probation is a specified period of time during which the student is given an opportunity to comply with specific academic standards. Such action must be confirmed by letter to the student.

Criteria for placement on academic probation (predoctoral and dental hygiene students)

A student will be placed on academic probation if s/he meets one or more of the following conditions:

1. Term or cumulative grade-point average (G.P.A.) below 2.0.
2. Failing (U/F) or unsatisfactory (D+/D) grades in any course required for the degree.
3. Clinical performance below minimum expected for current academic level.
4. Social/behavioral/ethical problems that significantly impact academic and/or clinical performance.

Criteria for advisory notice of potential for academic probation

A graduate student/resident will be sent an advisory letter of the potential for placement on academic probation under the following conditions:

1. Term G.P.A. of 2.7 (B-).
2. One or more courses with grade of B-.
3. One or more courses with a grade of marginally satisfactory (MS).

Criteria for placement on academic probation (graduate students and residents)

A graduate student/resident will be placed on academic probation if s/he meets one or more of the following conditions:

1. Term G.P.A. of 2.3 (C+).
2. Failing (F/U) or unsatisfactory (C+/C/C- or D+/D/D-) grades in any required course required for the specialty certificate or master of science (M.S.) degree program (if applicable).
3. Clinical performance below minimum expected for their year level.
4. Social/behavioral/ethical problems which significantly impact academic and/or clinical performance.

Level of academic probation (pre-doctoral, dental hygiene, graduate students and residents)

The level of academic probation indicates the seriousness of the cumulative academic deficiency. However, depending on the seriousness or nature of the academic deficiency, a student may be considered for academic leave of absence or discontinuation at any level of probation.

Level 1	First term on academic probation.
Level 2	Second term on academic probation, consecutive or nonconsecutive. EXCEPTION: Continued academic probation due to failing grade in a course that cannot be repeated until a later term.
Level 3	Third term on academic probation, consecutive or nonconsecutive. If a student is unable to remove academic probationary status within the following term, s/he will be considered for academic discontinuation. EXCEPTION: Continued academic probation due to failing grade in a course cannot be repeated until a later term.
Level 4	If a student meets criteria for academic probation for a fourth term, consecutive or nonconsecutive, s/he will be considered for academic discontinuation.

Disciplinary Actions Available (graduate students and residents)

A student/resident who is not performing up to expectations can receive the following:

Restriction of Clinical Privileges	by program director
Academic Probation (Level 1 to 3)	by the Associate Dean for Advanced Education upon the recommendation of the program director
Behavioral Probation (Level 1 to 3)	by the Associate Dean for Advanced Education upon the recommendation of the program director
Clinical Probation (Level 1 to 3)	by the Associate Dean for Advanced Education upon the recommendation of the program director
Discontinuation	by the Associate Dean for Advanced Education upon the recommendation of the program director

Probation

All recommendations to the Associate Dean for Advanced Education must be supported by well-documented evidence of repeated counseling and other internal measures designed to point out deficiencies and take corrective action through a detailed remediation program. A remediation program must be specific in design, implemented, and monitored for any student/resident who is not performing up to a program's stated standards. It is helpful to have documentary evidence on record by multiple faculty members with detailed accounts of dates, times, explanations of counseling, discussions, and corrective measures. Written statements from support staff should also be included if they have direct contact or knowledge of a matter involving a graduate student/resident.

Graduate students/residents may be placed on academic probation, behavioral probation, and clinical probation. Probation begins at Level 1 and may progress to Level 3. Graduate students/residents should be placed on probation for a prescribed period of time: one quarter, two quarters, etc. This information should be conveyed to a student/resident verbally and in writing.

Continuation

Students/residents who are not progressing as expected may be continued in their year group for as long as necessary before promoted to the next year or discontinued. To exercise this option, the Associate Dean for Advanced Education must inform University Records of the decision to continue a student/resident and state the anticipated length of that continuation. Program directors make the determination as to when to continue a student/resident when to discontinue a student/resident and allow him/her to graduate or continue their studies. Invariably, the length of the continuation period will determine when a student/resident actually completes his/her program.

Discontinuation

Students/residents who do not make any measurable improvement by the end of the prescribed remediation and counseling periods may be discontinued by the Associate Dean for Advanced Education on the recommendation of the respective program director.

Restrictions for a student on academic probation

A student on academic probation:

1. May not serve as an officer for any class, school, or extracurricular organization.
2. May not take any elective courses.
3. May not participate in any elective off-campus service learning or mission activities.
4. Remains on academic probation until all the terms of the probation sanctions have been fulfilled, unless the student is discontinued.

Remedial action (Remediation)

As a condition for continued enrollment, remedial action may consist of:

1. Counseling, tutoring; and/or repeating assignments or course work, or completing additional assignments or course work possibly including repeating an academic year or portion thereof.
2. Other specified requirements.

Academic leave of absence

Academic leave of absence is a specified period of time during which the student is withdrawn from the academic program. Upon request to and approval by the Academic Review Committee, the student may return to the program at a year/term level specified by the committee. The student may be requested to fulfill specific requirements prior to reentering the academic program.

The following guidelines pertain to when an academic leave of absence may be considered for a student who is in one or more of the following situations:

- Student has a serious academic deficit that cannot be removed while continuing with current course work.
- At the end of the academic year, student does not meet the criteria for promotion to the next academic year.
- Student has three consecutive quarters on academic probation.
- Student has not passed the National Board Examination on schedule after two attempts and requires full study time to prepare for the National Board Examination.
- Student fulfills criteria for academic discontinuation yet shows promise for future success despite current deficiencies.

Return from an academic leave of absence requires that the student reapply for admission by written request to the associate dean for academic affairs. The student must meet the requirements for readmission specified by the Academic Review Committee at the time the leave of absence was granted. The requirements for readmission may also be reviewed by the Academic Review Committee.

Academic discontinuation

Guidelines for academic discontinuation are as follows:

D1 Year

- Any term with one or more failing grades, regardless of term or cumulative G.P.A.
- Three or more unsatisfactory or failing grades within the academic year, regardless of term or cumulative G.P.A.
- Three consecutive quarters on academic probation.
- Failure to fulfill terms of academic probation within the specified time period.
- Failure to meet criteria for promotion to D2 year by the end of the D1 year.

D2 Year

- Any term with one or more failing grades, regardless of term or cumulative G.P.A.
- Four or more unsatisfactory or failing grades since enrollment in the program, regardless of term or cumulative G.P.A.
- Failure to fulfill terms of academic probation within the specified time period.
- Level 4 academic probation.
- Failure to meet criteria for promotion to D3 year by the end of the D2 year.

D3 Year

- Any term with one or more failing grades, regardless of term or cumulative G.P.A.
- Five or more unsatisfactory or failing grades since enrollment in the program, regardless of term or cumulative G.P.A.
- Failure to fulfill terms of academic probation within the specified time period.
- Level 4 academic probation.
- Failure to meet criteria for promotion to D4 year by the end of the D3 year.

D4 Year

- Failure to pass either section of the National Board Examination within three attempts.
- Failure to achieve eligibility for graduation within five full academic years of enrollment in the dental program.
Exception for students who are required to repeat an academic year or who are on a split program. These students must achieve eligibility for graduation within one year of the new graduation date assigned at the time of change to an alternate program.

Dental hygiene juniors

- Any term with one or more failing grades, regardless of term or cumulative G.P.A.
- Three or more unsatisfactory or failing grades within the academic year, regardless of term or cumulative G.P.A.
- Failure to fulfill terms of academic probation within the specified time period.
- Failure to meet criteria for promotion to DH senior year by the end of the DH junior year.

Dental hygiene seniors

- Any term with one or more failing grades, regardless of term or cumulative G.P.A.
- Three or more unsatisfactory or failing grades within the academic year, regardless of term or cumulative G.P.A.
- Failure to fulfill terms of academic probation within the specified time period.
- Failure to pass the National Board Examination within three attempts
- Failure to achieve eligibility for graduation within three full academic years of enrollment in the dental hygiene program.

In some situations the Academic Review Committee may recommend that a student repeat an academic year (or portion thereof) as an alternative to discontinuation.

Graduate Students/Residents

- Three or more unsatisfactory or failing grades within the academic year, regardless of term or cumulative G.P.A.
- Three consecutive quarters of academic probation.
- Failure to fulfill terms of academic probation within the specified time period.
- Failure to achieve eligibility for award of a certificate in the clinical specialty program within the standard number of full academic years.

STUDENT-INITIATED ACADEMIC GRIEVANCE PROCEDURE

If a student wishes to contest a grade, s/he should discuss the grade first with the instructor, where appropriate; then with the course director, if applicable; and finally with the department chair. If the student is not satisfied, s/he may then appeal to the associate dean for academic affairs (for further discussion of the academic grievance process, see Loma Linda University Student Handbook, Section V—University Policies).

SERVICE LEARNING

Service Learning at Loma Linda University School of Dentistry continues the original purpose of the school—to train dental health professionals to provide service to underserved populations, both locally and abroad.

Field experience for students of dentistry and dental hygiene includes extramural opportunities within the U.S. and in foreign countries. In addition to providing clinical treatment, service-learning experiences include local health fairs and elementary school dental health presentations. Service experiences may last from one day to several weeks.

All dental and dental hygiene students are required to complete assigned service-learning rotations and minimum clock hours as described in each program. Dental students are required to complete a minimum of 120 service learning hours. Forty hours must be completed doing local community service dentistry. Up to 30 of the remaining 80 hours may be completed doing non-dental service.

Students are also required to be in good and regular standing to be eligible to participate in elective international service-learning experiences.

LEARNING ENVIRONMENT

Because the study of dental sciences and arts is based on a foundation in essentially the same science subjects as are studied in medicine and allied health curricula, the School of Dentistry shares with the School of Medicine the facilities for teaching basic sciences.

Classrooms, laboratories, student lounges, teachers' offices, and clinical facilities related solely to dentistry occupy the School of Dentistry building, named in honor of M. Webster Prince, the first dean. Prince Hall is on the University mall facing the University Church and adjacent to the Medical Center. The facilities effectively accommodate collaboration with the Medical Center in ongoing research and service programs.

The total resources of the University constitute a wealth of opportunity for the student with initiative and willingness to develop individual capacity to the fullest extent. Students find varied opportunities for serving and learning in the immediate University community, in school-sponsored service-learning clinics, in clinical and research electives, and in diverse volunteer programs.

BASIC SCIENCES DEPARTMENT SERVING THE SCHOOL OF DENTISTRY

The Loma Linda University departments of basic sciences include anatomy, biochemistry, microbiology, and physiology and pharmacology. The basic sciences serve as the foundation for the dental sciences by leading toward an understanding of normal structure and function, as well as introducing the basis for pathology in the practice of dentistry.

Subjects are taught in the first year of the dental hygiene and the first two years of the general dentistry curricula as parts of three conceptually integrated sequences of courses—sequences in physiology, in anatomy, and in applied science. Throughout the basic sciences, an appreciation of God's creation and His wisdom is reinforced through the study of human biology. Students are encouraged to extend their knowledge and apply it for their own well-being and for the well-being of their patients.

- The Department of Anatomy provides students with the opportunity to learn the fundamental morphology of the human body, including gross anatomy, histology, neuroanatomy, and embryology.
- The Department of Biochemistry enables students to learn the fundamentals of biochemistry as they apply to the practice of dentistry.
- The Department of Physiology and Pharmacology enables the student to describe the normal physiological functions of the major body systems as they relate to the mastery of dentistry; and to apply the principles and basic concepts of drug action, safety, and disposition.

This basic science focus provides a basic fund of knowledge that is essential for the practice of dentistry and dental hygiene. The faculty are dedicated to providing students with tools that expand their thinking and challenge them to ask probing questions and to earnestly search for answers. Their aim is to prepare students to excel scientifically. The higher aim is, through the Christian atmosphere of this University, to prepare students to become truly compassionate dentists.

Financial Information

FINANCIAL POLICIES

The Office of the Dean is the final authority in all financial matters and is charged with the interpretation of all financial policies. Any exceptions to published policy in regard to reduction or reimbursement of tuition must be approved by the dean. Any statement by individual faculty members, program directors, or department chairs in regard to these matters is not binding on the School or the University unless approved by the dean.

Registration is not complete until tuition and fees on the required installment are paid; therefore, the student should be prepared to make these payments during scheduled registration for each academic year. There may be adjustments in tuition and fees as economic conditions warrant.

GENERAL FINANCIAL PRACTICES

The student is expected to arrange for financial resources to cover all expenses before the beginning of each school year. Previous accounts with other schools or this University must have been settled.

Student financial aid

Loans are available only to United States citizens, green-card holders, or those with permanent-resident status. Qualified students can obtain loans for approximately 75 percent of tuition costs. For more information, contact the Office of Financial Aid by email: <finaid@univ.llu.edu>; or by telephone: 909/558-4509.

SCHEDULE OF CHARGES (2008-2009)

(subject to change by Board of Trustees action)

DENTISTRY

TUITION*

First Year	\$42,789	Fall, Winter, Spring quarters
Second Year	\$51,835	Rates effective beginning Summer Quarter
Third Year	\$51,835	Rates effective beginning Summer Quarter
Fourth Year	\$51,835	Rates effective beginning Summer Quarter

ENROLLMENT FEES

First Year	\$1,584	Fall, Winter, Spring quarters
Second Year	\$2,112	Effective beginning Summer Quarter
Third Year	\$2,112	Effective beginning Summer Quarter
Fourth Year	\$2,112	Effective beginning Summer Quarter

SCHOOL OF DENTISTRY FEES

First Year	\$495
Second Year	\$660
Third Year	\$660
Fourth Year	\$660

IDP

TUITION

Per Year	\$68,750
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ENROLLMENT FEES

Per Year	\$2,112
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SCHOOL OF DENTISTRY FEES

Per Year	\$660
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DENTAL HYGIENE

TUITION

Junior Year	\$22,965	Fall, Winter, Spring quarters
Senior Year	\$30,620	Effective beginning Summer Quarter

ENROLLMENT FEES

Junior Year	\$1,530	Fall, Winter, Spring quarters
Senior Year	\$2,040	Effective beginning Summer Quarter

SCHOOL OF DENTISTRY FEES

Junior Year	\$495
Senior Year	\$660

NOTE: The figures listed above are estimates based on the best information available for the 2008-2009 school year as of December 2007. Tuition and enrollment fees are pending approval by Loma Linda University Board of Trustees. Students should plan on an annual increase consistent with inflation in the education sector.

ON-AND OFF-CAMPUS STUDENT HOUSING

Students may go to <www.llu.edu/llu/> for housing information and a housing application form.

AWARDS—GENERAL DENTISTRY PROGRAM

Dentistry students are eligible to receive awards of various kinds for demonstrated excellence, scholastic attainment, leadership ability, technical ability, professional proficiency, initiative, and other accomplishments or achievements, according to the bases established by the donors. The names of all award recipients are printed in the University commencement program.

General awards

Academy of Dentistry International
 Academy of General Dentistry
 Academy of Osseointegration Outstanding Implant Dentistry
 Academy of Operative Dentistry
 Alpha Omega Scholarship
 American Academy of Gold Foil Operators
 American Academy of Implant Dentistry
 American Academy of Oral and Maxillofacial Pathology
 American Academy of Oral and Maxillofacial Radiology
 American Academy of Oral Medicine
 American Academy of Orofacial Pain
 American Academy of Pediatric Dentistry
 American Academy of Periodontology
 American Association of Endodontists
 American Association of Oral & Maxillofacial Surgeons
 American Association of Oral Biologists
 American Association of Orthodontics
 American College of Dentists, Southern California Section
 American College of Prosthodontists
 American Dental Society of Anesthesiology
 American Student Dental Association
 Ben W. Oesterling Award
 Boyko Award for Christ-like Service in Dentistry
 California Association of Oral and Maxillofacial Surgeons
 California Dental Association
 CDA Foundation Scholarships
 David Anderson Recognition Award
 Delta Dental Student Leadership Award
 Dental Foundation of California Scholarships
 Dentsply Student Clinician Award
 Fixed Prosthodontics Department Award
 G. Hartzell Clinician Award
 Graduate Implant Dentistry Award
 ICOI/Sullivan Schein Dental Pre-doctoral Achievement Award
 International College of Dentists
 LLU Center for Dental Research
 Omicron Kappa Upsilon William S. Kramer Award
 Oral Surgery Department Award
 PCSP/JPD Award in Excellence Prosthodontics
 Pacific Dental Services Scholarship
 Pierre Fauchard Academy
 Pierre Fauchard Academy Scholarship
 Service Learning Award
 Southern California Academy of Endodontics
 Southern California Academy of Oral Pathology
 Southern California Society of Dentistry for Children

Wil Alexander Award
 Wilfred A. Nation Award

Alumni Association

The Alumni Association Award is given for manifested qualities and abilities indicative of potential for professional and community leadership.

Chancellor's Award

The Chancellor's Award is made annually in recognition of superior scholastic attainment and active participation in the student community, within the framework of Christian commitment. One recipient is selected from each school of the University.

Dentistry Academic Excellence Silver Award

A dental student who achieves a score of one standard deviation above the national mean on the NBE-I is acknowledged as follows:

- Certificate of recognition given at School of Dentistry Awards Chapel at the end of the fourth year
- School pays the fee for NBE-II
- Recognition at LLUSD faculty meeting
- Recognition in LLU Dentistry Journal
- Recognition in LLU Dental Gram

Dentistry Academic Excellence Gold Award

A dental student who achieves a score of one standard deviation above the national mean on both NBE-I and NBE-II is acknowledged as follows:

- Certificate of recognition given at the School of Dentistry Awards Chapel at the end of the fourth year
- School pays \$1500 towards the application fee for one state or regional licensure examination
- Recognition in LLU Dentistry Journal
- Recognition in LLU Dental Gram
- Recognition on a "perpetual" plaque on public display

NASDAD

An award is given by the National Association of Seventh-day Adventist Dentists to promote scholarship and to encourage high standards of character and conduct and the demonstration of leadership ability.

OKU

Omicron Kappa Upsilon (OKU), the national honor society for dentistry, was founded in 1914 for the purpose of promoting scholarship among dental students. Only students who rank in the upper 20 percent of the class qualify for consideration. A maximum of 12 percent of each graduating class is eligible for alumni membership.

Prince

M. Webster Prince, the first dean of the School of Dentistry, established in 1957 an annual award to be given to a senior recognized by the senior class and the faculty as having outstanding qualities of scholarship, leadership, and stewardship.

AWARDS—INTERNATIONAL DENTIST PROGRAM

In addition to being eligible for the special awards listed, students in the International Dentist Program are eligible to receive awards based on accomplishments and achievements that reflect the ideals of the program. The names of all awards recipients are noted in the University commencement program.

Professionalism Award
 Lloyd Baum Clinical Excellence Award
 Omicron Kappa Upsilon (OKU)

AWARDS—DENTAL HYGIENE PROGRAM

Dental hygiene students are eligible to receive awards by demonstrating scholastic attainment, leadership ability, technical and professional competency, and other accomplishments and achievements that reflect the ideals of the dental hygiene profession. The names of all award recipients are printed in the University commencement program.

The DEAN'S AWARD is given for excellence in the combined characteristics of clinical ability and professionalism. Selection is based on the recommendation of the dental hygiene faculty and the dean.

The BATES AWARD is given to the student who demonstrates notable achievement during training. Selection is by vote of the faculty.

The CALIFORNIA DENTAL HYGIENISTS' ASSOCIATION OUTSTANDING LEADERSHIP AWARD is presented by the California Dental Hygiene Association to a student demonstrating professional leadership. The recipient of this award is selected by the dental hygiene class and faculty liaison.

The JOHNSON AND JOHNSON LISTERINE PREVENTIVE DENTISTRY AWARD

The KLOOSTER HUMANITARIAN AWARD is given to the student who demonstrates a spirit of giving, kindness, and enthusiasm. Selection is by vote of the faculty.

The MIDDLETON AWARD is given in recognition of high standards of service, spiritual leadership, and dedication to church and humanity. The recipient of this award is chosen by the class.

The MITCHELL AWARD is given by vote of the class to the student considered to be the most outstanding leader during the two years of dental hygiene training.

The RESEARCH AWARD is given by vote of the faculty to the student(s) whose research best represents the compilation of scientific principle, contribution to the body of knowledge for dentistry and dental hygiene, and increase access to oral health care.

The SIGMA PHI ALPHA AWARD constitutes election to the national honor society for dental hygienists. It is based on scholarship and character and is limited to 10 percent of the class, chosen from the top 20 percent scholastically.

The TRI-COUNTY DENTAL HYGIENIST'S SOCIETY AWARD is given in recognition of outstanding student contribution to the professional association. Selection is by vote of the Tri-County Society in conjunction with the faculty liaison.

The STUDENT OF THE YEAR AWARD is given to the student who embodies the attributes of excellence and professionalism—the ideal student. Selection is by vote of the faculty.

The WESTERN SOCIETY OF PERIODONTOLOGY AWARD is given to a student who demonstrates outstanding achievement and aptitude in periodontics. This award is selected by the faculty.

The CLINICIAN'S AWARD is given to the student who demonstrates outstanding clinical achievements and the highest level of concern for patients. Selection is by vote of the faculty.

The DENTAL HYGIENE ACADEMIC EXCELLENCE AWARD is given to a dental hygiene student who achieves a score of 90 or above on the Dental Hygiene National Board Examination. The recipient will be acknowledged as follows:

- Notification of receipt of the Academic Excellence Award
- Certificate of recognition awarded during the pinning ceremony on commencement weekend
- \$750 scholarship
- Recognition at LLUSD faculty meeting
- Recognition in LLU Dentistry Journal
- Recognition in LLU Dental Gram
- Press release to student's home newspaper

Dental Anesthesiology, Advanced—SD

(M.S.D., PD Certificate)

LARRY D. TRAPP, Director, Advanced Education Program

FACULTY

Barry K. Krall
John W. Leyman
Larry D. Trapp

The advanced education program in dental anesthesiology is offered to dentists who desire to pursue a career in anesthesiology for dentistry. The educational design of this twenty-four month program provides a strong clinical background in anesthesiology. The program is based in Special Care Dentistry—an outpatient facility utilizing general anesthesia for dental care, located in the School of Dentistry—where approximately 4,000 patients are treated on an annual basis. Additional training at area hospitals is received in structured rotations in cardiology, internal medicine, and anesthesiology.

Didactic instruction is coordinated through the School of Dentistry's Department of Dental Anesthesiology. Residents attend an anesthesiology lecture series and weekly grand rounds at Loma Linda University Medical Center. In addition, regular meetings of the dental anesthesiology residents are held, during which a variety of contemporary topics are discussed—including a review of the current literature. Residents also participate in teaching pain control in the predoctoral curriculum.

Upon successful completion of the program, the dental anesthesiologist will be eligible to take the diplomate examination of the American Dental Board of Anesthesiology, and to apply for a general anesthesia permit in any state of the United States.

Following enrollment into the program, residents may apply for acceptance to the Master of Science in Dentistry (M.S.D.) degree track in addition to the specialty certificate. The application should be submitted at the end of the first year and be supported by the program director. Admission into the M.S.D. degree track may extend the length of study. Any additional time must be in residence and continued financial support is not guaranteed.

Application deadline

Application for admission should be submitted no later than October 1 of the year prior to the summer of intended enrollment.

Tuition (2008-2009)

No additional tuition required.

Insurance and fees (2008-2009)

\$378	Insurance, per academic quarter.
\$115	Student-service fees, per quarter.
\$165	Information technology support fee, per quarter, which is paid by the department.

DEPARTMENTAL REQUIRED COURSES

ANES 521	Principles of Medicine, Physical Diagnosis, and Hospital Protocol (4 units required)	(2, 2)
ANES 547	Anesthesia Grand Rounds	(1)
ANES 548	Anesthesia Residents Seminar	(2)
ANES 604	Anesthesia Literature Review	(1)
ANES 624	Intravenous Conscious Sedation	(4)
ANES 654	Practice Teaching in Anesthesia (6 units required)	(1-2)
ANES 697	Research	(1)
ANES 746	General Anesthesia (72 units /2160 clock hours required)	(9)

INTERDISCIPLINARY REQUIRED COURSES

REL_	Religion selective	(3)
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Dentistry, General—SD

(D.D.S.)

CHARLES J. GOODACRE, Dean, School of Dentistry

The goal of the General Dentistry Program is to train practitioners in the delivery of high-quality dental care that is preventive in purpose and comprehensive in scope, and that is based on sound biological principles.

Curriculum

Dentistry, like all health professions, exists to benefit society and, therefore, continually assesses its professional services to ascertain what measures, attitudes, and skills most effectively serve society.

The School of Dentistry is committed to:

- Beginning the curriculum with a strong foundation in the sciences that are basic to knowledge of the structure and function of the human being in health and in sickness.
- Providing an educational environment that progressively leads a student to mastery and correlation of clinical sciences and skills.
- Developing a frame of reference from which to mobilize the resources of dentists and associated professional personnel in both delivery of health care and contribution to community well-being by education for the prevention of illness.

These concepts include responsibility for contributing to the body of scientific knowledge by questioning, investigating, and teaching; for remaining sensitive and adaptive to the needs of humanity in ever-changing conditions; and for maintaining consciousness of the individual obligation to live, practice, and strive for the good of humanity.

The curriculum in dentistry, organized to be completed in four academic years, fulfills requirements for the Doctor of Dental Surgery degree.

Objective

The primary objective of the dental curriculum is to graduate men and women who attest to the purpose of the University and the goals of the School of Dentistry, which include advancing knowledge and understanding of health, disease, and ways to improve health and the dental health care-delivery system through basic and applied research.

Admission

Information and procedures for applying to the Doctor of Dental Surgery Program can be found under Application and Admissions in the School of Dentistry general information in Section III of this CATALOG.

Regulations

The student is also subject to the conditions of registration, attendance, financial policy, governing practices, and graduation requirements outlined in Section II and in the School of Dentistry general information in Section III of this CATALOG.

Instruments, textbooks, additional materials

The instruments, textbooks, and materials required for the study and practice of dentistry are prescribed by the School of Dentistry. The school issues dental instruments each quarter as needed in the program.

Unauthorized or incomplete equipment is not acceptable. Advance administrative approval must be obtained for any exception.

Employment

Because the dental program is very rigorous, first-year students in dentistry may not accept part-time employment during the first term. Such employment thereafter may be accepted by the student only upon receiving written permission from the Office of the Associate Dean for Academic Affairs.

Academic incentive program

Detailed information on the Academic Incentive Program may be found under that heading in the School of Dentistry general information in Section III of this CATALOG.

Licensing

Eligibility to take examinations given by the state and regional boards of dental examiners is based on essentially the same requirements as are stipulated by the School of Dentistry for the Doctor of Dental Surgery degree. Information about the examinations of the respective states is available from the associate dean for academic affairs. Credentials from the National Board of Dental Examiners are accepted in lieu of the written portion of a state examination in most states. Many states require the National Board Examination and provide no alternative. (The national board does not include a clinical examination.)

D.D.S. competencies

The curriculum is designed to ensure that by graduation all students will have the skills, attitudes, and competencies important to the successful practice of dentistry. Students must be competent in the following knowledge and skills, and are expected to be able to perform each major competency as they relate to the following twenty-one major areas.

DOMAIN I

1. **CRITICAL THINKING**—Perform clinical decision-making that is supported by foundational knowledge and evidence-based rationales

The new dentist must be able to:

- a. Understand the fundamental principles governing the structure and functioning of the human organism.
- b. Integrate information from biomedical, clinical, and behavioral sciences in addressing clinical problems.
- c. Read and evaluate scientific literature and other appropriate sources of information in making oral health-management decisions.
- d. Demonstrate the ability to use sound, scientifically derived laboratory and clinical evidence to guide clinical decision making.
- e. Apply critical thinking and problem-solving skills in the comprehensive care of patients.
- f. Understand the role of lifelong learning and self-assessment in maintaining competency and attaining proficiency and expertise.

2. **COMMUNITY INVOLVEMENT**—Promote, improve, and maintain oral health in patient-centered and community settings.

The new dentist must be able to:

- a. Explain the role of the dental professional in a community setting.
- b. Recognize the effectiveness of community-based programs.
- c. Explain the role of professional dental organizations in promoting the health of the public.
- d. Explain the concept of a worldwide community as described in the world mission of the Seventh-day Adventist Church.

3. **DIVERSITY**—Function as a leader in a multicultural work environment and manage a diverse patient population.

The new dentist must be able to:

- a. Demonstrate the ability to serve patients and interact with colleagues and allied dental personnel in a multicultural work environment without discrimination.
- b. Demonstrate honesty and confidentiality in relationships with staff.
- c. Explain the principles of leadership and motivation.
- d. Demonstrate the skills to function successfully as a leader in an oral health care team.
- e. Communicate effectively with patients, peers, other professionals, and staff.

4. **PROFESSIONAL PRACTICE**—Understand the basic principles important in developing, managing, and evaluating a general dental practice.

The new dentist must be able to:

- a. Evaluate the advantages and disadvantages of different models of oral health care management and delivery.
- b. Explain legal, ethical, and risk-management principles relating to the conduct of dental practice.
- c. Explain the basic principles of personnel management, office systems, and business decisions.
- d. Apply financial management skills to debt and business management.
- e. Apply knowledge of informational technology resources in contemporary dental practice.
- f. Understand the importance of spiritual principles as a basis for developing a philosophy of health care.

5. **PERSONAL AND PROFESSIONAL BALANCE**—Understand the importance of maintaining physical, emotional, financial, and spiritual health in one's personal life.

The new dentist must be able to:

- a. Demonstrate the ideal of service through the provision of compassionate, personalized health care.
- b. Understand the importance of maintaining a balance between personal and professional needs for successful life management.
- c. Explain the issues associated with chemical dependency, its signs in oneself and others, and the resources and treatments available.
- d. Explain the basic principles of personal financial planning and retirement planning.
- e. Explain the concept of personal wholeness espoused by Loma Linda University and the Seventh-day Adventist Church.

6. **PATIENT MANAGEMENT**—Apply behavioral and communication skills in the provision of patient care.

The new dentist must be able to:

- a. Recognize and manage significant cultural, psychological, physical, emotional, and behavioral factors affecting treatment and the dentist-patient relationship.
- b. Establish rapport and maintain productive and confidential relationships with patients, using effective interpersonal skills.
- c. Recognize common behavioral disorders and understand their management.
- d. Use appropriate and effective techniques to manage anxiety, distress, discomfort, and pain.
- e. Manage dental fear, pain, and anxiety with appropriate behavioral and pharmacologic techniques.

7. **ETHICS**—Apply ethical principles to professional practice and personal life.

DOMAIN II: ASSESSMENT OF THE PATIENT AND THE ORAL ENVIRONMENT

8. **EXAMINATION OF PATIENTS**—Conduct a comprehensive examination to evaluate the general and oral health of patients of all ages within the scope of general dentistry.

The new dentist must be able to:

- a. Identify the chief complaint and take a history of the present illness.
- b. Conduct a thorough medical history, social history, and dental history.
- c. Perform an appropriate clinical and radiographic examination using diagnostic aids and tests, as needed.
- d. Identify patient behaviors that may contribute to orofacial problems.
- e. Identify biologic, pharmacologic, and social factors that may affect oral health.
- f. Identify signs of abuse or neglect.
- g. Establish and maintain accurate patient records.

9. **DIAGNOSIS**—Determine a diagnosis by interpreting and correlating findings from the examination.

The new dentist must be able to:

- a. Identify each problem that may require treatment.
- b. Establish a clinical or definitive diagnosis for each disorder identified.
- c. Assess the impact of systemic diseases or conditions on oral health and/or delivery of dental care.
- d. Recognize conditions that may require consultation with or referral to another health care provider and generate the appropriate request.

10. TREATMENT PLANNING—Develop a comprehensive treatment plan and treatment alternatives.

The new dentist must be able to:

- a. Identify treatment options for each condition diagnosed.
- b. Identify systemic diseases or conditions that may affect oral health or require treatment modifications.
- c. Identify patient expectations and goals for treatment.
- d. Explain and discuss the diagnosis, treatment options, and probable outcomes for each option with the patient or guardian.
- e. Develop an appropriately sequenced integrated treatment plan.
- f. Modify the treatment plan, when indicated, due to unexpected circumstances, noncompliant individuals, or for patients with special needs (such as frail or elderly; or medically, mentally, or functionally compromised individuals).
- g. Present the final treatment plan to the patient, including time requirements, sequence of treatment, estimated fees, payment options, and other patient responsibilities in achieving treatment outcomes.
- h. Secure a signed consent to treatment.

11. MANAGEMENT OF PAIN AND ANXIETY—Manage pain and anxiety with pharmacologic and non-pharmacologic methods.

The new dentist must be able to:

- a. Evaluate the patient's physical and psychological state and identify factors that may contribute to orofacial pain.
- b. Manage patients with craniofacial pain and be able to differentiate pain of a nondental origin.

12. EMERGENCY TREATMENT—Manage dental emergencies and medical emergencies that may be encountered in dental practice.

The new dentist must be able to:

- a. Manage dental emergencies of infectious, inflammatory, and traumatic origin.
- b. Provide basic life-support measures for patients.
- c. Develop and implement an effective office strategy for preventing and managing medical emergencies.

13. HEALTH PROMOTION AND MAINTENANCE— Provide appropriate preventive and/or treatment regimens for patients with various dental carious states using appropriate medical and surgical treatments.

The new dentist must be able to:

- a. Use accepted prevention strategies, such as oral hygiene instruction, microbiologic evaluation, nutritional education, and pharmacologic intervention to help patients maintain and improve their oral and systemic health.
- b. Properly isolate the tooth/teeth from salivary moisture and bacterial contamination.
- c. Differentiate between sound enamel, hypo-mineralized enamel, remineralized enamel, and carious enamel.
- d. Develop and implement an appropriate treatment plan for enamel surfaces that can be managed by remineralization therapies.
- e. Develop and implement an appropriate treatment plan for tooth surfaces with caries involving the enamel and/or dentin.
- f. Remove or treat carious tooth structure and restore with appropriate materials.
- g. Determine when a tooth has such severe carious involvement as to require extraction.

14. ASSESSMENT OF TREATMENT OUTCOMES—Analyze continuously the outcomes of patient treatment to improve the treatment.

The new dentist must be able to:

- a. Perform periodic chart review and case presentations.
- b. Review and assess patient-care outcomes.

DOMAIN III: RESTORATION TO OPTIMAL ORAL HEALTH, FUNCTION, AND ESTHETICS

15. TREATMENT OF PERIODONTAL DISEASE—Evaluate and manage the treatment of periodontal diseases.

The new dentist must be able to:

- a. Design and provide an appropriate oral hygiene-instruction plan for the patient.
- b. Remove hard and soft deposits from the crown and root surfaces.
- c. Evaluate the outcomes of the initial phase of periodontal treatment.
- d. Manage the treatment of patients in the maintenance phase of therapy.
- e. Recognize and manage the treatment of advanced periodontal disease.
- f. Recognize the need for and appropriately use chemotherapeutic agents.
- g. Manage the treatment of mucogingival periodontal problems.
- h. Manage the treatment of hard- and soft-tissue problems in preparation for restorative procedures.

16. MANAGEMENT OF DISEASES OF PULPAL ORIGIN—Evaluate and manage diseases of pulpal origin and subsequent periradicular disease.

The new dentist must be able to:

- a. Prevent and manage pulpal disorders through the use of indirect and direct pulp capping and pulpotomy procedures.
- b. Assess case complexity of each endodontic patient.
- c. Manage endodontic emergencies.
- d. Manage nonsurgical endodontic therapy on permanent teeth.
- e. Recognize and manage endodontic procedural accidents.
- f. Manage pulpal and periradicular disorders of traumatic origin.
- g. Manage endodontic surgical treatment.
- h. Manage bleaching of endodontically treated teeth.
- i. Evaluate outcome of endodontic treatment.

17. MANAGEMENT OF PATHOLOGIC CHANGES—Recognize and manage pathologic changes in the tissues of the oral cavity and of the head and neck area.

The new dentist must be able to:

- a. Recognize clinical and radiographic changes that may indicate disease.
- b. Recognize variations of normal and developmental anomalies.
- c. Identify conditions that may require treatment.
- d. Manage oral and maxillofacial pathologic conditions using pharmacologic and nonpharmacologic methods.

18. BASIC SURGICAL CARE—Provide basic surgical care.

The new dentist must be able to:

- a. Perform uncomplicated extractions of teeth.
- b. Manage surgical extraction, as well as common intraoperative and postoperative surgical complications.
- c. Manage pathological conditions, such as lesions requiring biopsy, localized odontogenic infections, and impacted third molars.
- d. Manage patients with dentofacial deformities or patients who can benefit from preprosthetic surgery.

19. MANAGEMENT OF OCCLUSAL INSTABILITY—Recognize and manage problems related to occlusal stability.

The new dentist must be able to:

- a. Recognize and manage occlusal discrepancies.

20. ASSESSMENT AND MANAGEMENT OF MAXILLARY AND MANDIBULAR SKELETODENTAL DISCREPANCIES—Assess and manage maxillary and mandibular skeletodental discrepancies—including space maintenance, as represented in the early, mixed, and permanent dentitions.

The new dentist must be able to:

- a. Perform mixed dentition analyses utilizing the Moyers and Nance methods.
- b. Perform a Steiner cephalometric analysis to evaluate for individual sagittal and coronal plane skeletodental discrepancies compared to normative data.
- c. Evaluate the noncephalometric skeletodental facial esthetics of the child, adolescent, or adult patient.
- d. Manage multidisciplinary treatment cases involving orthodontics.
- e. Recognize the effects of abnormal swallowing patterns, mouth breathing, bruxism, and other parafunctional habits on the skeletodental structures; and manage treatment.

21. RESTORATION AND REPLACEMENT OF TEETH—Manage the restoration of individual teeth and the replacement of missing teeth, for proper form, function, and esthetics.

The new dentist must be able to:

- a. Assess teeth for restorability.
- b. Assess esthetic and functional considerations.
- c. Manage preservation of space following loss of teeth or tooth structure.
- d. Select appropriate methods and restorative materials.
- e. Design fixed and removable prostheses.
- f. Implement appropriate treatment sequencing.
- g. Perform biomechanically sound preparations.
- h. Fabricate and place biomechanically sound provisional restorations.
- i. Make impressions for diagnostic and treatment casts.
- j. Obtain anatomic and occlusal relation records for articulation of casts.
- k. Prepare casts and dies for the construction of restorations and prostheses.
- l. Manage the laboratory fabrication of restorations and prostheses.
- m. Evaluate and place restorations that are clinically acceptable.
- n. Instruct patients in follow-up care of restorations and prostheses.

DISTRIBUTION OF INSTRUCTION**General Dentistry Program****YEAR D1****Autumn Quarter**

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
ANAT 511	Human Anatomy I for the Dentist	46	24	8	78	5.0
DNES 708	Introduction to the Dental Profession	10	—	—	10	1.0
PHSL 503	Biochemical Foundations of Physiology	53	—	—	53	5.0
RESA 701	Restorative Dentistry I, Lecture	22	—	—	22	2.0
RESA 701L	Restorative Dentistry I, Laboratory	—	56	—	56	2.0
RELT 775	Spirituality and the Christian Health Professional	22	—	—	22	2.0
	TOTALS	153	80	8	241	17.0

Winter Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
ANAT 512	Human Anatomy II for the Dentist	50	53	—	103	5.0
DNES 707	Personal Development	22	—	—	22	2.0
PHSL 504	Physiological Systems of the Human Body	48	—	—	48	5.0
RESA 702	Restorative Dentistry II, Lecture	22	—	—	22	2.0
RESA 702L	Restorative Dentistry II, Laboratory	—	56	—	56	2.0
RELE 734	Christian Ethics for Dentists	22	—	—	22	2.0
	TOTALS	164	109	—	273	18.0

Spring Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
ANAT 513	Human Anatomy III for the Dentist	62	49	—	111	5.0
DNES 705	Etiology and Management of Dental Caries	18	—	—	18	2.0
PERI 705	Introduction to Periodontics	21	—	—	21	2.0
PHSL 505	Homeostatic Mechanisms of the Human Body	39	—	—	39	5.0
RESA 708	Restorative Dentistry III, Lecture	22	—	—	22	2.0
RESA 708L	Restorative Dentistry III, Laboratory	—	56	—	56	2.0
	TOTALS	162	105	—	267	18.0

YEAR D2**Summer Quarter**

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
DNES 718	Communications and Interpersonal Relationships	11	—	—	11	1.0
ODRP 501	Principles of Microbiology	40	—	—	40	4.0
ODRP 701	Radiology I: Clinical Procedures	13	16	—	29	1.5
ODRP 725	Patient Assessment and Data Management	37	6	—	43	3.0

ODRP 751	General and Systemic Pathology I	43	–	–	43	4.0
RESD 709	Restorative Dentistry IV, Lecture*	19	–	–	19	2.0
RESD 709L	Restorative Dentistry IV, Laboratory*	–	48	–	48	2.0
PERI 742	Essential Periodontal Therapy, Laboratory*	4	24	10	38	1.0
	TOTALS	167	94	10	271	18.5

Autumn Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
ANES 751	Dental Anesthesia: Local Anesthesia	33	11	–	44	4.0
ODRP 726	Patient Diagnosis and Treatment Planning	12	12	–	24	1.5
ODRP 752	General and Systemic Pathology II	46	–	–	46	4.0
ODRP 755	Radiology II: Theory and Interpretation	21	–	–	21	2.0
RESD 764	Removable Prosthodontics (1 of 4)*	44	49	–	93	5.5
RESD 771	Single Casting Technique, Lecture	25	–	–	25	2.0
RESD 771L	Single Casting Technique, Laboratory	–	63	–	63	2.0
SDCL 711	Clinic Orientation I	11	–	–	11	1.0
	TOTALS	192	135	–	327	22

Winter Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
ODRP 761	Oral Pathology and Diagnosis	64	–	–	64	6.0
PERI 741	Essential Periodontal Therapy, Lecture	19	–	–	19	2.0
RESD 764	Removable Prosthodontics (2 of 4)*	–	–	–	–	–
RESD 772	Fixed Prosthodontics, Lecture	22	–	–	22	2.0
RESD 772L	Fixed Prosthodontics, Laboratory	–	59	–	59	2.0
RESD 875	Restorative Dentistry Clinic (1 of 10)*	–	–	var.	–	0.5
SDCL 712	Clinic Orientation II	22	–	–	22	2.0
	TOTALS	127	59	var.	186	14.5

Spring Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
DNES 789	National Board Part I Review	20	–	–	20	1.0
ENDN 831	Endodontics I	11	–	–	11	1.0
ENDN 832	Endodontics II (1 of 2)*	7	88	–	95	2.0
ODRP 735	Dental Emergency Diagnosis and Treatment	11	–	–	11	1.0
ORDN 751	Principles of Orthodontics I	13	–	–	13	1.0
PEDN 753	Pediatric Dentistry I, Lecture	19	–	–	19	2.0
PEDN 753L	Pediatric Dentistry I, Laboratory	–	36	–	36	1.0
PHRM 501	Pharmacology and Therapeutics	38	–	–	38	4.0

RESD 764	Removable Prosthodontics (3 of 4)*	—	—	—	—	—
RESD 875	Restorative Dentistry Clinic (2 of 10)*	—	—	var.	—	1.0
	TOTALS	119	124	var	243	14.0

* Grade given at end of multiple-quarter course

YEAR D3

Summer Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
ANES 801	Dental Anesthesia: Advanced Topics	18	—	—	18	2.0
DNES 804	Applied Statistics	24	—	—	24	2.0
DNES 806	Research Design	20	—	—	20	2.0
ENDN 832	Endodontics II (2 of 2)*	—	—	—	—	—
ODRP 825	ODRP Clinic (1 of 4)*	—	—	var.	—	1.0
OMFS 805	Oral Surgery I	9	4	—	13	1.0
PEDN 825	Pediatric Dentistry Clinic (1 of 4)*	—	—	var.	—	0.5
RESD 764	Removable Prosthodontics (4 of 4)*	—	—	—	—	—
RESD 773	Fixed Prosthodontics II, Lecture	21	—	—	21	2.0
RESD 773L	Fixed Prosthodontics II, Laboratory	—	64	—	64	2.0
RESD 811	Dental Materials II	11	—	—	11	1.0
RESD 875	Restorative Dentistry Clinic (3 of 10)*	—	—	var.	—	2.0
SDCL 801	Clinical Patient Care	—	—	var.	—	2.0
	TOTALS	103	68	var.	171	17.5

Autumn Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
DNES 806L	Research Design, Laboratory	4	18	—	22	1.0
ENDN 834	Endodontics IV, Lecture	15	—	—	15	1.0
ODRP 807	Oral Medicine I	12	—	—	12	1.0
ODRP 821	Special Care Dentistry	8	—	—	8	1.0
ODRP 825	ODRP Clinic (2 of 4)*	—	—	var.	—	0.5
ORDN 801	Minor Tooth Movement	10	22	—	32	2.0
OMFS 811	Oral Surgery II (1 of 2)*	19	—	—	19	1.0
OMFS 825	Oral Surgery Clinic I	—	—	var.	—	1.0
PEDN 825	Pediatric Dentistry Clinic (2 of 4)*	—	—	var.	—	1.0
PERI 765	Special Topics in Periodontal Therapy	24	—	—	24	2.0
RELR 717	Diversity and the Christian Health Professional	22	—	—	22	2.0
RESD 854	Implant Dentistry with Laboratory	22	10	—	32	3.0

RESD 875	Restorative Dentistry Clinic(4 of 10)*			var.		2.0
SDCL 802	Clinical Patient Care	–	–	var.	–	2.0
	TOTALS	136	50	var.	186	20.5

Winter Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
ODRP 808	Oral Medicine II	22	–	–	22	2.0
ODRP 825	ODRP Clinic (3 of 4)*	–	–	var.	–	0.5
ORDN 811	Principles of Orthodontics II	12	–	–	12	1.0
OMFS 811	Oral Surgery II (2 of 2)*	11	–	–	11	1.0
PEDN 821	Pediatric Dentistry II	11	–	–	11	1.0
PEDN 825	Pediatric Dentistry Clinic (3 of 4)*	–	–	var.	–	1.0
PERI 805	Periodontal Surgical Therapy	14	–	–	14	1.0
RESD 822	Operative Dentistry II, Lecture	11	–	–	11	1.0
RESD 822L	Operative Dentistry II, Laboratory	–	27	–	27	1.0
REL__ __	Religion selective	22	–	–	22	2.0
RESD 875	Restorative Dentistry Clinic (5 of 10)*	–	–	var.	–	2.0
SDCL 803	Clinical Patient Care	–	–	var.	–	2.0
	TOTALS	103	27	var.	130	15.5

Spring Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
DNES 794	Public Health Dentistry	18	–	–	18	2.0
ODRP 811	Oral Medicine III	12	–	–	12	1.0
ODRP 825	ODRP Clinic (4 of 4)*	–	–	var.	–	1.0
PEDN 825	Pediatric Dentistry Clinic (4 of 4)*	–	–	var.	–	1.0
PHRM 503	Clinical Pharmacology in Dentistry	22	–	–	22	2.0
RELR 749	Personal and Family Wholeness	22	–	–	22	2.0
RESD 801	Fixed Prosthodontics and Occlusion	10	–	–	10	1.0
RESD 823	Operative Dentistry III, Lecture	26	–	–	26	1.0
RESD 823L	Operative Dentistry III, Laboratory	–	16	–	16	1.0
RESD 875	Restorative Dentistry Clinic (6 of 10)*	–	–	var.	–	2.0
SDCL 804	Clinical Patient Care	–	–	var.	–	2.0
	TOTALS	110	16	var.	126	16.0

* Grade given at end of multiple-quarter course

YEAR D4**Summer Quarter**

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
ODRP 826	Oral Medicine IV	22	—	—	22	2.0
ODRP 875	ODRP Clinic(1 of 4)*	—	—	var.	—	1.0
PEDN 875	Pediatric Dentistry Clinic (1 of 4)*	—	—	var.	—	0.5
PERI 875	Periodontics Clinic (1 of 4)*	—	—	var.	—	2.0
RESN 875	Restorative Dentistry Clinic (7 of 10)*	—	—	var.	—	7.0
SDCL 805	Clinical Patient Care	—	—	var.	—	2.0
	TOTALS	22	—	var.	22	14.5

Autumn Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
DNES 807	Practice Management I	28	—	—	28	2.0
DNES 889	National Board Part II Review	28	—	—	28	2.0
ODRP 875	ODRP Clinic (2 of 4)*	—	—	var.	—	1.0
PEDN 875	Pediatric Dentistry Clinic (2 of 4)*	—	—	var.	—	0.5
PERI 875	Periodontics Clinic (2 of 4) *	—	—	var.	—	2.0
RESN 861	Senior Lecture in Removable Prosthodontics	18	—	—	18	2.0
RESN 875	Restorative Dentistry Clinic (8 of 10)*	—	—	var.	—	7.0
SDCL 806	Clinical Patient Care	—	—	var.	—	2.0
	TOTALS	74	—	var.	74	18.5

Winter Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
DNES 809	Practice Management II	22	—	—	22	2.0
DNES 851	The Dentist and the Law	18	—	—	18	2.0
ODRP 875	ODRP Clinic (3 of 4)*	—	—	var.	—	1.0
PEDN 875	Pediatric Dentistry Clinic (3 of 4)*	—	—	var.	—	1.0
PERI 875	Periodontics Clinic (3 of 4)*	—	—	var.	—	2.0
RESN 875	Restorative Dentistry Clinic (9 of 10)*	—	—	var.	—	7.0
RELN 715	Christian Dentist in the Community	22	—	—	22	2.0
SDCL 807	Clinical Patient Care	—	—	var.	—	2.0
	TOTALS	62	—	var.	62	19.0

Spring Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
ENDN 875	Endodontics Clinic	—	—	var.	—	1.0
ODRP 875	ODRP Clinic (4 of 4)*	—	—	var.	—	1.0
ORDN 875	Orthodontics Clinic	—	—	var.	—	1.0

OMFS 875	Oral Surgery Clinic II	—	—	var.	—	1.0
PEDN 875	Pediatric Dentistry Clinic (4 of 4)*	—	—	var.	—	1.0
PERI 875	Periodontics Clinic (4 of 4)*	—	—	var.	—	1.5
RESO 844	Restorative Study Club Seminar	6	—	var.	6	0.5
RESO 875	Restorative Dentistry Clinic (10 of 10)*	—	—	var.	—	7.0
SDCL 808	Clinical Patient Care	—	—	var.	—	2.0
	TOTALS	6	—	var.	6	16.0
	TOTALS (D1, D2, D3, D4)	1700	867	var.	2585	259.5

* Grade given at end of multiple-quarter course

THE DEPARTMENTS OF THE GENERAL DENTISTRY PROGRAM

The nine departments of the General Dentistry Program include:

- Dental Anesthesiology
- Dental Educational Services
- Endodontics
- Oral Diagnosis, Radiology, and Pathology
- Oral and Maxillofacial Surgery
- Orthodontics and Dentofacial Orthopedics
- Pediatric Dentistry
- Periodontics
- Restorative Dentistry

DENTAL ANESTHESIOLOGY

LARRY D. TRAPP, Director, Advanced Education Program

JOHN W. LEYMAN, Director, Special Care Dentistry Clinic

FACULTY

Barry K. Krall

John W. Leyman

Larry D. Trapp

The Dental Anesthesiology Department is staffed by dentists with advanced training in anesthesiology. Staff members provide didactic and clinical instruction in all areas of pain and anxiety control in dentistry. Undergraduate, predoctoral, and postdoctoral students learn techniques ranging from local anesthesia and parenteral sedation to general anesthesia. Related topics taught include physical diagnosis, clinical pharmacology, management of medically compromised patients, and management of medical emergencies. Observation of and participation in the anesthetic management of patients in the School of Dentistry Outpatient Surgery Center provide a unique opportunity for students to learn advanced skills in general anesthesia techniques.

COURSES		(Units)
ANES 314	Dental Anesthesia: Local Anesthesia and Inhalation Sedation	(4)
ANES 751	Dental Anesthesia: Local Anesthesia and Inhalation Sedation	(4)
ANES 801	Dental Anesthesia: Advanced Topics	(2)

DENTAL EDUCATIONAL SERVICES

RONALD J. DAILEY, Chair

FACULTY

Ronald J. Dailey

Lincoln P. Edwards

William M. Hooker

Neal A. Johnson

Fred C. Kasischke

J. S. Kim

George M. Lessard
 Edna M. Loveless
 William A. Loveless
 H. Maynard Lowry
 Kathleen L. Moore
 Gary M. Nelson

Thomas C. Rogers
 Ronald J. Secor
 Yanina C. Toledo
 Robert D. Walter
 Wu Zhang

The Division of Dental Educational Services provides instruction for a variety of nonclinical subject areas, including behavioral science, practice management, preventive and community dentistry, and service-learning. The interactions of patients, staff, and dentists are examined in light of varied personality characteristics; the art and science of establishing and operating a successful practice are examined; and preventive dentistry in the office and community is studied as the underlying philosophy of dental practice. Students are required to participate in providing dental services and dental health education in dentally underserved settings outside the dental school clinic, providing the experience of involvement in the real world “to make man whole.”

COURSES		Units
DNES 305	Etiology and Management of Dental Caries	(2)
DNES 504	Spanish for the Dental Professional	(2)
DNES 700	Orientation to Tooth Morphology	(2)
DNES 705	Etiology and Management of Dental Caries	(2)
DNES 707	Personal Development	(2)
DNES 708	Introduction to the Dental Profession (1)	(1)
DNES 718	Communication Skills for the Dentist	(1)
DNES 789	National Board Part I Review	(1)
DNES 794	Public Health Dentistry	(2)
DNES 804	Applied Statistics	(2)
DNES 806	Research Design	(2)
DNES 806L	Research Design Laboratory	(1)
DNES 807	Practice Management I	(2)
DNES 809	Practice Management II	(2)
DNES 817	Practice Management I for IDP	(1)
DNES 818	Practice Management II for IDP	(1)
DNES 851	The Dentist and the Law	(2)
DNES 889	National Board Part II Review	(2)

ENDODONTICS

LEIF K. BAKLAND, Chair

MAHMOUD TORABINEJAD, Director, Advanced Education Program

FACULTY

Leif K. Bakland
 Robert A. Handysides
 David E. Jaramillo
 Steven G. Morrow
 Gerardo A. M. Toledo
 Mahmoud Torabinejad

The Department of Endodontics is the branch of dentistry concerned with the morphology, physiology, and pathology of the human dental pulp and periradicular tissues. Its study and practice encompass the basic clinical science, including biology of the

normal pulp; the etiology, diagnosis, prevention, and treatment of diseases and injuries of the pulp; and associated periradicular conditions. The department faculty have developed preclinical lectures, laboratory exercises, and clinical training that cover the scope of endodontics. These experiences are coordinated and incorporated in a manner that provides patients with optimum oral health care in a setting that promotes the mission of the School of Dentistry.

COURSES		Units
ENDN 831	Endodontics I	(1)
ENDN 832	Endodontics II	(2)
ENDN 834	Endodontics IV	(1)
ENDN 875	Endodontics Clinic	(1)

ORAL DIAGNOSIS, RADIOLOGY, AND PATHOLOGY

LANE C. THOMSEN, Chair

FACULTY

Heidi L. Christensen
 Melissa Chun
 Heidi B. Kohltharber
 Charles P. Lee
 Hilbert Lentz, Jr.
 James R. Padgett, Jr.
 Susan C. Richards
 Susan Roche
 Lane C. Thomsen

The Department of Oral Diagnosis, Radiology, and Pathology covers a variety of disciplines. The overall focus of the department is to train dental students to consider all related factors when arriving at a diagnosis and formulating a treatment plan that will best meet the needs of each patient. Courses are offered that cover aspects of general and systemic pathology, oral medicine, geriatric and special-needs dentistry, emergency diagnosis and treatment, oral pathology, radiology, diagnosis, and treatment planning. The department's aim is to prepare dental students to excel in compassionate and knowledgeable service to patients that is based on a comprehensive gathering and interpretation of pertinent data.

COURSES		Units
IDPO 534	Oral Medicine—Orofacial Pain and TMD	(2)
IDPO 535	Oral Pathology and Diagnosis	(2)
IDPO 725	Patient Assessment and Data Management for IDP	(2)
IDPO 726	Patient Diagnosis and Treatment Planning and Radiology for IDP	(2)
ODRP 311	General and Oral Pathology DH	(5)
ODRP 501	Principles of Microbiology	(4)
ODRP 701	Radiology I: Clinical Procedures	(1.5)
ODRP 725	Patient Assessment and Data Management	(3)
ODRP 726	Patient Diagnosis and Treatment Planning	(1.5)
ODRP 735	Dental Emergency Diagnosis and Treatment	(1)
ODRP 751	General and Systemic Pathology I	(4)
ODRP 752	General and Systemic Pathology II	(4)
ODRP 755	Radiology II: Theory and Interpretation	(2)
ODRP 761	Oral Pathology and Diagnosis	(6)
ODRP 807	Oral Medicine I: TMJ/Orofacial Pain I	(1)

ODRP 808	Oral Medicine II: Medically Compromised Patient	(2)
ODRP 811	Oral Medicine III: TMJ/Orofacial Pain II	(1)
ODRP 821	Special Care Dentistry	(1)
ODRP 825	Oral Diagnosis, Radiology and Pathology Clinic (3.5 units required)	(.5-3)
ODRP 826	Oral Medicine IV: Clinical Oral Pathology and Oncology	(2)
ODRP 875	Oral Diagnosis, Radiology and Pathology Clinic (4 units required)	(1-4)

ORAL AND MAXILLOFACIAL SURGERY

ALAN S. HERFORD, Chair; Director, Advanced Education Program

WAYNE K. TANAKA, Director, Predoctoral Program

FACULTY

Philip J. Boyne
Liviu F. Eftimie
Alan S. Herford
Fred R. Matthews
Wayne K. Tanaka

The predoctoral courses in the Department of Oral and Maxillofacial Surgery include didactic and clinical instruction to prepare the student for dealing with patients seen in the general practice of dentistry. Subject matter considered includes patient evaluation prior to surgery, surgical instruments, complications and ways of preventing them, infections of the region, antibiotics, analgesic drugs to alleviate pain resulting from surgical procedures, prescription writing, and preparation of the mouth for prostheses. Oral and maxillofacial surgery procedures not done by the general dentist are included in the lectures because knowledge regarding these procedures is necessary to provide a basis for proper advice to patients with conditions that are treated by the specialist. Clinical experience ranges from a basic minimum of routine cases to more difficult, advanced cases, according to the student's demonstrated ability, perseverance, judgment, and interest in oral and maxillofacial surgery.

COURSES		Units
IDPO 826	Oral and Maxillofacial Surgery for IDP	(2)
OMFS 805	Oral and Maxillofacial Surgery I	(1)
OMFS 811	Oral and Maxillofacial Surgery II (2 units required)	(1-2)
OMFS 819	Intravenous Sedation	(1.5)
OMFS 825	Oral and Maxillofacial Surgery Clinic I	(1)
OMFS 875	Oral and Maxillofacial Surgery Clinic II	(1)

ORTHODONTICS AND DENTOFACIAL ORTHOPEDIC

JOSEPH M. CARUSO, Chair, Associate Director, Advanced Education Program

V. Leroy Leggitt, Director, Advanced Education Program

FACULTY

Joseph M. Caruso
James R. Farrage
Gabriela E. Garcia
V. Leroy Leggitt
Roland D. W. Neufeld
Kitchai Rungcharassaeng
R. David Rynearson

The predoctoral courses in the Department of Orthodontics, as outlined by the American Dental Association, apply the knowledge derived from the basic sciences, research, and clinical treatment to the science of orthodontics so that the dental

graduate will have the background necessary to recognize those conditions s/he is capable of managing. Clinical experience ranges from minor tooth movement and early treatment cases to more difficult, advanced cases—according to the student's demonstrated ability, perseverance, judgment, and interest in orthodontics.

The graduate will be able to:

1. Anticipate and detect malocclusions.
2. Take steps to prevent or intercept malocclusion where possible.
3. Use this knowledge as an adjunct to procedures in all other phases of dental practice.
4. Provide a basis for understanding the possibilities of orthodontic treatment.
5. Treat limited orthodontic problems that fall within the general dentist's sphere of knowledge and training.
6. Know the bases on which case referrals are made and how to handle a referral correctly.

COURSES		Units
ORDN 751	Principles of Orthodontics I	(1)
ORDN 801	Minor Tooth Movement	(2)
ORDN 811	Principles of Orthodontics II	(1)
ORDN 875	Orthodontics Clinic	(1)

PEDIATRIC DENTISTRY

BONNIE A. NELSON, Chair

F. ROBERT TRAFICANTE, Jr., Director, Advanced Education Program

FACULTY

Joseph A. Curtin
 Richard L. Grabowsky
 J. Todd Milledge
 Bonnie A. Nelson
 Wesley K. Okumura
 F. Robert Traficante, Jr.

The Department of Pediatric Dentistry is committed to teaching excellent clinical techniques in children's dentistry, and instilling within the dental student the importance of providing an emotionally healthy environment for the child patient while "at the dentist." The faculty has developed didactic, laboratory, and clinical learning environments in pediatric dentistry. This broad experience is designed to prepare the student for the general practice of dentistry for children.

COURSES		Units
IDPP 755	Pediatric Dentistry Clinic for IDP (1 unit required)	(0.5)
IDPP 756	Pediatric Dentistry I for IDP	(2)
IDPP 756L	Pediatric Dentistry I Laboratory for IDP	(1)
PEDN 753	Pediatric Dentistry I Lecture	(2)
PEDN 753L	Pediatric Dentistry I Laboratory	(1)
PEDN 821	Pediatric Dentistry II	(1)
PEDN 825	Pediatric Dentistry Clinic I (3.5 units required)	(.5-3.5)
PEDN 875	Pediatric Dentistry Clinic II (3 units required)	(.5-3)

PERIODONTICS

CRAIG M. RIRIE, Interim Chair, Department of Periodontics; Director, Predoctoral Program

JEFFREY M. HENKIN, Director, Advanced Education Program

FACULTY

Sebastiano Andreana
 Nikola Angelov
 R. Leslie Arnett, Jr.
 Jeffrey M. Henkin
 Oliver C. Hoffmann
 Robert Holt, Jr.
 Yoon J. Kim
 S. Scott Lee

Leticia C. Lenoir
 Adrian Mobilia
 Manoochehr Parsi
 Craig M. Ririe
 Barbara H. Valadez
 Albert M. Weissman
 Klaus D. Wolfram

The Department of Periodontics provides education and training for predoctoral, dental hygiene, and postgraduate students in the art and science of periodontics. Periodontics encompasses the study of the supporting structures of the teeth; as well as the etiology, pathogenesis, diagnosis, and treatment of diseases that affect the supporting structures of the teeth. The study of periodontics helps to form basic concepts of health and disease. These concepts are applied in the treatment of periodontal diseases and in the maintenance of dental health over a patient's lifetime, providing comprehensive dental therapy for the individual patient. In this way the Department of Periodontics contributes directly to the School of Dentistry's academic and service mission "to make man whole."

COURSES		Units
IDPP 754	Clinical Periodontics	(2)
IDPP 759	Special Topics in Periodontal Therapy	(2)
PERI 705	Introduction to Periodontics	(2)
PERI 741	Essential Periodontal Therapy, Lecture	(2)
PERI 742	Essential Periodontal Therapy, Laboratory	(2)
PERI 765	Special Topics in Periodontal Therapy	(2)
PERI 805	Periodontal Surgical Therapy	(1)
PERI 875	Periodontics Clinic (7.5 units required)	(1-7.5)

RESTORATIVE DENTISTRY

DOUGLASS B. ROBERTS, Chair

MATHEW T. KATTADIYIL, Interim Director, Advanced Education Program in Prosthodontics

JAIME L. LOZADA, Director, Advanced Education Program in Implant Dentistry

FACULTY

Daniel R. Armstrong
 Viviana D. P. Avila-Gnau
 Nadim Baba
 Frederick A. Berry
 Brian P. Black
 George A. Blount
 David C. Brodeur
 Perry D. Burtch
 Nathan A. Dinsbach
 Mark E. Estey
 Michael J. Fitzpatrick
 Ronald E. Forde
 Belen G. Geach
 Gary J. Golden
 Charles J. Goodacre
 B. Dan Hall

William H. Heisler
 Balsam F. Jekki
 Rami R. Jekki
 Joseph Y. K. Kan
 Mathew T. Kattadiyil
 Amir H. Khatami
 S. Alejandro Kleinman
 Edward S. C. Ko
 Sean C. Lee
 Monica C. Lehnhof
 Yiming Li
 Jaime L. Lozada
 Gregory D. Mitchell
 W. Patrick Naylor
 Doyle R. Nick
 Quinton P. Nicola

Brian B. Novy
 Paul L. Richardson
 Holli C. Riter
 Douglass B. Roberts
 Elizabeth B. Robbins
 Sofia I. Rodriguez-Lopez
 Clyde L. Roggenkamp
 Jung Hwa Suh
 Daniel E. Tan
 L. Parnell Taylor

Anthony G. Theodorou
 Marcelo G. Toledo
 F. Jose Torres
 Julian C. Tsai
 R. Bruce Walter
 Robert D. Walter
 John M. Whittaker
 Myron S. Winer
 Ronald L. Young

The Department of Restorative Dentistry encompasses the specific disciplines of operative dentistry, fixed prosthodontics, and removable prosthodontics. It provides a home base for biomaterials research and graduate programs in implant dentistry and prosthodontics. It is the aim of the department to provide each student with a thorough understanding of both technical and clinical skills, enabling the comprehensive treatment of diseased or lost tooth structure and the replacement of missing teeth. Other goals are to instill in each student an interest in exploring new frontiers in dentistry and in recognizing the need for a continued quest for knowledge.

COURSES		Units
IDPR 701	Operative Dentistry I with Laboratory	(2)
IDPR 702	Operative Dentistry II with Laboratory	(2)
IDPR 704	Introduction to Occlusion	(2)
IDPR 761	Removable Prosthodontics I with Laboratory	(2)
IDPR 762	Removable Prosthodontics II with Laboratory	(2)
IDPR 763	Removable Prosthodontics III with Laboratory	(2)
IDPR 771	Fixed Prosthodontics I with Laboratory	(2)
IDPR 772	Fixed Prosthodontics II with Laboratory	(2)
IDPR 801	Fixed Prosthodontics III with Laboratory	(2)
IDPR 803	Operative Dentistry III with Laboratory	(2)
IDPR 854	Implant Dentistry with Laboratory	(3)
RESD 701	Restorative Dentistry I Lecture	(2)
RESD 701L	Restorative Dentistry I Laboratory	(2)
RESD 702	Restorative Dentistry II Lecture	(2)
RESD 702L	Restorative Dentistry II Laboratory	(2)
RESD 708	Restorative Dentistry III Lecture	(2)
RESD 708L	Restorative Dentistry III Laboratory	(2)
RESD 709	Restorative Dentistry IV Lecture	(2)
RESD 709L	Restorative Dentistry IV Laboratory	(2)
RESD 764	Removable Prosthodontics	(5.5)
RESD 771	Single Casting Technique Lecture	(2)
RESD 771L	Single Casting Technique Laboratory	(2)
RESD 772	Fixed Prosthodontics Lecture	(2)
RESD 772L	Fixed Prosthodontics Laboratory	(2)
RESD 773	Fixed Prosthodontics II Lecture	(1, 2)

RESD 773L	Fixed Prosthodontics II Laboratory	(1, 2)
RESD 801	Fixed Prosthodontics and Occlusion	(1)
RESD 811	Dental Materials II	(1)
RESD 822	Operative Dentistry II Lecture	(1)
RESD 822L	Operative Dentistry II Laboratory	1
RESD 823	Operative Dentistry III Lecture	(1)
RESD 823L	Operative Dentistry III Laboratory	(1)
RESD 844	Restorative Study Club Seminar	(0.5)
RESD 854	Implant Dentistry with Laboratory	(3)
RESD 861	Senior Lecture in Removable Prosthodontics	(2)
RESD 875	Restorative Clinic (37.5 units required)	(.5-7)
SDCJ 744	Clinical Training in Advanced Restorative Dentistry	(8)
SDCL 711	Clinic Orientation I	(1)
SDCL 712	Clinic Orientation II	(2)
SDCL 801	Clinical Patient Care	(2)
SDCL 802	Clinical Patient Care	(2)
SDCL 803	Clinical Patient Care	(2)
SDCL 804	Clinical Patient Care	(2)
SDCL 805	Clinical Patient Care	(2)
SDCL 806	Clinical Patient Care	(2)
SDCL 807	Clinical Patient Care	(2)
SDCL 808	Clinical Patient Care	(2)

Dental Hygiene—SD

(B.S.)

KRISTI J. WILKINS, Chair

JEAN M. HONNY, Director, Degree Completion Program

FACULTY

Darlene A. Armstrong
 Kellie R. Bergendahl
 D. Darlene Cheek
 Janeen C. Duff
 Debra K. Friesen
 Jean M. Honny
 Michelle T. Hurlbutt
 Shirley A. Lee
 Joyce H. Sanders
 Joni A. Stephens
 Kristi J. Wilkins
 Colleen Whitt
 Shelly A. Withers

Established in 1959, the Department of Dental Hygiene, the undergraduate program of the School of Dentistry, is largely focused on preventive oral health services and maintenance care. Dental science courses, preclinical lectures and seminars, laboratory exercises, and clinical assignments have been developed to provide training in the variety of procedures delegated to the dental hygienist within the dental practice setting. These experiences are sequenced in an organized manner that provides for continual growth and proficiency in performance of all traditional and expanded function procedures.

The purpose of the program is to develop professionals prepared for the current practice of dental hygiene, as well as graduates who are additionally prepared to deal with future changes in dentistry. Courses that encourage critical thinking and problem-solving techniques and that enhance the ability to evaluate the latest in research are important adjuncts to clinical training.

Upon completion of this curriculum, graduates will be prepared to enter a variety of career options available to a dental hygienist.

The Degree Completion Program is designed for licensed dental hygienists who graduated from an Associate in Science degree program, or its equivalent, and wish to complete the baccalaureate (BS) degree in dental hygiene. This program is the equivalent of one full academic year. In addition to the degree completion courses in either education or public health, the participant will need to complete any remaining general education requirements needed to fulfill a baccalaureate degree.

The program is designed to be completed primarily online, with a requisite teaching or public health component that may be accomplished in the geographical area of the student. This program offers the challenge and quality of a traditional classroom, yet provides the flexibility to fit education into the life of the busy dental professional. Students can study at their own convenience, learn in small groups with expert faculty, and meet career goals at their own speed. Students who tend to be the most successful in this type of program are self-directed, computer literate, and self-motivated in their learning and study habits.

Two areas of focus are included in this program. The first is teaching and prepares the student to instruct in a dental hygiene program. The second is a public health focus, which will allow graduates to work in a community/dental public health program or allow them to teach in a dental hygiene program.

Philosophy

A profession in the health arts and sciences calls increasingly for persons of intelligence, integrity, responsibility, and depth of human understanding. Therefore, the program of instruction is planned on a strong liberal arts foundation. The student is encouraged to take electives that contribute to breadth of knowledge and quality of values. The choice of electives in early college work is important for many reasons.

The School of Dentistry is interested in applicants with the potential to become hygienists who are well-read and gracious persons—prepared to communicate effectively in professional and community relationships. They should be able to draw on knowledge of the structure and function of the human body in health and disease, applying resources based on Christian ideals and values to aid in the solution of personal problems. They should also be able to develop the attitudes and skills that will most effectively serve society.

Goal

The goal of the Dental Hygiene Program is to educate competent, concerned, and active members of the dental hygiene profession who possess the ability to effectively perform the expanding scope of practice of the dental hygienist.

Loma Linda University emphasizes Christian values and beliefs and the concept of whole-person care. Opportunities for spiritual growth and fellowship among faculty and students are interwoven into daily academic pursuits, clinical practice, and social interactions.

The advancement of dental hygiene depends on an ever-growing body of knowledge. Therefore, this program also places great importance on providing an atmosphere in which students can develop the skills necessary to objectively assess new theories and trends in dentistry in light of scientific knowledge and principles. By combining Christian values with an appreciation for research and the scientific method, graduates will continually apply sound principles to patient care and exhibit God's love in the quality of service they render.

Admission

Information and procedures for applying to the Dental Hygiene Program can be found under the Application and Admissions section of the general information for the School of Dentistry in Section III.

Curriculum

Dental hygiene, a profession dating back to 1913, is largely concerned with preventive health services. The hygienist works in association with the dentist in private-practice offices, industrial organizations, schools, hospitals, state or federal public health services, and the armed forces.

The curriculum is organized as a four-year college program leading to the Bachelor of Science degree. The freshman and sophomore years of largely prescribed, preprofessional study may be taken at any accredited college. The professional program begins with the junior year in the School of Dentistry. The program is approved by the Commission on Dental Accreditation of the American Dental Association. The first class at this University graduated in 1961.

COURSES		(Units)
DNHY 303	Dental Materials and Techniques	(2)
DNHY 305	Dental Anatomy Lecture	(2)
DNHY 305L	Dental Anatomy Laboratory	(1)
DNHY 309	Radiology I	(3)
DNHY 310	Radiology II	(2)
DNHY 321	Preclinical Dental Hygiene I Lecture	(2)
DNHY 321L	Preclinical Dental Hygiene I Laboratory	(2)
DNHY 322	Preclinical Dental Hygiene II Lecture	(2)
DNHY 322L	Preclinical Dental Hygiene II Laboratory	(2)
DNHY 323	Preclinical Dental Hygiene III Lecture	(2)
DNHY 323L	Preclinical Dental Hygiene III Laboratory	(1)
DNHY 328	Dental Hygiene Portfolio Practicum	(1)
DNHY 375	Dental Hygiene Clinic	(1)
DNHY 376	Dental Hygiene Clinic	(4)
DNHY 380	Medically Compromised Patients	(2)
DNHY 381	Pharmacology for the Dental Hygienist I	(2)
DNHY 382	Pharmacology for the Dental Hygienist II	(1)
DNHY 390	Introductory Statistics	(3)
DNHY 405	Introduction to Periodontics	(2)
DNHY 406	Orthodontics Concepts for Dental Hygiene	(1)

DNHY 408	Professional Ethics	(2)
DNHY 409	Jurisprudence	(2)
DNHY 411	Dental Hygiene Topics I	(2)
DNHY 412	Dental Hygiene Topics II	(2)
DNHY 413	Dental Hygiene Topics III	(2)
DNHY 414	Personal Finance	(2)
DNHY 415	Applied Nutrition	(2)
DNHY 416	Dental Health Education I	(2)
DNHY 417	Dental Health Education II	(2)
DNHY 418	Critical Issues of Health Care	(2)
DNHY 421	Research I	(2)
DNHY 422	Research II	(2)
DNHY 431	Dental Public Health	(3)
DNHY 435	Special Topics in Periodontal Therapy	(2)
DNHY 451	Clinical Seminar I	(1)
DNHY 452	Clinical Seminar II	(1)
DNHY 453	Clinical Seminar III	(1)
DNHY 475	Dental Hygiene Clinic I	(4)
DNHY 476	Dental Hygiene Clinic II	(4)
DNHY 477	Dental Hygiene Clinic III	(4)
DNHY 495	Dental Hygiene National Board Review (2 units required)	(1)
DNHY 498	Dental Hygiene Directed Study	(1-10)
DNHY 499	Research Writing	(2)

DENTAL HYGIENE COMPETENCIES

The curriculum is designed to ensure that by graduation all students will have the skills, attitudes, and competencies important to the successful practice of dental hygiene. Students must be competent in the following:

- Competency 1: Apply a professional code of ethics in all patient and professional interactions.
- Competency 2: Understand and adhere to the federal/state legal and regulatory framework in the provision of dental hygiene services.
- Competency 3: Apply critical thinking and problem-solving skills in the provision of dental hygiene care to promote whole-patient health and wellness.
- Competency 4: Assume professional responsibility for the provision of dental hygiene care centered on the current evidence-based, scientifically accepted standard of care.
- Competency 5: Commit to self-assessment, lifelong learning, and professional growth.
- Competency 6: Advance the profession through research, service activities, and affiliations with professional organizations.
- Competency 7: Provide quality assurance for the provision of health care services and education to the dental hygiene consumer.
- Competency 8: Communicate with persons of diverse cultures.
- Competency 9: Provide accurate, consistent, and complete documentation for assessment, planning, implementation and evaluation as part of the dental hygiene process of care.
- Competency 10: Provide individualized patient care that is humane and empathetic.

Regulations

The student is also subject to the conditions of registration, attendance, financial policy, governing practices, and graduation requirements outlined in Section II and in the School of Dentistry general information in Section III of this CATALOG.

Employment

Dental hygiene students may accept part-time employment during the school year after receiving approval from the department chair and the associate dean for academic affairs. Permission to work is granted on the basis of grades, class load, and health. Work hours may not interfere with class, laboratory, or clinic assignments.

Supplies

Dental hygiene students must have prescribed textbooks, supplies, instruments, and uniforms. The official instruments issued must be purchased from the School of Dentistry during registration. Unauthorized or incomplete equipment is not acceptable. Advance consent must be obtained for any exception. The student must buy the professional apparel (uniforms, glasses, and shoes) specified by the School of Dentistry.

License

To practice, the dental hygienist must pass state licensing examinations given by state and/or regional dental examining boards. The examinations are given several times each year. Credentials from the National Board of Dental Examiners are accepted in lieu of the written portion of a state examination in all states. Some states have additional written tests. Further information can be obtained from each state licensing board.

DISTRIBUTION OF INSTRUCTION

Dental Hygiene

JUNIOR YEAR

Autumn Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
†ANAT 301	Head and Neck Anatomy	33	33	—	66	4
†DNHY 303	Dental Materials and Techniques	11	22	—	33	2
†DNHY 305	Dental Anatomy, Lecture	22	—	—	22	2
†DNHY 305L	Dental Anatomy, Laboratory	—	44	—	44	1
†DNHY 309	Radiology I	33	28	—	61	3
†DNHY 321	Preclinical Dental Hygiene, Lecture	22	—	—	22	2
†DNHY 321L	Preclinical Dental Hygiene, Laboratory	—	66	—	66	2
†RELT 423	Loma Linda Perspectives	22	—	—	22	2
	TOTALS	143	193	—	336	18

Winter Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
†ANAT 303	General and Oral Histology and Embryology	22	33	—	55	3
†ANES 314	Local Anesthesia and Inhalation Sedation	33	14	—	47	4
†DNHY 310	Radiology II	22	28	—	50	2
†DNHY 322	Preclinical Dental Hygiene, Lecture	22	—	—	22	2
†DNHY 322L	Preclinical Dental Hygiene, Laboratory	—	66	—	66	2
†DNHY 375	Dental Hygiene Clinic	—	—	44	44	1
†DNHY 380	Medically Compromised Patient*	22	—	—	22	2
†DNHY 381	Pharmacology for the Dental Hygienist I	22	—	—	22	2
	TOTALS	143	141	44	328	18

Spring Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
†DNHY 323	Preclinical Dental Hygiene, Lecture	22	–	–	22	2
†DNHY 323L	Preclinical Dental Hygiene, Laboratory	–	40	–	40	1
†DNHY 376	Dental Hygiene Clinic*	–	–	88	88	2
†DNHY 380	Medically Compromised Patient*	22	–	–	22	2
†DNHY 405	Introduction to Periodontics	22	–	–	22	2
†ODRP 311	General and Oral Pathology	55	–	–	55	5
†DNHY 382	Pharmacology for the Dental Hygienist I	11	–	–	11	1
†RELE 457	Christian Ethics and Health Care	22	–	–	22	2
	TOTALS	154	40	88	282	17

*Grade given at end of multiple-quarter course

†Core course; minimum grade of C- required

SENIOR YEAR**Summer Quarter**

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
†DNES 305	Etiology and Management of Dental Caries	19	2	–	21	2
†DNHY 376	Dental Hygiene Clinic*	–	–	176	176	4
†DNHY 390	Introductory Statistics	22	—		22	2
†DNHY 406	Orthodontic Concepts for Dental Hygiene	11	–	–	11	1
†DNHY 416	Dental Health Education I	22	–	–	22	2
†DNHY 421	Research I	8	30	–	38	2
†DNHY 328	Portfolio Practicum	11	–	–	11	1
	TOTALS	93	32	176	301	14

Autumn Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
†DNHY 411	Dental Hygiene Topics I	22	–	–	22	2
†DNHY 415	Applied Nutrition	22	–	–	22	2
†DNHY 417	Dental Health Education II	22	–	–	22	2
†DNHY 422	Research II	11	22	–	33	2
†DNHY 435	Special Topics in Periodontal Therapy	22	–	–	22	2
†DNHY 451	Clinical Seminar I	11	–	–	11	1
†DNHY 475	Dental Hygiene Clinic I	–	–	176	176	4
†DNHY 495	Dental Hygiene National Board Preparation*	39	–	–	39	1
†RELR 475	The Art of Integrative Care	22	–	–	22	2
	TOTALS	171	22	176	369	18

Winter Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
†DNHY 408	Professional Ethics	22	–	–	22	2
†DNHY 412	Dental Hygiene Topics II	22	–	–	22	2
†DNHY 418	Critical Issues of Health Care	22	–	–	22	2
†DNHY 431	Public Health Dentistry	33	–	–	33	3
†DNHY 452	Clinical Seminar II	11	–	–	11	1
†DNHY 476	Dental Hygiene Clinic II	–		176	176	4
†DNHY 495	Dental Hygiene National Board Preparation*	39			39	1
	TOTALS	149	33	176	325	15

Spring Quarter

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
†DNHY 409	Jurisprudence	22	–	–	22	2
†DNHY 413	Dental Hygiene Topics III	22	–	–	22	2
†DNHY 414	Personal Finance	22	–	–	22	2
†DNHY 453	Clinical Seminar III	11	–	–	11	1
†DNHY 477	Dental Hygiene Clinic III	–	–	176	176	4
†RELR 408	Christian Perspectives on Marriage and Family	22	–	–	22	2
	TOTALS	99	–	176	275	13
	TOTALS (Junior and Senior years)	952	461	836	2216	113

* Grade given at end of multiple-quarter course

† Core course; minimum grade of C- required

NOTE: Consult adviser regarding other courses that may be applied to the program.

DEGREE COMPLETION PROGRAM

- Dental Hygiene - Education Track
- Dental Hygiene - Public Health Track

Core Courses

†DNES 305	Etiology & Management of Dental Caries	(2)
†DNHY 390	Introductory Statistics	(3)
†DNHY 414	Personal Finance	(2)
†DNHY 421	Research I	(2)
†DNHY 422	Research II	(2)
†DNHY 441	Principles of Education I	(3)
†DNHY 442	Principles of Education II	(3)
†DNHY 444	Teaching Practicum	(3-4)
†DNHY 464	Web-based Techniques	(3)

†DNHY 498	Dental Hygiene Directed Study	(3)
†DNHY 499	Research Writing	(2)
†REL_ ____	Religion Selective (2 courses required)	(4)
	TOTAL CORE UNITS	(32 or 33)

Education Track

†DNHY 425	Educational Psychology for the Health Professional	(3)
†DNHY 436	Ethical Principles in Education	(2)
†DNHY 446	Principles of Clinical Instruction	(3)
†DNHY 478	Advanced Clinical Concepts (selective)	(2)
	TOTAL TRACK UNITS	(10)
	CUMULATIVE TOTAL UNITS	(42 or 43)

Public Health Track

†DNHY 428	Health Care Management	(3)
†DNHY 437	Ethical Principles in Public Health	(2)
†DNHY 449	Treating the Special Needs Patient	(3)
†DNHY 484	Legal Issues in Health Care	(2)
†DNHY 419	Essentials of Public Health for Dental Hygienists	(4)
	TOTAL TRACK UNITS	(14)
	CUMULATIVE TOTAL UNITS	(46 or 47)

†Core course; minimum grade of C- required

NOTE: Consult adviser regarding other courses that may be applied to the program.

Dentist, International Program—SD

(D.D.S.)

MICHAEL J. FITZPATRICK, Program Director

FACULTY

Nikola Angelov
 R. Leslie Arnett, Jr.
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 Marcelo G. Toledo
 Klaus D. Wolfram

The International Dentist Program, founded by Dr. Lloyd Baum in 1985, is designed to allow qualified dentists educated in countries outside the United States to earn a Doctor of Dental Surgery (D.D.S.) degree in the United States. More than 250 students from fifty countries have graduated from the program.

The D.D.S. degree from a U.S. dental college is an educational requirement for eligibility to take the dental licensure examination in many states. The program has a minimum length of two academic years (twenty-four calendar months), but may be extended, when necessary, to meet the needs of a particular student.

Admissions

Information and procedures for applying to the International Dentist Program can be found under Application and Admissions in the School of Dentistry general information in Section III of this CATALOG.

Regulations

The student is also subject to the conditions of registration, attendance, financial policy, governing practices, and graduation requirements outlined in Section II and in the School of Dentistry general information in Section III of this CATALOG.

COURSES		Units
DNES 707	Personal Development	(2)
DNES 817	Practice Management I for IDP	(1)
DNES 818	Practice Management II for IDP	(1)
ENDN 831	Endodontics I	(1)
ENDN 832	Endodontics II	(2)
IDPC 825	General Clinics (16 units required)*	(8)
IDPC 835	General Clinics (24 units required)*	(12)
IDPC 845	General Clinics (16 units required)*	(8)
IDPG 700	Review of General Dentistry	(8-12)
IDPG 845	Evidence-Based Dentistry (4 units required)	(2)
IDPO 534	Oral Medicine—Orofacial Pain and TMD	(2)
IDPO 535	Oral Pathology and Diagnosis	(2)
IDPO 725	Patient Assessment and Data Management	(2)
IDPO 726	Patient Diagnosis and Treatment Planning and Radiology	(2)
IDPO 801	Minor Tooth Movement	(2)

IDPO 811	Principles of Orthodontics II	(2)
IDPO 826	Oral and Maxillofacial Surgery	(2)
IDPP 754	Clinical Periodontics with Laboratory	(2)
IDPP 755	Pediatric Dentistry Clinic (1 unit required)	(0.5)
IDPP 756	Pediatric Dentistry I	(2)
IDPP 756L	Pediatric Dentistry I Laboratory	(1)
IDPP 759	Special Topics in Periodontal Therapy	(2)
IDPR 701	Operative Dentistry I with Laboratory	(2)
IDPR 702	Operative Dentistry II with Laboratory	(2)
IDPR 704	Introduction to Occlusion	(2)
IDPR 761	Removable Prosthodontics I with Laboratory	(2)
IDPR 762	Removable Prosthodontics II with Laboratory	(2)
IDPR 763	Removable Prosthodontics III with Laboratory	(2)
IDPR 771	Fixed Prosthodontics I with Laboratory	(2)
IDPR 772	Fixed Prosthodontics II with Laboratory	(2)
IDPR 801	Fixed Prosthodontics III with Laboratory	(2)
IDPR 803	Operative Dentistry III with Laboratory	(2)
IDPR 854	Implant Dentistry with Laboratory	(3)
ORDN 801	Minor Tooth Movement	(2)
ORDN 811	Principles of Orthodontics II	(1)
RELR 717	Christian Beliefs and Life	(2)
RELE 734	Christian Ethics for Dentists	(2)
RELR 749	Personal and Family Wholeness	(2)

* Grade given at the end of a multiple-quarter course

INTERNATIONAL DENTIST PROGRAM
DISTRIBUTION OF INSTRUCTION

IDP4
SPRING QUARTER

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
DNES 707	Personal Development	22	-	-	22	2.0
ENDN 831	Endodontics I	11	-	-	11	1.0
ENDN 832	Endodontics II (1 of 2)*	7	88	-	95	2.0
IDPG 845	Evidenced-Based Dentistry (1 of 2)	22	-	-	22	2.0
IDPO 725	Patient Assessment and Data Management	22	-	-	22	2.0
IDPO 826	Oral and Maxillofacial Surgery	11	33		44	2.0
IDPP 759	Special Topics in Periodontal Therapy	22	-	-	22	2.0
IDPR 701	Operative Dentistry I with Laboratory	11	33	-	44	2.0

IDPR 761	Removable Prosthodontics I with Laboratory	11	33	-	44	2.0
IDPR 771	Fixed Prosthodontics I with Laboratory	11	33	-	44	2.0
RELE 734	Christian Ethics for Dentists	22	-	-	22	2.0
	TOTALS	172	220	var.	392	21.0

SUMMER QUARTER

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
IDPP 756	Pediatric Dentistry I	22	-	-	22	2.0
IDPP 756L	Pediatric Dentistry I Laboratory	-	44	-	44	1.0
ENDN 832	Endodontics II (2 of 2)*	-	-	-	-	-
IDPG 845	Evidenced-Based Dentistry (2 of 2)	22	-	-	22	2.0
IDPO 726	Patient Diagnosis and Treatment Planning and Radiology	22	-	-	22	2.0
IDPP 754	Clinical Periodontics with Laboratory	11	33	-	44	2.0
IDPR 702	Operative Dentistry II with Laboratory	11	33	-	44	2.0
IDPR 762	Removable Prosthodontics II with Laboratory	11	33	-	44	2.0
IDPR 772	Fixed Prosthodontics II with Laboratory	11	33	-	44	2.0
	TOTALS	110	176	var.	286	15.0

AUTUMN QUARTER

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
IDPC 825	General Clinic	-	-	var.	var.	8.0
IDPP 755	Pediatric Dentistry Clinic	-	-	var.	var.	1.0
ORDN 801	Minor Tooth Movement	11	22	-	33	2.0
IDPR 704	Introduction to Occlusion	22	-	-	22	2.0
IDPR 763	Removable Prosthodontics III with Laboratory	11	33	-	44	2.0
IDPR 803	Operative Dentistry III with Laboratory	11	33	-	44	2.0
	TOTALS	55	88	var.	143	17.0

WINTER QUARTER

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
IDPC 825	General Clinic	-	-	var.	var.	8.0
IDPO 535	Oral Pathology and Diagnosis	22	-	-	22	2.0
ORDN 811	Principles of Orthodontics II	11	-	-	11	1.0
IDPR 854	Implant Dentistry with Laboratory	22	44	-	66	3.0
RELR 749	Personal and Family Wholeness	22	-	-	22	2.0
	TOTALS	77	44	var.	121	16.0

IDP4**SPRING QUARTER**

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
IDPC 835	General Clinic	-	-	var.	var.	12.0
	TOTALS	-	-	var.	var.	12.0

SUMMER QUARTER

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
IDPC 835	General Clinic	-	-	var.	var.	12.0
	TOTALS	-	-	var.	var.	12.0

AUTUMN QUARTER

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
DNES 817	Practice Management I for IDP	Self-Study Course				1.0
IDPC 845	General Clinic	-	-	var.	var.	8.0
IDPO 534	Oral Medicine/Oral Facial Pain and TMD	22	-	-	22	2.0
IDPR 801	Fixed Prosthodontics III with Laboratory	11	33	-	44	2.0
RELX 717	Christian Beliefs and Life	22	-	-	22	2.0
	TOTALS	55	33	var.	88	15.0

WINTER QUARTER

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
DNES 818	Practice Management II for IDP	Self-Study Course				1.0
IDPC 845	General Clinic	-	-	var.	var.	8.0
	TOTALS	-	-	var.	var.	9.0

		CLOCK HOURS				Units
		Lec./Semr.	Lab.	Clin.	Total	
	TOTALS	469	561	var.	1030	117.0

* Grade given at end of multiple-quarter course

Endodontics, Advanced—SD

(M.S., M.S.D., PD certificate)

MAHMOUD TORABINEJAD, Director, Advanced Education Program

FACULTY

Leif K. Bakland
Robert A. Handysides
David E. Jaramillo
Mahmoud Torabinejad

The mission of the advanced dental education program in endodontics is to train endodontists who are proficient in treating teeth that require root canal therapy (art), possess an in-depth biological knowledge related to endodontics (science), and have participated in endodontic research and teaching.

The goals of the advanced dental education program in endodontics are to:

1. Provide in-depth didactic instruction and clinical training to prepare dentists to manage patients with a variety of endodontic needs.
2. Provide comprehensive and formal courses in biomedical sciences, with emphasis on their relationship to endodontics.
3. Engage students in research and teaching experiences for continued professional growth and development after graduation.

The program begins in July and requires twenty-seven months in residence for the specialty certificate.

Following enrollment into the program, students may apply for acceptance to either the Master of Science (M.S.) or the Master of Science in Dentistry (M.S.D.) degree track in addition to the specialty certificate. The application should be submitted at the beginning of the second year and must be supported by the program director. Admission into the M.S. or the M.S.D. degree track may extend the length of study; the additional time must be in residence. The Graduate Record Examination (GRE) will be required for those who elect to pursue admission into the M.S. degree program.

Graduates in both the certificate and graduate degree programs are educationally qualified for certification by the American Board of Endodontics.

Application deadline

Application for admission should be submitted by September 15 of the year prior to the summer of intended enrollment.

Tuition

Tuition for the 2008-2009 school year is \$10,257 per academic quarter. In addition, fees for each academic quarter include: insurance, \$378; student services, \$115; and information-technology support, \$165.

DEPARTMENTAL REQUIRED COURSES

ENDN 534	Endodontic Treatment Conference (18 units required)	(2)
ENDN 601	Principles of Endodontics (10 units required)	(2)
ENDN 604	Literature Seminar in Endodontics (12 units required)	(2)
ENDN 654	Practice Teaching in Endodontics (3-4 units required)	(1)
ENDN 697A	Research	(1)
ENDN 697B	Research	(1)
ENDN 698	Thesis (M.S. degree only)	(1)
ENDN 725	Clinical Practice in Endodontics (72 units required)	(8)

INTERDISCIPLINARY REQUIRED COURSES

GRDN 514	Introduction to Biomedical Research	(4)
GRDN 535	Clinical Oral Pathology	(2)
GRDN 601	Practice Management	(2)
GRDN 609	Professional Ethics	(2)
GRDN 622	Biomedical Science I	(4)
GRDN 623	Biomedical Science II (4 units required)	(4, 5)
GRDN 632	Basic Microsurgery Technique	(2)
IMPD 611	Introduction to Implant Dentistry	(2)
IMPD 612	Advanced Implant Dentistry	(2)
ORPA 533	Radiology	(2)
PERI 624	Conscious Sedation in Periodontics	(4)
REL_ ____	Religion elective	(3)

Implant Dentistry, Advanced—SD

(M.S., M.S.D., PD certificate)

JAIME L. LOZADA, Director, Advanced Education Program

FACULTY

Yong C. Choi
Joseph Y. K. Kan
S. Alejandro Kleinman
Jaime L. Lozada

The advanced dental education program in implant dentistry leads to a certificate. The postdoctoral student may also obtain a Master of Science degree. The program is designed to prepare the student for the practice of implant dentistry and to provide the foundation for the continued acquisition of knowledge and clinical skills in this demanding area.

Implant dentistry interfaces with the dental specialties of oral and maxillofacial surgery, prosthodontics, and periodontics. The implant dentistry student will be expected to achieve advanced knowledge and skills in certain aspects of all these dental specialties and to be proficient in implant prosthodontics and implant surgery. The content of the program is designed to prepare the student for certification by the American Board of Implant Dentistry, and upon application s/he may be qualified as an associate fellow of The American Academy of Implant Dentistry.

The required time in residence for the certificate is thirty-six months. The beginning date is March, and the first quarter will be spent in dental anesthesiology rotation.

Following enrollment into the program, students may apply for acceptance to either the Master of Science (M.S.) or the Master of Science in Dentistry (M.S.D.) degree track in addition to the specialty certificate. The application should be submitted before the end of the first year and must be supported by the program director. Admission into the M.S. or the M.S.D. degree track may extend the length of study to complete a research project and a thesis. The additional time must be in residence. The Graduate Record Examination (GRE) will be required for those who elect to pursue admission into the M.S. degree program.

Application deadline

Application for admission should be submitted by September 15 of the year prior to the spring of intended enrollment.

Tuition

The Implant Dentistry Program commences with a residency in anesthesiology in the Spring Quarter before the program's academic year begins Summer Quarter.

Tuition for the 2008-2009 school year is \$10,257 per academic quarter. Additional fees for each academic quarter include insurance, \$378; student services, \$115; and information-technology support, \$165.

Spring Quarter 2008-2009: For Spring Quarter, a separate fee of \$1,400 is charged for GRDN 632 Basic Microsurgery Technique—taken by students during the first quarter (Spring). This fee does not include instruments and textbooks. Students should plan on an annual increase consistent with inflation in the education sector.

DEPARTMENTAL REQUIRED COURSES

IMPD 505	Patient-Presentation Seminar (10 units required)	(1)
IMPD 533	Applied Radiology for Implant Dentistry	(1.5)
IMPD 561	Dental Bioengineering	(2)
IMPD 585	Implant Prosthodontics (10 units required)	(2)
IMPD 601	Literature Review in Implant Dentistry (22 units required)	(1-2)
IMPD 604	Current Literature Review in Implant Dentistry (20 units required)	(2)
IMPD 611	Introduction to Implant Dentistry	(2)
IMPD 612	Advanced Implant Dentistry	(2)
IMPD 631	Oral Implant Surgery (10 units required)	(1)
IMPD 631	Oral Implant Surgery	(1)

IMPD 634	Diagnosis and Treatment Planning in Implant Dentistry (10 units required)	(1)
IMPD 637	Peri-Implant Histopathology	(1)
IMPD 654	Practice Teaching in Implant Dentistry (3 units required)	(1-3)
IMPD 697A	Research	(1)
IMPD 697B	Research	(1)
IMPD 698	Thesis (M.S. track only)	(1)
IMPD 725	Clinical Practice in Implant Dentistry (40 units required)	(4)
IMPD 726	Clinical Practice of Periodontics in Implant Dentistry (4 units required)	(2)
IMPD 727	Clinical Practice of Prosthodontics in Implant Dentistry (20 units required)	(2)

INTERDISCIPLINARY REQUIRED COURSES

ANES 547	Anesthesia Grand Rounds (section II)	(1)
ANES 604	Anesthesia Literature Review (section II)	(1)
ANES 746	General Anesthesia	(9)
GRDN 514	Introduction to Biomedical Research	(4)
GRDN 535	Clinical Oral Pathology	(2)
GRDN 609	Professional Ethics	(2)
GRDN 622	Biomedical Science I	(4)
GRDN 623	Biomedical Science II (4 units required)	(4, 5)
GRDN 632	Basic Microsurgery Technique	(2)
OMFS 604	Selected Topics in Oral and Maxillofacial Surgery (12 units required)	(1)
PROS 500	Current Prosthodontic Literature Review (6 units required)	(2)
PROS 546	Occlusion and Morphology	(2)
PROS 547	Occlusion: Principles and Instrumentation	(2)
PROS 555	Removable Partial Prosthodontics	(2)
PROS 565	Complete Denture Prosthodontics	(2)
PROS 566	Advanced Complete Denture Prosthodontics	(2)
PROS 575	Fixed Partial Prosthodontics	(2)
PROS 576	Advanced Fixed Partial Prosthodontics I (MC esthetics)	(2)
PROS 595	Maxillofacial Prosthodontics	(2)
REL_ ____	Religion elective	(3)

Oral and Maxillofacial Surgery, Advanced—SD

(M.S., M.S.D., PD certificate)

ALAN S. HERFORD, Director, Advanced Education Program

FACULTY

Philip J. Boyne
Liviu F. Eftimie
Alan S. Herford
Fred R. Matthews
Wayne K. Tanaka

The advanced dental education program in oral and maxillofacial surgery is designed to prepare the resident for practice of the specialty and to provide the foundation for the continued acquisition of knowledge and skills. Clinical surgical health care delivery is emphasized. The resident is introduced to research methodology and teaching to develop an increased awareness of their importance in assessing clinical procedures and patient management. The content of the program conforms to the Standards of the Commission on Accreditation, and is designed to prepare the surgeon for certification by the American Board of Oral and Maxillofacial Surgery.

Four-year and six-year residency programs are available. Residents in the six-year program will also complete medical school and a one-year general surgery internship. The residency begins July 1.

Following enrollment into the program, residents may apply for acceptance to either the Master of Science (M.S.) or the Master of Science in Dentistry (M.S.D.) degree track in addition to the specialty certificate. The application should be submitted before the end of the first year and must be supported by the program director. Admission into the M.S. or the M.S.D. degree track may extend the length of study; the additional time must be in residence. The Graduate Record Examination (GRE) will be required for admission into the M.S. degree program.

Application deadline

Application for admission should be submitted by October 1 of the year prior to the summer of intended enrollment. The program participates in the National Match Program and the Post Doctoral Application Service (PASS). Applicants to the six-year program must also apply to the School of Medicine.

Tuition

Tuition and fees are waived.

DEPARTMENTAL REQUIRED COURSES

OMFS 604	Selected Topics in Oral and Maxillofacial Surgery (12 units required)	(1)
OMFS 605	Integrated Orthodontics and Surgical Correction of Dentofacial Deformities (12 units required)	(1)
OMFS 606	Applied Surgical Anatomy	(1)
OMFS 607	Principles of Medical History, Physical Examination, and Clinical Medicine	(2)
OMFS 608	Surgical Oral and Maxillofacial Pathology Conference (6 units/72 clock hours)	(.5)
OMFS 609	Literature Review in Oral and Maxillofacial Surgery (6 units/72 clock hours)	(.5)
OMFS 614	Experience in Oral and Maxillofacial Surgery Practice (70 units/1200 clock hours)	(7)
OMFS 615	Trends in Medicine and Surgery (12 units required)	(2)
OMFS 616	Application of Surgical Principles to Orthognathic Surgery	(1)
OMFS 617	Critical-Decision Thinking in Oral and Maxillofacial Surgery (12 units required)	(1)
OMFS 618	Introduction to General Anesthesia	(1)

OMFS 697A	Research	(1)
OMFS 697B	Research	(1)
OMFS 698	Thesis (M.S. track only)	(1)

INTERDISCIPLINARY REQUIRED COURSES

GRDN 601	Practice Management (audit only)	(2)
GRDN 622	Biomedical Science I (audit only)	(4)
GRDN 623	Biomedical Science II (audit only) (4 units required)	(4, 5)
GRDN 632	Basic Microsurgery Technique	(2)
REL_ ____	Religion elective	(3)

Orthodontics and Dentofacial Orthopedics, Advanced—SD

(M.S., PD certificate)

JOSEPH M. CARUSO, Chair

V. LEROY LEGGITT, Director, Advanced Education Program

FACULTY

Joseph M. Caruso

James R. Farrage

Gabriela E. Garcia

V. Leroy Leggitt

Roland D. W. Neufeld

Kitichai Rungcharassaeng

R. David Rynearson

The graduate program in orthodontics and dentofacial orthopedics is organized to:

1. Develop technical competence in the skill of orthodontics.
2. Deepen understanding of the basic natural sciences and their correlation with the practice of orthodontics.
3. Develop analytical thinking.
4. Develop skills in clinical research.
5. Increase the sense of responsibility toward the patient and the community.
6. Develop increased awareness of the obligation to make contributions to the growth and stature of the profession and to coordinate with those of allied professional disciplines.

All of the above are designed to prepare the student for a specialty practice in orthodontics or for pursuing a teaching career. The content of the program conforms to the standards developed by the specialty board, and graduates are educationally qualified for certification by the American Board of Orthodontics.

The master's degree program requires a minimum of twenty-seven months in residence, beginning in June. Additional time may be required, depending on the research selected. The Graduate Record Examination (GRE) will be required for admission into the master's degree program.

Application deadline

All applications for admission should be submitted to the school by August 15 of the year prior to the summer of intended enrollment.

Tuition

Tuition for the 2008-2009 school year is \$10,257 per academic quarter. Additional fees for each academic quarter include: insurance, \$378; student services, \$115; and information technology support, \$165.

DEPARTMENTAL REQUIRED COURSES

ORDN 524	Introduction to Graduate Orthodontics	(12)
ORDN 524L	Introduction to Graduate Orthodontics Laboratory	(6)
ORDN 525	Materials Science and Mechanics	(2)
ORDN 526	Applied Anatomy	(2)
ORDN 527	Clinical Photography	(1)
ORDN 535	Advanced Cephalometrics	(2)
ORDN 536	Concepts of Physical Anthropology	(2)
ORDN 545	Growth and Development	(3)

ORDN 546	Fundamentals of Occlusion	(2)
ORDN 571	Diagnosis and Treatment Planning I	(2)
ORDN 574	Diagnosis and Treatment Planning II	(2)
ORDN 584	Current Orthodontic Literature I	(2)
ORDN 591	Current Orthodontic Literature II	(2)
ORDN 597	Orthognathic Surgery Theory and Literature Review	(2)
ORDN 604	Seminar in Orthodontics	(1)
ORDN 605	Advanced Seminar in Orthodontics (2 units required)	(1)
ORDN 606	Craniofacial Genetics	(2)
ORDN 608	Physiology and Pathology of Speech	(1)
ORDN 634	Orthodontic Clinical Conference	(2)
ORDN 635	Finishing Mechanics I	(2)
ORDN 636	Finishing Mechanics II	(1)
ORDN 654	Practice Teaching in Orthodontics (4 units required)	(1-4)
ORDN 655	Temporomandibular Function and Dysfunction	(2)
ORDN 657	Orthodontic Board Preparation (6 units required)	(1-6)
ORDN 697A	Research	(1)
ORDN 697B	Research	(1)
ORDN 698	Thesis (M.S. track only)	(3)
ORDN 725	Clinical Practice in Orthodontics (56 units/1680 clock hours required)	(7)

INTERDISCIPLINARY REQUIRED COURSES

GRDN 514	Introduction to Biomedical Research	(4)
GRDN 601	Practice Management	(2)
GRDN 609	Professional Ethics	(2)
GRDN 623	Biomedical Science II (5 units required)	(4, 5)
OMFS 608	Surgical Oral and Maxillofacial Pathology Conference (2 units required)	(.5)
OMFS 616	The Application of Surgical Principles to Orthognathic Surgery	(1)
REL_ ____	Religion elective	(3)

Pediatric Dentistry, Advanced—SD

(M.S., M.S.D., PD certificate)

F. ROBERT TRAFICANTE, Jr., Director, Advanced Education Program

J. TODD MILLEDGE, Associate Director, Advanced Education Program

FACULTY

Joseph A. Curtin

Richard L. Grabowsky

J. Todd Milledge

Bonnie A. Nelson

Wesley K. Okumura

F. Robert Traficante, Jr.

The advanced dental education program in pediatric dentistry is designed to prepare the resident as a specialist in this area of dentistry. The curriculum leads to a certificate in pediatric dentistry. Clinical pediatric dentistry is emphasized; however, this clinical experience is balanced with a didactic curriculum of multidisciplinary courses and seminars. There is also a research component designed to expose the resident to problem solving using the scientific method. The program requires a minimum of twenty-four months in residence beginning July 1, and fulfills the requirements for initiating the process of certification by the American Board of Pediatric Dentistry.

Following enrollment into the program, residents may apply for acceptance to either the Master of Science (M.S.) or the Master of Science in Dentistry (M.S.D.) degree track in addition to the specialty certificate. The application should be submitted before the end of the first year and must be supported by the program director. Admission into the M.S. or the M.S.D. degree track may extend the length of study; the additional time must be in residence. The Graduate Record Examination (GRE) will be required for those who elect to pursue admission into the M.S. degree program.

Application deadline

Application for admission should be submitted by October 1 of the year prior to the summer of intended enrollment.

Tuition and fees

Tuition for the 2008-2009 school year is \$10,257 per academic quarter. Additional fees for each academic quarter include: insurance, \$378; student services, \$115; and information technology support, \$165.

DEPARTMENTAL REQUIRED COURSES

PEDN 503	Pediatric Dental Seminar (16 units required)	(2)
PEDN 508	Pediatric Hospital Dentistry Seminar (2 units required)	(2-4)
PEDN 512	Oral Sedation Seminar	(2)
PEDN 521	Principles of Medicine and Physical Diagnosis	(2)
PEDN 524	Introduction to Orthodontics, Lecture	(2)
PEDN 524L	Introduction to Orthodontics, Laboratory (1 units required)	(1-2)
PEDN 604	Pediatric Dental Literature (14 units required)	(2)
PEDN 654	Pediatric Dental Teaching (5 units required)	(1-5)
PEDN 680	Elective Study (5 units required)	(1-5)
PEDN 697A	Research	(1)
PEDN 697B	Research	(1)
PEDN 698	Thesis (M.S. degree only)	(1-3)
PEDN 725	Pediatric Dental Clinic (64 units/1920 clock hours required)	(8)

INTERDISCIPLINARY REQUIRED COURSES

GRDN 514	Introduction to Biomedical Research	(4)
GRDN 535	Clinical Oral Pathology	(2)
GRDN 601	Practice Management	(2)
GRDN 609	Professional Ethics	(2)
GRDN 622	Biomedical Sciences I	(4)
GRDN 623	Biomedical Sciences II (4 units required)	(4-5)
ORDN 526	Applied Anatomy	(2)
ORDN 545	Growth and Development	(3)
ORDN 606	Craniofacial Genetics	(2)
ORDN 608	Physiology and Pathology of Speech	(1)
ORPA 533	Radiology	(2)
PERI 624	Conscious Sedation in Periodontics	(4)
REL_ ____	Religion elective	(3)

Periodontics, Advanced—SD

(M.S., M.S.D., PD certificate)

JEFFREY M. HENKIN, Program Director, Advanced Education Program

FACULTY

Nikola Angelov
R. Leslie Arnett
Jeffrey M. Henkin
Oliver C. Hoffmann
Robert Holt, Jr.
Yoon J. Kim
S. Scott Lee
Leticia C. Lenoir
Adrian Mobilia
Craig M. Ririe
Barbara H. Valadez
Albert M. Weissman
Klaus D. Wolfram

The three-year advanced dental education program in periodontics leads to a certificate in periodontics. Additionally, either a Master of Science (M.S.) or Master of Science in Dentistry (M.S.D.) degree may be obtained.

The certificate in periodontics prepares the student for a specialty practice and provides the basis for continuing professional development after completion of the program. Specific emphasis is placed on various high-level technique procedures, including esthetics and prosthetics-related mucogingival surgery, rootform implant placement, preparatory augmentation, and repairs. The training includes didactic and clinical components, as well as research opportunities.

The master degree tracks prepare the student for academic careers in periodontal research and teaching. Both programs include the didactic and clinical components of the certificate training. The student is required to complete one or more research projects and is involved in clinical and didactic predoctoral teaching activities. The Graduate Record Examination (GRE) will be required for those who elect to pursue the M.S. degree program.

A minimum of thirty-six months in residence is required, beginning in July.

Application deadline

Application for admission should be submitted to the program by September 1 of the year prior to the summer of intended enrollment.

Tuition

Tuition for the 2008-2009 school year is \$10,257 per academic quarter. Additional fees for each academic quarter include: insurance, \$378; student services, \$115; and information technology support, \$165.

DEPARTMENTAL REQUIRED COURSES

PERI 524	The Periodontium	(2)
PERI 531	Periodontal Pathology (10 units required)	(2)
PERI 604	Current Periodontal and Implant Literature (18 units required)	(2)
PERI 605	Implant Literature Review (4 units required)	(2)
PERI 611	Introduction to Periodontics	(2)
PERI 614	Implant Treatment Planning (24 units required)	(2)
PERI 634	Clinical Conference (9 units required)	(1, 2)
PERI 654	Practice Teaching in Periodontics (4 units required)	(1)
PERI 697A	Research	(1)
PERI 697B	Research	(1)

PERI 698	Thesis (M.S. degree only)	(1)
PERI 725	Clinical Practice Periodontics (72 units required)	(6)
PERI 726	Clinical Practice in Implant Surgery (24 units required)	(2)

INTERDISCIPLINARY REQUIRED COURSES

GRDN 514	Introduction to Biomedical Research	(4)
GRDN 535	Clinical Oral Pathology	(2)
GRDN 609	Professional Ethics	(2)
GRDN 632	Basic Microsurgery Technique	(2)
PERI 624	Conscious Sedation in Periodontics	(4)
REL_ ____	Religion elective	(3)

Prosthodontics, Advanced—SD

(M.S., M.S.D., PD certificate)

MATHEW T. KATTADIYIL, Interim Director, Advanced Education Program

FACULTY

Nadim Z. Baba
Charles J. Goodacre
B. Dan Hall
Joseph Y. K. Kan
Mathew T. Kattadiyil
Amir H. Khatami
S. Alejandro Kleinman
Jaime L. Lozada
W. Patrick Naylor
Paul L. Richardson
F. Jose Torres

The School of Dentistry's advanced dental education program in prosthodontics is designed to increase the knowledge base and clinical and laboratory skills of the student in all areas of prosthodontics. In addition to conventional fixed and removable prosthodontics, this program offers considerable experience in implant prosthodontics and esthetic dentistry, an introduction to maxillofacial prosthetics, and the diagnosis and treatment of patients with temporomandibular dysfunction. Comprehensive treatment-planning seminars with students and faculty of other advanced dental education programs are designed to prepare the student to interact with and coordinate the treatment of patients requiring advanced prosthodontic care.

The program begins in July and requires thirty-six months to complete the certificate.

Following enrollment into the program, students may apply for acceptance to either the Master of Science (M.S.) or the Master of Science in Dentistry (M.S.D.) degree track in addition to the specialty certificate. The application must be supported by the program director. Admission into the M.S. or the M.S.D. degree track may extend the length of study; the additional time must be in residence. The Graduate Record Examination (GRE) will be required for those who elect to pursue the M.S. degree program.

Application deadline

Application for admission should be submitted by September 15 of the year prior to the summer of intended enrollment.

Tuition and fees

Tuition for the 2008-2009 school year is \$10,645 per academic quarter. Additional fees for each academic quarter include: insurance, \$360; student services, \$110; and information-technology support, \$165.

DEPARTMENTAL REQUIRED COURSES

PROS 500	Prosthodontic Literature Review (24 units required)	(2)
PROS 501	Removable Partial Prosthodontic Literature Review	(2)
PROS 502	Complete Denture Prosthodontic Literature Review	(2)
PROS 505	Patient Presentation Seminar (Prosthodontics, Implant, Periodontics) (9 units required)	(1)
PROS 510	Clinical Practice of Prosthodontics	(1-10)
PROS 515	Practice Teaching	(1-2)
PROS 525	Dental Materials Science	(2)
PROS 527	Clinical Application of Dental Materials	(2)
PROS 546	Occlusion and Morphology	(2)
PROS 547	Occlusion: Principles and Instrumentation	(2)
PROS 555	Removable Partial Prosthodontics	(2)

PROS 556	TMJ Function and Dysfunction	(1)
PROS 557	Advanced Removable Partial Prosthodontics	(2)
PROS 565	Complete Denture Prosthodontics	(2)
PROS 566	Advanced Complete Denture Prosthodontics	(2)
PROS 575	Fixed Partial Prosthodontics	(2)
PROS 576	Advanced Fixed Partial Prosthodontics I (MC Esthetics)	(2)
PROS 595	Maxillofacial Prosthetics	(2)
PROS 604	Literature Review in Implant Dentistry for Prosthodontists (16 units required)	(2)
PROS 634	Diagnosis and Treatment Planning (18) units required)	(2)
PROS 637	Geriatric Dentistry	(1)
PROS 697A	Research	(1)
PROS 697B	Research	(1)
PROS 698	Thesis (M.S. degree only)	(2)
PROS 710	Clinical Practice in Prosthodontics (66 units required)	(6)

INTERDISCIPLINARY REQUIRED COURSES

GRDN 514	Introduction to Biomedical Research	(4)
GRDN 535	Clinical Oral Pathology	(2)
GRDN 601	Practice Management	(2)
GRDN 609	Professional Ethics	(2)
GRDN 622	Biomedical Science I	(4)
GRDN 623	Biomedical Science II	(4)
IMPD 533	Applied Radiology	(1.5)
IMPD 561	Bioengineering	(2)
IMPD 611	Introduction to Implant Dentistry	(2)
REL__	Religion elective	(3)

Combined Programs, Advanced—SD

(M.S., M.S.D., Certificate)

FACULTY

Nikola Angelov
 R. Leslie Arnett
 Nadim Baba
 Charles J. Goodacre
 B. Daniel Hall
 Jeffrey M. Henkin
 Oliver C. Hoffmann
 Robert Holt, Jr.
 Joseph Y. K. Kan
 Mathew T. Kattadiyil
 Yoon J. Kim
 S. Alejandro Kleinman
 S. Scott Lee
 Leticia C. Lenoir
 Jaime L. Lozada
 Adrian Mobilia
 W. Patrick Naylor
 Paul L. Richardson
 Craig M. Ririe
 F. Jose Torres
 Barbara H. Valadez
 Albert M. Weissman
 Klaus D. Wolfram

The School of Dentistry offers three combined programs in the following disciplines:

- Periodontics and Implant Dentistry
- Prosthodontics and Implant Dentistry
- Periodontics and Prosthodontics.

Graduate students who successfully complete all the requirements for each respective program are deemed “educationally qualified” to pursue board certification. Each individual advanced education program is a minimum of 36-months in length. However, dual credit of up to 100 units is permitted for courses common to both disciplines enabling students to complete the requirements of a combined program in approximately four and one-half years. Examples of courses required for multiple advanced education programs include, but are not limited to: Biomedical Sciences I, Biomedical Sciences II, Introduction to Biomedical Research (statistics), Professional Ethics, Implant Dentistry (theory), Implant Dentistry (surgical placement), Implant Dentistry (diagnosis and treatment planning), Clinical Oral Pathology, Practice Management, and a course in religion. Students must fulfill the clinical and didactic requirements of the two programs to the satisfaction of both program directors.

Each of the combined programs begins on July 1.

Students who successfully complete the two program requirement are eligible to receive a certificate in each of the disciplines in which they are enrolled. Students also may apply either to the Faculty of Graduate Studies (FGS) for admission to the Master of Science (M.S.) degree program or to the School of Dentistry for admission to the Master of Science in Dentistry (M.S.D.) degree program. A separate application is available for each degree option. Additionally, the M.S. degree requires completion of a thesis while a publishable paper (or thesis) is needed to fulfill the requirements for the M.S.D. degree (see M.S.D. degree). A thesis defense is mandatory for the M.S. degree and a presentation of the publishable paper is required for the research to be completed as part of the M.S.D. degree track.

Conferral of Certificate and Masters Degree

Upon the successful completion of all the requirements of a combined program students can expect to receive two certificates with the option to receive either the M.S. or M.S.D. degree.

Applications Deadline

Application for admission must be submitted by September 1 of the year prior to the summer of intended enrollment. Students must indicate the two programs to which they wish to apply and pay the combined application fee.

The combined programs are scheduled to be offered beginning on July 1, 2009. Applications will be accepted from January 1, 2008 through September 1, 2008.

Tuition and Fees

Tuition for the 2008-2009 school year is the same as that required for students enrolled in any one of the three advanced education programs. Consult the Periodontics, Prosthodontics, or Implant Dentistry program descriptions on the School of Dentistry website for current tuition and fees.

Departmental and Interdisciplinary Courses

Students will be expected to complete the departmental and interdisciplinary courses of each academic program with an allowance of a maximum of 100 units of shared credit for courses common to both curricula.

Master of Science in Dentistry (M.S.D.) Degree, Advanced—SD

Graduate students and residents enrolled in an advanced education program are eligible to apply for and be awarded a Master of Science in Dentistry (M.S.D.) degree, if they fulfill all of the following criteria:

Admission Process

1. The following minimum requirements have been established for admission to the M.S.D. degree program:

Admissions Requirements:

- Cumulative grade point average (G.P.A.) of 3.0
 - Recommendation by Program Director
 - Academic record of scholastic competence
 - Demonstrated professionalism and integrity
2. A candidate for the M.S.D. degree must complete an online Application for Admission (**Part I**). The application can be completed electronically and printed for signatures.
 3. The application must be signed by the applicant's program director.
 4. The completed **Part I** application is then reviewed for approval by the Associate Dean for Advanced Education to ensure all admissions requirements have been met.

Degree Requirements

1. Applicants must undertake Scholarly Activity required by the Commission on Dental Accreditation for specialty programs as defined by each program director. Programs may differ in how this requirement is met to afford directors the opportunity to align such activity with the experience, background, and interest of each student and the program's faculty in pursuit of a worthy and achievable goal. The nature of the Scholarly Activity will be defined in **Part II** of the degree application form as submission of a formatted, publishable manuscript or an optional thesis. Should a program elect to require a thesis, the format will be prescribed by the Associate Dean for Advanced Education in conjunction with the corresponding program director.
2. The program director completes and signs **Part III** of the degree application to verify that all requirements for the M.S.D. degree have been fulfilled only after conducting an internal degree audit.
3. Graduate students/residents who do not complete the Scholarly Activity component during their program will have one (1) year from their program end date to fulfill this requirement.
4. The Associate Dean for Advanced Education approves the award of the Master of Science in Dentistry (M.S.D.) degree following a review of each candidate's file and academic record (final degree audit).

School of Medicine

Dean's Welcome

School Foundations

- History
- Our mission

General Regulations

Application and Admission

- The study of medicine
- General entrance information
- Application procedure and acceptance
 - Where to write
 - AMCAS deadline
 - Fees
 - Procedure
 - Pre-entrance health requirement and health insurance
- Early-decision program
- Deadlines
- Transfer
- Technical Standards
- Medical scientist program

Student Life

- Student organizations

Curriculum

- Whole-person formation
- Learning outcomes

Academic Information

- Communications
- Required supplies
- Practices and regulations
 - Length of academic residence
 - Course exemptions
 - Examinations
 - Grading policy
 - Class standing
 - Promotion
 - Academic probation
 - Withdrawal
 - USMLE Steps I and II policy
- Doctor of Medicine degree requirements
- Doctor of Medicine/Oral and maxillofacial surgery degree requirements
- Graduate combined-degrees programs
- Licensing examinations
- Graduate specialty medical-education residencies
- Postgraduate training
- Continuing medical education
- Clinical facilities
- The instructional resources

Research Centers

Financial Information

General financial practices
 Veteran's benefits
 Schedule of charges 2007-2008
 Living expenses
 Special charges 2007-2008
 Awards

Additional Requirements

Programs, Degrees and Certificates

Anatomy—M.S., Ph.D.
 Biochemistry—M.S., Ph.D.
 Health Care Practice—certificate
 Medical Scientist—M.D. with Ph.D.
 Medicine—M.D.
 Microbiology and Molecular Genetics—M.S., Ph.D.
 Pharmacology—M.S., Ph.D.
 Physiology—M.S., Ph.D.

Combined-Degrees Programs

Anatomy—SM with Medicine or Dentistry—SM or SD
 M.S./M.D., M.S./D.D.S., Ph.D./M.D., or Ph.D./D.D.S.
 Master of Science—SM with Medicine—SM
 M.S./M.D.
 Doctor of Philosophy—SM with Medicine—SM
 Ph.D./M.D.
 Master of Science—SM with Medicine—SM
 M.S./M.D.
 Medical Scientist—SM
 (M.D. with Ph.D.)
 Medicine—SM with Anatomy—SM
 M.D./M.S.
 (See program in Anatomy with Medicine.)
 Medicine—SM with Biology—ST
 M.D./M.S.
 (See program in Biology or Geology with Medicine.)
 Medicine—SM with Biomedical and Clinical Ethics—SR
 M.D./M.A.
 (See program in Biomedical and Clinical Ethics with Medicine.)
 Medicine—SM with Geology—ST
 M.D./M.S.
 (See program in Biology or Geology with Medicine.)
 Medicine—SM with Master of Science—SM
 or
 Medicine—SM with Doctor of Philosophy—SM
 M.D./M.S. or M.D./Ph.D.
 (See program in Medicine with Master of Science and program in Medicine with Doctor of Philosophy.)
 Medicine—SM with Public Health—PH
 M.D./M.P.H.
 Medicine—SM with Oral and Maxillofacial Surgery (OMS)—SD
 M.D./Post-D.D.S. OMS specialty certificate
 (See Oral and Maxillofacial Surgery—SD with Medicine.)

Dean's Welcome

Thank you for your interest in Loma Linda University School of Medicine. This CATALOG will provide you with detailed information about our people, programs, and facilities; as well as our requirements and expectations.

Medical education remains our number-one priority. The school offers quality programs in medical education for medical students, combined-degrees students, house staff, alumni, and professional peers within a system of demonstrated Christian values and beliefs. Our faculty are committed to ensuring that those we educate will develop the skills and intellectual curiosity needed for success as lifelong learners in a changing world.

We welcome your interest.

A handwritten signature in cursive script, reading "Roger Hadley".

Roger Hadley, M.D.
Dean, School of Medicine



School Foundations

HISTORY

The professional curriculum in medicine, usually requiring four academic years of study and experience in a university and hospital setting, was first offered at Loma Linda University in 1909. More than nine decades later, the events since 1909 seem blurred by the rapid changes that institutions of higher learning experience in an effort to keep pace with the growth of knowledge.



Since 1909

The first two years of medicine were always taught on the Loma Linda campus. From 1913 to the mid-1960s, the third and fourth years were taught in Los Angeles at what is now White Memorial Medical Center (the first part of which was built in 1918) and at nearby Los Angeles County Hospital (now Los Angeles County/USC Medical Center). Construction of Loma Linda University Medical Center (inclusive of clinical, teaching, and research facilities) allowed the entire four-year curriculum to be offered on and near the Loma Linda campus, beginning with school year 1966-67. The medical center was occupied in July 1967.

OUR MISSION

The mission of the School of Medicine is to continue the healing and teaching ministry of Jesus Christ, “To make man whole” (Luke 9:6).

Preparing the physician

Our purpose is the formation of Christian physicians, providing whole-person care to individuals, families, and communities. Fulfilling this responsibility requires:

Education

Creating an environment in which medical students, graduate students, and residents will acquire the knowledge, skills, values, and attitudes appropriate to Christian health professionals and scholars.

Research

Cultivating an atmosphere of inquiry and discovering new routes to wholeness through basic and clinical research.

Service

Providing timely access to cost-effective, comprehensive, whole-person care for all patients, without regard for their circumstances or status.

Developing the whole person

The Christian view of wholeness holds that the needs of patients go beyond the healing of the body and that the development of students involves more than the training of the mind. We are dedicated to promoting physical, intellectual, social, and spiritual growth in our faculty and our students, and to transforming our daily activities into personal ministries.

Reaching the world

Providing whole-person care wherever the opportunity arises, participating with the world community in the provision of local medical education, providing international physicians and scientists the opportunities for professional interaction and enrichment, sharing the good news of a loving God as demonstrated by the life and teachings of Jesus Christ—these are the goals of the students, faculty, and graduates of Loma Linda University School of Medicine.

General Regulations

Students of the University are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation. Section III gives the general setting for the programs of each school and outlines the subject and unit requirements for admission to individual professional programs. It is important to review specific program requirements in the context of the general requirements applicable to all programs.

Application and Admissions

The program admissions committees of the University intend that an applicant to any of the schools is qualified for the proposed curriculum and is capable of profiting from the educational experience offered by this University. The admissions committees of the school accomplish this by examining evidence of scholastic competence, moral and ethical standards, and significant qualities of character and personality. Applicants are considered for admission only on the recommendation of the program in which study is desired.

THE STUDY OF MEDICINE

Preparation for the practice of medicine begins early in life and early in the student's schooling. The greater the aptitudes for and interests in learning widely and appreciatively in the major areas of knowledge—the natural sciences, the humanities, the behavioral sciences—the more able and versatile the student is likely to become.

In selecting students, the Admissions Committee of the School of Medicine looks for applicants who are best suited to fulfill the mission of the school and to successfully practice medicine. The school desires students who demonstrate ability to learn independently, to think critically, and to articulate clearly—both orally and in written form—their ideas and opinions. It is important that students in the School of Medicine demonstrate excellent interpersonal skills and show evidence of sensitivity to the needs of humanity.

The Admissions Committee of the School of Medicine puts forth considerable effort to ensure that an applicant is qualified for medical school. The applicant's credentials are reviewed to assess scholastic performance. The committee also looks for prerequisite qualities of character and personality, potential for self-direction and the use of discriminating judgment, and dedication to the ideal of service to society.



GENERAL ENTRANCE INFORMATION

A total of 85 semester (128 quarter) units of credit from an accredited college is required for acceptance by the School of Medicine. Preference is given, however, to college graduates. Credit must be presented for the following subjects:

SEMESTER/QUARTER HOURS

General biology or zoology with laboratory—8/12

General or inorganic chemistry with laboratory—8/12

Organic chemistry with laboratory—8/12

Physics with laboratory—8/12

English equivalent to satisfy baccalaureate degree requirement

Religion as required by the college attended

REQUIRED

Keyboard and computer skills

RECOMMENDED

Introductory course in basic statistics

Biochemistry, strongly recommended

Science credits earned in professional schools (e.g., allied health professions, business, dentistry, nursing, or pharmacy) do not fulfill requirements for admission to medicine. CLEP and Pass/Fail performances are not acceptable for the required courses.

The Medical College Admission Test (MCAT) is required. Scores older than three years will not be considered.

APPLICATION PROCEDURE AND ACCEPTANCE

It is important to know the specifics of the application process and to begin the application process well in advance of the date of anticipated (or desired) entrance to medical school.

Where to write

The School of Medicine is a member of the American Medical College Application Service (AMCAS). Applications must be submitted through AMCAS. Their application is available on the web at <www.aamc.org/students/amcas/application.htm>.

AMCAS deadline

Application should be made directly to AMCAS between June 1 and November 1 for entry in August of the following year.

Fees

The AMCAS fee is required each time an application is submitted. An additional fee to the School of Medicine is required with each supplementary application.

Procedure

The application procedure is as follows:

1. The applicant submits a formal application to AMCAS, with fee and requested transcripts. The applicant's verified data are forwarded to the School of Medicine by AMCAS.
2. When the application is received from AMCAS, Loma Linda University School of Medicine requests completion of a supplementary application and reference forms. The prospective student should provide evidence of exposure to health care through personal involvement, or in other ways confirming the applicant's decision to become a physician.
3. After the supplementary application and letters of reference have been submitted and reviewed, the applicant may be invited for an interview.
4. The information submitted by the applicant through AMCAS, the supplementary application, the letters of reference, and the interview reports are then evaluated by the Admissions Committee of the School of Medicine. This committee determines whether an applicant is accepted or rejected. All applicants are notified of the final decision of the Admissions Committee regarding their application. Acceptance notices are sent to regular applicants beginning December of the year preceding admission to the School of Medicine, continuing until the class is filled.
5. The accepted applicant sends a written acceptance of his/her offer of admission as a student, together with a \$100 acceptance deposit, by the announced date (about thirty days after the notification of acceptance). This deposit is refundable until May 15 of the year in which the student has been accepted for entry.
6. In summary, the Admissions Office requires the following:
 - Verified AMCAS application
 - Loma Linda University School of Medicine supplementary application and \$75.00 application fee.
 - Appraisal of the applicant's character, ability, and suitability for a medical career by persons knowledgeable about the applicant's past performance.

- A preprofessional recommendation packet, if available, from the applicant's undergraduate college/university.
- Applicant's availability for interviews, should an offer for an interview be extended.

Pre-entrance health requirement and health insurance

Students must meet the immunization requirements as stated. In addition, students are expected to have routine dental and medical care and elective surgery attended to before registering for medical school.

All School of Medicine students are provided with a health insurance policy through the University's Department of Risk Management. This policy remains in effect for students who are regularly enrolled, provided they register and pay tuition and fees on time each quarter. Since the maximum benefit of the policy (as of the time this CATALOG went to press) is \$100,000 and does not cover preexisting illnesses or dental or optical care, students are encouraged to maintain a personal, current policy that covers preexisting illnesses and/or has a higher benefit. A student who does not have health insurance coverage for his/her spouse/children will need to purchase it through the University's Department of Risk Management at the time of registration. Government regulations prohibit the use of student loan funds to provide medical insurance or services for a student's spouse or children.

Students who wish to review a copy of the current student health plan or have further questions about the plan should call Risk Management (909/558-4386). Annual tuition also covers the cost of disability insurance. Details will be presented during orientation or upon request.

EARLY-DECISION PROGRAM

A highly qualified applicant to medical school may apply between June 1 and August 1 and be guaranteed a decision by October 1. During that period of time, the applicant may not apply to any other medical school; and if the applicant is accepted at Loma Linda University, s/he is committed to that decision. If the applicant is not accepted by October 1, s/he may apply to any school desired. An applicant not accepted by October 1 will be considered in the regular applicant pool. On the AMCAS application, the applicant indicates that s/he is an early-decision applicant and agrees to comply with the constraints of that program.

DEADLINES

- June 1 to November 1 (of the year preceding the year of admission to the School of Medicine) is the period for submission of applications for the first-year class.
- August 1 (of the year preceding the year of admission) is the deadline for submission of application under the Early-Decision Program.
- September 1 (of the year preceding the year of admission) is the deadline for the submission of the supplementary application for the Early-Decision Program.
- November 15 (of the year preceding the year of admission) is the deadline for receipt of the supplementary application for the regular applicant pool.
- May 15 (of the year of admission) is the date beyond which the deposit of \$100 is not refundable.

TRANSFER

Under exceptional circumstances, the school accepts applicants into the junior year who are transferring from other U.S. medical schools. Such transfers must be for compelling circumstances and are subject to availability of space and approval of the Loma Linda University School of Medicine Dean's Administrative Committee.

The University reserves the right to require of an applicant satisfactory completion of written or practical examinations in any course for which transfer credit is requested. Successful completion of USMLE Step I is required.

LOMA LINDA UNIVERSITY SCHOOL OF MEDICINE TECHNICAL STANDARDS

Loma Linda University School of Medicine candidates for the M.D. degree must have abilities and skills of five varieties including observation, communication, motor, intellectual (conceptual, integrative and quantitative), behavioral and social. Technological compensation can be made for some handicaps in certain areas but a candidate should be able to perform in a reasonably independent manner without the use of a surrogate.

OBSERVATION: The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the senses of vision, touch, hearing and somatic sensation. It is enhanced by the functional use of the sense of smell.

COMMUNICATION: A candidate must be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients, colleagues, and other personnel. Communication includes not only speech but also reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

MOTOR: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (proctoscopy, paracentesis, etc.) and read EKG's and X-Rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

INTELLECTUAL-CONCEPTUAL INTEGRATIVE AND QUANTITATIVE ABILITIES: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition the candidate should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.

BEHAVIORAL AND SOCIAL ATTRIBUTES: A candidate must possess the emotional stability required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, honesty, concern for others, interpersonal skills, interest and motivation are all personal qualities that are expected of Loma Linda University School of Medicine Students.

Student Life

The information on student life contained in this CATALOG is brief. The most recent *Student Handbook* 2006 more comprehensively addresses University and school expectations, regulations, and policies; and is available on the University Web site to each registered student and to prospective students who request a copy in writing from the School of Medicine, Office of the Associate Dean for Student Affairs. Students are expected to familiarize themselves with the contents of the *Student Handbook* and to abide by its policies. Additional information regarding policies specific to a particular school or program within the University is available from the respective school.

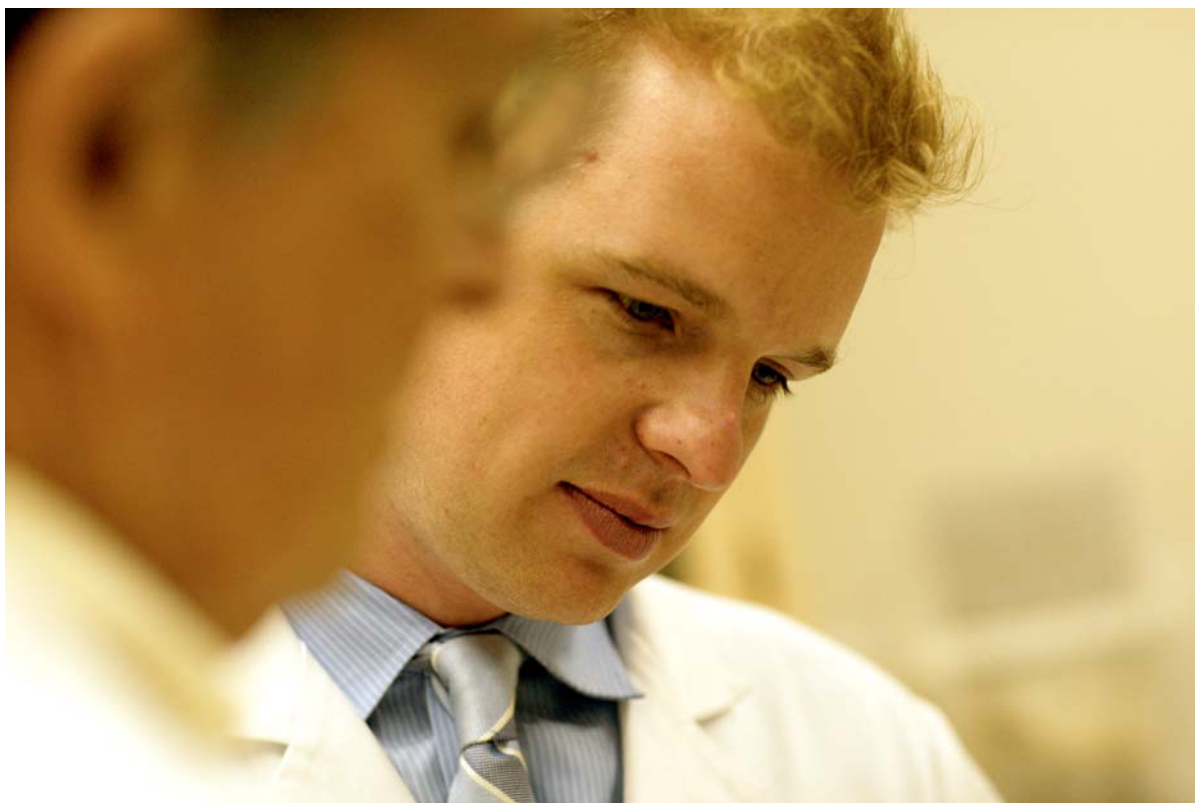
Student organizations

The purpose of Loma Linda University School of Medicine student organizations is to:

- encourage high Christian ideals among medical students.
- involve medical students in developing and furthering their education.
- enhance involvement in and loyalty to Loma Linda University.
- invite medical students to seek constructive solutions to problems; and foster leadership among medical students.

At registration into the School of Medicine, students automatically become members of the School of Medicine Student Association. Other student organizations that operate within the School of Medicine and that are represented on the School of Medicine Senate include the following:

1. The American Medical Association–Medical Student Section (AMA-MSS), Loma Linda University Chapter.
2. The American Medical Student Association (AMSA), Loma Linda University Chapter.
3. The Christian Medical and Dental Association (CMDA).
4. The Organization of Student Representatives (OSR) to the Association of American Medical Colleges (AAMS).
5. Student National Medical Association (SNMA) LLU Chapter.
6. Hands On Wholeness.



Curriculum

WHOLE-PERSON FORMATION

Personal and professional growth for the student in medicine is the focus of the disciplines in the school, the faculty in the School of Medicine, and the School of Religion. Courses and content are offered to emphasize biblical, ethical, and relational aspects of the physician's personal and professional development. The core for Whole-Person Formation—fourteen quarter units of religion and ethics—is provided during the first three years of the medicine curriculum.

LEARNING OUTCOMES FOR MEDICAL STUDENT EDUCATION

Outcome I

Students will develop a knowledge base in the basic sciences essential for advancement to the next phase of their medical education.

Outcome II

Students will develop the clinical skills that are integral to the safe and competent practice of medicine.

Outcome III

Students will integrate basic science knowledge, clinical skills, values and professional behaviors within the context of providing whole person care for patients.

Outcomes IV

Students will develop diagnostic reasoning and analytic problem-solving skills in order to assimilate information and establish appropriate diagnoses and treatment plans.

Outcome V

Students will develop interpersonal and communication skills that will enable them to effectively interact with peers, faculty, patients and their families and other health care providers, including those from diverse backgrounds (e.g., cultural, ethnicity, gender, generational, socioeconomic, and religious).

Outcome VI

Students will develop professionalism in excellence and scholarship, accountability and responsibility and altruistic behaviors.

Outcome VII

Students will integrate ethical and Christ-centered principles of conduct in their personal and professional lives.

Academic Information

The academic progress of each student is monitored by the Academic Review Committee. Specific policies for handling misconduct (academic or nonacademic) are published in the *Student Handbook* 2006.

COMMUNICATIONS

Communications to the medical student regarding academic and clinical assignments, scholarship opportunities, and other important information are routed through the Office of the Dean. The student mailboxes and bulletin board are located in the Medical Center. It is the responsibility of students to check their email and mailboxes and the bulletin board daily.

REQUIRED SUPPLIES

Microscope

The student is expected to have access to a satisfactory compound microscope (usually one rented from the school) that meets the following requirements:

- The microscope shall be no older than fifteen years.
- The lenses shall be in good condition and shall include scanning and oil-immersion objectives.
- The equipment shall include an Abbe condenser with rack and pinion adjustment, an iris diaphragm, and a mechanical stage.

Textbooks

Students are required to purchase the textbooks adopted by the School of Medicine Curriculum Committee.

Instruments

Students are required to purchase the instruments adopted by the physical diagnosis course.

PRACTICES AND REGULATIONS

Length of academic residence

To fulfill the degree requirement pertaining to length of academic residence, it is the usual policy that the student must be registered for full-time course work during the entire junior and senior academic years for the Doctor of Medicine degree.

Course exemptions

Students who seek exemption from registering for courses that they took prior to entering the School of Medicine must qualify for the exemption by passing a comprehensive examination covering the course material in question.

Should the student qualify, in lieu of the regular course the student will be required to participate in an advanced program that may include additional studies, research activities, and/or teaching. A written paper will be required from all students completing the advanced program.

The course director, the senior associate dean of medical student education, and the student will work together to determine the content of the advanced program. Full tuition, equivalent to that of the regular program, will be charged.

Examinations

Students must take examinations at the scheduled time. Students who arrive more than 15 minutes late to an examination—or after another student has left during the examination for any reason—will be denied the opportunity to take the examination.

Should a student miss an examination because of an excused absence, the examination cannot be made up at a later time. Instead, the comprehensive final examination in the course for which the missed examination occurred will be weighted an extra amount, proportional to the weighting of the missed examination(s). In addition, course directors may require other remediation at their discretion.

In order to have an excused absence, the student must obtain a written excuse from the Office of the Dean prior to the administration of the test in question. This written excuse must then be provided to the course director. Students missing examinations for health reasons must provide documentation from Student Health that they were indeed ill. Whether or not this documentation is an adequate excuse for missing an examination will be left to the discretion of the Office of the Dean.

Students who miss examinations without prior approval from the Office of the Dean have an unexcused absence. As a result, the student will receive a zero for the missed examination(s).

In the event of a bona fide emergency, where prior approval is not feasible, the Office of the Dean must be contacted as soon as possible. Failure to do so will result in an unexcused absence.

Grading policy

Course directors submit grades at the end of the course, indicating the overall evaluation of the student's performance in the course. The grade reflects the success or failure of the student in meeting the objectives of the course in terms of knowledge, skills, attitudes, and values. The grade will be recorded as SATISFACTORY if the student exceeded the minimum requirements for overall performance. The grade assigned will be UNSATISFACTORY if the student did not meet the minimum requirements for overall performance. The grade assigned will be MARGINAL SATISFACTORY if the student met but did not exceed the minimum requirements for overall performance.

Complete promotion and retention policies are distributed to each class at orientation.

Class standing

Class standing is determined by the Office of the Senior Associate Dean for Medical Student Education and is based on student performance on in-house, faculty-generated examinations and on NBME subject examinations.

Promotion

Promotion is contingent on satisfactory academic performance. Both cognitive and noncognitive evaluations of academic performance—as well as assessment of personal suitability to assume the responsibilities of the medical profession—are utilized in making promotion decisions. The Academic Review Committee of the School of Medicine periodically reviews student performance and progress and recommends promotion, retention, or dismissal on the basis of the overall academic record. The *Student Handbook* contains additional details regarding the criteria used by the Academic Review Committee for promotion decisions.

Academic probation

Students whose cumulative academic record at the end of any academic year is less than satisfactory are placed on academic probation.

Withdrawal

To withdraw from a course(s), the student must file a Change of Program form; to completely withdraw from school, a Total Withdrawal form must be completed. These forms should be completed and submitted on the last day of class attendance. The date of withdrawal used in calculating tuition refunds will be the date on which the properly completed form is submitted to the Office of University Records.

USMLE Steps I and II policy

States vary in the number of times a student can attempt USMLE examinations and still be eligible for licensure. A significant number of states allow no more than three attempts. The school has defined its own limits for number of attempts allowed. Our policy requires students enrolled in the Loma Linda University School of Medicine to pass Step I in no more than three attempts.

Students must complete the clinical course work required for graduation within three years of starting the clinical curriculum; they are permitted a maximum of four sequential attempts to pass Step II of the USMLE. The student's first attempt at passing Step II of the USMLE must take place only after s/he has satisfactorily passed all junior clerkships and prior to his/her completion of all required senior clinical course work.

A student who has failed Step II but who has completed all course curriculum requirements must remain enrolled in the School of Medicine as a directed-study student until s/he either has passed Step II of the USMLE or failed Step II of the USMLE for the fourth time. During this directed study, the student will be charged tuition.

DOCTOR OF MEDICINE DEGREE REQUIREMENTS

The School of Medicine requires that a candidate must have met the following requirements for the Doctor of Medicine degree:

- Completed all requirements for admission.
- Attended an accredited medical school for four academic years, the last two of which must have been spent at this school.
- Completed honorably all requirements of the curriculum, including specified attendance, level of scholarship, length of academic residence, and credit units.
- Completed additional special examinations covering any or all subjects of the medical curriculum as may be required.
- Successfully completed USMLE examinations (Steps I and II), as specified—both clinical skills and knowledge components.
- Given evidence of moral character, of due regard for Christian citizenship, and of consistent responsiveness to the established aims of the University and of the school.
- Discharged financial obligations to the University.

The candidate is required to participate in graduation exercises upon completion of the academic program. If the candidate is out of sequence with his/her current class but would like to participate in the commencement exercises, s/he must have completed a minimum of three months of the required senior clerkships, i.e., medicine, surgery, family medicine, neurology, ambulatory care, and intensive care/emergency medicine by April 1 of the year of graduation. Consent for the student to be absent, granted by the chancellor of the University, is contingent on the recommendation of the dean to the chancellor.

The families and friends of graduates are invited to be present at the official conferring of degrees service.

DOCTOR OF MEDICINE/ORAL AND MAXILLOFACIAL SURGERY DEGREE REQUIREMENTS

The Doctor of Medicine/Oral and Maxillofacial Surgery Program (M.D./OMS) is designed to provide an opportunity for qualified dentists to obtain the Doctor of Medicine degree in a customized, three- year period. Clinical-surgical health care delivery is emphasized. The content of the program conforms to the Standards of the Commission on Accreditation and is designed to prepare the oral surgeon for certification by the American Board of Oral and Maxillofacial Surgery. Oral and maxillofacial surgery residents begin their residency program on the OMS service. They subsequently enter the second year at Loma Linda University School of Medicine with advanced standing. The residents then complete the second, third, and fourth years of medical school. The third year of the M.D./OMS curriculum consists of required clerkships in acute care, neurology, a subinternship in ENT, and preventive and community medicine. An additional 30 units of electives, which include anesthesia and oral and maxillofacial surgery, complete the final year of the medical program. The graduate then enters a one-year general surgery internship, followed by two years of oral and maxillofacial surgery residency.

GRADUATE COMBINED-DEGREES PROGRAMS

Loma Linda University is committed to fostering the investigative skills of its medical students. Students interested in pursuing careers in academic medicine and medical research may wish to enroll in *one of the combined-degrees programs*.

Combined degrees (M.D./M.S. or M.D./Ph.D.)—SM/GS

The M.D./Ph.D. combined-degrees program is available through the School of Medicine. It includes many of the features of the Medical Scientist Program. Students in the combined-degrees program complete the first two years of the standard medical curriculum. This is followed by three or more years of graduate course work and research to qualify for a Ph.D. degree, or at least one year for an M.S. degree, before commencing the last two years of the medical school curriculum—the clinical training—for the Doctor of Medicine degree. Majors are offered in anatomy, biochemistry, microbiology and molecular genetics, physiology, and pharmacology.

For the M.D./M.S. and M.D./Ph.D. combined-degrees programs, the prerequisites and Graduate Record Examination requirements are similar to those described for the Medical Scientist Program, except that biochemistry is not required.

Medical Scientist Program (M.D./Ph.D.)

Loma Linda University is committed to fostering the investigative skills of its medical students. Students interested in pursuing careers in academic medicine and medical research may wish to enroll in the Medical Scientist Program.

The Medical Scientist Program is designed to develop a student's independence and competence as an investigative scientist and clinician. It provides students with a broad educational base for the practice of medicine and medically-related research. The program is administered by the School of Medicine in cooperation with the Faculty of Graduate Studies. (See Medical Scientist Program in the combined-degrees programs after the general information for the School of Medicine.)

LICENSING EXAMINATIONS

National

The graduate who holds credentials from the USMLE may be granted a license by endorsement of the examining board of most states. Additional requirements made by some states are given in a pamphlet that may be obtained from the Office of the Dean or from the Federation of State Medical Boards, 400 Fuller Wiser Road, Suite 300, Euless, TX 76039-3855.

GRADUATE SPECIALTY MEDICAL-EDUCATION RESIDENCIES

Loma Linda University Medical Center and other hospitals affiliated with Loma Linda University School of Medicine provide a variety of graduate medical-education programs. These include residencies in anesthesiology, combined medicine/pediatrics, dermatology, emergency medicine, family practice, internal medicine, neurology, neurological surgery, obstetrics and gynecology, occupational medicine, ophthalmology, oral surgery, orthopedic surgery, otolaryngology, pathology, pediatrics, physical medicine/ rehabilitation, plastic surgery, preventive medicine, psychiatry, radiation oncology, diagnostic radiology, general surgery, thoracic surgery, urology, and general vascular surgery.

Subspecialty residencies are offered in cardiovascular disease, gastroenterology, rheumatology, pulmonary disease/critical care medicine, neonatal-perinatal medicine, orthopaedics (hand surgery), pediatric anesthesiology, pediatric critical care medicine,

pediatric emergency medicine, vascular/ interventional radiology, neuroradiology, pediatric radiology, emergency medicine/pediatrics, pain-management anesthesiology, and child neurology.

Graduate physicians wishing to apply for entrance into these programs should apply to the director of the specialty program.

Graduate dentists who seek residencies in dental anesthesia, endodontics, oral implantology, orthodontics, pediatric dentistry, periodontics, and prosthodontics should apply directly to the School of Dentistry.

POSTGRADUATE TRAINING

In harmony with the needs of medicine today, the curriculum leading to the Doctor of Medicine degree is planned with the assumption that all students will take standard postgraduate training in one of the fields of medicine. This means serving as a resident for a minimum of three years in a hospital approved for this training by the Council of Medical Education and Hospitals of the American Medical Association.

The Office of the Associate Dean for Educational Affairs supplies information and assistance for the arrangement of residencies. Since the school participates in the National Residency Matching Program, selection through this means constitutes approval by the School of Medicine.

CONTINUING MEDICAL EDUCATION

Recognizing the imperative of lifelong learning for professionals, the School of Medicine supports a program of continuing medical education for physicians beyond their formal postgraduate years. The Office of Continuing Medical Education is accredited by the Accreditation Council for Continuing Medical Education to provide Category I continuing medical-education credit for physicians. Course offerings include weekly, bi-weekly, and monthly School of Medicine departmental grand rounds and a large number of one-day and multiday conferences and workshops that are presented locally and nationally for School of Medicine faculty, alumni, and practicing physicians within the geographic area in which the conferences are presented.

For more information please write to:

Melodee Newbold, Director of Continuing Medical Education
Loma Linda University School of Medicine
11234 Anderson Street, Room A537
Loma Linda, CA 92354
909-558-4968
909-558-0330 fax
<mnewbold@llu.edu>

CLINICAL FACILITIES

Clinical instruction takes place primarily at Loma Linda University Medical Center, which includes the Loma Linda University Children's Hospital, the Loma Linda University East Campus Specialty Hospital, Faculty Medical Offices (FMO), and the Loma Linda University Behavioral Medicine Center. Additional local training sites include the Jerry L. Pettis Memorial Veterans Medical Center, Riverside County Regional Medical Center, and White Memorial Medical Center. Also utilized are Arrowhead Regional Medical Center and Kaiser Permanente.

THE INSTRUCTIONAL RESOURCES

Loma Linda University Medical Center (LLUMC)

The Medical Center is a major teaching center serving San Bernardino and Riverside counties. In addition to its large population of referred patients, the Medical Center is also the Level 1 trauma center for the region and is a tertiary-care center for high-risk obstetrics and neonatal intensive care. An extension houses the Loma Linda Cancer Center and the Proton Treatment Center for cancer therapy. Patients in the Medical Center are available for medical student, resident, and fellowship training.

Loma Linda University Children's Hospital

The Children's Hospital provides a single, centralized location where newborns, infants, and children can receive comprehensive medical care. Being seen at a comprehensive center for children's health care assures parents and their children that all aspects of the child's health will be closely monitored and understood. Loma Linda University Children's Hospital staff—pediatric nurses, physicians, surgeons, anesthesiologists, radiologists, and other professionals—work together to assure that every patient receives the highest possible quality of medical attention.

The organization of a children's hospital also means that the hospital's staff is chosen from among people who are specially trained and have a deep interest in children's health care. Every Children's Hospital employee is highly skilled in dealing with children and has made the care of children a personal priority. The Children's Hospital is known as the place for little faces.

Loma Linda University East Campus Specialty Hospital

The East Campus Specialty Hospital (the former Loma Linda Community Hospital) is a teaching resource for students in family medicine, physical medicine and rehabilitation, orthopaedics, and clinical neuroscience. In addition, it serves as the primary inpatient training site for house staff in family medicine.

Faculty Medical Offices

The Faculty Medical Offices include facilities for multiple specialties and an outpatient surgery suite that handles approximately 30 percent of all the surgery done at the Medical Center. The FMO is utilized for students' outpatient experience in nearly all specialties.

Jerry L. Pettis Memorial Veterans Center

The Jerry L. Pettis Memorial Veterans Medical Center serves a wide geographic area and cares for a large population of veterans. Outpatient clinics and inpatient wards are available for student and resident teaching. The residency programs are integrated with the University Medical Center and are under the supervision of the faculty of the School of Medicine.

Riverside County Regional Medical Center

The Riverside County Regional Medical Center is located ten miles southeast of Loma Linda in the city of Moreno Valley. The patient population reflects an inner-city profile with a large concentration of urgent medical and surgical, trauma, obstetrics, and pediatrics cases. Patients are available for student, resident, and fellowship training.

Loma Linda University Behavioral Medicine Center

The Loma Linda University Behavioral Medicine Center—a freestanding, full-service psychiatric hospital—opened in early 1991. Loma Linda University Behavioral Medicine Center offers adult, child, adolescent, and chemical-dependency services, including inpatient and partial hospitalization. Special emphasis is given to services that provide the integration of Christian faith with psychiatric care for patients desiring such.

White Memorial Medical Center

The medical center is located approximately sixty miles west of Loma Linda in the city of Los Angeles. The patient population reflects an inner-city profile with a large concentration of urgent medical and surgical, trauma, obstetrics, and pediatrics cases. Patients are available for student, resident, and fellowship training.

Research Centers

Basic science investigation is advanced, and patient treatment is enhanced through the ground-breaking research conducted at the four centers of the School of Medicine.

CENTER FOR HEALTH DISPARITIES AND MOLECULAR MEDICINE

The objective of the Center for Health Disparities and Molecular Medicine is to use cutting-edge molecular genetics and cellular techniques to study the influence of the augmented state of cellular oxidative stress (ASCOS) and inflammatory pathways on cell death and survival as it pertains to chronic health-disparities diseases such as cancer and diabetes. The education mission of the center is to train a diverse group of graduate students, medical students, and postdoctoral scientists who are involved in health-disparities research in Loma Linda University School of Medicine. The community outreach objective of the center is to develop community trust and establish strong partnerships and outreach for community-based participatory research and education.

CENTER FOR PERINATAL BIOLOGY

The primary research focus of the Center for Perinatal Biology is investigation of developmental fetal and neonatal biology and physiology. The majority of the funding to support this research is derived from competitive grants awarded by the National Institutes of Health; additional funding is provided by the National Science Foundation, the American Heart Association, the March of Dimes Birth Defects Foundation, and other agencies. The biomedical scientists in this internationally renowned research center also teach basic science courses in the School of Medicine; as well as graduate courses in their disciplines: physiology/pharmacology, gynecology/obstetrics, pathology/human anatomy, biochemistry/microbiology, and pediatrics.

For the graduate students, postdoctoral fellows, and beginning investigators—who spend from two-to-four years in research and training in fields related to developmental physiology—the center is an ideal environment. A number of visiting scholars from other universities also work in the center during sabbaticals or other interims.

Financial Information

The Office of the Dean is the final authority in all financial matters and is charged with the interpretation of all financial policies. Any exceptions to published policy regarding reduction or reimbursement of tuition must be approved by the dean. Any statement by individual faculty members, program directors, or department chairs regarding these matters is not binding on the school or the University unless approved by the dean.

Registration is not complete until tuition and fees on the required installment are paid; therefore, the student should be prepared to make these payments during scheduled registration for each academic year. There may be adjustments in tuition and fees as economic conditions warrant.

GENERAL FINANCIAL PRACTICES

The student is expected to arrange for financial resources to cover all expenses before the beginning of each school year. Previous accounts with other schools or this University must have been settled.

VETERAN'S BENEFITS

A student eligible to receive veteran's benefits under the current enactment should—

- contact the Office of University Records within the first week following registration, and
- have a certificate of eligibility sent to the Office of Admissions and Records at Loma Linda University.

In order for a medical student to be eligible to receive educational assistance from the Department of Veteran's Affairs, s/he must maintain a satisfactory grade for all required courses in the School of Medicine for the year that s/he is currently enrolled. If the student's grades reflect unsatisfactory progress, the student will not be certified for the Department of Veteran's Affairs educational benefits until his/her probationary status has been removed and s/he is certified to be in good and regular standing.

Under Title 38 of the U. S. Code, Loma Linda University is approved for the training of veterans and other eligible persons. Information regarding eligibility for any of these programs may be obtained by calling 1-888/GIBILL1. Students receiving veteran's benefits, but who fail for three consecutive quarters to maintain the required cumulative grade-point average (G.P.A.) for graduation, will have their benefits interrupted; and the Veterans Administration (VA) office will be notified.

Application for benefits must be made directly to the VA and may be done via the web. The Office of University Records serves as the certifying official for Loma Linda University. Students should contact the certifying official prior to their first enrollment certification. For more information, open links to the VA web site ("Students" and "Prospective Students") on the University home Web page at <<http://www.llu.edu>>.

SCHEDULE OF CHARGES

TUITION	
\$36,650	Full time
\$9,162.50	Full time, per quarter
FEES	
\$618.00	per quarter: student services, health insurance, etc.
SUPPLIES AND INSTRUMENTS (ESTIMATED)	
\$3,200	Per school-calendar year

LIVING EXPENSES (ESTIMATED)

\$11,825	Dormitory student, per school-calendar year
\$8,525	Off-campus student living with parent or relative, per school calendar year
\$15,400	Community student providing own housing, per school calendar year

On- and off-campus student housing

Students may go to <www.llu.edu/llu/housing> for housing information and a housing application form.

SPECIAL CHARGES 2008-2009

\$75	Supplemental application (non-refundable), in addition to AMCAS fee
\$100	Acceptance deposit
\$50	Late-payment fee
\$10	Late financial charge (beginning second week after published registration date)
cost	Health care items not covered by health fee or insurance
cost	Library fine or loss, parking fine, property breakage or loss
cost	Health coverage for spouse and family
\$50	Late registration (beginning first day after published registration date plus \$3 per additional day)
\$25	Returned-check fee

AWARDS**Bernard D. Briggs Award**

The Bernard D. Briggs Award is presented to an outstanding medical student entering the field of anesthesiology who exhibits the dedication, enthusiasm, and commitment of the visionary physician and distinguished mentor for whom it is named.

Robert F. Chinnoek Award

The Robert F. Chinnoek Award is presented annually to a student who has demonstrated outstanding performance in clinical and academic pediatrics.

Daniel D. Comstock Award

The Daniel D. Comstock Award is given annually to the senior student with the most distinguished performance in internal medicine. Selection is based on scholarship, interest in science, skill, devotion to patient care, and personal attributes of dependability and integrity as demonstrated by the physician, Daniel D. Comstock, for whom the award is named.

Donald E. Griggs Award

The Donald E. Griggs Award is presented annually to a senior student selected for meritorious scholarship and service—the highest grade in the clinical rotations of medicine—reflecting those qualities demonstrated by the physician and teacher for whom the award is named.

David B. Hinshaw, Sr., Award

The David B. Hinshaw, Sr., Award, named for David B. Hinshaw, Sr., is presented annually to a senior student who has demonstrated outstanding qualities of leadership and scholarship and who is entering a categorical surgery residency program with the intention of pursuing a career in general surgery.

Guy M. Hunt Award

The Guy M. Hunt Award is presented annually by the Department of Neurology to a senior student who combines outstanding academic achievement and the spirit of gentle caring that was exemplified by Dr. Hunt.

Harold J. Hoxie Award

The Harold J. Hoxie Award is presented by the Department of Medicine to a senior medical student whose meritorious scholarship—exceptional performance in medicine, with emphasis in research—and service reflect those qualities demonstrated by the physician and teacher for whom the award is named.

Benjamin Kovitz Award

The Benjamin Kovitz Award is presented to a senior medical student who has demonstrated qualities of leadership and scholarship in the field of psychiatry.

Walter P. Ordelheide Award

The Walter P. Ordelheide Award is given annually by the Department of Family Medicine to a senior student who has demonstrated outstanding scholarship and leadership, and who has fostered the promotion and advancement of family medicine.

Chancellor's Award

The Chancellor's Award, established in 1960, is presented annually in recognition of superior scholastic attainment and active participation in the student community, within the framework of Christian commitment. One recipient is selected from each school of the University.

Society for Academic Emergency Medicine Award

The Society for Academic Emergency Medicine Award is presented to the senior medical student who has demonstrated excellence in the specialty of emergency medicine.

Varner J. Johns, Jr., Award

The Varner J. Johns, Jr., Award is given to a graduating senior who is recognized as an outstanding student with the potential of becoming a future faculty member in the Department of Medicine.

Alumni Association—Herber Award

The School of Medicine Alumni Association Award is given annually to students who demonstrate outstanding leadership in furthering the mission of Loma Linda University School of Medicine.

Wil Alexander Whole-Person Care Award

The Wil Alexander Whole-Person Care Award recognizes a senior medical student who has demonstrated to his/her peers and colleagues, during the clinical years, a growing excellence in the physical, mental, emotional, spiritual, and relational care of his/her patients as part of the art of medical practice.

Alpha Omega Alpha Honor Society

Fourth-year students are recommended for membership in the national honor medical society, Alpha Omega Alpha. Membership is determined based on scholastic, professional, and personal performance. The School of Medicine was granted a charter for establishing the Epsilon Chapter on April 1, 1957.

Roger W. Barnes Award

The Roger W. Barnes Award is presented to a senior student who has demonstrated to an unusual degree the qualities of compassion, kindness, and humility—as exhibited by the physician and teacher for whom the award is named.

Harold F. Ziprick Award

The Harold F. Ziprick Award is presented annually by the Department of Gynecology and Obstetrics to a senior student in recognition of overall academic achievement and clinical performance in gynecology and obstetrics as demonstrated by the physician and teacher for whom the award is named.

ADDITIONAL REQUIREMENTS

For additional policies governing Loma Linda University students, see Section II of this CATALOG, as well as the University *Student Handbook*. Students are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation.

Anatomy—SM

(M.S., Ph.D.)

KENNETH R. WRIGHT, Program Coordinator

FACULTY

PRIMARY APPOINTMENTS

Denise L. Bellinger
 Brad A. Cole
 Bertha C. Escobar-Poni
 William H. Fletcher
 Michael A. Kirby
 Anissa Y. LaCount
 Pedro B. Nava
 Kerby C. Oberg
 Kimberly J. Payne

SECONDARY AND ADJUNCT APPOINTMENTS

Marino De Leon
 William M. Hooker
 Paul J. McMillan
 Steven M. Yellon

The basic sciences of the School of Medicine offer graduate programs with emphases in anatomy, biochemistry, microbiology, pharmacology, and physiology. The Ph.D. degree curriculum is designed to prepare students for a career of independent research and teaching in an academic or biotechnology setting. Students may enter any of these five Ph.D. degree programs by applying to the Integrated Biomedical Graduate Studies Program. After completing a common first-year core curriculum, students will select a program and a mentor for the completion of their studies, during which advanced courses and laboratory work allow them to fully develop an area of research interest and expertise. Students usually rotate through up to three research laboratories before selecting a research adviser.

The M.S. degree course of study provides education appropriate for technicians involved in biomedical research and for medical technologists seeking career advancement. A pathway to combined M.D./Ph.D. degrees is also offered.

The School of Medicine through its Division of Human Anatomy in the Department of Pathology and Human Anatomy, along with other departments of the University, offers programs leading to the Master of Science and the Doctor of Philosophy degrees in the field of anatomy. These departments are active participants in the systems biology curricula, which consist of interdisciplinary courses and seminars coordinated by the faculties of the Departments of Anatomy, of Physiology and Pharmacology, and of Biochemistry and Microbiology in the School of Medicine. The degree programs provide opportunities for qualified students to prepare for careers in teaching and research.

Graduate programs in anatomy provide opportunities for qualified students to study all aspects of human morphology from both didactic and investigative points of view. Study and research on other species and in other biomedical disciplines may be included in the student's curriculum. Students are introduced to research methods, both through scientific literature and the laboratory, while working on a significant research problem. Students acquire experience in scientific communication by participating in seminars, writing critical reviews, and reporting results of research experience either in thesis/dissertation form or as publishable/published papers.

The program outcomes of the Anatomy Program are as follows:

1. Students will demonstrate a broad knowledge of the biomedical sciences and subject mastery of the anatomical disciplines.
2. Students will be able to interpret current literature in their discipline.
3. Students will be able to apply the scientific method.
4. Students will understand the need to practice scientific and professional ethics.
5. *Students will understand the process of applying for external funding.

* This objective is not applicable to MS students

M.S. AND PH.D. DEGREES

The School of Medicine's Division of Biochemistry offers study in the Biochemistry Program leading to the Master of Science and the Doctor of Philosophy degrees. These degree programs provide a broad biochemical background while allowing the student to fully develop a special area of research interest. The Master of Science degree provides content appropriate for persons preparing to teach at the secondary level or in related professional school areas, or for persons intending to pursue careers as research technicians. The Doctor of Philosophy degree is designed to prepare the graduate for a career of independent research and teaching in university, clinical, biotechnological or government environments. Ph.D. students are expected to develop creativity and independence in addition to technical skills.

Combined degrees

Combined degree (Ph.D./M.D. and M.S./M.D.) options are also available. The combination of an M.S. degree with a professional degree provides additional content and research experience as a background for postgraduate medical or dental education. The combination of a Ph.D. degree with a professional degree prepares the student for a future in academic medicine or dentistry—combining research, teaching, and clinical practice.

The combined degrees are described at the end of Section III in this CATALOG.

PREREQUISITE COURSES

Applicants must have a Bachelor degree from an accredited US college or the equivalent from a foreign university. Foreign applicants must have their transcripts evaluated by an accredited agency for equivalency to a US degree. Entrance requirements include a full year of each of the following undergraduate courses: General Biology, General Chemistry, Organic Chemistry, and General Physics. Upper division Biology (such as Cell and Molecular Biology) and Chemistry (such as Biochemistry) are strongly recommended. Calculus is also recommended. Results of the general test of the Graduate Record Examination (GRE) must be submitted. Applicants whose first language is not English must submit scores from the TOEFL (Test of English as a foreign language). The program reserves the right to decide on the equivalence of courses presented by the applicant.

First-year curriculum

The first-year curriculum includes a course sequence, taught by interdisciplinary faculty, that integrates all the disciplines of the biomedical basic science areas—moving from molecules through cellular mechanisms to integrated systems. In addition, a supplemental course covers research-related topics—such as scientific communication and integrity, information handling, and statistics; as well as successful grant writing. Students learn of new developments in the biomedical sciences through weekly seminars. Students gain presentation skills of their own in a weekly student presentation-seminar series. During the subsequent years, formal courses continue to broaden and integrate into a meaningful whole an understanding of the clinical consequences of cellular events.

ANATOMY—M.S.

A minimum of 38 units is required for the M.S. degree, as detailed in the table below. Two options, a research-emphasis track and a course work-emphasis track, are available. Students must maintain a GPA of at least 3.0. Students must adhere to all University and program policies as published in the Student Handbook, University CATALOG, or "Student Guide." Policies and requirements are subject to change.

Research-emphasis track

Under this plan, the student fulfills the core requirements and also carries out research that culminates in a thesis. The student must pass an oral examination given by his/her graduate guidance committee after the thesis has been completed.

Course work-emphasis track

Under this plan, the student fulfills the total unit requirement by taking additional electives. The student takes a comprehensive written examination over the graduate course work in lieu of preparing a thesis.

REQUIREMENTS FOR M.S. IN ANATOMY

Core Courses		Units
ANAT 541	Gross Anatomy	(10)
ANAT 542	Cell, Tissue and Organ Biology	(5)
ANAT 516	Neuroscience	(6)
ANAT 544	Human Embryology	(2)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)

Seminars

IBGS 607	Biomedical Graduate Seminar This is a weekly seminar series for invited speakers to present their current research. Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	
IBGS 605	Integrative Biology Presentation Seminar This is a weekly seminar series for student presentations. A student registers for 1 unit and receives an IP grade until he/she gives a presentation, at which time he/she will receive a letter grade. Weekly attendance is required. A total of 2 units are required for the M.S. program.	(2)

Religion

	Religion units must be at the 500 level or greater	(3)
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Research/Thesis Option

ANAT 697	Research A student will at all times have registration in research units. An IP will be assigned until the student registers for new units. The 5 units should be spread out over the course of time it takes to complete thesis research satisfactorily. An IP may not be carried for longer than 5 quarters.	(5)
ANAT 698	Thesis	(1)

Coursework Option: This option requires a comprehensive examination

	Elective Courses in Anatomy/Embryology	(6)
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TOTAL UNITS REQUIRED**38****ANATOMY—PH.D.**

For the Ph.D. degree, students must complete a minimum of 89 units, as detailed in the table below, and must maintain a GPA of at least 3.0. In addition, doctoral students are required to pass both written and oral comprehensive examinations in order to advance to candidacy. They must successfully defend the dissertation to their guidance committee before being awarded the Ph.D. degree. Students must adhere to all University and program policies as published in the Student Handbook, University CATALOG, or “Student Guide.” Policies and requirements are subject to change.

REQUIREMENTS FOR PH.D. IN ANATOMY**Core Basic Science Courses****Units**

IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(24)
IBGS 521, 522, 523	Cellular Mechanisms and Integrated Systems Journal Club I, II, III	(6)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)
IBGS 503	Biomedical Grant Writing	(2)

Anatomy Specific Courses

ANAT 541	Gross Anatomy	(10)
ANAT 542	Cell, Tissue and Organ Biology	(5)
ANAT 516	Neuroscience	(6)
ANAT 544	Embryology	(2)

Seminars

IBGS 607	Biomedical Graduate Seminar This is a weekly seminar series for invited speakers to present their current research. Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	
IBGS 605	Integrative Biology Presentation Seminar This is a weekly seminar series for student presentations. A student registers for 1 unit and receives an IP grade until he/she gives a presentation, at which time he/she will receive a letter grade. Weekly attendance is required. A total of 4 units are required for the Ph.D. program.	(4)

Research/Dissertation

IBGS 697	Research Rotation	(2)
ANAT 697	Research A student will at all times have registration in research units. An IP will be assigned until the student registers for new units. The 14 units should be spread out over the course of time it takes to complete dissertation research satisfactorily. An IP may not be carried for longer than 5 quarters.	(14)
ANAT 699	Dissertation	(1)

Religion

	Religion units must be at the 500 level or greater, and include one course in each of the RELT, RELE and RELR areas.	(9)
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TOTAL UNITS REQUIRED**(89)**

Biochemistry—SM

(M.S., Ph.D.)

PENELOPE DUERKSEN-HUGHES, Program Coordinator

FACULTY

PRIMARY APPOINTMENTS

Danilo Boskovic
 Penelope Duerksen-Hughes
 Wolff M. Kirsch
 William H. R. Langridge
 Jonathan W. Neidigh
 Michael Pecaut
 Lawrence C. Sowers
 Nathan Wall
 R. Bruce Wilcox

SECONDARY AND ADJUNCT APPOINTMENTS

Carlos A. Casiano
 Hansel M. Fletcher
 Daila Gridley
 Clifford Herrmann
 David A. Hessinger
 Mark S. Johnson
 Kin-Hing William Lau
 Thomas A. Linkhart
 Subburaman Mohan
 William J. Pearce
 John J. Rossi
 Lawrence B. Sandberg
 Donna D. Strong
 Barry L. Taylor

The basic sciences of the School of Medicine offer graduate programs with emphases in anatomy, biochemistry, microbiology, pharmacology, and physiology. The Ph.D. degree curriculum is designed to prepare students for a career of independent research and teaching in an academic or biotechnology setting. Students may enter any of these five Ph.D. degree programs by applying to the Integrated Biomedical Graduate Studies Program. After completing a common first-year core curriculum, the student selects a program and a mentor for the completion of his or her studies, during which advanced courses and laboratory work allow the student to fully develop an area of research interest and expertise. Students usually rotate through up to three research laboratories before selecting a research adviser. The M.S. degree course of study provides education appropriate for technicians involved in biomedical research and for medical technologists seeking career advancement. A pathway to combined M.D./Ph.D. degrees is also offered.

The School of Medicine's Division of Biochemistry offers programs leading to the Doctor of Philosophy and Master of Science degrees. These programs include a core curriculum that provides a broad background in biochemistry-related issues and approaches. Advanced courses allow each student to develop fully an area of interest. Research strengths of the department include: cancer biology, DNA damage and repair, measurement of thyroid hormones, coagulation, neurobiology, peptide structure, vaccine development and radiation biology.

The program outcomes of the Biochemistry Program are as follows:

1. Students will demonstrate a broad knowledge of the biomedical sciences and subject mastery in molecular, cellular and integrative aspects of biochemistry.
2. Students will be able to interpret current literature in their discipline.
3. Students will be able to apply the scientific method.
4. Students will understand the need to practice scientific and professional ethics.
5. *Students will understand the process of applying for external funding.

* This objective is not applicable to MS students

M.S. and Ph.D. degrees

The School of Medicine's Division of Biochemistry offers study in the Biochemistry Program leading to the Master of Science and the Doctor of Philosophy degrees. These degree programs provide a broad biochemical background while allowing the student to fully develop a special area of research interest. The Master of Science degree provides content appropriate for persons preparing to teach at the secondary level or in related professional school areas, or for persons intending to pursue careers as research technicians. The Doctor of Philosophy degree is designed to prepare the graduate for a career of independent research and teaching in university, clinical, biotechnological or government environments. Ph.D. students are expected to develop creativity and independence in addition to technical skills.

Combined degrees

Combined degree (Ph.D./M.D. and M.S./M.D.) options are also available. The combination of an M.S. degree with a professional degree provides additional content and research experience as a background for postgraduate medical or dental education. The combination of a Ph.D. degree with a professional degree prepares the student for a future in academic medicine or dentistry—combining research, teaching, and clinical practice.

The combined degrees are described at the end of Section III in this CATALOG.

PREREQUISITE COURSES

Applicants must have a Bachelor degree from an accredited US college or the equivalent from a foreign university. Foreign applicants must have their transcripts evaluated by an accredited agency for equivalency to a US degree. Entrance requirements include a full year of each of the following undergraduate courses: General Biology, General Chemistry, Organic Chemistry, and General Physics. Upper division Biology (such as Cell and Molecular Biology) and Chemistry (such as Biochemistry) are strongly recommended. Calculus is also recommended. Results of the general test of the Graduate Record Examination (GRE) must be submitted. Applicants whose first language is not English must submit scores from the TOEFL (Test of English as a foreign language). The program reserves the right to decide on the equivalence of courses presented by the applicant.

First-year curriculum

The first-year curriculum includes a course sequence, taught by interdisciplinary faculty, that integrates all the disciplines of the biomedical basic science areas—moving from molecules through cellular mechanisms to integrated systems. In addition, a supplemental course covers research-related topics—such as scientific communication and integrity, information handling, and statistics; as well as successful grant writing. Students learn of new developments in the biomedical sciences through weekly seminars. Students gain presentation skills of their own in a weekly student presentation-seminar series. During the subsequent years, formal courses continue to broaden and integrate into a meaningful whole an understanding of the clinical consequences of cellular events.

BIOCHEMISTRY—M.S.

A minimum of 45 units is required for the M.S. degree, as detailed in the table below. Two options, a research-emphasis track and a course work-emphasis track, are available. Students must maintain a GPA of at least 3.0. Students must adhere to all University and program policies as published in the Student Handbook, University CATALOG, or "Student Guide." Policies and requirements are subject to change.

Research-emphasis track

Under this plan, the student fulfills the core requirements and also carries out research that culminates in a thesis. The student must pass an oral examination given by his/her graduate guidance committee after the thesis has been completed.

Course work-emphasis track

Under this plan, the student fulfills the total unit requirement by taking additional biochemistry electives. The student takes a comprehensive written examination over the graduate course work in lieu of preparing a thesis.

REQUIREMENTS FOR M.S. IN BIOCHEMISTRY

Core Basic Science Courses

		Units
IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(24)
IBGS 521, 522, 523	Cellular Mechanisms and Integrated Systems Journal Club I, II, III	(6)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)

Seminars

IBGS 607	Biomedical Graduate Seminar This is a weekly seminar series for invited speakers to present their current research. Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	
IBGS 605	Integrative Biology Presentation Seminar This is a weekly seminar series for student presentations. A student registers for 1 unit and receives an IP grade until he/she gives a presentation, at which time he/she will receive a letter grade. Weekly attendance is required. A total of 2 units are required for the M.S. program.	(2)

Religion

	Religion units must be at the 500 level or greater	(3)
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Research/Thesis Option

BCHM 697	Research A student will at all times have registration in research units. An IP will be assigned until the student registers for new units. The 5 units should be spread out over the course of time it takes to complete thesis research satisfactorily. An IP may not be carried for longer than 5 quarters.	(5)
BCHM 698	Thesis	(1)

Coursework Option: This option requires a comprehensive examination

	Elective courses in Biochemistry	(6)
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Total Units Required**45****BIOCHEMISTRY—PH.D.**

For the Ph.D. degree, students must complete a minimum of 78 units, as detailed in the table below, and must maintain a GPA of at least 3.0. In addition, doctoral students are required to pass both written and oral comprehensive examinations in order to advance to candidacy. They must successfully defend the dissertation to their guidance committee before being awarded the Ph.D. degree. Students must adhere to all University and program policies as published in the Student Handbook, University CATALOG, or "Student Guide." Policies and requirements are subject to change.

REQUIREMENTS FOR Ph.D. in BIOCHEMISTRY**Core Basic Science Courses****Units**

IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(24)
IBGS 521, 522, 523	Cellular Mechanisms and Integrated Systems Journal Club I, II, III	(6)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)
IBGS 503	Biomedical Grant Writing	(2)

(12)**Biochemistry Specific Courses**

Elective courses in Biochemistry to equal 12 units. At least 2 units must be in a techniques course and 2 units in a didactic literature based course.

Seminars

IBGS 607	Biomedical Graduate Seminar This is a weekly seminar series for invited speakers to present their current research. Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	
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IBGS 605	<p>Integrative Biology Presentation Seminar</p> <p>This is a weekly seminar series for student presentations. A student registers for 1 unit and receives an IP grade until he/she gives a presentation, at which time he/she will receive a letter grade. Weekly attendance is required. A total of 4 units are required for the Ph.D. program.</p>	(4)
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Research/Dissertation

IBGS 697	Research Rotation	(2)
BCHM 697	<p>Research</p> <p>A student will at all times have registration in research units. An IP will be assigned until the student registers for new units. The 14 units should be spread out over the course of time it takes to complete dissertation research satisfactorily. An IP may not be carried for longer than 5 quarters.</p>	(14)
BCHM 699	Dissertation	(1)

Religion

	Religion units must be at the 500 level or greater, and include one course in each of the RELT, RELE and RELR areas.	(9)
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Total Units Required**(78)**

Medical Scientist—SM

(M.D. with Ph.D.)

LAWRENCE C. SOWERS, Ph.D., Program Director

Objectives

Loma Linda University is committed to fostering the investigative skills of its medical students. Students interested in pursuing careers in academic medicine and medical research may wish to enroll in one of the combined-degrees programs.

The Medical Scientist Program is designed to develop a student's independence and competence as an investigative scientist and clinician. It provides students with a broad educational base for the practice of medicine and medically related research. The program is administered by the School of Medicine in cooperation with the Faculty of Graduate Studies.

Program description

The program is designed to attract students who are energized by doing research and want to contribute substantially to this enterprise.

Students enter this combined-degrees program through the graduate program. In the first year, students participate in a new and revised scientifically integrated program that includes biochemistry, molecular biology, physiology, pharmacology, and anatomy. While in the first year, students also rotate through the laboratories of selected faculty members.

In the second year, students increase their involvement with individual laboratory projects while continuing to complete graduate course requirements. Students in selected areas may also be asked to serve as teaching assistants for graduate or medical classes. Students pursuing the combined degrees will also be involved with joint basic science and clinical meetings and conferences with the aim of understanding the interrelationships between laboratory-based and clinical research.

Upon demonstration of laboratory success, as indicated by completion of a first-author manuscript, the student will continue on to the traditional first two years of the medical school curriculum. It is anticipated that the amount of time required to demonstrate laboratory success will be two to three years. Successful students who have acquired essential laboratory skills should continue their affiliation with the host laboratory and continue research progress as time permits while in the medical school curriculum.

Upon successful completion of the first two years of the medical curriculum and Step 1 of the USMLE examination, students will begin a series of rotations between the clinical sciences and the research laboratory. During these later years, students will complete all of the standard clinical rotations and continue progress on laboratory projects. It is the intent of this program that students will acquire the requisite skills needed for a successful career at the interface of laboratory-based and clinical research.

Program admission

Admission into the Medical Scientist Program is competitive and requires evidence that the student is likely to develop into a successful medical scientist. The student must submit separate applications to the School of Medicine for both the M.D. and the Ph.D. degree programs, and meet the stated admissions requirements for each of these programs. The application package for the Ph.D. degree program requires scores for the general test of the Graduate Record Examination. Both programs must accept the student scores before the student is admitted to the Medical Scientist Program. Students entering the M.D./Ph.D. combined-degrees program who determine that a research career is inappropriate may elect to complete the M.D. degree program independently. Students entering the Ph.D. degree program who desire a career in academic medicine may choose to apply for admission to the M.D./Ph.D. combined-degrees program at a point after their entry into the Ph.D. degree program; however, the standard medical school application process will be required at that point.

Financial assistance

Financial assistance to students in the Medical Scientist Program may provide:

1. Cost of living stipends during those periods in which students are most directly involved in graduate education. The amount of the stipend is equivalent to that available to Ph.D. degree students in the basic science graduate programs.*
2. Tuition waivers for all graduate program course work.
3. Tuition deferment for the freshman and sophomore years of the M.D. degree curriculum. When a student completes an M.S. or Ph.D. degree, tuition deferred from the freshman and sophomore years is canceled.
4. Tuition waiver for both the junior and senior years of the M.D. curriculum, upon completion of a Ph.D. degree.

M.D./Ph.D. students are ordinarily expected to complete their Ph.D. degree before beginning the third year of medical school. Students who have not completed the Ph.D. may apply for a tuition deferment for their junior year of the medical curriculum, and, in unusual cases, for the first quarter of their senior year. Applications for tuition deferment beyond the first two years must be approved by the student's dissertation committee and signed by the dissertation advisor, the Associate Dean for Basic Sciences, and the Dean of the School of Medicine. Under no circumstances will a student be granted a tuition deferment or be

allowed to register for the last two quarters of medical school until they have finished the requirements for the PhD. If a student withdraws from the Ph.D. Program his/her tuition deferments will be converted to a loan. Completion of the M.D. degree terminates the student's participation in the Medical Scientist Program and ends the availability of tuition waiver. Any tuition deferments then in force will convert to loan obligations at that time.

** Stipends from the School of Medicine will be awarded for the first two years of the graduate program, provided that the student makes satisfactory academic process and remains in good and regular standing. Stipends covering study beyond the first two years should ordinarily be obtained from the individual laboratories or departments in which the student conducts research.*

Medicine—SM

(M.D.)

H. ROGER HADLEY, Dean, School of Medicine

CURRICULUM

The curriculum in medicine consists of four academic years. Instruction is on the quarter system. The first eight quarters are oriented to the sciences basic to the practice of medicine; the remaining two academic years are made up of clinically oriented core instruction and up to eighteen weeks of clinical electives.

THE FIRST YEAR of medical education will begin to establish a foundation in the sciences basic to the practice of medicine—with emphasis on the principles and mechanisms of normal development, structure, and function, including the normal changes of aging and the behavioral considerations that influence normal development. Course content will be organized around individual organ systems whenever possible. The first year will also begin to develop the skills, values, attitudes, and professional behaviors that are integral to the safe, competent, compassionate, ethical and Christian practice of medicine both now and in the future. The educational program will make use of a wide variety of pedagogical methods, including but not limited to traditional lecture, small-group, problem-based and case-based learning, personalized computer-based instruction, quantitative laboratory experiences, and patient-care experiences.

THE SECOND YEAR of medical education will continue to establish a foundation in the sciences basic to the practice of medicine—with emphasis on the principles and mechanisms of abnormal structure and function, principles of therapy, and behavioral considerations that affect disease treatment and prevention. Course content will be organized according to individual organ systems whenever possible. The second year will continue to develop the skills, values, attitudes, and behaviors that are integral to the safe, competent, compassionate, ethical, and Christian practice of medicine both now and in the future. The educational program will make use of a wide variety of pedagogical methods, including but not limited to traditional lecture, small-group problem-based and case-based learning, personalized computer-based instruction, quantitative laboratory experiences, and longitudinal patient-care experiences.

THE THIRD YEAR of medical education will establish a body of knowledge, skills, values, attitudes, and behaviors in six core clinical science disciplines to build a foundation for patient care in ambulatory and hospital-based settings. Students will attain this foundation through a process of self-directed learning, independent study, and guided supervision and teaching by house staff and faculty. Students will have ample opportunity to learn the value of honor, shared responsibility, and accountability by directly participating in patient-care activities as junior colleagues on the health care team.

The didactic program will emphasize: a) understanding the pathophysiology of disease; b) establishing diagnoses through interpretation of physical examination and diagnostic data; and c) applying management principles to patients with acute and chronic conditions. Recurring experiences in whole-person care, medical ethics, laboratory medicine, health maintenance, and disease prevention will be integrated into the six core disciplines. Students will have the opportunity to explore an area of interest during an elective experience for the purpose of beginning the process of choosing a career in medicine.

THE FOURTH YEAR of medical education will require students to integrate the entirety of their medical knowledge, skills, values, and attitudes gained during the first three years and apply it more autonomously to patient care. Students will participate in supervised patient-care experiences in neurology or family medicine, emergency medicine, intensive care medicine, and a sub-intern-level experience in medicine, surgery, or pediatrics. Although repetitive clinical duties during the fourth year are a necessary part of preparing students for the rigors of postgraduate training, students will still have ample opportunity to pursue individual interests during a minimum 18 weeks of elective rotations. To reestablish the importance of science in medical practice, at least one month of elective may be in the basic science discipline of the student's choosing. Students will have adequate vacation time to study for Step II of the USMLE and successfully participate in the residency selection process.

WHOLE-PERSON FORMATION

Personal and professional growth for the student in medicine is the focus of the disciplines in the school, the faculty in the School of Medicine, and the School of Religion. Courses and content are offered to emphasize biblical, ethical, and relational aspects of the physician's personal and professional development. The core for whole-person formation—14 quarter units of religion and ethics—is provided during the first three years of the medicine curriculum.

CURRICULUM OUTLINE**YEAR 1****First Quarter (Summer)****Units**

ANAT 521	Gross Anatomy & Embryology	(1)
MNES 501	Orientation to Medicine	(2)
PHSL 515	Medical Physiology	(1)
MDCJ 566	Evidence-Based Medicine and Information Science	(1)
MDCJ 553	Cell Structure and Function	(1)
MDCJ 561	Physical Diagnosis and Interviewing	(1)
BCHM 521	Fundamentals of Human Biochemistry	(1)
MDCJ 543	Medical Neuroscience	(1)
REL	Religion and Whole Person Care	(2)

Second Quarter (Fall)**Units**

ANAT 522	Gross Anatomy & Embryology	(5)
PHSL 516	Medical Physiology	(1)
MDCJ 562	Physical Diagnosis and Interviewing	(2)
MDCJ 554	Cell Structure and Function	(3)
BCHM 521	Fundamentals of Human Biochemistry	(3)
MDCJ 567	Evidence-Based Medicine and Information Science	(2)
REL	Religion and Whole Person Care	(2)

Third Quarter (Winter)**Units**

ANAT 523	Gross Anatomy & Embryology	(2)
MDCJ 568	Evidence-Based Medicine and Information Science	(1)
MDCJ 563	Physical Diagnosis and Interviewing	(3)
MDCJ 555	Cell Structure and Function	(2)
PHSL 517	Medical Physiology	(5)
MDCJ 544	Medical Neuroscience	(3)
PSYT 521	Understanding Your Patient	(2)
REL	Religion and Whole Person Care	(2)

Fourth Quarter (Spring)**Units**

MNES 502	Orientation to Medicine	(4)
PSYT 522	Understanding Your Patient	(1)
MDCJ 556	Cell Structure and Function	(1)
ANAT 524	Gross Anatomy & Embryology	(1)
MDCJ 569	Evidence-Based Medicine and Information Science	(1)
PHSL 518	Medical Physiology	(1)

MDCJ 564	Physical Diagnosis and Interviewing	(1)
MDCJ 544	Medical Neuroscience	(1)
REL	Religion & Whole Person Care	(2)

YEAR 2

First Quarter (Summer)

Units

MICR 511	Medical Microbiology	(1)
PSYT 514	Psychopathology	(1)
PATH 514	Systemic Pathology	(2)
PHARM 511	Medical Pharmacology	(1)

Second Quarter (Fall)

MICR 512	Medical Microbiology	(2)
MDCJ 524	Pathophysiology and Applied Physical Diagnosis	(3)
PSYT 514	Psychopathology	(3)
PATH 514	Systemic Pathology	(2)
PRVM 514	Clinical Preventive Medicine	(1)
MDCJ 571	Diseases of Neuroscience	(3)
PHARM 512	Medical Pharmacology	(3)
BCHM 531	Biochemical Basis of Human Disease	(1)
REL	Religion and Whole Person Care	(2)

Third Quarter (Winter)

Units

MICR 513	Medical Microbiology	(3)
MDCJ 525	Pathophysiology and Applied Physical Diagnosis	(5)
PHARM 513	Medical Pharmacology	(2)
PATH 515	Systemic Pathology	(6)
PRVM 515	Clinical Preventive Medicine	(1)
BCHM 532	Biochemical Basis of Human Disease	(1)
REL	Religion and Whole Person Care	(2)

Fourth Quarter (Spring)

Units

PRVM 516	Clinical Preventive Medicine	(2)
MICR 514	Medical Microbiology	(1)
MDCJ 526	Pathophysiology and Applied Physical Diagnosis	(2)
PATH 516	Systemic Pathology	(4)
PHARM 514	Medical Pharmacology	(1)
BCHM 533	Biochemical Basis of Disease	(1)
MDCJ 572	Diseases of Neuroscience	(1)

YEAR 3

Clinical clerkships	(required)
Surgery	(12 weeks)
Medicine	(12 weeks)
Pediatrics	(8 weeks)
Obstetrics/Gynecology	(6 weeks)
Family Medicine or Neurology	(4 weeks)
Psychiatry	(6 weeks)
Electives	(2 weeks)

YEAR 4

Clinical clerkships	(required)
Emergency Medicine	(2 weeks)
Preventive & Community Medicine	(4 weeks)
Family Medicine or Neurology	(4 weeks)
Electives	(18 weeks)
Subinternships: Internal Medicine or Surgery or Pediatrics or Family Medicine	(4 weeks)
Intensive Care Pediatrics or Internal Medicine or Surgery	(2 weeks)

CONJOINT COURSES FOR THE SCHOOL OF MEDICINE

MDCJ 553, 554, 555, 556	Cell Structure and Function	(1, 3, 2, 1)
MDCJ 561, 562, 563, 564	Physical Diagnosis and Interviewing	(1, 2, 3, 1)
MDCJ 524, 525, 526	Pathophysiology and Applied Physical Diagnosis	(3, 5, 2)
MDCJ 543, 544	Medical Neuroscience	(1, 3, 1)
MDCJ 566, 567, 568, 569	Evidence-Based Medicine and Information Sciences	(1, 2, 1, 1)
MDCJ 571, 572	Diseases of Neuroscience	(3, 1)
MDCJ 599	Medicine Conjoint Directed Study	(arranged)
MDCJ 821	Preventive & Community Medicine	(4)
MDCJ 891	Whole-Person Care	(3-6)

Residency programs

Loma Linda University Medical Center sponsors a variety of accredited residency programs. These include residencies in anesthesiology, pediatric anesthesiology, dermatology, procedural dermatology, emergency medicine, pediatric emergency medicine, family medicine, internal medicine, internal medicine-pediatrics, cardiology, gastroenterology, pulmonary/critical care

medicine, rheumatology, neurology, child neurology, clinical neurophysiology, neurological surgery, obstetrics and gynecology, ophthalmology, orthopedic surgery, otolaryngology, clinical and anatomic pathology, pediatrics, critical care pediatrics, neonatology, physical medicine and rehabilitation, pain management, plastic surgery, preventive medicine, occupational medicine, psychiatry, radiation oncology, radiology, neuroradiology, pediatric radiology, surgery, thoracic surgery and general vascular surgery. Additional non-accredited fellowships are available.

Graduate physicians wishing to apply for entrance into these programs should contact the director of the program.

Graduate dentists who seek residencies in dental anesthesia, endodontics, oral implantology, orthodontics, pediatric dentistry, periodontics, and prosthodontics should apply directly to the School of Dentistry.

Continuing medical education

Recognizing the imperative of life-long learning for professionals, the School of Medicine supports a program of continuing medical education for physicians beyond their formal postgraduate years. The Office of Continuing Medical Education is accredited by the Accreditation Council for Continuing Medical Education to provide Category I continuing medical-education credit for physicians. Course offerings include weekly, bi-weekly and monthly School of Medicine departmental grand rounds and a large number of one-day and multi-day conferences and workshops that are presented locally and nationally for School of Medicine faculty, alumni, and practicing physicians within the geographic area in which the conferences are presented.

For more information, please write to:

Melodee Newbold, Director of Continuing Medical Education
Loma Linda University School of Medicine
11234 Anderson Street Room A537
Loma Linda, CA 92354 or telephone 909/558-4968

THE DEPARTMENTS OF THE SCHOOL OF MEDICINE

The twenty two departments of the School of Medicine are:

- Anesthesiology
- Basic Science
- Cardiovascular and Thoracic Surgery
- Emergency Medicine
- Family Medicine
- General and Pediatric Surgery
- Gynecology and Obstetrics
- Medicine
- Neurology
- Neurosurgery
- Ophthalmology
- Orthopaedic Surgery
- Otolaryngology: Head & Neck Surgery
- Pathology and Human Anatomy
- Pediatrics
- Physical Medicine and Rehabilitation
- Plastic and Reconstructive Surgery
- Preventive Medicine
- Psychiatry
- Radiation Medicine
- Radiology
- Urology

ANESTHESIOLOGY

ROBERT D. MARTIN, Chair

RICHARD L. APPLGATE, II, Vice Chair

DIVISIONS

CRITICAL CARE

GARY STIER, Head

PEDIATRICS

LINDA MASON, Head

CARDIAC

STANLEY BRAUER, Head

FACULTY

Martin W. Allard
 Roland C. Aloia
 Donald Lynn Anderson
 Richard L. Applegate II
 Sherif A. Azer
 Bernard J. Brandstater
 Allen L. Brandt
 Floyd S. Brauer
 Stanley D. Brauer
 Bernard D. Briggs
 Burton A. Briggs
 Maureen H. Bull
 Deborah M. Chung
 Anne T. Cipta
 Carl E. Collier
 Ihab Dorotta
 Michael W. Eby
 Jothi Gangolly
 Elizabeth Ghazal
 Erlinda Guzon-Castro
 Richard K. Hamamura
 Penny L. Kimball-Jones
 Carol A. Lau
 Charles Lee

Sandra H. Lee
 John Lenart
 Marina J. Liu
 Robert D. Martin
 Linda J. Mason
 Deborah McIvor
 James A. Meyer
 Phebe E. Mosaad
 Monica M. Neumann
 Thomas Rasmussen
 Lowell W. Reynolds
 B. B. Roberson
 Abdul R. Samady
 Michelle L. Schlunt
 Bonnie Song
 James E. Spitler
 Jean E. Sprengel
 Gary R. Stier
 Shirley Tan
 Teresa L. Thompson
 Sidney E. Torres
 Edward W. Verde
 Linda I. Wat
 John H. Zhang

The goals of the Department of Anesthesiology are to:

1. Provide necessary anesthesia, analgesia, pain control, and intensive care of the highest caliber and with Christian empathy to patients of Loma Linda University Medical Center and its affiliated facilities.
2. Educate medical students, dentists, and anesthesiology residents in the fields of anesthesia, critical care, and pain control.
3. Increase knowledge of the use of anesthetic and analgetic agents.

BASIC SCIENCES

LAWRENCE C. SOWERS, Chair

PENELOPE J. DUERKSEN-HUGHES, Vice Chair

DIVISIONS

BIOCHEMISTRY

PENELOPE J. DUERKSEN-HUGHES, Head

MICROBIOLOGY

HANSEL M. FLETCHER, Head

PHARMACOLOGY

JOHN N. BUCHHOLZ, Head

PHYSIOLOGY

JOHN H. ZHANG, Head

FACULTY

BIOCHEMISTRY DIVISION

Danilo Boskovic
Shin Tai Chen
Penelope J. Duerksen-Hughes
John R. Farley
Aileen Gonzales
Daila S. Gridley
E. Clifford Herrmann
David A. Hessinger
Richard W. Hubbard
George T. Javor
Wolff M. Kirsch
William Langridge
Kin-Hing W. Lau
George M. Lessard
Thomas A. Linkhart
Subburaman Mohan
Jonathan W. Neidigh
William J. Pearce
John J. Rossi
Charles W. Slattery
Satish M. Sood
Lawrence C. Sowers
Donna D. Strong
Barry L. Taylor
Jon E. Wergedal
R. Bruce Wilcox
Anthony J. Zuccarelli

MICROBIOLOGY DIVISION

Leonard R. Bullas
Edouard Cantin
Carlos A. Casiano
Daniela Castanotto
Alan P. Escher
Hansel M. Fletcher
Istvan Fodor
Lora M. Green
Daila S. Gridley
Sandra Hilliker
George T. Javor
Mark Johnson
James D. Kettering
William Langridge
Benjamin H. S. Lau
John E. Lewis
Yiming Li
Michael B. Lilly
Ren Jang Lin
John J. Rossi
Raymond E. Ryckman
Junichi Ryu
Ubaldo Soto
Lawrence C. Sowers
Donna D. Strong
Barry L. Taylor
Edward D. Wagner
Anthony J. Zuccarelli

The goals of the Department of Biochemistry and Microbiology are to:

1. Offer relevant course work for the various professional curricula that will provide essential foundational content, an understanding of the current state of the field, and the skills required to maintain currency.
2. Offer a graduate curriculum leading to M.S. and Ph.D. degrees that is designed to provide graduate students with the information and tools needed to succeed as independent educators and investigators.
3. Conduct and publish peer-reviewed research in biochemistry that contributes to knowledge in the biomedical sciences.
4. Support Loma Linda University colleagues through collaborations and consultations that will assist in research and instruction.

EMERGENCY MEDICINE

KATHLEEN J. CLEM, Chair

PEDIATRIC EMERGENCY MEDICINE DIVISION

LANCE E. BROWN, Head

FACULTY

Shamel A. Abd-Allah
Besh R. Barcega
Lance A. Brown
Sean P. Bush
Richard D. Catalano
Tony Chow
Samuel C. Chua

Stephen W. Corbett
Heather A. Crane
Linda Daniel-Underwood
T. Kent Denmark
David M. Englander
Michelle R. Gill
Jaime E. Gonzalez

Michelle R. Gill
 Jeffrey T. Grange
 Steven M. Green
 Gregory T. Guldner
 Melvyn L. Harris
 Korbin N. Haycock
 Jonathan M. Hayden
 Kevin G. Hegewald
 Thomas L. Hurt
 Patricia L. James
 John S. Jones

Tamara L. Thomas
 Mark E. Thomas
 Louis P. Tran
 Reza Vaezazizi
 Edward J. Vargas
 Kelly J. D. Westcott
 Samuel G. Wilson
 William A. Wittlake
 Hubert E. Wong
 Kimberly R. Zimmerman

The philosophy of the Department of Emergency Medicine centers on a commitment to quality in its service, teaching, and research missions. This department functions as a crossroads interface between the community and the medical center services—providing a point of access to medical care for many people who are seriously and unexpectedly ill, and whose condition may be compromised by geographic isolation and socioeconomic disadvantage.

The objectives of the department are to:

1. Provide and coordinate cost-effective, empathic, and compassionate prehospital, emergency, and trauma services of excellent quality.
2. Support and contribute to the achievement of medical-education competency for all categories of emergency-care professionals.
3. Develop initiatives that promote increased understanding of and improved techniques and skills in emergency-care practice, heighten positive perception of this specialty, and contribute to quality research in this area.
4. Promote teamwork skills among the various services and professionals comprising the emergency medical system.

FAMILY MEDICINE

JOHN K. TESTERMAN, Chair

FACULTY

Wil Alexander
 Y. Paul Aoyagi
 James Appel
 Javier A. Armijo
 Robert L. Avina
 Ronald P. Bangasser
 Andre V. Blaylock
 Lisa Bolla
 Warren B. Churg
 Andrea M. Clarke
 Debra D. Craig
 F. Daniel Cruz
 Janet A. Cunningham
 Linda Deppe
 Dai Vien Du
 Wayne Dysinger
 Allen C. Felix
 Linda H. Ferry
 John Fleming
 Michael E. Frederick
 Herbert N. Giebel
 Cynthia J. Glasgow
 Patricia Guevara-Channell
 Jean-Claude Hage
 Calvin Hagglov
 Tina M. Haller-Wade
 Kevin R. Herrick
 Jonathan Horstmann
 Ming Chang Isinhue
 William W. Jih
 Mark T. Keidel

Marina Khubesrian
 Richard Kim
 Claire H. Koga
 Rosarin Kriengprarthana
 James S. Ku
 Anissa Y. LaCount
 Gilbert H. Lee
 Joan Haynes-Lee
 Tony B. Lee
 Margaret H. Lester
 Yi Lieu
 Herbert H. Lim
 Gerald Lofthouse
 Jason L. Lohr
 Maria B. Lohr
 Tarek Z. Mahdi
 Manoucher Manoucheri
 Gary E. Marais
 Kenneth D. McCarty
 Laurie P. McNaughton
 Elliot A. Meltzer
 Richard L. Milholm
 Renu Mittal
 Gina J. Mohr
 Walter C. Morgan
 Kelly Morton
 Timothy E. Neufeld
 Michael R. Oliverio
 Mark W. Olson
 Michelle T. Opsahl
 Robert D. Orr

Barbara J. Orr
 Jamie S. Osborn
 Shantharam R. Pai
 Raul Pardave
 Lien T. Pham
 Gordon D. Philipps
 R. Steven Pulverman
 Earl B. Quijada
 Ivan L. Reeve
 Michelle E. Reeves
 Lois A. Ritchie
 Jorge L. Rivera
 Magda L. Robinson
 Ann M. Ronan
 Steve Salzman
 Alane M. Samarza
 Katherine R. Schlaerth

Kendall G. Scott
 Audrey F. Shank
 Michael D. Shepherd
 Khwaja A. Siddiqui
 Lauren M. Simon
 Grace E. Song
 Ruth Stanhiser
 John K. Testerman
 Nancy Testerman
 Jeffrey R. Unger
 Erik G. Walsh
 Leonard S. Werner
 Raymond O. West
 John D. Wilson
 Robert K. Yamada
 Jack Yu

The objectives of the Department of Family Medicine are to:

1. Provide medical students and residents with education and training that exemplifies excellence, compassion and wholeness in the specialty of family medicine.
2. Educate students and residents to provide evidence-based, best-practice, chronic-disease care that spans the arc of care—from prevention to management to palliative care.
3. Teach students to evaluate and manage common problems at the primary-care level, providing continuing and comprehensive health care for individuals of both genders and all ages.
4. Teach students and residents the skills necessary to take a spiritual history and incorporate the spiritual and psychosocial into the biomedical aspects of clinical care.
5. Introduce students and residents to the use of a systems approach and quality-improvement techniques to improve patient safety and assure the delivery of best-practice, evidence-based care to a population of patients.
6. Introduce students to family-physician role models so that students will be able to make informed choices regarding family medicine as a career option.

GYNECOLOGY AND OBSTETRICS

WILLIAM C. PATTON, Chair

FACULTY

Teresa P. Avants
 Kevin C. Balli
 Barry S. Block
 Philip J. Chan
 Chul Choi
 Johannah Corselli
 Bert J. Davidson
 Michael W. Eby
 Miguelito M. Fernando
 E. Dolores Gibson
 Yvonne G. Gollin
 Wilbert Gonzalez
 Robert H. Gregg
 Young-il H. Hahn
 Jeffrey S. Hardesty
 Elaine E. Hart
 Marilyn Herber
 John D. Jacobson
 Ronald B. Johnson
 Elden D. Keeney
 Melissa Y. Kidder
 John J. Kim
 J. Dee Lansing
 Kathleen M. Lau

Elisa M. Lindley
 Lawrence D. Longo
 Kenneth J. McGill
 Laurel J. Munson
 Rick D. Murray
 Masao Nakamoto
 Bryan T. Oshiro
 Karen N. Oshiro
 William C. Patton
 Gordon G. Power
 Harold V. Racine
 Leroy A. Reese
 Elmar P. Sakala
 Herminia S. Salvador
 Hyun S. Shvartsman
 Kathryn Shaw
 E. Laurence Spencer-Smith
 Darrell L. Vaughan
 Robert J. Wagner
 Clifford A. Walters
 Kim Warner
 Cinna T. Wohlmuth
 Ronald S. Wu

The purpose of the Department of Gynecology and Obstetrics is to provide an academic environment that encourages learning, teaching, and research.

The objectives of the department are to:

1. Provide medical students with a broad base of knowledge in obstetrics and gynecology for entrance into a primary-care specialty.
2. Instill a standard of medical excellence that will lead to a continuing program of medical education reaching through and beyond the residency years.
3. Provide faculty who function as role models for the students and residents.

MEDICINE

PHILIP M. GOLD, Interim Chair

PHILIP M. GOLD, Executive Vice Chair, Department of Medicine

PHILIP J. ROOS, Vice Chair, Jerry L. Pettis Memorial Veterans Medical Center

DOUGLAS R. HEGSTAD, Vice Chair, Riverside County Medical Center

RAYMOND Y. WONG, Associate Chair for Student Education

LAWRENCE K. LOO, Associate Chair for Resident Education

DANIEL I. KIM, Associate Chair for Resident Education

MICHAEL H. WALTER, Associate Chair for Finance and Development

KEITH K. COLBURN, Associate Chair for Research

DIVISIONS

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KENNETH R. JUTZY, Head

DERMATOLOGY

ABEL TORRES, Head

ENDOCRINOLOGY

J. LAMONT MURDOCH, Head

GASTROENTEROLOGY

TERENCE D. LEWIS, Head

GENERAL INTERNAL MEDICINE AND GERIATRIC MEDICINE

RAYMOND Y. WONG, Head

INFECTIOUS DISEASE

JAMES J. COUPERUS, Head

NEPHROLOGY

SIEGMUND TEICHMAN, Head

ONCOLOGY-HEMATOLOGY

CHIEN-SHING CHEN, Head

PULMONARY AND CRITICAL CARE MEDICINE

PHILIP M. GOLD, Head

RHEUMATOLOGY AND IMMUNOLOGY

KEITH K. COLBURN, Head

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Ramadas Abboy

Imdad Ahmad

Shobha S. Aiyar

James D. Anholm

Patricia J. Applegate

Siavash Arani

Mihran H. Ask

H. Helen Baek

Kumaravelu Balasubramaniam

Ramesh C. Bansal

Daljeet B. Bansal
 Rebekah Bartos
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 Jesus G. Berdeja
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 Joann K. Bischoff
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 Cyril D. Blaine
 Patricia S. Blakely
 David Bland
 Ingrid K. Blomquist
 Reiner Bonnet
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 Vickie D. Brown-Harrell
 Evert A. Bruckner
 John M. Byrne
 Elber S. Camacho
 Cynthia R. Canga-Siao
 Kenneth A. Cantos
 Moises R. Carpio
 Ethelred E. Carter
 Carlos Casiano
 Daniel Castro
 Robert B. Chadwick
 Bobby S. Chan
 Francis D. W. Chan
 Suzanne E. Chang
 Richard M. Chang
 Zeno L. Charles-Marcel
 Gregory Cheek
 Chien-Shing Chen
 Morteza Chitsazan
 C. Joan Coggin
 Keith K. Colburn
 Martin J. Collen
 Ken A. Collinsworth
 Stanley C. Condon
 David S. Condon
 Dilrukshie Cooray
 Adrian N. Cotton
 Alfred C. Cottrell
 James J. Couperus
 Debra D. Craig
 Milton G. Crane
 Raymond B. Crawford
 Nagamani Dandamudi
 Vishvanath V. Date
 Lino J. DeGuzman
 Zemin Deng
 Thomas K. Denmark
 James R. Dexter
 Kenneth D. Doran
 Ralph Downey III
 James P. Drinkard
 Christine A. Duong
 Bertram H. Eckmann
 Laila M. Elkeeb

Harvey A. Elder
 Dwight C. Evans
 J. Robert Evans
 Ramiz A. Fargo
 John R. Farley
 Marian A. Fedak
 Ronald S. Fernando
 David R. Ferry
 J. Michael Finley
 Anthony F. Firek
 Franz P. Fisher
 Mary A. Flowers
 Steven C. Forland
 Glenn L. Foster
 Gary E. Fraser
 Gerald S. Friedman
 Helmuth F. Fritz
 Geir P. Frivold
 Juanito Garlitos
 Roger C. Garrison
 Marla G. Giem
 Thomas E. Godfrey
 Philip M. Gold
 Linda Golkar
 Marshall E. Gomes
 Alma A. Gonzaga
 Eduardo J. Gonzaga
 Daniel Gorenberg
 Alan Gorenberg
 Walter S. Graf
 George M. Grames
 Lora M. Green
 Daila Gridley
 Margaret A. Griffin
 Ronald Griffin
 Jocelyn Gunnarsson
 Reinhard Gysin
 Mouna E. Haddad-Wilson
 Susan L. Hall
 Paul G. S. J. Hammond
 Steven B. Hardin
 William H. Hardt, Jr.
 L. Julian Haywood
 Douglas R. Hegstad
 Vickie V. Height
 Nancy J. Heine
 Raymond Herber
 Jan M. Herrmann
 Kathy A. Herzberger
 J. Thomas Heywood
 Donald J. Hillebrand
 Dennis A. Hilliard
 Andrew T. Ho
 Frank D. Howard IV
 Russell E. Hoxie
 Patricia C. Hsia
 Galen C. L. Huang
 James J. Huang
 Arnando J. Huaringa
 Enacio G. Hunt
 Waleed A. Ibrahim
 Michael B. Ing

George M. Isaac
 Dale M. Isaeff
 Alan K. Jacobson
 Mehdi S. Jahromi
 G. David Jang
 Geun C. Jang
 John C. Jennings
 Donald L. John
 Robert L. Johnson
 Torbjorn I. Jorteg
 Roy V. Jutzy
 Kenneth R. Jutzy
 Vikram V. Kamdar
 Emmanuel P. Katsaros
 Jeffery M. Katz
 Brent W. Kay
 Zeid Kayali
 Kenneth L. Kelln
 Robert S. Keenan
 Catherine M. Kennedy
 Todd S. Kessler
 Sherif F. Khalil
 Balram S. Khehra
 Daniel I. S. Kim
 Dennis Y. Kim
 Mi Ye Kim
 Henry J. Klamut
 Faher Koteira
 Edwin H. Krick
 Rajagopal Krishnan
 Irvin N. Kuhn
 Ashok Kumar
 Mei Y. Lai
 Trang Lam
 Victor K. Lamin
 Euly M. Langga-Sharifi
 Wilson D. Lao
 James P. Larsen
 Steven E. Larsen
 Francis Y. K. Lau
 Kin-Hing W. Lau
 Alan C. K. Lau
 Susie H. Lau
 Cary W. Lee
 Scott W. Lee
 Joseph Lee
 Sonny C. Y. Lee
 Carmela M. Leonora
 Duncan Leung
 Paul A. Levine
 Terence D. Lewis
 Cesar Libanati
 Michael B. Lilly
 Ju-an Lin
 Takkin Lo
 Lawrence K. Loo
 Barbara E. Loughman
 Imtiaz A. Malik
 Priya Malik
 Ramesh K. Manchanda
 Krish J. Manchandia
 Ravi Mandapati

Gary E. Marais
 H. John Marais
 Robert J. Marsa
 J. Todd Martell
 Axa I. Newball Martell
 Godfred Masinde
 Kenneth L. Maxwell
 John D. McCracken
 David D. McFadden
 James I. McMillan
 Sukh S. R. Mehta
 Chandrakant V. Mehta
 Karen S. Miller
 Robert D. Mitchell
 Subburaman Mohan
 Ioana Moldovan
 Patrick M. Moloney
 Ashis Mukherjee
 Malwinder K. Multani
 J. Lamont Murdoch
 Jerald C. Nelson
 Sherlene Ng
 Agnieszka Niemeyer
 Annette T. Nitta
 Pushpa Nowrangi
 Snorri Olafsson
 Suma Oommen
 Sudha Pai
 Seekook Park
 Jigar D. Patel
 Prashant V. Phatak
 Gordon G. Power
 Gilbert J. Putnoky
 Xue Zhong Qin
 Victoria Rains
 John A. Rambharose
 Syed J. Raza
 Robert E. Rentschler
 Maher A. Rezkalla
 Paulo A. Ribeiro
 Herman H. Ricketts
 Sergio R. Riffel
 Rhodes L. Rigsby
 Suzanne S. Rizkalla
 Maher A. Roman
 Philip J. Roos
 Carolann R. Rosario
 Katja Ruh
 Cynthia C. Ruiz
 Bruce A. Runyon
 Tisha L. Salary
 Seyed-Ali Sadjadi
 Lawrence B. Sandberg
 Allen L. Schwandt
 Elaine B. Schwartz
 Lawrence J. Segal
 Roger D. Seheult
 Ruchir Sehra
 Cynthia L. Serabyn
 Stewart W. Shankel
 Tamara M. Shankel
 Tahseen N. Shareef

Richard L. Sheldon
 Terence H. C. Shum
 Vasthi V. Silva
 Ajeet R. Singhvi
 Lynnetta S. Skoretz
 Robert E. Soderblom
 Lawrence C. Sowers
 Dale B. Sparks
 N. Lennard Specht
 Apurva Srivastava
 Khushal A. Stanisai
 Betty Stepien
 Liset N. Stoletniy
 Debra D. Stottlemeyer
 Donna D. Strong
 Richard M. Strong
 Chao H. Sun
 Weiyong Sun
 Richard J. Swabb
 Linda Giles Tan
 Shirley M. Tan
 Stanley A. Tan
 Siegmund Teichman
 Douglas W. Teller
 Kim M. Thomas
 Gary J. Thompson
 Bhoodev Tiwari
 Vilma Torres
 Denise L. Jackson Townsend

Leah A. Tudit-Hans
 Julie A. Ulloa-Michaelis
 Branavan Umakanthan
 Bertrand H. Vipond
 Michael H. Walter
 Jon E. Wergedal
 Leonard S. Werner
 David W. Wilbur
 Raymond Y. Wong
 Sammy S. Wong
 Michael K. Woo
 Sidney S. C. Wu
 Wilson J. Yap
 Yasmin A. Yusufaly

DERMATOLOGY DIVISION

Nancy J. Anderson
 John H. Bocachica
 Theodore M. Cohen
 Desmond D. Gibson
 Jane M. Hirokane
 Kenneth D. Macknet, Jr.
 David Opai-Tetteh
 Wendy E. Roberts
 Fred F. Soeprono
 Abel Torres
 Ingrid E. Trenkle
 Hubert C. Watkins
 J. Robert West

The motto of Loma Linda University, “To make man whole,” is central to achieving the objectives of the Department of Medicine. These objectives include progressing in the science of medicine while maintaining the art of medicine—the caring attitude that is so important to the well-being of physicians and of patients.

The objectives of the department are to:

1. Train medical students in the highest tradition of medical education—both the art and the science of medicine.
2. Train resident physicians in the art, science, and practice of internal medicine consistent with the high ideals of this school and of the American College of Physicians.
3. Disseminate to colleagues new and recent discoveries in the science of medicine.
4. Be actively involved in the study of basic pathophysiology of disease processes.
5. Care for patients with expertise and compassion in the highest Christian tradition.

NEUROLOGY

BRYAN E. TSAO, Chair

FACULTY

Thomas W. Bohr
 Jeffrey A. Bounds
 Mary E. Brandstater
 Jack J. Chen
 Bradley A. Cole
 Dorothee Cole
 Ralph Downey
 Rodolfo O. Escutin
 Daniel W. Giang
 Perin D. Gomer
 Isabela Isaac
 Robert A. Klein
 Gerald T.H. Lim
 Antonio K. Liu

Chalmers D. McClure III
 Donald Miller
 Laura H. Nist
 Donald I. Peterson
 Gordon W. Peterson
 Sarah M. Roddy
 Michael T. Ropacki
 Lori A. Shutter
 R. Richard Sloop
 David M. Swope
 Lori D. Uber-Zak
 Sarah Uffindell
 Paul J. Zak

Neurologic disorders are common, and it is essential that students learn to recognize and treat them. The objective of the four-week course is for the student to further God's work of restoring wholeness to people through excellence in neuroscientific education, investigation, and clinical care.

NEUROSURGERY

AUSTIN R. T. COLOHAN, Chair

FACULTY

Maged L. Abu-Assal
Traian T. Cojocaru
Austin R. T. Colohan
Lloyd A. Dayes
Frank P. K. Hsu
Walter D. Johnson
Michael E. Kirby

Wolff M. Kirsch
Robert Marohn
Findlay E. Russell
Shokei Yamada
John H. Zhang
Yong Hua Zhu
Alexander Zouros

OPHTHALMOLOGY

HOWARD V. GIMBEL, Chair

ERNEST S. ZANE, Vice Chair

FACULTY

Madhu Agarwal
Sandra M. Akamine
Marco Barrera
Pamela Y. Bekendam
Paul A. Blacharski
Leslie A. Bruce-Lyle
John P. Carlson
Clement K. Chan
David Choi
Paul Y. Chung
William R. Clegg
Denis J. Cline
Jan L. Cooper
Carlindo da Reitz Pereira
James L. Davidian
Loren L. Denler
Robert M. Duffin
Jennifer A. Dunbar
Joseph Fan
Eric J. Friedrichsen
Arthur W. Giebel
Howard V. Gimbel
James Guzek
Kenneth Houchin
Gary G. Huffaker
Jeffrey J. Ing
Wayne B. Isaefff
Shyun Jeng

Gary M. Levin
Glenville M. March
David R. McGrew
James I. McNeill
Julio Narvaez
Young-Hyun Oh
Richard D. Pesavento
Barratt L. Phillips
Michael E. Rauser
Steven O. Rimmer
Robert C. Rosenquist, Jr.
Kimber L. Schneider
Mark D. Sherman
Jodi O. Smith
Alice Song
Julia Song
Charles M. Stephenson, Sr.
Kris J. Storkersen
Tom Tooma
P. Harold Wallar
Izak F. Wessels
David L. Wilkins
Brian R. Will
Robert R. Wresch
Jeanine N. Yamanaka
Patricia S. Yoon
Ernest S. Zane
Steven E. Zane

The Department of Ophthalmology is committed to:

1. Provide an academic environment that will foster an in-depth understanding of the specialty of ophthalmology.
2. Provide education for students, residents, and fellows that prepares them for an academic, community, or mission practice.
3. Encourage and support clinical research.
4. Inspire students and residents to promote preventive ophthalmology.

ORTHOPAEDIC SURGERY

CHRISTOPHER M. JOBE, Chair

FACULTY

Karim Abdollahi
 David V. Anderson
 William S. Beal
 Darren L. Bergey
 Eduardo A. Bestard
 William E. Brown
 William P. Bunnell
 Paul D. Burton
 Wayne K. Cheng
 Gurbir Chhabra
 John M. Chrisler
 Ian C. Clarke
 Michael J. Coen
 Qiang G. Dai
 Terry J. Dietrich
 Vincent J. Devlin
 Thomas K. Donaldson
 Brian S. Doyle
 David G. Erickson
 Ray L. Foster
 Gary K. Frykman
 Navid Ghalambor
 Ronny G. Ghazal
 Barry S. Grames
 G. Allen Gustafson
 Gail E. Hopkins
 Bradley R. Hotchner
 Mary E. Hurley
 Claran H. Jesse
 Christopher M. Jobe
 D. Robert Johnson
 Martin Koffman
 Satish K. Lal

Paul C. W. Liu
 D. Allan MacKenzie
 James D. Matiko
 Thomas W. McIndoe
 Clifford D. Merkel
 Kenneth Mudge
 Walter C. Nash
 Scott C. Nelson
 Matilala C. Patel
 Timothy A. Peppers
 Giuseppe Pezzotti
 Wesley P. Phipanatakul
 Marilyn M. Pink
 Eskild A. Reinhold
 Philip H. Reiswig
 Kenneth R. Roth
 Roy M. Rusch
 Herman R. Schoene
 Hiromu Shoji
 James E. Shook
 John C. Steinman
 Gurvinder S. Uppal
 G. Carleton Wallace
 Barry E. Watkins
 James R. Watson
 George J. Wisseman
 Paul Williams
 M. Daniel Wongworawat
 Virchel E. Wood
 David L. Wood
 Steven R. Yegge
 Leisure Yu

The Department of Orthopaedic Surgery provides a lecture series to junior medical students. The objectives of the series are to:

1. Introduce the specialty of orthopaedic surgery.
2. Teach physical diagnosis of the musculoskeletal system.
3. Review care of common orthopaedic conditions.
4. Survey orthopaedic subspecialties and orthopaedic surgery.
5. Stimulate students to consider a career in orthopaedic surgery.

PATHOLOGY AND HUMAN ANATOMY

BRIAN S. BULL, Chair

ANATOMY DIVISION

HUMAN ANATOMY
 PEDRO B. NAVA, JR., Vice-Chair

PATHOLOGY DIVISION

PATHOLOGY
 DARRYL G. HEUSTIS, Vice-Chair
 ANATOMIC PATHOLOGY
 G. WILLIAM SAUKEL, Head
 PEDIATRIC PATHOLOGY
 CRAIG W. ZUPPAN, Head
 LABORATORY MEDICINE
 JAMES M. PAPPAS, Head

BLOOD BANK AND TRANSFUSION MEDICINE
WESLEY TAIT STEVENS, Head

FACULTY

ANATOMY DIVISION

Denise Bellinger
 Bradley A. Cole
 Bertha C. Escobar-Poni
 William H. Fletcher
 Raymond Gilbert
 William M. Hooker
 Michael A. Kirby
 Paul J. McMillan
 Kenneth P. Moses
 Pedro B. Nava
 Kerby C. Oberg
 Walter H. B. Roberts
 Robert L. Schultz
 Srinivasan ThyagaRajan
 William Wagner
 Kenneth R. Wright

PATHOLOGY DIVISION

M. Rose Akin
 Denise Bellinger
 Lee Berk
 Albert F. Brown
 Brian S. Bull
 Kenneth A. Cantos
 Jeffrey D. Cao
 Donald R. Chase
 Resa L. Chase
 Wilson K. W. Chick
 Evelyn B. Choo
 Joseph I. Cohen
 Joy I. Fridey
 G. Gordon Hadley

Arthur J. Hauck
 Darryl G. Heustis
 Ronald H. Hillock
 Richard W. Hubbard
 W. William Hughes III
 Christopher M. Jobe
 Michael A. Kirby
 Ralph A. Korpman
 John E. Lewis
 Robert E. Moncrieff
 Jerald C. Nelson
 Thomas T. Noguchi
 Kerby C. Oberg
 James M. Pappas
 Norman H. Peckham
 Mia C. N. Perez
 Ravi Raghavan
 Anwar S. S. Raza
 Edward H. Rowsell
 Lawrence B. Sandberg
 G. William Saukel
 Frank R. Sheridan
 Fred F. Soeprono
 Mildred L. Stilson
 Kevin S. Thompson
 Srinivasan Thyagarajan
 Steven J. Trenkle
 Jun Wang
 Bo Ying Wat
 Pamela J. Wat
 Rodney E. Willard
 Edwin T. Wright
 Craig W. Zuppan

The primary goal of the Department of Pathology and Human Anatomy is to educate capable, compassionate, scientifically minded physicians dedicated to the mission and objectives of Loma Linda University School of Medicine. The courses offered by the department provide a bridge to the clinical sciences, spanning the entire two years of the preclinical curriculum—from foundational principles of gross, microscopic, and developmental anatomy to modern pathophysiologic concepts. Progressive emphasis is placed on cultivating the student's ability to integrate basic knowledge of structure, function, and dysfunction of the human body with analytical skills in solving clinical problems.

The department is strongly committed to facilitating the development of both teaching and investigative skills on the part of faculty, graduate students, and residents.

PEDIATRICS

RICHARD E. CHINNOCK, Chair

DIVISIONS

ALLERGY/PULMONARY

YVONNE FANOUS, Head

CARDIOLOGY

RANAE L. LARSEN, Head

CRITICAL CARE

SHAMEL A. ABD-ALLAH, Head

ENDOCRINOLOGY

EBA H. HATHOUT, Head

GASTROENTEROLOGY

MANOJ C. SHAH, Head

GENERAL PEDIATRICS

RAVINDRA RAO, Head

ADOLESCENT MEDICINE

PUSHPA NOWRANGI, Section Chief

FORENSIC MEDICINE

CLARE M. SHERIDAN-MATNEY, Section Chief

GENETICS

ROBIN CLARK, Head

HEMATOLOGY/ONCOLOGY

ANTRANIK A. BEDROS, Head

INFECTIOUS DISEASE

JANE BORK, Head

NEONATOLOGY

RICARDO L. PEVERINI, Head

NEPHROLOGY

SHOBHA SAHNEY, Head

NEUROLOGY

STEPHEN ASHWAL, Head

RESEARCH

MICHAEL KIRBY, Head

RHEUMATOLOGY

WENDY DE LA PENA, Head

FACULTY

Shamel A. Abd-Allah

Borhaan S. Ahmad

Leyla Akanli

Daniel H. Aldana

D. Jeanne Andrews

Stephen Ashwal

Joanne E. Baerg

Freddie B. Balguma

Besh R. Barcega

Marti Baum

Antranik A. Bedros

B. Lyn Behrens

Bruce Beckwith

James H. Belote

Dilip R. Bhatt

Jane Bork

Danielle L. Borut

Harbiner S. Brar

Lance E. Brown

Samuel A. Bruttomesso

Hong D. Bui

William P. Bunnell

Heather A. Carriedo

Samuel R. Catalon

Chul C. Cha

Francis D. W. Chan

Terry W. Chin

Richard E. Chinnock

Alexandra M. Clark

Robin D. Clark

Susan A. Clark

William M. Clover

Marlene M. Coleman

Stephen W. Corbett

Ernesto Cruz

Drew Cutler

Vo Minh Dai

Anthony Dajnowicz

Althea P. Daniel

Douglas Deming

Thomas K. Denmark

George D. Doroshov

H. Todd Eachus

David W. Egger

Janeth C. Ejike

Edward Elmendorf

Rolanda R. Everett
 Yvonne Fanous
 Wise M. Fargo
 Elba E. S. Fayard
 Nancy R. Fernando
 Ross Fisher
 Mary -Catherin Freier
 David Fox
 George Fox
 Laura Funkhouser
 Mary L. Gandy
 Maria C. Garberoglio
 Herbert A. Giese
 Kelly W. George
 Gerald Gollin
 Steven M. Green
 Bruce B. Grill
 Matthew F. Gross
 Agnes S. Guban
 Gregory T. Guldner
 Ernie Guzman
 Janet E. Halverson
 Yong Y. Han
 Eba H. Hathout
 Aihaz Hashmi
 Joseph K. Hindman
 Andrew O. Hopper
 Wen-Hsiung L. Huang
 Charles J. Hyman
 Rauof A. Ibrahim
 Carol Y. Im
 Donald L. Janner
 Madhangi Jayanan
 Leo C. Jeng
 Leela Job
 John L. Johnson
 Olga Kalbermatter
 Thomas A. Kaleita
 Aqeel S. Khan
 Albert Kheradpour
 Grace Jee-Eun Kim
 Soo Youn Kim
 Tommy Y. H. Kim
 Michael A. Kirby
 Marquelle J. Klooster
 Michael Kuhn
 Mary Lam
 Ranae L. Larsen
 Caroline H. Lee
 Sonny C. Y. Lee
 Guillermo E. Leow
 Thomas A. Linkhart
 Michelle H. Loh
 M. Eliana Lois-Wenzel
 Lawrence D. Longo
 John W. Mace
 Fataneh F. Majlessipour
 Ravi Mandapati
 Julie Patricia Mann
 Jeffrey N. Mar
 Hilario A. Marilao
 Frederick J. Martin

Linda J. Mason
 Liesl A. Mathias
 Mudith Mathur
 Jorge R. Mazlumian
 Chalmers D. McClure III
 Robert E. Meyer, Jr.
 David J. Michelson
 Farrukh Mirza
 Donald C. Moores
 Joan Morris
 Christopher L. Morris
 John P. Morris
 James A. Moynihan
 Jonathan J. Mthombeni
 Neda F. Mulla
 James L. Munsor
 Cinda L. Nauez
 Jennifer L. Neufeld-Trujillo
 Madeleine N. Ngo
 Janet Ninnis
 Pushpa Nowrangi
 Inger L. Olson
 Olusola A. Oyemade
 Ronald G. Pearce
 Ricardo L. Peverini
 Rebeca E. Piantini
 Jonnel W. Pomeroy
 Emmeline Pulido
 Charles D. Pumphrey
 Michael S. Racine
 Deepak K. Rajpoot
 Ravindra Rao
 Sharon K. Riesen
 Martha E. Rivera
 Mark R. Rowe
 Sarah M. Roddy
 Israel Rubenstein
 Shobha Sahney
 Gerald Saks
 Constance J. Sandlin
 Phisit Saphyakhajon
 Laura J. Schilling
 George A. Segura
 Ruchir Sehra
 Manoj C. Shah
 Praful C. Shah
 Tamara M. Shankel
 Lawrence D. Sharpe
 Clare M. Sheridan-Matney
 Thomas S. Sherwin
 Stanford K. Shu
 Gail M. Stewart
 James D. Swift
 Catherine A. Tan
 Kenneth C. Tan
 Devanie S. Teel
 Andrea W. Thorp
 Cynthia H. Tinsley
 Stephen Treiman
 Diana L. Trupp
 Pranee Tulyathan
 Richard P. Tyler

Edward J. Vargas
 Daved W. van Stralen
 Huu Dinh Vo
 Vasanti Voleti
 Nidia R. Vyhmeister
 Hansen Wang
 Traci H. Williams
 Karen A. Winston
 William A. Wittlake
 Valerie Y. Wong

Sidney S. C. Wu
 George S. Yanni
 Kim Yee
 Steven M. Yellon
 Sherri E. Yhip
 Lionel W. Young
 Darlene M. Zaft
 Merlin R. Zaske
 Kimberly R. Zimmerman

The mission of the Department of Pediatrics is to provide patient services, educational programs, research endeavors, child advocacy, and community service in a manner consistent not only with state-of-the-art science but also with Judeo-Christian values.

PHYSICAL MEDICINE AND REHABILITATION

MURRAY E. BRANDSTATER, Chair

DIVISIONS

PAIN CONTROL

LOWELL W. REYNOLDS, Head

FACULTY

Margie T. Anacaya
 Moon S. Bae
 John A. Benjamin
 Murray E. Brandstater
 Beryl H. Bull
 Anne T. Cipta
 Kevan Z. Craig
 Michael J. Davidson
 Keith L. Drieberg
 Bradley A. Eli
 Travis G. Fogel
 Gerald R. Goodlow
 Yvette A. Holness
 Ionela O. Hubbard
 Cheryl L. Imes

Divakara Kedlaya
 Jien Sup Kim
 Robertus H. Kounang
 Ann Y. Lee
 Esther C. Lee
 Jonathan C. Lee
 Felice L. Loverso
 Artemio R. Martin
 Craig A. Muir
 Anita M. Pai
 Gordon W. Peterson
 Lowell W. Reynolds
 Lori A. Shutter
 Stephen T. Sparks
 Scott R. Strum

The Department of Physical Medicine and Rehabilitation was established to develop clinical services in rehabilitation medicine and to offer resources for teaching and research in the field of rehabilitation. These clinical and academic activities cover a wide spectrum of clinical medicine but have as a central basis the notion that rehabilitation is a complex process involving not only multiple disciplines but also consideration of the patient in the broader context of the family and community. The psycho-social-spiritual aspects of rehabilitation complete the whole-person focus, thus providing an opportunity for faculty and students to observe and experience patient care while meeting the goals and objectives of the School of Medicine.

PHYSIOLOGY AND PHARMACOLOGY

LAWRENCE C. SOWERS, Chair

PENELOPE J. DUERKSEN-HUGHES, Vice-Chair

DIVISIONS

BIOCHEMISTRY

PENELOPE J. DUERKSEN-HUGHES, Head

MICROBIOLOGY

HANSEL M. FLETCHER, Head

PHARMACOLOGY

JOHN BUCHHOLZ, Associate Chair

PHYSIOLOGY

JOHN H. ZHANG, Head

FACULTY**PHARMACOLOGY**

John Buchholz
C. Raymond Cress
Lincoln P. Edwards
David A. Hessinger
Zhice Xu
Lubo Zhang

PHYSIOLOGY

Danilyn Angeles
Philip J. Chan
Daisy D. DeLeon
Marino A. DeLeon
Charles A. Ducsay
William H. Fletcher
Raymond D. Gilbert

Ramon R. Gonzalez, Jr.
Raymond G. Hall, Jr.
David A. Hessinger
Lawrence D. Longo
Subbaraman Mohan
William J. Pearce
Gordon G. Power
Philip J. Roos
Asher R. Sheppard
Jiping Tang
Robert W. Teel
Glyne U. Thorington
Leonard S. Werner
Steven M. Yellon
John H. Zhang

The goals of the Department of Physiology and Pharmacology are to:

1. Provide relevant course work for the various professional curricula that will provide essential foundational content, an understanding of the current state of the field, and the skills required to maintain currency.
2. Offer a graduate curriculum leading to M.S. and Ph.D. degrees that is designed to provide graduate students with the information and tools needed to succeed as independent educators and investigators.
3. Conduct and publish peer-reviewed research in physiology and pharmacology that contributes to knowledge in the medical sciences.
4. Support Loma Linda University colleagues through collaborations and consultations that will assist in research and instruction.

PSYCHIATRY

WILLIAM G. MURDOCH, Interim Chair

WILLIAM H. MCGHEE, Vice Chair

FACULTY

Julie C. Albert
Leslie H. Alhadeff
Louis R. Alvarez
Donald L. Anderson
Karole S. Avila
Nenita Belen
Venkatesh G. Bhat
Andrew C. Blaine
Louis P. Bozzetti, Jr.
William. G. Britt III
Daniel A. Brooks
Roger J. Cabansag
Lorna S. Carlin
Clarence Carnahan, Jr.
Anca Chiritescu
George W. Christison
Caron S. I. Christison
Herman R. Clements
Richard T. Cranston
Michael A. Cummings
Scott M. Davis
John A. Dorsey
Ramila Duwal
Kari M. Enge
Nabil S. Faltas
Mubashir A. Farooqi
Carlos R. Fayard

Ron Foo
Teresa Frausto
Ihor Galarnyk
Monika Gierz
Raafat W. Girgis
George T. Harding IV
Mark G. Haviland
Joshua L. Horsley
Jerry D. Hoyle
Durand F. Jacobs
Cameron J. Johnson
James P. Johnson
Y. William Kim
Marilyn H. Kimura
Kevin M. Kinback
Winifred L. Klop
George Kopiloff
Benjamin Kovitz
Maher S. Kozman
Donald J. Kurth
Henry L. Lamberton
Larry C. Lawrence
William A. Lawrence
Anne E. Linton
Regina G. Liwnicz
Jeffrey N. Mar
Michael B. Maskin

James S. Maurer
 William H. McGhee
 Charles Merideth
 Magdi Mikhael
 William G. Murdoch
 Alan A. Nelson
 Jay M. Otero
 Faye D. Owen
 Bipin L. Patel
 George J. Proctor
 Bonnie S. Quinton
 John P. Riesenman
 William G. Roth
 Patricia J. D. Roth
 Mary Ann Schaepper
 David E. Schultz
 Gregg A. Sentenn
 Conrado C. Sevilla

Anthony S. Shin
 Diana Simon
 William R. Simpson
 Daniel Skenderian
 John C. Stockdale
 Ahmad K. Tarar
 John D. F. Tarr
 John T. Thiel
 Sul R. O. Thorward
 Mary E. Tysor-Tetley
 Khushro Unwalla
 Nicholaas-John Van Nieuwenhuysen
 E. Ray Verde
 Ronald Warnell
 Deane L. Wolcott
 April Wursten
 Eugene Y. Young

The Department of Psychiatry provides educational programs that include clinical training and research for medical students, psychiatry residents, and psychiatry fellows.

During the first and second years, the Department of Psychiatry directs the teaching of the behavioral sciences courses. In these interdisciplinary courses, lectures and demonstrations cover a broad range of human behavioral determinants—including the biology, psychology, sociology, and psychopathology of behavior. A holistic concept of behavior, including its spiritual components, is taught.

The third-year, six-week psychiatry clerkship includes: five weeks divided between two psychiatry treatment sites; and one week at an addiction-treatment site. These clerkship experiences offer broad and varied training in the treatment of psychiatric problems of adults and children. Students also participate in an interactive, case-based seminar series.

Fourth-year medical students have the opportunity to take electives with psychiatry faculty in child and adult settings, as well as an intensive reading/discussion course in religion and psychiatry.

PREVENTIVE MEDICINE

WAYNE S. DYSINGER, Chair

FACULTY

David Abbey
 Timothy J. Arnott
 Mihran H. Ask
 Frederick M. Bischoff
 Arlene F. Braham
 Marcus A. Braham
 Gilbert M. Burnham
 Terrence L. Butler
 Bonnie I. Chi-Lum
 Joseph H. Cummings
 T. Allan Darnell
 Ann L. Dew
 David T. Dyjack
 P. William Dysinger
 Wayne S. Dysinger
 Linda H. Ferry
 Diana J. Fleming
 Gary E. Fraser
 Eric K. Frykman
 John A. Goley
 George E. Guthrie
 David Z. Hall
 Richard H. Hart

Kenneth W. Hart
 Ronald P. Hattis
 Jayakaran S. Job
 Nancy E. Jones
 John H. Kelly
 Synnove M. F. Knutsen
 Susanne B. Montgomery
 Eric Ngo
 Warren R. Peters
 Floyd E. Petersen
 Thomas J. Prendergast
 Ernest J. Prochazka
 Anthony B. Radcliffe
 John W. Rhee
 Douglas C. Richards
 Wilfred Shiu
 Pramit N. Singh
 Katherine E. Sljuka
 Bruce E. Smith
 Victor Sulit
 Larry L. Thomas
 Lori Wilber
 Gary H. Wong

The Department of Preventive Medicine is involved in preventive-medicine training and research and in patient and community service activities for the School of Medicine. The Department provides a comprehensive four-year preventive medicine

curriculum to all medical students. Graduate medical education training is available in a general preventive medicine residency, an occupational medicine residency, and an addiction medicine fellowship. The department works with and supports the School of Public Health as well as various other Loma Linda programs in health promotion and epidemiology research projects, the most prominent of which is the Adventist Health Study. Preventive-medicine faculty direct clinical services at the Center for Health Promotion, the Social Action Community (SAC) Health System clinics, Empire Occupational Medicine, and five separate Inland Empire University health services. A diverse faculty focus primary activities through the School of Medicine, the School of Public Health, the Jerry L. Pettis Memorial Veterans Medical Center, the San Bernardino County Health Department, and various other regional/community entities.

SCHOOLS OF MEDICINE AND PUBLIC HEALTH

Complementary degrees are offered through the School of Public Health. Courses are offered in fulfillment of requirements for the Master of Public Health and Doctor of Public Health degrees. These programs are outlined in this section (III) of the CATALOG.

RADIATION MEDICINE

JERRY D. SLATER, Chair

DAVID A. BUSH, Vice Chair

FACULTY

John O. Archambeau
Bijan Arjomandy
Eleanor A. Blakely
David A. Bush
George B. Coutrakon
Lora M. Green
Daila S. Gridley
Thomas J. Hegarty
Janet M. Hocko
B. Rodney Jabola
Richard P. Levy
Lilia N. Loredó
Quoc T. A. Luu
David W. Mantik
Xiao Wen Mao
Daniel W. Miller
Michael Moyers

Ivan Namihas
Gregory A. Nelson
W. James Nethery
Ernest Ngo
Andre Obenaus
Baldev R. Patyal
Michael J. Pecaut
William Preston
Carl J. Rossi, Jr.
Reinhard W. Schulte
Maira Simental
James B. Slater
Jerry D. Slater
Stanislav Vatnitsky
Jerry R. Williams
Leslie T. Yonemoto

The purpose of the Department of Radiation Medicine is to provide superior patient services, education, and research using methods supportive of the Loma Linda University School of Medicine.

RADIOLOGY

DAVID B. HINSHAW, JR., CHAIR

DIVISIONS

ABDOMINAL IMAGING

DALE R. BROOME, Head

DIAGNOSTIC RADIOLOGY

HANS SAATY, Head

COMMUNITY RADIOLOGY

RICHARD J. TULLY, Head

COMPUTED BODY TOMOGRAPHY

PHIROZE BILLIMORIA, Head

OUTPATIENT DIAGNOSTIC RADIOLOGY (FMO)

RICHARD D. DUNBAR

WON BAE, Head

DIAGNOSTIC ULTRASOUND

INPATIENT ULTRASOUND

GLENN A. ROUSE, Head

OUTPATIENT ULTRASOUND

GERALD GRUBE, Head

ENT RADIOLOGY

NATHANIEL D. WYCLIFFE, Head

ANGIO/INTERVENTIONAL RADIOLOGY

DOUGLAS C. SMITH, Head

MAGNETIC RESONANCE SCIENCES

DAVID B. HINSHAW, JR., Head

MUSCULOSKELETAL NEURORADIOLOGY

DANIEL K. KIDO, Head

INTERVENTIONAL NEURORADIOLOGY

GEORGE LUH, Head

NUCLEAR RADIOLOGY

GERALD A. KIRK, Head

PEDIATRIC RADIOLOGY

LIONEL W. YOUNG, Head

FACULTY

Bruce T. Austin
 Won-Chul Bae
 Donald T. Barnes
 Phiroze Billimoria
 J. Timothy Blackwelder
 Dale R. Broome
 Patrick J. Bryan
 Jerome Burstein
 Christopher D. Cumings
 Richard D. Dunbar
 Kendra L. Fisher
 Peggy J. Fritzsche
 Edward Gabriel
 Geoffrey A. Gardiner
 Arnold Z. Geller
 Liliane H. Gibbs
 Gerald Grube
 Kathlene E. Guth
 E. Mark Haacke
 Sheri L. Harder
 Bernard W. Hindman
 David B. Hinshaw, Jr.
 Barbara Holshouser
 Thora F. Howard
 J. Paul Jacobson
 Carl Jansen
 William G. Jones
 Daniel K. Kido
 Monika L. Kief-Garcia
 Susan J. Kim
 Gerald A. Kirk
 Shannon Kirk

Ingrid B. Kjellin
 Evert Kuester
 Joseph G. Llauro
 George Y. Luh
 Jeanine A. McNeill
 Michael Neglio
 Son C. Nguyen
 Andre Obenaus
 Shailendri E. Philip
 Moussa Raiszadeh
 Garry D. Roghair
 Glenn A. Rouse
 Hans Saaty
 Isaac Sanders
 David E. Scafidi
 Eloy E. Schulz
 James B. Slater
 Douglas C. Smith
 Jason C. Smith
 Walter L. Stilson
 Joseph R. Thompson
 Karen A. Tong
 Richard J. Tully
 Joseph S. Unis
 Alix Vincent
 Gregory Watkins
 Thomas E. Wiley
 James Wolfsen
 Beverly Wood
 Nathaniel D. Wycliffe
 Lionel W. Young

The purposes of the Department of Radiology are to provide:

1. Excellent patient services through imaging studies, special diagnostic procedures, and interventional procedures.
2. Educational programs that include research and clinical training for technologists, dosimetrists, physicists, medical students, postdoctoral fellows, radiology residents and fellows.
3. Research support through laboratory facilities and clinical facilities.

CARDIOVASCULAR AND THORACIC SURGERY

ANEES J. RAZZOUK, Chair

FACULTY

Leonard L. Bailey
Michael del Rio
Robert Fierro
Nahidh Hasaniya
George Kafrouni
Molly K. McAfee
Alfredo L. Rasi
Anees J. Razzouk
Edwin E. Vyhmeister
Nan Wang
Ellsworth E. Wareham
Michael Wood

TRANSPLANTATION

Pedro Baron
Waldo Concepcion
Edson S. Franco
Okechukwu N. Ojogho

GENERAL AND PEDIATRIC SURGERY

ANTONIO E. ROBLES, Interim, Chair

DIVISIONS

GENERAL

ANTONIO E. ROBLES, Head

PEDIATRIC

DONALD C. MOORES, Head

SURGICAL ONCOLOGY

JAN H. WONG, Head

ORAL

ALAN S. HERFORD, Head

TRANSPLANT

OKECHUKWU N. OJOHGO, Head

TRAUMA

RICHARD D. CATALANO, Head

VASCULAR

J. DAVID KILLEEN, Head

The Department of Surgery is in harmony with the stated purposes and philosophy of Loma Linda University School of Medicine.

The purposes of the Department of Surgery are to:

1. Provide the highest standard of surgical patient care.

2. Maintain educational programs in the surgical disciplines for medical students, residents, and fellows.
3. Provide facilities for laboratory and clinical research in the areas of surgical interest.

FACULTY

GENERAL AND PEDIATRIC

Yousef G. Amaar
 Marvin J. Atchison
 J. Augusto Bastidas
 Jack L. Bennett
 Richard D. Catalano
 Esmond Chi
 Lori J. Chow
 N. Eugene Cleek
 Joseph V. Davis
 Clifford C. Eke
 Carlos A. Garberoglio
 Fekede Gemechu
 Appannagari Gnanadev
 Lawrence A. Harms
 Lawrence E. Heiskell
 David B. Hinshaw, Sr.
 Charles Hu
 Farabi M. Hussain
 Janet K. Ihde
 Joelle L. Jakobsen
 Victor C. Joe
 Samir D. Johna
 Simon Keushkerian
 Faisal A. Khan
 Arputharj H. Kore
 Douglas M. Krahn
 Shellee R. Lazar
 Jerrold K. Longersbeam
 Hector D. Ludi
 Sharon S. J. Lum
 M. C. Theodore Mackett
 Lester L. Mohr
 Andre Nguyen
 Mohammad A. P. Pourshahmir
 Clifton D. Reeves
 Mark E. Reeves

Jorge L. Rivera
 Antonio E. Robles
 Marc D. Rudich
 Mohan K. Sehdev
 Gregory S. Shank
 Arnold D. Tabuenca
 Matthew S. Tan
 David C. Thompson
 Ralph J. Thompson
 David L. Vannix
 Robert S. Vannix
 Hansen Wang
 David B. Welsh
 David T. Wong
 J. Frank Yamanishi
 Robert M. Yuhan

ORAL

Philip J. Boyne
 Alan S. Herford

PEDIATRIC

Joanne E. Baerg
 Gerald Gollin
 Donald C. Moores

VASCULAR

Ahmed M. Abou-Zamzam
 Paul K. Aka
 Christian Bianchi
 William J. Hopewell
 J. David Killeen
 Edward F. Levine
 Afshin M. Molkara
 Robert Pereyra
 Louis L. Smith
 Theodore H. Teruya

OTOLARYNGOLOGY; HEAD & NECK SURGERY

ALFRED A. SIMENTAL, Chair

FACULTY

George D. Chonkich
 Christopher A. Church
 Lawrence Fechter
 Leland R. House
 Timothy Jung
 Paul D. G. Kim
 John Y. G. Kim
 Paul Kim
 Brenda Lonsbury-Martin

Glen K. Martin
 David G. McGann
 Donald U. Perez
 George H. Petti, Jr.
 Mark Rowe
 Robert P. Rowe
 Alfred A. Simental
 Charles E. Stewart III

PLASTIC AND RECONSTRUCTIVE SURGERY

SUBHAS C. GUPTA, Chair

FACULTY

Ghada Y. Afifi
 Dennis K. Anderson

Troy J. Andreasen
 Ben J. Childers

James Chui
Norberto E. Collins
Linda D'Antonio
Brian Eichenberg
Grace Elias
James O. Greek
Subhas C. Gupta
Robert A. Hardesty
Robert Kachenmeister
Sharon L. Kalina
Daniel B. Kim
Brett E. Lehocky
Ka Ming Li

UROLOGY

HERBERT C. RUCKLE, Chair

FACULTY

D. Duane Baldwin
Gary A. Barker
Marc A. Beaghler
Victor C. Ching
H. Roger Hadley
Howard Landa
Paul Lui

Duncan A. G. Miles
Daniel C. Mills
Michael C. Pickart
J. Edson Price
Anil P. Punjabi
Andrea O. Ray
Charlotte Resch
Frank R. Rogers
Norman Y. Sogioka
Gordon H. Sasaki
John B. Slayback
Stephen S. West
Thomas J. Zirkle

J. David Moorhead
Herbert C. Ruckle
Michael A. Sanford
Steven C. Stewart
Robert R. Torrey, Jr.
Christopher Tsai

Microbiology and Molecular Genetics—SM

(M.S., Ph.D.)

HANSEL M. FLETCHER, Program Coordinator

FACULTY

PRIMARY APPOINTMENTS

Carlos A. Casiano
Istvan Fodor
Lora M. Green
Daila S. Gridley
Mark S. Johnson
Ubaldo Soto
Lawrence Sowers
Barry L. Taylor
Kylie J. Watts
Anthony J. Zuccarelli

SECONDARY AND ADJUNCT APPOINTMENTS

Edouard M. Cantin
Daniela Castanotto
Alan P. Escher
William H. R. Langridge
John E. Lewis
Yiming Li
Michael B. Lilly
Ren-Jang Lin
Giuseppe A. Molinaro
John J. Rossi
Donna D. Strong
Nathan Wall

The basic sciences of the School of Medicine offer graduate programs with emphases in anatomy, biochemistry, microbiology, pharmacology, and physiology. The Ph.D. degree curriculum is designed to prepare students for a career of independent research and teaching in an academic, clinical, or biotechnology setting. Students may enter any of these five Ph.D. degree programs by applying to the Integrated Biomedical Graduate Studies Program. After completing a common first-year core curriculum, students will select a program and a mentor for the completion of their studies, during which advanced courses and laboratory work allow students to fully develop an area of research interest and expertise. Students usually rotate through up to three research laboratories before selecting a research adviser. The M.S. degree course of study provides education appropriate for technicians involved in biomedical research and for medical technologists seeking career advancement. A pathway to combined M.D./Ph.D. degrees is also offered.

The School of Medicine's Division of Microbiology and Molecular Genetics offers programs leading to the Doctor of Philosophy and Master of Science degrees. The programs include a core curriculum that provides a broad background in molecular biology, immunology, and medical microbiology and infectious diseases. Advanced courses allow each student to develop fully an area of interest. Research strengths of the department include: signal transduction in bacteria, molecular genetics of virulence in bacteria, mechanisms of oxidative stress resistance, mechanisms of cell death, cellular and tumor immunology, autoimmunity, chaperonins and protein folding, mechanisms of posttranslational modification, cancer biology and DNA restriction modification.

The program outcomes of the Microbiology and Medical Genetics Program are as follows:

1. Students will demonstrate a broad knowledge of the biomedical sciences and subject mastery in molecular, cellular, and integrative aspects of microbiology and molecular genetics.
2. Students will be able to interpret current literature in their discipline.
3. Students will be able to apply the scientific method.
4. Students will understand the need to practice scientific and professional ethics.
5. *Students will understand the process of applying for external funding.

* This objective is not applicable to MS students

M.S. AND PH.D. DEGREES

The School of Medicine's Division of Microbiology and Molecular Genetics offers study in the Microbiology and Molecular Genetics Program leading to the Master of Science and the Doctor of Philosophy degrees. These degree programs provide a broad microbiology and molecular genetics background while allowing the student to develop fully a special area of research interest.

The thesis or research Master of Science degree provides training for individuals who will become technicians involved in biomedical research in universities or in the biotechnology industry, and for medical technologists seeking specialized research training. The nonthesis Master of Science degree provides content appropriate for medical technologists preparing for the specialist in microbiology certification; for secondary teachers seeking advanced training in areas such as molecular biology, immunology, or microbiology; and for students seeking admission to a professional school, such as medicine or dentistry.

The Doctor of Philosophy degree is designed to prepare students for a career of independent research and teaching in a university, clinical, or biotechnology environment. Students are expected to develop creativity and independence in addition to technical skills.

Combined degrees

Combined degree (Ph.D./M.D. and M.S./M.D.) options are also available. The combination of an M.S. degree with a professional degree provides additional content and research experience as a background for postgraduate medical or dental education. The combination of a Ph.D. degree with a professional degree prepares the student for a future in academic medicine or dentistry—combining research, teaching, and clinical practice.

The combined degrees are described at the end of Section III in this CATALOG.

PREREQUISITE COURSES

Applicants must have a Bachelor degree from an accredited US college or the equivalent from a foreign university. Foreign applicants must have their transcripts evaluated by an accredited agency for equivalency to a US degree. Entrance requirements include a full year of each of the following undergraduate courses: General Biology, General Chemistry, Organic Chemistry, and General Physics. Upper division Biology (such as Cell and Molecular Biology) and Chemistry (such as Biochemistry) are strongly recommended. Calculus is also recommended. Results of the general test of the Graduate Record Examination (GRE) must be submitted. Applicants whose first language is not English must submit scores from the TOEFL (Test of English as a foreign language). The program reserves the right to decide on the equivalence of courses presented by the applicant.

First-year curriculum

The first-year curriculum includes a course sequence, taught by interdisciplinary faculty, that integrates all the disciplines of the biomedical basic science areas—moving from molecules through cellular mechanisms to integrated systems. In addition, a supplemental course covers research-related topics—such as scientific communication and integrity, information handling, and statistics; as well as successful grant writing. Students learn of new developments in the biomedical sciences through weekly seminars. Students gain presentation skills of their own in a weekly student presentation-seminar series. During the subsequent years, formal courses continue to broaden and integrate into a meaningful whole an understanding of the clinical consequences of cellular events.

MICROBIOLOGY AND MOLECULAR GENETICS—M.S.

A minimum of 45 units is required for the M.S. degree, as detailed in the table below. Two options, a research-emphasis track and a course work-emphasis track, are available. Students must maintain a GPA of at least 3.0.

Research-emphasis track

Under this plan, the student fulfills the core requirements and also carries out research that culminates in a thesis. The student must pass an oral examination given by his/her graduate guidance committee after the thesis has been completed.

Course work-emphasis track

Under this plan, the student fulfills the total unit requirement by taking additional microbiology and molecular genetics electives. The student takes a comprehensive written examination over the graduate course work in lieu of preparing a thesis. Students must adhere to all University and program policies as published in the *Student Handbook*, University CATALOG, or "Student Guide." Policies and requirements are subject to change.

REQUIREMENTS FOR M.S. IN MICROBIOLOGY AND MOLECULAR GENETICS

Core Basic Science Courses

		Units
IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(24)
IBGS 521, 522, 523	Cellular Mechanisms and Integrated Systems Journal Club I, II, III	(6)

IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)

Seminars

IBGS 607	Biomedical Graduate Seminar This is a weekly seminar series for invited speakers to present their current research. Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	
IBGS 605	Integrative Biology Presentation Seminar This is a weekly seminar series for student presentations. A student registers for 1 unit and receives an IP grade until he/she gives a presentation, at which time he/she will receive a letter grade. Weekly attendance is required. A total of 2 units are required for the M.S. program.	(2)

Religion

	Religion units must be at the 500 level or greater	(3)
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Research/Thesis Option

MICR 697	Research A student will at all times have registration in research units. An IP will be assigned until the student registers for new units. The 5 units should be spread out over the course of time it takes to complete thesis research satisfactorily. An IP may not be carried for longer than 5 quarters.	(5)
MICR 698	Thesis	(1)

Coursework Option: This option requires a comprehensive examination

	Elective courses in Microbiology. At least 2 units in a didactic literature based class.	(6)
MICR 537	Selected Topics in Molecular Biology T	

TOTAL UNITS REQUIRED (45)**MICROBIOLOGY AND MOLECULAR GENETICS—PH.D.**

For the Ph.D. degree, students must complete a minimum of 78 units, as detailed in the table below, and must maintain a GPA of at least 3.0. In addition, doctoral students are required to pass both written and oral comprehensive examinations in order to advance to candidacy. They must successfully defend the dissertation to their guidance committee before being awarded the Ph.D. degree. Students must adhere to all University and program policies as published in the Student Handbook, University CATALOG, or “Student Guide.” Policies and requirements are subject to change.

REQUIREMENTS FOR PH.D. IN MICROBIOLOGY AND MOLECULAR GENETICS**Core Basic Science Courses**

		Units
IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(24)
IBGS 521, 522, 523	Cellular Mechanisms and Integrated Systems Journal Club I, II, III	(6)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)
IBGS 503	Biomedical Grant Writing	(2)

Microbiology Specific Courses (12)

Elective courses in Microbiology to equal 12 units. At least 4 units must be an Immunology course and 6 units in other didactic literature-based courses.

MICR 530	Immunology and Host Defense Mechanisms
MICR 537	Selected Topics in Molecular Biology

Seminars

IBGS 607	Biomedical Graduate Seminar This is a weekly seminar series for invited speakers to present their current research. Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	
IBGS 605	Integrative Biology Presentation Seminar This is a weekly seminar series for student presentations. A student registers for 1 unit and receives an IP grade until he/she gives a presentation, at which time he/she will receive a letter grade. Weekly attendance is required. A total of 4 units are required for the Ph.D. program.	(4)

Research/Dissertation

IBGS 697	Research Rotation	(2)
MICR 697	Research A student will at all times have registration in research units. An IP will be assigned until the student registers for new units. The 14 units should be spread out over the course of time it takes to complete dissertation research satisfactorily. An IP may not be carried for longer than 5 quarters.	(14)
MICR 699	Dissertation	(1)

Religion

	Religion units must be at the 500 level or greater, and include one course in each of the RELT, RELE and RELR areas.	(9)
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TOTAL UNITS REQUIRED**(78)**

Pharmacology—SM

(M.S., Ph.D.)

JOHN BUCHHOLZ, Program Coordinator

FACULTY

PRIMARY APPOINTMENTS

Eileen Brantley
John Buchholz
Sean M. Wilson
Kangling Zhang
Lubo Zhang

SECONDARY AND ADJUNCT APPOINTMENTS

Lincoln P. Edwards
David A. Hessinger
William Pearce
Lawrence Sowers
Jiping Tang

The basic sciences of the School of Medicine offer graduate programs with emphases in anatomy, biochemistry, microbiology, pharmacology, and physiology. The Ph.D. degree curriculum is designed to prepare students for a career of independent research and teaching in an academic or biotechnology setting. Students may enter any of these five Ph.D. degree programs by applying to the Integrated Biomedical Graduate Studies Program. After completing a common first-year core curriculum, students will select a program and a mentor for the completion of their studies, during which advanced courses and laboratory work allow the student to fully develop an area of research interest and expertise. Students usually rotate through up to three research laboratories before selecting a research adviser.

The M.S. degree course of study provides education appropriate for technicians involved in biomedical research and for medical technologists seeking career advancement. A pathway to combined M.D./Ph.D. degrees is also offered.

The School of Medicine's Division of Pharmacology offers programs leading to the Doctor of Philosophy and Master of Science degrees. These programs include a core curriculum that provides a broad background in pharmacology-related issues and approaches. Advanced courses allow each student to develop fully an area of interest. Research strengths of the program include cardiovascular, neurological, developmental, pulmonary and molecular pharmacology.

The program outcomes of the Pharmacology Program are as follows:

1. Students will demonstrate a broad knowledge of the biomedical sciences and subject mastery in molecular, cellular, and integrative aspects of pharmacology.
2. Students will be able to interpret current literature in their discipline.
3. Students will be able to apply the scientific method.
4. Students will understand the need to practice scientific and professional ethics.
5. *Students will understand the process of applying for external funding.

* This objective is not applicable to MS students

M.S. AND PH.D. DEGREES

The School of Medicine's Division of Pharmacology offers study in the Pharmacology Program leading to the Master of Science and the Doctor of Philosophy degrees. The Master of Science degree is not available as an option for entering students. These degree programs provide a broad biochemical background while allowing the student to fully develop a special area of research interest. The Master of Science degree provides content appropriate for persons preparing to teach at the secondary level or in related professional school areas, or for persons intending to pursue careers as research technicians. The Doctor of Philosophy degree is designed to prepare the graduate for a career of independent research and teaching in university, clinical, biotechnological or government environments. Ph.D. students are expected to develop creativity and independence in addition to technical skills.

Combined degrees

Combined degree (Ph.D./M.D. and M.S./M.D.) options are also available. The combination of an M.S. degree with a professional degree provides additional content and research experience as a background for postgraduate medical or dental education. The

combination of a Ph.D. degree with a professional degree prepares the student for a future in academic medicine or dentistry—combining research, teaching, and clinical practice.

The combined degrees are described at the end of Section III in this CATALOG.

PREREQUISITE COURSES

Applicants must have a Bachelor degree from an accredited US college or the equivalent from a foreign university. Foreign applicants must have their transcripts evaluated by an accredited agency for equivalency to a US degree. Entrance requirements include a full year of each of the following undergraduate courses: General Biology, General Chemistry, Organic Chemistry, and General Physics. Upper division Biology (such as Cell and Molecular Biology) and Chemistry (such as Biochemistry) are strongly recommended. Calculus is also recommended. Results of the general test of the Graduate Record Examination (GRE) must be submitted. Applicants whose first language is not English must submit scores from the TOEFL (Test of English as a foreign language). The program reserves the right to decide on the equivalence of courses presented by the applicant.

First-year curriculum

The first-year curriculum includes a course sequence, taught by interdisciplinary faculty, that integrates all the disciplines of the biomedical basic science areas—moving from molecules through cellular mechanisms to integrated systems. In addition, a supplemental course covers research-related topics—such as scientific communication and integrity, information handling, and statistics; as well as successful grant writing. Students learn of new developments in the biomedical sciences through weekly seminars. Students gain presentation skills of their own in a weekly student presentation-seminar series. During the subsequent years, formal courses continue to broaden and integrate into a meaningful whole an understanding of the clinical consequences of cellular events.

PHARMACOLOGY—M.S.

A minimum of 48 (Research-emphasis) or 49 (Coursework-emphasis) units is required for the M.S. degree, as detailed in the table below. Two options, a research-emphasis track and a course work-emphasis track, are available. Students must maintain a GPA of at least 3.0. Students must adhere to all University and program policies as published in the Student Handbook, University CATALOG, or “Student Guide.” Policies and requirements are subject to change.

Research-emphasis track

Under this plan, the student fulfills the core requirements and also carries out research that culminates in a thesis. The student must pass an oral examination given by his/her graduate guidance committee after the thesis has been completed.

Course work-emphasis track

Under this plan, the student fulfills the total unit requirement by taking additional electives. The student takes a comprehensive written examination over the graduate course work in lieu of preparing a thesis.

Requirements for M.S. in Pharmacology

Core Basic Science

		Units
IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(24)
IBGS 521, 522, 523	Cellular Mechanisms and Integrated Systems Journal Club I, II, III	(6)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)
PHRM 584	Drug Metabolism and Biochemical Pharmacology	(3)

Seminars

IBGS 607	Biomedical Graduate Seminar This is a weekly seminar series for invited speakers to present their current research. Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	
IBGS 605	Integrative Biology Presentation Seminar This is a weekly seminar series for student presentations. A student registers for 1 unit and receives an IP grade until he/she gives a presentation, at which time he/she will receive a letter grade. Weekly attendance is required. A total of 2 units are required for the M.S. program.	(2)

Religion

	Religion units must be at the 500 level or greater	(3)
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Research/Thesis Option: This option requires a successful defense of the thesis

PHRM 697	Research A student will at all times have registration in research units. An IP will be assigned until the student registers for new units. The 5 units should be spread out over the course of time it takes to complete thesis research satisfactorily. An IP may not be carried for longer than 5 quarters.	(5)
PHRM 698	Thesis	(1)

Total Units Required (48)**Coursework Option: This option requires a written comprehensive examination**

PHRM 554	Neuropharmacology	(4)
PHRM 564	Cardiopharmacology	(3)

Total Units Required (49)**PHARMACOLOGY—PH.D.**

For the Ph.D. degree, students must complete a minimum of 76 units, as detailed in the table below, and must maintain a GPA of at least 3.0. In addition, doctoral students are required to pass both written and oral comprehensive examinations in order to advance to candidacy. They must successfully defend the dissertation to their guidance committee before being awarded the Ph.D. degree. Students must adhere to all University and program policies as published in the Student Handbook, University CATALOG, or “Student Guide.” Policies and requirements are subject to change.

Requirements for Ph.D. in Pharmacology**Core Basic Science Courses**

Units

IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(24)
IBGS 521, 522, 523	Cellular Mechanisms and Integrated Systems Journal Club I, II, III	(6)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)
IBGS 503	Biomedical Grant Writing	(2)

Pharmacology Specific Courses

PHRM 554	Neuropharmacology	(4)
PHRM 564	Cardiopharmacology	(3)
PHRM 584	Drug Metabolism and Biochemical Pharmacology	(3)

Seminars

IBGS 607	Biomedical Graduate Seminar This is a weekly seminar series for invited speakers to present their current research. Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	
IBGS 605	Integrative Biology Presentation Seminar This is a weekly seminar series for student presentations. A student registers for 1 unit and receives an IP grade until he/she gives a presentation, at which time he/she will receive a letter grade. Weekly attendance is required. A total of 4 units are required for the Ph.D. program.	(4)

Research/Dissertation

IBGS 697	Research Rotation	(2)
PHRM 697	Research A student will at all times have registration in research units. An IP will be assigned until the student registers for new units. The 14 units should be spread out over the course of time it takes to complete dissertation research satisfactorily. An IP may not be carried for longer than 5 quarters.	(14)
PHRM 699	Dissertation	(1)

Religion

	Religion units must be at the 500 level or greater, and include one course in each of the RELT, RELE and RELR areas.	(9)
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Total Units Required**(76)**

Physiology—SM

(M.S., Ph.D.)

JOHN H. ZHANG, Program Coordinator

FACULTY

PRIMARY APPOINTMENTS

Danilyn M. Angeles
Daisy De Leon
Marino De Leon
Charles A. Ducsay
Raymond G. Hall, Jr.
David A. Hessinger
Lawrence D. Longo
Eugenia Mata-Greenwood
William J. Pearce
Gordon G. Power
Jiping Tang
Steven M. Yellon
John Zhang

SECONDARY AND ADJUNCT APPOINTMENTS

Stephen Ashwal
Eileen Brantley
John N. Buchholz
Subburaman Mohan
Andre Obenaus
Philip J. Roos
Leonard Werner
Sean M. Wilson
Lubo Zhang

The basic sciences of the School of Medicine offer graduate programs with emphases in anatomy, biochemistry, microbiology, pharmacology, and physiology. The Ph.D. degree curriculum is designed to prepare students for a career of independent research and teaching in an academic or biotechnology setting. Students may enter any of these five Ph.D. degree programs by applying to the Integrated Biomedical Graduate Studies Program. After completing a common first-year core curriculum, the student selects a program and a mentor for the completion of his or her studies, during which advanced courses and laboratory work allow the student to fully develop an area of research interest and expertise. Students usually rotate through up to three research laboratories before selecting a research adviser. The M.S. degree course of study provides education appropriate for technicians involved in biomedical research and for medical technologists seeking career advancement. A pathway to combined M.D./Ph.D. degrees is also offered.

The School of Medicine's Program of Physiology offers programs leading to the Doctor of Philosophy and Master of Science degrees. The graduate program in physiology provides a Christian environment in which candidates may pursue curricula oriented to their specific interests. Individual attention is assured by maintenance of a small student/faculty ratio. A research oriented graduate curriculum leading to the Ph.D. degree is designed to provide graduate students with the information and tools needed to succeed as independent lifelong learners and investigators. The School of Medicine's Division of Physiology provides unique research training opportunities in the biomedical sciences for graduate students. Areas of research excellence that are supported by nationally competitive extramural funding include perinatal biology, health disparities, neurosciences and cardiovascular science.

The program outcomes of the Physiology Program are as follows:

1. Students will demonstrate a broad knowledge of the biomedical sciences and subject mastery in molecular, cellular, and integrative aspects of physiology.
2. Students will be able to interpret current literature in their discipline.
3. Students will be able to apply the scientific method.
4. Students will understand the need to practice scientific and professional ethics.
5. *Students will understand the process of applying for external funding.

* This objective is not applicable to MS students

M.S. AND PH.D. DEGREES

The School of Medicine's Division of Physiology offers study in the Physiology Program, leading to the Master of Science and the Doctor of Philosophy degrees. These degree programs provide a broad physiology background education and cutting edge research opportunities for students to develop in specific research areas.

The goal of the thesis or research Master of Science degree is to provide training opportunities for individuals who will pursue technical jobs in biomedical research laboratories either in universities or in biotechnology industry, or for students who will continue education in other professional schools including medicine or dentistry

The goal of the Doctor of Philosophy degree is to optimize opportunities for students for academic or industry success following graduation. Students will be trained and prepared to be independent research leaders.

Combined degrees

Combined degree (Ph.D./M.D. and M.S./M.D.) options are also available. The combination of an M.S. degree with a professional degree provides additional content and research experience as a background for postgraduate medical or dental education. The combination of a Ph.D. degree with a professional degree prepares the student for a future in academic medicine or dentistry—combining research, teaching, and clinical practice.

The combined degrees are described at the end of Section III in this CATALOG.

PREREQUISITE COURSES

Applicants must have a Bachelor degree from an accredited US college or the equivalent from a foreign university. Foreign applicants must have their transcripts evaluated by an accredited agency for equivalency to a US degree. Entrance requirements include a full year of each of the following undergraduate courses: General Biology, General Chemistry, Organic Chemistry, and General Physics. Upper division Biology (such as Cell and Molecular Biology) and Chemistry (such as Biochemistry) are strongly recommended. Calculus is also recommended. Results of the general test of the Graduate Record Examination (GRE) must be submitted. Applicants whose first language is not English must submit scores from the TOEFL (Test of English as a foreign language). The program reserves the right to decide on the equivalence of courses presented by the applicant.

First-year curriculum

The first-year curriculum includes a course sequence, taught by interdisciplinary faculty, that integrates all the disciplines of the biomedical basic science areas—moving from molecules through cellular mechanisms to integrated systems. In addition, a supplemental course covers research-related topics—such as scientific communication and integrity, information handling, and statistics; as well as successful grant writing. Students learn of new developments in the biomedical sciences through weekly seminars. Students gain presentation skills of their own in a weekly student presentation-seminar series. During the subsequent years, formal courses continue to broaden and integrate into a meaningful whole an understanding of the clinical consequences of cellular events.

PHYSIOLOGY—M.S.

A minimum of 45 units is required for the M.S. degree, as detailed in the table below. Two options, a research-emphasis track and a course work-emphasis track, are available. Students must maintain a GPA of at least 3.0. Students must adhere to all University and program policies as published in the Student Handbook, University CATALOG, or “Student Guide.” Policies and requirements are subject to change.

Research-emphasis track

Under this plan, the student fulfills the core requirements and also carries out research that culminates in a thesis. The student must pass an oral examination given by his/her graduate guidance committee after the thesis has been completed.

Course work-emphasis track

Under this plan, the student fulfills the total unit requirement by taking additional electives. The student takes a comprehensive written examination over the graduate course work in lieu of preparing a thesis.

Requirements for M.S. in Physiology

Core Basic Science Courses

Units

IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(24)
IBGS 521, 522, 523	Cellular Mechanisms and Integrated Systems Journal Club I, II, III	(6)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)

Seminars

IBGS 607	Biomedical Graduate Seminar This is a weekly seminar series for invited speakers to present their current research. Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	
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IBGS 605	Integrative Biology Presentation Seminar This is a weekly seminar series for student presentations. A student registers for 1 unit and receives an IP grade until he/she gives a presentation, at which time he/she will receive a letter grade. Weekly attendance is required. A total of 2 units are required for the M.S. program.	(2)
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Religion

	Religion units must be at the 500 level or greater	(3)
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Research/Thesis Option:

PHSL 697	Research A student will at all times have registration in research units. An IP will be assigned until the student registers for new units. The 5 units should be spread out over the course of time it takes to complete thesis research satisfactorily. An IP may not be carried for longer than 5 quarters.	(5)
PHSL 698	Thesis	(1)

Coursework Option: This option requires a comprehensive examination

	Elective Courses in Physiology	(6)
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Total Units Required **(45)**

PHYSIOLOGY—PH.D.

For the Ph.D. degree, students must complete a minimum of 76 units, as detailed in the table below, and must maintain a GPA of at least 3.0. In addition, doctoral students are required to pass both written and oral comprehensive examinations in order to advance to candidacy. They must successfully defend the dissertation to their guidance committee before being awarded the Ph.D. degree. Students must adhere to all University and program policies as published in the Student Handbook, University CATALOG, or "Student Guide." Policies and requirements are subject to change.

Requirements for Ph.D. in Physiology**Core Basic Science Courses**

Units

IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(24)
IBGS 521, 522, 523	Cellular Mechanisms and Integrated Systems Journal Club I, II, III	(6)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)
IBGS 503	Biomedical Grant Writing	(2)

Physiology Specific Courses

	Elective courses in Physiology to total 10 units	(10)
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Seminars

IBGS 607	Biomedical Graduate Seminar This is a weekly seminar series for invited speakers to present their current research. Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	
IBGS 605	Integrative Biology Presentation Seminar This is a weekly seminar series for student presentations. A student registers for 1 unit and receives an IP grade until he/she gives a presentation, at which time he/she will receive a letter grade. Weekly attendance is required. A total of 4 units are required for the Ph.D. program.	(4)

Research/Dissertation

IBGS 697	Research Rotation	(2)
PHSL 697	Research A student will at all times have registration in research units. An IP will be assigned until the student registers for new units. The 14 units should be spread out over the course of time it takes to complete dissertation research satisfactorily. An IP may not be carried for longer than 5 quarters.	(14)
PHSL 699	Dissertation	(1)

Religion

	Religion units must be at the 500 level or greater, and include one course in each of the RELT, RELE and RELR areas.	(9)
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Total Units Required**(76)**

School of Nursing

Dean's Welcome

School Foundations

Our Mission

Learning Outcomes

- Undergraduate department
 - Baccalaureate program
- Graduate department
 - Master of Science degree
 - Doctor of Philosophy degree

Philosophy

- Philosophy of nursing education
- Agency membership

General Regulations

- Student policies

Application and Admissions—Undergraduate and Graduate

- Application deadlines, fees, skills prerequisites
- Admission requirements
 - Undergraduate department admission criteria for basic nursing curriculum
 - Requirements for student with nursing license—LVN, RN, Bridge
 - Graduate department admission criteria
 - Master of Science degree admission criteria
 - Post-master's certificate admission criteria
 - Doctor of Philosophy degree admission criteria

Student Life

- Programs of study
- Student involvement
- Student organizations
- Honor society

Academic Policies and Practices

UNDERGRADUATE DEPARTMENT

- Academic residence
 - Percentage breakdown for grading
- Nursing courses
 - Nursing course grades
 - Clinical laboratory
 - Licensure
- Credit by examination
 - Challenge/Equivalency examination
 - Advanced placement
- Academic progression—undergraduate and graduate
- Undergraduate students
 - Withdrawing from a course
 - Repeating a course
 - Probation status
- Graduation requirements
- Policies and regulations
 - Academic residence
 - Nondegree student credit
 - Transfer credits
 - Academic standing

- Clinical probation
- Application for candidacy
- Time limits
- Statistics and research prerequisites
- Scholastic standing
- Practicum experiences
- Thesis and dissertation
- Graduation requirements

Financial Information

- General financial practices
- Schedule of charges/Tuition 2008-2009
- Other academic charges/expenses
- Other charges
- On- and off-campus student housing
- Nursing and government loans
- Nursing education loan-repayment program
- Awards honoring excellence
- Scholarships
- Additional requirements/policies

Programs, Degrees, and Certificates

UNDERGRADUATE DEPARTMENT

- B.S. degree program
 - Standard generic B.S. degree
 - Accelerated B.S. degree
 - Intensive B.S. degree
 - B.S. degree or RN licensure (45-unit licensure option)—for LVNs
 - Four-quarter or part-time B.S.—for returning RNs
- A.S. degree option

GRADUATE DEPARTMENT

- M.S. degree program/ Post-master's degree certificates (*available)
 - Advanced-Practice Nursing-Role Options
 - Adult Nurse Practitioner *
 - Family Nurse Practitioner *
 - Clinical Nurse Specialist: Adult and Aging Family *
 - Clinical Nurse Specialist: Growing Family *
 - Neonatal Nurse Practitioner *
 - Pediatric Nurse Practitioner *
 - Other Nursing-Role Specialty Options
 - Nursing Administration
 - Nurse Educator: Adult and Aging Family
 - Nurse Educator: Growing Family
- Doctoral Program
 - Ph.D. degree

Combined-Degrees Programs

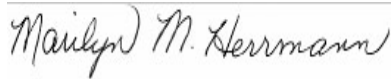
- Nursing, Advanced Practice—SN with Biomedical and Clinical Ethics—SR
- M.S./M.A.
- (See option for Biomedical and Clinical Ethics with Nursing, Advanced Practice.)
- Nursing, Advanced Practice—SN with Health Education—PH
- M.S./M.P.H.
- (See option for Health Education with Nursing, Advanced Practice.)

Dean's Welcome

Welcome to the School of Nursing, where you will receive an education that will prepare you for a life of Christian service. This CATALOG will introduce you to the programs of the school and give you information on progression and services available to help you reach your goal.

For more than one hundred years, the school has educated nurses to serve the needs of humanity. We look forward to working with you on your academic journey here at the school.

Our goal is to provide an environment where you can gain the knowledge and skills to become a caring, competent, professional nurse. The faculty, staff, and administration are committed to ensuring that those who study here will develop to the fullest potential and become nurses capable of fulfilling the University's mission—with God's help—"to make man whole."



Marilyn Hermann, Ph.D., RN
Dean, School of Nursing



School Foundations

HISTORY

The School of Nursing, established in 1905, was the first in a group of schools that in 1961 became Loma Linda University. In 1907, the first class to graduate included seven students—five women and two men. In 1949, the School of Nursing became a college-based program granting the baccalaureate degree. The first master's degrees in nursing were granted in 1957. The Associate in Science degree program was begun as an integral part of the school in 1970. The School of Nursing received its first accreditation by the National League for Nursing (NLN) (61 Broadway, New York, NY 10006) in 1951. The most recent accreditations were by the Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington, DC 20036-1120) in 1999; and the California Board of Registered Nursing (1170 Durfee Avenue, Suite G, South El Monte, CA 91733) in 2003. Consumers are encouraged to contact CCNE with comments about the program.

AGENCY MEMBERSHIP

The School of Nursing holds agency membership and actively participates in the following major professional organizations: American Association of Colleges of Nursing, National League for Nursing, and Western Institute for Nursing.

Our Mission

The mission of the School of Nursing, in accord with the comprehensive mission of Loma Linda University, is the education of professional nurses who are dedicated to excellence in nursing science. Individuals from diverse ethnic, cultural, and racial backgrounds are encouraged to embrace opportunities for lifelong growth and satisfaction from a career committed to health care. Baccalaureate and graduate nursing programs contribute to the development of expert clinicians, educators, administrators, and researchers who benefit society by providing and improving delivery of whole-person care to clients—individuals, families, groups, and communities. Committed to Christian service and distinctive Seventh-day Adventist ideals, the school seeks to reflect God’s love through its teaching and healing ministry.



LEARNING OUTCOMES—UNDERGRADUATE DEPARTMENT

The learning outcomes of the baccalaureate degree program are designed to prepare competent nurses who are committed to compassionate, Christian service. Upon completion of the baccalaureate degree, the nurse will be able to:

1. Respect the universality of humanity and the uniqueness of physiological, psychological, spiritual, sociocultural, developmental perspectives; and recognize the individual’s right to self-determination.
2. Demonstrate professional competence, technical skills, and the appropriate functioning in roles essential for promotion of optimal wellness for self and clients.
3. Contribute to society by demonstrating continued growth in personal and professional competence and Christ-centered values.
4. Engage in critical thinking for clinical decision making in professional nursing practice.
5. Participate in efforts to improve professional nursing and health care delivery, including the use of current and emerging technology.
6. Integrate principles and concepts from nursing, the sciences, and the humanities to critically evaluate and utilize research knowledge for evidence-based nursing practice.
7. Demonstrate oral and written skills to communicate effectively.
8. Provide sensitive and culturally appropriate client care in a variety of settings.

9. Engage in effective leadership and management, and participate in interdisciplinary collaboration to provide optimum nursing care to clients.
10. Demonstrate an academic foundation for lifelong learning and preparation for graduate study.

LEARNING OUTCOMES—GRADUATE DEPARTMENT

The learning outcomes of the master's degree program are designed to prepare nurse leaders with a Christian perspective who will contribute to professional nursing through clinical practice, teaching, administration, and research. Upon completion of the Master of Science degree, the graduate will:

1. Use advanced knowledge acquired from nursing and cognate sciences as a basis for advanced-nursing practice.
2. Demonstrate the ability to synthesize and guide appropriate applications of empirical research findings as the foundation for evidence-based practice.
3. Collaborate with clients, health professionals, and organizations for the purpose of improving the delivery of health care and influencing health policy.
4. Demonstrate advanced knowledge and expertise in a selected clinical area and professional nursing role.
5. Improve nursing practice and health care by using effective leadership, management, and teaching skills.
6. Develop personally and professionally through continued inquiry and scholarly endeavor.
7. Demonstrate and promote ethical and Christian values, respecting the uniqueness of others.
8. Have a foundation for doctoral studies.

The primary goal of the doctoral program is to prepare nurse scientists and scholars with a Christian perspective for leadership in education, health care administration, and research within a global community. Upon completion of the Ph.D. degree, the nurse will.

1. Provide leadership in research, education, and/or health care administration within a global community.
2. Generate and disseminate knowledge relevant to the development of nursing science and practice.
3. Meet challenges with a wholistic perspective that encompasses social, cultural, political, ethical, and spiritual dimensions in the practice of scholarship.
4. Engage in interdisciplinary discourse and scholarship.

Further, upon completion of the Doctor of Philosophy degree, the nurse will have become a nurse-scholar-scientist.

Philosophy

In harmony with Loma Linda University and the Seventh-day Adventist Church, the School of Nursing believes that the aim of education and health care is the development of wholeness in those served. Individuals, created to reflect the wholeness of God's character, have been impaired by the entrance of sin, disease, and death. God's purpose is the restoration of each person to the original state at Creation. God works through human agencies to facilitate individual wholeness.

Nursing functions to assist individuals and societal groups to attain their highest potential of wholeness. Through a variety of roles, nurses put into practice a body of knowledge and a repertoire of skills to assist the human system with health problems. The School of Nursing provides an environment in which students and faculty can grow in professional competence and Christian grace.

In support of the philosophy, mission, and values of Loma Linda University and the philosophy, mission, and values of the School of Nursing, the faculty affirms the following beliefs:

- Learning is an interactive process that involves all of the learner's faculties.
- A learning environment nurtures the development of potential, promotes maturation of values, cultivates the ability to think critically and independently, and encourages a spirit of inquiry.
- Clinical experiences are essential to the development of professional and technical nursing competence.
- Students—influenced by the effect of physiological, psychological, sociocultural, developmental, and spiritual variables on their lives—learn in different ways and bring different meanings to the learning experience.
- Students participate in development of the science and practice of nursing.

General Regulations

Students of the University are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation. Section III gives the general setting for the programs of each school and outlines the subject and unit requirements for admission to individual professional options. It is important to review specific options requirements in the context of the general requirements applicable to all programs.

STUDENT POLICIES

School of Nursing students are expected to adhere to the policies of the University as presented in the *Student Handbook* under the heading “Standards of Academic Conduct Policy.”

Application and Admissions

The programs admissions committees of the University intend that an applicant to any of the schools is qualified for the proposed curriculum and is capable of profiting from the educational experience offered by this University. The admissions committees of the school accomplish this by examining evidence of scholastic competence, moral and ethical standards, and significant qualities of character and personality. Applicants are considered for admission only on the recommendation of the program in which study is desired.

APPLICATION

Applications are invited from those interested in attending a Christian school of nursing and whose beliefs are consistent with the mission of Loma Linda University and the School of Nursing. Priority will be given to those coming from within the Seventh-day Adventist educational system.

Admission application information is located at <<http://nursing.llu.edu>>.

Application deadlines for Undergraduate Department

Applicants seeking undergraduate admission must have the application process completed by the dates indicated in the following.

- Fall Quarter—March 31
- Winter Quarter—September 1
- Spring Quarter—December 1

Application deadlines for Graduate Department

Applicants seeking graduate admission must have the application process completed by the dates indicated in the following.

- Fall Quarter—August 1
- Winter Quarter—November 1
- Spring Quarter—February 1

Application fees

An application fee of \$60 is charged. For generic undergraduate, there is an additional \$60 examination fee. Other fees are itemized under the Schedule of Charges in the Financial Information section.

Essential skills—undergraduate and graduate

The practice of professional nursing has minimum entry qualifications. Registered nurses are expected to have certain physical abilities, as well as competencies in reasoning and thinking. The skills are considered essential to the practice of nursing and are therefore skills required of all applicants to the School of Nursing. These include the abilities indicated in the following four areas:

- Psychomotor (physical) skills
 - Work with inanimate objects—including setting up, operating (controlling), manipulating, and handling.
 - Stand, walk, carry, sit, lift up to fifty pounds, push, pull, climb, balance, stoop, crouch, kneel, turn, twist, crawl, and reach—within a clinical setting.
 - Assess and intervene in the care of patients, using the physical senses—sight, touch, taste, smell and hearing.
- Cognitive (thinking) skills
 - Perform mental cognition tasks—including problem solving, prioritizing, and accurate measuring; follow instructions; and use cognitive skills to synthesize, coordinate, analyze, compile, compute, copy, and compare.
 - Communicate with others, using verbal and nonverbal skills; recall written and verbal instructions, read and comprehend, and write clearly; negotiate, instruct, explain, persuade, and supervise.

- Affective (human relations) skills
 - Interact positively with individuals and groups of people, directly and indirectly.
 - Control emotions appropriately and cope with stressful situations.
 - Respond appropriately to criticism and take responsibility for one's own actions, behaviors, and learning.
 - Evaluate issues and make decisions without immediate supervision.
- Task (work function) skills
 - Function independently on work tasks.
 - Demonstrate safety awareness.
 - Recognize potential hazards.
 - Respond appropriately to changes in work conditions.
 - Maintain attention and concentration for necessary periods.
 - Perform tasks that require set limits.
 - Ask questions and request assistance appropriately.
 - Perform within a schedule requiring attendance.
 - Carry a normal work load.

ADMISSION REQUIREMENTS

Students entering the School of Nursing must meet complete Loma Linda University background check requirements, as indicated in Section II of this CATALOG; as well as health requirements, including immunizations. In addition, all School of Nursing students are required to have a valid cardiopulmonary resuscitation (CPR) certificate approved by the American Heart Association in order to take clinical nursing courses. Students are responsible for the annual renewal of their CPR cards. Before beginning the undergraduate clinical sequence, students must have a current first aid card.

UNDERGRADUATE DEPARTMENT ADMISSION CRITERIA

Baccalaureate nursing program

The following are considered prerequisites for admission to the baccalaureate program in nursing:

1. A high school diploma or its equivalent from an accredited secondary school.
2. A completed background check and health clearance, including immunizations as outlined in the "Admission Policies and Information" in Section II.
3. A current first aid certificate.
4. Prerequisite courses—
 - Intermediate algebra (or high school algebra II)
 - Introduction to physics (or high school physics)
 - Anatomy and physiology I and II (with laboratories)
 - Introduction to organic and biochemistry (with laboratories)
 - Microbiology (with laboratories)
 - Freshman English (one year)
 - General psychology
 - Introduction to sociology
 - Physical education (two activity classes)
 - Humanities (16 units)
5. Basic computer literacy.
6. Cumulative G.P.A. of 3.0 on all college course work. Grades below a C are nontransferable.
 - Course descriptions or outlines will be required for clinical nursing courses in order for the school to determine the amount of transfer credit to be granted.
 - Science courses must have been taken within five (5) years or validated at Loma Linda University.
7. An interview with the director of admissions. The Admissions Committee is looking for individuals who reflect a high degree of personal integrity, dependability, self-discipline, intellectual vigor, and a caring and thoughtful manner.
8. For international students, all requirements indicated under "International Students" in Section II.
9. The entrance test required of all incoming students who are not registered nurses. This examination must be taken through the Loma Linda University School of Nursing.

PROGRAMS/REQUIREMENTS FOR STUDENTS WITH NURSING LICENSES

Licensed vocational nurse

In addition to prerequisites listed for students admitted to the baccalaureate program without a previous college degree, the following information is applicable:

1. The applicant must be a licensed vocational nurse in the state of California.
2. Course work will be evaluated to determine transfer status in clinical nursing classes.
3. The licensed vocational nurse may choose to complete 45 quarter units of nursing as prescribed by the California State Board of Registered Nursing and be eligible to sit for the NCLEX-RN. This option does not meet degree requirements.

For information and assistance regarding entrance, the student is invited to contact the School of Nursing Office of Admissions.

Registered nurse

The applicant must have the following:

1. A high school diploma or its equivalent from an accredited secondary school.
2. All college/nursing transcripts with a 2.5 cumulative G.P.A. Grades below a C are nontransferable. Courses taken more than five years ago may not be accepted for transfer unless the registered nurse has been in active practice for at least one year during the past three years.
3. An interview with the director of admissions. The Admissions Committee is looking for individuals who reflect a high degree of personal integrity, dependability, self-discipline, intellectual vigor, and a caring and thoughtful manner.
4. Compliance with all requirements indicated under "International Students" in Section II.
5. An Associate in Science degree or diploma from an accredited school of nursing.
6. A license to practice nursing in California as a registered nurse.
7. Completed all nonnursing requirements or their equivalents on the lower-division level. The applicant must have a minimum of 87 quarter (61 semester) units to be eligible for upper-division status.

If the registered nurse (RN) is a graduate of an accredited nursing program, the nursing credits will be accepted as equivalent to the School of Nursing lower-division courses. For unaccredited schools, or for additional information regarding transfer credit, see section on "Transfer Credit." Credit for 300-level nursing courses will be granted upon satisfactory completion of NRS 337.

Transitional RN to M.S. (available for the RN with a B.S. or B.A. degree in another area)

In addition to the foregoing requirements, the following are also required for this track:

1. Grade-point average: Minimum cumulative G.P.A. of 3.0 for all college course work.
2. Current California RN license.
3. A minimum of one (1) year current experience as an RN.

GRADUATE DEPARTMENT ADMISSIONS CRITERIA

Master of science degree admissions criteria

The following criteria are required for admission to the Master of Science degree program in nursing:

1. A baccalaureate degree in nursing from an accredited program (or its equivalent).
2. A 3.00 undergraduate G.P.A. (on a 4.00 scale), both cumulative and in the nursing major.
3. A standardized interview with two graduate nursing faculty members.
4. Current California registered nurse license before enrollment in clinical nursing courses.
5. Nursing experience in the area of the desired major prior to beginning graduate study. A minimum of two years of current experience in a Level III NICU for neonatal nurse practitioner applicants.
6. Prerequisites: undergraduate statistics and research.

Post-master's certificate programs admissions criteria

1. Completion of a master's degree in nursing with a clinical major from a program approved by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing (NLN).
2. Current California RN licensure.
3. Each applicant's clinical experience will be individually evaluated. Minimum of one year of full-time experience in a tertiary or community setting. A minimum of two years of current experience in a Level III NICU for neonatal nurse practitioner applicants. Prerequisites: Graduate-level physiology and advanced physical assessment.

Doctor of Philosophy program admissions criteria

1. Preference will be given to applicants with a master's degree in nursing.
2. The grade-point average minimum is 3.5 on a 4.0 scale or equivalent at the master's degree level.
3. The Graduate Record Examination (GRE) must have been taken within the past five years, with satisfactory scores indicating advanced verbal skills (500), quantitative skills (500), and analytic writing skills (4 or higher out of 6 points).
4. International students whose native language is not English must take a test of English fluency. Minimum scores are: TOEFL, paper based—550; TOEFL, computer based—213; TOEFL, Internet-based—80; IELTS—6.0; METLAB—76.
5. A personal interview is required.
6. Evidence of scholarly work must be provided.

Student Life

The information on student life contained in this CATALOG is brief. The *Student Handbook* more comprehensively addresses University and school expectations, regulations, and policies; and is available to each registered student. Students need to familiarize themselves with the contents of the *Student Handbook*. Additional information regarding policies specific to a particular school or program within the University is available from the respective school.

PROGRAMS OF STUDY

The School of Nursing offers a baccalaureate degree program that is designed to prepare competent, beginning-level professional nurses who are committed to excellence in practice and to Christian principles. For those desiring it, an Associate in Science degree is available at the end of five-to-six quarters when the student meets the requirements of the California Board of Registered Nursing. Continuing-education programs are approved by the California Board of Registered Nursing for continuing-education requirements.

The master's degree program in nursing offered by the School of Nursing is designed to prepare nurses for Christian leadership in clinical practice, teaching, administration, or research. The Doctor of Philosophy degree program is designed to prepare nurse scholars for leadership in education, health care administration, clinical practice, and research.

STUDENT INVOLVEMENT

The school administration encourages students to become actively involved in the Associated Students of Nursing. Student representatives are members of the Undergraduate Faculty Council, Master's Faculty Council, Doctoral Faculty Council, Spiritual Life and Wholeness Committee, and Diversity Committee. Students may contribute to the administrative decision-making process formally or informally.

STUDENT ORGANIZATIONS

The following student organizations enable the student to participate in cultural, social, professional, and citizenship aspects of university life.

Associated Students of Nursing (ASN)

The ASN is a student organization that is sanctioned by the School of Nursing. This association is comprised of all the students of nursing and is administered by elected students and two faculty sponsors. The objectives of this organization are to serve as a channel for communication between students and faculty, and to facilitate personal and professional growth by meaningful participation in all aspects of student life.

Loma Linda University Student Association (LLUSA)

The LLUSA has three purposes: to promote communication among students, to present students' views to the administration, and to assist in the programming of social and religious activities. The LLUSA provides opportunities to develop and refine a wide range of professional leadership and fellowship skills. The office is located in the Drayson Center. For more information, call 909/558-4978.

Class organizations

The members of each year-level organize in the baccalaureate program, elect officers, and promote such projects and activities as constitute their major interests and concerns.

HONOR SOCIETY: SIGMA THETA TAU INTERNATIONAL

In 1975, LLUSN became an official chapter of Sigma Theta Tau International—the honor society for nursing. Students, faculty of the School of Nursing, and other community nurses—upon meeting the established criteria—may, by invitation, become members of the Gamma Alpha Chapter of Sigma Theta Tau International.

Academic Policies and Practices

BACCALAUREATE DEGREE PROGRAM

Academic residence

To qualify for an Associate in Science degree from Loma Linda University, the student must take a minimum of 24 units while in residence at the University; to qualify for a Bachelor of Science degree from Loma Linda University, the student must take a minimum of 32 of the last 48 units—or a minimum of 45 total units—while in residence. A minimum of three clinical nursing courses is required as part of these units.

Percentage breakdown for grading

The undergraduate division of the School of Nursing uses the following percentages for computing grades:

95-100%	A
92-94%	A-
88-91%	B+
85-87%	B
82-84%	B-
79-81%	C+
76-78%	C
71-75%	C-
68-70%	D+
63-67%	D
Below 62%	F

NURSING COURSES

Nursing course grades

Most nursing courses in the undergraduate curriculum are divided into approximately equal components of theory and clinical laboratory practice. A grade for a nursing course represents a combination of the theory and the clinical laboratory grades. In order to pass a nursing course, a student must receive a grade equivalent to a C or above in both the theory and clinical laboratory sections of the course. To receive a passing grade in theory the student must obtain a cumulative score of at least 76 percent on examinations within that course. A grade of C- or below places the student on provisional status and requires that the student repeat the course.

Clinical laboratory

Laboratory assignment is under the direction of the instructor. In this assignment the student has supervised experience in the care of patients. Tardiness or unexcused absences from clinical laboratory is cause for failure. Students must make up for absences due to extenuating circumstances (e.g., personal illness or death in the family). A fee of \$50 will be charged for make-up of clinical laboratory during nonclinical time.

Nursing students are required to practice in client-care settings under the supervision of a registered nurse. Each student will be expected to be able to apply basic theoretical concepts to clinical practice by assessing; planning; implementing nursing procedures; and evaluating the care of individuals, families, and communities. In the performance of routine nursing care, all students will function within the policies of the clinical agency and demonstrate the professional behavior outlined in the University CATALOG and the University *Student Handbook*.

Students are expected to be knowledgeable about clients and their problems and about the plans for care prior to actually giving care. They must come prepared for the clinical experience and must adequately assess a client, using the Neuman-Systems Model. Students are expected to perform skills safely. Students whose performance is deemed unsafe may be dropped from the clinical course.

Licensure

To be eligible to write the NCLEX-RN examination, the student must have completed all required nursing course work listed in this CATALOG. Further, the student needs to be aware that, under the laws of California, a candidate for the examination is required to report all misdemeanor and felony convictions. If a candidate has a criminal history, the California Board of Registered Nursing will determine the eligibility of that individual to write the licensing examination.

CREDIT BY EXAMINATION

Challenge/Equivalency examination

An undergraduate student may meet academic requirements by passing an examination at least equal in scope and difficulty to examinations in the course. Undergraduate students with prior education in nursing or in another health care profession are eligible to challenge nursing courses required for California state licensure. The applicant's background in health care theory and clinical experience must be commensurate with the theory and skills required for the course.

Challenge examinations in nursing courses include both a written examination covering theory and an examination of clinical competence. A fee is charged for a challenge examination. See the "Schedule of Charges" in this section for fees.

Progression to the next level in the program is permissible only after successful completion of the challenge examination. A grade of S is recorded for challenge credit earned by examination only after the student has successfully completed a minimum of 12 units of credit at this University with a G.P.A. of 2.0 or above.

Advanced Placement

Credit toward graduation may be accepted by the school for an entering student who has passed one or more examinations of the Advanced Placement (AP) with a score of 3, 4, or 5. Records for AP courses must be sent directly from the Advanced Placement to University Records.

For specific policy and time limits regarding CLEP examinations, see "Academic Policies" section.

ACADEMIC PROGRESSION

Progression is contingent on satisfactory scholastic and clinical performance and the student's responsiveness to the established aims of the school and the nursing profession.

Students are considered to be making satisfactory progress as long as they maintain a C average (2.0 G.P.A.) and complete the total number of units required per year:

YEAR	CUMULATIVE TOTAL
1st	29
2nd	48
3rd	96
4th	144
5th	193

UNDERGRADUATE STUDENTS

Withdrawing from a course

A nursing student may withdraw only once from a nursing or named cognate course. A student may withdraw (W), failing, from no more than two quarters.

Repeating a course

A grade of C (2.0) is the minimum passing grade for nursing and required cognate courses. Required cognates include: developmental psychology, epidemiology, ethics, nutrition, statistics, and writing. Any nursing or named cognate course taken while a student at Loma Linda University School of Nursing in which the earned grade is C- or lower must be repeated before the student can progress to another course. A nursing course or required cognate may be repeated only once. When a student repeats a course, both the original and repeat grades are entered on the student's permanent record; but only the repeat grade and credit are computed in the grade-point average and included in the total units earned.

Probation status

Students whose cumulative G.P.A. at the end of any quarter is less than 2.0, or who have received a C- or below in a nursing course or named cognate, or who have withdrawn ("W") due to failing are placed on academic probation. Students on probation status will be required to take NRSG 244 Skills for Academic Success, under the supervision of the Learning Assistance Program (LAP) and to communicate regularly with the academic adviser. Students on probation status may take only one clinical nursing course at a time and no more than 12 units. When the course work has been repeated successfully, the student is returned to regular status. Enrollment in the School of Nursing will be terminated if a student receives two grades of C- or below in nursing or required cognates. See Student Handbook for Grievance Procedure.

GRADUATION REQUIREMENTS

A candidate must complete the undergraduate "Intent to Graduate" form two quarters prior to completion of degree.

A degree will be granted when the following have been completed:

1. Completed all requirements for admission to the respective curriculum.
2. Completed honorably all requirements of the curriculum, including specified attendance, level of scholarship, and length of residence.
3. Completed a minimum of 193.0 quarter units for the baccalaureate degree or 140.0 quarter units for the associate degree, with a minimum G.P.A. of 2.0 overall and in nursing.
4. Given evidence of moral character, of due regard for Christian citizenship, and of consistent responsiveness to the established aims of the University and of the respective discipline.
5. Discharged financial obligations to the University.

It is the responsibility of the student to see that all requirements have been met.

A student who completes the requirements for a degree at the end of the Spring Quarter is expected to be present at the University's ceremony for conferring of degrees and the presenting of diplomas. Permission for the conferral of a degree in absentia is granted by the University upon recommendation of the dean of the school.

A student who completes the requirements for a degree at the end of the Summer, Autumn, or Winter Quarter is invited, but not required, to participate in the subsequent conferring of degrees. Degrees are conferred at graduations only.

The University reserves the right to prohibit participation in commencement exercises by a candidate who has not satisfactorily complied with all requirements.

GRADUATE DEPARTMENT—POLICIES AND REGULATIONS

Academic residence

To qualify for a degree from the graduate department in nursing at Loma Linda University, the student must take a minimum of 80 percent of the academic curriculum while in residence at the University. For the master's degree, this would be 42-58 units, depending on the selected concentration area. For the Doctor of Philosophy degree, this would be 66 units.

Transfer credits

A transfer student who has done acceptable graduate study in an approved institution may transfer credits up to one-fifth of the units required by the chosen program, to be applied to the degree at Loma Linda University. Such transfer credits will not be used to offset work at this University that is less than a B average. This transfer is limited to credits that have not already been applied to a degree and for which a grade of B (3.0) or better has been recorded. A maximum of 9 quarter units that have been previously applied to another degree may be accepted as transfer credits upon petition.

Nondegree student credit

A maximum of 12 units may be taken by permission of the instructors prior to acceptance into the program. If these courses are part of the curricular plan for the selected concentration area, and if the grade earned is B or higher, the credits may be applied toward that degree.

Academic standing

- The expected earned grade for graduate studies is B or higher, and a cumulative grade-point average of 3.0 or higher.
- Students must have at least a B (85 percent) in all the clinical focus courses, including Advanced Physical Assessment. If less than a B is the earned grade, the course must be repeated.
- Any core or concentration course in which the earned grade is C-or lower must be repeated.
- Students whose overall grade-point average falls below a 3.0 will be placed on academic probation. Should the G.P.A. continue to be less than 3.0, the student will be dismissed from the program.
- Students who have a grade-point average of less than 3.0 (cumulative or in the nursing major) may not take the clinical focus courses or the comprehensive examination.

Clinical probation

Clinical work must be evaluated as satisfactory. Faculty may recommend that the student be placed on clinical probation. While on probation, the student must demonstrate satisfactory clinical work as stipulated by the faculty; or s/he will be dismissed from the school.

Application for candidacy

A student in the master's degree program will apply for candidacy on Form A after completing at least 25 units of required graduate course work. A doctoral student will be advanced to candidacy after successful defense of the dissertation proposal.

Time limits

The time lapse from first enrollment in a graduate curriculum to the conferring of the master's degree may not exceed five years. For the doctoral degree, seven years are allowed after the date of admission; however, students enrolled in an approved combined-degrees program may be permitted nine years. A student desiring reinstatement must reapply to the dean. This procedure implies a re-evaluation of the student's total academic plan.

Any credit transferred to the school or taken in residence and submitted toward a master's degree is nullified seven years from the date when the course was completed. Similarly, credit submitted toward a doctoral degree is nullified eight years from the date when the course was completed.

Statistics and research prerequisites

Introduction to statistics and research courses are a prerequisite to entry. The courses STAT 414, 415, 509—as well as NRSG 429, described in the University CATALOG—fulfill the prerequisite requirement.

SCHOLASTIC STANDING**Grade Scale**

The graduate department in nursing uses the following percentages for determining grades:

95-100%	A
92-94%	A-
88-91%	B+
85-87%	B
82-84%	B-
79-81%	C+
76-78%	C
71-75%	C-
68-70%	D+
63-67%	D
Below 62%	F

PRACTICUM EXPERIENCES

Practicum experiences shall be individually structured to meet students' needs and program requirements. Practicum experiences are arranged by practicum faculty after consultation with advisers and appropriate agency personnel. Off-campus placement is formalized through written contract or letter of agreement. This process may take as long as six months. Students requesting practicum experiences at sites that will require additional costs—such as faculty travel, phone calls, or legal advice—are responsible for this expense.

COMPREHENSIVE EXAMINATION

A written comprehensive examination is required of all students. The student is expected to integrate, evaluate, and apply theories and concepts covered in graduate study. The examination must be taken after a substantial portion of the clinical work is completed and before enrolling for the last 8 units of the program.

THESIS AND DISSERTATION

The student's research and thesis or dissertation preparation are under the direction of the student's guidance committee. The student is urged to secure the committee's approval of the topic and research design as early as is feasible. Such approval must be secured before petition is made for advancement to candidacy. Thesis is optional for the M.S. degree.

Handbook

Instructions for the preparation and format of the thesis or dissertation are in the "Thesis and Dissertation Format Guide," available at the Faculty of Graduate Studies Office. Consultation with the Faculty of Graduate Studies office can help the student avoid formatting errors that would require him/her to edit large sections of manuscript. The last day for submitting the final approved copy is determined by the Faculty of Graduate Studies office. (See FGS policies.)

Binding

A fee will be assessed to cover the cost of binding copies of the thesis or dissertation to be deposited in the University library and in the appropriate department or school collection. This same fee will also apply to personal copies bound at the student's request.

GRADUATION REQUIREMENTS

A candidate for a degree shall have:

1. Completed all requirements for admission to the respective curriculum.
2. Completed honorably all requirements of the curriculum, including required course work, specified attendance, level of scholarship, and length of residence.
3. Given evidence of moral character, of due regard for Christian citizenship, and of consistent responsiveness to the established aims of the University and of the respective discipline.
4. Discharged financial obligations to the University.

It is the responsibility of the student to see that all requirements have been met.

A student who completes the requirements for a degree at the end of the Spring Quarter is expected to be present at the University's ceremony for conferring of degrees and the presenting of diplomas. Permission for the conferral of a degree in absentia is granted by the University upon recommendation of the dean of the school.

A student who completes the requirements for a degree at the end of the Summer, Autumn, or Winter quarter is invited, but not required, to participate in the subsequent conferring of degrees. Degrees are conferred at graduations only. See Section II of the Academic Policies.

The University reserves the right to prohibit participation in commencement exercises by a candidate who has not satisfactorily complied with all requirements.

Financial Information

The Office of the Dean is the final authority in all financial matters and is charged with the interpretation of all financial policies. Any exceptions to published policy in regard to reduction or reimbursement of tuition must be approved by the dean. Any statement by individual faculty members, program directors, or department chairs in regard to these matters is not binding on the school or the University unless approved by the dean.

Registration is not complete until tuition and fees for the required installment are paid; therefore, the student should be prepared to make these payments during scheduled registration for each academic year. There may be adjustments in tuition and fees as economic conditions warrant.

GENERAL FINANCIAL PRACTICES

Before the beginning of each school year, the student is expected to arrange for financial resources to cover all expenses. Previous accounts with other schools or with the University must have been settled.

SCHEDULE OF CHARGES 2008-2009

The charges that follow are subject to change without notice.

TUITION

Tuition charge—undergraduate nonclinical, special, certificate, and part-time students

\$520 Credit, per unit

260 Audit, per unit

Tuition charge—graduate

\$580 Credit, per unit

Applied music charges

varies School of Nursing tuition does not include applied music charges.

OTHER ACADEMIC CHARGES

(Application nonrefundable)

\$60 Testing fee (undergraduate only)

60 Regular

200 Deposit to hold place in class (undergraduate only)

Examinations

\$260 Undergraduate per unit credit (challenge, equivalency)

290 Graduate

50 Early examination

\$40 Application to change program or degree

Special fees

\$520 Per quarter for NRS 497 Advanced Clinical Experience

Finance

\$50 Tuition installment

50 Late payment

25 Returned check

Registration

\$50 Late-registration fee (after first day of class)

2 Per copy of regular student transcript

Miscellaneous expenses

\$2,000 Estimated annual expense for items such as textbooks, supplies, student uniforms, equipment, etc.

Licensing examinations

\$75 Application (subject to change)

32 Fingerprinting (required)

30 Interim permit to practice nursing before NCLEX-RN results. Testing fee is additional.

75 California Certification Examination (for NPs & CNS)

OTHER CHARGES

\$50 Laboratory make-up fee

ON- AND OFF-CAMPUS STUDENT HOUSING

Students may go to <<http://www.llu.edu/llu/housing>> for housing information and a housing application form.

NURSING AND GOVERNMENT LOANS

Loans are available both to undergraduate and graduate nursing students who are eligible to participate in government loan programs such as Stafford and Nursing Student Loan Program. Contact Financial Aid for details at 909/558-4509.

NURSING EDUCATION LOAN REPAYMENT PROGRAM

The Nursing Education Loan Repayment Program (NELRP) offers registered nurses substantial assistance (up to 85 percent) to repay educational loans in exchange for service in eligible facilities located in areas experiencing a shortage of nurses. For eligibility information for this program and for the list of eligible health care facilities, check <<http://bhpr.hrsa.gov/nursing/loanrepay.htm>>.

AWARDS HONORING EXCELLENCE

Awards for excellence in nursing, scholastic attainment, and leadership ability are made available to students whose performance and attitudes reflect well the ideals and purposes of the school. Selection of students is based on the recommendation of the faculty to the dean.

Chancellor's award

The Chancellor's Award, established in 1960, is presented annually in recognition of superior scholastic attainment and active participation in the student community, within the framework of Christian commitment. One recipient is selected from each school of the University.

Dean's award

The Dean's Award, established in 1971, is presented to an outstanding student in each program on the basis of the student's demonstrated commitment to academic excellence and to the objectives of the school.

Fineman award

The Allan Fineman Memorial Award, established in 1974, is presented by the Fineman family in honor of their father, who was a patient in the University Medical Center. This award is based on outstanding caring traits in rendering professional nursing service.

Professional leadership award

The Helen Emori King Professional Leadership Award is presented to a graduate student who demonstrates outstanding leadership ability in nursing.

RNBS award

The RNBS Award is presented to the senior registered nurse student who has demonstrated exceptional competence in scholarship and in the clinical practice of nursing.

SCHOLARSHIPS

The School of Nursing has a variety of scholarships that have been endowed by alumni and friends. Most of the scholarships are awarded on the basis of academic/clinical performance, financial need, and citizenship. The Office of the Dean can provide the student with more information about each scholarship, as well as with application forms.

Alumni Scholarship
 Catherine Christiansen Scholarship
 Charlie Jo Morgan Student Scholarship
 Class of 1966 Mentor Scholarship
 Dean's Nursing Scholarship
 Ellen Rickard Memorial Scholarship
 Emori Nursing Scholarship
 Halpenny Memorial Scholarship
 Harry M. Woodall Scholarship
 Hispanic Student Scholarship
 Isabelle Wilson Rees Scholarship

Karen J. Radke Doctoral Student Fellowship
Lucile Lewis Scholarship
Marjorie D. Jesse Scholarship
Maxwell/Martin Scholarship
Nelson Nursing Scholarship
Rosie Voss Worthy Nursing Scholarship
School of Nursing Scholarship
School of Nursing Undergraduate Scholarship
Webb Scholarship
Weingart Scholarship

ADDITIONAL REQUIREMENTS/POLICIES

For additional policies governing Loma Linda University students, see Section II of this CATALOG, as well as the University *Student Handbook*. Students are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation.

Nursing—SN

(A.S., B.S., M.S., PM certificate, Ph.D. in nursing)

MARILYN M. HERRMANN, Dean

DYNNETTE HART, Associate Dean, Undergraduate Nursing

ELIZABETH BOSSERT, Associate Dean, Academic Affairs and Graduate Nursing

PATRICIA S. JONES, Director, Office of International Nursing

FACULTY

Elva Abogado
 Danilyn Angeles
 Takiko Arakaki
 Jeanne Beckner
 Shayne Bigelow-Price
 Christina Bivona-Tellez
 Elizabeth A. Bossert
 Shirley Bristol
 Margaret A. Burns
 Cora A. Caballero
 Karen G. Carrigg
 Glenda Castillo-Yetter
 Vaneta M. Condon
 Sally Curnow
 Ellen D'Errico
 Jane Doetsch
 Sabine Dunbar
 Judy A. Earp
 Donna Edmundson
 Kari Firestone
 Patricia J. Foster
 Katty Joy French
 Eileen Fry-Bowers
 Marion Gamundoy
 Patricia L. Garvin
 Anne M. Gillespie
 Sharon Goodrich
 Nalo Hamilton
 Dynnette E. Hart
 Judith A. Hart
 Marilyn M. Herrmann
 Anabelle Mills Hills
 Marie Hodgkins
 Wendell Hom
 Kumiko Hongo
 Catherine K. Horinouchi
 Peggy Hutchins
 Kathie Ingram
 Bernadine L. Irwin
 Angela Jones
 Patricia S. Jones
 Lana S. Kanacki
 Lorna Kendrick
 Helen E. King
 Rutsuko Kinjo
 Nancy A. Kofoed
 Eunice Kondo
 Reiko Konno

Susan L. Krider
 Marian Llaguno
 Susan Lloyd
 L. Lucile Lewis
 Keri L. Medina
 Bonnie L. Meyer
 Eva J. Miller
 Frances P. Miller
 Deborah A. Monson
 Beverly Monti
 Christine Neish
 Jean Lousie Newbold
 Jan M. Nick
 Laura Nyirady
 Nancy Oakley
 Pauline Park
 Nancy Parmenter
 Judith Perrotte
 Judith M. Peters
 Anne Berit Petersen
 Floyd Petersen
 Patricia K. T. Pothier
 Sofia Puerto
 Patricia A. Radovich
 Edelweiss Ramal
 Karen Ripley
 Hannah Sandy
 Nancy L. Sarpy
 Marilyn Savedra
 Jeannine Sharkey
 Helen Staples-Evans
 Debra J. Stelmach
 Sylvia D. Stewart
 Cora (Penny) Stone
 Elizabeth Johnston Taylor
 Nancy Testerman
 Bonnie Thiel
 Patricia Townsend
 Lois H. Van Cleve
 Ruth S. Weber
 Deleise Wilson
 Betty Winslow
 Clarice W. Woodward
 Dolores J. Wright
 Joanna J. Yang
 Ann Ekroth Yukl
 Zelne Zamora
 Janice R. Zumwalt

UNDERGRADUATE DEPARTMENT

Undergraduate curricula

The sections that follow describe the undergraduate curricula offered by the School of Nursing (Bachelor of Science degree and the Associate in Science degree option) and list the courses each student must complete. Students are expected to operate under the general policies of the University and school and the specific policies of the degree program in which they are enrolled. The school reserves the right to update and modify the curriculum to keep current with trends in health care.

B.S. degree / A.S. degree option

The primary aim of the School of Nursing baccalaureate nursing program is to prepare competent practitioners who are committed to excellence in practice and to Christian principles. The faculty believe that baccalaureate education in nursing is the basis for professional practice. However, in response to both societal and students' needs, an Associate in Science (A.S.) degree option is provided for students after they have completed all nursing and general education content necessary to prepare for licensure as registered nurses in California.

The basic professional curriculum leading to a Bachelor of Science (B.S.) degree in nursing is consistent with the faculty belief that students should be broadly educated. The focus is on the synthesis of nursing knowledge and skills with knowledge and skills from the humanities and sciences. Preparation for practice includes experiences in primary, secondary, and tertiary health care with clients from various age and cultural groups and socioeconomic strata. The curriculum is based on the Neuman Systems Model, which addresses stressors to the client system.

Undergraduate curriculum sequence

The undergraduate curriculum begins with four quarters of preclinical work, which forms the general education and science base for nursing. These quarters may be completed at any accredited college or university. Following six quarters of clinical instruction, additional general education, and cognate courses at Loma Linda University School of Nursing, the student is eligible to receive the A.S. degree and is prepared to write the state board examination. After completion of another two quarters, the student is eligible to receive the B.S. degree and is prepared for professional nursing practice at the baccalaureate level. The clinical experience develops the student's technical and theoretical capabilities in a progressive manner and within the context of the nursing process: assessment, analysis, planning, implementing, evaluating. Most of the baccalaureate nursing major is in the upper division, where clinical experience is gained in a broad variety of settings. Integral components of upper-division courses are leadership concepts and skills, research, health promotion, and activities that foster collaboration in planning health care with the family and all members of the health care team.

UNDERGRADUATE COURSES

Nursing course credits are offered in quarter units under the following formula:

1. One hour of instruction in theory each week throughout a quarter equals one quarter unit.
2. Three hours of clinical practice each week throughout a quarter equals one quarter unit.

PRECOURSE PREPARATION FOR NURSING (OPTIONAL)

These courses—required for students in the PRN Program—prepare disadvantaged students to be successful in regular baccalaureate nursing classes. These courses do not count toward the nursing major.

NRSB 101	Critical Thinking and Learning Strategies for Nursing	(2)
NRSB 102	Science Principles Applied to Nursing	(2)
NRSB 103	Introduction to Math for Nursing	(1)
NRSB 104	Medical Terminology for Nursing	(2)
NRSB 105	Writing for Nursing	(3)
NRSB 106	Reading in Nursing	(2)

GRADUATION REQUIREMENTS

(UNDERGRADUATE DEPARTMENT IN NURSING)

BACHELOR OF SCIENCE DEGREE**193 quarter units****Scientific Inquiry and Analysis****40**

Natural Sciences

28

Anatomy and physiology, complete sequence	(8)
Introduction to organic chemistry and biochemistry	(8)
Medical microbiology with laboratory	(5)
Statistics	(4)
Epidemiology	(3)

Social Sciences

12

General psychology	(4)
Introduction to sociology or anthropology	(4)
Developmental psychology	(4)

Communication Skills**15**

English composition, complete sequence	(9)
Speech	(4)
Writing for health care professionals	(2)

Health and Well-Being**5**

Physical education, two physical activity courses, including two activity classes	(1)
Nutrition	(4)

Spiritual / Cultural**28**

RELIGION 4 units per year of attendance at a Seventh-day Adventist college, including: one of the following Theological Studies—RELT 406, 423, 436, or 437—selected from religion in the General Education courses listed in Section II Ethical Studies Relational (RELR) Studies	(10-16)
HUMANITIES Language (2-4) including at least two areas from General Education courses listed in Section II History, Literature, Art, Music	(12-18)

Elective**4****Nursing****101****TOTAL****193**

GRADUATION REQUIREMENTS

(UNDERGRADUATE DEPARTMENT IN NURSING)

ASSOCIATE IN SCIENCE DEGREE**141 quarter units****Scientific Inquiry and Analysis****33**

Natural Sciences

21

Anatomy and physiology, complete sequence	(8)
Introduction to organic chemistry and biochemistry	(8)
Medical microbiology with laboratory	(5)

Social Sciences**12**

General psychology	(4)
Introduction to sociology or anthropology	(4)
Developmental psychology	(4)

Communication Skills**15**

English composition, complete sequence	(9)
Speech	(4)
Writing	(2)

Health and Well-Being**5**

Physical education, two physical activity classes	(1)
Nutrition	(4)

Spiritual/Cultural**16**

RELIGION	
HUMANITIES	

NURSING**72****TOTAL****141****NURSING COURSES**

LOWER-DIVISION

SOPHOMORE YEAR

For admission to clinical nursing courses, all prerequisite courses must be successfully completed.

NRSG 214	Fundamentals of Professional Nursing	(8)
NRSG 216	Basic Nursing Skills and Health Assessment	(4)
*NRSG 217	Psychiatric Mental Health Nursing	(6)
NRSG 224	Nursing Pathophysiology	(4)
NRSG 225	LVN Bridge Course	(4)
NRSG 244	Skills for Academic Success	(1)
NRSG 299	Directed Study	(1-8)

*May be taken concurrently while at junior-level status.

UPPER DIVISION
JUNIOR YEAR
PREREQUISITE

For admission to junior-level nursing courses, the following courses must be successfully completed: NRSB 214, 216, 224.

NRSB 305	Nursing Pharmacology	(3)
NRSB 308	Nursing of the Adult and Aging Client	(8)
NRSB 309	Nursing of the Older Adult	(4)
NRSB 314	Nursing of the Childbearing Family	(6)
NRSB 315	Child-Health Nursing	(6)
NRSB 316	Health Promotion across the Lifespan	(4)
NRSB 317	Nursing of the Adult and Aging Family I	(8)
NRSB 337	Strategies for Professional Transition	(4)

SENIOR YEAR
PREREQUISITE

For admission to senior-level nursing courses, sophomore- and junior-year nursing courses must be successfully completed.

NRSB 407	Integration of Essential Concepts	(6)
NRSB 408	Nursing of the Adult and Aging Family II	(6)
NRSB 409	Home Health	(3)
NRSB 410	Professional Nursing Issues	(2)
NRSB 414	Nursing Management	(6)
NRSB 415	Community Mental Health Nursing	(4)
NRSB 416	Community Health Nursing	(8)
NRSB 417	Professional Nursing Practice Elective	(7)
NRSB 429	Clinical Nursing Research	(4)

B.S. DEGREE / A.S. DEGREE

PROGRAM OPTIONS

The School of Nursing offers a number of options, depending on the student's educational background.

However, students entering the School of Nursing must complete prerequisites at another institution before beginning the nursing courses.

PREREQUISITE UNITS

Intermediate algebra (or high school algebra II)	(4)
Introduction to organic chemistry and biochemistry	(8)
Anatomy and physiology, complete sequence	(8)
Introduction to physics (or high school physics)	(4)
Basic medical microbiology with laboratory	(5)
Sociology or Anthropology	(4)
English composition, complete sequence	(9)
General psychology	(4)

Speech	(4)
Physical education, two physical activity courses	
Humanities and Religion (including language)	(16)
Elective	(4)

STANDARD (GENERIC) B.S. DEGREE PROGRAM OPTION

Students must complete all prerequisite courses prior to starting clinical courses.

SOPHOMORE YEAR

Quarter 1

*NRSG 214	Fundamentals of Professional Nursing	(8)
*PSYC 226	Lifespan Development	(4)
*NRSG 216	Basic Nursing Skills/Health Assessment	(4)
	TOTAL	16

Quarter 2

*NRSG 217***	Psychiatric Mental Health Nursing I	(6)
*NRSG 309	Nursing of the Older Adult	(4)
*REL_4_**	Religion	(2)
*NRSG 224	Nursing Pathophysiology	(4)
	TOTAL	16

JUNIOR YEAR

Quarter 3

WRTG 324	Writing for Healthcare Professionals	(2)
*NRSG 308	Nursing of the Adult and Aging Client	(8)
*NRSG 305	Nursing Pharmacology	(3)
DTCS 311	Human and Clinical Nutrition for Nursing	(4)
	TOTAL	17

Quarter 4

*NRSG 316	Health Promotion across the Lifespan	(4)
*NRSG 317	Nursing of the Adult and Aging Family I	(8)
REL 4__**	Religion	(4)
	TOTAL	16

Quarter 5

*NRSG 314	Nursing of the Childbearing Family	(6)
*NRSG 315	Child Health Nursing	(6)
STAT 414, 415	Statistics	(4)
	TOTAL	16

SENIOR YEAR

Quarter 6

*NRS 408	Nursing of the Adult and Aging Family II	(6)
*NRS 409	Home Health Nursing	(3)
*NRS 410	Professional Nursing Issues	(2)
REL 4__**	Religion	(3)
EPDM 414	Introduction to Epidemiology	(3)
	TOTAL	17

Eligible to write state board**Quarter 7**

NRS 416	Community Health/Public Health Nursing	(8)
NRS 415	Community Mental Health Nursing	(4)
NRS 429***	Clinical Nursing Research	(4)
	TOTAL	17

Quarter 8

NRS 417	Professional Nursing-Practice Elective	(7)
NRS 414	Nursing Management	(6)
REL 4__**	Religion	(3)
	TOTAL	16

NOTE: Advancement to each succeeding level is dependent upon successful completion of all class work shown for the preceding level—except for 217, which may be taken concurrently with 317 while at junior status.

* Courses must be completed for the A.S. degree.

** Course selection must include one ethical (RELE), one relational (RELR), and one theological from (RELT) 406, 423, 436, 437 from School of Religion courses.

*** May be taken concurrently with junior-level courses.

ADDITIONAL PROGRAM OPTIONS**ACCELERATED B.S. DEGREE PROGRAM**

[FOR GENERIC STUDENT WITH NO NURSING DEGREE OR LICENSE]

A student who has completed all humanity, social science, and statistics courses with an overall G.P.A. of 3.0 and who has received no provisional grades may accelerate by joining the B.S./B.A. degree track. Any student in this track who receives a grade of B- or below will be returned to the regular schedule (the standard Bachelor of Science degree program) at the beginning of the next quarter.

INTENSIVE B.S. DEGREE PROGRAM

[FOR STUDENT ENTERING WITH NON-NURSING BACHELOR'S DEGREE]

Students who have completed a B.S. or B.A. degree with a minimum of a 3.0 G.P.A. in a field other than nursing, have two options. One option leads to a baccalaureate degree in nursing; the other option permits the student to go directly to the M.S. degree upon completion of A.S. degree requirements and prerequisite course Transitional RN to M.S. track. Applicants to either of these tracks should expect to carry very intensive academic loads. Because of this, students in these tracks must maintain a 3.0 G.P.A. each quarter. Any student in this track who receives a grade of B- or below will be returned to the regular schedule (the standard Bachelor of Science degree program) at the beginning of the next quarter.

PREREQUISITE

In addition to prerequisites for admission to the generic baccalaureate program, applicants will need the following:

Bachelor's degree with a 3.0 G.P.A.

Developmental psychology

Statistics

Research

If these courses have not been taken, the time needed to complete the program may be extended.

B.S. DEGREE PROGRAM**Quarter 1**

NRSG 214	Fundamentals of Professional Nursing	(8)
NRSG 216	Basic Nursing Skills and Health Assessment	(4)
NRSG 224	Nursing Pathophysiology	(4)
*REL_ ____		(2)
	TOTAL	18

Quarter 2

NRSG 305	Nursing Pharmacology	(3)
NRSG 308	Nursing of the Adult and Aging Client	(8)
NRSG 309	Nursing of the Older Adult	(4)
WRIT 324	Writing for Health Care Professionals	(2)
	TOTAL	17

Quarter 3

**NRSG 217	Psychiatric Mental Health Nursing	(6)
NRSG 317	Nursing of the Adult and Aging Family	(8)
DTCS 311	Human and Clinical Nutrition for Nursing	(4)
	TOTAL	18

Quarter 4

NRSG 314	Nursing of the Childbearing Family	(6)
NRSG 315	Child Health Nursing	(6)
NRSG 316	Health Promotion across the Life Span	(4)
	TOTAL	16

Quarter 5

NRSG 408	Nursing of the Adult and Aging Family	(6)
NRSG 409	Home Health Nursing	(3)
NRSG 410	Professional Nursing Issues I	(2)
EPDM 414	Introduction to Epidemiology	(3)
*REL ____	Religion	(4)
	TOTAL	18

Quarter 6

NRSG 416	Community Health Nursing (and graduate work)	(8)
NRSG 415	Psychiatric Mental Health Nursing	(4)
**NRSG 429	Clinical Nursing Research	(4)
	TOTAL	16

Quarter 7

NRSG 414	Nursing Management	(6)
NRSG 417	Professional Nursing Practice Elective	(7)
REL ____	Religion	(4)
	TOTAL	17

* Course selection must include one ethical (RELE), one relational (RELR), and one theological from RELT 406, 423, 436, 437 from School of Religion courses.

** May be taken concurrently with junior-level course.

B.S. DEGREE OR 45-UNIT RN LICENSURE OPTION

(FOR THE LICENSED VOCATIONAL NURSE [LVN])

The school offers two options to the LVN: a baccalaureate degree or the 45-unit RN option.

The B.S. degree option

This option will lead to a Bachelor of Science (B.S.) degree in nursing.

PREREQUISITE

All prerequisite courses listed for the standard baccalaureate program student

Overall G.P.A. of 3.0

Developmental psychology

An LVN license (skills will need to be validated)

ACADEMIC PLAN**Quarter 1**

NRSG 217	Psychiatric Mental Health Nursing	(6)
NRSG 224	Nursing Pathophysiology	(4)
**NRSG 225	LVN Bridge Course	(4)
*REL_ ____		(2)
	TOTAL	16

Quarter 2

NRSG 305	Nursing Pharmacology	(3)
#NRSG 308	Nursing of the Adult and Aging Client	(8)
DTCS 311	Human and Clinical Nutrition for Nursing	(4)
WRIT 324	Writing for the Healthcare Professional	(2)
	TOTAL	17

Quarter 3

NRSG 316	Health Promotion across the Lifespan	(4)
NRSG 317	Nursing of the Adult and Aging Family I	(8)
*REL_ ____		(4)
	TOTAL	16

Quarter 4

NRSG 314	Nursing of the Childbearing Family	(6)
NRSG 315	Child Health Nursing	(6)
STAT 414	Introduction to Biostatistics	(4)
STAT 415	Computer Applications in Biostatistics	(1)
	TOTAL	17

Quarter 5

NRSG 408	Nursing of the Adult and Aging Family II	(6)
NRSG 409	Home Health	(3)
NRSG 410	Professional Nursing Issues	(2)
EPDM 414	Introduction to Epidemiology	(3)
*REL_ ____		(3)
	TOTAL	17

Quarter 6

NRSG 415	Community Mental Health Nursing	(4)
NRSG 416	Community Health Nursing	(8)
NRSG 429	Clinical Nursing Research	(4)
	TOTAL	16

Quarter 7

NRSG 414	Nursing Management	(6)
NRSG 417	Professional Nursing Practice-Elective	(7)
REL_ ____		(3)
	TOTAL	16

* Religion units must include RELT, ethics, and one of the following: RELF 406, 423, 436, or 437.

** Upon successful completion of this course, students are credited with NRSG 214 (8 units), NRSG 216 (2 units), and NRSG 309 (2 units).

With appropriate experience, this course may be challenged. The examination covers both theory and a demonstration of clinical skills in an acute-care setting.

THE 45-UNIT RN-LICENSURE OPTION

The 45-unit option is open to all LVNs who seek only the RN license. Since the LVN choosing this option will not meet the requirements for the Associate in Science degree as outlined by the school, no degree or certificate will be issued; no graduation exercise will be included; nor will the student be eligible to wear the school pin, cap, or other insignia. In addition, an RN license obtained through this option is valid only in California and is not transferable to other states.

PREREQUISITE

High school diploma

Current LVN license in California (skills will need to be validated)

Completion of physiology and microbiology with a grade of C or better

G.P.A. of at least 2.0

ACADEMIC PLAN**Required courses****(28 units)**

NRSG 217	Psychiatric Mental Health Nursing I	(6)
#NRSG 308	Nursing of the Adult and Aging Client	(8)
+NRSG 225	LVN Bridge Course	(4)
NRSG 317	Nursing of the Adult and Aging Family I	(8)
NRSG 410	Professional Issues	(2)

Optional courses**(to complete 45 units)**

NRSG 314	Nursing of the Childbearing Family	(6)
NRSG 315	Child Health Nursing	(6)
NRSG 316	Health Promotion across the Lifespan	(4)
NRSG 318	Nursing of the Adult and Aging Family II	(6)
NRSG 319	Home Health	(3)

+Upon completion of this course, students are credited with NRSG 214 (8 units), NRSG 216 (2 units), and NRSG 309 (2 units).

#This course may be challenged.

NOTE: The student in this 45-unit RN option must maintain a G.P.A. of at least 2.0 and earn a grade of at least a "C" in each course throughout enrollment at LLU.

B.S. DEGREE PROGRAM FOR THE RETURNING RN**B.S. degree program**

The returning RN may complete a baccalaureate degree in four quarters of full-time course work. Part-time schooling is also possible.

PREREQUISITE

Current RN license

A.S. degree or diploma in nursing

Anatomy and physiology, complete sequence

Introduction to chemistry with laboratory, one quarter/semester

Science elective units, minimum of 8 units including chemistry

Microbiology with laboratory

General psychology

English composition, complete sequence

Developmental psychology

Sociology or anthropology

Physical education, two physical activity courses

Speech

Humanities and/or Religion, 20 units

Elective(s)

RN license includes nutrition content equal unit to DTCS 311

ACADEMIC PLAN

NRSG 337	Strategies for Professional Transition	(4)
NRSG 407	Integration of Essential Concepts	(6)
#NRSG 414	Nursing Management	(6)
NRSG 415	Community Mental Health Nursing	(4)
NRSG 416	Community Health Nursing	(8)
NRSG 417^	Professional Nursing Practice Elective	(7)
NRSG 429	Clinical Nursing Research	(4)

STAT 414 and STAT 415	Introduction to Biostatistics I Computer Applications in Biostatistics	(3) (1)
EPDM 414	Introduction to Epidemiology	(3)
*REL_ ____		(8)
WRIT	Writing for Health Professionals	(2)

* Religion units must include RELR, ethics, and one of the following: RELF 406, 423, 436, or 437.

With appropriate experience, this course may be challenged.

^ For the experienced nurse (three years) who wishes to go directly into the Master's degree program, 7 units of the graduate nursing course work may be substituted for NRSG 417.

Students who have attended an SDA college/university for their A.S. degree are required to take 16 units of religion and 12 units of humanities.

TRANSITIONAL RN TO M.S. DEGREE

This entry point is designed for the RN practicing in California who has a B.S. or B.A. degree in a field of study other than nursing. This option will give the necessary foundation in upper-division nursing while allowing the student to move into the master's degree program of study as quickly as possible, dependent on prior course work and full or part-time study.

Note: The student will **not** earn a B.S. degree in nursing by this method of study.

Entrance requirements

Minimum of one year of experience as an RN with direct patient care or the equivalent

Grade-point average: Minimum cumulative G.P.A. of 3.0 is required on all college course work

Current California RN license

Current experience as an RN

Prerequisite courses (may be taken at another college/university)	Loma Linda University equivalent
Statistics with computer application	STAT 414 Introduction to Biostatistics and STAT 415 Computer Applications in Biostatistics)
Introduction to research methods	NRSG 419 Clinical Nursing Research
Epidemiology	EPDM 414 Introduction to Epidemiology

Required undergraduate nursing courses

NRSG 416	Community Health Nursing	(8)
NRSG 337	Transition to Professional Nursing	(4)
+NRSG 414	Clinical Management	(2-6)
	Religion	(2)

* These courses may be taken at Loma Linda University.

+ If the RN has previous experience or course work in clinical management, this may be evaluated and a directed study course, NRSG 499 Directed Study in Clinical Management, may be taken instead of NRSG 414.

GRADUATE DEPARTMENT

Overview

The sections that follow describe the master's and doctoral degrees offered by the School of Nursing, and list the courses for each. In graduate education, the student has opportunity for the intense pursuit of knowledge in a chosen field of interest. Programs of study focus on attainment of knowledge and development of advanced intellectual, clinical, leadership, and investigative skills. School of Nursing students are expected to operate under the general policies of the University and school and the specific policies of the degree or certificate option in which they are enrolled. The school reserves the right to update and modify the curriculum to keep current with trends in health care.

NURSING—M.S.

The School of Nursing at Loma Linda University offers a Master of Science degree with preparation for advanced nursing practice, nursing education, or nursing administration. One dual-degree option is offered, combining the Master of Science degree in nursing (clinical nurse specialist focus) with a Master of Arts (M.A.) degree in clinical bioethics (M.A.).

PREREQUISITE COURSES**UNITS**

Introduction to statistics (descriptive and beginning inferential)	(3)
Introduction to research methods	(2)

(These courses often have been taken as a part of the baccalaureate undergraduate curriculum for nursing.)

Application and class scheduling

Ideally the sequence for the M.S. degree begins in the Autumn Quarter but may begin any term during the year. For doctoral students, it is best to begin the program Fall Quarter. Applications may be submitted throughout the year. Up to 12 units may be taken with the consent of the instructor as a nondegree student while the application submission and review are in progress. Students may complete the program on a full-time or part-time basis. Core nursing courses are scheduled to accommodate working nurses.

Curriculum change

To maintain quality education, the curriculum is subject to change without prior notice. Students in continuous attendance will meet graduation requirements of the CATALOG under which they enter the School of Nursing.

General requirements

For information about requirements and practices to which all graduate students are subject, the student should consult Section II and the School of Nursing general information in Section III of this CATALOG.

MASTER'S DEGREE AND POST-MASTER'S CERTIFICATE OPTIONS AVAILABLE

- Adult nurse practitioner, M.S. degree and post-M.S. certificate
- Family nurse practitioner M.S. degree and post-M.S. certificate
- Pediatric nurse practitioner M.S. degree and post-M.S. certificate
- Neonatal nurse practitioner M.S. degree and post-M.S. certificate
- Clinical nurse specialist: Adult and aging family M.S. degree and post-M.S. certificate
- Clinical nurse specialist: Growing family M.S. degree and post-M.S. certificate
- Nurse educator: Adult and aging family
- Nurse educator: Growing family
- Clinical nurse specialist and bioethical and clinical ethics (dual M.S./M.A. degrees)
- Nursing administration

NOTE: * Indicates a course that is offered alternate years.

** Indicates a clinical option that is offered every other year **or** when the student pool is sufficient.

ADULT NURSE PRACTITIONER (M.S.)****(67 UNITS)**

The Adult Nurse Practitioner clinical option prepares the nurse to exercise independent judgment in assessment, supervision, and management of the primary health care needs of adults, in consultation and collaboration with primary-care physicians. The curriculum prepares the student to be certified by the state of California and the American Nurses Certification Corporation as a nurse practitioner.

Core courses

NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Practice Role Development	(2)
NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 547	Management: Principles and Practices	(3)
NRSG 680	Intermediate Statistics	(3)

NRSG 684	Research Methods	(4)
RELE 524	Christian Bioethics	(3)
RELE 534	Acceptable alternate courses: Ethical Issues in Public Health	(3)
RELE 548	Christian Social Ethics	(3)

Concentration courses

NRSG 544	Teaching and Learning Theory	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)
*NRSG 624	The Adult and Aging Family I	(2)
PHSL 533	Advanced Physiology and Pathophysiology	(4)

Clinical courses

NRSG 561	Adult Primary Health Care I	(4)
NRSG 562	Adult Primary Health Care II	(6)
NRSG 563	Adult Primary Health Care III	(6)
NRSG 564	Adult Primary Health Care IV	(7)
NRSG 565	Adult Primary Health Care V	(6)
NRSG 651	Advanced Physical Assessment	(3)

Thesis option

NRSG 697	Research	(3)
NRSG 698	Thesis	(2)

ADULT NURSE PRACTITIONER—POST-MASTER'S CERTIFICATE**(39-41 UNITS)**

The Adult Nurse Practitioner post-master's certificate track is designed to prepare the nurse with a master's degree in a clinical area of nursing to become certified by the Board of Registered Nursing as a nurse practitioner in the state of California and by the American Nurses Certification Corporation.

PREREQUISITE

Graduate-level pathophysiology course
Advanced physical assessment

Core and concentration courses

NRSG 517 or NRSG 624	Theoretical Foundations for Advanced Practice The Adult and Aging Family I	(4) (2)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)
RELE 524	Christian Bioethics	(3)
RELE 534	Acceptable alternate courses: Ethical Issues in Public Health	(3)
RELE 548	Christian Social Ethics	(3)

Clinical courses

NRSG 561	Adult Primary Health Care I	(4)
NRSG 562	Adult Primary Health Care II	(6)
NRSG 563	Adult Primary Health Care III	(6)
NRSG 564	Adult Primary Health Care IV	(7)
NRSG 565	Adult Primary Health Care V	(6)

FAMILY NURSE PRACTITIONER (M.S.)**(68 UNITS)**

The Family Nurse Practitioner clinical option prepares the nurse to exercise independent judgment in assessment, supervision, and management of the primary health care needs of family members from newborn through elders, in consultation and collaboration with family practice physicians. The curriculum prepares the student to be certified by the state of California and the American Nurses Certification Corporation as a nurse practitioner.

Core courses

NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Practice Role Development	(2)
NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 547	Management: Principles and Practices	(3)
NRSG 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
RELE 524	Christian Bioethics	(3)
RELE 534	Acceptable alternate courses:	(3)
RELE 548	Ethical Issues in Public Health	(3)
	Christian Social Ethics	(3)

Concentration courses

NRSG 544	Teaching and Learning Theory	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)
PHSL 533	Advanced Physiology and Pathophysiology	(4)

Clinical courses

NRSG 651	Advanced Physical Assessment	(3)
NRSG 652	Family Primary Health Care I	(5)
NRSG 653	Family Primary Health Care II	(6)
NRSG 654	Family Primary Health Care III	(7)
NRSG 655	Family Primary Health Care IV	(7)
NRSG 656	Family Primary Health Care V	(7)

Thesis option

NRSG 697	Research	(3)
NRSG 698	Thesis	(2)

FAMILY NURSE PRACTITIONER—POST-MASTER'S CERTIFICATE**(44 UNITS)**

The Family Nurse Practitioner post-master's certificate track is designed to prepare the nurse with a master's degree in a clinical area of nursing to become certified by the Board of Registered Nursing as a nurse practitioner in the state of California and by the American Nurses Certification Corporation.

PREREQUISITE

Graduate-level pathophysiology course

Advanced physical assessment

Core and concentration courses

NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)
RELE 524	Christian Bioethics	(3)
RELE 534	Acceptable alternate courses: Ethical Issues in Public Health	(3)
RELE 548	Christian Social Ethics	(3)

Clinical courses

NRSG 652	Family Primary Health Care I	(5)
NRSG 653	Family Primary Health Care II	(6)
NRSG 654	Family Primary Health Care III	(7)
NRSG 655	Family Primary Health Care IV	(7)
NRSG 656	Family Primary Health Care V	(7)

PEDIATRIC NURSE PRACTITIONER (M.S.)**(67 UNITS)**

The Pediatric Nurse Practitioner clinical option prepares the nurse to exercise independent judgment in assessment, supervision, and management of primary health care needs of children from birth through adolescence in consultation and collaboration with physicians. The curriculum prepares the student to be certified by the state of California, the American Nurses Certification Corporation, and by the Pediatric Nursing Certification Board as a nurse practitioner.

Core courses

NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Practice Role Development	(2)
NRSG 547	Management: Principles and Practices	(3)
NRSG 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
RELE 524	Christian Bioethics	(3)
RELE 534	Acceptable alternate courses: Ethical Issues in Public Health	(3)
RELE 548	Christian Social Ethics	(3)

Concentration courses

NRSG 544	Teaching and Learning Theory	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)
**NRSG 645	Growing Family I	(2)
PHSL 533	Advanced Physiology and Pathophysiology	(4)

Clinical courses

*NRSG 551	Pediatric Primary Health Care I	(4)
*NRSG 552	Pediatric Primary Health Care II	(6)
*NRSG 553	Pediatric Primary Health Care III	(7)
*NRSG 554, *554A	Pediatric Primary Health Care IV	(7)
*NRSG 557, *554B	Pediatric Primary Health Care V	(5)
NRSG 651	Advanced Physical Assessment	(3)

Thesis option

NRSG 697	Research	(3)
NRSG 698	Thesis	(2)

**PEDIATRIC NURSE PRACTITIONER—
POST-MASTER'S CERTIFICATE****(39-41 UNITS)**

The Pediatric Nurse Practitioner post-master's certificate track is designed to prepare the nurse with a master's degree in a clinical area of nursing to be certified as a nurse practitioner by the Board of Registered Nursing in the state of California, by the American Nurses Certification Corporation, and by the Pediatric Nursing Certification Board.

PREREQUISITE

Graduate-level pathophysiology
Advanced physical assessment

Core and concentration courses

NRSG 517 or *NRSG 645	Theoretical Foundations for Advanced Practice Growing Family I	(4) (2)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)
RELE 524	Christian Bioethics	(3)
RELE 534 RELE 548	Acceptable alternate courses: Ethical Issues in Public Health Christian Social Ethics	(3) (3)

Clinical courses

*NRSG 551	Pediatric Primary Health Care I	(4)
*NRSG 552	Pediatric Primary Health Care II	(6)
*NRSG 553	Pediatric Primary Health Care III	(7)
*NRSG 554	Pediatric Primary Health Care IV	(7)
*NRSG 557	Pediatric Primary Health Care V	(5)

NEONATAL NURSE PRACTITIONER (M.S.)**(71 UNITS)****

(NOT OPEN TO ADMISSIONS)

The Neonatal Nurse Practitioner clinical option specializes in the theory and practice of neonatal intensive-care patient management. The curriculum prepares the nurse to exercise independent judgment in assessment, supervision, and management of sick newborns—with consultation and collaboration of neonatologists. The curriculum prepares the graduate to be certified as a nurse practitioner by the state of California and as a Neonatal Nurse Practitioner by the National Certification Corporation.

Core courses

NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Practice Role Development	(2)
NRSG 547	Management: Principles and Practices	(3)
NRSG 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
RELE 524	Christian Bioethics	(3)
RELE 534	Acceptable alternate courses:	(3)
RELE 548	Ethical Issues in Public Health	(3)
	Christian Social Ethics	(3)

Concentration courses

NRSG 544	Teaching and Learning Theory	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 560	Neonatal Pharmacology	(2)
PHSL 533	Advanced Physiology and Pathophysiology	(4)

Clinical courses

*NRSG 619	Neonatal Nurse Practitioner I: Physical Assessment	(3)
*NRSG 620	Neonatal Nurse Practitioner II	(5)
*NRSG 621	Neonatal Nurse Practitioner III	(8)
*NRSG 622	Neonatal Nurse Practitioner IV	(9)
*NRSG 623	Neonatal Nurse Practitioner Critical Care V: Practicum	(13)

Thesis option

NRSG 697	Research	(3)
NRSG 698	Thesis	(2)

**NEONATAL NURSE PRACTITIONER—
POST-MASTER'S CERTIFICATE****(43 UNITS)**

(NOT OPEN TO ADMISSIONS)

The Neonatal Nurse Practitioner post-master's certificate track is designed to prepare the nurse with a master's degree in parent/child nursing (or equivalent to Loma Linda University School of Nursing's clinical major in Growing Family) to become certified as a nurse practitioner by the state of California and as a Neonatal Nurse Practitioner by the National Certification Corporations.

PREREQUISITE

Graduate-level pathophysiology and pharmacology

Core and concentration courses

RELE 524	Christian Bioethics	(3)
RELE 534	Ethical Issues in Public Health	(3)
RELE 548	Christian Social Ethics	(3)

Clinical courses

NRSG 560	Neonatal Pharmacology	(2)
**NRSG 619	Neonatal Critical Care I: Physical Assessment	(3)
**NRSG 620	Neonatal Critical Care II	(5)
**NRSG 621	Neonatal Critical Care III	(8)
**NRSG 622	Neonatal Critical Care IV: Practicum	(9)
**NRSG 623	Neonatal Critical Care V: Practicum	(13)

CLINICAL NURSE SPECIALIST: ADULT AND AGING FAMILY (M.S.)**(59 UNITS)**

The Clinical Nurse Specialist: Adult and Aging Family clinical option prepares students for leadership roles as clinical nurse specialists. Clinical and theoretical content focuses on adult and aging clients and families. The curriculum offers opportunity for students to choose an emphasis providing advanced nursing care to families experiencing health care needs. The curriculum include 500 hours of clinical practicum in preparation for certification by the American Nurses Certification Corporation as a clinical nurse specialist in either medical-surgical nursing or gerontological nursing after completing the required practice hours.

Core courses

NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Practice Role Development	(2)
NRSG 547	Management: Principles and Practices	(3)
NRSG 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
RELE 524	Christian Bioethics	(3)

Concentration courses

NRSG 544	Teaching and Learning Theory	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)
PHSL 533	Physiology I	(4)

Take one of the following courses:

NRSG 545	Teaching Practicum	(3)
NRSG 546	Curriculum Development in Higher Education	(3)
PHSL 534	Advanced Physiology and Pathophysiology II	(3)

Clinical courses

*NRSRG 624	The Adult and Aging Family I	(4)
*NRSRG 626	The Adult and Aging Family II	(3)
*NRSRG 628	Clinical Practicum: Adult and Aging Family	(12)
NRSRG 651	Advanced Physical Assessment	(3)

Thesis option

NRSRG 697	Research	(3)
NRSRG 698	Thesis	(2)

**CLINICAL NURSE SPECIALIST: ADULT AND AGING FAMILY—
POST MASTER'S CERTIFICATE****(36 UNITS)****PREREQUISITE**

Graduate-level pathophysiology
Advanced physical assessment

Core and concentration courses

NRSRG 516	Advanced Practice Role Development	(2)
NRSRG 517	Theoretical Foundations for Advanced Practice	(4)
NRSRG 555	Pharmacology in Advanced Practice I	(3)
NRSRG 556	Pharmacology in Advanced Practice II	(2)
RELE 524	Christian Bioethics	(3)
RELE 534 RELE 548	Acceptable alternate courses: Ethical Issues in Public Health Christian Social Ethics	(3)

Clinical courses

NRSRG 624	Adult and Aging Family I	(4)
NRSRG 626	Adult and Aging Family II	(3)
NRSRG 628	Clinical Practicum: Adult and Aging Family	(1)

CLINICAL NURSE SPECIALIST: GROWING FAMILY (M.S.)**(59 UNITS)**

The Clinical Nurse Specialist: Growing Family concentration area prepares students for a leadership role as a clinical nurse specialist. The curriculum offers opportunity for the student to choose an emphasis providing advanced nursing care to families in the early phase of childbearing or in care of children. The curriculum includes 500 hours of clinical practicum in preparation for certification by the American Nurses Certification Corporation as a clinical nurse specialist in child and adolescent health care or in maternal and child health.

Core courses

NRSRG 517	Theoretical Foundations for Advanced Practice	(4)
NRSRG 515	Health Policy: Issues and Process	(2)
NRSRG 516	Advanced Practice Role Development	(2)
NRSRG 547	Management: Principles and Practices	(3)
NRSRG 680	Intermediate Statistics	(3)

NRSG 684	Research Methods	(4)
RELE 524	Christian Bioethics	(3)
RELE 534	Acceptable alternate courses: Ethical Issues in Public Health	(3)
RELE 548	Christian Social Ethics	(3)

Concentration courses

NRSG 544	Teaching and Learning Theory	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)
PHSL 533	Advanced Physiology and Pathophysiology	(4)

Take one of the following courses:

NRSG 545	Teaching Practicum	(3)
**NRSG 546	Curriculum Development in Higher Education	(3)
PHSL 534	Advanced Physiology and Pathophysiology II	(3)

Thesis option

NRSG 697	Research	(3)
NRSG 698	Thesis	(2)

Clinical courses

*NRSG 617	Clinical Practicum: Growing Family	(13)
*NRSG 645	Growing Family I	(4)
*NRSG 646	Growing Family II	(3)
NRSG 651	Advanced Physical Assessment	(3)

**CLINICAL NURSE SPECIALIST: GROWING FAMILY—
POST-MASTER'S CERTIFICATE****(36 UNITS)****PREREQUISITE**

Graduate-level pathophysiology
Advanced physical assessment

Core and concentration courses

NRSG 516	Advanced Practice Role Development	(2)
NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)
RELE 524	Christian Bioethics	(3)
RELE 534	Acceptable alternate courses: Ethical Issues in Public Health	(3)
RELE 548	Christian Social Ethics	(3)

Clinical courses

NRSG 645	Growing Family I	(4)
NRSG 646	Growing Family II	(3)
NRSG 617	Growing Family Practicum	(15)

NURSING ADMINISTRATION (M.S.)**(52 UNITS)**

The Nursing Administration option prepares nurses for leadership in a variety of organizational settings. The M.S. degree curriculum draws from the practice of nursing, management, and related fields; and includes administration, research, and clinical components.

Core courses

NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Practice Role Development	(2)
NRSG 547	Management: Principles and Practices	(3)
NRSG 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
RELE 524	Christian Bioethics	(3)
RELE 534 RELE 548	Acceptable alternate courses: Ethical Issues in Public Health Christian Social Ethics	(3) (3)

Concentration courses

HADM 528	Organizational Behavior in Health Care	(3)
HADM 534	Legal and Regulatory Issues in Health Care	(3)
HADM 542	Managerial Accounting for Health Care Organizations	(3)
HADM 605	Health Care Quality Management	(3)

Take *three* of the following courses:

HADM 514	Health Care Economics	(3)
HADM 559	Health Care Marketing	(3)
HADM 564	Health Care Financing	(3)
HADM 574	Management of Human Resources	(3)
HADM 575	Health Care Information Systems	(3)
HADM 604	Health Care Systems Strategic Planning	(3)

Clinical courses

**NRSG 548	Nursing Administration Practicum	(1-8)
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Take *one* of the following courses:

*NRSG 624	Adult and Aging Family I	(2)
*NRSG 625	Adult and Aging Family II	(2)
*NRSG 645	Growing Family I	(2)
*NRSG 646	Growing Family II	(2)

Thesis option

NRSG 697	Research	(3)
NRSG 698	Thesis	(2)

NURSE EDUCATOR CONCENTRATION AREA (M.S.)**(53-54 UNITS)**

The Nurse Educator option prepares faculty for educational programs in nursing. The student will select either the Adult and Aging Family or the Growing Family as a focus area for clinical work. Additional course work includes education courses, research, and other core courses. The curriculum prepares the graduate to take the NLN Certified Nurse Educator Examination.

NURSE EDUCATOR: GROWING FAMILY**(54-55 UNITS)****Core courses**

NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Practice Role Development	(2)
NRSG 547	Management: Principles and Practice	(3)
NRSG 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
RELE 524	Christian Bioethics	(3)
RELE 534	Acceptable alternate courses:	(3)
RELE 548	Ethical Issues in Public Health	(3)
	Christian Social Ethics	(3)

Concentration courses

AHCJ 506	Educational Evaluation and Clinical Assessment	(3)
NRSG 544	Teaching and Learning Theory	(3)
NRSG 545	Teaching Practicum	(3)
**NRSG 546	Curriculum Development in Higher Education	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
PHSL 533	Advanced Physiology and Pathophysiology	(4)

Take one of the following courses:

NRSG 556	Pharmacology in Advanced Practice II	(2)
PHSL 534	Advanced Physiology and Pathophysiology II	(3)

Clinical courses

*NRSG 617	Clinical Practicum: Growing Family	(3)
*NRSG 645	Growing Family I	(3)
*NRSG 646	Growing Family II	(3)
NRSG 651	Advanced Physical Assessment	(3)

Thesis option

NRSG 697	Research	(3)
NRSG 698	Thesis	(2)

NURSE EDUCATOR: ADULT AND AGING FAMILY**(54-55 UNITS)****Core courses**

NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Practice Role Development	(2)
NRSG 547	Management: Principles and Practices	(3)
NRSG 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
RELE 524	Christian Bioethics	(3)
RELE 534	Acceptable alternate courses: Ethical Issues in Public Health	(3)
RELE 548	Christian Social Ethics	(3)

Concentration courses

NRSG 544	Teaching and Learning Theory	(3)
NRSG 545	Teaching Practicum	(3)
**NRSG 546	Curriculum Development in Higher Education	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
AHCJ 506	Educational Evaluation and Clinical Assessment	(3)
PHSL 533	Advanced Physiology and Pathophysiology	(4)

Take one of the following courses

NRSG 556	Pharmacology in Advanced Practice II	(2)
PHSL 534	Advanced Physiology and Pathophysiology II	(3)

Clinical courses

*NRSG 624	The Adult and Aging Family I	(3)
*NRSG 626	The Adult and Aging Family II	(3)
*NRSG 628	Clinical Practicum: Adult and Aging Family	(3)
NRSG 651	Advanced Physical Assessment	(3)

Thesis option

NRSG 697	Research	(3)
NRSG 698	Thesis	(2)

DUAL DEGREE: M.S. / M.A.**(81 UNITS)****MASTER OF SCIENCE DEGREE AS CLINICAL NURSE SPECIALIST*****MASTER OF ARTS DEGREE IN CLINICAL ETHICS**

*Either the Growing Family or the Adult and Aging Family area may be selected.

Core courses

NRSG 517	Theoretical Foundations for Advanced Practice	(4)
NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Practice Role Development	(2)

NRSG 547	Management: Principles and Practice	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
PHSL 556	Pharmacology in Advanced Practice II	(2)
PHSL 533	Advanced Physiology and Pathophysiology	(4)
NRSG 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
NRSG 651	Advanced Physical Assessment	(3)

ADVANCED PRACTICE NURSING**58****ADULT AND AGING FAMILY; or GROWING FAMILY**

*NRSG 624	Adult and Aging Family I	(4)
*NRSG 626	Adult and Aging Family II	(3)
*NRSG 628 or NRSG 645	Clinical Practicum: Adult and Aging Growing Family I	(9) (4)
*NRSG 646	Growing Family II	(3)
*NRSG 617	Clinical Practicum: Growing Family	(9)
	Electives from biomedical and clinical ethics	(12)
	Clinical hours from nursing =390	

CLINICAL ETHICS

RELR 504	Research Methods	(4)
RELE 554	Clinical Ethics Practicum I	(4)
RELE 555	Clinical Ethics Practicum II	(4)
RELE 577	Theological Ethics	(4)
RELE 588	Philosophical Ethics	(4)
RELE 589	Biblical Ethics	(4)
RELE 524	Christian Bioethics	(4)
RELE 527	Crisis Counseling	(3)
RELE 548	Christian Social Ethics	(4)
	Electives applied from Nursing	(13)
	Clinical hours from ethics = 120	—

TOTAL**48**

DOCTOR OF PHILOSOPHY PROGRAM IN NURSING**(93-95 UNITS)****Doctoral options**

The aim of the doctoral program in nursing is to prepare nurse scholars for leadership in education, health care administration, clinical practice, and research. The doctorally prepared nurse scientist who completes this program should be committed to the generation of knowledge critical to development of nursing science and practice. Graduates join with other nursing leaders in furthering the development of nursing science and improving health care delivery throughout the world.

The curriculum

The doctoral degree program is designed to provide an in-depth understanding of knowledge development within the discipline of nursing through philosophical, theoretical, and scientific methods of inquiry. The core courses of the program emphasize these three areas. In addition to the core courses, each student is encouraged to select an individually focused area of concentration that will support the student's chosen area of expertise in nursing and that will focus her or his area of advanced inquiry. The area of concentration may fit established research programs of School of Nursing faculty and may also take advantage of graduate courses throughout the University.

Potential areas of concentration include: symptom management, family care-giving, quality of life, spirituality as it relates to nursing in health care, nursing education, biomedical and clinical ethics, physiological nursing and health policy, health care leadership, and behavioral health sciences.

The Ph.D. degree in nursing requires 95-quarter units beyond the Master of Science degree. Twenty-four of the units are for dissertation; the remaining units are divided among core courses, area of concentration, religion, and electives. The program can be completed in eleven quarters of full-time study or may be extended up to seven years to accommodate the part-time student. Classes are scheduled to accommodate the needs of adult students. Some seminar experiences are supplemented with online distance learning.

Progression criteria

The following sequential elements are required for progression in the doctoral program:

1. Area of concentration developed and approval of student's proposed academic plan by end of the first year of full-time study.
2. Written and oral qualifying examination after completion of all required course work.
3. Advancement to candidacy.
4. Successful defense of research proposal.
5. Successful defense of dissertation.

Refer to Guidelines from the Faculty of Graduate Studies for dissertation-format requirements.

OUTLINE OF COURSES**Philosophy of science and nursing**

PHIL 616	Seminar in Philosophy Science I	(3)
NRSG 574	Philosophical Foundation of Nursing Science	(2)

Theory development

NRSG 575	Strategies for Theory Development	(4)
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Research and statistics

NRSG 660	Qualitative Research Methods	(4)
NRSG 686	Advanced Quantitative Research Methods	(4)
PSYC 501	Advanced Statistics I	(4)
PSYC 502	Advanced Statistics II	(4)
PSYC 503	Advanced Multivariate Statistics III	(4)
	Selected analytical topics (optional)	(2-4)

Cognates and electives

REL	(ethics, theological, and relational)	(3, 3, 3)
NRSG 696	Directed Research	(2, 2, 2)
NRSG 664	Nursing Science Seminar	(1, 1, 1)
	Focus Concentration Course	(12)
	Electives	(8-12)
NRSG 697	Research	(20)
NRSG 699	Dissertation	(4)

School of Pharmacy

Dean's Welcome

School Foundations

Mission, Goals, and Values

General Regulations

Application and Admissions

- General entrance information
 - Required courses
 - Recommended courses
 - Recommended experience
- Application procedure and acceptance
 - International applicants
- Admission deadline
- Pre-entrance health and background requirement
 - Immunizations
 - Physical exam
 - Background checks
- Rolling admission program
- Transfer credit hours

Student Life

General Expectations and Academic Policies

- General expectations
 - Professional integrity
 - Code of conduct
 - CPR and first aid certification
 - Class attendance
 - Chapel
 - Pharmacy forum
- Student organizations
 - Professional organizations
 - Recognized student organizations/Student pharmacists association
 - Organization membership by invitation
 - Class leadership
- Academic policies and procedures
 - Curriculum outcome objectives
 - Student progression
 - End-of-year assessment examinations
- Grading system
 - Grades and grade points
 - Incomplete grade
 - Grade changes
 - Grade appeals
 - Dean's list and honor roll
 - Honors and awards
- Performance levels
 - Good academic standing
 - Academic warning
- Academic probation
- Academic dismissal
- Readmission of dismissed students
- Withdrawal from the program
- Experiential education
 - Experiential education requirements

- Pharmacy practice experience
 - Introductory pharmacy practice experience
 - Advanced pharmacy practice experience
 - Prerequisites for advanced pharmacy practice experiences
- Licensing
 - Intern pharmacist license
 - Pharmacist intern hours
- Graduation requirements

Financial Information

- General financial practices
- Schedule of charges, tuition, and fees (2008-2009)
- On- and off-campus student housing
- Awards honoring excellence

Additional policies and requirements

Degree Offered

- Pharm.D.

Dean's Welcome

Welcome to the Loma Linda University School of Pharmacy. The program of study leading to the Pharm.D. degree is the only such program within the world-wide network of Seventh-day Adventist higher education institutions. While at Loma Linda University, your studies will be filled with introductions to the various pharmacy disciplines—including biomedical sciences, pharmaceutical sciences, and social and administrative sciences; as well as the pharmacy-practice areas of therapeutics, drug information, pharmaceutical care, and experiential education. In addition, courses from the University's School of Religion serve to enhance the spiritual growth of students.

Classroom studies are only a part of what it takes to prepare a future pharmacist. Ample opportunities are in place for students to experience the real world of pharmacy and to hone their sense of professionalism and service. I encourage you to take full advantage of all that comes your way. "By giving more to your profession, you reap far more in return." On a global scale—as well as on campus—there are opportunities for students and faculty to participate in outreach and service programs with populations underserved by the health care system. This ability to perform meaningful service is a gift that enhances the lives of those being served and of those serving. As one of the newer schools of the University, we join with the Schools of Religion, Nursing, Medicine, Dentistry, Allied Health Professions, Public Health, and Science and Technology, and with the Faculty of Graduate Studies in sharing the excellent heritage of more than a century of health professions education.

The University motto—"To make man whole"—combined with the mission to continue the teaching and healing ministry of Jesus Christ is foundational to all programs. The school's faculty and staff and I are fully dedicated to excellence in pharmacy education, research, and service. During your four years of study, you are invited to learn more about the profession of pharmacy and value-added aspects so abundant at Loma Linda University. I am delighted that you have chosen to explore our program and look forward to facilitating your journey towards a rewarding and fulfilling professional career in pharmacy.



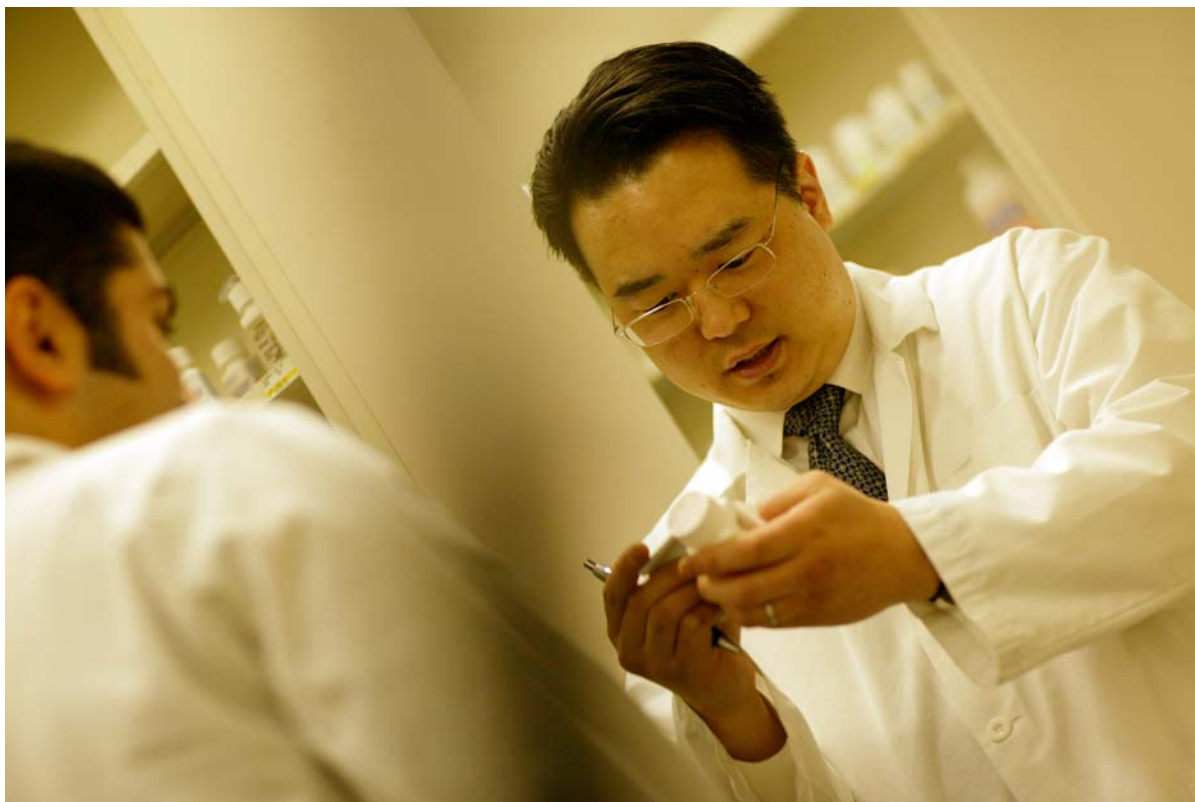
A handwritten signature in black ink, appearing to read "Bill Hughes".

W. William Hughes, Ph.D.
Dean, School of Pharmacy

School Foundations

HISTORY

In 1994, a school of pharmacy was proposed to the Loma Linda University Board of Trustees, and in 1995 the board voted to continue to approve in principle the establishment of a School of Pharmacy. The first dean was appointed in 1996. On September 19, 2002, the pioneering class of 2006 began their study in the new School of Pharmacy. On July 23, 2007, the Accreditation Council for Pharmacy Education granted full accreditation status to the School of Pharmacy.



Mission, Goals, and Values

OUR MISSION

The mission of the Loma Linda University School of Pharmacy is to continue the teaching and healing ministry of Jesus by:

- Educating competent, caring pharmacists who will serve as integral members of the health care team;
- Expanding through research the development of therapeutic regimens that will advance the knowledge and technology available for the treatment of disease; and
- Providing high-quality pharmaceutical care to all those within the global sphere of influence of Loma Linda University.

The School of Pharmacy is committed to the education of pharmacists of the highest ethical and professional standards to deliver competent and compassionate pharmaceutical care. A diverse and dynamic educational environment produces students who are practitioners, health professionals, and providers of humanitarian service to a global community. Graduates will be dedicated to lifelong learning; developing new knowledge; advancing standards of practice; and integrating physical, mental, social, and spiritual dimensions of health.

OUR GOALS

The goals of the Loma Linda University School of Pharmacy are to:

- Provide pharmaceutical care in a global community.
- Expand and disseminate pharmaceutical knowledge through research and scholarly activities.
- Promote integrity and high ethical standards in conjunction with empathic attitudes that contribute to the well-being of patients and society.
- Engender and nurture the desire to serve mankind.
- Create an educational environment supportive of diverse populations and learning styles.
- Demonstrate pharmacy leadership within the University and the region.
- Encourage cultivation of self-education habits that foster lifelong learning.
- Instill positive personal health lifestyles that promote wholeness, wellness, and spiritual values.
- Incorporate educational techniques and technologies that best serve student learning.
- Promote responsible management of health care resources and the environment.

OUR VALUES

The School of Pharmacy centers its academic and co-curricular activities around seven values. These are:

- Compassion
- Excellence
- Humility
- Integrity
- Purity
- Freedom
- Justice

General Regulations

Students of the University are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation. Section III provides the general setting for the programs of each school and outlines the subject and unit requirements for admission to individual professional programs. It is important to review specific program requirements in the context of the general requirements applicable to all programs.

APPLICATION AND ADMISSIONS—GENERAL ENTRANCE INFORMATION

Applicants to the School of Pharmacy must fulfill the following prerequisite course requirements listed below. For a course to fulfill the biology, chemistry, or physics prerequisite, it must be at the level of those required for a major in the field; introductory courses are not acceptable. The minimum cumulative GPA and cumulative math/science GPA considered for acceptance to the School of Pharmacy is a 2.75 on a 4.00 scale.

Required Courses	Semester Hours	Quarter Hours
General Biology, with laboratory	8	12
General Chemistry, with laboratory	8	12
Organic Chemistry, with laboratory	8	12
General Physics, with laboratory	8	12
General Biochemistry	3	4
General Microbiology	3	4
Human Anatomy	3	4
Calculus (integral and differential)	4	6
English Composition	6	9
Speech Communication	3	4
Economics (Macro or Micro)	3	4
General Psychology	3	4

In rare circumstances will a student who has not completed a bachelor's degree be considered for admission into the School of Pharmacy. Applicants without a bachelor's degree must complete an additional 12 semester or 18 quarter units of course work in Social and Behavioral Sciences and an additional 12 semester or 18 quarter units of course work in Humanities and Fine arts.

RECOMMENDED COURSES

Cellular and Molecular Biology
Histology
Immunology
Physiology

Decisions regarding the final determination of acceptability of courses as prerequisites reside with the School of Pharmacy Admissions Committee in collaboration with the Loma Linda University Registrar.

Recommended Experience

It is highly recommended that applicants obtain volunteer or pharmacy work experience.

APPLICATION PROCEDURE AND ACCEPTANCE

The School of Pharmacy only accepts on-line applications. The application and other required forms are available on-line at <www.llu.edu/apply/>.

A complete package includes:

- On-line submission of Doctor of Pharmacy Application
- Official academic transcripts from all colleges and universities you have attended (we are not a PharmCAS institution and therefore do not require either the PharmCAS or the PCAT for admission)
- Three letters of recommendation from previous instructors, employers (Pharmacist employer if possible), and/or your pastor.
- Written Personal Statement (answer all 4 questions on 1 page)
- Projected College Work form (if applicable)
- Completed Prerequisite Record Form
- Payment of the \$60 application fee by check or credit card submitted with the online application.

Applications are only processed upon receipt of a complete application and payment of the application fee.

International Applicants

International applicants must have their transcripts reviewed by one of the following evaluation services prior to applying:

- American Association of Collegiate Registrars and Admissions Officers (AACRAO) <<http://www.aacrao.org/international/foreignEdCred.cfm>>
- Educational Credential Evaluators, Inc (ECE) <<http://www.ece.org/>>
- World Education Services (WES) <<http://www.wes.org/>>

If the applicant's native language is not English, or if most education was completed in a non-English program, a score of at least 79 (internet-based) or 213 (computer-based) on the TOEFL (Test of English as a Foreign Language) and a score of at least 50 on the TSE (Test of Spoken English) is required. Some consideration is given to applicants who have earned a college degree in an English speaking country. Please visit <www.TOEFL.org> for more information.

ADMISSION DEADLINE

The School of Pharmacy accepts applications from June 1st through November 1st for entry in September of the following year. This deadline applies to all documents which include application, transcripts, evaluation of international transcripts (if applicable), TOEFL scores (if applicable), and letters of recommendation.

Transcripts, evaluation of international transcripts (if applicable), and TOEFL scores (if applicable) should be mailed to the following address:

Loma Linda University
Admissions Processing
Loma Linda, CA 92350

Letters of recommendation are in the process of being handled online. Check the applicant portal to determine how to submit recommendation letters. If recommendation letters are mailed, they should be mailed to the following address:

Loma Linda University School of Pharmacy
11262 Campus Street, WH #1301
Loma Linda, CA 92350

PRE-ENTRANCE HEALTH AND BACKGROUND REQUIREMENT

All new students are REQUIRED to have the immunizations listed below completed before their first registration. Students will not be allowed to register without a valid and completed immunization record. It is strongly recommended that all required immunizations and physical exams be obtained by the student BEFORE arrival on campus. All of these immunizations, except the third Hepatitis B, can be completed in one month. Many county health departments offer these immunizations at a reduced cost.

Immunizations

- Measles, Mumps, Rubella (MMR) — Series of 2 injections, must be current after 1980 or a positive MMR titer.
- Tdap (Tetanus/Diphtheria) — Must be current within 10 years. (Note: Tetanus only immunization does not meet the requirement.)
- Hepatitis B — Series of 3 injections, Recombinant form-Engerix-B.
- Tuberculosis Skin Test (PPD Mantoux) — Must be current within 6 months. (If you test positive, a chest X-ray REPORT done within the last year is required.)
- Varicella (chickenpox) — Must show proof of either a series of two injections OR a positive Varicella titer.

A completed immunization record form must be submitted to the School of Pharmacy Office of Student Affairs as well as the Student Health Service. A valid and completed immunization record is required before you can register.

Physical Exam

Required for entrance into the program.

If you have any additional questions, please feel free to contact Student Health Service directly at (909) 558-8770.

Background Checks

Students are required to pass a background check prior to the first registration in order to comply with clinical site regulations. Applicants receive detailed information through the applicant portal regarding the process for obtaining the background check.

ROLLING ADMISSION PROGRAM

The School of Pharmacy has a rolling admission policy in which we review completed applications and accept students on a continual basis within the period of November to March.

The School of Pharmacy will not consider:

- Applications that are incomplete
- Application materials submitted or postmarked after the deadline of November 1st (Loma Linda University is not responsible for delays in mail delivery; we encourage students to apply and submit all application materials early and monitor the application checklist online).

Documents that are not received or postmarked by November 1 are late and will not be reviewed.

Applicants are reminded that transcripts and letters of recommendation frequently take weeks or even months to obtain; this is especially true of international coursework. We cannot extend deadlines for students whose documents are delayed due to backlog or mishandling by the recommenders or schools.

TRANSFER CREDIT HOURS

The School of Pharmacy does not accept students with advanced status in the Pharm.D. Program.

COMPUTER COMPETENCY EXAMINATION

Students must have computer proficiency prior to enrollment which includes use of an email system (including attaching a document); basic skills using a word processing program (Word, WordPerfect), a presentation program (PowerPoint), and a spreadsheet program (Excel). Students must also be capable of searching the Internet.

Student Life

The information on student life contained in this CATALOG is brief. The University *Student Handbook* more comprehensively addresses University and school expectations, regulations, and policies and is available to each registered student. Students need to familiarize themselves with the contents of the *Student Handbook*. Additional information regarding policies specific to a particular school or program within the University is available from the respective school.

The School of Pharmacy prepares a school-specific *Student Handbook*, which is provided to all pharmacy students. Regulations, policies, procedures, and other program requirements are contained in this handbook.

General Expectations and Academic Policies

PROFESSIONAL INTEGRITY

Loma Linda University seeks to educate ethical and proficient pharmacists in a Christian paradigm. Fundamental core values of compassion, integrity, freedom, excellence, justice, purity, and humility are expected of each student attending the School of Pharmacy. Integrity is important in upholding the standards of professional and personal conduct and is consistent with the oath that is taken upon graduation. It includes being accountable for one's own conduct as well as assuming responsibility for the professional behavior of one's colleagues within the profession. Professionalism involves treating others with courtesy and respect. It is expected that all School of Pharmacy students will exhibit conduct in which respect is shown to others at all times.

CODE OF CONDUCT

In harmony with the goals of Loma Linda University, students are expected to demonstrate a pattern of personal discipline with lifestyle expectations that are consistent with those of the Seventh-day Adventist Church. Joining the Loma Linda University family is an honor and requires each individual to uphold the policies, regulations, and guidelines established for all members of the University team. The following are expected of each member of the Loma Linda University family:

- To respect themselves.
- To respect the dignity, feelings, worth, and values of others.
- To respect the rights and property of others and to discourage vandalism and theft.
- To prohibit discrimination, while striving to learn from differences in people, ideas, and opinions.
- To practice personal, professional, and academic integrity, and to discourage all forms of dishonesty, plagiarism, deceit, and disloyalty to the code of conduct.
- To foster a personal, professional work ethic within the Loma Linda University family.
- To foster an open, fair, and caring environment.
- To be fully responsible for upholding the Loma Linda University code.

Specific policies are outlined in greater detail in the University *Student Handbook*.

CPR AND FIRST AID CERTIFICATION

All students must be currently certified in Cardio-Pulmonary Resuscitation (CPR) and First Aid during their enrollment in the School of Pharmacy. School policy requires that students must successfully complete the CPR and First Aid Provider training at the LLU Life Support Education Center. This certification ensures consistency in the education and training which is necessary to fulfill School obligations to our preceptors and sites per affiliation agreements. All PY1 students are scheduled for CPR and First Aid certification courses during orientation. PY3 students must renew their CPR and First Aid at the start of the PY3 Fall Quarter and all PY3 students must participate in the recertification class scheduled at the Life Support Education Center by the Office of Student Affairs. Attendance is mandatory for all students even if they have had prior CPR and First Aid Training Classes at other facilities. The School of Pharmacy will pay for both initial and renewal courses for all students.

CLASS ATTENDANCE

Student attendance in classes is considered to be the cornerstone of professional behavior and is expected in all classes. Instructors may require attendance in class as a condition of passing a course or as part of the grade a student earns.

CHAPEL

In keeping with the commitment of the mission of the University, all School of Pharmacy students are required to attend a weekly chapel service. The chapel service is a core component of the wholeness curriculum at Loma Linda University. By setting aside time each week for a chapel program, the University seeks to emphasize the value it places on spiritual development, corporate worship, and community. This also reaffirms the University's commitment to the ideals upon which it was founded. Chapel services provide opportunities for members of the University community to benefit from programming that integrates faith and learning. Regular attendance is required at the weekly chapel services, as well as the daily services during the quarterly Week of Devotion. Students are expected to fulfill this requirement as they would any other component of the curriculum.

PHARMACY FORUM

Pharmacy forum is a scheduled time where professors and students come together to discuss pertinent issues and address professional topics that enhance the student's academic and professional experience. This is considered part of the pharmacy

curriculum, and each quarter students receive a Satisfactory or Unsatisfactory grade for forum. Attendance is required and is a component of the forum grade.

STUDENT ORGANIZATIONS

Professional Development

Participation in the Professional Development sequence each academic quarter is part of the curriculum for the School of Pharmacy. The purpose of Professional Development is to encourage student participation that develops leadership skills in student organizations, the School of Pharmacy, and University activities. Students are expected to actively participate in a minimum of one student organization or leadership position each term.

Professional organizations

Involvement in professional organizations is an integral part of the educational and professional process within the School of Pharmacy. Active involvement and networking with local and state leaders within the professional organizations enhances the overall educational experience and provides opportunities for career development. Active participation in a variety of professional societies is expected of all students.

Recognized student organizations/Student pharmacists association

- American Pharmacists Association (APhA-ASP)
- California Pharmacists Association (CPhA)
- California Society of Health Systems Pharmacists (CSHP)
- American Society of Health System Pharmacists (ASHP)
- Student National Pharmacists Association (SNPhA)
- Academy of Managed Care Pharmacy (AMCP)
- National Community Pharmacist Association (NCPA)
- Christian Pharmacist Fellowship International (CPFI)
- Tri Health Fellowship

Organization membership by invitation

The School of Pharmacy endorses three organizations in which student membership is by invitation only. Membership in these organizations is seen as prestigious and indicative of superior academic achievement and leadership.

- California Pharmacy Student Leadership (CAPSLEAD)
- Rho Chi Pharmaceutical Honor Society (RX)
- Phi Lambda Sigma National Pharmacy Leadership Society (PLS)

Class leadership

Each class elects leaders to serve as student representatives to administration and to guide the class in addressing student-related issues. The Office of Student Affairs works closely with class leaders—assisting with class issues, helping to plan events, and facilitating a strong communication link to and from students. Each class also elects a full-time faculty member to serve as class adviser. The adviser's function is to serve as mentor, keep abreast of class issues, and maintain an open communication link with the director of the Office of Student Affairs.

ACADEMIC POLICIES AND PROCEDURES

Curriculum Outcome Objectives

The Loma Linda University School of Pharmacy student learning outcomes are to:

- Perform the functions necessary to provide patient-centered care.
- Perform the functions necessary to provide population-based care.
- Perform safe medication distribution and handling.
- Provide public health services.
- Apply the LLU philosophy of wholeness in their personal and professional lives.
- Apply core biomedical knowledge to patient-centered care.

Student progression

The curriculum is designed to be followed in a stepwise, block manner. All prerequisites must be completed before a student can enroll in a course. Students must pass all of the professional courses in each year before enrolling in courses in the next year. In addition, each student must pass the end-of-year comprehensive assessment examination. The academic standing of each student

is reviewed quarterly by the Office of Academic Affairs. Students who fail to meet the minimum standards will be notified, in writing, by the Office of Academic Affairs.

A minimum grade of C- is required to pass all pharmacy courses and electives. A student's progression will stop following a course failure, and s/he will be placed on leave-of-absence status for two academic quarters (not including summer). The student is responsible for completing and filing with the Office of University Records the appropriate paperwork. Failure to do so may result in administrative dismissal.

A student will have a maximum of six (6) calendar years from the initial date of matriculation to complete the Doctor of Pharmacy degree.

End-of-year assessment examinations

One of the requirements for progressing from one professional year to the next is passing a comprehensive, year-end, qualifying examination. These examinations are prepared by curricular year-specific teams of faculty members. The results of the end-of-year assessment examination will be communicated by the PY1, PY2, PY3 curricular year team chair to the Office of Academic Affairs for communication to individual students. Failure to pass these examinations will delay progression and enrollment in the subsequent year.

- Students who fail the end-of-year-assessment examination on the first attempt will retake a different, but similar in difficulty, examination as scheduled by the Assessment Committee.
- Students who fail the second attempt (first retake) must complete an oral examination (second re-take) administered per the Assessment Committee's requirements. The oral examination will be conducted by the curricular year specific team of faculty members. The oral examination will focus on establishing a student's competency in the subject matter for the PY1, PY2, PY3 curricular year as appropriate to the specific students. The results will be communicated in writing to the Assistant Dean for Academic Affairs.
- Students who fail the third attempt (the oral exam) will **not** progress to the next professional year.

GRADING SYSTEM

Grade and Grade Points

The following grades and grade points are used in the School of Pharmacy. All courses taught are approved for letter grades only. The exceptions are forum and professional development, which will be graded on a "satisfactory/unsatisfactory" basis. The grades and corresponding grade-point scales are:

93-100	A	4.0	Outstanding performance
90-92	A-	3.7	
87-89	B+	3.3	
83-86	B	3.0	Satisfactory performance
80-82	B-	2.7	
77-79	C+	2.3	
73-76	C	2.0	
70-72	C-	1.7	Marginal performance
67-69	D+	1.3	Unsatisfactory performance
60-66	D	1.0	
<60	F	0.0	
S		0.0	Satisfactory performance in Pharmacy Forum or Professional Development.
U		0.0	Unsatisfactory performance in Pharmacy Forum or Professional Development.

Incomplete grade

The notation "I" (incomplete) in a course is given only for circumstances beyond a student's control. It will not be granted as a remedy for course overload, failure on a final examination, absence from a final examination for other than an emergency situation, or a low grade to be raised with extra work.

In order to receive an incomplete, the student must initiate a request to receive a grade of "I" by completing a "Petition to Receive Incomplete Grade" form, and state the reason for the request. If this request is approved, the instructor will report an "I" as well as the grade the student will receive if the deficiency is not removed within the prescribed time limit.

An "I" notation must be changed to an earned letter grade before the end of the following term (excluding a summer sessions). Failure to complete course requirements will cause the incomplete work to be counted as a zero and factored in with the existing grade to calculate the final grade for the course.

Grade changes

A grade may not be changed except when an error has been made in computing or recording a grade. Such changes may be processed only up to the end of the following term.

In order to satisfactorily complete a course for which a grade of less than C- has been earned, the student must repeat the course. This includes attending lecture and/or laboratory sessions as required, completing the assigned work, and taking any required examinations. Both the original and repeat course grades are entered on the permanent transcript record, but only the second (repeat) course grade is used to compute the grade-point average (G.P.A.). A course may be repeated only once.

Grade appeals

Every student has a right to receive a grade assigned upon a fair and unprejudiced evaluation based on a method that is neither arbitrary nor capricious. Furthermore instructors have the right to assign a grade based on any method that is professionally acceptable, submitted to all students in the course syllabus, and applied equally.

Instructors have the responsibility to provide careful evaluation and timely assignment of appropriate grades. Course and project grading methods should be explained to students at the beginning of the term. Academic integrity assumes that the judgment of the instructor of record is authoritative, and the final grades assigned are correct.

A grade appeal is confined to charges of unfair action toward an individual student and may not involve a challenge of an instructor's grading standard. A student has a right to expect thoughtful and clearly defined approaches to grading, but it must be recognized that varied standards and individual approaches to grading are valid. The grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade individual assignments or projects. It is incumbent on the student to substantiate the claim that his or her final grade represents unfair treatment. Only the final grade in a course may be appealed. In the absence of compelling reasons, such as clerical error, prejudice, or arbitrariness, the grade assigned by the instructor of record is to be considered final.

In a grade appeal, only arbitrariness, prejudice, and/or error will be considered as legitimate grounds for an appeal.

- Arbitrariness: The grade awarded represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not actually exercise professional judgment.
- Prejudice: The grade awarded was motivated by ill will, and is not indicative of the student's academic performance.
- Error: The instructor made a mistake in fact.

The grade appeal procedure applies only when a student initiates a grade appeal and not when the instructor decides to change a grade on his or her own initiative. This procedure does not cover instances where students have been assigned grades based on academic dishonesty or academic misconduct. Also excluded from this procedure are grade appeals alleging discrimination, harassment or retaliation in violation of Loma Linda University's Sexual Harassment Policy.

The Grade Appeal Procedure strives to resolve a disagreement between student and instructor concerning the assignment of a grade in a collegial manner. The intent is to provide a mechanism for the informal discussion of differences of opinion, and for the formal adjudication by a Grade Appeal Panel only when necessary. In all instances, students who believe that an appropriate grade has not been assigned must first seek to resolve the matter informally with the instructor of record. If the matter cannot be resolved informally, the student must proceed with a grade appeal in the procedure outlined below. The grade appeal process must be started within 10 working days after the end of the academic quarter in which the disputed grade is received.

STUDENT GRADE APPEAL PROCESS

Step 1. A student who wishes to question a grade must discuss the matter first with the instructor within 10 working days after the end of the academic quarter in which the disputed grade is received. In most cases, the discussion between the student and the instructor should suffice and the matter will not need to be carried further. The student should be aware that the only valid basis for grade appeal beyond Step 1 is to establish that an instructor assigned a grade that was arbitrary, prejudiced, or in error.

Step 2. If the student's concerns remain unresolved Step 1, the student may submit a written request to meet with the appropriate Department Chair, within 5 working days of speaking with the instructor. In situations where the instructor of record is a Department Chair or Associate Dean, then the Dean will serve as the appropriate Department Head in this step. The appropriate Department Chair will meet within 5 working days with the student, and, if the Department Chair believes that the complaint may have merit, s/he will meet with the instructor. After consultation with the Department Chair, the instructor may choose to let the grade remain, or to change a course grade. The Department Head will communicate the result to the student and instructor.

Step 3. If the matter remains unresolved after Step 2, the student should submit a written request that includes all supporting documents within 5 working days to the Dean. The Dean will appoint a Grade Appeal Panel to review the request. The Panel may require any or all individuals associated with the appeal to appear. The Panel is charged to determine whether the grade was assigned in a fair and appropriate manner, or whether clear and convincing evidence of unfair treatment such as arbitrariness, prejudice, and/or error might justify changing the grade. The Panel will make its decisions based on a majority vote. If the Panel

concludes that the grade was assigned in a fair and appropriate manner, it will report its conclusion in writing to the student and instructor, and the matter will be considered closed. If the Panel determines that compelling reasons exist for changing the grade, it would request that the instructor make the change, providing the instructor with a written explanation of its reasons. Should the instructor decline, s/he must provide a written explanation for refusing. If the Panel after considering the instructor's explanation and upon again concluding that it would be unjust to allow the original grade to stand, will then determine what grade is to be assigned. The new grade may be higher than, the same as, or lower than the original grade. Having made this determination, each Panel member will sign the grade change form and transmit it to the Office of University Records. The instructor and student will be advised of the new grade. Under no circumstances may persons other than the original faculty member or Panel change a grade. Should the Panel conclude that the instructor's written explanation justifies the original grade, the Panel will report this in writing to the student and instructor and the matter will be closed.

DEAN'S LIST AND HONOR ROLL

The Office of Academic Affairs compiles a list of students who have demonstrated their academic excellence by achieving an outstanding grade point average each quarter. A student who earns a 3.30-3.69 grade point average, with no incomplete grades, during a term is given Honor Roll standing. A student who earns a 3.70 or better grade point average, with no incomplete grades, is given Dean's List standing.

HONORS AND AWARDS

The School of Pharmacy awards excellence in scholastic attainment and leadership abilities. Awards are available to students whose performance and attitudes reflect the mission and goals of Loma Linda University and the School of Pharmacy. Selection of award recipients is a function of the Honors and Awards Committee. The annual honors and awards event is scheduled during the Spring Quarter.

PERFORMANCE LEVELS

Good academic standing

To remain in good academic standing, pharmacy students must maintain a minimum cumulative grade-point average of 2.30. Failure to maintain good academic standing will result in action by the Office of Academic Affairs. In addition to the cumulative G.P.A., a grade of at least a C- must be earned in any course for which credit is to be applied towards completion of the requirements of the Doctor of Pharmacy degree.

Academic warning

Please refer to the Loma Linda University School of Pharmacy *Student Policies and Procedures Manual*.

ACADEMIC PROBATION

Each student's academic status will be reviewed at the end of every academic quarter, including cumulative G.P.A. as reported by the Office of University Records. A student with a cumulative G.P.A. of less than 2.30 will be placed on academic probation and will receive a letter from the Office of Academic Affairs. This written notice of academic probation will also include a notice that failure to reach the required G.P.A. by the end of the next two successive academic terms will result in the student being dismissed from the school. Academic probation will also result when a student receives less than a C- in any advanced pharmacy practice experience (APPE) during the PY4 year.

Each student on academic probation is required to meet with her/faculty adviser by the end of the second week of the probationary term to develop and agree to, in writing, an academic improvement plan (AIP). The AIP may include mandatory study/advising sessions, mandatory class attendance, and/or other stipulations aimed at encouraging and supporting student academic success. A copy of a student's AIP will be maintained in his/her advising folder, and a copy of the AIP will also be forwarded to the Office of Academic Affairs. The faculty adviser is expected to inform the Office of Academic Affairs of the student's compliance with this policy and his/her academic progress. Failure by the student to seek appropriate assistance from his/her faculty adviser will not be accepted as a valid reason to stop the imposition of the appropriate academic probationary or other status.

Academic probation status will remain in effect for the two consecutive academic quarters. Upon completion of each academic quarter, a student on academic probation will receive in writing, from the Office of Academic Affairs, a notice of his/her current standing. It is expected that students on probation make progress toward good academic standing at the conclusion of each academic quarter. At the conclusion of the second consecutive academic quarter, the student must have achieved good academic standing. Failure to do so will result in dismissal.

Academic probation will be lifted when the student's cumulative G.P.A. rises above 2.30, or when the student successfully completes the type of APPE course previously failed. There is no appeal process associated with academic probation.

ACADEMIC DISMISSAL

Since courses may not be attempted more than twice (i.e., a course may be repeated only once)—including APPEs—grades of D+, D, D-, F, and W are considered to be attempts to complete degree program courses. Failure to complete any course in the program within these limits will result in dismissal from the program.

A dismissed student will receive written notification from the dean of the School of Pharmacy. The notice will include procedures for appeal; and notice of loss of registration, financial aid, housing, etc. It is the student's responsibility to arrange with the Office of University Records for formal withdrawal within one week of receiving the written notification. Dismissed students are required to turn in any school or University ID badges and vacate University residence halls. The school will also notify the California State Board of Pharmacy for termination of the student's intern pharmacist license.

READMISSION OF DISMISSED STUDENTS

A dismissed student may reapply and be considered for readmission. To be considered for readmission, the student must petition (in writing) the Academic Standing and Professionalism Committee. Petitions are due in the dean's office by the designated date (following each term), as published and sent to each dismissed student. After review of the written appeal, the Academic Standing and Professionalism Committee may uphold the dismissal or may recommend the student for re-admission with or without conditions/stipulations. The Admissions Committee reviews each case separately and reserves the right to determine the provisions/conditions for each individual situation.

A student who has been dismissed twice is not eligible for readmission to the same degree program for a period of twelve months, or until s/he demonstrates the ability to succeed through course work taken at another institution. Following this twelve-month period, a student may apply for readmission by following the above procedures. The dismissal decisions made by the Academic Standing and Professionalism Committee may be appealed. All appeals must be in writing and submitted to the dean of the School of Pharmacy by the established/stated deadline. A student who questions whether the School of Pharmacy has followed prescribed process with regard to his/her grievance may request the Office of the Chancellor to conduct a review.

WITHDRAWAL FROM THE PROGRAM

It is the student's responsibility to begin the withdrawal process from a course or the curriculum in a timely manner. It is important for the student to seek counseling or guidance from his/her faculty adviser or other administrative persons regarding a situation that may negatively impact upon academic performance. Failure to seek appropriate assistance will not be accepted as a valid reason to stop the imposition of the appropriate academic penalties.

If a student finds it necessary to withdraw during the course of a quarter, the Office of Student Affairs must be notified in writing. Arrangements for formal withdrawal must then be made in the Office of University Records by completing and submitting a "Withdrawal from the Program" form. Courses dropped during the first two weeks of the term are not included in the student's permanent record and tuition is refunded. Refer to the University's refund policy in the Financial Information section of the *Student Handbook* for information that applies after the first two weeks of the quarter. An exit interview with the School of Pharmacy administration is required.

EXPERIENTIAL EDUCATION

The School of Pharmacy participates in the California Board of Pharmacy's approved supervised experiential program. The School will certify 600 of the required 1,500 hours of supervised experience required to sit for the licensing examination. Successful completion of the School of Pharmacy's didactic and experiential programs, and passing scores on the North American Pharmacist Licensure Examination (NAPLEX) and a law examination or equivalent, are required in order to become a registered pharmacist (RPh) in the state(s) of choice.

The experiential program consists of a variety of introductory and advanced experiences designed to provide the student with professional experience through the use of a structured and supervised program of study. Students participating in the experiential program will receive a Loma Linda University School of Pharmacy *Experiential Program Manual*. Guidelines and policies are listed in this manual and must be adhered to for successful completion of the program.

Didactic education is a systematic approach intended to convey instruction and information (classroom, laboratory, recitation, etc.). Experiential education is related to or derived from providing experiences in real-life professional settings. In pharmacy education, the experiential component is designed to provide in-depth exposure to and active participation in selected pharmacy-practice settings. Pharmacy students are exposed to prescription processing, compounding, documenting services, obtaining drug histories, drug-therapy monitoring, counseling, evaluating drug usage, drug-distribution systems, and other relevant pharmacy-practice activities.

Under the philosophy of pharmaceutical care, the School of Pharmacy offers introductory pharmacy practice experiences (IPPE) in the PY 1-3 years that support students' growth, strengthen their self-confidence, and prepare them to function as self-directed learners. The advanced pharmacy practice experiences (APPE) in the PY4 are designed to help students integrate and refine the skills learned in the first three years of pharmacy (didactic) course work.

The ultimate goal of the experiential program is to produce well-rounded, competent, caring, and responsible professionals who can deliver exemplary pharmaceutical care; as well as effectively communicate with diverse patients and colleagues.

Experiential Education requirements

The majority of the student's time during experiential courses is out-of-the-classroom activity under the direct supervision of a School of Pharmacy preceptor. When a student is off campus during an IPPE or APPE rotation, Loma Linda University's code of conduct and the guidelines found in the *School of Pharmacy Student Policies and Procedures Manual* are still in effect throughout the completion of this experience. If experiential site regulations and policies differ from University policies, the site policies supersede. In addition to the above-mentioned guidelines, the following items are to be followed by all professional pharmacy students assigned to experiential sites or rotations.

- Attendance is mandatory. Punctuality is expected, and excessive tardiness will not be tolerated.
- Students must maintain their University email account and are required to check the account at least daily to keep apprised of important information or announcements.
- All experiential educational assignments are made through the Division of Experiential Education and are the responsibility of the director of experiential education. No student is allowed to change rotation sites.
- Students are not to function as an agent or employee of the site. They must identify themselves as pharmacy students from Loma Linda University School of Pharmacy. While participating in this graded experience, students shall not, under any circumstances, receive financial remuneration from the experiential site. Failure to adhere to this policy will result in suspension and removal from the rotation and receipt of a failing grade in the course.

All financial obligations associated with the student's pharmacy education are the responsibility of the student. These responsibilities include transportation, food, lodging, and any other incidental costs related to off-site assignments. Concurrent employment during the experiential experience does not exclude or excuse students from any responsibilities associated with course requirements. The student must possess a valid driver's license and is responsible for transportation to and from sites.

Loma Linda University School of Pharmacy students are required to dress and act professionally at all times. This expectation extends to experiential educational activities where the student is not physically on the campus but receives instruction and guidance through a School of Pharmacy preceptor.

The Division of Experiential Education requires all students to adhere to the School of Pharmacy dress code and to wear their Loma Linda University identification card and short white laboratory coat at all times while at the experiential site. The laboratory coat must be white, clean, and freshly pressed/ironed. Students who attend out of dress code will be considered absent by the preceptor and sent home to fulfill dress code requirements *prior to returning* to the practice site.

In addition to the general school requirements, other rules may apply for students who are off site. If the experiential site has special attire or dress-code requirements, the more stringent of the dress-code requirements prevails—whether that of Loma Linda University or of the off-site institution.

Pharmacy-practice experience

In order to complete the curriculum successfully, graduate from the School of Pharmacy, and become a licensed pharmacist, the student is required to complete a minimum of 1,500 hours of practice experiences. The director of experiential education coordinates the two school-based levels of experiential education.

Introductory pharmacy-practice experience (IPPE)

The goal of the introductory experiential education is to expose students to practitioners who provide pharmaceutical care. Under the tutelage of a School of Pharmacy preceptor, who is also a licensed pharmacist, the student may have some exposure to direct patient care. This early exposure helps the student become familiar with the health care environment, learn the “unwritten” rules of how to navigate in a busy practice setting, and begin to develop the confidence that will be required in future clinical experiences.

Advanced pharmacy-practice experience (APPE)

Students are also required to complete a total of six (6), six-week advanced pharmacy practice experiences in specific clinical areas. Four experiences will be in required fields: hospital practice, ambulatory care, internal medicine, and clinical community practice. Two experiences will be in elective fields (see curriculum section).

Prerequisites for advanced-pharmacy practice experiences

In order to progress to the advanced pharmacy practice experiences, a student must meet the following requirements:

- **Assessment examination:** Students must pass the PY3 end-of-year comprehensive assessment examination.
- **PY4 standing:** Students must achieve PY4 standing as defined by the School of Pharmacy. The Office of Student and Professional Affairs will notify the director of experiential education when students successfully complete all PY3 work.

- **Immunizations:** Students must safeguard themselves and be sure that all University-required immunizations are up to date. Students are responsible for keeping the records of their own immunizations accessible. For the protection of patients and the students themselves, it is highly recommended that students receive the influenza vaccine in October during their PY4 year. Some sites may require this immunization.
- **Tuberculosis screening:** Students must be screened and cleared for tuberculosis (complete a two-step PPD test or chest x-ray) during summer of PY4. Students shall follow specific instructions provided by the Division of Experiential Education. A record of this clearance must be on file in the office of the director of experiential education.
- **Background check:** Facilities require a background check of all personnel, including students who are placed on site for APPE. Some institutions may require the student to sign a confidentiality agreement or disclosure statement. Background checks are required for entry to the School of Pharmacy; periodic review and update may be required during the program. An updated background check is required prior to starting APPE.
- **Intern license:** Students must hold a valid California pharmacists intern license throughout the advanced pharmacy practice experiences.
- **CPR/First aid:** Students must hold valid certification in both CPR and first aid. Effective dates must be current through the PY4.
- **Student health card:** Students must carry the Loma Linda University student health insurance card with them at all times.
- **CV:** Students must present a copy of their professional CV to the site preceptor at each APPE location.

LICENSING

Intern pharmacist license

All School of Pharmacy students must have a current California intern pharmacist license. Students begin the application process prior to the start of PY1. During the first-year orientation, applications for this license are completed, including a \$75 payment by check to the California Board of Pharmacy. The Office of Student Affairs submits these applications to the California Board of Pharmacy. All students involved in introductory pharmacy practice experiences (IPPE) and advanced pharmacy practice experiences (APPE) must hold a current pharmacy intern license. Information about the pharmacy intern license can be found on the web page— <http://www.pharmacy.ca.gov/pdfs2/intern_application_pkt.pdf>.

It is the student's responsibility to keep his/her pharmacist intern license current and valid. The Board of Pharmacy must be notified of any address, student status, or name change. A photocopy of the student's valid intern pharmacist license must be on file in the school's Office of Experiential Education.

Intern pharmacist hours

The California State Board of Pharmacy requires each student to accrue 1,500 hours of acceptable intern experience. The School of Pharmacy's advanced pharmacy practice experiences (APPE) will fulfill 600 of these hours. The remaining 900 hours must be completed outside the School of Pharmacy curriculum and must consist of employment in a pharmacy under the immediate, direct, and personal supervision of a pharmacist. This experience must be predominately related to selling drugs, compounding prescriptions, preparing pharmaceutical preparations, keeping records, and making reports required by California and federal regulations.

GRADUATION REQUIREMENTS

A candidate for the degree of Doctor of Pharmacy at Loma Linda University shall meet all of the following requirements:

- Satisfaction of all requirements for admission.
- Satisfactory completion of *all* requirements of the curriculum, including:
 - Specified attendance at chapel and forum.
 - The total number of credit units.
 - All specified didactic and experiential course work.
 - All applicable qualifying and comprehensive assessment examinations successfully passed.
- A cumulative grade-point average of 2.3 or higher for the total degree program.
- Evidence of personal character that is in line with the mission of Loma Linda University School of Pharmacy.
- Evidence of good professional behavior through organizational activities, outreach involvement, and personal conduct.
- Discharge of all financial obligations to the University and the school.
- Completion of an exit interview with the University Office of Student Finance, the Financial Aid Office, and School of Pharmacy administration.

A student failing to meet any of these requirements may not graduate until such time as ALL requirements are met.

Students may not participate in commencement exercises until all course work has been satisfactorily completed. Students with a maximum of one APPE to complete after the commencement date will be allowed to participate in commencement exercises. Receipt of the degree and certification of completion will occur only when all course work is completed satisfactorily and degree requirements are met.

Financial Information

The Office of the Dean is the final authority on all financial matters and is charged with the interpretation of all financial policies. Any exceptions to published policy in regard to reduction or reimbursement of tuition must be approved by the dean. Any statement by individual faculty members, program directors, or department chairs in regard to these matters is not binding on the school or the University unless approved by the dean.

Registration is not complete until tuition and fees on the required installment are paid; therefore, the student should be prepared to make these payments during scheduled registration for each academic year. There may be adjustments in tuition and fees as economic conditions warrant.

GENERAL FINANCIAL PRACTICES

The student is expected to arrange for financial resources to cover all expenses before the beginning of each school year. Previous accounts with other schools or this University must have been settled.

Deposits

Upon notification of acceptance, the applicant must deposit \$500 to hold a place in the class. This amount is deducted from the tuition and fees due at registration and is nonrefundable should an applicant decide not to register.

SCHEDULE OF CHARGES

The charges that follow are subject to change without notice.

TUTION

\$33,600	Annual block tuition
\$11,200	Per quarter

FEES

\$495	Per quarter, University enrollment fee: health care insurance, Drayson Center membership, student activities, and publications
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MISCELLANEOUS

\$60	Application fee
\$500	Acceptance deposit: nonrefundable, applicable to first quarter's tuition
\$500	Per quarter, estimated books and supplies
\$25	Returned-check processing fee
\$50	Late fee
varies	Applied music charges
	The School of Pharmacy's tuition does not include applied music charges.

OTHER CHARGES

\$65	California Board of Pharmacy internship license (application, examination, fingerprinting, interim practice permit)
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ON- AND OFF-CAMPUS STUDENT HOUSING

Students may go to <www.llu.edu/llu/housing> for housing information and a housing application form.

ADDITIONAL REQUIREMENTS

For additional policies governing Loma Linda University students, see Section II of this CATALOG, as well as the University *Student Handbook*. Students are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation.

AWARDS HONORING EXCELLENCE

Awards for excellence in pharmacy, scholastic attainment, and leadership ability are made available to students whose performance and attitudes reflect well the ideals and purposes of the school. Selection of students is based on the recommendation of the faculty to the dean and the Honors and Awards Committee.

Pharmacy—SP

(Pharm.D.)

W. WILLIAM HUGHES, Ph.D., Dean

FACULTY

Eileen J. Brantley
 Jack J. Chen
 Rebecca J. Cheung
 Michael P. Coronado
 Linda I Davis
 Willie L. Davis
 Carl P. Dominguez
 Naomi R. Florea
 Yvonne J. Furr
 Hyma P. Gogineni
 Rebecca J. Gryka
 Sharlyn R. Guillem
 Mary Gutierrez
 Norman M. Hamada
 Elvin A. Hernandez
 Gamal I. Hussein
 Ali M. Jaffer
 LaDonna M. Jones
 Nancy E. Kawahara
 Kathryn T. Knecht

John L. Krstenansky
 Jerika T. Lam
 Anh-Vuong Ngo Ly
 Eric J. Mack
 Jocelyn A. Mallari
 Richard Maskiewicz
 Victoria Maskiewicz
 Lori L. Mendoza
 Rashid Mosavin
 Lee H. Nguyen
 Paul M. Norris
 Nathan A. Painter
 Shastin L. Rains
 Wei-Xing Shi
 Michelle M. Spencer-Safier
 Javad Tafreshi
 S. Reza Taheri
 Robert Tan
 Sompon Wanwimolruk
 Linda M. Williams

The curriculum at Loma Linda University School of Pharmacy is dynamic. This is due in part to the changing nature of the profession, and partly to the newness of the program. The school reserves the right to change the curriculum after due deliberation of the Curriculum Committee and the Executive Committee, and will provide notice to students of all changes.

PROGRAM OF INSTRUCTION

FOR PROFESSIONAL YEAR (PY) 1

AUTUMN QUARTER

RXPS 524	Physiology I	(3)
RXPS 581	Biochemistry I	(3)
RXPC 561	Pharmaceutical Care I	(4)
RXPS 511	Pharmaceutics I	(3)
RXXR 501	School of Pharmacy Forum	(0)
RXSA 545	Public Health and Lifestyles	(3)
RELT 706	Adventist Beliefs and Life	(2)
RXXR 507	Professional Development	(0)
	Chapel	(0)
	TOTAL	18

WINTER QUARTER

RXPS 525	Physiology II	(3)
RXPS 582	Biochemistry II	(3)
RXEE 562	Pharmacist Guided Self-Care I	(3)
RXEE 591	Introduction to Community Pharmacy Practice I	(2)

RXPS 512	Pharmaceutics II	(4)
RXPS 515	Pharmaceutics Laboratory I	(0.5)
RXXR 501	School of Pharmacy Forum	(0)
RXXR 507	Professional Development	(0)
	Chapel	(0)
	TOTAL	15.5

SPRING QUARTER

RELE 705	Ethics in Pharmacy Practice	(3)
RXEE 563	Pharmacist Guided Self-Care II	(3)
RXEE 592	Introduction to Community Pharmacy Practice II	(2)
RXPS 513	Pharmaceutics III	(3)
RXPS 516	Pharmaceutics Laboratory II	(0.5)
RXSA 547	Pharmacy Law	(3)
RXTH 670	IPDM I: Principles of Pharmacology	(2)
RXXR 501	School of Pharmacy Forum	(0)
RXXR 507	Professional Development	(0)
	Chapel	(0)
	TOTAL	16.5

CUMULATIVE TOTAL FOR PY 1

50

PROGRAM OF INSTRUCTION
FOR PROFESSIONAL YEAR (P2)

AUTUMN QUARTER

RELT 740	World Religions and Human Health	(3)
RXPS 610	Pharmacokinetics	(4)
RXSA 640	Epidemiology and Biostatistics	(3)
RXTH 671	IPDM II: Electrolytes, Fluids, and Nutritional Balance	(2.5)
RXPS 651	Medicinal Chemistry I	(3)
RXXR 607	Professional Development	(0)
RXXR 601	School of Pharmacy Forum	(0)
	Chapel	(0)
	TOTAL	15.5

WINTER QUARTER

RXSA 646	Principles of Management	(3)
RXTH 683	IPDM IV: Endocrine	(3.5)
RXTH 684	IPDM III: Cardiovascular I	(3.5)
RXPS 652	Medicinal Chemistry II	(4)

RXDI 664	Drug Information and Literature Evaluation	(3)
RXXR 607	Professional Development	(0)
RXXR 601	School of Pharmacy Forum	(0)
	Chapel	(0)
	TOTAL	17

SPRING QUARTER

RXTH 674	IPDM VI: Renal/Respiratory	(3.5)
RXTH 685	IPDM V: Cardiovascular II	(3.5)
RXPS 653	Medicinal Chemistry III	(3)
RELX 709	Christian Perspectives on Death and Dying	(2)
RXSA 751	Social Behavioral Pharmacy	(3)
RXXR 607	Professional Development	(0)
RXXR 601	School of Pharmacy Forum	(0)
	Chapel	(0)
	TOTAL	15

TO BE TAKEN EITHER AUTUMN, WINTER, OR SPRING QUARTER

RXTH 690	Introduction to Institutional Pharmacy Practice	(2)
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CUMULATIVE TOTAL FOR PY 2**49.5****PROGRAM OF INSTRUCTION
FOR PROFESSIONAL YEAR (PY) 3**

AUTUMN QUARTER

RXTH 773	IPDM VIII: Psychiatry	(4.5)
RXTH 770	IPDM VII: Infectious Diseases I	(3.5)
RXPC 761	Pharmaceutical Care Laboratory I	(4)
RELE 706	Advanced Pharmacy Ethics	(2)
	Professional elective	(3)
RXXR 704	Professional Development	(0)
RXXR 701	School of Pharmacy Forum	(0)
	Chapel	(0)
	TOTAL	17

WINTER QUARTER

RXPC 762	Pharmaceutical Care Laboratory II	(3)
RXTH 772	IPDM IX: Infectious Diseases II	(4.5)
RXTH 771	IPDM X: Neurology	(4.5)
RXPC 760	Clinical Pharmacokinetics	(2)
	Professional elective	(3)
RXXR 704	Professional Development	(0)

RXRX 702	School of Pharmacy Forum	(0)
	Chapel	(0)
	TOTAL	17

SPRING QUARTER

RXPC 763	Pharmaceutical Care Laboratory III	(4)
RXTH 775	IPDM XI: Oncology/Transplant	(2.5)
RXTH 774	IPDM XII: Miscellaneous	(4.5)
RXSA 743	Health Systems, Reimbursement, and Pharmacoeconomics	(3)
	Professional elective	(3)
RXRX 701	School of Pharmacy Forum	(0)
RXRX 704	Professional Development	(0)
	Chapel	(0)
	TOTAL	17

TO BE RAKEN EITHER AUTUMN, WINTER, OR SPRING QUARTER

RXTH 790	Introduction to Institutional Pharmacy Practice	(1)
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CUMULATIVE TOTAL FOR PY 3**52****PROGRAM OF INSTRUCTION
FOR PROFESSIONAL YEAR (PY) 4**

SUMMER QUARTER

Advanced Pharmacy Practice Experience rotations (1)	(6)
TOTAL	(6)

AUTUMN QUARTER

Advanced Pharmacy Practice Experience rotations (2)	(12)
TOTAL	(12)

WINTER QUARTER

Advanced Pharmacy Practice Experience rotations (2)	(12)
TOTAL	(12)

SPRING QUARTER

Advanced Pharmacy Practice Experience rotations (1)	(6)
Reconnections	(2)
TOTAL	(8)

CUMULATIVE TOTAL FOR PY 4**38****CUMULATIVE TOTAL FOR PY 1-4****189.5**

School of Public Health

Dean's Welcome

Mission, Goals, and Values

School Foundations

General Regulations

University email accounts

Learning Environment

Technology facilities

Campus facilities

Departments

Environmental and Occupational Health

Epidemiology and Biostatistics

Global Health

Health Policy and Management

Health Promotion and Education

Nutrition

Centers

Center for Health Promotion (CHP)

Center for Health Research (CHR)

Computer Center

Health Geoinformatics Resource Laboratory

Application and Admissions

Computer literacy

Bachelor of Science in Public Health

Graduate degree programs—M.B.A., M.P.H., M.S.P.H.

Master of Science

Doctor of Public Health

Academic Policies and General Regulations

Advanced standing

Religion course requirement

Student classification

Shared units

Convocation attendance

Course attendance

Time limit

Academic probation

Residency requirements

Graduation requirements

Grievance policy

Programs and degrees

Degrees offered

Continuing education and extension programs

BACHELOR'S DEGREE PROGRAM

BACHELOR OF SCIENCE IN PUBLIC HEALTH

B.S.P.H. degree program requirements

Public health content requirements

Public health seminars

Senior project

MASTER'S DEGREE PROGRAMS**MASTER OF PUBLIC HEALTH**

Public health core requirements

Public health seminars

Culminating activity

Field practicum

MASTER OF BUSINESS ADMINISTRATION**MASTER OF SCIENCE IN PUBLIC HEALTH****MASTER OF SCIENCE**

Public health core requirements

Public health seminars

Culminating activity

MEDICAL RESIDENCIES**MEDICAL/DENTAL LEADERSHIP PROGRAM****DISTANCE LEARNING PROGRAMS****ONLINE EXECUTIVE MASTER OF PUBLIC HEALTH****INTERNATIONAL PROGRAMS**

Russia M.P.H. degree

Pacific M.B.A. degree

CERTIFICATE PROGRAMS

General certificate information

GENERAL CERTIFICATE REQUIREMENTS**TEN CERTIFICATE PROGRAMS**

Biostatistics and epidemiology (five programs)

Health geoinformatics

Emergency preparedness and response

Reproductive health

Tobacco-control methods

Lifestyle intervention

DOCTORAL DEGREE PROGRAMS**DOCTOR OF PUBLIC HEALTH****INDIVIDUAL DOCTORAL DEGREE PROGRAMS****COMBINED-DEGREES PROGRAMS****Financial Information**

Traineeships/Assistantships

Application for financial aid/Loans

Schedule of charges/Tuition/Fees

On- and off-campus student housing

Awards and honors

Graduation with honors

Additional requirements/Policies

Programs, Degrees and Certificates Offered**BACHELOR'S DEGREE PROGRAMS**

Health Care Administration

Health Geographics and Biomedical Data Management

Wellness Management

MASTER'S DEGREE PROGRAMS

Biostatistics

Environmental and Occupational Health

Epidemiology

Global Health

M.B.A. in Healthcare Administration

Health Education

Health Policy and Leadership

Lifestyle Medicine

Maternal and Child Health

Nutrition

Public Health Practice

Executive Online Program

CERTIFICATE PROGRAMS

- Basic Biostatistics
- Advanced Biostatistics
- Basic Epidemiology
- Advanced Epidemiology
- Epidemiological Research Methods
- Health Geoinformatics
- Emergency Preparedness and Response
- Lifestyle Intervention
- Reproductive Health
- Tobacco-Control Methods

DOCTORAL DEGREE PROGRAMS

- Epidemiology
- Global Health (not currently admitting students)
- Health Education
- Nutrition
- Preventive Care

COMBINED-DEGREES PROGRAMS

- Master of Public Health (M.P.H.) with Master of Science (M.S.)
 - Health Education/Marital and Family Therapy
 - Health Education/Advanced Practice Nursing (not available for 2007-2008)
- Master of Public Health (M.P.H.) with Doctor of Psychology (Psy.D.)
 - Health Education/Clinical Psychology
- Master of Public Health (M.P.H.) with Master of Social Work (M.S.W.)
 - Maternal and Child Health/Social Work
- Master of Public Health (M.P.H.) with Doctor of Dental Surgery (D.D.S.)
 - Health Education/Dentistry
- Master of Public Health (M.P.H.) with Doctor of Medicine (M.D.)
 - Health Education/Medicine
- Doctor of Public Health (Dr.P.H.) with Doctor of Psychology (Psy.D.)
 - Preventive Care/Clinical Psychology

Dean's Welcome

Welcome and thank you for navigating your way to the School's Bulletin. Winston Churchill was once quoted as saying, "To improve is to change; to be perfect is to change often". In this spirit you will find substantial modifications to our educational offerings, reflecting contemporary thinking around public health science, disease prevention, and health promotion. Our commitment is to deliver training and education rooted in Christian values which will prepare you to launch or accelerate your public health career.

Please do not hesitate to contact me or any of our professional staff if you have questions about this year's bulletin. Working together, we can empower society to lead healthier and longer lives. Receiving your public health degree is a major step in that rewarding journey.

Wishing you success in all facets of your life.

A handwritten signature in black ink, appearing to read 'Dyjack', with a stylized flourish at the end.

David T. Dyjack, Dr.P.H., CIH
Dean, School of Public Health



Mission, Goals, and Values

OUR MISSION

The mission of the School of Public Health is to prepare public health professionals for local, national, and international leadership and service through integrating Christian values with public health theory and practice, educational excellence, and research competencies.

OUR GOALS

The goals of the School of Public Health are to:

1. Educate public health professionals for service in local, national, and international settings.
2. Integrate public health practice with teaching and research in the careers of faculty and the education of students.
3. Expand and disseminate public health knowledge through research and scholarly activities.
4. Promote the development of positive personal health habits in faculty, staff, and students as integral to spiritual values and Christian commitment.
5. Provide public health education through innovative programs to meet the needs of the sponsoring church and populations underserved by public health training and education.
6. Provide health leadership within the University and the community.
7. Encourage responsible management of resources and the environment.
8. Provide appropriate consultation.
9. Encourage an educational environment supportive of diverse population groups.

OUR VALUES

The School of Public Health believes that the values held by the school and its faculty and staff—and which it seeks to develop in its students—are a consequence of a loving relationship between God and His created beings. This relationship is reflected in the following values:

- **Compassion**—The sympathetic willingness to be engaged with the needs and suffering of others. Among the most memorable depictions of compassion in Scripture is the story of the Good Samaritan, which this University has taken as a central symbol for our work.
- **Integrity**—The quality of living a unified life in which one's convictions are well-considered and match one's actions. Integrity encompasses honesty, authenticity, and trustworthiness.
- **Excellence**—The commitment to exceed minimum standards and expectations.
- **Freedom**—The competency and privilege to make informed and accountable choices and to respect the freedom of others. God has called us not to slavery, but to freedom.
- **Justice**—The commitment to equality and to treat others fairly, renouncing all forms of unfair discrimination. The God of the Bible is One who calls people continually to justice. According to the prophets, religious faith could only be genuine when it led the believers to "seek justice, rescue the oppressed, defend the orphans, [and] plead for the widow."
- **Purity/Self-Control**—Morally upright and moderate in all things, with complete control over one's emotions, desires, and actions.
- **Humility**—The willingness to serve others in a sacrificial manner; the self-respect that renounces haughtiness or arrogance.

School Foundations

HISTORY

The school's foundation was laid in 1948 with the organization of the School of Tropical and Preventive Medicine, the purpose of which was to provide a base for research and teaching. In 1964, plans were made for faculty and facilities to meet the requirements of the Committee on Professional Education of the American Public Health Association (APHA). Three years later, the School of Nutrition and Dietetics (established in 1922) and the Division of Public Health and Tropical Medicine were accredited by AOHA and organized under the name Loma Linda University School of Public Health. This name was changed to School of Health in October 1970 to reflect more clearly the School's emphasis on lifestyle. In response to changing societal perceptions and definitions of "public health," the original name, School of Public Health, was readopted in August 1987. The Center for Health Promotion, the Department of Preventive Medicine, and the Preventive Medicine Group were merged into the School of Public Health in 1990. The expanded resources realized by this merger stimulated further growth and development of the school to provide a dynamic learning and research environment for its students and faculty.

Accreditation

The school has maintained continuous accreditation since it was accredited at its inception in 1967 by the American Public Health Association. It is currently accredited by the Council on Education for Public Health, 800 Eye Street NW, Suite 202, Washington, D.C. 20001-1397. The school is also a member of the Association of Schools of Public Health.

General Regulations

Students of the University are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation. Section III gives the general setting for the programs of each school and outlines the subject and unit requirements for admission to individual professional programs. It is important to review specific program requirements in the context of the general requirements applicable to all programs.

University email accounts

The University accepts its moral, ethical, and legal responsibility for informing and reminding students of deadlines, regulations, and processes by issuing an email account to every student and communicating with students by email. It is the students' responsibility to read and respond to their email messages from the University.

Learning Environment

Technology facilities

The school is excited by the addition of technology-blended and fully online courses. Students should be prepared to use email, electronic library resources, online survey tools, course management tools, and other internet communication tools while engaged in the School of Public Health learning environment. With multiple online M.P.H. degree programs and certificates, the School of Public Health is demonstrating its commitment to moving forward with a technology-supported and technology-facilitated learning environment.

Note: Tutorials are available to assist members of this learning community in using the school's various tools.

Campus facilities

Facilities for the School of Public Health—offices, lecture and seminar rooms, teaching and research laboratories, work and storage areas—are located mainly in and adjacent to Francis Nichol Hall. Additional offices and research facilities are located in Evans Hall and the Parkland Building.

DEPARTMENTS AND CENTERS

The instructional, research, and service programs within the school are organized and administered by six academic departments and three centers.

THE DEPARTMENTS

Department of Environmental and Occupational Health

The protection of the human environment from natural and man-made hazardous conditions is a major issue of growing concern that affects the health and welfare of people throughout the world. Environmental and occupational health professionals strive to promote health and quality of life by preventing and reducing illness, disability, and death from interactions between people and their environment over the entire life-span. The science and practice of environmental health currently covers many new responsibilities such as responding to emergencies, educating and training various audiences, and developing new standards and guidelines, or helping formulate public policy. The emergence of new issues and threats—such as food security or natural, technological, humanitarian, and terrorism-related environmental emergencies—establishes the need for an educated and well-prepared environmental and occupational health workforce. As environmental health professionals must be able to anticipate, recognize, and respond to traditional as well as emerging challenges, they also need to stay current on all of the latest information and technology tools available.

Environmental health practitioners are diverse in background, education, and function. Therefore, the department stresses an interdisciplinary approach to instruction and continually seeks to train individuals with a broad range of backgrounds, value systems, and perceptions of the world. The Environmental and Occupational Health Program provides a California state-approved professional program that leads to the Master of Public Health (M.P.H) degree in environmental and occupational health. In addition, select individuals are offered the opportunity to obtain an M.P.H degree that is not designed to meet the eligibility certification requirements. The Department of Environmental and Occupational Health also makes available to students interdisciplinary options that integrate epidemiologic research skills or modern geospatial information technology tools into the standard M.P.H program. The department also partners with the U.S. Peace Corps to offer a dual degree, the M.P.H/Master's International Program (M.P.H/M.I.P).

The department builds upon students' existing foundation in the sciences to prepare them to meet the growing employment market for environmental health specialists, industrial hygienists, environmental epidemiologists, geo-informatics specialists, and other professions that examine human environment interactions. In varying degrees of depth, courses and laboratories provide training in the anticipation, recognition, evaluation, and control of health hazards in places of employment and communities. Our graduates secure rewarding careers in government, industry, and the private sector.

Mission

The mission of the Department of Environmental and Occupational Health is to prepare distinguished environmental health professionals to serve local, national and international communities.

The Department of Environmental and Occupational Health has established the following goals for faculty:

1. Practice excellence in teaching through continual review and improvement of methods and materials.
2. Actively participate in scholarly activities and attain our full professional potential.
3. Provide sound academic, professional, and personal advisement to our student body.

4. Contribute public health service to the local, national, and international community.
5. Provide professional leadership in our respective technical fields.
6. Create an atmosphere in the department that promotes and encourages the environmental and occupational health profession as a career option.

Standards

The Environmental and Occupational Health Department endeavors to train graduates who will:

1. Conduct themselves in a professional and ethical manner.
2. Serve as qualified, successful environmental health practitioners.
3. Be prepared to enter into advanced or doctoral degree programs

Department of Epidemiology and Biostatistics

Although the science of epidemiology began with the investigation of the infectious disease outbreaks, epidemiologists today consider the modern plagues of heart disease, cancer, stroke, and injuries to be a part of this relatively young discipline. Contemporary epidemiology builds upon the premise that disease or health is not randomly distributed within populations. Epidemiologists, therefore, apply a collection of investigative research methods that permeate all fields of public health in order to identify and isolate the underlying causes of disease and injury as well as health. The emphasis placed upon the investigative process has inspired some to describe the epidemiologist as a medical detective.

The diversity of this investigative science is illustrated by a number of research accomplishments ranging from identification of control and preventive measures for AIDS and diabetes mellitus; to etiologic processes important in the development of malignant neoplasms, cardiovascular diseases, and infectious diseases. Other accomplishments of epidemiology include discovery of social and biological mechanisms involved in the spread of measles, AIDS, and pertussis through human populations; and preventive measures for surgical wound and other hospital-acquired infections.

Contemporary epidemiologic inquiry ranges from investigation of the roles of prescription medications, nutrition, electromagnetic fields, and pesticides in human cancer; to identification of health benefits of cholesterol reduction, smoking cessation, and use of safety bindings on skis.

The efficacy and confirmed success of epidemiology guarantee an exciting future for those who meet the challenges of this advancing science.

The mission of the Department of Epidemiology and Biostatistics is to prepare professionals to serve local, national and international communities as researchers and consultants qualified to provide an understanding of environmental, genetic, and social characteristics important in disease development and spread; and professionals qualified to select and apply appropriate statistical theories, strategies, and techniques to the solution of research problems.

The Department of Epidemiology and Biostatistics:

1. Trains students to become professionals in epidemiology and biostatistics.
2. Fosters a spirit of collaboration among students and faculty by including students in research projects and as teaching assistants.
3. Provides practical research experience, including presentation of data, through field practice in a public health department or other agency, or on one of the research projects within the University.
4. Conducts high-quality research, collaborates on research projects within the school and the University, and develops research collaboration with other academic and research communities.
5. Provides consultation services regarding research design; and analyzes and interprets results to other groups within the University, the community, and outside agencies.

Department of Global Health

Department goal

The department's goal is founded on Christian values of love for and service to humanity and stewardship for the resources of the earth. We aim at training individuals who will be culturally competent, and are able to engage communities especially the poor, vulnerable and underserved, in assessing their needs and assets to help them achieve an acceptable level of health and development.

The Department offers the following programs:

- A. Masters in Public Health:
 - 1. Community Health and Development
 - 2. Global Epidemiology (dual major)
 - 3. Global Maternal and Child Health (dual major)
 - 4. Global Geoinformatic Systems (GIS) (dual major)
- B. Doctor of Public Health (DrPH)
 - 1. The Doctor of Public Health (DrPH) degree in Global Health (This is now open for enrollment in the fall of 2008)
- C. Certificates:
 - 1. Certificate in Emergency Preparedness and Response and
 - 2. Certificate in Tobacco Control.

Department of Health Policy and Management

The goals of the Department of Health Policy and Management are:

- 1. To equip graduates—within the context of the missions of the University and the School of Public Health—with universal leadership skills and problem-solving abilities that will enable them to effectively function in a rapidly changing environment. Graduates receive a broad interdisciplinary education that encourages critical thinking and the application of systems thinking to the solution of the current challenges facing health care. This program will provide students with a stronger understanding of health policy that will equip them to impact change in national and global environments.
- 2. To train and strengthen the skills of health care professionals in the analysis and creation of health policy.
- 3. To equip graduates to critically think through policies that will improve health outcomes of health systems.

Graduates of the MBA programs in the Department of Health Policy and Management will have the skills necessary to:

- 1. Employ management principles in health care.
- 2. Understand the operational process in health care organizational structure.
- 3. Understand the importance of applying the principles of finance in health care.
- 4. Understand the importance of applying the principles of accounting in health care.
- 5. Employ technology that support research and decision making in health care management.
- 6. Demonstrate the importance of equitable and effective human resource policies and practice.
- 7. Demonstrate effective leadership skills.

Graduates of the MPH program in the Department of Health Policy and Management will have the skills necessary to:

- 1. Describe the policy processes for improving the health status of populations.
- 2. Produce health policy communications to appropriate stakeholders.
- 3. Demonstrate leadership in health policy and advocacy for public health issues.
- 4. Identify issues that influence access to care, including health services to special populations.
- 5. Apply systems thinking to current challenges in the health system
- 6. Apply the principles of strategic planning to make recommendations for organizational and community health initiatives.
- 7. Understand the principles of finance and economics.

Department of Health Promotion and Education

The goals of the Department of Health Promotion and Education are to:

- Promote the academic preparation of public health professionals.
- Provide course work for students desiring credentialing in selected areas.

- Provide health-education consultation services in needs assessment, community-organization program planning and implementation, health counseling, evaluation, and research to public and private health agencies, including the Seventh-day Adventist Church.
- Independently or in collaboration with other faculty, departments and organizations, develop and conduct research that addresses health-education, health-behavior, and disease-prevention issues and needs.

Department of Nutrition

The Department of Nutrition offers programs leading to the Master of Public Health (MPH) and the Doctor of Public Health (DrPH) degrees. These programs prepare public health nutritionists who can integrate knowledge of physiological science with competencies in behavioral science, management, and public policy to enhance the nutritional status of individuals and populations. Public health nutrition applies the science of nutrition and related disciplines to solving nutrition-related health problems. The department maintains links to providers and programs that give students the opportunity to be exposed to various community nutrition services and work with professionals in a variety of disciplines and settings. As a member of the Faculties of Graduate Programs in Public Health Nutrition, the curriculum conforms to the high standards established by this national organizational

The Department of Nutrition also offers the Master of Science (MS) degree in nutrition to meet the specific needs of students who desire advanced training in nutritional science. This program is suitable for persons planning to pursue a doctoral degree in nutrition or related field and for persons preparing to teach at the secondary or college level. It provides training in research skills for health professionals such as dietitians or physicians and for those interested in research careers in academic or industry

The goal of the discipline of public health nutrition is to promote optimal nutrition and health for all members of the population by improving nutritional status and maintaining health.

The Department of Nutrition goals are to:

- Train competent public health practitioners who will serve as leaders in the field.
- Contribute to nutrition knowledge through active research, emphasizing issues related to vegetarian nutrition, and plant-based diets.
- Collaborate with local, national, international organizations in various activities for improvement of the nutritional health of communities.

THE CENTERS

The two centers of the School of Public Health are: the Center for Health Promotion, and the Center for Health Research. In addition, the Office of Distance Learning offers degrees abroad and in an on-line modality.

Center for Health Promotion (CHP)

The center is a health-promotion-and-maintenance facility within the Adventist Health System/Loma Linda. It offers a wide spectrum of programs dealing with weight management, executive health, stress management, smoking cessation, nutrition, exercise, and alcohol and drug dependency. Group sessions, individual counseling, and health assessment are some of the aspects of the programs conducted in the community or in a corporate setting. The CHP is a major training center for students.

Center for Health Research (CHR)

The center encourages involvement in research by identifying research opportunities and providing support in developing grant applications. It provides research and statistical services, monitors financial status of grants and research endowments, and provides focus for the research activities of the school by identifying research priorities.

The research efforts of the school are consistent with its overall philosophy: protection, promotion, and preservation of human health through the harmonious development of one's mental, physical, and spiritual resources. It is the school's policy to encourage those research activities that are especially relevant to its mission and that utilize the natural abilities, special interests, and professional expertise of its faculty members. School of Public Health researchers concentrate on projects that examine the effects on health of various aspects of lifestyle—including personal and cultural habits, as well as issues of health disparities. Of special importance is research directed toward those aspects of disease prevention in which health may be related to individual choices of life habits and lifestyle. The school makes special efforts to encourage research projects that are most likely to enrich the instructional programs. In developing research projects, faculty members carefully consider how to encourage student involvement. The goal is to bring mutual benefit to the students' academic development and to the purposes of research. A wide variety of research methodologies are employed. These provide students with valuable experience through exposure to a broad spectrum of the techniques of scientific investigation. Substantive research findings are incorporated regularly into the teaching program.

Computer Center

The Computer Center maintains two computer labs (pc platform) for general and class specific use. The labs as well as all classroom and public areas of the school provide wireless internet access. The Computer Center assists students in utilizing a

variety of software programs including current office productivity applications and specialized software used in conjunction with coursework in statistics, nutrition, and GIS. The Computer Center manages student email, wireless and online service accounts.

Health Geoinformatics Resource Laboratory

The Health Geoinformatics Laboratory, located in the Del Webb Memorial Library, provides students, faculty, and staff easy access to extensive geotechnology resources. The spacious facility is equipped with high-end computers and other peripherals such as plotters, GPS devices, printers, a scanner, and more. The laboratory manages the ESRI GIS software site license and maintains remote sensing (satellite imagery), database-management systems, and other state-of-the-art spatial, analytic, and visualization software packages. In addition, the laboratory maintains substantial spatial data—including demographic, population, satellite images, and aerial photographs. The laboratory also supports all the health geoinformatics educational and training needs, as well as various research and practice activities for new insights and innovative solutions to health problems. For more information visit <www.llugis.org>.

Application and Admissions

The programs admissions committees of the University assure that an applicant to any of the schools is qualified for the proposed curriculum and is capable of profiting from the educational experience offered by this University. The department of the program in which study is desired accomplishes this by examining evidence of scholastic competence, moral and ethical standards, and significant qualities of character and personality. The school's Admission Committee ratifies the department faculty's decision.

Computer literacy

Computer literacy is a prerequisite for some courses. Students are strongly encouraged to develop their computer skills and literacy prior to coming to the school.

BACHELOR OF SCIENCE IN PUBLIC HEALTH

Program entrance requirements

Content and length of programs vary according to an individual applicant's background (see "Advanced standing") and classification on acceptance. Specific admissions requirements for individual degree programs are described later in this section.

Subject/Diploma requirements

A high school diploma or its equivalent, the GED, is required.

Eligibility

Eligibility for consideration is based on a grade-point average of at least 2.5 (on a 4.0 scale) for all course work (science and nonscience subjects computed separately) presented in fulfillment of entrance requirements for all undergraduate majors in the school. A limited number of students whose background and experience show potential for success but whose G.P.A. is between 2.0 and 2.49 may be admitted on a provisional basis.

A minimum grade of C (2.0) is required for all college courses transferred into the undergraduate programs.

GRADUATE-DEGREE PROGRAMS—M.B.A., M.P.H., M.S.P.H.

Admissions requirements

Since specific requirements vary from program to program, these should be determined from the area of interest.

Eligibility

To be eligible for admission to a master's degree program, applicants must have at least a baccalaureate degree from an accredited institution, with a G.P.A. of 3.0 or above, and present scores of the Graduate Record Examination (GRE). A limited number of students whose background and experience show potential for success but whose G.P.A. is less than 3.0 are admitted on a provisional basis.

A minimum grade of B (3.0) is required for all college-transfer courses.

Prerequisite courses

A grade of C or higher is required for all prerequisite courses.

Entrance tests

Scores from the Graduate Record Examination (GRE), or equivalent (including PRAXIS), are required with the application. Application forms for the GRE and information regarding examination times and places are furnished by the Educational Testing Service, 1947 Center Street, Berkeley, CA 94704 (for the West); Princeton, NJ 08540 (for the East). Applicants for the M.B.A.-degree program in health administration are required to submit scores from the Graduate Management Admission Test (GMAT), or equivalent, such as the GRE. Application forms for the GMAT and information regarding examination times and places are furnished by Educational Testing Service, 1947 Center Street, Berkeley, CA 94704 (for the West), and Princeton, NJ 08540 (for the East). The applicant may also contact a local community college for testing information or find it available at <www.ets.org>.

MASTER OF SCIENCE

Content and length of programs vary according to an individual applicant's background (see "Advanced standing") and classification on acceptance. Specific admissions requirements for individual degree programs are described later on in this section.

DOCTOR OF PUBLIC HEALTH**Eligibility**

To be eligible for admission to the Doctor of Public Health degree program, an applicant must demonstrate high academic performance both in baccalaureate and postbaccalaureate studies, and present scores of the Graduate Record Examination (GRE). For specific admissions requirements, refer to the Doctor of Public Health degree program described later in this section.

A minimum grade of B (3.0) is required for all University transfer courses.

Academic Policies and Regulations

Students are responsible for informing themselves of and satisfactorily complying with the policies and meeting the regulations pertinent to registration, matriculation, and graduation.

Advanced standing

Graduate students with previous course work in areas of public health may apply for limited units of advanced standing. If approved by the program director or department chair and the associate dean for academic affairs of the school, degree requirements—exclusive of elective units—are reduced. Courses taken during the past five years are considered in an evaluation of the student's qualification for advanced standing. Competency in courses taken more than five years previously may be considered if the content has been used professionally on a regular basis. No advanced standing is granted for life experience that is not in conjunction with previous course work. Advanced standing is not granted for religion courses.

Religion course requirement

Registration and completion of a 3-unit, graduate-level religion course is mandatory for completion of degree requirements. The purpose of the religion requirement is to provide a spiritual dimension to the professional training of public health students, to provide students with an opportunity to further develop their skills in dealing with life's challenges, and to provide opportunity for personal spiritual growth. Transfer of course units from other universities and institutions is not available; nor is a waiver option available, regardless of educational background. Traditional letter grading is required.

Selection of religion courses to fulfill requirements for the various degrees should be made in consultation with the adviser, using the course schedule published online at <www.llu.edu/ssweb>. Undergraduate students may meet the religion requirement by enrolling in 400-level religion courses. Master's degree students are required to complete a three-unit, 500-level religion course per degree sought; and doctoral students are required to complete three 500-level religion courses in each of the religion content areas: ethical, relational, and theological studies. Only courses with REL_ code prefixes may be used to satisfy the religion course requirement. The religion requirement may not be waived by registering for a religion course at a University other than Loma Linda University.

Student classification

Students enrolled in courses prior to receiving official acceptance into the School of Public Health are classified as "nondegree" students by the University. Students may retain this status only by permission of the Director of Admissions and Academic Records for a maximum of 12 units of study before official acceptance into the school.

Shared units

The maximum number of units that may be shared between a doctoral and a master's degree program within the University is 18 units. The maximum number of units that may be shared between a bachelor's and a master's degree program within the University is 9 units. The maximum number of units that may be shared between two doctoral programs within the University is 36 units. Shared units between programs may not be automatically granted.

Convocation attendance

Attendance at weekly University and quarterly school convocations is required. Unexcused absences are reported to the dean. Persistent failure to attend may jeopardize a student's regular standing.

Course attendance

Only duly registered students may attend classes. Students are expected to attend all required contact elements in a course. Absences in excess of 15 percent may be sufficient cause for a failing or unsatisfactory grade to be recorded.

Time limit

The time lapse from first enrollment in courses applied to a master's degree curriculum to the conferring of the degree may not exceed five years. For a doctoral degree, the maximum time allowed for advancement to candidacy is five years, and seven years to completion of the degree program. Students who show evidence of appropriate academic progress may be granted up to two one-year extensions for master's and three one-year extensions for doctoral degrees. These extensions are not automatic but must be initiated by student request and be approved by the major department and the associate dean for academic affairs.

Academic probation

Students whose cumulative G.P.A. at the end of any quarter is less than 2.0 for undergraduate students and 3.0 for graduate students are placed on academic probation, and the number of units for subsequent registrations is restricted to a maximum of 12 graduate or 16 undergraduate units per quarter. Students with two quarters of unsatisfactory performance jeopardize their standing in a degree or certificate program.

Residency requirements

Residency requirements may be met by a student taking, through the School of Public Health, the minimum number of units specified for the appropriate degree.

To be eligible for a bachelor's degree, students must complete a total of at least 192 units—of which at least 32 of the last 48 units, or a minimum of 45 total units of course work, are completed at Loma Linda University.

The minimum didactic-unit residency requirement for a single master's degree is 45 units (plus 11 units of transfer credit, or 56 units total) and for a single doctoral degree is 60 units (plus 12 dissertation units, or 72 units total).

Graduation requirements

A candidate for a degree shall have met the following conditions:

1. Completed all requirements for admission.
2. Satisfactorily completed all requirements of the curriculum, including specified attendance; number of credit units; specific course and field instruction; applicable qualifying and comprehensive examinations and culminating activities, and have a cumulative grade-point average of 2.5 for undergraduate students or 3.0 for graduate students, computed separately for the total degree program and for courses in the major area.
3. Completed the culminating activity, which shall consist of a combination of the following, depending on the academic program:
 - a written comprehensive examination (prior to the field experience),
 - field experience (upon completion of essential major course work),
 - professional portfolio (upon completion of the field experience), and
 - an online exit survey and exit interview with the department chair (at the conclusion of the program).
4. Attended a minimum of five approved public health seminars for the bachelor's degree program.
5. Attended a minimum of ten approved public health seminars for each master's degree sought, and a minimum of twenty approved public health seminars for doctoral degree sought.
6. Submitted a graduation petition two-to-four quarters before graduation, as specified by the degree program.
7. Given evidence of responsiveness to the established aims of the University and of the school.
8. Discharged financial obligations to the University and completed the exit interview with the Office of Student Finance.

The candidate who has completed the requirements at the end of the Spring Quarter is encouraged to be present at the conferring of degrees. Students desiring to participate in commencement ceremonies must do so at the spring (June) exercise immediately following completion of their assigned curricula.

The University reserves the right to prohibit participation in commencement exercises by a candidate who has not satisfactorily complied with all requirements.

Grievance policy

Grievances related to sexual harassment, racial harassment, or discrimination against the disabled shall be pursued in accordance with University policies specifically relating to these items. Grievances related to academic matters or other issues covered by specific school policies shall be made pursuant to the policies of the school in which the student is enrolled. A student who questions whether the process provided by the school has followed its policy in regard to his/her grievance may request the Office of the Chancellor to conduct a review of the process used by the school in responding to his/her academic grievance. For more detailed information, please see the University Student Handbook for School of Public Health grievance policy and procedures.

Programs and degrees

It is the responsibility of students to know and fulfill all academic and graduation requirements and to make every reasonable effort to obtain adequate academic advisement. Frequent adviser contact helps to ensure that students have current academic information and are making adequate progress toward educational goals.

Degrees offered

The School of Public Health offers one bachelor's degree—the Bachelor of Science in Public Health; four master's degrees—the Master of Business Administration, Master of Public Health, Master of Science in Public Health and Master of Science; and one doctoral degree—the Doctor of Public Health.

Continuing education and extension programs

The school offers nondegree short courses and workshops at various locations in the United States and overseas to meet the continuing-education and extension-program needs of School of Public Health alumni, other health professionals, and lay persons in the church and community. In addition, most degree courses are approved for continuing-education credit.

BACHELOR'S DEGREE PROGRAM

BACHELOR OF SCIENCE IN PUBLIC HEALTH

The Bachelor of Science in Public Health (B.S.P.H.) degree program is designed for individuals with professional career objectives in the major concentration area of health care administration.

The program leading to the B.S.P.H. degree is designed to prepare graduates for employment as professionals in health-related fields and to provide a foundation for personal growth.

This program also provides a strong base for those who wish to pursue a graduate degree.

The B.S.P.H. degree program combines a broad-based education with study in public health, emphasizing applied aspects and public health practice. Specific information about this program may be found later in this section.

B.S.P.H. degree program requirements

The first year of the program is taken at a college or university of the student's choice. Ideally, students will have completed their first two years of course work prior to entering the B.S.P.H. degree program. However, only the first year of college or university course work must be completed prior to entering the program. Students transfer to Loma Linda University School of Public Health for the remaining two or more years. Students taking part-time course work may take longer to complete the program.

Each student is required to complete 68 units as specified in the general education policy of Loma Linda University. General education requirements (GE) are to be met through lower-division courses at a college or university of the student's choice, as well as through courses taken during the final Loma Linda University years.

A minimum of 192 units is required for the B.S.P.H degree. (See the General Education section in this CATALOG).

Public health content requirements

All undergraduate degree students in the School of Public Health are expected to develop an understanding of the areas of knowledge basic to public health. This will be accomplished through the public health core courses covering topics such as essentials of public health, epidemiology, and biostatistics; as well as the integration of the knowledge-base concepts in the areas of concentration.

Students are expected to identify a specific area of concentration or a major. They may also opt to take additional course work leading to a second area of emphasis.

Public health seminars

Attendance is required at a minimum of five public health seminars for each bachelor's degree sought. This is seen as an enrichment that augments the student's acquaintance with diverse current public health issues and concerns. The seminar requirement must be met during the student's enrollment in the School of Public Health and is separate from course-credit registration. No tuition or fee is charged by the school. Seminar activities that qualify to meet this requirement are those that have been approved by the associate dean of academic affairs. Many seminar presentations in the School of Public Health or in other parts of the University, the University Medical Center, the Jerry L. Pettis Memorial Veterans Medical Center, or the surrounding community qualify to meet this requirement. Prior approval must be obtained for public health seminars offered outside the School of Public Health.

Credit for no more than three public health seminars may be received for attendance at any one workshop or meeting, regardless of how many hours are attended.

Senior project

Students are required to complete a senior project demonstrating competence in their field of study.

MASTER'S DEGREE PROGRAMS

Master of Public Health (M.P.H.), Master of Business Administration (M.B.A.), and Master of Science in Public Health (M.S.P.H.) degree programs are designed for those with appropriate backgrounds who are seeking to acquire graduate-level competencies in public health, business administration, or health administration.

MASTER OF PUBLIC HEALTH

The program leading to the Master of Public Health (M.P.H.) degree is designed to provide broad preparation in the fundamentals of public health, while at the same time offering opportunity for some specialization in areas of interest.

The degree is offered with major concentrations in the areas of biostatistics, environmental and occupational health, epidemiology, health policy and management, health education, global health, maternal and child health, and nutrition. Combined degrees are available for a variety of programs and majors in conjunction with other Loma Linda University Schools. Section III of this CATALOG provides specific information about these programs.

Public health core requirements

All graduate degree students in the School of Public Health are expected to develop an understanding of the areas of knowledge basic to public health. This is accomplished by including the following required courses or their equivalents in each degree program:

ENVH 509/581	Principles of Environmental Health/Principles of Industrial Hygiene	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 509/521	General Statistics/Biostatistics I	(4)
RELE 534	Ethical Issues in Public Health	(3)
HPRO 536	Program Planning and Evaluation	(2)
NUTR 505	Public Health Biology	(2)
GLBH 524	Cultural Competence and Health Disparities	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Students are expected to identify a specific area of concentration or major. They may opt to add additional course work leading to a second area of emphasis.

Public health seminars

Attendance is required at a minimum of ten public health seminars for each master's degree sought. This is seen as an enrichment that augments the student's acquaintance with diverse current public health issues and concerns. The seminar requirement must be met during the student's enrollment in the School of Public Health and is separate from course-credit registration. No tuition or fee is charged by the school. Seminar activities that qualify to meet this requirement are those that have been approved by the associate dean of academic affairs.

Many seminar presentations in the School of Public Health or in other parts of the University, the University Medical Center, the Jerry L. Pettis Memorial Veterans Medical Center, or the surrounding community qualify to meet this requirement. Prior approval must be sought for public health seminars offered outside the School of Public Health.

Credit for no more than three public health seminars may be received for attendance at any one workshop or meeting, regardless of how many hours are attended.

Culminating activity

The school requires each graduate to complete a synthesizing activity that demonstrates basic competencies in the five core areas of public health. These areas include biological, physical, and chemical factors that affect the health of a community; concepts and methods of relevant social and behavioral sciences; distribution of diseases or conditions in populations, and factors that influence this distribution; collection, storage, retrieval, analysis, and interpretation of health data, and planning, policy analysis, and administration of health programs.

Field practicum

Students are required to complete a field practicum in order to gain public health experience.

MASTER OF BUSINESS ADMINISTRATION

The program leading to the Master of Business Administration (M.B.A.) degree is designed to develop the management and administrative skills of those involved in the public and private health care industries.

The Master of Business Administration (M.B.A.) degree provides a broad understanding of health care management and hands-on experience in applying learned principles. The M.B.A. degree is designed for those whose professional objective is a career in health care management. The residency period provides experience in a health care organization. Graduates are prepared for careers at upper-administrative levels in health care organizations—including hospitals, public agencies, health care networks, group practices, long-term care, and managed care.

MASTER OF SCIENCE IN PUBLIC HEALTH

The Master of Science in Public Health degree is designed to provide in-depth specialization in one area of public health while at the same time assuring an orientation to community health and a breadth of understanding of the core areas by a required minimum of core public health courses.

The degree is offered in the area of biostatistics. Specific information about the areas of specialization is found in the Biostatistics Program in this CATALOG.

MASTER OF SCIENCE

The Master of Science degree in nutrition is offered to meet the specific needs of those who desire advanced training in nutritional sciences. The Master of Science degree in nutrition has the following objectives:

1. To provide a basic science approach to understanding advanced areas in human nutrition.
2. To enhance research skills by developing or applying advanced laboratory techniques in human nutrition research.

More information about this area of specialization is found in the Nutrition Program in this CATALOG.

Public health core requirements

All graduate students in the School of Public Health are expected to develop an understanding of the areas of knowledge basic to public health.

Public health seminars

Attendance is required at a minimum of ten public health seminars for each master's degree sought. For further information, please refer to the public health seminar description provided later in this section.

Culminating activity

The School of Public Health requires each graduate to complete a synthesizing activity that demonstrates basic competencies in the five core areas of public health.

Preventive medicine and occupational medicine residencies

Two accredited residency training programs, the General Preventive Medicine and Public Health Residency, and the Occupational Medicine Residency, are available for qualified physicians at the School of Public Health. Depending on previous graduate medical education, these are 2-4 year programs. A third option, combined training in family and preventive medicine, with focused tracks in lifestyle medicine and in global health, is also available. Combined preventive medicine training with other residencies is also possible and can be arranged on an individualized basis. Finally, an option for completing an MPH along with other residency training is available for qualified applicants. All residency programs mentioned above include an MPH and prepare residents for board certification.

Those interested in applying to any of these training programs should contact the residency office in Nichol Hall, Room 1516 by either calling 909-558-4918 or emailing <ifoster@llu.edu>.

Occupational medicine residency

Physicians who have completed an internship (Postgraduate Year 1) year are eligible to apply for the two-year occupational medicine program, which involves an integrated academic and practicum phase. Most residents select an M.P.H. degree major in environmental health. If an accepted applicant has already completed an accredited degree with a major emphasis in an area other than environmental health, s/he will be required to take the following courses during the training: ENVH 589 Environmental Risk Assessment, ENVH 581 Principles of Industrial Hygiene, and ENVH 587 Environmental Toxicology.

The program emphasizes the clinical and applied aspects of occupational and environmental medicine. It focuses on the health of individuals and groups in relationship to work hazards in the workplace, and on environmental issues. The University takes special interest in the assessment of individual health hazards and the identification and promotion of practices that help reduce risk and prevent or postpone disease and injury.

During the senior year, each resident conducts a research project on a topic of his choice, under the guidance of the residency and faculty members at the School of Public Health.

MEDICAL/DENTAL LEADERSHIP PROGRAM

The rising complexity of health care in this country and abroad will require increasingly skilled leadership in both the public and private sectors—from sophisticated health care systems to mission hospitals, from research laboratories to primary care. Combining a Master of Public Health degree in an appropriate discipline with an M.D. or D.D.S. degree can provide a sound foundation for young professionals seeking to influence and manage the future.

The School of Public Health offers combined degrees programs—M.D./M.P.H. and D.D.S./M.P.H.—for students enrolled in Loma Linda University Schools of Medicine or Dentistry. The didactic course work for the Master of Public Health degree can

be taken in any major within a twelve-month period after either the second or third year of the M.D. or D.D.S. program. In some cases, additional time may be required for field work.

Each student is expected to concentrate full time on the Master of Public Health degree during the designated year. Applications will be reviewed competitively, with particular focus on potential for future health care leadership.

DISTANCE LEARNING PROGRAMS

The School of Public Health offers master's degree programs in various majors online and at off-campus sites to meet the needs of qualified individuals who seek to develop graduate-level competencies in public health but who for a variety of reasons choose not to be full-time, on-campus students.

The School of Public Health has had much experience in offering distance-learning master's degree programs. For more than thirty years the School of Public Health has adapted its program-delivery style to meet the needs of busy professionals. Currently the School of Public Health's Online Executive Master of Public Health Degree Program caters to both local and international students. The school also offers M.P.H. degree programs in Russia and Peru, and an M.B.A. program in Guam and Hawaii.

The off-campus programs require the school's faculty to travel to the education site and teach courses in the condensed format. The School of Public Health research shows that this form of instruction is just as effective as the less condensed method, especially with experienced professionals eager to learn.

General degree requirements

All applicants to the Distance Learning Programs must meet the general admissions requirements found in Section II of this CATALOG.

DISTANCE LEARNING FINANCIAL INFORMATION

Financial policies

Tuition for the Online M.P.H. degree program courses is the same as the on-campus tuition rate. Tuition must be paid in full at the time of registration.

Refund policy for condensed courses

Tuition refund for courses dropped is according to the following schedule:

- First day of class, or fraction thereof—100 percent of tuition refunded;
- Second day of class, or fraction thereof—75 percent of tuition refunded;
- Third day of class, or fraction thereof—50 percent of tuition refunded;
- After the on-site class session is complete—no tuition is refunded.

Financial clearance

The student is expected to maintain a clear financial status at all times. Financial clearance must be obtained:

- before registering for any class;
- before receiving a diploma; or
- before requesting a transcript, statement of completion, or other certification to be issued to any person, organization, or professional board.

Loans

Inquiry about loans should be made to the University Office of Financial Aid. Only students who are accepted into a degree program or federal financial aid-approved certificate program are eligible to apply. For loan purposes, off-campus students registered for 4 units per quarter are considered to be enrolled half-time.

Checks

Checks should be made payable to Loma Linda University and should show the student's name and social security or identification number to ensure that the correct account is credited.

ONLINE EXECUTIVE MASTER OF PUBLIC HEALTH

The Online Executive Master of Public Health Degree Program is offered with a major in both public health practice and health education. This is a three-year, blended program with online courses as well as two, two-week required residential sessions. A new cohort of students begins each August when students come on campus for two weeks. During this time they plan a program of study with their adviser, complete 5 units of course work, become familiar with the technology, and get to know the other

students in the group. Students go home ready to study online as well as ready to support and mentor each other. It is a very positive way to learn.

At the beginning of the second year, students return to Loma Linda University for two weeks; this is the last on-campus requirement.

The program closes with a culminating activity, which includes a comprehensive examination, the community practicum report, preparation of a portfolio, and an exit interview.

Course load

A full-time graduate course load consists of 8 units, and a half-time graduate course load is 4 units. Students in the Distance Learning Program who need to qualify for financial aid must take a minimum of 4 units per quarter to establish and maintain eligibility.

Proctors

Some courses require a proctored examination. Each student is required to have on file with the Office of Distance Learning a signed proctor contract with the name of a person who will serve as his/her permanent proctor. A proctored examination is automatically sent to this person. The proctor may not be a relative or someone living in the same house as the student. The registrar of a local college or university, a librarian, or a minister is considered an appropriate proctor.

Residential requirement

Only the Online Executive M.P.H. degree program has a residential requirement. Online students must come to Loma Linda University for two weeks in August to start the program and again for two weeks at the beginning of the second year of study. There is no residential requirement in the third year.

INTERNATIONAL PROGRAMS

Peru M.P.H.

M.P.H. degree programs are offered in Peru. These programs are designed around the specific needs of the community. Majors are offered in health education and promotion, as well as in maternal and child health. The programs of instruction are offered in Spanish. It is currently closed to new admissions.

Russia M.P.H.

In August 2005, an M.P.H. degree program was established in Russia. Two public health practice streams are offered—one with a health education focus; the other with a research, epidemiology, and program planning focus. These programs are building teams of people who can address the public health needs of the local people and help build public health infrastructure. The programs of instruction are offered in Russian.

Pacific M.B.A.

In August 2006, the School of Public Health began Master of Business Administration degree programs in Hawaii and Guam. This degree, with an emphasis in health administration, provides students with a broad understanding of health care management and practical experience in applying learned principles. Graduates are prepared for careers in upper administration in health service organizations—including medical centers, hospitals, health plans, physician group practices, and long-term and managed care settings.

GENERAL CERTIFICATE INFORMATION

Course work

Course sessions are conducted during regular term sessions. Certificate courses offered are regular School of Public Health courses. They carry the same credit units as courses applicable toward degree programs, and may be applied to degree requirements. Certificate courses are taught on a quarter-term system, although selected courses may be offered by special arrangements.

Religion course requirement

Registration and completion of a 3-unit, graduate-level, religion course is mandatory for completion of each certificate program. Religion courses must have an REL_ prefix and be offered through Loma Linda University. The purpose of the religion requirement is to provide a spiritual dimension to the professional training of public health students, to provide students with an opportunity to further develop their skills in dealing with life's challenges, and to provide opportunity for personal spiritual growth. Course units will not be transferred from other universities and institutions, nor is a waive option available, regardless of educational background. Traditional letter grading is required.

GENERAL CERTIFICATE REQUIREMENTS

All applicants to the certificate programs must meet the general admissions requirements found in Section II of this CATALOG. Course work is graduate level; therefore, students must demonstrate eligibility for application to a graduate-level program.

Course format

In general, courses are taught in the same format as regularly scheduled on-campus courses. However, in addition, Web-based courses and/or intensive-format courses may be utilized. These courses are tailored to the adult learner, with clear application and examples from the public health professional world. These courses represent the same course requirements and credit units as those applicable to degree programs.

Grade-point average

A grade-point average (G.P.A.) of 3.0 (B) must be maintained.

Financial clearance

The student is expected to maintain a clear financial status at all times. Financial clearance must be obtained prior to the following:

- registering for any class;
- receiving a certificate; or
- requesting a transcript, statement of completion, or other certification to be issued to any person, organization, or professional board.

Application to a degree program

Participants completing an advanced certificate program or a second certificate program may apply to a degree program offered at the School of Public Health. In general, this will require adding the public health core courses (28 units) and any additional requirements of the degree program.

TEN CERTIFICATE PROGRAMS

The School of Public Health offers ten certificate programs and information on certification as a fitness instructor for the American College of Sports Medicine.

- Certificate in Basic Biostatistics
- Certificate in Basic Epidemiology
- Certificate in Advanced Biostatistics
- Certificate in Advanced Epidemiology
- Certificate in Epidemiological Research Methods
- Certificate in Health Geoinformatics
- Certificate in Emergency Preparedness and Response
- Certificate in Reproductive Health
- Certificate in Tobacco-Control Methods
- Certificate in Lifestyle Intervention

Biostatistics and Epidemiology

Five certificate programs are offered through the Department of Epidemiology and Biostatistics. These programs offer specific skills in the biostatistics and epidemiology areas to professionals and others who desire to add these skills to their practices in public health but who do not necessarily wish to earn degrees.

In addition, these programs may serve as an introduction to graduate study. Students who have the opportunity to complete the basic certificate programs may eventually enter the master's degree programs.

Students who successfully complete the basic certificate programs must apply for regular acceptance into a master's or doctoral degree program in the School of Public Health prior to taking course work toward a second or advanced certificate program.

The purpose of the certificate program in epidemiological research methods is to enable the holder to be more effective in applying for and designing research studies and surveys and doing basic descriptive analyses of collected data.

Health geoinformatics

The certificate in health geoinformatics is offered through the Department of Environmental and Occupational Health. The purpose of this certificate is to prepare participants to apply geospatial information science and technologies to public health practice, research, and learning. These skills are highly desired today as an integral part of health informatics competencies that are required of health professionals, as outlined in the 2002 Institute of Medicine (IOM) reports.

Upon completion of this program, participants should be able to:

- State the basic principles of geospatial information science as they relate to health research and practice.
- Use state-of-the-art geographic information system (GIS) software applications and techniques for accessing and capturing spatially defined health information; and build a related, useful geospatial database.
- Use effective geospatial data displays while producing and publishing customized maps and other visual displays of health data.
- Employ GIS-based methods and techniques of spatial analysis that support health research and decision making in public health practice and policy.
- Competently apply geospatial technology and methods in at least one key area of health geoinformatics, such as disease mapping, tracking, and assessment of environmental hazards and exposure; health planning and policy; community health; health education and communication; analysis of access to health services; or health care geographics.
- Manage health GIS projects in government, academia, and community settings.

Emergency preparedness and response

The certificate in emergency preparedness and response will provide students with knowledge and skills to effectively plan, implement, and evaluate domestic and international public health emergency response and recovery efforts.

Upon the completion of this certificate program, participants will be able to:

- Take leadership and management roles in disaster preparedness and response.
- Design a preparedness and response plan.
- Create and execute table-top exercises and drills.
- Evaluate and assess community and institutional capacity for emergency preparedness and response.
- Address the major public health issues that arise during emergencies.

Reproductive health

The certificate in reproductive health is offered through the Department of Health Promotion and Education. The purpose of this regular certificate program is to familiarize participants with the complex issues associated with planning, implementing, and evaluating reproductive health programs for men and women.

Upon completion of this certificate program, participants will be able to:

- Describe key public health issues in the field of reproductive health.
- Utilize principles of behavior change in the promotion of reproductive health.
- Plan, implement, and evaluate public health programs addressing multifaceted, integrated programs in reproductive health based upon current operational models.
- Write competitive proposals for grants and contracts in the field of reproductive health.

Tobacco-control methods

Tobacco consumption continues to be a major public health challenge both globally and in the U.S.A. According to the World Health Organization, an estimated 4.2 million deaths are attributable to tobacco use annually. In the U.S.A., more than 400,000 individuals (30 percent of cancer mortality) die from tobacco-related causes every year.

Although a variety of strategies are being used to address the tobacco problem, there is a dearth of academic-based programs to educate health professionals who will function as effective practitioners and researchers in tobacco-use prevention and treatment. The purpose of this interdepartmental collaborative program is to train participants in tobacco research that effectively integrates theory and field-based experience.

Upon completion of this certificate program, participants should be able to:

- Design a needs assessment survey.
- Employ epidemiological and statistical research methods.
- Apply principles and methods in health education to foster behavior change.
- Plan, implement, and evaluate community-based programs.
- Advocate for policy change.
- Prepare a grant or contract proposal.
- Write publishable papers.
- Conduct strategic planning.

DOCTORAL DEGREE PROGRAMS

DOCTOR OF PUBLIC HEALTH

The Doctor of Public Health (Dr.P.H.) degree is designed to provide comprehensive academic and research training in the field of public health. Students may enroll on a full or part-time basis; however, they must advance to candidacy within five years of entering the program. Majors are available in: epidemiology, health education, global health (currently closed to new admissions), nutrition, and preventive care. A combined-degrees program is available with psychology. Information on requirements for a specific program may be found in Section III of this CATALOG.

The doctoral programs offer training for careers in which advanced analytical and conceptual capabilities are required (e.g., teaching, research, consultation, and top-level administration). Students' research and dissertations are key components in the development of critical thinking related to public health and their major fields.

A minimum of two years is generally required to complete course work; however, the number of units required depends on the specific major chosen. Time to completion of dissertation is variable. Program plans are described under individual majors.

Students whose academic backgrounds include substantial graduate study in public health and/or the major field may be granted advanced standing. The number of units of course work required to complete the program may be reduced accordingly but is not to be fewer than 60 units plus dissertation units at Loma Linda University.

Our goals

Loma Linda University School of Public Health, a Seventh-day Adventist Christian institution, seeks to further the healing and teaching ministry of Jesus Christ "to make man whole" by:

- Educating ethical and proficient public health professionals and scholars through instruction, example, and the pursuit of truth;
- Expanding and providing advanced knowledge through research in nutrition, epidemiology, health education and preventive care and applying this knowledge to health and disease in the context of public health;
- Providing advanced skills and competencies for leaders in public health teaching and practice.

Learner outcomes

Upon completion of the Doctor of Public Health degree program, students will be able to:

- Apply ethical principles to the field of public health.
- Demonstrate a commitment to lifelong learning to support the pursuit of truth.
- Demonstrate a core set of research skills:
- Use data and theory to identify public health problems.
- Formulate appropriate research questions.
- Choose appropriate research designs.
- Develop data-collection instruments.
- Collect, enter, and manage data.
- Analyze and interpret data.
- Communicate, both orally and in written form, results to the scientific and lay community.
- Write program and grant proposals and compete for external funding.
- Demonstrate competencies in teaching, public health practice, and strategic planning.

Admissions requirements

Following are the admission requirements for the Doctor of Public Health degree program:

- A strong background and high academic performance in previous education.
- M.P.H. or M.S. degree in the major field or its equivalent; or a doctoral degree in a health-related field.
- Minimum cumulative G.P.A. of 3.2 in graduate study.
- Submission of GRE scores (taken within the past five years).
- Statement of professional aspirations and goals.

- Experience beyond a master's degree in a health-related field, preferably that of the major, required by some programs.
- Recommendations indicating the applicant's academic performance and leadership potential.
- Interview with the doctoral committee.

Applications are considered all year round.

Comprehensive and qualifying examinations

Students are required to demonstrate ability and readiness to proceed with doctoral study and research by successfully passing appropriate comprehensive and/or qualifying examinations. The specific format and timing are dependent on the major field of study. Organization of the material, professional presentation, and reference to authorities in the field and the literature are expected.

Advancement to candidacy

Advancement to candidacy is granted by the associate dean for academic affairs. Thereafter, a dissertation committee is formally appointed upon recommendation of the associate dean, provided students have:

- Shown evidence of superior scholarship and ability.
- Fulfilled all course requirements.
- Satisfactorily passed the appropriate examinations.
- Received approval of the individual's dissertation committee for the research and dissertation proposal.

Time limit

The time lapse from first enrollment in the Dr.P.H. degree program to advancement to candidacy is five years, and seven years to completion of the degree program.

Research and dissertation

The dissertation is a scholarly statement of the results of original research. It should advance knowledge in the major field. It must be an independent investigation and include analysis and interpretation of data and discussion of findings. It should be skillfully written and of such scholarship and scientific value as to demonstrate a mastery of research methodology. Students are encouraged to use the publishable paper format (required in some majors) rather than the traditional form. The dissertation is defended orally before the doctoral research committee and presented publicly before invited faculty, peers, and the academic and health community. Additional information is detailed in the school's *Dr.P.H Handbook*.

Public health seminars

Attendance is required at a minimum of twenty public health seminars for each doctoral degree sought. For further information, please refer to the public health seminar description.

Teaching and research assistantships

A limited number of research and teaching assistantships are available. Students on assistantships make a time commitment for experience and may need to limit their academic load in order to participate in these activities.

Postdoctoral fellowships

One-year fellowships may be available in various programs. They are tailored to the applicant's interest (in accordance with training opportunities), expressed needs, and funding. Details can be obtained from the dean.

INDIVIDUAL DOCTORAL DEGREE PROGRAMS

For School of Public Health doctoral degree program details, see individuals programs in Section III:

- Epidemiology, Doctor of Public Health (Dr.P.H.)
- Global Health
- Health Education, Doctor of Public Health (Dr.P.H.)
- Nutrition, Doctor of Public Health (Dr.P.H.)
- Preventive Care, Doctor of Public Health (Dr.P.H.)

COMBINED-DEGREES PROGRAMS

The School of Public Health, in conjunction with other schools of LLU, offers the following combined-degrees programs:

- Health Education (M.P.H.) with Marriage and Family Counseling (M.S.)
- Health Education (M.P.H.) with Nursing (M.S.)
- Health Education (M.P.H.) with Clinical Psychology (Psy.D.)
- Preventive Care (Dr.P.H.) with Clinical Psychology (Psy.D.)
- Maternal and Child Health (M.P.H) with Social Work (M.S.W)
- Health Education (M.P.H) with Dentistry (D.D.S.)
- Health Education (M.P.H.) with Medicine (M.D.)

Financial Information

The Office of the Dean is the final authority in all financial matters and is charged with the interpretation of all financial policies. Any exceptions to published policy in regard to reduction or reimbursement of tuition must be approved by the dean. Any statement by individual faculty members, program directors, or department chairs in regard to these matters is not binding on the school or the University unless approved by the dean.

Registration is not complete until tuition and fees on the required installment are paid; therefore, the student should be prepared to make these payments during scheduled registration for each academic year. There may be adjustments in tuition and fees as economic conditions warrant.

The student is expected to arrange for financial resources to cover all expenses before the beginning of each school year. Previous accounts with other schools or with this University must be settled prior to registration.

Traineeships

United States Public Health Service Traineeships provide grant money in support of public health training to citizens of the United States or to persons having in their possession a visa granting permanent residence in the United States. Allocation is made by the school to those who demonstrate financial need and who undertake specified programs of study. Further availability is contingent upon congressional funding. Applications must be submitted for consideration by June 15. Applications are available from the School of Public Health Office of Financial Administration.

Assistantships

A limited number of teaching and research assistantships are available through the academic departments and individual researchers. It is understood that the student will perform such duties as may be required by the one to whom the student is responsible, but such duties are not to exceed the equivalent of half-time employment. Students will be considered after they demonstrate knowledge and proficiency in the area in which they would work.

Application for financial aid

Before a fellowship, traineeship, or assistantship is awarded, the student must have secured regular admission to the school. The academic record, financial need, and potential productivity are among the factors considered in the awarding of financial aid. Preference is given to complete applications received by May 15. Early application is advised.

Loans

Loan funds may be available to School of Public Health students who show need as determined by a federal formula. Loans are restricted to citizens of the United States and eligible noncitizens. Certain funds are interest-free while a student is enrolled at least half time. Inquiries about loans should be made to the Office of Financial Aid.

SCHEDULE OF CHARGES

Effective Summer Quarter 2007 (subject to change by trustee action):

TUTION

Bachelor's Degree

\$520	Per unit: credit
\$260	Per unit: audit

Master's and Doctoral Degrees

\$610	Per unit: credit (on and off campus)
\$305	Per unit: audit (on and off campus)

SPECIAL TUITION CHARGES

Variable	Field practicum and internship
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SPECIAL FEE

\$500.50	"Special fee" now charged by each school
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SPECIAL CHARGES

\$25	Application (nonrefundable)
\$100	Acceptance deposit for bachelor's degree (Non Refundable)
\$100	Acceptance deposit for master's degree students (Non Refundable)
\$250	Acceptance deposit for doctoral degree students (Non Refundable)
\$50	Late-payment fee
\$20	Returned check fee

\$50	Late-registration fee
\$25	Examination, other than regularly scheduled
\$50	Equivalency examination

MISCELLANEOUS EXPENSES

cost	Health care items not covered by insurance
cost	Breakage, damage, loss of University equipment

REFUND POLICY

Tuition refunds are calculated on a prorated basis for up to 60 percent of the quarter, with no refund after this point. This calculation is based on the day a withdrawal from a course or program is processed by University Records. Students who drop a course from a block program of courses receive no refund.

If a student drops a course after completing 10 percent of a class, the student will receive a 90 percent refund. Because refunds are based on a percentage of the class completed, the days on which these percentage refunds will change are determined by the length of the term in which the course is scheduled.

On and off-campus student housing

Students may go to <www.llu.edu/llu/housing> for housing information and application form.

AWARDS AND HONORS

Students demonstrating superior scholarship, professionalism, and promise of future contribution to the field of public health may be nominated for recognition. Faculty members and staff are also eligible for certain awards.

The BECKY BUSHMAN AWARD, established by Mary and Bliss Bushman, is given to individuals who best demonstrate healthy lifestyles, academic achievement, and contributions to society.

The CALLICOTT-REGISTER AWARD is given as a tuition-assistance award to qualified nutrition students.

The CHANCELLOR'S AWARD is given annually to a student who has demonstrated superior or excellent scholarship, actively participated in the affairs of the student and church communities, actively participated in general community service, and shown evidence of commitment to the highest ideals of the University.

The CHARLIE LIU AWARD is given by the student association to an outstanding student, faculty, or staff member who reflects the life of Christ through a caring spirit, a listening heart, and a commitment to peace.

The DEAN'S AWARD is given annually to a student who has demonstrated superior or excellent scholarship, actively participated in the affairs of the student and church communities, actively participated in general community service, and shown evidence of commitment to the highest ideals of the School of Public Health.

Nomination is made annually for membership in DELTA OMEGA, the national honor society for public health. Nominees must be from the top 25 percent of their class and demonstrate promise of significant contribution to the field of public health.

The GLEN BLIX AWARD is given annually to the graduating doctoral student in preventive care who best exemplifies excellence and leadership in preventive care.

The HALVERSON AWARD is presented to a graduating student who exemplifies excellence and promise of leadership in health administration.

The HULDA CROOKS AWARD is the Loma Linda University School of Public Health's premier student award acknowledging whole-person excellence. The purpose of this endowment is to provide Loma Linda University School of Public Health funds for student awards of excellence and student-initiated research and public health practice grants. The grants are designed to encourage Loma Linda University School of Public Health students to become involved in the practical application of their educational experience through research and public health practice. To receive a grant, students are required to submit proposals that will be competitively judged by the Awards and Traineeship Committee. Grant application will be considered once each academic school year, with up to two awards given each year.

Each year the School of Public Health presents two students cash awards of \$2000 in honor of Hulda Crooks. In addition, there are \$1000-\$3000 research and public health practice grants available to currently registered School of Public Health students.

The JEANNE WEISSMAN RESEARCH AWARD is granted annually during the Spring Quarter to a Doctor of Public Health degree student who has maintained a G.P.A. of 3.2 or above and who has demonstrated financial need.

The NATIONAL DEAN'S LIST is comprised of students in the top 25 percent of their class who have carried a full academic load during a quarter with a grade-point average of at least 3.5 and no Incomplete notation on their report.

The P. WILLIAM DYSINGER EXCELLENCE IN TEACHING AWARD is given annually by the student association to a faculty member who exemplifies excellence in teaching, Christian commitment, and support for cultural diversity.

The purpose of the ROBERT MACINTYRE AND ZAIDA CORDERO-MACINTYRE ENDOWMENT is to provide Hispanic students with financial assistance in order to achieve their academic goals. Students must be Hispanic and in good academic standing with a G.P.A. of at least 3.0.

The RUTH WHITE AWARD is given to an outstanding student at commencement each year who exemplifies a spirit of cooperation and leadership, helpfulness in scholastic efforts, and sensitivity to students from diverse cultures.

The SELMA ANDREWS SCHOLARSHIP provides funding for international health majors to attend Global Health Council.

The WILLARD AND IRENE HUMPAL AWARD recognizes students who have gone the extra mile to give service to their church, their school, and their community; who are enthusiastic learners; and who have demonstrated financial need.

Department-specific scholarships and awards may be viewed on the SPH departmental Website.

GRADUATION WITH HONORS

Superior academic performance is recognized for undergraduate students who, at the end of the quarter preceding their final term have acquired a cumulative grade-point average for all college work, as follows:

Cum laude	3.5
Magna cum laude	3.8
Summa cum laude	3.9

ADDITIONAL REQUIREMENTS

For additional policies governing Loma Linda University students, see Section II of this CATALOG, as well as the University Student Handbook. Students are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation.

Biostatistics—PH

(M.P.H., M.S.P.H., Certificates)

SYNNOVE M. F. KNUTSEN, Chair

FACULTY

David E. Abbey
 Khaled Bahjri
 W. Lawrence Beeson
 Yvan Castro
 Jayakaran S. Job
 Floyd F. Petersen
 David J. Shavlik
 Gerald W. Shavlik
 Pramil N. Singh
 Loretta Wilber
 Grenith J. Zimmerman

BIOSTATISTICS—M.P.H.

MARK M. GHAMSARY, Program Director

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Apply basic statistical theory to current public health issues.
2. Design and implement research studies including formulating research questions, appropriate study designs, sample size, sampling scheme, data-collection methods and analyses.
3. Critically review literature relevant to statistical methods and interpretation of statistical findings and identify strengths and weaknesses of design.
4. Serve as statistical consultant to health professionals on research projects, communicate the results of analyses and write the statistical methods and results sections of a research paper.
5. Select appropriate statistical methods to analyze data, establish and manage databases using current computer software (e.g., SAS, SPLUS, and SPSS).

Program educational effectiveness indicators

Name	Description	Location
Midterm and comprehensive final examinations	Examinations covering course materials for the term	LLU campus
Research	A written comprehensive paper	LLU campus
Comprehensive examination	A written comprehensive examination on five different STAT subjects	LLU campus
Presentation	Presentation of research by student after completion of research	LLU campus
Course-evaluation forms	Suggestions by students to improve delivery of course material and the design of the course itself	LLU campus

Program

The Master of Public Health degree Biostatistics Program includes courses in biostatistics, computer programming, and epidemiology; and a research project. No thesis is required. Completion of degree requirements requires a minimum of four quarters.

The program prepares an individual for positions involving the collection, management, and interpretation of health-related data.

PREREQUISITE

College algebra, calculus (preferred)(one course)

Computer literacy (knowledge and experience in computer operating systems, especially the Windows environment; and some programming experience recommended)

DEGREE REQUIREMENTS: MINIMUM UNITS REQUIRED**(63)****Public health core courses****(28 UNITS)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 521	Biostatistics I	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Issues in Health Disparities and Cultural Competency	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Biostatistics core courses**(35 units)**

EPDM ____	EPDM elective; must select either EPDM 510 or EPDM 515	(3)
STAT 522	Biostatistics II	(4)
STAT 523	Biostatistics III	(4)
STAT 525	Applied Multivariate Analysis	(3)
STAT 535	Introduction to Nonparametric Statistics	(3)
STAT 545	Survival Analysis	(3)
STAT 548	Analytical Applications of SAS	(2)
STAT 557	Research-Data Management	(3)
STAT 564	Survey and Advanced Research Methods	(3)
STAT 569	Advanced Data Analysis	(3)
STAT 594	Statistical Consulting	(2)
STAT 694	Research	(2)

Research and forums

Students are required to attend a minimum of twenty forums in the School of Public Health's Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

Culminating activity

In order to obtain a degree, the student is required to successfully complete a written comprehensive examination, as required by the School of Public Health's Department of Epidemiology and Biostatistics.

BIOSTATISTICS—M.S.P.H.

MARK M. GHAMSARY, Program Director

The Master of Science in Public Health degree Biostatistics Program is a two-year program that emphasizes statistical methods, data processing and computing, and epidemiology. It is intended to train persons for collaborative work with scientists in nearly every area related to public health and medicine and to prepare them for a PhD program in statistics or biostatistics. A thesis is required. Students work with faculty as research associates during their training.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Apply advanced statistical theory and methods to the solution of applied statistical problems.
2. Implement a research study including formulating research questions, appropriate study designs, sample size, sampling scheme, data-collection methods and analyses.
3. Critically review literature relevant to statistical methods and interpretation of statistical findings and identify strengths and weaknesses of design.
4. Serve as statistical consultant and collaborator with health professional on research projects, communicate the results of analyses and write the statistical methods and results sections of a research paper.
5. Select appropriate statistical methods to analyze data, establish and manage databases using current computer software (e.g., SAS, SPLUS, and SPSS).

Program educational effectiveness indicators

Name	Description	Location
Midterm and comprehensive final examinations	Examinations covering course materials for the term	LLU campus
Thesis	A written comprehensive paper	LLU campus
Comprehensive examination	A written comprehensive examination on five different STAT subjects	LLU campus
Presentation and defense of thesis	Presentation and defense of completed thesis	LLU campus
Course-evaluation forms	Suggestions by the students to improve delivery of course material and the design of the course itself	LLU campus

PREREQUISITE

Calculus (one year)

Linear algebra (one quarter)

Computer literacy (knowledge and experience in computer operating systems, especially the Windows environment; and some programming experience recommended)

Research and forums

Students are required to attend a minimum of twenty forums in the School of Public Health's Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

Culminating activity

In order to obtain a degree, the student is required to successfully complete a written comprehensive examination, as required by the School of Public Health's Department of Epidemiology and Biostatistics.

The culminating activity includes a written comprehensive examination; research thesis, including a written report and oral presentation; professional portfolio (upon completion of the research); and an exit interview with the department chair (at the conclusion of the program).

DEGREE REQUIREMENTS: MINIMUM UNITS REQUIRED**(70 + 8 THESIS UNITS)****Public health core courses****(28 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 521	Biostatistics I	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Issues in Health Disparities and Cultural Competency	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Biostatistics core courses**(42 units)**

EPDM 510	Principles of Epidemiology II	(3)
EPDM 515	Clinical Trials	(3)
STAT 522	Biostatistics II	(4)
STAT 523	Biostatistics III	(4)
STAT 525	Applied Multivariate Analysis	(3)
STAT 535	Introduction to Nonparametric Statistics	(3)
STAT 538	Probability and Statistical Theory I	(3)
STAT 539	Probability and Statistical Theory II	(3)
STAT 545	Survival Analysis	(3)
STAT 548	Analytical Applications of SAS	(2)
STAT 557	Research-Data Management	(3)
STAT 564	Survey and Advanced Research Methods	(3)
STAT 569	Advanced Data Analysis	(3)
STAT 594	Statistical Consulting	(2)

Thesis**(8 units)**

STAT 695	Thesis	(8)
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BASIC BIOSTATISTICS—CERTIFICATE

There is a growing need to be able to interpret scientific literature, establish databases, and do simple descriptive and analytical statistical analyses. There is also a need for professionals in other disciplines to have a basic knowledge of analytical strategies and biostatistical reasoning and thinking. This certificate gives the holder the ability to read scientific literature more knowledgeably, collaborate with statisticians, and interpret and evaluate data that are presented.

Learner outcomes

Upon completion of this certificate program, students will be able to:

1. Critically read the literature with respect to design and basic statistical analysis.
2. Interpret and communicate the results of basic statistical analyses and write statistical method sections.
3. Assemble data and create a database ready for analysis.
4. Select statistical analysis using basic statistical tests and current statistical software (e.g., SAS or SPSS).

Indicators of educational effectiveness

1. Class project
2. Oral presentation

PREREQUISITE

U.S. baccalaureate degree or its equivalent

College algebra

Computer literacy

Certificate requirements

EPDM 509	Principles of Epidemiology I	(3)
REL_	Religion	(3)
STAT 521	Biostatistics I	(4)
STAT 522	Biostatistics II	(4)
STAT 548	Analytical Applications of SAS	(2)
Or		
STAT 549	Analytical Applications of SPSS	(2)
STAT 568	Data Analysis	(3)
Or		
STAT 569	Advanced Data Analysis	(3)
STAT 535	Introduction to Nonparametric Statistics	(3)
STAT 557	Research Data Management	(3)
STAT 515	Grant and Contract Proposal Writing	(3)
	TOTAL	(28)

Research and forums

Participants are required to attend a minimum of five forums in the School of Public Health's Department of Epidemiology and Biostatistics and/or Center for Health Research during their certificate program.

ADVANCED BIostatistics—CERTIFICATE

In most public health disciplines, the role of statistics is becoming more and more important. Professionals are expected to be able to critically read the literature and evaluate analytical methods used. Many are also expected to establish databases and do statistical analysis. This certificate gives the holder the skills to be able to establish complex databases independently, to do more advanced statistical analyses, and to critically evaluate scientific papers with respect to appropriateness of analyses.

Learner outcomes

Upon completion of this certificate program, students will be able to:

1. Function as a statistical consultant on research projects.
2. Give advice on study-design issues, including advanced statistical analyses and questionnaire design.
3. Assemble data and create and manage databases and select appropriate statistical tests for data analyses.
4. Communicate results of analyses and write the statistical methods section.

Indicators of educational effectiveness

1. Research project
2. Written paper
3. Oral presentation

PREREQUISITE

Successful completion of a basic certificate program

Completed application for a graduate degree program in the School of Public Health

GRE scores

Two letters of recommendation

Interview with departmental faculty member

Certificate requirements

REL_ ____	Religion	(3)
STAT 523	Biostatistics III	(4)
STAT 545	Survival Analysis	(3)
STAT 564	Survey and Advanced Research Methods	(3)
STAT 694	Research	(3)
EPDM 510	Principles of Epidemiology II	(3)
EPDM 515	Clinical Trials	(3)
STAT 525	Applied Multivariate Analysis	(3)
STAT 594	Statistical Consulting	(2)
STAT 605	Seminar in Biostatistics	(1)
	TOTAL	(28)

Research and forums

Students are required to attend a minimum of five forums in the School of Public Health's Department of Epidemiology and Biostatistics and/or Center for Health Research during the certificate program.

Emergency Preparedness and Response—PH

(PB certificate)

FACULTY

Juan Carlos Belliard
 Jesse Bliss
 David Dyjack
 Donn Gaede
 Brad Jamison
 Jaykaran S. Job
 Susanne B. Montgomery
 Ehren Ngo
 Emmanuel Rudatsikira
 Steve Serrao

ADJUNCT FACULTY

Gilbert M. Burnham
 P. William Dysinger
 Lars Gustavsson
 Kenneth W. Hart
 Richard H. Hart
 Mark R. Janz
 Mekebeb Negerie
 Martine Polycarpe
 Bruce E. Smith
 Dennis D. Tidwell
 Lila M. Tidwell
 Jerald W. Whitehouse

PURPOSE

The Emergency Preparedness and Response Certificate will provide students with the knowledge and skills to effectively plan, implement, and evaluate domestic and international public health emergency response and recovery efforts.

Outcome objectives

Upon completion of this program, students should be prepared to:

1. Take leadership and management roles in disaster-preparedness and response.
2. Design a preparedness and response plan.
3. Create, execute, and evaluate table-top exercises and drills.
4. Evaluate and assess community and institutional capacity for emergency preparedness and response.
5. Address the major public health issues that arise during emergencies.

Individuals who may benefit from this program

- Government officials, i.e., public health, Office of Emergency Preparedness, and Native American tribal governments and BT coordinators
- Local city, county, and health workers
- Hospital/Health care administrators and clinicians
- Emergency, fire, law enforcement
- Private industry
- Nongovernmental organizations/Private voluntary organizations
- Students
- First responders

PREREQUISITE

Bachelor's degree from an accredited college or university, with a minimum G.P.A. of 3.0.

Application to and acceptance by the School of Public Health.

CERTIFICATE REQUIREMENTS**Core courses****(21 units)**

GLBH 519	Principles of Disaster Management I	(3)
GLBH 520	Principles of Disaster Management II	(3)
GLBH 521	Principles of Disaster Management III	(3)
GLBH 558	Public Health Issues in Emergencies	(3)
GLBH 559/AHCJ 324	Psychosocial Models and Interventions	(3)
GLBH 560	Economic, Legal, and Policy Issues in Disasters	(3)
RELE 534	Ethical Issues in Public Health	(3)

Elective courses**(6 units)**

GLBH 547*	Refugee and Displaced Population Health	(3)
GLBH 548*	Violence and Terrorism Issues	(3)
GLBH 555*	Technology in Emergency Management	(3)
GLBH 557*	Epidemiology of Disasters	(3)
GLBH 564	Primary Health Care I	(3)
ENVH 524	GIS Applications and Methods	(3)
ENVH 527	Geospatial Technologies for Emergency Preparedness and Management	(3)

*requires minimum enrollment of 9 students

TOTAL UNITS**27**

Environmental and Occupational Health—PH

(M.P.H and interdepartmental options)

SAMUEL SORET, Chair

FACULTY

Daniel Alvez
Hallmeyer Arnd
Mohan Balagopalan
Yonan Benjamin
Jesse Bliss
Jayanth Devasudaran
Ann L. H. Dew
Angela B. Dyjack
David T. Dyjack
Eric K. Frykman
Donna R. Gurule
David Holt
William C. Hoffman
Daniel Jimenez
George E. Johnston
Robert I. Krieger

Marilyn S. Kraft
Makram Murad al-Shaikh
Yojo Murata
Harold (Hal) J. Marlow, Jr.
Guck T. Ooi
Corwin Porter
Sun H. Paik
Cynthia A. Paulo
Joon W. Rhee
Obed Rutebuka
Mark Stewart
Steve Uhlman
Padma P. Uppala
Seth A. Wiafe
Dave A Williams

ENVIRONMENTAL AND OCCUPATIONAL HEALTH—M.P.H.

SAMUEL SORET, Program Director

This M.P.H. degree program is designed for individuals with professional practitioner career objectives in the area of environmental and occupational health.

Students who complete this academic program will acquire the professional and scientific skills to perform as environmental quality-control professionals in local, state, or federal government health departments/agencies; and in private business/industry.

Indicators of educational effectiveness

Performance-based outcomes are obtained through course written and oral examinations, papers, oral presentations, a department comprehensive examination, a culminating activity, and a field internship. In addition, students must take an integrated capstone public health course.

Qualified candidates also take the California Registered Environmental Health Specialist (REHS) examination.

EXPERIENCED ENVIRONMENTAL HEALTH PROFESSIONAL (HP) TRACK (I)

The Experienced Health Professional (HP) Track (I) is designed for students who can provide verification of at least two years of applicable environmental health experience. Preference is given to applicants who are registered environmental health specialists.

ENVIRONMENTAL HEALTH SPECIALIST (HS) TRACK (II)

The Environmental Health Specialist (HS) Track (II) provides career skills in the environmental health sciences for individuals without previous professional experience. Graduates with these skills seek employment in private business/industry as environmental quality-control professionals; or in local, state, or federal government health departments/agencies. The program has been approved by the State of California Environmental Health Specialist Registration Committee, 601 North 7th Street, MS 396, P.O. Box 942732, Sacramento, CA 94234-7320. Satisfactory completion of this curriculum meets, in part, the eligibility requirements to sit for the Registered Environmental Health Specialist (REHS) Examination administered by the California State Department of Health Services. Satisfactory performance on the examination qualifies individuals for practice as registered environmental health specialists in California and, by reciprocity, in the forty-nine remaining states.

Learner outcomes (TRACKS I AND II)

Upon completion of the degree, the graduate should be able to:

1. Apply the principles of risk assessment to determine the impact of environmental and occupational hazards on human health
2. Recommend appropriate interventions such as engineering controls, behavior change, or material substitution necessary for reducing human exposures to environmental and occupational hazards

3. Describe the structure and function of human organ systems and identify environmental and occupational agents that disrupt these systems to cause disease and injury
4. Interpret federal and state regulations and participate in the development of policies that will influence overall environmental and occupational health outcomes
5. Communicate effectively the synergistic relationship between environmental and public health issues to a variety of audiences
6. Apply geoinformatics tools to environmental health data analysis and display.

DEGREE REQUIREMENTS

PREREQUISITE

The following prerequisite courses must be completed prior to enrolling in the REHS programs in environmental health:

Biological science with laboratory (one year)

General chemistry with laboratory (one year)

General physics with laboratory (one year)

Organic chemistry with laboratory (minimum of two-quarter sequence)

General microbiology with laboratory (one course)

Calculus or college algebra (one course)

Public health core courses

(25 units)

ENVH 586	Environmental Health Administration	(3)
EPDM 509	Principles of Epidemiology I	(3)
HPRO 509	Principles of Health Behavior	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 509/521	General Statistics/Biostatistics	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Cultural Competence and Health Disparities	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Environmental health core courses

(HS 25 units and HP 18 units)

*ENVH 515	Food Quality Assurance	(3)
#ENVH 566	Outdoor Air Quality and Human Health	(3)
ENVH 567	Hazardous Materials Management	(3)
ENVH 568	Water Quality Assurance	(3)
*ENVH 569	Environmental Sampling and Analysis	(4)
#ENVH 575	Indoor Air Quality	(3)
ENVH 581	Principles of Industrial Hygiene	(3)
ENVH 587	Environmental Toxicology	(3)
ENVH 589	Environmental Risk Assessment	(3)

Geoinformatics courses (5 units)

ENVH 524	GIS Software Applications and Methods	(3)
ENVH 539	GIS Applications and Environmental Health	(2)

Electives (HS 3 units and HP^ 10 units)**Seminar (1 unit)**

ENVH 605	Seminar in Environmental and Occupational Health	(1)
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Practicum+

ENVH 798B	Field Practicum (400 clock hours)	
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* not required for experienced environmental health professionals

choose one course

^ three of these units must be from an environmental and occupational health course

+ required of students without professional experience.

MINIMUM UNITS REQUIRED	(59)
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ENVIRONMENTAL AND OCCUPATIONAL HYGIENE (EOH) TRACK (III)

The Environmental and Occupational Hygiene Track (III) is designed for individuals who intend to use graduate-level knowledge of environmental health as an adjunct to their primary career goals. Environmental attorneys, health care managers, corporate administrators, journalists, and others who require working knowledge of the field are ideal candidates for this program. The program is similar in scope and rigor to other programs offered in the department, with the exception of the science prerequisites. This program is not intended to meet the California REHS certification requirements.

Learner outcomes

Upon completion of the degree, the graduate should be able to:

1. Interpret environmental sampling data
2. Apply principles of risk assessment in the workplace to effectively address environmental and occupational disease and injury
3. Interpret the federal and state regulatory programs that relate to environmental and occupational protection
4. Recommend appropriate interventions such as engineering controls, behavior change, or material substitution necessary for reducing human exposures to environmental and occupational hazards
5. Make policy recommendations on key environmental and occupational health issues.

PREREQUISITES

The following prerequisite courses must be completed prior to enrolling in the non-REHS track in environmental and occupational hygiene:

Biological science with laboratory (one year)

General chemistry with laboratory (one year)

Organic chemistry (one course)

General physics (one course)

Calculus or college algebra (one course)

Public health core courses (25 units)

ENVH 586	Environmental Health Administration	(3)
EPDM 509	Principles of Epidemiology I	(3)
HPRO 509	Principles of Health Behavior	(3)
RELE 534	Ethical Issues in Public Health	(3)

PHCJ 605	Overview of Public Health	(1)
STAT 509/521	General Statistics/Biostatistics I	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Cultural Competence and Health Disparities	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Environmental health core courses**(19 units)**

#ENVH 566	Outdoor Air Quality and Human Health	(3)
ENVH 567	Hazardous Materials Management	(3)
ENVH 568	Water Quality Assurance	(3)
ENVH 569	Environmental Sampling and Analysis	(4)
#ENVH 575	Indoor Air Quality	(3)
ENVH 587	Environmental Toxicology	(3)
ENVH 589	Environmental Risk Assessment	(3)

Electives^**(11 units)****Seminar****(1 unit)**

ENVH 605	Seminar in Environmental and Occupational Health	(1)
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Practicum

ENVH 798B	Field Practicum (400 clock hours)	
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choose one course

^ three of these units must be from an environmental health course

MINIMUM UNITS REQUIRED	(56)
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GEOGRAPHIC INFORMATION SYSTEMS FOR ENVIRONMENTAL HEALTH (GISENVH)

The Geographic Information Systems for Environmental Health (GISENVH) Track is designed to prepare students in the application of modern geospatial information technologies to environmental health practice, research, and learning. Acquiring dual skills in public health and GIS enhances the preparation of environmental health professionals by increasing their effectiveness and efficiency in state-of-the-art methods of problem solving and information sharing. GIS skills are highly desired today as an integral part of informatics competencies that are required of health professionals.

Learner outcomes

Upon completion of the degree, the graduate should be able to:

1. Apply risk assessment principles to determine the impact of environmental and occupational hazards on human health
2. Recommend appropriate interventions such as engineering controls, behavior change, or material substitution necessary for reducing human exposures to environmental and occupational hazards
3. Describe the structure and function of human organ systems and identify environmental and occupational agents
4. Describe and interpret federal and state regulations and participate in the development of policies that will influence overall environmental and occupational health outcomes
5. Communicate effectively the synergistic relationship between environmental and public health issues to a variety of audiences
6. Demonstrate the use of modern geoinformatics technologies and spatial analysis to understand environmental public health issues.

PREREQUISITES

Students must have completed the appropriate prerequisite courses prior to enrolling as listed under Tracks I–III, depending on whether or not they are seeking the REHS certification. In addition candidates in the GISENVH track must demonstrate computer proficiency, although no previous experience with GIS is required. Advanced placement can be considered for students with previous GIS experience/training. Students should have a solid quantitative background—as evidenced by scores on the mathematical and analytical sections of the GRE, as well as by the nature of their undergraduate course work.

DEGREE REQUIREMENTS**Public health core courses****(25 units)**

ENVH 586	Environmental Health Administration	(3)
EPDM 509	Principles of Epidemiology I	(3)
HPRO 509	Principles of Health Behavior	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 509/521	General Statistics/Biostatistics I	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Cultural Competence and Health Disparities	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Environmental health core courses**(18-22 units)**

*ENVH 566	Outdoor Air Quality and Human Health	(3)
*ENVH 575	Indoor Air Quality	(3)
ENVH 567	Hazardous Materials Management	(3)
ENVH 568	Water Quality Assurance	(3)
#ENVH 569	Environmental Sampling and Analysis	(4)
ENVH 581	Principles of Industrial Hygiene	(3)
ENVH 587	Environmental Toxicology	(3)
ENVH 589	Environmental Risk Assessment	(3)

Geoinformatics core courses**(16 units)**

ENVH 521	Cartography and Map Design	(2)
ENVH 522	Principles of GIS	(3)
ENVH 524	GIS Software Applications and Methods	(3)
ENVH 526	Seminar in Health GIS	(1)
ENVH 535	Integration of Geospatial Data with GIS	(2)
ENVH 536	Spatial Analytical Techniques and GIS	(3)
ENVH 539	GIS Applications and Environmental Health	(2)

Electives+**(5-9 units)**

ENVH 523	Practical Issues in GIS	(3)
ENVH 527	Geospatial Technologies for Emergency Preparedness and Management	(3)
ENVH 537	Health Care Geographics	(2-3)
ENVH 546	Introduction to Spatial Epidemiology	(2)
ENVH 547	GIS for Public Health Practice	(2)
ENVH 549	Remote Sensing Applications in the Health Services	(3)

Seminar**(1 unit)**

ENVH 605	Seminar in Environmental and Occupational Health	(1)
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Practicum

ENVH 798B	Field Practicum (400 clock hours)	
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MINIMUM UNITS REQUIRED	(69)
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* choose one

not required for experienced environmental health professionals

+ Experienced environmental health professionals in the GISENVH track take 9 units of elective coursework, including at least two geoinformatics specialty courses chosen in consultation with academic adviser. Students pursuing REHS certification take at least 5 units of elective coursework, including ENVH 515 and one geoinformatics specialty course.

Culminating activity (all tracks)

A formal, oral presentation and a written paper on a topic of current environmental health importance are required as a culminating activity. Student presentations and paper are evaluated on professionalism, scientific merit, and thoroughness. The culminating activity shall include a written comprehensive examination (prior to the field experience), field experience (upon completion of essential major course work), professional portfolio (upon completion of the field experience), full-written report of project (not later than one month after successful oral presentation), and an exit interview with the department chair (at the conclusion of the program).

Comprehensive examination (all tracks)

Students must satisfactorily complete a departmental comprehensive examination prior to graduation. The examination will allow students to demonstrate their ability to integrate and apply skills and knowledge expected of master's level environmental-health practitioners.

GEOGRAPHIC INFORMATION SYSTEMS FOR GLOBAL HEALTH AND DEVELOPMENT (GISGHD) (M.P.H.)**FACULTY**

The Geographic Information Systems for Global Health and Development (GISGHD) track is designed to prepare students in the application of modern geospatial technologies to global health and development practice, research, and learning. Acquiring dual skills in public health and GIS enhances the preparation of global health professionals by increasing their effectiveness and efficiency in state-of-the-art methods in problem solving and information sharing in today's complex global climate where new health threats are emerging and existing ones are becoming more problematic.

Graduates can apply their multifaceted skills to improving analytical efficiency and decision support in a wide range of activities. These include population research on the relationship of socioeconomic factors and human health to the assessment, planning, and management of programs designed to address pressing global health problems such as emergency preparedness, disease distribution and surveillance, primary health-services delivery, refugee- program management, and general demographics needed to inform and plan public health programs.

Students are encouraged to take advantage of the Health Geoinformatics Summer Institute offered from June to August to conveniently complete some or all of the required GIS courses in an intensive format.

Learner outcomes

Graduates of this track will acquire the professional and scientific skills to aptly plan and implement global health programs in local, state, federal health departments/agencies; in private business/industry; and in international agencies and programs. Specifically, they will:

1. Use GIS technology and methods for accessing and capturing spatially defined global health and development information and build a related, useful geospatial database.
2. Implement an effective geospatial data display while producing and publishing customized maps and other visual outputs of global health and development data.
3. Employ GIS-based methods and techniques of spatial analysis that support research and decision-making in global health program design, implementation, and evaluation.
4. Manage global health GIS projects in government, academia, and grass-roots community settings.
5. Utilize geospatial information technology and methods to shape global health practice and policy.

Indicators of educational effectiveness

1. Class projects (course specific, at the discretion of the instructor)
2. Oral presentations (course specific, at the discretion of the instructor)
3. Integrated capstone course
4. Standardized tests: Participation in a qualifying test offered annually by SkillsUSA, an organization that has partnered with the geospatial industry to develop a competition program that provide universities, colleges, and their students with a way to validate their geospatial programs and measure them against national standards

DEGREE REQUIREMENT**(MINIMUM 73 UNITS)****PREREQUISITES**

Candidates must demonstrate computer proficiency, although no previous experience with GIS is required.

Advanced placement can be considered for students with previous GIS experience/training.

REQUIRED PREREQUISITE COURSES

Anatomy and physiology and microbiology.

Public health core courses**(28 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Health Behavior Change	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 509	General Statistics/ Biostatistics	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Cultural Competence and Health Disparities	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Global health core courses (21 units)

EPDM 568	International Epidemiology	(2)
GLBH 545	Integrated Community Development	(4)
GLBH 564	Primary Health Care Program I	(3)
GLBH 565	International Health Programming	(2)
GLBH 566	Primary Health Care Programs II	(3)
GLBH 568	Primary Health Care Programs III	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)
GLBH 605	Seminar in Global Health	(1)

GIS core courses (19 units)

ENVH 521	Cartography and Map Design	(2)
ENVH 522	Principles of GIS	(3)
ENVH 523	Practical Issues in GIS	(3)
ENVH 524	GIS Software Applications and Methods	(3)
ENVH 527	Geospatial Technologies for Emergency Preparedness and Management	(3)
ENVH 535	Integration of Geospatial Data with GIS	(2)
ENVH 549	Remote Sensing Applications in the Health Services	(3)

Electives (5 units)

Chosen in consultation with adviser.

GLBH 544	Epidemiology of Infectious Disease	(3)
GLBH 519	Principles of Disaster Management	(3)
GLBH 555	Technology in Emergency Management	(3)
ENVH 547	GIS for Public Health Practice	(2)
ENVH 536	Spatial Analytical Techniques and GIS	(3)
ENVH 537	Health Care Geographics	(2)

Other requirements

Field practicum/Internship

Student project, i.e., 400 clock hours or 6-12 month internship. Each student completes a project in which an aspect of geospatial analysis is applied to a problem in global health and development.

Public health seminars (10)

INTERDEPARTMENTAL OPTIONS**ENVIRONMENTAL EPIDEMIOLOGY**

This double major is administered jointly by the Department of Environmental and Occupational Health and the Department of Epidemiology and Biostatistics, and is designed for persons with special interest in studying how environmental factors affect health and disease. Students in this major gain the epidemiologic skills necessary to conduct research, as well as to meet the eligibility requirements to sit for the Registered Environmental Health Specialist Examination.

For more information please refer to the “Environmental Epidemiology” Track in the M.P.H. Epidemiology program in this CATALOG.

SPATIAL EPIDEMIOLOGY

This combined degree is co-managed by the Department of Environmental and Occupational Health—the academic home of the school’s geoinformatics curricula—and the Department of Epidemiology and Biostatistics, and is designed for students who wish to incorporate innovative spatial analytic techniques in their epidemiological practices and research. The track prepares students to apply GIS and other spatial technologies (such as remote GPS and Remote Sensing) to epidemiology, research, and public health. Acquiring dual skills in epidemiology and GIS enhances the preparation of public health professionals by increasing their decision-making methods and problem-solving ability. Students are encouraged to take advantage of the Health Geoinformatics Summer Institute offered from June to September to conveniently complete some or all required GIS courses in an intensive format.

Learner outcomes

Upon successful completion of this track, graduates will acquire the professional and scientific skills to analyze associations between location, environment, and disease. Graduates will have the skills and experience necessary to:

1. Use GIS methods to conduct high-quality epidemiologic research and clinical trials
2. Monitor and survey disease using spatial analysis techniques to characterize health risk within populations
3. Generate adequate hypotheses for testing geospatial relationships of disease occurrences and identify potential confounders and interactions that might bias the results.
4. Collaborate with health professionals using GIS visualization methods to investigate public health issues

Indicators of educational effectiveness

Course-specific performance-based outcomes are obtained, at the discretion of the instructor, through written and oral examinations, class projects, and papers; and a culminating activity consisting of a written report and oral presentation, professional portfolio (upon completion of the research), and an exit interview with the department chair (at the conclusion of the program). In addition, students must take an integrated capstone public health course. Students are also encouraged to participate in a qualifying test given annually by SkillsUSA, an organization that has partnered with the geospatial industry to develop a competition program that provide universities, colleges, and their students with a way to validate their geospatial programs and measure them against national standards.

PREREQUISITE

College algebra or equivalent (calculus preferred), biochemistry, behavioral science, and at least four of the following courses:

* Human anatomy	Cancer biology
* Human physiology	Embryology
* Histology	Genetics
* Microbiology	* Pathology
Vertebrate anatomy	Cell biology
Anatomy and physiology	Zoology
Molecular biology	Immunology

* recommended courses

In addition, candidates must demonstrate computer proficiency, although no previous experience with GIS is required. Advanced placement can be considered for students with previous GIS experience/training.

NOTE: In addition to units required for the degree, a limited number of the above courses may be taken during the first two quarters of the program.

DEGREE REQUIREMENTS

Public health core courses

(28)

ENVH 509	Principles of Environmental Health	(3)
HADM 509	Principles of Health Policy Management	(3)
EPDM 509	Principles of Epidemiology	(3)
HPRO 509	Principles of Health Behavior	(3)

RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 521	Biostatistics I	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Cultural Competence and Health Disparities	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Epidemiology core courses (21)

EPDM 510	Principles of Epidemiology II	(3)
EPDM 512	Multivariate Modeling in Epidemiology	(3)
STAT 522	Biostatistics II	(4)
STAT 548	Analytical Applications of SAS	(2)
STAT 564	Survey and Advanced Research Methods	(3)
EPDM 555 or EPDM 515	Epidemiologic Methods in Outcomes Research Clinical Trials	(3) (3)
STAT 557	Research Data Management	(3)

Geoinformatics courses (14)

ENVH 522	Principles of GIS	(3)
ENVH 524	GIS Software Applications and Methods	(3)
ENVH 535	Integration of Geospatial Data with GIS	(2)
ENVH 536	Spatial Analytical Techniques and GIS	(3)
ENVH 526	Seminar in Health GIS	(1)
ENVH 546	Introduction to Spatial Epidemiology	(2)

Electives (5 units)

ENVH 521	Cartography and Map Design	(2)
ENVH 523	Practical Issues in GIS	(3)
ENVH 527	Geospatial Technologies for Emergency Preparedness and Management	(3)
ENVH 537	Health Care Geographics	(2)
ENVH 539	GIS Applications in Environmental Health	(2)
ENVH 547	GIS for Public Health Practice	(2)
ENVH 549	Remote Sensing Applications in the Health Services	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)
EPDM 515	Clinical Trials	(3)
EPDM 544	Epidemiology of Infectious Disease	(3)

EPDM 555	Epidemiologic Methods in Outcomes Research	(3)
EPDM 565	Epidemiology of Cancer	(3)
EPDM 566	Epidemiology of Cardiovascular Disease	(3)
EPDM 567	Epidemiology of Aging	(3)
EPDM 588	Environmental and Occupational Epidemiology	(3)

Research project

EPDM 699	Applied Research	(2)
and ENVH 699	Applied Research	(2)

MINIMUM UNITS REQUIRED	68 + 4 units applied research
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Other requirements

In addition to the foregoing degree requirements, the student must also complete the following:

Public health seminar. Department forums—a minimum of ten forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research are required, in addition to attendance at the public health seminars.

Field practicum /Research project. Each student completes a project in which an aspect of geospatial analysis is applied to a problem in epidemiology. The culminating activity consists of: research including a written report and oral presentation, professional portfolio (upon completion of the research), and an exit interview with the department chairs (at the conclusion of the program).

#Select at least one course each from both ENVH and EPDM in consultation with academic adviser

MASTER OF PUBLIC HEALTH / MASTER'S INTERNATIONAL PROGRAM—PEACE CORPS**Environmental and occupational health**

Loma Linda University is one of eighty-two universities currently participating in the Master's International Program. As one of eleven institutions in the country offering this prestigious program, in conjunction with the Master of Public Health degree, the School of Public Health is proud to collaborate with the United States Peace Corps in this academic partnership.

MPH/MIP students complete environmental health course work at Loma Linda campus and then enter the Peace Corps in fulfillment of the MPH internship. Peace Corps volunteers complete three months of training in language, culture; and technical skills; followed by two years of service as public health workers in the assigned host country. Upon satisfactory completion of the two-year Peace Corps service and the department culminating activity, the student is awarded an M.P.H. degree in environmental health.

Graduates of this degree are eligible to sit for the national examination of Registered Environmental Health Specialist (REHS).

Upon receipt of their degree, students can opt to return to international work or seek employment as fully health professionals in the United States, if they elect to remain at home.

For details, see Peace Corps Master's International Program.

OCCUPATIONAL MEDICINE RESIDENCY

Occupational medicine residents are required to complete an M.P.H. degree as part of their residency training. The Department of Environmental and Occupational Health in the School of Public Health offers the didactic portion required for occupational medicine board eligibility and experience with industry not available in the resident's general rotations. If an accepted applicant has already completed an accredited degree with a major emphasis in an area other than environmental health, s/he will be required to take the following courses during the training:

ENVH 567	Hazardous Materials and Solid-Waste Management	(3)
ENVH 581	Principles of Industrial Hygiene	(3)
ENVH 587	Environmental Toxicology	(3)

During the senior year, each resident conducts a research project on a topic of their choice, under the guidance of the residency and faculty members at the School of Public Health.

See “PROGRAMS AND DEGREES” in Section III of this CATALOG.

HEALTH GEOGRAPHICS AND BIOMEDICAL DATA MANAGEMENT—B.S.P.H.

The Health Geographics and Biomedical Data Management Program is an innovative, multidisciplinary program offering a Bachelor of Science in Public Health that combines courses in various departments; and integrates public health methods and approaches to analyze, visualize, interpret, and manage biomedical data. The program is designed to introduce students to geographic analysis and GIS technology with applications in public health. The curriculum meets a broad range of data-management and geographic information systems (GIS) requirements both in the private and in the public sectors.

Graduates will have an understanding of major public health disciplines and will develop high-level skills required of the practicing database manager and GIS analyst. They will be able to work in multifunctional capacities providing spatially interpreted data on small groups of patients/populations or on entire communities, if desired.

Students will acquire skills in data collection, entry, analysis, and presentation using state-of-the-art computer software. The competencies acquired in this program prepare graduates to work in varied settings and contribute to the data management of many disciplines.

There are two options for entering the B.S.P.H. degree program. Students may elect to complete all the prerequisite course work in a college setting of their choice, apply for admission to the B.S.P.H. degree program, and spend their junior and senior years at the School of Public Health. Students desiring to obtain early entrance to the B.S.P.H. degree program have the option to complete a minimum of 65 semester hours at a community college of their choice, submit an application, and obtain permission to begin their study at the School of Public Health while concurrently taking course work at a nearby community college in order to complete their outstanding prerequisite requirements.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Use state-of-the-art GIS software applications and appropriate statistical techniques to perform biomedical data analysis
2. Apply geographic data models used in GIS and design data-collection protocols, databases, and data-entry applications in a variety of formats—including SPSS, Excel, Access, and SAS
3. Employ GIS data-capture techniques, sources and formats of digital geographic health data, and spatial databases for public health and independently supervise all phases of data entry, management, and archiving
4. Plan, design, and create geodatabases that will effectively capture and organize public health data so that pertinent spatial information can be analyzed, shared, or displayed as map.
5. Use spatial data display techniques produce and publish customized maps and other visual displays of health data
6. Manage GIS projects in a variety of settings, including government, academic, and community.

Indicators of educational effectiveness

Apart from G.P.A., both direct and indirect indicators will be used to ensure that graduates have achieved the stated outcomes for the degree as indicated below.

Standardized tests. Students in this program will be encouraged to participate in a qualifying test offered every year by Skills USA, an organization that has partnered with the Geospatial industry to develop a competition program that provide universities, colleges and their students with a way to validate their geospatial program and measure them against national standards.

Institutional challenge examinations. Students will be evaluated on a continuous basis at multiple levels by fellow students, faculty, and administration. LLUSPH will administer qualifying exam equivalent to comprehensive final exam towards the end of the program. The format of the exam may be written, oral, demonstration, or a combination of all three.

REQUIRED LOWER-DIVISION COURSES**(SEMESTER UNITS)**

Freshman English	(8)
General psychology	(3)
Intermediate algebra	(4)
General biology	(4)
Programming—visual basic	(3)
Cultural anthropology or persity	(3)
Database systems—dBase	(2)
Electives	(6)
History*	(6)
Introduction to computers and information systems	(3)
Physical education	(1)
Language-Spanish preferred	(5)
Environmental science	(3)
General sociology	(3)
Geoscience—geography preferred	(3)

* U.S. History or Western civilization (or equivalent) depending on history courses taken in high school

FRESHMAN + SOPHOMORE	58 semester units 87 quarter units
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REQUIRED UPPER-DIVISION COURSES**(QUARTER UNITS)**

ENVH 414	Introduction to ENVH	(4)
REL 4__	Religion elective	(2)
ENVH 422	Principles of GIS	(4)
AHCJ 4__	Anatomy and Physiology	(4)
REL 4__	Religion elective	(2)
HPRO 414	Personal Health/Fitness	(4)
PHCJ 401	Introduction to Public Health	(4)
STAT 464	Survey Methods	(4)
ENVH 424	Desktop GIS Application	(4)
STAT 448	Analytical Applications of SAS	(4)
STAT 414	Introduction to Biostatistics	(4)
ENVH 436	Spatial Analysis with GIS	(4)

STAT 415	Computer applied in Biostatistics	(1)
BIOL 4__	Geology/Biology elective	(3)
STAT 417	Biomedical Data Management I	(4)
REL 4__	Religion elective	(2)
ENVH 437	GIS in Public and ENVH	(4)
ENVH 435	Sources, Capture and Integrated GIS data	(3)
STAT 418	Biomedical Data Management II	(4)
ENVH 434	Advanced GIS Applications	(3)
EPDM 414	Intro to Epidemiology	(3)
ENVH 498	Senior Project (GIS) ENVH	(4)
____ _	General elective	(3)
STAT 468	Data Analysis	(3)
ENVH 421	Cartography	(3)
STAT 418	Introduction to Biostatistics II	(4)
ENVH 423	Practical Issues in GIS	(4)
____ _	General elective	(4)
____ _	General elective	(3)
STAT 498	Senior Project (BIOMED-STAT)	(4)
REL 4__	Religion elective	(2)

JUNIOR + SENIOR	105 quarter units
TOTAL—COMPLETE B.S.P.H.	192 quarter units

CERTIFICATE IN HEALTH GEOINFORMATICS—CHG

The Health Geoinformatics Certificate is designed primarily for health professionals and students who have completed a bachelor's degree (or equivalent) from an accredited college or university with a cumulative G.P.A. of at least 3.0. Qualified candidates must demonstrate computer proficiency, although no previous experience with Geographic Information Systems (GIS) technology is required. Advanced placement can be considered for applicants with previous GIS experience/training. In addition, interested Loma Linda University students, staff, and faculty who would like to learn about GIS applications in health may also apply.

Certificate Requirements

To earn the certificate, students must successfully complete at least 27 academic units, as listed below. Core requirements include courses in the two main areas of GIS fundamentals and techniques (17 units) and health geographics electives (at least 7 units). In addition, 3 units of Ethical Issues in Public Health are required.

Core requirements

(17)

ENVH 521	Cartography and Mapping	(2)
ENVH 522	Principles of GIS	(3)
ENVH 523	Practical Issues in GIS	(3)

ENVH 524	GIS Software Applications and Methods	(3)
ENVH 535	Integration of Geospatial Data with GIS	(2)
ENVH 536	Spatial Analytical Techniques and GIS	(3)
ENVH 526	Seminar in Health GIS	(1)

Required

RELE 534	Ethical Issues in Public Health	(3)
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Electives**(at least 7)**

ENVH 527	Geospatial Technologies for Emergency Preparedness and Management	(3)
ENVH 537	Health Care Geographics	(2-3)
ENVH 539	GIS Applications in Environmental Health	(2-3)
ENVH 546	Introduction to Spatial Epidemiology	(2)
ENVH 547	GIS for Public Health Practice	(2)
ENVH 549	Remote Sensing Applications in the Health Sciences	(3)

Learner outcomes

Upon successful completion, participants will be able to:

1. Use state-of-the-art GIS software applications and techniques for accessing the spatially defined health information for building, useful geodatabases.
2. Use effective geospatial data to produce and publish customized maps and other visual displays of health data
3. Employ GIS-based methods and techniques of spatial analysis that support health research and decision-making in public health practice and policy
4. Apply geospatial technology and methods in at least one key area of health geographics, such as disease mapping, tracking and assessment of environmental hazards and exposure, health planning and policy, community health, health education and communication, analysis of access to health services, or health care geographics
5. Implement and manage health-GIS projects in government, nongovernment, and community settings

Indicators of educational effectiveness

1. Class project
2. Oral presentation
3. Portfolio

Note: Each of the above indicators are course specific at the discretion of the instructor.

4. Standardized test Students will be encouraged to participate in a qualifying test offered every year by SkillsUSA, an organization that has partnered with the Geospatial industry to develop a competition program that provides universities, colleges and their students with a way to validate their geospatial program and measure them against national standards.

PREREQUISITES

Applicants must have at least a bachelor's degree (or equivalent), with a cumulative G.P.A. of at least 3.0. For those who meet the foregoing basic admission prerequisite, the program is open to health professionals, students, current Loma Linda University students enrolled in a master's or doctoral degree program, Loma Linda University faculty and staff (tuition benefits may apply), and anyone interested in GIS applications in the health field.

Epidemiological Research Methods—PH

(certificate)

SYNNOVE M. F. KNUTSEN, Director

FACULTY

Instruction for the certificate is primarily provided by regular School of Public Health faculty members on campus during regular quarter terms.

The purpose of this certificate is to enable the holder to more effectively apply for and design research studies and surveys and do basic descriptive analyses of collected data.

Learner outcomes

At the completion of this certificate, students should be able to:

1. Critically read and interpret the medical literature.
2. Write applications for research and survey grants.
3. Conduct disease surveillance as practiced in state and county health departments.
4. Design research studies and surveys, including special designs for developing countries.
5. Create questionnaires for use in different studies and different settings.
6. Perform and interpret simple statistical analysis.

Indicators of educational effectiveness

1. Class project
2. Oral presentation

PREREQUISITE

Completed application for a graduate-degree program in the School of Public Health

GRE scores

Two letters of recommendation

Interview with departmental faculty member

CERTIFICATE REQUIREMENTS

EPDM 509	Principles of Epidemiology I	(3)
EPDM 510	Principles of Epidemiology II	(3)
EPDM 515	Clinical Trials	(3)
EPDM 568	International Epidemiology	(2)
STAT 509	General Statistics	(4)
STAT 515	Grant- and Contract-Proposal Writing	(3)
STAT 564	Survey and Advanced Research Methods	(3)
REL 5__	Religion (relational, ethical, theological)	(3)

Choice of descriptive epidemiology**(choose one from the following courses)****(3)**

EPDM 534	Epidemiology of Maternal-Child Health	(3)
EPDM 544	Epidemiology of Infectious Disease	(3)
EPDM 565	Epidemiology of Cancer	(3)
EPDM 566	Epidemiology of Cardiovascular Disease	(3)
EPDM 567	Epidemiology of Aging	(3)
EPDM 588	Environmental and Occupational Epidemiology	(3)

TOTAL UNITS**27****Forums**

Participants are required to attend a minimum of five forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their certificate program.

Epidemiology—PH

(M.P.H in epidemiology and in health-services research; Dr.P.H. in epidemiology; Certificates)

SYNNOVE M. F. KNUTSEN, Chair

FACULTY

Khaled Bahjri
Terrence L. Butler
John P. Carney
Matos Chamorro
Jacqueline Chan
Gary E. Fraser
Bessie L. Hwang
Jayakaran S. Job
Fatemeh Kiani
Raymond Knutsen
Synnove M. F. Knutsen
Kristian D. Lindsted
Vichuda Lousuebsakul

Tomás P. Matamala
John W. Morgan
Tricia Penniecook
Warren R. Peters
Thomas J. Prendergast, Jr.
Joan Sabaté
Charles S. Salemi
Pramil N. Singh
Donna Thorpe
Maria Vallejos
Ricardo E. Villalobos
Loretta J. Wilber

EPIDEMIOLOGY—M.P.H

W. LAWRENCE BEESON, Program Director

The program leading to an M.P.H. degree in epidemiology provides theoretical and practical training applicable to a variety of public health problems. Seven tracks (each with a different focus) are offered by the program. Each track is designed to meet a particular professional need.

Learner outcomes

Graduates from the Epidemiology Program will have the skills and experience necessary to:

1. Conduct high-quality epidemiologic research—including appropriate design, statistical analysis of data, and interpretation and reporting of results.
2. Conduct and evaluate clinical trials.
3. Conduct disease surveillance as practiced in state and county health departments.
4. Critically review the literature and identify strengths and weaknesses of design, analyses, and conclusions.
5. Evaluate the effects of potential confounding and interaction in a research design.
6. Apply knowledge of disease mechanisms and information from the biological disciplines to interpretation of statistical findings in biomedical research.
7. Collaborate with or serve as a research consultant to health professionals by providing technical expertise with regard to literature review, study design, data analysis, and interpretation and reporting of results.

Program educational effectiveness indicators

Name	Description	Location
Culminating activity	Oral examination	LLU campus
Culminating activity	Oral presentation of applied research using PowerPoint	LLU campus
Culminating activity	Written report of applied research	LLU campus
Term papers	Evaluation of writing skills	LLU campus
Final examinations	Integration and application of skills learned in courses	LLU campus
Course-evaluation forms	Suggestions by the students to improve delivery of course material and the design of the course itself	LLU campus

MEDICAL EPIDEMIOLOGY (TRACK I)—M.P.H.

This track is designed for persons with a health-professions background who wish to conduct or participate in research related to their health profession. An adequate background in biological science is assumed, with courses concentrating on epidemiology and statistics. One variant within this track provides a greater emphasis on research and may allow students to complete a moderate-size project with publication potential.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Incorporate epidemiologic methods and evidence-based medicine in clinical approach.
2. Conduct high-quality epidemiologic research—including appropriate design, use of biologic markers, statistical analyses, and interpretation and reporting of results.
3. Evaluate and conduct clinical trials.
4. Conduct disease surveillance as practiced in state, county, and national health agencies/departments.
5. Critically review the health literature and identify strengths and weaknesses of design, analyses, and conclusions.

PREREQUISITE

License to practice a health profession in the United States or the country of usual residence

College algebra or equivalent (calculus preferred)

RESEARCH EPIDEMIOLOGY (TRACK II)—M.P.H.

This track is designed for persons interested in a career studying the relationship of risk factors to a variety of disease outcomes (e.g., the effect of nutrients, inactivity, stress, high blood pressure, environmental exposure, obesity, or immunologic characteristics on heart disease, cancer, osteoporosis, longevity, infectious diseases, reproductive outcome, etc.).

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Collaborate with or serve as a research consultant to health professionals.
2. Conduct high-quality epidemiologic research—including appropriate design, data collection instruments, statistical analyses, and interpretation and reporting of results.
3. Be familiar with disease surveillance as practiced in state, county, and national health agencies/ departments.
4. Critically review the health literature and identify strengths and weaknesses of design, analyses, and conclusions.

Program educational effectiveness indicators

Name	Description	Location
Culminating activity	Oral examination	LLU campus
Culminating activity	Oral presentation of applied research using PowerPoint	LLU campus
Culminating activity	Written report of applied research	LLU campus
Term papers	Evaluation of writing skills	LLU campus
Final examinations	Integration and application of skills learned in courses	LLU campus
Course-evaluation forms	Suggestions by the students to improve delivery of course material and the design of the course itself	LLU campus

PREREQUISITE

College algebra or equivalent (calculus preferred)

Biochemistry

Behavioral science

AT LEAST FOUR OF THE FOLLOWING COURSES:

#Human anatomy	Cancer biology
#Human physiology	Embryology
#Histology	Genetics
#Microbiology	#Pathology
Vertebrate anatomy	Cell biology
Anatomy and physiology	Zoology
Molecular biology	Immunology
General biology	

#recommended courses

COREQUISITE

(a limited number of the above courses may be taken during first two quarters of program, in addition to units required for degree)

DEGREE REQUIREMENTS (TRACK I AND TRACK II)**Public health core courses****(28 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
±RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 521	Biostatistics I	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Cultural Competencies and Health Disparities	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Epidemiology core courses (Track I: 22 units; Track II: 33 units)

EPDM 510	Principles of Epidemiology II	(3)
*EPDM 512	Multivariate Modeling in Epidemiology	(1, #3)
STAT 522	Biostatistics II	(4)
STAT 548	Analytical Applications of SAS	(2)
STAT 564	Survey and Advanced Research Methods	(3)
+1EPDM 515	Clinical Trials	(3)
1EPDM 555	Epidemiologic Methods in Outcomes Research and Continuous Quality Control	(3)
2EPDM 565	Epidemiology of Cancer	(3)
2EPDM 566	Epidemiology of Cardiovascular Disease	(3)

+EPDM 635	Epidemiological Studies of Seventh-day Adventists	(1)
#STAT 515	Grant- and Contract-Proposal Writing	(3)
#STAT 557	Research-Data Management	(3)
#EPDM/STAT	Electives (Track II)	(6)

General electives (Track I: 5 units; Track II: 2 units)

Electives must be chosen in consultation with the academic adviser.

Research project

EPDM 699	Applied Research	(+2, #4)
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MINIMUM UNITS REQUIRED

Track I: 57

Track II: 67

+ required for Track I

required for Track II

1, 2 one course of each number required

* if EPDM 512 is taken for 3 units, EPDM 699 will be required for 2 units; if EPDM 512 taken for 1 unit only, then 4 units of EPDM 699 are required

± refer to section IV of this CATALOG for other religion courses descriptions

Research and forums

Students are required to attend a minimum of twenty forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

Culminating activity

In order to obtain a degree, the student is required to successfully complete the culminating activity as required by the Department of Epidemiology and Biostatistics.

The culminating activity consists of: research, including a written report and oral presentation; professional portfolio (upon completion of the research); and an exit interview with the department chair (at the conclusion of the program).

ENVIRONMENTAL EPIDEMIOLOGY (TRACK III)—M.P.H.

This double major is administered jointly by the Environmental and Occupational Health and the Epidemiology programs and is designed for persons with special interest in studying how environmental factors affect health and disease. Students in this major gain the epidemiologic skills necessary to conduct research, as well as to meet the eligibility requirements to sit for the Registered Environmental Health Specialist Examination.

Learner outcomes

Graduates of this track in environmental epidemiology will have the skills necessary to:

1. Conduct high-quality environmental epidemiologic research.
2. Develop valid methods for assessing environmental exposure, choose appropriate study design, determine sample size and data-collection methods, and data analyses.
3. Generate adequate hypotheses for testing the relationship between environmental factors and health/disease, and identify potential confounders and interactions that might bias the results.
4. Critically review the literature and report research findings, both orally and in writing.
5. Collaborate with or serve as a research consultant to health professionals.

Educational effectiveness indicators

Name	Description	Location
Culminating activity	Oral examination	LLU campus
Culminating activity	Oral presentation of applied research using PowerPoint	LLU campus
Culminating activity	Written report of applied research	LLU campus
Term papers	Evaluation of writing skills	LLU campus
Final exams	Integration and application of skills learned in courses	LLU campus
Course-evaluation forms	Suggestions by the students to improve delivery of course material and the design of the course itself	LLU campus

PREREQUISITE

Biological science with laboratory (one year) (preferred courses include histology, pathology, physiology, etc.)

General chemistry with laboratory (one year)

Organic chemistry with laboratory (two-quarter sequence minimum)

General microbiology with laboratory (one course)

Physics (one year)

College algebra or equivalent (one course), calculus preferred

Biochemistry (one course)

Behavioral science (one course)

COREQUISITE

(a limited number of the above courses may be taken during first two quarters of program, in addition to units required for degree)

DEGREE REQUIREMENTS**Public health core courses****(25 units)**

ENVH 586	Environmental Health Administration	(3)
EPDM 509	Principles of Epidemiology I	(3)
HPRO 509	Principles of Health Behavior	(3)
±RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 521	Biostatistics I	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Issues in Health Disparities and Cultural Competencies	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Environmental epidemiology core courses**(47 units)**

ENVH 515	Food Quality Assurance	(3)
ENVH 566	Outdoor Air Quality and Human Health	(3)
ENVH 567	Hazardous Materials and Solid-Waste Management	(3)
ENVH 568	Water Quality Assurance	(3)
ENVH 569	Environmental Sampling and Analysis	(4)
ENVH 587	Environmental Toxicology	(3)
ENVH 589	Environmental Risk Assessment	(3)
ENVH 605	Seminar in Environmental and Occupational Health	(1)
EPDM 510	Principles of Epidemiology II	(3)
EPDM 512	Multivariate Modeling in Epidemiology	(3)
EPDM 544	Epidemiology of Infectious Disease	(3)
EPDM 588	Environmental and Occupational Epidemiology	(3)
EPDM ____	Elective course must be either EPDM 565 or EPDM 566	(3)
STAT 522	Biostatistics II	(4)
STAT 548	Analytical Applications of SAS	(2)
STAT 564	Survey and Advanced Research Methods	(3)

Research project[^]

EPDM 699 and ENVH 699	Applied Research	(2)
	Applied Research	(2)

MINIMUM UNITS REQUIRED: 72 + 4 UNITS APPLIED RESEARCH[^]one project approved and administered by both ENVH and EPDM/STAT

± refer to section IV of this CATALOG for other religion courses descriptions

Research and forums

Students are required to attend a minimum of twenty forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

Culminating activity

In order to obtain a degree, the student is required to successfully complete the culminating activity as required by the Departments of Epidemiology and Biostatistics and of Environmental and Occupational Health.

The culminating activity consists of: research, including a written report and oral presentation; professional portfolio (upon completion of the research); and an exit interview with the department chairs (at the conclusion of the program).

HEALTH-SERVICES RESEARCH (TRACK IV)—M.P.H.

This double major M.P.H. degree is administered jointly by the Departments of Health Administration and of Epidemiology and Biostatistics. It is designed for persons with interests that include assessment of health care organization and maintenance. Students gain the skills needed for health-services administration and epidemiologic research in the health-organization setting.

Learner outcomes

Graduates of this track in health services research will have the skills necessary to:

1. Apply epidemiologic methods to research within the health care system.
2. Apply outcomes-research methods to assess different aspects of health care quality, e.g., patient perception, treatment, procedures, etc.

3. Apply decision-tree analysis in decision-making processes and strategic planning.
4. Utilize continuous quality-improvement (CQI) methods.
5. Assist in developing policies for prevention/control/treatment of diseases within the health care environment.

Educational effectiveness indicators

Name	Description	Location
Culminating activity	Oral examination	LLU campus
Culminating activity	Oral presentation of applied research using PowerPoint	LLU campus
Culminating activity	Written report of applied research	LLU campus
Term papers	Evaluation of writing skills	LLU campus
Final examinations	Integration and application of skills learned in courses	LLU campus
Course-evaluation forms	Suggestions by the students to improve delivery of course material and the design of the course itself	LLU campus

PREREQUISITE

College algebra or equivalent (one course), calculus preferred

Two courses in biological science (preferred courses include anatomy, physiology, pathology, microbiology, etc.)

HADM 444 Financial Accounting for Health Care Organizations (3)

or

one course in accounting.

COREQUISITE

(a limited number of the above courses may be taken during first two quarters of program, in addition to units required for degree)

DEGREE REQUIREMENTS**Public health core courses (28 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology	(3)
HPRO 509	Principles of Health Behavior	(3)
HADM 509	Principles of Health Policy and Management	(3)
±RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 521	Biostatistics I	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 514	Issues in Health Disparities and Cultural Competencies	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Health-services research core courses**(45-46 units)**

EPDM 510	Principles of Epidemiology II	(3)
*EPDM 512	Multivariate Modeling in Epidemiology	(1, 3)
EPDM 515	Clinical Trials	(3)
EPDM 555	Epidemiologic Methods in Outcomes Research and Continuous Quality Improvement	(3)
EPDM ____	Elective course must be either EPDM 565 or EPDM 566	(3)
HADM 528	Organizational Behavior in Health Care	(3)
HADM 534	Legal and Regulatory Issues in Health Care	(3)
HADM 542	Managerial Accounting for Health Care Organizations	(3)
HADM 559	Health Care Marketing	(3)
HADM 564	Health Care Finance	(3)
HADM 601	Health-System Operating Management	(3)
HADM 604	Health-Systems Strategic Planning	(3)
STAT 522	Biostatistics II	(4)
STAT 548	Analytical Applications of SAS	(2)
*STAT 557	Research-Data Management	(3)
STAT 564	Survey and Advanced Research Methods	(3)

Research project[^]

EPDM 699 and HADM 699	Applied Research	(2)
	Applied Research	(2)

MINIMUM UNITS REQUIRED**73 + 4 units****Applied research**[^]one project approved and administered by both HADM and EPDM/STAT departments

*may take EPDM 512 for 3 units, or EPDM 512 for 1 unit plus STAT 557

± refer to section IV of this CATALOG for other religion courses descriptions

Professional membership

Students are required to secure and maintain membership in an approved professional society, such as the American College of Healthcare Executives.

Health administration colloquia

Participation is required in a minimum of ten noncredit colloquia designed to acquaint students with various aspects of the health care industry. Attendance at these colloquia will be in addition to attendance at the public health seminars.

EPDM/STAT forums

Students are required to attend a minimum of twenty forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

Culminating activity

In order to obtain a degree, the student is required to successfully complete the culminating activity as required by the Departments of Epidemiology and Biostatistics and of Health Administration.

The culminating activity consists of: research, including a written report and oral presentation; professional portfolio (upon completion of the research); and an exit interview with the department chairs (at the conclusion of the program).

NUTRITIONAL EPIDEMIOLOGY (TRACK V)—M.P.H.

This double major is administered jointly by the Departments of Nutrition and of Epidemiology and Biostatistics, and allows the student to study the etiologic role of nutrition in major public health problems. The graduate will be prepared to design, implement, and evaluate population and intervention studies dealing with the relation of nutrition to health, aging, and chronic and infectious disease. This program is for the individual who is interested in quantitative methods and desires to apply them to nutritional research.

Learner outcomes

Graduates of this track in nutritional epidemiology will have the skills necessary to:

1. Conduct high-quality nutritional epidemiologic research.
2. Develop valid methods for assessing nutritional intake status; and determine appropriate design, sample size, and methods of data collection and analysis.
3. Generate adequate hypotheses for testing the relationship between nutrition and health/disease, and identify potential confounders and interactions that might bias the results.
4. Critically review the literature and report research findings, both orally and in writing.
5. Collaborate with health professionals or nutrition experts.

Educational effectiveness indicators

Name	Description	Location
Culminating activity	Oral examination	LLU campus
Culminating activity	Oral presentation of applied research using PowerPoint	LLU campus
Culminating activity	Written report of applied research	LLU campus
Term papers	Evaluation of writing skills	LLU campus
Final examinations	Integration and application of skills learned in courses	LLU campus
Course-evaluation forms	Suggestions by the students to improve delivery of course material and the design of the course itself	LLU campus

PREREQUISITE

Chemistry through organic (at least 5 quarter units of organic)

Microbiology with laboratory (one course)

Anatomy and physiology (one course or course sequence)

College algebra or equivalent (one course), calculus preferred

Behavioral science (one course)

COREQUISITE

(a limited number of the above courses may be taken during first two quarters of program, in addition to units required for degree)

NUTR 504 Nutritional Metabolism (advanced biochemistry) (5)

DEGREE REQUIREMENTS**Public health core courses****(28 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
±RELE 534	Ethical Issues in Public Health	(3)

PHCJ 605	Overview of Public Health	(1)
STAT 521	Biostatistics I	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Issues in Health Disparities and Cultural Competencies	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Nutritional epidemiology core courses**(44-45 units)**

EPDM 510	Principles of Epidemiology II	(3)
EPDM 512	Multivariate Modeling in Epidemiology	(3)
EPDM 515	Clinical Trials	(3)
*EPDM 565	Epidemiology of Cancer	(3)
*EPDM 566	Epidemiology of Cardiovascular Disease	(3)
*EPDM 567	Epidemiology of Aging	(3)
NUTR 510	Advanced Public Health Nutrition	(3)
NUTR 517	Advanced Nutrition I: Carbohydrates and Lipids	(4)
NUTR 518	Advanced Nutrition II: Proteins, Vitamins, and Minerals	(4)
NUTR 527	Assessment of Nutritional Status	(3)
#NUTR 534	Maternal and Child Nutrition	(3)
#NUTR 536	Nutrition and Aging	(2)
NUTR 543	Concepts in Nutritional Epidemiology	(3)
NUTR 605	Seminar in Public Health Nutrition	(1)
STAT 515	Grant- and Contract-Proposal Writing	(3)
STAT 522	Biostatistics II	(4)
STAT 548	Analytical Applications of SAS	(2)
STAT 564	Survey and Advanced Research Methods	(3)

Research project[^]

EPDM 699 and NUTR 699	Applied Research	(2)
	Applied Research	(2)

MINIMUM UNITS REQUIRED**72 + 4 UNITS APPLIED
RESEARCH**

*select 1 of 3 courses, in consultation with adviser

#select 1 of 2 courses, in consultation with adviser

[^]one project approved and administered by both NUTR and EPDM/STAT[±]refer to section IV of this CATALOG for other religion courses descriptions

Research and forums

Students are required to attend a minimum of twenty forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

Culminating activity

In order to obtain a degree, the student is required to successfully complete the culminating activity as required by the Departments of Epidemiology and Biostatistics and of Nutrition.

The culminating activity consists of: research including a written report and oral presentation; professional portfolio (upon completion of the research); and an exit interview with the department chairs (at the conclusion of the program).

GLOBAL EPIDEMIOLOGY—M.P.H.

This double major is administered by the Department of Global Health. It is designed for persons with special interest in conducting research and evaluations in international settings as well as those interested in implementing health programs. Graduates with this major have broad employment opportunities that range from program managers and planners, as well as being involved in research and evaluation projects in the international setting. See the Global Epidemiology Program (M.P.H.) for further information.

SPATIAL EPIDEMIOLOGY—M.P.H.

This double major is administered by the Department of Environmental Health. It is designed for persons who wish to incorporate innovative spatial analytic techniques in their epidemiological practices. This track prepares students to apply GIS, GPS, remote sensing, and other spatial technologies to epidemiology, research, and public health. Acquiring dual skills in epidemiology and GIS enhances the preparation of public health professionals by increasing their decision-making methods and problem-solving ability. For more information, please see “Spatial Epidemiology” under “Interdepartmental Options” in the Environmental and Occupational Health Program.

EPIDEMIOLOGY—DR.P.H.

The aim of this program is to prepare Doctor of Public Health degree graduates for career options that include epidemiologic research, teaching, and public health practice. The curriculum is planned on an individual basis. Details depend upon the student’s interest and academic needs, the program requirements, and the nature of the proposed research program. Where appropriate to the career interest, the student is expected to gain relevant teaching experience as part of the training. The program ordinarily consists of twelve quarters. At least five of these quarters must be devoted to a research project. Students are responsible for gaining the commitment of an appropriate faculty member to serve as their research mentor.

Learning objectives

Students completing the doctoral program in epidemiology are expected to have attained skills and knowledge in addition to that required for the M.P.H. degree program. These additional learning objectives are enumerated below. The graduate of this program will be able to independently:

Upon completion of the Dr.P.H., the graduate will be able to independently:

1. Demonstrate knowledge of disease etiology, progression and prevention as relevant to public health.
2. Identify public health issues and design relevant research proposals using NIH guidelines.
3. Communicate study results orally and in peer-reviewed publications.
4. Analyze and mitigate factors that may affect the validity of study results.

Program Educational Effectiveness Indicators

Name	Description	Location
Dissertation	Includes 2 papers	On file in-house
Comprehensive Exam	2 part: 1) Grant Proposal and 2) Analysis of large data set	On file in-house
DrPH Seminar	Student Presentations	No file
Student Assistance	Students assist faculty in research and teaching	No file

PREREQUISITE

Organic chemistry

College algebra or equivalent (calculus preferred)

Behavioral science

Biochemistry

Microbiology

COREQUISITE

(may be taken during first two quarters of program, in addition to units required for degree; advanced standing from previous M.P.H. degrees will be considered)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
PHCJ 605	Overview of Public Health	(1)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Issues in Health Disparities and Cultural Competencies	(2)
NUTR 505	Public Health Biology	(2)

DEGREE REQUIREMENTS**Epidemiologic methods****(38 units)**

*EPDM 510	Principles of Epidemiology II	(3)
*EPDM 512	Multivariate Modeling in Epidemiology	(3)
*EPDM 515	Clinical Trials	(3)
EPDM 555	Epidemiologic Methods in Research and Continuous Quality Improvement	(3)
EPDM 568	International Epidemiology	(2)
HPRO 543	Writing for Health Professionals	(2)
NUTR 543	Concepts in Nutritional Epidemiology	(3)
*STAT 515	Grant- and Contract-Proposal Writing	(3)
*STAT 521	Biostatistics I	(4)
*STAT 522	Biostatistics II	(4)
STAT 523	Biostatistics III	(4)
STAT 525	Applied Multivariate Analysis	(2)
STAT 535	Introduction to Nonparametric Statistics	(3)
STAT 538	Probability and Statistical Theory I	(3)
STAT 539	Probability and Statistical Theory II	(3)
STAT 545	Advanced Survival Analysis	(3)

*STAT 548	Analytical Applications of SAS	(2)
STAT 557	Research-Data Management	(3)
*STAT 564	Survey and Advanced Research Methods	(3)
*STAT 569	Advanced Data Analysis	(3)

*** Required courses****Descriptive epidemiology (12 units)**

EPDM 534	Epidemiology of Maternal-Child Health	(3)
EPDM 544	Epidemiology of Infectious Disease	(3)
EPDM 565	Epidemiology of Cancer	(3)
EPDM 566	Epidemiology of Cardiovascular Disease	(3)
EPDM 567	Epidemiology of Aging	(3)
EPDM 588	Environmental and Occupational Epidemiology	(3)
EPDM 635	Epidemiological Studies of Seventh-day Adventists	(2)

Biomedical sciences (26 units)

#ANAT 503	Human Histology	(5)
HPRO 501	Human Anatomy and Physiology I	(4)
HPRO 502	Human Anatomy and Physiology II	(4)
HPRO 503	Human Anatomy and Physiology III	(4)
HPRO 531	Pathology of Human Systems I	(3)
HPRO 532	Pathology of Human Systems II	(3)
NUTR 509	Public Health Nutrition	(3)

Administration and leadership (6 units)

HADM 510	Public Health Policy	(3)
HADM 514	Health Care Economics	(3)
HADM 528	Organizational Behavior in Health Care	(3)
HADM 542	Managerial Accounting for Health Care Organizations	(3)
HADM 604	Health-Systems Strategic Planning	(3)

Electives (8 units)

May be chosen from another institution, in consultation with adviser.

EPDM 561	Epidemiology of Tobacco Use and Control I	(3)
EPDM 562	Epidemiology of Tobacco Use and Control II	(3)

Research and dissertation (19 units)

EPDM 685	Preliminary Research Experience	(2)
EPDM 694	Research	(5)
EPDM 698	Dissertation	(12)

Religion (9 units)

Total didactic units (99 units)

Research/Dissertation (19 units)**TOTAL UNITS 118**

Additional Requirements: All Dr.P.H. degree students are required to register for 1 unit of EPDM 605 Seminar in Epidemiology (1) every Fall Quarter in which they are students in the Epidemiology Program. Registration implies attendance and participation in seminar projects during fall, winter, and spring quarters.

Forums

Doctoral students are required to attend a minimum of ten Department of Epidemiology and Biostatistics forums and/or Center for Health Research forums during each year of their program. Attendance at these forums will be in addition to attendance at public health seminars.

BASIC EPIDEMIOLOGY—CERTIFICATE

There is a growing need to be able to read and evaluate scientific medical literature; understand basic study designs, problems, and biases associated with different designs; and do simple descriptive and analytical statistical analysis. There is also a need for professionals in other disciplines to have at least a minimal knowledge of research design and analytical reasoning. The purpose of the certificate in basic epidemiology is to enable the holder to more effectively read scientific literature, design clinical research studies, and evaluate study designs and associated data.

Learner outcomes

Upon completion of this certificate, students will be able to:

- Critically read and interpret the medical literature.
- Conduct disease surveillance as practiced in state and county health departments.
- Design epidemiologic studies, including clinical trials.
- Create databases and perform and interpret simple statistical analysis.

Indicators of educational effectiveness

1. Class project
2. Oral presentation

PREREQUISITE

U.S. baccalaureate degree or its equivalent

At least two courses in biological science

College algebra (calculus preferred)

One behavioral science course (e.g., general psychology, sociology)

CERTIFICATE REQUIREMENTS

EPDM 509	Principles of Epidemiology I	(3)
EPDM 510	Principles of Epidemiology II	(3)
EPDM 515	Clinical Trials	(3)

EPDM 699	Applied Research	(1)
REL_ ____	Religion	(3)
STAT 521	Biostatistics I	(4)
STAT 509	or General Statistics	(4)
STAT 548	Analytical Applications of SAS	(2)
STAT 549	or Analytical Applications of SPSS	(2)

Three descriptive EPDM courses

(9 units chosen from those listed in the section below)

EPDM 534	EPDM of MCH Epidemiology of Maternal-Child Health	(3)
EPDM 565	EPDM of Cancer Epidemiology of Cancer	(3)
EPDM 566	EPDM of CVD Epidemiology of Cardiovascular Disease	(3)
EPDM 567	EPDM of Aging Epidemiology of Aging	(3)
EPDM 588	Environmental and Occupational Epidemiology	(3)

TOTAL**28****Forums**

Students are required to attend a minimum of five forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their certificate program

ADVANCED EPIDEMIOLOGY—CERTIFICATE

There is a growing need for public health professionals to participate in research by designing studies, evaluating their strengths and weaknesses, and analyzing and critically interpreting the results. A strong background in epidemiology and biostatistics greatly enhances skills in these areas. This certificate gives the holder the ability to independently design and conduct research studies, accurately evaluate which statistical procedures should be utilized, and effectively work with biostatisticians and programmers. The certificate gives practical training in how to conduct and report research findings through practical experience in these areas.

Learner outcomes

Upon completion of this certificate, students will be able to:

1. Conduct high-quality epidemiologic research—including appropriate design, statistical analysis of data, and interpretation and reporting of results.
2. Evaluate and conduct clinical trials.
3. Design, implement, and evaluate methods for quality control.
4. Obtain funds through well-written grant proposals.
5. Write scientific papers for submission to scientific journals.
6. Critically review the literature and identify strengths and weaknesses of design, analyses, and conclusions.

Indicators of educational effectiveness

1. Research project
2. Written paper
3. Oral presentation

PREREQUISITE

Successful completion of a basic certificate program

GRE scores

Completed application for a graduate-degree program in the School of Public Health

Two letters of recommendation

Interview with departmental faculty member

CERTIFICATE REQUIREMENTS

EPDM 512	Multivariate Modeling in Epidemiology	(3)
EPDM 699	Applied Research	(2)
REL_ ____	Religion	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)
STAT 522	Biostatistics II	(4)
STAT 557	Research-Data Management	(3)
STAT 569	Advanced Data Analysis	(3)

Two descriptive epidemiology courses (6)

(choose from those listed in the section below)

EPDM 534	Epidemiology of Maternal-Child Health	(3)
EPDM 544	Epidemiology of Infectious Disease	(3)
EPDM 565	Epidemiology of Cancer	(3)
EPDM 566	Epidemiology of Cardiovascular Disease	(3)
EPDM 567	Epidemiology of Aging	(3)
EPDM 588	Environmental and Occupational Epidemiology	(3)
TOTAL		27

Forums

Participants are required to attend a minimum of five forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their Advanced Epidemiology Certificate Program.

Global Health—PH

(M.P.H., Dr.P.H., Certificates)

RONALD H. MATAYA, Chair and Assistant Professor

FACULTY

Juan Carlos Belliard
David Dyjack
Donn Gaede
Brad Jamison
Jaykaran S. Job
Susanne B. Montgomery
Emmanuel Rudatsikira

ADJUNCT FACULTY

Gilbert M. Burnham
P. William Dysinger
Lars Gustavsson
Kenneth W. Hart
Richard H. Hart
Mark R. Janz
Mekebeb Negerie
Martine Polycarpe
Bruce E. Smith
Dennis D. Tidwell
Lila M. Tidwell
Jerald W. Whitehouse

GLOBAL HEALTH—M.P.H.

RON H. MATAYA, Program Director

Department goal

The goal of the Department of Global Health is founded on Christian values of love for and service to humanity and stewardship for the resources of the earth. We aim at training individuals who will be culturally competent, and are able to engage communities especially the poor, vulnerable and underserved, in assessing their needs and assets to help them achieve an acceptable level of health and development.

Learner outcomes

The competency-based curriculum is built upon themes of maintaining a sustainable environment; supporting communities, families, and individuals; and advocating for vulnerable populations. By the end of the program, graduates are expected to demonstrate competency in seven areas of responsibility:

1. Assessing capacity, systems, services, and resources.
2. Planning comprehensive, integrated interventions.
3. Planning, implementing, maintaining, and evaluating community-based programs.
4. Promoting collaborations between sectors.
5. Advocating for social justice, equity, and equal access to health and other services that contribute to individual and community well-being.
6. Contributing to operational research.
7. Students need to work closely with their advisors particularly in the selection of electives or dual majors in order to be sure that their academic training meets their career goals.

AREAS OF CONCENTRATION

1. COMMUNITY HEALTH AND DEVELOPMENT

This is the main area of concentration for the Department of Global Health and the degree can be taken in the following formats:

- Master of Public Health degree with 400-clock-hour field practicum (M.P.H.)
- Master of Public Health degree with 100-clock-hour field practicum (M.P.H.)
- Peace Corps Master's International Program (M.P.H./MIP)
- Peace Corps Fellows/USA Program
- Master of Public Health (M.P.H.) degree within preventive medicine residency

2. DUAL MAJORS

Students taking the dual majors are combining the Community Health and Development concentration with another field as indicated below.

- Master of Public Health (M.P.H.) degree in geographic information system for global health and development
- Master of Public Health (M.P.H.) degree in global health and epidemiology
- Master of Public Health (M.P.H.) degree in global health and maternal and child health

3. DOCTORAL PROGRAM

- Doctor of Public Health degree (Dr.P.H.)

Students must maintain current passport and travel documents. Academic course work is conducted at the University and in the field, regardless of prior experience.

Master of Public Health degree with a 400-clock-hour field practicum

This track is designed for students with limited or no prior field experience in international health. The practicum must be fulfilled in a resource-scarce environment or through working with a vulnerable population locally or internationally.

The culminating activity report is integrated with the practicum. The culminating activity includes a written comprehensive examination (prior to the field experience), field experience (upon completion of essential major course work).

Master of Public Health with a 100-clock-hour field practicum

This track is designed for students with prior relevant field experience in an underserved area or with vulnerable populations, as determined by the global health faculty. Return Peace Corps volunteers (RPCV) usually are placed in this option and are required to submit the culminating activity report as a critical analysis of their Peace Corps experience.

Peace Corps Master's International Track with Master of Public Health

Loma Linda University is one of eighty-two universities currently participating in the Master's International Program. As one of eleven institutions in the country offering this prestigious program, in conjunction with the Master of Public Health degree, the School of Public Health is proud to collaborate with the United States Peace Corps in this academic partnership.

Preventive medicine residency with Master of Public Health degree

The Global Health Department offers opportunity for students in the Medical and Dental Leadership Program and preventive medicine residents to pursue the M.P.H. degree. This may include participation in service and research projects in developing countries.

GLOBAL HEALTH (M.P.H.) &NDASH; CONCENTRATION IN COMMUNITY HEALTH AND DEVELOPMENT

This concentration prepares professionals to work with poor and underserved communities so that they can achieve acceptable levels of health and well being. Students are exposed early in the program to surrounding communities where they apply classroom knowledge to real life situations as they perform community needs and assets assessments, program planning and implementation, monitoring and evaluation. The Integrated Community Health and Development course offered in the summer allows students and faculty to travel together to international learning sites to observe and learn first hand public health issues in a developing country.

The program emphasizes cultural competencies which are necessary for working in diverse communities both nationally and internationally.

Graduates of this program will be prepared to work with community based organizations, national and international non-governmental organizations, health departments and other public health service organizations.

Learner outcomes

The competency-based curriculum is built upon themes of maintaining a sustainable environment; supporting communities and advocating for vulnerable populations. By the end of the track, graduates are expected to:

1. Understand cultural competency strategies in community health and development
2. Design effective, community-appropriate health and development programs
3. Understand principles of community engagement
4. Understand appropriate quantitative and qualitative research methods in community health and development
5. Apply principles of policy and advocacy in community health and development

Indicators of teaching effectiveness

1. Ability to work individually and in groups
2. Ability to prepare and do oral presentations in class and for external audiences
3. Integrated capstone course
4. Comprehensive examinations: students required to pass
5. Field practicum proposal development to address or answer a public health question in a chosen area of interest

DEGREE REQUIREMENTS

COREQUISITE

(may be taken concurrently during the first two quarters of program, in addition to units required for the degree)

Microbiology

Anatomy and physiology

DEGREE REQUIREMENTS

Public health core courses

(28 units)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 509	General Statistics/ Biostatistics	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Cultural Competence and Health Disparities	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Global health core courses

(24 units)

EPDM 568	International Epidemiology	(2)
*GLBH 545	Integrated Community Development	(4)
GLBH 564	Primary Health Care Programs I	(3)

GLBH 565	International Health Programming Prerequisite to EPDM 568	(2)
GLBH 566	Primary Health Care Programs II	(3)
GLBH 568	Primary Health Care Programs III	(3)
GLBH 605	Seminar in Global Health/Development	(1)
NUTR 585	Topics in International Nutrition	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)

Approved electives, to be chosen in consultation with the academic adviser (15 units)

GLBH 514	Ethnographic Methods in Public Health	(3)
GLBH 516	HIV/AIDS: Implications for Public Health	(3)
GLBH 517	Cultural Issues in Health Care	(3)
GLBH 550	Women in Development	(3)
GLBH 519	Principles of Disaster Management I	(3)
GLBH 520	Principles of Disaster Management II	(3)
GLBH 544	Epidemiology of Infectious Disease	(3)
GLBH 547	Refugee and Migrant Health	(3)
GLBH 548	Violence Issues: Global Public Health Perspective	(3)
GLBH 558	Public Health Issues in Emergencies	(3)
GLBH 559	Psychosocial Models and Interventions	(3)
GLBH 561	Epidemiology of Tobacco Use and Control I	(3)
GLBH 562	Epidemiology of Tobacco Use and Control II	(3)
ENVH 522	Principles of GIS	(3)
ENVH 524	GIS Software Application and Methods	(3)
ENVH 527	Geospatial Technologies for Emergency Preparedness and Management	(3)
HPRO 523	Maternal and Child Health Policy and Programs	(3)
HPRO 524	Adolescent Health	(3)
HPRO 567	Reproductive Health	(3)
HPRO 553	Addiction Theory and Program Development	(3)

TOTAL 67

Culminating activity/field practicum

(100, 400 clock hours or six-to-twelve-month NGO internship or twenty-seven-month MIP internship)

GLBH 699	Applied Research in Global Health	(2, 4 units)
GLBH 798	Field Practicum (100, 400 clock hours)	
GLBH 796 or GLBH 797	NGO Internship (6-12 months) Master's International Peace Corps (MIP internship) (27 months)	

Special fee and course requirements

*The required field-based course, GLBH 545 Integrated Community Development (which involves international travel), has a separate laboratory tuition fee that must be paid at least two quarters prior to enrollment in the course (that is, by mid-January) and subject to change if needed. In order to fulfill prerequisite requirements for this course, it is strongly recommended that students enroll for the M.P.H. degree program in the Autumn Quarter.

Public health seminars**(10)****GLOBAL HEALTH—DR.P.H.****(NOW OPEN FOR REGISTRATION FOR THE FALL OF 2008)**

JAYAKARAN S. JOB, Program Director

The Doctor of Public Health (Dr.P.H.) degree is designed to provide advanced knowledge, skills, and competencies needed to plan, manage, and evaluate health and development programs both in the developing and developed world.

Building on earlier graduate work, public health professionals develop a broad base of advanced knowledge, skills, and competencies needed to plan, manage, and evaluate health and development programs both in developing and developed countries. Program emphases enable students to experientially learn leadership and administrative skills, cross-cultural communication techniques, and appropriate operational and evaluation research methodologies in order to address the multifaceted problems affecting health and development among, underserved populations and resource-scarce communities.

Applicants possessing a master's degree in public health (or a master's or doctoral degree in a related field) and relevant field experience are eligible to apply. Graduates of this program typically are employed in national and global organizations (government, private and voluntary), and in academic settings.

Following are the eligibility and degree requirements and additional information for the Dr.P.H. in global health.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. demonstrate cultural competency strategies in community health and development
2. design effective community-appropriate health and development programs
3. demonstrate effective program management
4. demonstrate principles of community engagement
5. demonstrate appropriate qualitative and quantitative research methodologies
6. apply principles of policy and advocacy in community health and development

PREREQUISITE

Human anatomy and physiology (one course)

Microbiology (one course)

Master's or doctoral degree in related field

Two years experience in professional public health practice

COREQUISITE

(may be taken during first two quarters of program, in addition to the units required for degree; advanced standing from previous MPH degrees will be considered)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
EPDM 568	Epidemiologic Research Methods in Developing Countries	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
GLBH 545	Integrated Community Development	(4)
GLBH 564	Primary Health Care Programs I	(3)
GLBH 565	International Health Programming	(2)

GLBH 566	Primary Health Care Programs II	(3)
GLBH 568	Primary Health Care Programs III	(3)
NUTR 585	Topics in Global Nutrition	(2)
PHCJ 605	Overview of Public Health	(1)
STAT 515	Grant- and Contract-Proposal Writing	(3)

DEGREE REQUIREMENTS

Major field (19 units)

HPRO 589	Qualitative Research Methods	(4)
HPRO 590	Qualitative Research Analysis	(1)
GLBH 606	Advanced Seminar in International Health	(2, 2)
GLBH 695	Practicum in Field-Based Survey and Evaluation	(3)

Recommended electives (9 units)

GLBH 514	Ethnographic Methods in Public Health	(3)
GLBH 516	HIV/AIDS: Implications for Public Health	(3)
GLBH 517	Cultural Issues in Health Care	(3)
GLBH 518	Women in Development	(3)
GLBH 544	Epidemiology of Infectious Disease	(3)
GLBH 547	Refugee and Migrant Health	(3)
GLBH 584	Special Topics in International Health	(1-3)
GLBH 696	Directed Study/Special Project	(1-6)

Leadership (16 units)

Required (10 units)

HADM 510	Public Health Policy	(3)
HADM 514	Health Care Economics	(3)
HPRO 588	Health Behavior Theory and Research	(4)

Electives (6 units)

Additional approved courses in the areas of communication and administration.

Research and evaluation (28 units)

EPDM 510	Principles of Epidemiology II	(3)
GLBH 685	Preliminary Research	(2)
GLBH 692	Research Consultation	(2)
GLBH 694	Research	(1-4)
PHCJ 534	Research Methods	(3)
PHCJ 604	Research Seminar	(2)
STAT 521	Biostatistics I	(4)

STAT 548 or STAT 549	Analytical Applications	(2)
	Analytical Applications of SPSS	(2)
STAT 564	Survey and Advanced Research Methods	(3)
STAT 568	Data Analysis	(3)

Dissertation (12 units)

Cognates (18 units)

Chosen from area(s) related to dissertation, in consultation with adviser.

Religion (3 units)

TOTAL 96-100

GLOBAL EPIDEMIOLOGY—M.P.H.

This double major is administered jointly by the Department of Global Health and the Department of Epidemiology and Biostatistics. It is designed for persons with special interest in conducting research and evaluations in international settings, as well as those interested in implementing health programs. Graduates with this major have broad employment opportunities that range from program management and planning to involvement in research and evaluation of projects.

Learner outcomes

Graduates of the Global Epidemiology Track will have the skills necessary to:

1. Conduct operational research in international settings.
2. Design effective, community-appropriate health and development programs
3. Critically review the literature and identify strengths and weaknesses of design, analyses, and conclusions.
4. Apply knowledge of disease mechanisms and information from the biological disciplines to interpretation of statistical findings in biomedical research
5. Understand appropriate quantitative and qualitative research methods in community health and development

Indicators of teaching effectiveness

1. Ability to work individually and in groups
2. Ability to prepare and do oral presentations in class or for external audiences
3. Integrated capstone course
4. Comprehensive examinations: students required to pass
5. Applied research: development of a research topic with methods and analytic approach, analyses of data, writing a written report in publishable format, doing oral presentation at department forum and passing the oral comprehensive exam.

PREREQUISITE

College algebra or equivalent (calculus preferred)

Anatomy

Physiology

Microbiology

DEGREE REQUIREMENTS

Public health core courses (24 units)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)

HPRO 509	Principles of Health Behavior	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Cultural Competence and Health Disparities	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

GLBH-EPDM/STAT**Core courses****(47 units)**

EPDM 510	Principles of Epidemiology II	(3)
EPDM 512	Multivariate Modeling in Epidemiology (one unit required; the other 2 units may be taken as electives)	(1, 3)
EPDM 515 or EPDM 555	Clinical Trials Epidemiologic Methods in Outcomes Research and Quality Continuous Improvement	(3) (3)
EPDM 534	Epidemiology of Maternal-Child Health	(3)
EPDM/GLBH 544	Epidemiology of Infectious Disease	(3)
EPDM 568	International Epidemiology	(2)
GLBH 545	Integrated Community Development	(4)
GLBH 564	PHC Program I	(3)
GLBH 565	International Health Programming	(2)
GLBH 566	Primary Health Care Programs II	(3)
GLBH 568	Primary Health Care Programs III	(3)
GLBH 605	Seminar in Global Health Development	(1)
STAT 515	Grant and Contract Proposal Writing	(3)
STAT 521	Biostatistics I	(4)
STAT 522	Biostatistics II	(4)
STAT 548	Analytical Applications of SAS	(2)
STAT 564	Survey and Advanced Research Methods	(3)

Electives**(3 units)**

GLBH 550	Women in Development	(3)
NUTR 585	Topics in International Nutrition	(3)
STAT 535	Introduction to Nonparametric Statistics	(3)
STAT 569	Advanced Data Analysis	(3)

Research project

One project approved and administered by GLBH and EPDM / STAT departments:

EPDM 699 and GLBH 699	Applied Research	(2)
	Applied Research	(2)

(Minimum units required = 74 + 4 units applied research)

TOTAL**78****Research and forums**

Students are required to attend a minimum of twenty forums in the Department of Epidemiology and Biostatistics and/or Center for Health Research during their program. Attendance at these forums will be in addition to attendance at the public health seminars.

Culminating activity

In order to obtain a degree, the student is required to successfully complete the culminating activity, as required by the Departments of Epidemiology and Biostatistics and of Global Health. The culminating activity includes a written examination; research, including a written report and oral presentation; professional portfolio (upon completion of the research); and an exit interview with the department chairs (at the conclusion of the program).

Public health seminars**(10)****GLOBAL HEALTH/MATERNAL AND CHILD HEALTH—M.P.H.****Purpose**

The purpose of this combined degree is to prepare both global health and maternal and child health majors with the skills and competencies needed to function as public health professionals, nationally and internationally. The proposed track combines the core public health courses, core maternal and child health courses, core global health courses, and electives to make up a total of 68 units. The program covers national and global maternal and child health policies, programs and problems, program planning and evaluation, and a number of other pertinent areas of preparation. Graduates from this 68-unit program may be able to function in a variety of settings, both public and private. Graduates from this program will also be able to serve in the Peace Corps at a higher professional level.

Objectives

1. Train public health professionals capable of planning, implementing, monitoring and evaluating maternal and child health programs nationally and globally.
2. Train public health professionals who understand national and international health policies and programs that impact positively or negatively on maternal and child health issues.
3. Train public health professionals to advocate for policies to improve maternal and child health.
4. Train public health professionals capable of writing proposals to fund maternal and child health programs locally and internationally.
5. Incorporate health education in all facets of maternal and child programs.
6. Promote the academic preparation of public health professionals.
7. Prepare competent global maternal and child health specialists.
8. Collaborate with other organizations in developing and conducting research that addresses maternal and child health issues globally.

Specific learner outcomes

At the end of this track, graduates should be able to:

1. Apply public health research and management tools to the organization, design, implementation, and evaluation of maternal and child health programs in public health settings
2. Assess capacity, systems, and resources.
3. Plan and evaluate community-based programs.
4. Contribute to the development of public health policy and action agendas in maternal and child health.

5. Manage programs and promote collaborations between sectors.
6. Advocate for social justice.
7. Communicate health and nutrition issues affecting mothers and children to a wide variety of stakeholders in varying cultural settings.

Indicators of teaching effectiveness

Group projects: These will allow the students to apply their theoretical and practical knowledge and skills such as, project design, planning, implementation, monitoring and evaluation.

Comprehensive examination: Students will be required to pass a comprehensive examination.

Field practicum: All students will be required to do their field practicum in maternal and child health in the U.S. or abroad. Students will develop their own questions or hypotheses with guidance from faculty.

Admission requirements

Admission requirements include a bachelor's degree with a GPA of 3.0 and above and a GRE score of adequate percentages (preferably 20%>). TOEFL scores will also be required for non-English trained or from non-English-speaking countries. Microbiology and anatomy and physiology are core prerequisites. Preference will be given to students who have worked for two years or more or who have special interest in maternal and child health issues. Nurses or nurse/midwives who want to add a public health dimension to their specialty may want to consider this track. College conceptualization and writing skills will be an asset.

PREREQUISITES

Anatomy and physiology

Two social science classes

Microbiology

GRE scores

DEGREE REQUIREMENTS

Public health core courses (28 units)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 509	General Statistics	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Cultural Competence and Health Disparities	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Maternal and child health core courses (20 units)

EPDM 534	Epidemiology of Maternal and Child Health	(3)
HPRO 523	Maternal and Child Health: Policy and Programs	(3)
HPRO 556	High-Risk Infants and Children: Policy and Programs	(3)
HPRO 567	Reproductive Health	(3)

HPRO 589	Qualitative Research Methods	(3)
HPRO 614	Seminar in Maternal and Child Health Practice	(2)
NUTR 534	Maternal and Child Nutrition	(3)

Global health core courses (20 units)

GLBH 545	Integrated Community Development	(4)
GLBH 564	Primary Health Care Programs I	(3)
GLBH 566	Primary Health Care Programs II	(3)
GLBH 568	Primary Health Care Programs III	(3)
GLBH 605	Seminar in Global Health	(1)
NUTR 585	Topics in Global Nutrition	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)

Electives (6 units)

GLBH 516	HIV/AIDS: Implications for Public Health	(3)
GLBH 517	Cultural Issues in Health Care	(3)
GLBH 550	Women in Development	(3)
HPRO 524	Adolescent Health	(3)
HPRO 555	Early-Age Parenthood	(3)
HPRO 559	Lactation Management	(3)

TOTAL 74 UNITS
Field experience

HPRO/GLBH 798	Field Practicum[100-400 hours]
HPRO/GLBH 797	MIP Internship with the Peace Corps

Culminating activity

Field practicum report

Portfolio

Exit interview

Public health seminars (10)

Healthcare Administration—PH

(M.B.A., M.B.A. with GIS certificate)

S. ERIC ANDERSON, Program Director

FACULTY

Jane E. Adams
Stewart R. Albertson
S. Eric Anderson
James Banta
Dora Barilla
Lynna S. Belin
Donna Bennett
Richard Blanco
Richard Bruno
John Carney
Bonnie I. Chi-Lum
Jere Chrispens
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James Kyle
Dave Lawrence
Karl J. McCleary
Rafael Molina
LeRoy Nattress
Donald G. Pursley
Sharon Rushing
Steve Serrao
Paul Simms
Teri S. Tamayose
David Tejada-de-Rivero
C. Torben Thomsen
Abel Torres

HEALTHCARE ADMINISTRATION—M.B.A.

The School of Public Health offers a Master of Business Administration (M.B.A.) degree in health administration. The Master of Business Administration (M.B.A.) degree with an emphasis in health administration (HADM) provides students with a broad understanding of health care management and practical experience in applying learned principles. Graduates are prepared for careers in upper administration in health-service organizations—including medical centers, hospitals, health plans, physician group practices, and long-term and managed-care settings.

Learner outcomes

Upon completion of this degree, the student should be able to:

1. Employ management principles in health care.
2. Understand the operational process in health care organizational structure
3. Understand the importance of applying the principles of finance in health care.
4. Understand the importance of applying the principles of accounting in health care.
5. Employ technology that supports research and decision making in health care management.
6. Demonstrate the importance of equitable and effective human resource policies and practice.
7. Demonstrate effective leadership skills.

Indicators of educational effectiveness

Educational effectiveness will be determined by research, papers, class presentations, tests, field practicum project/paper, and exit interview.

Degree admission requirements

Applicants who have completed an undergraduate degree from an accredited college or university with a cumulative G.P.A. of at least 3.0 and have an acceptable GRE or GMAT score are eligible to apply.

Public health core (9 units)

EPDM 509	Principles of Epidemiology 1	(3)
RELE 534	Ethical Issues in Public Health	(3)
STAT 505	Statistics in Health Management	(3)

Health administration core (48 units)

HADM 506	Principles of Healthcare Finance Students who have taken an upper-division finance course prior to enrolling at LLU from an accredited 4-year University may request transfer credit replace this course.	(3)
HADM 507	Principles of Financial Accounting in Healthcare Students who have taken an upper-division accounting course prior to enrolling at LLU from an accredited 4-year University may request transfer credit replace this course.	(3)
HADM 509	Principles of Health Policy and Management Students who have taken an upper-division management course prior to enrolling at LLU from an accredited 4-year University may request transfer credit replace this course.	(3)
HADM 514	Healthcare Economic Policy	(3)
HADM 528	Organizational Behavior in Health Care	(3)
HADM 534	Public Health and Constitutional Law	(3)
HADM 542	Managerial Accounting for Health Care Organizations	(3)
HADM 555	Healthcare-Delivery Systems	(3)
HADM 559	Healthcare Marketing	(3)
HADM 564	Healthcare Finance	(3)
HADM 574	Managing Human Resources	(3)
HADM 575	Management-Information Systems in Health Care	(3)
HADM 601	Health-Systems Operations Management	(3)
HADM 604	Health-Systems Strategic Planning	(3)
HADM 605	Healthcare Quality Management	(3)
HADM 695	Health Administration Field Practicum (400 hours)	(3)
HADM 724	Residency in Institutional Administration Optional Training	(100– 400 clock hours)

TOTAL**57****Field practicum**

The student is required to successfully demonstrate an understanding of and ability to apply all primary components of the program. Upon enrollment in HADM 695 Field Practicum, students must complete both the colloquia and public health seminars, along with their 400 hours of field experience and final research project.

Other requirements

- *Optional.* HADM 724 Administrative Residency in Health Administration (1200 hours)
- *Professional membership.* Students are required to secure and maintain membership in an approved professional society, such as the American College of Healthcare Executives.
- *Health administration colloquia.* Participation is required in a minimum of ten noncredit colloquia designed to acquaint students with various aspects of the health care industry. Attendance at these colloquia will be in addition to attendance at ten public health seminars.
- *Public health seminars (10)*
- *Culminating activity.* The culminating activity includes a research paper or professional project, field experience (upon completion of essential major course work), professional portfolio (upon completion of the field experience), and an exit interview with the chair of the Department of Health Administration (at the conclusion of the program).

HEALTH ADMINISTRATION AND GIS CERTIFICATE—M.B.A.

Purpose

The M.B.A. degree with a certificate in geographic information systems (GIS) is specifically designed for students wishing to acquire skills to analyze and understand the geospatial elements in business science. The program aims at building the intellectual and technical skills required to understand the complexities of spatial implications in the rapidly expanding business world of using spatially related information for business decision making.

Learner outcomes

Upon completion of this degree, graduates will acquire the professional and scientific skills to plan and implement GIS as a spatial decision-support tool in their business administration practices in local, state, federal, and private business/industry; and in international agencies and programs. Students will be able to:

- Employ management principles in health care.
- Understand the operational process in health care organizational structure
- Understand the importance of applying the principles of finance in health care.
- Understand the importance of applying the principles of accounting in health care.
- Employ technology that support research and decision making in health care management.
- Demonstrate the importance of equitable and effective human resource policies and practice.
- Demonstrate effective leadership skills.
- Use GIS to perform geospatial data display while producing and publishing customized maps and other visual displays of business information.
- Employ GIS-based methods and techniques of spatial and business analysis that support research and decision-making in business administration.
- Manage GIS projects in government, academia, and community settings.
- Apply geospatial information technology and methods innovatively to re-engineer business administration practice and policy.

Indicators of educational effectiveness

1. Class project (course specific, at the discretion of the instructor)
2. Oral presentation (course specific, at the discretion of the instructor)
3. Integrated capstone course
4. Standardized tests
5. Participation in a qualifying test offered annually by Skills USA, an organization that has partnered with the geospatial industry to develop a competition program that provide universities, colleges, and their students with a way to validate their geospatial programs and measure them against national standards.

Admission requirements

PREREQUISITE

Applicants who have completed an undergraduate degree from an accredited college or university with a cumulative G.P.A. of at least 3.0 and have an acceptable GRE or GMAT score are eligible to apply. Although no previous experience with GIS technology is required, qualified candidates must demonstrate computer proficiency. Advanced placement can be considered for applicants with GIS experience.

COREQUISITE

Students are also required to complete two quantitative undergraduate courses (accounting, finance, or economics); and two qualitative undergraduate courses (management, human resources, organizational behavior). Courses can be completed concurrently during the first year.

COURSE REQUIREMENTS**64 UNITS, MINIMUM****Public health core****(9 units)**

EPDM 509	Principles of Epidemiology 1	(3)
RELE 534	Ethical Issues in Public Health	(3)
STAT 505	Statistics in Health Management	(3)

Health administration core**(39 units)**

HADM 506	Principles of Healthcare Finance Students who have taken an upper-division finance course prior to enrolling at LLU from an accredited 4-year University may ask for advanced standing for this course.	(3)
HADM 507	Principles of Financial Accounting in Health Care Students who have taken an upper-division accounting course prior to enrolling at LLU from an accredited 4-year University may ask for advanced standing for this course.	(3)
HADM 509	Principles of Health Policy and Management Students who have taken an upper-division principles course prior to enrolling at LLU from an accredited 4-year University may ask for advanced standing for this course.	(3)
HADM 514	Healthcare Economic Policy	(3)
HADM 528	Organizational Behavior in Health Care	(3)
HADM 534	Public Health and Constitutional Law	(3)
HADM 542	Managerial Accounting for Health Care Organizations	(3)
HADM 559	Healthcare Marketing	(3)
HADM 564	Healthcare Finance	(3)
HADM 574	Managing Human Resources	(3)
HADM 601	Health-Systems Operations Management	(3)
HADM 604	Health-Systems Strategic Planning	(3)
HADM 695	Health Administration Field Practicum (400 hours)	(3)

Field practicum

The student is required to successfully demonstrate an understanding of and ability to apply all primary components of the program. Upon enrollment in HADM 695 Field Practicum, students must complete both the colloquia and public health seminars, along with their 400 hours of field experience and final research project.

Geoinformatics courses**(24 units)**

ENVH 521	Cartography and Map Design	(2)
ENVH 522	Principles of Geographic Information Systems and Science	(3)
ENVH 523	Practical Issues in GIS	(3)
ENVH 524	GIS Software Applications and Methods	(3)

ENVH 535	Integration of Geospatial Data with GIS	(2)
ENVH 536	Spatial Analysis with GIS	(3)
ENVH 526	Seminar in GIS	(1)
ENVH 537	Healthcare Geographics	(2)
ENVH 547	GIS for Public Health Practice	(2)
ENVH 549	Remote Sensing Applied in Health Sciences	(3)

Other requirements

- *Optional.* HADM 724 Administrative Residency in Health Administration (1200 hours)
- *Professional membership.* Students are required to secure and maintain membership in an approved professional society, such as the American College of Healthcare Executives.
- *Health administration colloquia.* Participation is required in a minimum of ten noncredit colloquia designed to acquaint students with various aspects of the health care industry. Attendance at these colloquia will be in addition to attendance at ten public health seminars.
- *Public health seminar (10)*
- *Culminating activity.* The culminating activity includes a research paper or professional project, field experience (upon completion of essential major course work), professional portfolio (upon completion of the field experience), and an exit interview with the chair of the Department of Health Administration (at the conclusion of the program).

Healthcare Administration—PH

(B.S.P.H.)

BRAD JAMISON, Program Director

FACULTY

Jane E. Adams
Stewart R. Albertson
S. Eric Anderson
James Banta
Dora Barilla
Lynna S. Belin
Donna Bennett
Richard Blanco
Richard Bruno
John Carney
Bonnie I. Chi-Lum
William Colwell
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James Kyle
Dave Lawrence
Karl J. McCleary
Rafael Molina
LeRoy Nattress
Donald G. Pursley
Sharon Rushing
Steve Serrao
Paul Simms
Teri S. Tamayose
David Tejada-de-Rivero
C. Torben Thomsen
Abel Torres

The Healthcare Administration Program leading to the B.S.P.H. degree prepares individuals to serve in midlevel administration. Settings include assisted living and skilled-nursing facilities; rehabilitation centers; private, public, and proprietary clinics; and medical centers.

Graduates will be skilled in assessment, developing strategic and marketing plans, personnel management, budget development and management, health care law, and operations management.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Communicate effectively with the public, staff, and constituencies.
2. Develop and manage a multidepartmental budget.
3. Apply health care law to policy development.
4. Develop and operationalize a marketing plan.
5. Resolve personnel issues effectively.

REQUIRED LOWER-DIVISION COURSES

SPIRITUAL AND CULTURAL HERITAGE

4 units of religion for each year of attendance at a Seventh-day Adventist college

16-20 units from at least 2 areas, such as civilization/ history, fine arts, literature, modern language, philosophy, and non-SDA religion. No more than 2 quarter units may be accepted in performing/visual arts.

SCIENTIFIC INQUIRY AND ANALYSIS

12-16 units from at least 2 areas of natural sciences (biology, chemistry, geology, mathematics, physics, and statistics). No more than 6 units in one area will be counted.

12-16 units should be from: anthropology, economics, geography, political science, psychology, and sociology, with one course (4 units) of cultural diversity.

COMMUNICATION

9-13 units, including a complete freshman English sequence (must meet transfer requirements to four-year college or university).

Computer-information systems, critical thinking, and public speaking may fulfill remaining units.

HEALTH AND WELLNESS

A minimum of two different physical activities totaling a minimum of 1 credit unit, and one course in personal health or nutrition.

Additional credits may include other areas of health, nutrition, and physical fitness.

ELECTIVE COURSES

Electives from any of the four domains may be selected to complete the General Education minimum requirements of 68-quarter units and the total units required for a baccalaureate degree (192 quarter units).

REQUIRED UPPER-DIVISION COURSES**Public health core courses (18)**

ENVH 414	Introduction to Environmental Health	(3)
EPDM 414	Introduction to Epidemiology	(3)
HPRO 414	Personal Health and Fitness	(4)
PHCJ 401	Essentials of Public Health	(4)
STAT 414	Introduction to Biostatistics I	(3)
STAT 415	Computer Applications in Biostatistics	(1)

Health care administration core (44)

HADM 305	Healthcare Communication	(4)
HADM 316	Economics for Health Care Managers ¹	(4)
HADM 328	Organizational Behavior in Health Care	(4)
HADM 336	Legal Environment of Health Care ²	(4)
HADM 359	Health Care Marketing	(4)
HADM 374	Human Resources in Health Care	(4)
HADM 375	Introduction to Health Care Information Systems	(4)
HADM 401	Health Care Operations Management	(4)
HADM 409	Principles of Administration in Public Health	(4)
HADM 446	Accounting for Healthcare Managers ³	(4)
HADM 464	Fundamentals of Health Care Finance	(4)

Senior project (4)

HADM 498	Healthcare Policy and Strategy	(4)
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TOTAL**66**

Health Education—PH

(M.P.H., Dr.P.H.)

NAOMI MODESTE, Department Chair

FACULTY

Hildemar Dos Santos
 Cesar A. Galvez
 Luis Carlos Grau
 Linda G. Halstead
 Mervyn G. Hardinge
 R. Patricia Herring
 Gary L. Hopkins
 Joyce W. Hopp
 Renate I. Krause
 Jerry W. Lee
 Helen P. Hopp Marshak
 Naomi N. Modeste
 Susanne B. Montgomery
 Christine M. Neish
 Stoy E. Proctor
 Miguel A. Rodríguez
 Serena Tonstad

The Master of Public Health (M.P.H.) degree programs are built around 60 unit curricula. The number of required courses is based on the core public health and health education competencies, selected major, area of emphasis, and elective course work. The number of required units, culminating activity requirement, and length of field practicum are specified upon acceptance. The student develops an appropriate curriculum in consultation with his/her faculty adviser.

HEALTH EDUCATION—M.P.H.

NAOMI MODESTE, Program Director

Program formats

Course work for the Health Education Program may be pursued in the following formats:

- a traditional, on-campus program
- intensive, nontraditional Spanish-language programs in Peru (closed for new admissions for 2008-2009)
- an online program with two summer sessions on campus

In the Health Education Program, emphasis is placed on educational, interpersonal, community, and legislative factors that promote positive health behaviors. The curriculum emphasizes interventions based on scientific data and established behavioral and learning theories that promote public health through the processes of education and community organization.

Graduates of this degree program may function as community-health educators in a variety of settings, both public and private. They are academically prepared to conduct community assessments; design, implement, and evaluate health-education interventions; organize health-promotion efforts; be involved in research and assist individuals and communities to better utilize techniques of health-behavior change.

Students select course work from each of several practice and content areas to enhance the applied portion of the curriculum. Professional practice is addressed during the laboratory and field-experience portions of the curriculum. Students may develop skills while working in community agencies and in medical-care, school, and work/site settings.

Students who are licensed health professionals and/or who have two or more years of experience may replace the standard 400 clock-hour field practicum with a 200-hour practicum or 100-hour practicum. Graduates are eligible to sit for the credentialing examination in health education—Certified Health Education Specialist (CHES) offered by the National Commission for Health Education Credentialing, Inc., 944 Macon Boulevard, Suite 310, Allentown, PA 18103.

Learner outcomes

Graduates of the program in health education will have the skills necessary to:

- Assess individual and community needs and plan effective health education programs.
- Collaborate with other professionals in using resources to educate the public about health.
- Evaluate and appropriately apply public health-research findings to the practice of health education.
- Provide leadership or technical assistance for public health projects in selected settings.
- Meet didactic and professional practice requirements for certification as health-education specialists.

Educational effectiveness indicators

- Comprehensive examination
- Field-practicum report
- Professional portfolio
- Exit interview/Survey

PREREQUISITE

Demonstrate college-level conceptualization and writing skills

Graduate Record Examination (GRE)

Bachelor's degree

COREQUISITE

(may be taken during first two quarters of program, in addition to units required for degree)

Anatomy and physiology or Physiology (one course or course sequence)

Behavioral science (two courses, one of which is an introductory psychology course)

DEGREE REQUIREMENTS**Public health core courses (26 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
PHCJ 675	Integrated Public Health Capstone	(2)
RELE 534	Ethical Issues in Public Health	(3)
STAT 509 or STAT 521	General Statistics Biostatistics I	(4) (4)

Health education core courses (28 units)

HPRO 524	Adolescent Health	(3)
HPRO 530	Fundamentals of Research In Health Behavior and Health Education	(3)
HPRO 535	Health Education Administration and Leadership	(3)
HPRO 537	Community Programs Laboratory (A,B,C)	(1, 2, 1)

HPRO 538	Health Education Program Development	(3)
HPRO 539	Policy and Issues in Health Education	(3)
HPRO 553	Addiction Theory and Program Development	(3)
HPRO 589	Qualitative Research Methods	(3)
NUTR 509 or NUTR 534	Public Health Nutrition Maternal and Child Nutrition	(3) (3)

Selected electives**(6 units)**

(from following course list)

HPRO 526	Lifestyle Diseases and Risk Reduction	(3)
HPRO 527	Obesity and Disordered Eating	(3)
HPRO 550	Women in Development	(3)
HPRO 567	Reproductive Health	(3)
HPRO 573	Exercise Physiology I	(3)

Note: Other available HPRO courses

Field experience

HPRO 797 or HPRO 798A/B/D	MIP Internship in Health Education (U.S. Peace Corps) Field Practicum (100-400 clock hours) or (3-12 units)- units not counted in final number of units.
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TOTAL**60 UNITS****Culminating activity**

Students are required to demonstrate the ability to integrate the specified areas of public health: administration, epidemiology, statistics, environmental health, and health behavior during their culminating activity experiences. The culminating activity includes a written comprehensive examination, field experience (upon completion of all required courses); professional portfolio to be submitted; and exit interview with the department chair (at the conclusion of the program).

Students who do not meet minimum standards of performance on the culminating activity are subject to remedial course work to address deficiencies in preparation.

HEALTH EDUCATION—DR.P.H.

NAOMI MODESTE, Program Director

The Department of Health Promotion and Education offers the Doctor of Public Health (Dr.P.H.) degree with majors in health education and in preventive care. Emphasis is placed on teaching, research, leadership, and evaluative skills; and wellness-lifestyle management intervention programs, development, implementation, and evaluation, respectively.

Preventive care program

See the Preventive Care Program in the School of Public Health section for a description of the Dr.P.H. degree requirements for the program.

Health education major

The Dr.P.H. degree in health education is designed for individuals who desire to add depth to their health- education specialization and develop research and leadership capabilities. The emphasis in health education offers advanced knowledge and competencies in the health-education process and includes planning and evaluation of health-behavior change. There is emphasis on the practice of healthful lifestyle behaviors and community-health education.

Learner outcomes

Upon completion of the Dr.P.H. degree program in health education, the graduate should be able to:

- Conduct health-education research and evaluation utilizing basic statistical concepts.
- Generate health-related educational training/curricular materials and conduct professional seminars and training programs.
- Promote and assist in the development of grant-writing proposals and applications for community-based health education research.
- Creatively apply theoretical concepts and models to educational program design in the development of health-education interventions.
- Demonstrate educational leadership skills, policy development, and strategic planning for organizations and agencies.
- Write and submit manuscripts to professional journals for publication.

Educational effectiveness indicators

- Comprehensive examination
- Qualifying examination
- Dissertation proposal
- Advancement to candidacy
- Dissertation defense
- Publishable research paper
- Professional portfolio review
- Exit interview/Survey

HEALTH EDUCATION MAJOR—TRACK I**PREREQUISITE**

(to be taken before acceptance into the program)

Anatomy and physiology

Social science (two courses, which may include psychology, sociology, or cultural anthropology)

Quantitative proficiency

Graduate Record Examination (GRE) or equivalent

Master's or doctoral degree in appropriate field

Post-master's degree work experience, preferred.

COREQUISITE

(may be taken during first two quarters, in addition to units required for degree; advanced standing from previous M.P.H. degrees will be considered) corequisites are not included in the units required for the degree

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
HPRO 695	Community Practicum	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
STAT 509	General Statistics (or equivalent)	(4)

DEGREE REQUIREMENTS**Health education (28 units)**

HPRO 538	Health Education Program Development	(3)
HPRO 543	Writing for Health Professionals	(3)
HPRO 588	Health-Behavior Theory and Research	(4)
HPRO 608	Advanced Seminar in Health Education	(2, 2, 2)
HPRO ____	Approved HPRO electives	(12)

Administration and leadership (12 units)

____	Courses chosen in consultation with adviser	(9)
HPRO 535	Health Education Administration and Leadership	(3)

Public health (6 units)

EPDM ____	Advanced epidemiology course, chosen in consultation with adviser	(3)
NUTR 509	Public Health Nutrition	(3)

Research and evaluation (25 units)

HPRO 544	Health Education Evaluation and Measurement	(3)
HPRO 685	Preliminary Research Experience	(2)
HPRO 694	Research	(6)
PHCJ 534	Research Methods (taken after STAT 509 or equivalent)	(2,2)
PHCJ 604	Research Seminar (taken after PHCJ 534)	(2)
STAT 514	Intermediate Statistics for Health-Science Data (taken after STAT 549)	(3)
STAT 549	Analytical Applications of SPSS (taken after STAT 509)	(2)
STAT 568	Data Analysis (taken after STAT 514)	(3)

Dissertation (12 units)**Cognates (9 units)****Religion (9 units)**

REL_ 5__	Religion course, chosen from:	
RELE		(3)
RELR		(3)
RELT		(3)

TOTAL**101 UNITS**

HEALTH EDUCATION MAJOR—TRACK II**PREREQUISITE**

Anatomy and physiology (to be taken before acceptance into the program)

Social science (two courses, which may include psychology, sociology, or cultural anthropology)

Quantitative proficiency

Graduate Record Examination (GRE) or equivalent

Master's or doctoral degree in appropriate field

Post-master's degree, with 3-5 years experience in community program, teaching, research, and/or publications

COREQUISITE

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
STAT 509 or STAT ____	General Statistics A statistics course	(4) (4)

DEGREE REQUIREMENTS**Health education****(25 units)**

HPRO 543	Writing for Health Professionals	(3)
HPRO 588	Health Behavior Theory and Research (prerequisite: HPRO 509)	(4)
HPRO 608	Advanced Seminar in Health Education	(2, 2, 2)
HPRO ____	Health-education electives	(12)

Administration and leadership**(9 units)**

_____	Chosen in consultation with adviser	(6)
HPRO 535	Health Education Program Administration	(3)

Public health**(6 units)**

EPDM ____	Advanced epidemiology course, chosen in consultation with adviser	(3)
NUTR 509	Public Health Nutrition	(3)

Research and evaluation**(23 units)**

HPRO 544	Health Education Evaluation and Measurement	(3)
HPRO 694	Research	(6)
PHCJ 534	Research Methods (taken after STAT 509 or equivalent)	(2, 2)
PHCJ 604	Research Seminar (taken after PHCJ 534)	(2)

STAT 514 or STAT____	Intermediate Statistics (taken after STAT 549) An advanced statistics course	(3) (3)
STAT 549	Analytical Applications of SPSS (taken after STAT 509)	(2)
STAT 568	Data Analysis (taken after STAT 514)	(3)

Religion (9 units)

REL_ 5__	Religion course, chosen in consultation with adviser:	
RELE		(3)
RELR and		(3)
RELT		(3)

Cognate (9 units)

(may be chosen from another department or school)

Dissertation (12 units)

TOTAL 93 units

Health Geographics and Biomedical Data Management—PH

(B.S.P.H.)

SETH WIAFE, Program Director

The Health Geographics and Biomedical Data Management Program is an innovative, multidisciplinary program offering a Bachelor of Science in Public Health degree that combines courses in various departments; and integrates public health methods and approaches to analyze, visualize, interpret, and manage biomedical data. The program is designed to introduce students to geographic analysis and GIS technology with applications in public health. The curriculum meets a broad range of data-management and geographic information systems (GIS) requirements in both the private and the public sectors.

Graduates will have an understanding of major public health disciplines and will develop high-level skills required of the practicing database manager and GIS analyst. They will be able to work in multifunctional capacities providing spatially interpreted data on small groups of patients/populations or on entire communities, if desired.

Students will acquire skills in data collection, entry, analysis, and presentation using state-of-the-art computer software. The competencies acquired in this program prepare graduates to work in varied settings and contribute to the data management of many disciplines.

There are two options for entering the B.S.P.H. degree program. Students may elect to complete all the prerequisite course work in a college setting of their choice, apply for admission to the B.S.P.H. degree program, and spend their junior and senior years at the School of Public Health. Students desiring to obtain early entrance to the B.S.P.H. degree program have the option to complete a minimum of 65 semester units at a community college of their choice, submit an application, and obtain permission to begin their study at the School of Public Health while concurrently taking course work at a nearby community college in order to complete their outstanding prerequisite requirements.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Use state-of-the-art GIS software applications and appropriate statistical techniques to perform biomedical data analysis.
2. Describe and apply geographic data models used in GIS; and design data-collection protocols, databases, and data-entry applications in a variety of formats—including SPSS, Excel, Access, and SAS.
3. Employ GIS data-capture techniques, sources and formats of digital geographic health data, and spatial databases for public health; and independently supervise all phases of data entry, management, and archiving.
4. Plan, design, and create geodatabases that will effectively capture and organize public health data so that pertinent spatial information can be analyzed, shared, or displayed as map
5. Use effective spatial data-display techniques while producing and publishing customized maps and other visual displays of health data.
6. Manage GIS projects in a variety of settings, including government, academic, and community. Collaborate to improve public health practice through GIS technology.

Indicators of educational effectiveness

Apart from GPA, both direct and indirect indicators will be used to ensure that graduates have achieved the stated outcomes for the degree, as indicated below.

Standardized tests. Students in this program will be encouraged to participate in a qualifying test offered every year by Skills USA, an organization that has partnered with the geospatial industry to develop a competition program that provides universities, colleges, and their students with a way to validate their geospatial program and measure their program against national standards.

Institutional challenge examinations. Students will be evaluated on a continuous basis at multiple levels by fellow students, faculty, and administration. The School of Public Health will administer a qualifying examination equivalent to a comprehensive final examination towards the end of the program. The format of the examination may be written, oral, demonstration, or a combination of all three.

REQUIRED LOWER-DIVISION COURSES**(SEMESTER UNITS)**

English composition	(8)
General psychology	(3)
Intermediate algebra	(4)
General biology	(4)
Programming (visual basic)	(3)
Cultural anthropology or Diversity	(3)
Database systems (dBase)	(2)
Electives	(6)
History*	(6)
Introduction to computers and information systems	(3)
Physical education	(1)
Language (Spanish preferred)	(5)
Environmental science	(3)
General sociology	(3)
Geoscience (geography preferred)	(3)

* U.S. history or Western civilization (or equivalent), depending on history courses taken in high school

FRESHMAN + SOPHOMORE	58 semester units 87 quarter units
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REQUIRED UPPER-DIVISION COURSES**(QUARTER UNITS)**

ENVH 414	Introduction to ENVH	(4)
REL 4__	Religion elective	(2)
ENVH 422	Principles of GIS	(4)
AHCJ 4__	Anatomy and physiology	(4)
REL 4__	Religion elective	(2)
HPRO 414	Personal Health and Fitness	(4)
PHCJ 401	Introduction to Public Health	(4)
STAT 464	Survey Methods	(4)
ENVH 424	Desktop GIS Application	(4)
STAT 448	Analytical Applications of SAS	(4)
STAT 414	Introduction to Biostatistics	(4)
ENVH 436	Spatial Analysis with GIS	(4)
STAT 415	Computer Applied in Biostatistics	(1)

BIOL 4__	Geology/Biology elective	(3)
STAT 417	Biomedical Data Management I	(4)
REL 4__	Religion elective	(2)
ENVH 437	GIS in Public and ENVH	(4)
ENVH 435	Sources, Capture, and Integrated GIS Data	(3)
STAT 418	Biomedical Data Management II	(4)
ENVH 434	Advanced GIS Applications	(3)
EPDM 414	Introduction to Epidemiology	(3)
ENVH 498	Senior Project (GIS) ENVH	(4)
____	General elective	(3)
STAT 468	Data Analysis	(3)
ENVH 421	Cartography	(3)
STAT 418	Introduction to Biostatistics II	(4)
ENVH 423	Practical Issues in GIS	(4)
____	General elective	(4)
____	General elective	(3)
STAT 498	Senior Project (BIOMED-STAT)	(4)
REL 4__	Religion elective	(2)

JUNIOR + SENIOR	105 quarter units
TOTAL—COMPLETE B.S.P.H.	192 quarter units

Health Geoinformatics—PH

(Certificate)

The Health Geoinformatics Program certificate is designed primarily for health professionals and students who have completed a bachelor's degree (or equivalent) from an accredited college or university with a cumulative G.P.A. of at least 3.0. Qualified candidates must demonstrate computer proficiency, although no previous experience with geographic information systems (GIS) technology is required. Advanced placement can be considered for applicants with previous GIS experience/training. In addition, interested Loma Linda University students, staff, and faculty who would like to learn about GIS applications in health may also apply.

CERTIFICATE REQUIREMENTS

To earn the certificate, students must successfully complete at least 27 academic units, as listed below. Core requirements include courses in the two main areas of GIS fundamentals and techniques (17 units) and health geographics electives (at least 7 units). In addition, 3 units of ethical issues in public health are required.

Core requirements

(17)

ENVH 521	Cartography and Mapping	(2)
ENVH 522	Principles of GIS	(3)
ENVH 523	Practical Issues in GIS	(3)
ENVH 524	GIS Software Applications and Methods	(3)
ENVH 535	Integration of Geospatial Data with GIS	(2)
ENVH 536	Spatial Analytical Techniques and GIS	(3)
ENVH 526	Seminar in Health GIS	(1)

Required

RELE 534	Ethical Issues in Public Health	(3)
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Electives

(at least 7)

ENVH 527	GIS Applications in Environmental and Occupational Health	(3)
ENVH 537	Health Care Geographics	(2-3)
ENVH 539	GIS for Environmental Health and Safety	(2-3)
ENVH 546	Introduction to Spatial Epidemiology	(2)
ENVH 547	GIS for Public Health Practice	(2)
ENVH 549	Remote Sensing Applications in the Health Services	(3)

Learner outcomes

Upon successful completion of this program, students will be able to:

1. Use knowledge of principles of geospatial information science as they relate to health research and practice.
2. Use state-of-the-art GIS software applications and techniques for accessing the spatially defined health information for building related, useful geodatabases.
3. Use effective geospatial data while producing and publishing customized maps and other visual displays of health data.

4. Employ GIS-based methods and techniques of spatial analysis that support health research and decision-making in public health practice and policy.
5. Competently apply geospatial technology and methods in at least one key area of health geographics, such as disease mapping, tracking and assessment of environmental hazards and exposure, health planning and policy, community health, health education and communication, analysis of access to health services, or health care geographics.
6. Implement and manage health-GIS projects in government, nongovernment, and community settings.

Indicators of educational effectiveness

1. Class project (course specific, at the discretion of the instructor)
2. Oral presentation (course specific, at the discretion of the instructor)
3. Portfolio (course specific, at the discretion of the instructor)
4. Participation in a qualifying examination offered annually by SkillsUSA, an organization that has partnered with the geospatial industry to develop a competition program that provide universities, colleges, and their students with a way to validate their geospatial programs and measure them against national standards.

Admissions prerequisites

Applicants must have at least a bachelor's degree (or equivalent), with a cumulative G.P.A. of at least 3.0. For those who meet this basic admission prerequisite, the program is open to health professionals, students, current Loma Linda University students enrolled in a master's or doctoral degree program, Loma Linda faculty and staff (tuition benefits may apply), and anyone interested in GIS applications in the health field.

Enrollment options

FOR CREDIT

Students who desire to obtain the certificate may apply online at <<http://www.llu.edu/apply>>. Click on "Apply now" and, after successful log-in, select "Geoinformatics, PB CERT, on-campus" from the list of programs, then continue. The cost per unit is US\$ 535 (subject to change).

NONDEGREE

Students may take classes in the program as nondegree. Nondegree students are allowed to take a maximum of 12 units prior to acceptance into a degree program. Download application forms at <<http://www.llu.edu/ssweb/forms/nondegree.pdf>>. Instruction for nondegree registration can be found at <<http://www.llu.edu/ssweb/forms/non-degree-reg.pdf>>. The cost per unit is US\$ 535 (subject to change).

NOT-FOR-CREDIT

Students may also register to take classes on a not-for-credit basis. Classes registered not-for-credit will not be reregistered for credit in the future. The cost per unit is US\$ 267.50 (subject to change).

For additional information

Web: <<http://www.llugis.org>>

Seth Wiafe, M.P.H., Assistant Professor, Health Geographics

Tel: 909/558-7596

Email: swiafe@llu.edu

Health Policy and Leadership—PH

(M.P.H.)

DORA BARILLA, Program Director

FACULTY

Jane E. Adams
Stewart R. Albertson
S. Eric Anderson
James Banta
Dora Barilla
Lynna S. Belin
Donna Bennett
Richard Blanco
Richard Bruno
John Carney
Bonnie I. Chi-Lum
William Colwell
James M. Crawford
Wayne S. Dysinger
Dwight C. Evans
Earl Ferguson
Brent A. Fisher
Garry J. FitzGerald
Donn P. Gaede
Bradley P. Gilbert
Eugenia Giordano
Oscar A. Giordano
Albin H. Grohar

Ronald P. Hattis
Gordon E. Hewes
Renee L. Hills
Paul A. Hisada
Troy A. Holmes
David L. Holt
Michael H. Jackson
Brad A. Jamison
David J. Kinsey
Gregory Kono
James Kyle
Dave Lawrence
Karl J. McCleary
Rafael Molina
LeRoy Nattress
Donald G. Pursley
Sharon Rushing
Steve Serrao
Paul Simms
Teri S. Tamayose
David Tejada-de-Rivero
C. Torben Thomsen
Abel Torres

The Health Policy and Leadership Program leading to the M.P.H. degree provides an understanding of health policy issues and skills within the broad perspective provided by an introduction to the public health sciences. It is designed for health care professionals who want to impact change in the current health system.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Describe the policy process for improving the health status of populations.
2. Produce health policy communications to appropriate stakeholders.
3. Demonstrate leadership in health policy and advocacy for public health issues.
4. Identify issues that influence access to care, including health services to special populations.
5. Apply systems thinking to current challenges in the health system.
6. Apply the principles of strategic planning to make recommendations for organizational and community health initiatives.
7. Understand the principles of finance and economics.

DEGREE REQUIREMENTS

Public health core courses

(28 units)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)

STAT 509/521	General Statistics/Biostatistics I	(4)
HPRO 536	Program Planning and Evaluation	(2)
GLBH 524	Cultural Competence and Health Disparities	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 675	Integrated Public Health Capstone	(2)

Health policy core courses**(33 units)**

HADM 510	Health Policy Analysis and Synthesis	(3)
HADM 514	Health Care Economic Policy	(3)
HADM 516	International Economic Policy	(3)
HADM 529	Health Care Negotiations and Conflict Resolution	(3)
HADM 530	Public Health Decision Analysis	(3)
HADM 536	Health Policy Communications	(3)
HADM 534	Public Health and Constitutional Law	(3)
HADM 545	Government Policy and Health Disparities	(3)
HADM 555	Health Care-Delivery Systems	(3)
HADM 604	Health-Systems Strategic Planning	(3)

Field experience

HADM 695	Health Administration Field Practicum (400 clock hours)	(3)
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TOTAL**61****Other requirements**

- Professional membership. Students are required to secure and maintain membership in an approved professional society, such as the American College of Healthcare Executives.
- Health administration colloquia. Participation is required in a minimum of ten noncredit colloquia designed to acquaint students with various aspects of the health care industry. Attendance at these colloquia will be in addition to attendance at ten public health seminars.
- Public health seminars (10)

Culminating activity

The culminating activity includes a research paper or professional project, field experience (upon completion of essential major course work), professional portfolio (upon completion of the field experience), and an exit interview with the chair of the Department of Health Administration (at the conclusion of the program).

HEALTH-SERVICES RESEARCH—M.P.H.

This double major M.P.H. degree is administered by the Department of Health Policy and Management. It is designed for persons with interests that include assessment of health care organization and maintenance. Students gain the skills needed for health-services administration and epidemiologic research in the health-organization setting. See “Health-Services Research (Track IV)—M.P.H.” in the Epidemiology Program.

Lifestyle Intervention—PH

(Certificate)

SERENA TONSTAD, Certificate Director

The Lifestyle Intervention Program certificate, offered by the School of Public Health's Department of Health Promotion and Education, prepares students to accurately assess the health-related lifestyle conditions, practices, and motivation of individuals and community groups in order to help them improve their health through implementation of health-related lifestyle-intervention approaches.

Learner outcomes

Upon completion of this certificate, students should be able to:

1. Accurately assess lifestyle practices and conditions.
2. Identify and apply appropriate dietary, fitness, and other lifestyle-based interventions.
3. Apply principles and methods to help individuals change their lifestyle-related health behaviors.
4. Decide when and how to refer individuals to various health care professionals.
5. Provide leadership for community-based health promotion projects in selected settings.
6. Following the successful completion of the program, each student will be awarded a certificate in lifestyle intervention from Loma Linda University School of Public Health.

Educational effectiveness

1. Completion with G.P.A. of 3.0 or higher
2. Class projects/Presentations

Completion of certification requirements

People who may benefit from earning the certificate include:

- Practicing health professionals who desire more training in lifestyle intervention.
- Loma Linda University School of Public Health students who can add this certificate to their M.P.H. degree training by adding a few more classes.
- Loma Linda University students from other schools who desire competence in lifestyle intervention.
- Loma Linda University alumni.
- Other individuals who wish to provide lifestyle education in their communities.

PREREQUISITE

- U.S. baccalaureate degree or its equivalent
- Two letters of recommendation
- Interview with departmental faculty member
- Computer literacy or STAT 439
- Anatomy and physiology

THE CURRICULUM

Students must successfully complete at least 25 units, as listed below:

HPRO 509	Principles of Health Behavior	(3)
HPRO 526	Lifestyle Diseases and Risk Reduction	(3)
HPRO 527	Obesity and Disordered Eating	(3)
HPRO 573	Exercise Physiology I	(3)

HPRO 696 or NUTR 564	Directed/Independent Study Contemporary Issues in Vegetarian Health	(2) (2)
NUTR 509 or NUTR 510	Public Health Nutrition Advanced Public Health Nutrition	(3) (3)
NUTR 526	Nutrition Counseling	(2)
NUTR 527	Assessment of Nutritional Status	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
REL_ ____	Religion	(3)

TOTAL**27**

Lifestyle Medicine—PH

(M.P.H.)

SERENA TONSTAD, Program Director

LIFESTYLE MEDICINE—M.P.H. PROGRAM FORMATS

Course work for the Lifestyle Medicine Program may be pursued as a 59-unit predominantly on-campus program of which 6 units are offered online. Almost one-half of the total course work (up to 27 units) may optionally be completed online with the rest completed on-campus (32 or more units).

In the Lifestyle Medicine program, health professionals with relevant clinical licenses are empowered to provide lifestyle change interventions and promote healthy behaviors for patients with chronic diseases, or patients at risk of chronic diseases while understanding the population determinants of wellness, health and disease. The curriculum emphasizes interventions based on scientific data and established behavioral and learning theories that promote individual and public health through the processes of education, health behavior change and health promotion. It is emphasized that health professionals who are not physicians are not enabled to practice medicine when awarded this degree.

The curriculum focuses on teaching public health practice classes that are needed to possess core skills in public health, in evaluating the scientific literature and in understanding and applying the science of disease prevention in the context of mind-body interaction. More practice oriented classes teach the scientific basis and applications of exercise prescriptions, nutrition counseling, tobacco cessation and health behavior change techniques.

Graduates may use their skills acquired in the program to enhance their already acquired clinical knowledge and skills in medicine, nursing, clinical psychology, osteopathy, pharmacy or other health professions. They are academically prepared to apply preventive methodologies to chronic diseases and risk factors; conduct individual health assessments; provide medical lifestyle counseling; properly evaluate and apply lifestyle medicine related research findings, and lead and evaluate health promotion projects.

Students who hold a clinical professional degree may apply to the program.

Learner outcomes

Graduates of the program in lifestyle medicine will:

- Possess a core field of knowledge of public health with emphasis on the application of preventive methodologies to chronic diseases.
- Accurately assess lifestyle-related risk factors for chronic diseases.
- Provide appropriate interventions in regard to these risk factors, e.g. medical behavioral counseling in exercise, nutrition and tobacco dependence.
- Evaluate and properly apply lifestyle medicine-related research findings.
- Provide leadership for and evaluate community-based health promotion projects

Educational effectiveness indicators

- Culminating activity
- Field-practicum 200 hours
- Professional portfolio
- Exit interview/Survey

PREREQUISITES

Demonstrate college-level conceptualization and writing skills

Graduate Record Examination (GRE)

Bachelor's degree

Clinical professional degree including but not limited to medicine, osteopathy, dentistry, nursing, clinical psychology, pharmacy or physical therapy or training as a nurse practitioner, physician's assistant, chiropractor, licensed exercise physiologist or registered dietitian.

Anatomy and Physiology (full course sequence)

Biochemistry or Nutritional Metabolism

Pathology of Human Systems

Pharmacology

DEGREE REQUIREMENTS

Public Health Core Requirements

(29 units)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
HPRO 530	Fundamentals of Research in Health and Health Education	(3)
HPRO 536	Program Planning and Evaluation	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
RELE 534	Ethical Issues in Public Health	(3)
STAT 509 or STAT 521	General Statistics Biostatistics I	(4) (4)

Lifestyle Medicine Core Courses

(30 units)

HPRO 515	Mind-Body Interaction and Health Outcome	(3)
HPRO 527	Obesity and Disordered Eating	(3)
HPRO 529	Preventive and Therapeutic Interventions	(4)
HPRO 573	Exercise Physiology I	(3)
HPRO 578	Exercise Physiology II	(3)
HPRO 565	Tobacco Use: Prevention and Intervention	(3)
HPRO 606B	Preventive Care Seminar- Motivational Interviewing	(2)
or PSYC 537	Applied Behavioral Medicine	(2)
NUTR 517	Advanced Nutrition I- Carbohydrates and Lipids	(4)
NUTR 518	Advanced Nutrition II- Proteins and Vitamins	(4)
NUTR 556	Nutritional Applications in Lifestyle Intervention	(1)

Field experience

HPRO 798B	Field Practicum (200 clock hours) or (6 units)- units not counted in final number of units.
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TOTAL PROGRAM UNITS

59

Culminating Activity Requirements

Students are required to demonstrate the ability to integrate the specified areas of public health: administration, epidemiology, statistics, environmental health, and health behavior during their culminating activity experiences. The culminating activity includes a written paper (e.g. a literature review of a relevant topic; a series of case studies; a summary of research conducted during the program), a professional portfolio to be submitted; and an exit interview with the program director (at the conclusion of the program).

Maternal and Child Health—PH

(M.P.H.)

NAOMI MODESTE, Program Director

The Maternal and Child Health Program leading to the M.P.H. degree will prepare graduates to demonstrate the competencies identified by the Association of Teachers of Maternal and Child Health and the Association of Schools of Public Health.

Course work toward the M.P.H. degree in maternal and child health may be pursued in the following formats:

- a traditional on-campus program; or
- intensive, nontraditional Spanish-language programs in Peru. (closed for new admissions for 2008-2009)

The major in maternal and child health builds on health education, epidemiology, cross-cultural, and nutrition theory and practice. Family-health issues are addressed using a broad array of public health strategies.

The program requires completion of 60 units, with culminating activity and a 100 clock-hour field practicum.

Licensed health professionals with experience in public health may apply to this 60-unit program in maternal and child health. Those without a health profession and/or public health experience may apply to the 70-unit dual-major program. Students who complete the dual major will be eligible to sit for the examination leading to certification as a health-education specialist (CHES).

Learner outcomes

Graduates of this program in maternal and child health will have the skills necessary to:

1. Apply public health research and management tools to the organization, design, implementation, and evaluation of maternal-child health programs in public health settings.
2. Contribute to the development of public health policy and action agendas in maternal and child health.
3. Communicate health and nutrition issues affecting mothers and children to a wide variety of stakeholders in varying cultural settings.

Educational effectiveness indicators

- Field-practicum report
- Comprehensive examination [dual majors]
- Professional portfolio for review
- Exit interview

MATERNAL AND CHILD HEALTH—M.P.H.

PREREQUISITE

Demonstrate college-level conceptualization and writing skills

Professional license in a medical or health-related discipline (nursing, dentistry, medicine, social work, dietetics)

Relevant professional or public health experience in the field of maternal and child health

DEGREE REQUIREMENTS

Public health core courses

(28 units)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I (concurrent with or after STAT 509)	(3)
GLBH 524	Cultural Competencies and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior (taken before HPRO 538)	(3)

HPRO 536	Program Planning and Evaluation	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
PHCJ 675	Integrated Public Health Capstone	(2)
±RELE 534	Ethical Issues in Public Health	(3)
STAT 509 or STAT 521	General Statistics Biostatistics I	(4) (4)

Core courses for health education/maternal and child health (32 units)

EPDM 534	Epidemiology of Maternal and Child Health	(3)
HPRO 523	Maternal and Child Health: Policy and Programs	(3)
HPRO 524	Adolescent Health	(3)
HPRO 550	Women in Development	(3)
HPRO 553	Addiction Theory	(3)
HPRO 556	High-Risk Infants and Children: Policy and Programs	(3)
HPRO 559	Lactation Management	(3)
HPRO 567	Reproductive Health	(3)
HPRO 589	Qualitative Research Methods	(3)
HPRO 614	Seminar in Maternal and Child Health Practice	(2)
NUTR 534	Maternal and Child Nutrition	(3)

Field experience

HPRO 797 or HPRO 798A	MIP Internship in Health Education (U.S. Peace Corps) Field Practicum (100 clock hours)(3 units)- not included in the final number of units required.	(0) (0)
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TOTAL

60

Culminating activity

Students are required to demonstrate the ability to integrate the specified areas of public health: administration, epidemiology, statistics, environmental health, and health behavior. The culminating activity is comprised of field experience, professional portfolio, and exit interview.

Students who do not meet minimum standards of performance on the culminating activity are subject to academic review or remedial course work to address deficiencies in preparation.

**M.P.H. in MATERNAL AND CHILD HEALTH
with**

HEALTH EDUCATION

(DUAL MAJOR —CHES ELIGIBLE)

NAOMI MODESTE, Program Director

PREREQUISITE

Demonstrate college-level conceptualization and writing skills

Graduate Record Examination (GRE)

Bachelor's degree

COREQUISITE

(may be taken during first two quarters of program, in addition to units required for degree)

Anatomy and physiology, or physiology (one course or course sequence)

Behavioral science (two courses, one of which is an introductory psychology course)

DEGREE REQUIREMENTS**Public health core courses (26 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competencies and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
PHCJ 675	Integrated Public Health Capstone	(2)
RELE 534	Ethical Issues in Public Health	(3)
STAT 509 or STAT 521	General Statistics	(4)
	Biostatistics I	(4)

Core courses for health education and maternal and child health (39 units)

EPDM 534	Epidemiology of Maternal and Child Health	(3)
HPRO 523	Maternal and Child Health: Policy and Programs	(3)
HPRO 524	Adolescent Health	(3)
HPRO 535	Health Education Program Administration	(3)
HPRO 537	Community Programs Laboratory (A,B,C)	(1,2, 1)
HPRO 538	Health Education Program Development	(3)
HPRO 539	Policy and Issues in Health Education	(3)
HPRO 556	High-Risk Infants and Children: Policy and Programs	(3)
HPRO 559	Lactation Management	(3)
HPRO 567	Reproductive Health	(3)
HPRO 589	Qualitative Research Methods	(3)
HPRO 614	Seminar in Maternal Child Health Practice	(2)
NUTR 534 or NUTR 585	Maternal and Child Nutrition	(3)
	Topics in Global Nutrition	(3)

Recommended electives**(6 units)**

HPRO 530	Fundamentals of Research in Health Behavior and Health Education	(3)
HPRO 543	Writing for Health Professionals	(3)
HPRO 550	Women in Development	(3)
HPRO 553	Addiction Theory and Program Development	(3)

Field experience

HPRO 797 or HPRO 798D	MIP Internship in Health Education (U.S. Peace Corps)	(0)
	Field Practicum (400 clock hours/12 units)- not included in the final number of units required.	(0)

TOTAL**70****Culminating activity**

Students are required to demonstrate the ability to integrate the specified areas of public health: administration, epidemiology, statistics, environmental health, and health behavior. The culminating activity is comprised of field experience, professional portfolio, and exit interview.

Students who do not meet minimum standards of performance on the culminating activity are subject to academic review or remedial course work to address deficiencies in preparation; or they may be asked to withdraw from the program with more advanced classroom topics. The schedule extends through vacation periods and may involve some evening assignments.

Nutrition—PH

(M.P.H. in public health nutrition; MS, DrPH in nutrition)

JOAN SABATE, Chair

FACULTY

Carol Abidin
Roopa Bajwa
Carol Baker
Diane L. Barnhart
Kenneth I. Burke
Dianne L. Butler
Margie Carson
Bertrum C. Connell
Zaida R. Cordero-MacIntyre
Barbara A. Crouse
Laura Darnell
Barbara F. Dickinson
Elaine K. Fleming
Dottie Gibson
Ella H. Haddad
Sandy Henderson
Inherla Hernandez
Lorrie L. Hinkleman
Richard W. Hubbard SM
Karen Jaceldo-Siegl

Judith M. Jamison
Patricia K. Johnston
John H. Kelly, Jr.
Susan K. Lewis
Carmen G. Llerandi Phipps
Merijane T. Malouin
M. Alfredo Mejia
Mark J. Messina
Alisa L. Minear-Morton
M. Elizabeth Quigley
Sharon Quinn
Sujatha Rajaram
Inherla H. Rivera
Lia M. Robinson
Joan Sabaté
John A. Scharffenberg
Jean Sellers
Jeanne F. Silberstein
Maryellen Westerberg
Kathleen M. Wolf

PUBLIC HEALTH NUTRITION—M.P.H.

ELLA HADDAD, Program Director

The M.P.H. degree in public health nutrition provides specialized training in community nutrition within the multidisciplinary public health programs offered by the school. The program is designed to train professionals to assume leadership positions in assessing community-nutrition needs; and in planning, directing, and evaluating the nutrition component of health-promotion and disease-prevention efforts.

Public health nutritionists work in a variety of settings—in government and voluntary agencies, public and private community-health centers, ambulatory care clinics, schools, industries, private practice, and specialized community-health projects. They function as directors and administrators of nutrition programs, nutrition-care providers, advocates, educators, counselors, consultants, and researchers.

PUBLIC HEALTH NUTRITION (TRACK I)

This track outlines the basic requirements of the M.P.H. degree and prepares students for careers in public health and community nutrition. It is appropriate for individuals with professional credentials, such as medicine, dentistry, dietetics, or nursing. Students may select the option of completing a research project with publication potential in lieu of a field practicum.

Learning Outcomes

Upon completion of this track, graduates will

- Understand mechanisms influencing human physiological systems and how foods, nutrients and lifestyle impact health and well being.
- Understand the role of vegetarian dietary practices in human health, the environment and ecology.
- Demonstrate an ability to function independently and collaboratively, as both leader and/or member of a team, to plan, manage and evaluate health promotion activities
- Understand processes shaping public policy and advocacy related to nutritional guidelines and programs.
- Understand ways epidemiological and research tools and findings are applied to practice.
- Learn how communications strategies are used to develop and deliver nutrition information and influence social ecological change.
- Understand how beliefs, values, ethics and service are integrated in personal and professional growth and development

PREREQUISITE

Chemistry through organic (at least 5 quarter units of organic)

Physiology

Microbiology

COREQUISITE

NUTR 504	Nutritional Metabolism (advanced biochemistry)	(5)
NUTR 490	Topics in Food and Food Preparation	(1)

DEGREE REQUIREMENTS**Public health****(28 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
HPRO 536	Program Planning and Evaluation	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
PHCJ 675	Integrated Public Health Capstone	(2)
RELE 534	Ethical Issues in Public Health	(3)
STAT 509/521	General Statistics/Biostatistics	(4)

Nutrition**(22 units)**

NUTR 510	Advanced Public Health Nutrition	(3)
NUTR 517	Advanced Nutrition I: Carbohydrates and Lipids	(4)
NUTR 518	Advanced Nutrition II: Proteins, Vitamins, and Minerals	(4)
NUTR 525	Nutrition Policy, Programs, and Services	(3)
NUTR 527	Assessment of Nutritional Status	(3)
NUTR 535	Research Applications in Nutrition	(3)
NUTR 539	or Research Methods in Nutrition	(2)
NUTR 564	Contemporary Issues of Vegetarian Diets	(2)
NUTR 605	Seminar in Public Health Nutrition	(1)

Electives**(6 units)**

Selected from the following or in consultation with adviser

NUTR 519	Phytochemicals	(2)
NUTR 526	Nutrition Counseling	(2)
NUTR 528	Symposium: Adventist Philosophy of Nutrition	(1)
NUTR 534	Maternal and Child Nutrition	(3)
NUTR 536	Nutrition and Aging	(2)
NUTR 543	Concepts in Nutritional Epidemiology	(3)
DTCS 554	Medical Nutrition Therapy II	(3)
NUTR 578	Exercise Nutrition	(2-3)
NUTR 585	Topics in Global Nutrition	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)

Field practicum or research

NUTR 798B/D	Field Practicum	(6 or 12)
NUTR 694	or Research	(2)

TOTAL

56

(not including research units or field practicum)

Indicators of educational effectiveness

The indicators of educational effectiveness include a written comprehensive examination (prior to the field experience), field experience (upon completion of essential major course work), field practicum report (upon completion of the field experience), and an exit interview with the department chair (at the conclusion of the program).

COORDINATED PROGRAM IN PUBLIC HEALTH NUTRITION AND DIETETICS (TRACK II)

The coordinated program track enables students to meet the didactic and supervised practice requirements for registration eligibility in dietetics. The purpose of registration is to protect the health, safety, and welfare of the public by encouraging high standards of performance by persons practicing in nutrition and dietetics.

Students in the MPH or DrPH degree tracks may establish eligibility to write the registration examination to become a registered dietitian (RD) by completing this curriculum. The graduate coordinated program is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, 312/899-5400.

Learning outcomes

The curriculum of the graduate coordinated track in Nutrition integrates the requirements of the Master of Public Health degree in nutrition with the competency requirements, foundation, knowledge, and skills to practice dietetics, as defined by CADE. In addition to the learning outcomes of the MPH curriculum, graduates will:

- Demonstrate effectiveness in the nutritional care process consistent with competencies defined by the Commission for Accreditation of Dietetic Education of the American Dietetic Association.
- Apply systems management and use of resources to the provision of nutritional services.

COREQUISITE

NUTR 490	Topics in Food and Food Preparation	(1)
NUTR 527	Nutrition Counseling	(2)
NUTR 537A	Community Nutrition Project-A (40 clock hours)	(1)

NUTR 537B	Community Nutrition Project-B (40 clock hours)	(1)
DTCS 461	Food Science	(4)
NUTR 545	Clinical Nutrition I (30 clock hours)	(3)
DTCS 554	Medical Nutrition Therapy II (30 hours)	(5)
NUTR 575	Food Systems Management (60 clock hours)	(4)

DEGREE REQUIREMENTS**Public health****(28 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
HPRO 536	Program Planning and Evaluation	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
PHCJ 675	Integrated Public Health Capstone	(2)
RELE 534	Ethical Issues in Public Health	(3)
STAT 509/521	General Statistics/Biostatistics	(4)

Nutrition**(27 units)**

NUTR 504	Nutritional Metabolism	(5)
NUTR 510	Advanced Public Health Nutrition	(3)
NUTR 517	Advanced Nutrition I: Carbohydrates and Lipids	(4)
NUTR 518	Advanced Nutrition II: Proteins, Vitamins, and Minerals	(4)
NUTR 525	Nutrition Policy, Programs, and Services	(3)
NUTR 527	Assessment of Nutritional Status (30 hours)	(3)
NUTR 535	Research Applications in Nutrition	(2)
NUTR 564	Contemporary Issues of Vegetarian Diets	(2)
NUTR 605	Seminar in Public Health Nutrition	(1)

Electives**(3 units)**

Selected from the following courses or in consultation with advisor

NUTR 519	Phytochemicals	(2)
NUTR 534	Maternal and Child Nutrition	(3)
NUTR 536	Nutrition and Aging	(2)
NUTR 578	Exercise Nutrition	(2-3)

Practicum (supervised practice)

NUTR 798D	Field Practicum (400 hours)	(12)
DTCS 396	Affiliation in Food Service (200 hours)	(6)
DTCS 473	Affiliation in Clinical Nutrition (400 hours)	(12)

TOTAL**57**

Plus corequisites as needed and 1230 clock hours of supervised practice

Indicators of educational effectiveness

Successful completion of written comprehensive examinations is required. The indicators include a written comprehensive examination (prior to the field experience), field experience (upon completion of essential major course work), field practicum report (upon completion of the field experience), and an exit interview with the department chair (at the conclusion of the program).

NUTRITIONAL EPIDEMIOLOGY

This double major is administered by the Epidemiology Program, and allows the student to study the etiologic role of nutrition in major public health problems. The graduate will be prepared to design, implement, and evaluate population and intervention studies dealing with the relation of nutrition to health, aging, and chronic and infectious disease. This program is for the individual interested in research. If either major is dropped, additional requirements are necessary to complete the remaining major. For additional information, see “Nutritional Epidemiology (Track V)” in the Epidemiology Program.

NUTRITION—DR.P.H.

SUJATHA RAJARAM, Program Director

The Doctor of Public Health (Dr.P.H.) degree is designed to provide the advanced knowledge, skills, and competencies required to meet the increasing needs of public health nutrition at the doctoral level in the areas of program management, leadership, and research. Research emphasis is on community-nutrition program research as well as the relation of dietary practices to health promotion and disease prevention.

Learning outcomes

Upon completion of the program, graduates will:

- Contribute to the theory and practice of public health nutrition through research.
- Apply statistical tools in managing and analyzing data.
- Demonstrate an ability to produce scientific papers and presentations.
- Demonstrate effective leadership skills.

PREREQUISITE

Anatomy and physiology

Behavioral science (one course)

Advanced biochemistry

Quantitative proficiency

A master's degree in nutrition or a health-professional degree at the doctoral level (M.D., D.D.S., or equivalent)

COREQUISITE

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)

HPR0 536	Program Planning and Evaluation	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
PHCJ 675	Integrated Public Health Capstone	(2)

Nutrition (29 units)

NUTR 510	Advanced Public Health Nutrition	(3)
NUTR 517	Advanced Nutrition I: Carbohydrates and Lipids	(4)
NUTR 518	Advanced Nutrition II: Proteins, Vitamins, and Minerals	(4)
NUTR 519	Phytochemicals	(2)
NUTR 525	Nutrition Policy, Programs, and Services	(3)
NUTR 527	Assessment of Nutritional Status	(3)
NUTR 534	Maternal and Child Nutrition	(3)
NUTR 543	Concepts in Nutritional Epidemiology	(3)
NUTR 564	Contemporary Issues of Vegetarian Diets	(3)
NUTR 608	Doctoral Seminar in Public Health Nutrition	(1)

Administration and leadership (14 units)

Chosen in consultation with adviser

HPR0 505	Public Health Communication	(3)
HPR0 543	Writing for Health Professionals	(2-3)
STAT 515	Grant- and Contract-Proposal Writing	(3)
____	Approved electives	(6-7)

Research and evaluation (25 units)

NUTR 539	Research Methods in Nutrition	(3)
NUTR 685	Preliminary Research Experience	(2)
NUTR 694	Research	(4-6)
PHCJ 604	Research Seminar	(2)
STAT 514	Intermediate Statistics for Health-Science Data	(3)
STAT 549	Analytical Applications of SPSS	(2)
STAT 564	Survey and Advanced Research Methods	(3)
____	Approved electives	(4-6)

Cognates (10 units)

Chosen from allied areas to enhance competence; minimum of six (6) units in the School of Public Health.

Dissertation**(12 units)****Religion****(9 units)**

Graduate level: chosen from RELE (3), RELR (3), and RELT (3)

TOTAL**99****NUTRITION—M.S.**

MICHELLE WEIN, Program Director

The Master of Science degree in Nutrition Program is offered to meet the specific needs of those who desire advanced training in nutritional sciences. Upon completion of the program, graduates will:

- Understand physiological and biochemical mechanisms influencing human systems and how food and nutrients impact function.
- Understand the role of vegetarian dietary practices in human health, the environment and ecology.
- Demonstrate an ability to conduct and publish applied research in nutrition.

PREREQUISITE

Specific courses required as prerequisites are microbiology, physiology, general through organic chemistry and basic nutrition. Nutritional metabolism or biochemistry is also required; however, this course can be taken concurrently with the M.S. degree program if not previously completed with a B grade or better.

CURRICULUM**Nutrition****(24 units)**

NUTR 517	Advanced Nutrition I	(4)
NUTR 518	Advanced Nutrition II	(4)
NUTR 519	Phytochemicals	(2)
NUTR 564	Contemporary Issues of Vegetarian Diets	(2)
NUTR 510	Advanced Public Health Nutrition	(3)
NUTR 605	Seminar	(1)
NUTR ____	Electives	(8)

Statistics and research**(15 units)**

STAT 514	Intermediate Statistics for Health-Science Data	(3)
STAT 548 or STAT 549	SPSS	(2)
	SAS	(2)
NUTR 539	Research Methods in Nutrition	(2)
NUTR 694	Research	(6)
NUTR 695	Thesis	(2)

Religion**(3 units)**

RELE 534	Ethical Issues in Public Health	(3)
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Public health**(5 units)**

PHCJ 605	Overview of Public Health	(1)
EPDM 509		(4)

Other courses chosen in consultation with adviser.

TOTAL UNITS REQUIRED**48 UNITS****Indicators of educational effectiveness**

Include a written comprehensive examination and oral defense of thesis or publishable paper.

Online Executive Master of Public Health—PH

(Online M.P.H.)

The Online Executive Master of Public Health Program is offered in two major areas: public health practice and health education. The program is designed to meet the needs of practicing health professionals who desire to augment their current careers with additional information and skills. Such health professionals include physicians, dentists, nurses, health administrators, and practicing public health professionals. This online degree is not designed for students entering graduate school directly from an undergraduate degree program; nor will it serve as a foundation for a major career change.

This three-year blended program includes online courses as well as residential sessions. A new cohort of students, accepted once a year, begins on the second Sunday of August. During the residential session, students become familiar with the technology, plan a program of study with their adviser, complete 12 units of course work, and get to know the other students in the group. Students return home ready to study online as well as ready to support and mentor each other in this positive learning environment.

Distance-learning programs

The student wishing to obtain an M.P.H. degree online is referred to the School of Public Health general information in Section III of this CATALOG for details regarding the distance-learning programs of the school.

Online local and international M.P.H. degree

The Online Executive Master of Public Health Program caters to both local and international students.

Residential requirement

The Online Executive Master of Public Health Program includes a residential requirement. Online students must come to Loma Linda University for two weeks in August to start the program and again for two weeks at the beginning of the second year of study. There is no residential requirement in the third year.

Web site information

For more information, please see our Web site at <www.llu.edu/sphonline>.

PUBLIC HEALTH PRACTICE

HILDEMAR DOS SANTOS, Program Director

The public health practice major provides practicing professionals with skills and knowledge in public health that will augment their current careers. Students are permitted to choose electives from the six areas of public health offered by the school: biostatistics, environmental health, epidemiology, global health, health education, health policy and management, and nutrition. This flexibility allows students to design a program of study that will meet their interests and needs.

Learner outcomes

Upon completion of this program major, the graduate should be able to:

1. Use public health statistics to correctly interpret data.
2. Evaluate reported studies in terms of rigor, importance, and relevance to professional practice.
3. Apply epidemiological methods to the practice of public health
4. Incorporate effective management approaches into public health settings.
5. Contribute to health-behavior change in various populations.
6. Address environmental health issues in community, agency, and governmental settings.
7. Describe the relevance of assessment, policy development, and quality assurance to public health.
8. Characterize essential public health services and competencies.

Indicators of educational effectiveness

- Discussion threads
- Tests and examinations
- Assignments and major papers
- Field-practicum report

- Professional portfolio
- Capstone project
- Exit interview

PREREQUISITE

Professional license in a medical or health-related discipline, or a minimum of two years of public health experience

COREQUISITE

(may be taken during first two quarters of program, in addition to units required for degree)

Anatomy and/or Physiology

Introduction to psychology

DEGREE REQUIREMENTS**Public health core****(29 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities: A Public Health Perspective	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
HPRO 536	Program Planning and Evaluation	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 501	Introduction to Online Learning	(1)
PHCJ 605	Overview of Public Health	(1)
PHCJ 675	Integrated Public Health Capstone	(2)
RELE 534	Ethical Issues in Public Health	(3)
STAT 509	General Statistics	(4)

Public health practice core**(9 units)**

HADM 510	Public Health Policy	(3)
NUTR 509	Public Health Nutrition	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)

Selected electives**(15 units)**

(may include)

ENVH 587	Environmental Toxicology	(3)
EPDM 555	Epidemiologic Methods in Outcomes Research and Continuous Quality Improvement	(3)
EPDM 568	International Epidemiology	(2)
GLBH 519	Disaster Management	(3)
GLBH 547	Refugee Health	(3)
GLBH 548	Violence Issues: Global Public Health Perspectives	(3)
GLBH 550	Women in Development*	(3)
GLBH 561	Epidemiology of Tobacco Use and Control I	(3)
GLBH 562	Epidemiology of Tobacco Use and Control II	(3)
GLBH 565	International Program Planning	(2)

HPRO 507	Spirituality and Health	(3)
HPRO 524	Adolescent Health*	(3)
HPRO 526	Lifestyle Diseases and Risk Reduction	(3)
HPRO 527	Obesity and Disordered Eating*	(3)
NUTR 529	Health Aspects of Vegetarian Eating	(2-3)
HPRO 553	Addiction Theory and Program Development	(3)
HPRO 565	Tobacco Use: Prevention and Intervention	(3)
HPRO 575	Immune System: Public Health Implications	(3)
NUTR 534	Maternal and Child Nutrition	(3)

*Offered on-campus in condensed format during Summer Quarter

Field experience (3 units)

PHCJ 695	Community Practicum (100 hours)	(3)
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TOTAL 56

Culminating activity

Successful completion of a set of comprehensive, integrated activities is required. The culminating activity shall include several or all of the following: a written comprehensive examination (prior to the field experience), field experience (upon completion of essential major course work), professional portfolio (upon completion of the field experience), and an exit interview with the department chair (at the conclusion of the program).

HEALTH EDUCATION MAJOR

NAOMI MODESTE, Program Director

The health education major emphasizes educational, interpersonal, community, and legislative factors that promote positive health behaviors. The curriculum emphasizes interventions based on scientific data and established behavioral and learning theories that promote public health through the processes of education and community organization.

Students who complete this 66-unit curriculum may function as community-health educators in a variety of settings, both public and private. They are academically prepared to conduct community assessments; design, implement, and evaluate health-education interventions; organize health-promotion efforts; and assist individuals and communities to better utilize techniques of health-behavior change.

Learner outcomes

Graduates of the program with a major in health education will have the skills necessary to:

- Design, develop, implement, market, and evaluate health promotion and education programs utilizing appropriate principles from human learning, motivation, communication, organizational behavior, and health-behavior change theories.
- Collaborate with other professionals in using resources to educate the public about health.
- Evaluate and appropriately apply public health research findings to the practice of health education.
- Serve as consultants to provide leadership or technical assistance for public health projects in selected settings.
- Meet didactic and professional-practice requirements for certification as health education specialists.

Indicators of educational effectiveness

- Discussion threads
- Tests and examinations
- Assignments and major papers
- Field-practicum report
- Comprehensive examination

- Professional portfolio
- Capstone project
- Exit interview

PREREQUISITE

Demonstrated college-level conceptualization and writing skills

Professional license in a medical or health-related discipline, or a minimum of two years of public health experience

COREQUISITE

(may be taken during first two quarters of program, in addition to units required for degree)

Anatomy and physiology or Physiology (one course or course sequence)

Behavioral science (two courses, one of which is an introductory psychology course)

DEGREE REQUIREMENTS**Public health core (29 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities: A Public Health Perspective	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
HPRO 536	Program Planning and Evaluation	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 501	Introduction to Online Learning	(1)
PHCJ 605	Overview of Public Health	(1)
PHCJ 675	Integrated Public Health Capstone	(2)
RELE 534	Ethical Issues in Public Health	(3)
STAT 509	General Statistics	(4)

Health education core (25 units)

HPRO 535	Health Education Administration Leadership	(3)
HPRO 537	Community Programs Laboratory	(2, 2)
HPRO 538	Health Education Program Development	(3)
HPRO 539	Policy and Issues in Health Education	(3)
HPRO 553	Addiction Theory and Program Development	(3)
HPRO 584	Aging and Health	(3)
HPRO 589	Qualitative Research Methods	(3)
NUTR 509 or NUTR 534	Public Health Nutrition Maternal and Child Nutrition	(3) (3)

Selected electives**(9 units)**

(from the list below)

HPRO 524	Adolescent Health	(3)
HPRO 526	Lifestyle Diseases and Risk Reduction	(3)
HPRO 527	Reproductive Health	(3)
HPRO 573	Exercise Physiology 1	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)
STAT 549	Analytical Applications of SPSS	(2)

Note: Other HPRO courses as available

Field experience**(3 units)**

HPRO 798	Community Practicum (100 hours)	(3)
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TOTAL**66****Applied curriculum and professional practice**

Students select course work from each of several practice and content areas to enhance the applied portion of the curriculum. Professional practice is addressed during the laboratory and field-experience portions of the curriculum. Students may develop skills while working in community agencies and in medical care, school, and work/site settings.

CHES credentialing examination

Graduates are eligible to sit for the credentialing examination in health education—Certified Health Education Specialist (CHES) offered by the National Commission for Health Education Credentialing, Inc., 944 Macon Boulevard, Suite 310, Allentown, PA 18103.

Culminating activity

Students are required to demonstrate the ability to integrate the specified areas of public health: administration, epidemiology, statistics, environmental health, and health behavior during their culminating-activity experiences. The culminating activity includes a written comprehensive examination, a field experience (upon completion of all core classes), professional portfolio to be submitted; and an exit interview with the department chair (at the conclusion of the program).

Students who do not meet the minimum standards of performance on the comprehensive examination are subject to remedial course work to address deficiencies in preparation.

Peace Corps Master's International Program / Master of Public Health—PH

(MPH)

PEACE CORPS VOLUNTEERS/INTERNATIONAL

The Peace Corps was established in 1961 to provide U.S. citizens an opportunity to serve their country in the cause of peace by living and working in developing countries. Over the years as the needs of host countries have evolved, the Peace Corps has continued striving to attract individuals whose education, experience, and cross-cultural sensitivity can address global needs as they arise; and who can facilitate sustainable, community-centered development. After identifying a number of areas in which there was a shortage of personnel with specialized expertise—including the area of public health—the Peace Corps established the Master's International Program in 1987. This program is designed not only to meet the increasing demand from Peace Corps host countries for volunteers with higher levels of education and technical expertise, but also to provide volunteers the opportunity to incorporate Peace Corps service into graduate-education pursuits.

Loma Linda University is one of eighty-two universities currently participating in the Master's International Program. It is one of only eleven universities that offer this prestigious program in conjunction with the Master of Public Health degree, which includes one of the following emphases: environmental health, health promotion and education, global health, maternal-child health, health policy and management, and nutrition.

Prospective students must be accepted both by Loma Linda University School of Public Health into the Master of Public Health degree program, and by the Peace Corps into the Master's International Program.

To join the Peace Corps, the applicant must be a U.S. citizen, at least 18 years of age, and in good physical health.

For information regarding additional eligibility criteria and the excellent benefits package (including language and cultural training, living and housing expenses in the field, medical and dental coverage, deferment of student-loan repayment, transportation allowance to and from one's service assignment, vacation time and allowances, financial readjustment and allowance, and employment assistance post-service), contact the Peace Corps at 800/424-8580, ext. 1843; or Office of University Programs at <www.peacecorps.gov>.

After acceptance into the program, the student completes the course work on the Loma Linda campus. The student also completes three months of intensive language, technical, and cross-cultural training.

When the academic course work and training have been completed, the student enters a three month intensive language, technical, and cross-cultural training period in the assigned host country with Peace Corps. Upon completion of the training period the student is then a full fledged volunteer and begins the twenty-four month service period.

While on assignment, MIP/MPH degree program students receive an internship or a field-practicum tuition scholarship.

Upon satisfactory completion of the Peace Corps assignment and the culminating activity report, the student is awarded the MPH degree.

PEACE CORPS FELLOWS/USA [COMMUNITY PROGRAM]

Peace Corps fellows receive scholarships and full credit for Peace Corps service and are eligible for work-study and medical benefits. Fellows will help coordinate community-based learning activities in the neighborhoods of San Bernardino, California. (Internship requires access to an automobile.) Specific responsibilities include assisting faculty in organizing projects and in helping to mentor students.

Preventive Care—PH

(Dr.P.H.)

SERENA TONSTAD, Program Director

The Preventive Care Program is designed to prepare specialists in wellness and lifestyle-management intervention. Emphasis is placed on academic preparation, practical skills, and administrative abilities in developing, implementing, and evaluating programs and protocols designed to address a wide spectrum of health issues—particularly those dealing with chronic disease. These programs and protocols include health-risk appraisal, nutritional assessment and recommendations, exercise testing and prescription, and smoking and other substance-abuse counseling.

The program seeks to demonstrate and elucidate the intimate connection between mind and body. Graduates address the combined influences of nutrition, exercise, stress, substance abuse, and other lifestyle factors on the promotion of health and the prevention of disease. This program is offered by the Department of Health Promotion and Education.

Learner outcomes

Upon completion of this program, the graduate should be able to:

1. Design and implement wellness and lifestyle-intervention protocols.
2. Provide chemical-dependency interventions.
3. Support comprehensive health management of individuals.
4. Contribute to the theory and practice of preventive care through research.
5. Develop and conduct community and professional seminars and training programs.
6. Demonstrate leadership skills.

Educational effectiveness indicators

- Comprehensive examination
- Qualifying examination
- Internship practice hours
- Advancement to candidacy
- Dissertation defense
- Publishable research paper
- Portfolio review
- Exit interview

PREREQUISITE

Graduate degree or equivalent in an appropriate field

Graduate Record Examination (GRE) or MCAT within the past seven years

General chemistry

Organic chemistry

Microbiology/Anatomy and/or Physiology

General psychology

COREQUISITE (public health/biomedical sciences)

(may be taken during the first two quarters of program, in addition to units required for degree; advanced standing for previous M.P.H. degrees will be considered)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competencies and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)

HPRO 501	Human Anatomy and Physiology I	(4)
HPRO 502	Human Anatomy and Physiology II	(4)
HPRO 503	Human Anatomy and Physiology III	(4)
HPRO 509	Principles of Health Behavior	(3)
HPRO 519	Pharmacology	(3)
HPRO 531	Pathology of Human Systems I	(3)
HPRO 532	Pathology of Human Systems II	(3)
HPRO 536	Program Planning and Evaluation	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
STAT 509 or STAT 521	General Statistics	(4)
	Biostatistics I	(4)

DEGREE REQUIREMENTS

Prior to completing 32 graduate units in the program, student must submit a proposed curriculum outline that includes the preventive care cognates or electives the student plans to pursue. This outline must be approved by the student's adviser prior to submission.

General preventive care

(57 units)

EPDM 566 or EPDM 565	Epidemiology of Cardiovascular Disease	(3)
	Epidemiology of Cancer	(3)
HPRO 515	Mind-Body Interaction and Health Outcomes	(3)
HPRO 526	Lifestyle Diseases and Risk Reduction	(3)
HPRO 527	Obesity and Disordered Eating	(3)
HPRO 529	Preventive and Therapeutic Interventions	(4)
HPRO 553	Addiction Theory and Program Development	(3)
HPRO 565	Tobacco Use: Prevention and Interventions	(3)
HPRO 573	Exercise Physiology I	(3)
HPRO 575	Immune Systems: Public Health Application	(3)
HPRO 578	Exercise Physiology II	(3)
HPRO 586	Introduction to Preventive Care	(1)
HPRO 587	Preventive Care-Practice Management	(2)
HPRO 588	Health-Behavior Theory and Research	(4)
HPRO 606B	Preventive Care Seminar- Motivational Interviewing	(2)
NUTR 504	Nutritional Metabolism	(5)
NUTR 517	Advanced Nutrition I: Carbohydrates and Lipids	(4)
NUTR 518	Advanced Nutrition II: Proteins, Vitamins, and Minerals	(4)
NUTR 556	Nutritional Applications in Lifestyle Intervention	(1)
NUTR 578	Exercise Nutrition	(3)

Research and evaluation (20 units)

HPRO 694	Research	(6)
PHCJ 534	Research Methods (or equivalent)	(2, 2)
PHCJ 604	Research Seminar	(2)
STAT 514	Intermediate Statistics for Health-Science Data	(3)
STAT 548 or STAT 549	Analytical Applications of SAS*	(2)
	Analytical Applications of SPSS	(2)
STAT 568	Data Analysis	(3)

Students taking STAT 548 Analytical Applications of SAS should also take STAT 569 Advanced Data Analysis. Note the SAS-based sequence: STAT 521 (Biostatistics I, STAT 548 (SAS), STAT 522 (Biostatistics II), STAT 569 (Advanced Data Analysis).

Preventive care, cognates or electives (12 units)

Cognate or elective courses are to be chosen in consultation with the student's adviser, taking into consideration the student's previous experience and present interests. These units may be selected from courses offered by the School of Public Health or by other schools within the University; and must reflect a specific preventive care emphasis, clinical practice focus, or additional statistical or data analysis that will be required by the student's dissertation research.

Strongly recommended elective

HPRO 606A	Seminar in Preventive Care- Stress Management	(2)
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Religion (9 units)

RELE 5__	Selective	(3)
RELR 5__	Selective	(3)
RELT 5__	Selective	(3)

Research/Dissertation (12 units)

The dissertation research required by this program must be designed to address a practical problem or demonstrate the efficacy of an existing intervention in the area of wellness promotion or lifestyle modification. As a part of the dissertation, the student will be expected to produce at least one publishable paper describing the results of the research.

While enrolled in HPRO 694 Research, the student will, in consultation with faculty advisers, prepare a literature review and develop the methodology of the dissertation project. Students may not register for any of the 12 units of HPRO 698 Dissertation until they have successfully defended their proposal and have been advanced to candidacy.

HPRO 698	Dissertation	(12)
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Internship (1400 clock hours)

Upon completion of the internship experience, the student will present to the faculty of the department a portfolio documenting the achievements and skills in preventive care acquired during both the didactic and the internship phases of the degree program.

HPRO 704	Internship (1400 clock hours)	
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TOTAL UNITS**110**

Public Health Practice—PH

(M.P.H.)

HILDEMAR DOS SANTOS, Program Director

The Public Health Practice Program is designed to meet the needs of practicing health professionals who desire to augment their current careers with additional information and skills. Such individuals, among others, would include physicians, dentists, nurses, health administrators, and practicing public health professionals. It is not designed for students entering graduate school directly from an undergraduate degree program; nor will it serve as a foundation for a major career change.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Use public health statistics to correctly interpret data.
2. Evaluate reported studies in terms of rigor, importance, and relevance to professional practice.
3. Apply epidemiological methods to the practice of public health
4. Incorporate effective management approaches into public health settings.
5. Contribute to health-behavior change in various populations.
6. Address environmental health issues in community, agency, and governmental settings.
7. Describe the relevance of assessment, policy development, and quality assurance to public health.
8. Characterize essential public health services and competencies.

Indicators of educational effectiveness

1. Tests and examinations
2. Assignments and major papers
3. Community Practicum report
4. Professional Portfolio
5. Capstone project
6. Exit Interview

PREREQUISITE

Professional license in a medical or health-related discipline, or a minimum of two years of public health experience

COREQUISITE

(may be taken during first two quarters of program, in addition to units required for degree)

Anatomy and/or Physiology

Introduction to psychology

DEGREE REQUIREMENTS

Public health core courses

(28 units)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
HPRO 536	Program Planning and Evaluation	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)

PHCJ 675	Integrated Capstone	(2)
RELE 534	Ethical Issues in Public Health	(3)
STAT 509	General Statistics	(4)

Public health practice core (6 units)

GLBH 564	Primary Health Care Programs I	(3)
NUTR 509	Public Health Nutrition	(3)

Public health practice electives (19 units)

Field experience

TOTAL 56 units

Culminating activity

Successful completion of a set of comprehensive, integrated activities is required. The culminating activity shall include several or all of the following: a written comprehensive examination (prior to the field experience), field experience (upon completion of essential major course work), professional portfolio (upon completion of the field experience), and an exit interview with the department chair (at the conclusion of the program).

Reproductive Health—PH

(Certificate)

The purpose of this certificate is to familiarize students with the complex issues associated with planning, implementing, and evaluating reproductive health programs for men and women.

Learner outcomes

Upon completion of this program, students will be able to:

- Describe key public health issues in the field of reproductive health.
- Utilize principles of behavior change in the promotion of reproductive health.
- Plan, implement, and evaluate public health programs addressing multifaceted, integrated programs in reproductive health based upon the current operational models.

Educational effectiveness

1. Appropriate course assignments and projects
2. G.P.A. of at least 3.0
3. Completion of certificate requirements

Admissions requirements

This certificate program is primarily designed for and offered in conjunction with M.P.H. or doctoral degree programs. However, master's degree students in other disciplines who are interested in reproductive health can also apply. Health professionals who have completed a bachelor's degree (or equivalent) from an accredited college or university with a cumulative G.P.A. of 3.0 or higher may also be admitted into the program.

CERTIFICATE REQUIREMENTS

HPRO 509	Principles of Health Behavior	(3)
HPRO 523	Maternal and Child Health: Policy and Programs	(3)
HPRO 536	Program Planning and Evaluation	(2)
HPRO 550	Women in Development	(3)
HPRO 553	Addiction Theory and Program Development	(3)
HPRO 556	High-Risk Infants and Children: Policy and Programs	(3)
HPRO 567	Reproductive Health	(3)
HPRO 614	Seminar in Maternal and Child Health	(2)
NUTR 505	Public Health Biology	(2)
RELE 534	Ethical Issues in Public Health	(3)

TOTAL UNITS

27

Tobacco-Control Methods—PH

(Online and on-campus certificate)

Loma Linda University School of Public Health has developed the Tobacco-Control Methods Program to train health professionals in tobacco research and control methods, integrating theory and field-based experience. This is the only graduate-level certificate of its kind in the field of tobacco control offered in the U.S. This certificate is for practicing professionals who want to add to their skills and knowledge and be better equipped to work in the area of tobacco control as practitioners and researchers in tobacco-use prevention and treatment.

The program is offered entirely online; however, traditional classes can be taken at Loma Linda University in the ten-week quarter format. The program is made possible through a grant from the Association of Schools of Public Health and the American Legacy Foundation.

Purpose

The purpose of this certificate program is to train students in tobacco research by effectively integrating theory and field-based experience.

Outcome objectives

At the end of the program, students will be able to:

1. Design a survey and employ epidemiological and statistical research methods in tobacco control.
2. Apply principles and methods in health education to foster smoking-behavior change; and plan, implement, and evaluate community-based programs in tobacco control.
3. Advocate for tobacco-control policy change.
4. Prepare a grant or contract proposal.
5. Plan, implement, and evaluate tobacco-prevention and tobacco-control programs.

Admission requirements

This certificate program is primarily designed for M.P.H. degree or doctoral students and is offered in conjunction with these programs. However, master's degree students in other disciplines who have interest in tobacco-control can also apply. Health professionals who have completed a bachelor's degree (or equivalent) from an accredited college or university with a cumulative G.P.A. of 3.0 or higher may also be admitted into the program.

Indicators of educational effectiveness

1. Class project
2. Oral presentation
3. Examinations at the end of each course

CERTIFICATE REQUIREMENTS

EPDM 509	Principles of Epidemiology I	(3)
HPRO 509	Principles of Health Behavior	(3)
STAT 509	General Statistics	(4)
GLBH 561	Epidemiology of Tobacco Use and Control I	(3)
GLBH 562	Epidemiology of Tobacco Use and Control II	(3)
GLBH 565	International Health Programming	(2)
EPDM 568	International Epidemiology	(2)

HPRO 565	Tobacco Use: Prevention and Interventions	(3)
RELE 534	Ethical Issues in Public Health	(3)
HPRO 536 or STAT 515	Program Planning and Evaluation Grant- and Contract-Proposal Writing	(3) (3)

TOTAL**29**

Wellness Management—PH

(B.S.P.H.) (currently closed to new admissions)

The Wellness Management Program leading to the B.S.P.H. degree prepares individuals to manage and operate wellness centers in many different settings, such as universities, industrial and corporate facilities, spas, and health clubs. Graduates will understand how fitness helps people maintain and improve their health. They will be skilled in designing programs to meet the needs of people of differing ages and skill levels.

For course descriptions and faculty and department information, please consult the Department of Health Promotion and Education in the School of Public Health.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Identify, obtain, and manage resources needed to implement and evaluate wellness programs.
2. Use basic concepts of management to plan, budget, and organize programs that address short- and long-term wellness issues.
3. Apply the concepts and principles of public health practice to development of intervention strategies for programs in wellness.
4. Collaborate with lay people and health professionals, and community, government, and health organizations in planning and implementing wellness programs.
5. Perform wellness assessments, evaluate wellness needs of clients, and teach and counsel clients in the areas of need.
6. Put into practice competencies and skills in the fundamental areas of wellness management.
7. Function within the structure of a public health agency and a wellness organization at the operational level.

The Program

REQUIRED LOWER-DIVISION COURSES

(may meet some general education requirements)

Human anatomy and physiology with laboratories, complete sequence

Introductory physics with laboratory, one quarter/semester

College algebra

General psychology

One additional behavioral science course, such as anthropology or sociology

Select 12 units in humanities (choose a minimum of two areas from: civilization/history, fine arts, literature, modern languages, performing/visual arts, or philosophy). Must include an approved course dealing with cultural diversity.

Religion courses (Four units are required for every year of attendance at a Seventh-day Adventist college.)

Basic accounting or financial management course

Basic college computer course

Freshman English, complete sequence

Speech

One physical education course

Highly recommended: a course in introductory biochemistry and/or introductory organic chemistry

MAJOR CORE REQUIREMENTS

AHCJ 305	HIV/AIDS and the Health Provider	(1)
AHCJ 311	Medical Terminology	(2)
HPRO 415	Consumer Health	(3)

HPRO 416	Health through the Life Span	(4)
HPRO 417	Biomechanics	(4)
HPRO 418	Introduction to Human Disease	(3)
HPRO 421	Administration of Wellness Programs	(4)
HPRO 424	Health Appraisal and Wellness Testing	(4)
HPRO 425	Exercise Science	(3)
HPRO 426	Fitness for Special Populations	(4)
HPRO 431	Psychology and Sociology of Sport	(3)
HPRO 432	Injury Prevention	(2)
HPRO 433	Athletic Training	(3)
HPRO 436	Programs in Health Promotion	(4)
NUTR 474	Nutrition and Fitness	(3)
HPRO 495	Wellness Programs Laboratory	(3, 3, 3)
HPRO 498A/B	Senior Project	(1, 3)

School of Religion

Dean's Welcome

School Foundations

- History
- Philosophy
- Mission statement

General Regulations

Application and Admissions

- Application and acceptance
 - Where to write
 - Application procedure
- Admission requirements
 - Scholarship
 - Academic probation
 - Concurrent admission

Financial Information

- On-and off-campus student housing
- Additional requirements

Programs, Degrees and Certificates Offered

MASTER'S DEGREE PROGRAMS

- Biomedical and Clinical Ethics
- Clinical Ministry
- Religion and the Sciences

CERTIFICATE PROGRAMS

- Biomedical and Clinical Ethics
- Clinical Ministry

COMBINED-DEGREES PROGRAM

- Biomedical and Clinical Ethics with Advanced Practice Nursing
- Biomedical and Clinical Ethics with Dentistry
- Biomedical and Clinical Ethics with Medicine
- Biomedical and Clinical Ethics with Psychology
- Biomedical and Clinical Ethics with Social Policy and Social Research
- Clinical Ministry with Marital and Family Therapy

Division of Humanities

Dean's Welcome

Welcome to the newest and most unusual school of Loma Linda University. The new-born School of Religion has three degree programs that associate areas in the sciences with religion. But the major task of the School of Religion remains enriching programs in the other seven schools of the University with a faith-based, wholistic approach to the health sciences. So in whatever program you have enrolled, you will come in contact with School of Religion offerings that have been uniquely designed to help you prepare for wholistic ministry within your chosen profession. Studying at Loma Linda University is about more than just careers and professions; it is about mission and purpose for all of life. The School of Religion is pleased to have an important role in helping to prepare you for the most fulfilling life and career possible.

If you are interested in a master's degree in religion, explore the three programs or six combined-degrees programs that are designed and directed by School of Religion faculty: 1) the M.A. degree in biomedical and clinical ethics, 2) the M.A. degree in clinical ministry, and 3) the M.A. degree in religion and the sciences. The combined-degrees programs are: 1) Biomedical and Clinical Ethics with Advanced Practice Nursing or Dentistry or Medicine or Psychology or Social Policy and Social Research, and 2) Clinical Ministry with Marital and Family Therapy. These specialized academic/clinical programs are attracting a growing number of both national and international students. This catalog will provide detailed information about each of these programs. For further information, please call 909-651-5952 or e-mail us at <mswenson@llu.edu>.

If you are enrolled in a program in one of the other seven schools of Loma Linda University, feel free to use the course information in the catalog to become more familiar with the religion courses that are a part of your larger program. Feel free to contact me about any questions or concerns you may have at <jpaulien@llu.edu>. You can also visit our Web site at <<http://www.llu.edu/llu/sr/>>.

On behalf of the faculty and staff of the School of Religion, let me personally invite you to seriously consider the courses and the programs that we offer. We can help strengthen your faith; broaden your spiritual and academic horizons; enhance your ability to serve; and prepare you not only for this life, but also for eternity.

May God enrich your studies,



Jon Paulien, Ph.D.
Dean, School of Religion



School Foundations

HISTORY

In the configuration of Loma Linda University as a health-sciences university, the role of religion as integrative in each of the programs of the University is mandated and continuously affirmed by the University administration and the Board of Trustees.

In July of 1990, the Faculty of Religion (now the School of Religion) was established to assist in this integration.

PHILOSOPHY

As implied by its motto, "TO MAKE MAN WHOLE," the University affirms these tenets as central to its view of education:

- God is the creator and sustainer of the universe.
- Mankind's fullest development entails a growing understanding of the individual in relation to both God and society.
- The quest for truth and professional expertise, in an environment permeated by religious values, benefits the individual and society and advances the ministry of the Seventh-day Adventist Church.

MISSION STATEMENT

The School of Religion is committed to the following four tasks, as informed by the teachings and practice of the Seventh-day Adventist heritage and mission:

1. To promote Christian wholeness for faculty and students in their personal and professional lives and witness.
2. To provide a religion curriculum with the following emphases:
 - Theological studies (biblical, historical, doctrinal, mission, and philosophical).
 - Ethical studies.
 - Relational studies (applied theology, clinical ministry, and psychology of religion).
3. To foster and support research in theological, ethical, and relational disciplines.
4. To serve the University, the church, and the larger world community by personal involvement in fostering deeper spirituality, theological integrity, and social justice.

General Regulations

Students of the University are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation. Section III gives the general setting for the programs of each school and the subject and unit requirements for admission to individual professional programs. It is important to review specific program requirements in the context of the general requirements applicable to all programs.

Application and Admissions

The program admissions committees of the University intend that an applicant to any of the schools is qualified for the proposed curriculum and is capable of profiting from the educational experience offered by this University. The admissions committees of the schools accomplish this by examining evidence of scholastic competence, moral and ethical standards, and significant qualities of character and personality. Applicants are considered for admission only on the recommendation of the program in which study is desired.

APPLICATION AND ACCEPTANCE

Where to write

Inquiries regarding application and admission should be addressed to:

Office of Admissions
School of Religion
Loma Linda University
Loma Linda, CA 92350

Application procedure

1. The online application is found online at <www.llu.edu/apply>. Applications and all supporting information, transcripts, test results, and references should be submitted at least two months before the beginning of the term for which admission is sought. Some programs require applications to be completed by a much earlier date.
2. Complete official transcripts of all academic records from all colleges, universities, and professional or technical schools should be provided. It is the applicant's responsibility to arrange to have the transcripts, including official English translations and evaluations, if applicable, sent directly by the registrar - or understood institutional representative - of each school attended to the University Admissions Office. Transcripts that come via an intermediary are unacceptable.
3. A personal interview is often desirable and should be arranged with the coordinator of the program in which the student wishes to study.

ADMISSION REQUIREMENTS

A four-year baccalaureate degree (or its equivalent) from an accredited college or university is a prerequisite for admission to the School of Religion. Transcripts of the applicant's scholastic record should show appropriate preparation, in grades and content, for the curriculum chosen.

Since there is some variation in the pattern of undergraduate courses prescribed by different programs, the student should note the specific requirements of the chosen program. Deficiencies may be removed while enrolled; prerequisites must be completed prior to acceptance into the program.

Scholarship

Applicants are expected to present an undergraduate record with a grade-point average of B (3.00) or better in the overall program and in the field of the major. Some students with an overall grade-point average between 2.50 and 3.00 may be admitted provisionally to graduate standing, provided the grades during the junior and senior years are superior, or there is other evidence of capability.

Academic probation

Degree students whose cumulative G.P.A. at the end of any quarter is less than 3.0 will be placed on academic probation. The number of units for subsequent registrations is restricted to a maximum of 12 per quarter. Students who are on academic probation and fail to make a 3.0 for the next quarter, or who fail to have a 3.0 G.P.A. overall after two quarters, jeopardize their standing in a degree or certificate program and may be dismissed from school.

Concurrent admission

Students may not be admitted to a School of Religion program while admitted to another program at this University or elsewhere. The exception to this is the combined-degrees programs, discussed at the end of Section III of this CATALOG under Combined-Degrees Programs.

Financial Information

The Office of the Dean is the final authority in all financial matters and is charged with the interpretation of all financial policies. Any exceptions to published policy in regard to reduction or reimbursement of tuition must be approved by the Dean. Any statement by individual faculty members, program directors, or department chairs in regard to these matters is not binding on the school or the University unless approved by the Dean.

Registration is not complete until tuition and fees on the required installment are paid; therefore, the student should be prepared to make these payments during scheduled registration for each academic year. There may be adjustments in tuition and fees as economic conditions warrant.

ON- AND OFF-CAMPUS STUDENT HOUSING

Students may go to <www.llu.edu/llu/housing> for housing information and a housing application form.

ADDITIONAL REQUIREMENTS

For additional policies, governing Loma Linda University students, see Section II of this CATALOG, as well as the University Student Handbook. Students are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation.

Biomedical and Clinical Ethics—SR

(M.A., PB certificate)

MARK F. CARR, Program Coordinator

FACULTY

Ivan T. Blazen
Roy Branson
Mark F. Carr
Debra Craig
Andy Lampkin
David R. Larson
Richard Rice
Charles W. Teel
James W. Walters
Gerald R. Winslow

The purpose of the Biomedical and Clinical Ethics Program—an interdisciplinary course of graduate study leading to a Master of Arts degree—is to prepare qualified persons to engage in education, research, and service pertinent to the ethical issues in health care and human biology.

This degree is designed primarily for two types of students: those who are planning to pursue a career in biomedical ethics and who desire the Master of Arts degree as a step toward graduate work at the doctoral level, and those who wish to acquire the degree in order to complement their career in health care or another profession.

The Biomedical and Clinical Ethics Program is administered by the School of Religion. It draws upon resources from across the entire Loma Linda University campus. Additionally, two academic centers—the Center for Christian Bioethics and the Center for Spiritual Life and Wholeness—along with the many health care clinics associated with the medical and dental schools, provide a rich context in which to study bioethics. The M.A. degree program cooperates with the Center for Christian Bioethics in a variety of ways. The Center's Thompson Library—endowed and constantly growing, with more than 4,500 volumes—is one of the most comprehensive libraries of materials in biomedical and clinical ethics in the United States. These materials, which are an especially valuable resource for graduate students, supplement the related holdings in the primary libraries of Loma Linda University and nearby institutions.

Objectives

Upon completion of the Biomedical and Clinical Ethics Program, students will be able to demonstrate:

1. Critical thinking skills in six topic areas of ethics: philosophical ethics, social ethics, biblical ethics, theological ethics, clinical ethics, and biomedical ethics.
2. An understanding of ethics methods and the application of these methods in the academic/clinical setting within which they study/work.
3. Their understanding of the concepts underlying research in bioethics and skills in the writing of analytical essays.
4. The capability to present their research and writing in public/academic professional settings.
5. The skill of analyzing the writings of leading thinkers in the field of ethics and in constructing their own responses and positions.
6. The development of personal attitudes and commitments of wholeness that inform their work and personal lives through values development.

You can find information on admission, tuition, student life and an online application at <<http://www.llu.edu/apply/>>.

Admission

In addition to meeting admission requirements for the School of Religion, the applicant to the Biomedical and Clinical Ethics Program must:

1. Propose clear personal and professional goals and ways in which the Biomedical and Clinical Ethics Program may facilitate the realization of those goals.
2. Persuade the Admissions Committee, by previous accomplishments, that s/he is able and willing to reach these goals and make a distinguished contribution to the field.

Course requirements

In order to receive the Master of Arts degree in biomedical and clinical ethics from Loma Linda University, the student will complete a minimum of 48 units of course work as herein specified, with an overall grade average of B or better, with no grade lower than a C and with no grade in a required course lower than a B-. At least 36 units must be in approved courses numbered 500-699 or their equivalent. The required curriculum is as follows:

CURRICULUM

RELE 524	Christian Bioethics	(4)
RELE 548	Christian Social Ethics	(4)
RELE 554	Clinical Ethics Practicum I	(4)
RELE 555	Clinical Ethics Practicum II	(4)
RELE 577	Theological Ethics	(4)
RELE 588	Philosophical Ethics	(4)
RELE 589	Biblical Ethics	(4)
RELG 504	Research	(4)
_____	Approved electives	(16)

TOTAL UNITS REQUIRED**48****Transfer credits**

Students are permitted to transfer up to 8 units of approved graduate-level courses from other accredited institutions into the Biomedical and Clinical Ethics Program. In addition, prior or current students in Loma Linda University's other postbaccalaureate degree programs are permitted to petition to receive credit for a maximum of 12 units for courses completed in their professional studies that are directly related to biomedical and clinical ethics.

Comprehensive examinations

Each student must pass three comprehensive examinations within a period of two weeks. These written examinations will test the student's ability to integrate and apply knowledge from the following areas:

- Philosophical and social ethics
- Theological and biblical ethics
- Biomedical and clinical ethics

These comprehensive examinations must be successfully completed before the student defends a thesis or its approved substitutes. Review questions and bibliography for each area will be supplied to the student.

Research requirements

In addition to passing the comprehensive examinations, each student must complete significant and original research in the field. Two options are available:

1. Publishable paper: Most students pursue the publishable paper track and write one research paper of publishable quality aimed at a journal of stature in the field of biomedical and clinical ethics. The student must register for RELG 697 Independent Research (1-4 units) while preparing for this paper. An oral defense of this article is required.
2. Thesis: The student who chooses to write a thesis must obtain permission from his or her adviser after having completed 24 units in the program. The student must register for both RELG 697 Independent Research (1-4 units) and RELG 698 Thesis (1-4 units) while preparing the thesis. An oral defense of the thesis is required.

BIOMEDICAL AND CLINICAL ETHICS—CERTIFICATE

The Biomedical and Clinical Ethics Program certificate option is available for students who prefer not to complete the full M.A. degree program. Students must complete 28 units of course work. There are no additional requirements.

Required courses

RELE 524	Christian Bioethics	(4)
RELE 548	Christian Social Ethics	(4)
RELE 554	Clinical Ethics Practicum I	(4)
RELE 555	Clinical Ethics Practicum II	(4)
RELE 577	Theological Ethics	(4)
RELE 588	Philosophical Ethics	(4)
RELE 589	Biblical Ethics	(4)

TOTAL UNITS REQUIRED**28**

Clinical Ministry—SR

(M.A., PB certificate)

SIROJ SORAJJAKOOL, Program Coordinator

FACULTY

Wil Alexander
Ivan T. Blazen
Mark F. Carr
Carla G. Gober
James Greek
David R. Larson
Johnny Ramírez-Johnson
Richard Rice
Randall L. Roberts
Siroj Sorajjakool
Bernard A. Taylor
David L. Taylor
James W. Walters
Gerald R. Winslow

FACULTY

The faculty represents a balance between academic expertise and clinical experience, as well as a variety of disciplines, including: biblical studies, theology, theology and ministry, marriage and family therapy, cultural psychology, American church history, health education, nursing, and ethics.

CLINICAL MINISTRY—M.A.

The Clinical Ministry Program leading to a Master of Arts degree encourages students to explore the theological, biblical, and historical roots of ministry within the institutional setting and to prepare for the practice of such ministry. The program is especially valuable as preparation for careers in chaplaincy and other fields of ministry. It is specifically designed for three types of students:

1. Those at the beginning of their professional lives;
2. Those pursuing this degree in order to enhance or shift their existing careers; and
3. Those pursuing this degree as a steppingstone to further study. This degree furthers education in caring for the whole person. The student will develop clinical skills applicable to contemporary ministry.

The program includes education in two areas: academic and clinical. Academic preparation is provided by the School of Religion and other cooperating departments within the University.

Settings providing clinical opportunities for training in institutional ministry include: Loma Linda University Medical Center (LLUMC), Loma Linda University Behavioral Medicine Center (BMC), and Campus Ministries.

Loma Linda University Medical Center, under the auspices of the Department of Chaplain Services, is an accredited Clinical Pastoral Education (CPE) Center. Students admitted to the Clinical Ministry Program may apply for this clinical placement. (Separate application procedures are required.)

Program objectives

Upon the completion of the Clinical Ministry program, students will demonstrate:

1. A gain in clinical skills related to clinical ministry.
2. The ability to integrate theoretical, theological, biblical, and philosophical perspectives in the study of clinical ministry.
3. Critical thinking in the area of clinical ministry.
4. The ability to contribute to the field of clinical ministry in the areas of research and writing.
5. The development of personal attitudes and commitments of wholeness that inform their work and personal lives through values development.

Admission

In addition to meeting admission requirements for the School of Religion, the applicant to the Clinical Ministry Program must:

1. Propose clear personal and professional goals and ways in which the program in clinical ministry may facilitate their realization.
2. Persuade the Admissions Committee, by previous accomplishments, that s/he is able and willing to reach these goals and to make a distinguished contribution to the field.

Course requirements

In order to receive the Master of Arts degree in clinical ministry from Loma Linda University, the student will complete a minimum of 48 units of course work as herein specified, with an overall grade-point average of B or better, with no grade lower than a C and with no grade in a core course lower than a B-. The required curriculum is as follows:

CORE COURSE WORK

(36-48 UNITS)

RELE 524	Christian Bioethics	(3-4)
RELG 504	Research Methods	(3-4)
RELR 527	Crisis Counseling	(3-4)
RELR 565	Pastoral Theology and Methodology	(3-4)
RELR 567	Pastoral Counseling	(3-4)
RELR 568	Care of the Dying and Bereaved	(3-4)
RELR 574	Preaching	(3-4)
RELR 584	Culture, Psychology, and Religion	(3-4)
RELR 587	Religion and the Social Sciences	(3-4)
RELR 694	Seminar in Clinical Ministry	(3-4)
RELT 557	Theology of Human Suffering	(3-4)
RELT 558	Old Testament Thought	(3-4)
RELT 559	New Testament Thought	(3-4)

As needed to complete degree

RELG 696	Project	(1-4)
RELG 697	Independent Research	(1-8)
RELG 698	Thesis	(1-4)
RELG 795	Clinical Internship	(0)
— — —	Approved electives	(0-12)
	TOTAL UNITS REQUIRED	48

Transfer credits

Students are permitted to transfer up to 8 units of approved graduate-level courses from other accredited institutions into the Clinical Ministry Program. In addition, prior or current students in other Loma Linda University postbaccalaureate degree programs are permitted to petition to receive credit for a maximum of 12 units for courses completed in their professional studies that are directly related to clinical ministry.

Clinical internship

Students must also satisfactorily complete an approved, 400-hour clinical internship (RELG 795). The program recommends that this requirement be met by the satisfactory completion of one quarter of clinical pastoral education (CPE) at an accredited CPE center. (Note: Acceptance into a quarter of CPE is at the discretion of the CPE supervisor and must be arranged individually and

in advance.) The expectation of the program is that all students will complete all course work before entering the clinical internship. In certain cases, however, a student may petition the coordinator of the program to take the clinical internship out of sequence. Even in such cases, the recommendation is that the following courses be completed before entering the clinical internship:

RELR 565	Pastoral Theology and Methodology	(3-4)
RELR 567	Pastoral Counseling	(3-4)
RELR 568	Care of the Dying and Bereaved	(3-4)

Students who wish to receive academic credits for their clinical internship may register for RELR 524 Clinical Pastoral Education. If taken as a selective, this course may account for a maximum of 6 academic units.

After the 400-hour segment, a clinical evaluation form must be submitted to the program coordinator.

Comprehensive examination

Each student must pass a comprehensive examination. This examination will test the student's ability to integrate and apply knowledge from the overall program. This examination must be successfully completed before the student defends a thesis, project, or publishable papers.

Thesis, project, or publishable papers

Each student must either prepare a thesis while registered for RELG 698 Thesis (1-4); or prepare a project while registered for RELG 696 Project (1-4); or prepare two major papers of publishable quality. Independent research for either the thesis or the project is done while registered for RELG 697 Independent Research (1-8). The project option must be designed and implemented within the confines of the program and under the auspices and direction of the program coordinator. The student must provide an oral defense of the thesis, project, or two publishable papers. By the time students complete 12 quarter units in the program, they must declare whether they intend to complete a thesis, a project, or two publishable papers.

CLINICAL MINISTRY—CERTIFICATE

The Clinical Ministry Program certificate option is available for students who prefer not to complete the full M.A. degree program.

REQUIRED COURSES

(27 UNITS)*

RELE 524	Christian Bioethics	(3-4)
RELG 795	Clinical Internship	(0)
RELR 527	Crisis Counseling	(3-4)
RELR 565	Pastoral Theology and Methodology	(3-4)
RELR 567	Pastoral Counseling	(3-4)
RELR 568	Care of the Dying and Bereaved	(3-4)
RELR 584	Culture, Psychology, and Religion	(3-4)
RELR 694	Seminar in Clinical Ministry	(3-4)
RELT 557	Theology of Human Suffering	(3-4)

*effective Autumn Quarter 2007

Fulfilling required units

The 27 required units are to be satisfactorily completed by taking all of the above courses. Three of the above courses must be taken for 4 units.

Clinical internship—CPE

The program recommends that the clinical internship requirement of 400 hours (RELG 795) be satisfied through one quarter of clinical pastoral education (CPE).

Religion and the Sciences—SR

(M.A.)

RICHARD RICE, Program Coordinator

As the academic study of religion has developed over the past fifty years, the exploration of religion and science has emerged as a discipline of its own. Scholars in the natural sciences, the human sciences, and numerous applied sciences recognize the importance of examining religion from their particular perspectives. And religion scholars appreciate the importance of the questions that the methods and conclusions of the sciences raise for religious belief and practice.

As a Seventh-day Adventist health-sciences university, Loma Linda University rests on the conviction that there is a positive relation between religion and the sciences. Its commitment to a variety of health professional programs reflects the belief that the natural world is God's good creation and that human beings are inherently part of the physical order of things. Its commitment to higher education, including various avenues of graduate study, expresses the belief that all truth is God's truth, and that the acquisition of truth calls for the diligent application of all our powers. These convictions support the attempt to bring scientific knowledge within the overarching perspective of Christian faith.

This Master of Arts degree is designed for several types of students: those who want a degree in religion and science before pursuing further graduate work in one or the other of these areas; graduate students in the natural and social sciences who would like to combine their other academic interests with a serious study of religion; students in professional programs who also have an interest in the area of religion and science; and individuals who wish to explore the interface of religion and the sciences within the context of serious academic work.

The Religion and the Sciences Program is administered by the School of Religion. It draws on resources from various sectors of the campus, including the Department of Earth and Biological Sciences faculty of the School of Science and Technology; the Department of Psychology faculty of the School of Science and Technology; and the members of other faculties in the University, as well as other scholars and professors with expertise in the area.

Upon completion of the Religion and the Sciences program, students will demonstrate:

1. A knowledge of the research methods of religious studies and at least one branch of the natural and human sciences.
2. An understanding of the contrasting and complementary aspects of scientific inquiry and religion experience.
3. The ability to bring into critical conversation the theoretical foundations of science and philosophical perspectives on religion.
4. Critical thinking in the areas of religious and scientific inquiry.
5. The ability to contribute to the field of religion and the sciences in the areas of research and writing.
6. An understanding of the relation of wholeness and values to one's scholarship in the area of religion and the sciences.

Admission

In addition to meeting admission requirements for the School of Religion, the applicant to the Religion and the Sciences Program must:

1. Propose clear personal and professional goals and ways in which the Religion and the Sciences Program may facilitate the realization of those goals.
2. Persuade the Admissions Committee, by previous accomplishments, that s/he is able and willing to reach these goals and to make a significant contribution to the field.

Course requirements

In order to receive the Master of Arts degree in religion and the sciences from Loma Linda University, the student will complete a minimum of 48 units of course work covering an appropriate range of courses and seminars as herein specified, with an overall grade point average of B or better, with no grade lower than a C and with no grade in a required course lower than a B-.

CURRICULUM

44-52 UNITS

Introduction to Research

RELG 504	Research Methods	(4)
	SUBTOTAL	(4)

Cluster I: Religion

RELT 526	Creation and Cosmology	(4)
RELE 5__	One graduate-level course in ethical studies	(4)
RELE 5__	One graduate-level course in relational studies	(4)
RELT 539	Christian Understanding of God and Humanity	(4)
	SUBTOTAL	(16)

Cluster II: Science

Two or three approved graduate courses, seminars, or research projects selected from physical, life, behavioral, social, or health sciences.	
SUBTOTAL	(8-12)

Cluster III: Seminars

RELT 615	Seminar in Philosophy of Religion	(4)
PHIL 616	Seminar in the Philosophy of Science	(4)
RELT 617	Seminar in Religion and the Sciences	(4)
	SUBTOTAL	(12)

Cluster IV: Electives

One or two approved graduate courses, seminars, or research projects offered at Loma Linda University or another educational institution.	
SUBTOTAL	(4-8)

Transfer credits

Students are permitted to transfer up to 8 units of approved graduate-level courses from other accredited institutions into the Religion and the Sciences Program. In addition, prior or current students in other Loma Linda University postbaccalaureate degree programs are permitted to petition to receive credit for a maximum of 12 units for courses completed in their professional studies that are directly related to religion and the sciences.

Comprehensive examinations

A series of comprehensive examinations will cover essential aspects of religion and science.

Research

The student will prepare an acceptable thesis or material suitable for publication in relevant scholarly journals.

Division of Humanities

For more than fifty years Loma Linda University has officially prized “wholeness.” Because of the specialized nature of Loma Linda University’s curricula, a humanities component of the health-related professional programs is important to realize the university’s motto, “To Make Man Whole.” Health care and research are becoming increasingly interdisciplinary, and only a breadth of integrated knowledge adequately prepares tomorrow’s leaders. Loma Linda University alumni will both influence and be influenced by a complex society; disciplined study of the humanities is no luxury.

In the light of the foregoing considerations, the Board of Trustees voted in December 2006 to establish the Division of Humanities in the newly named School of Religion. The goal is to establish a small core of humanities scholars, beginning with one professor each in literature and in history, who not only will teach humanities courses, but also will develop innovative means to enhance the humanities ethos on campus.

Loma Linda University’s humanities program has two emphases—undergraduate and professional education.

Undergraduate. The humanities program for undergraduates builds on the humanities coursework that students bring from prior college enrollment. The focus is a new capstone, academic course in which students examine their personal and professional values and devise a grid through which to evaluate a variety of extra-classroom University events and experiences. The humanities integration course has limited classroom time and emphasizes students’ ability to critically integrate insights from diverse films, lectures, concerts, etc., into a coherent perspective. The final product is an exemplary 3,000-word essay that furthers several of Loma Linda University’s educational objectives:

- Values-based education
- Critical-thinking skills
- Effective communication
- Contribution of the humanities to society
- Life-long learning
- Human wholeness

Professional. The Division of Humanities’ impact on professional education is largely outside the classroom—live theater, workshops, film discussions, and brown-bag sessions. These experiences are important in themselves, and the humanities faculty will greatly strengthen this aspect of campus life. However, the Division envisions honors programs that will require instructor-led integrative discussions—often supplemented with assigned reading. Discussion has begun with various schools of the University regarding the development of honors programs that focus on demonstrated excellence in one’s specialized field of study, as well as integration of that knowledge with at least one humanities discipline (e.g., history, literature, religion).

The School of Science and Technology

Dean's Welcome

School Foundations

- Philosophy
- Objectives

Application and Admissions

- Application and acceptance
- Admission requirements
 - Scholarship
 - Graduate Record Examination
 - Re-entrance
 - English competence
- From master's to Ph.D. degree
 - Bypassing master's degree
 - Second master's degree
 - Concurrent admission
 - Combined degrees
 - Certificate programs

MASTER OF ARTS / MASTER OF SCIENCE / MASTER OF SOCIAL WORK

- Adviser and guidance committee
- Subject prerequisites and deficiencies
- Study plan
- Time limit
- Residence
- Minimum required grade-point average
- Research competence
- Comprehensive and final examinations
- Thesis
- Candidacy
- Specific program requirements
- Religion requirement
- Combined-degrees programs

THESIS AND DISSERTATION

- Format guide
- Binding

DOCTOR OF PHILOSOPHY

- Adviser and guidance committee
- Subject prerequisites and deficiencies
- Study plan
- Time limit
- Residence
- Minimum required grade-point average
- Clinical probation
- Scholarly competence
- Comprehensive examinations
- The final oral examination
- Project
- Dissertation
- Candidacy
- Specific program requirements
- Religion requirement

COMBINED-DEGREES PROGRAMS

Student Life

Academic Information

Conditions of registration, residence, attendance
 Academic residence
 Transfer credits
 Academic probation

Financial information

Schedule of charges (2007-2008)

Programs, Degrees, and Certificates Offered

CERTIFICATE—UNDERGRADUATE

Spanish Studies for Health Care Professionals

CERTIFICATE—POSTBACCALAUREATE

Case Management
 Child Life Specialist
 Clinical Mediation
 Drug and Alcohol Counseling
 Family Counseling
 Family Life Education (Family Studies)
 Forensic Science
 Health Professions Education
 Program Evaluation
 School Counseling (PPS Credential)

CERTIFICATE—POST- (OR CONCURRENT WITH) MASTER'S OR DOCTORAL DEGREE

Clinical Mediation
 Drug and Alcohol Counseling
 Family Counseling
 Family Life Education
 School Counseling (PPS Credential)

BACHELOR OF SCIENCE (B.S.)

Environmental and Earth System Science
 Geology

MASTER OF SOCIAL WORK (M.S.W.)

MASTER OF SCIENCE (M.S.)

Biology
 Child Life Specialist
 Counseling
 Criminal Justice
 Geology
 Gerontology
 Health Professions Education
 Marital and Family Therapy, LLU
 Marital and Family Therapy, CaUC
 Natural Sciences

MASTER OF ARTS (M.A.)

Family Studies
 Psychology, General
 Psychology, Experimental

DOCTOR OF MARITAL AND FAMILY THERAPY (D.M.F.T.)

DOCTOR OF PUBLIC ADMINISTRATION (D.P.A.)

DOCTOR OF PSYCHOLOGY (Psy.D.)

DOCTOR OF PHILOSOPHY (Ph.D.)

Biology
 Earth Science
 Family Studies
 Marital and Family Therapy
 Psychology, Clinical
 Psychology, Experimental
 Social Policy and Social Research
 Social Work, Clinical

COMBINED-DEGREES PROGRAMS

Biology or Geology with Medicine or Dentistry
(M.S./M.D., M.S./D.D.S., Ph.D./M.D., or Ph.D./D.D.S.)
Marital and Family Therapy with Clinical Ministry
(M.S./M.A.)
Marital and Family Therapy with Health Education
(M.S./M.P.H.)
Psychology with Biomedical and Clinical Ethics
(Psy.D./M.A. or Ph.D./M.A.)
Psychology with Public Health
Psychology, Clinical with Health Education
(Psy.D. or Ph.D./M.P.H. or Psy.D. or Ph.D./Dr.P.H.)
Psychology, Clinical with Preventive Care
(Psy.D. or Ph.D./M.P.H. or Psy.D./Dr.P.H.)
Social Policy and Social Research with Biomedical and Clinical Ethics
(Ph.D./M.A.)
Social Work with Criminal Justice
(M.S.W./M.S.)
Social Work with Gerontology
(M.S.W./M.S.)
Social Work with Maternal and Child Health
(M.S.W./M.P.H.)
Social Work with Social Policy and Social Research
(M.S.W./Ph.D.)

Dean's Welcome

We're glad you have chosen to consider Loma Linda University's School of Science and Technology as you make plans to continue your educational goals. This catalog describes who we are and what we have to offer. It will familiarize you with the philosophy and structure of our programs, along with a listing of the participating faculty.

Loma Linda is a religious, nonprofit institution that welcomes students and staff from a broad spectrum of religious persuasions while reserving the right to give preference to qualified members of its sponsoring denomination. As stated in its nondiscrimination policy, the institution "affirms that all persons are of equal worth in the sight of God and they should so be regarded by all people." Since several of the professions—for which programs within the School of Science and Technology (SST) prepare students—have a tradition of advocacy for oppressed peoples, it is important that the institution, faculty and staff demonstrate their acceptance of, and willingness to assist those of our society who are less privileged. The University actively sponsors several programs that move the institutional health-care personnel resources and expertise into the local, national and international communities to work with otherwise under-served populations. This component of service is an integral part of the Statement of Mission and a message intended to be captured in the Good Samaritan sculpture that occupies a central position on the campus.



The School of Science and Technology, as part of the University, has expectations of students, faculty and staff in the areas of conduct and behavior while they are on campus or involved in School or University activities. The School does not discriminate on the basis of race, color, gender, age, ethnic or national origin or handicap. Enrollment of students in SST programs is not conditioned on their political or sexual orientation; in these areas the School's policy is directed towards conduct or disruptive behavior, not orientation. In support of this position we expect our students, faculty, and staff to demonstrate unwavering respect for the diversity of others and interact with integrity, never forgetting the standards that guide professional actions. Further, we expect our programs through their faculty to develop competent, compassionate, ethical professionals who possess the knowledge, skills and values to equip them for a life dedicated to service to all those in need regardless of their lifestyles.

You will find vigorous academic programs that will stretch your mind as you take time to make new discoveries, get to understand our world, and apply Christ-centered values to your life and profession.

Our administrators, faculty and staff are here to work with you and help you prepare for your future as a caring, Christian professional in the world of service to mankind. If you would like to know more about us, you can call us toll free at 1-800-422-4LLU.

Beverly J. Buckles, DSW
Dean, School of Science and Technology

School Foundations

The School of Science and Technology (SST)—one of Loma Linda University's newest schools—includes the Departments of Earth and Biological Sciences, Counseling and Family Sciences, Psychology, and Social Work and Social Ecology. Many of the programs offered have matured on campus for a decade or more; one program was established half a century ago. The school offers degree programs through the doctoral level, postdegree certificates, and a certificate programs in Spanish; as well as courses that meet the University's general education requirements. Technology programs, such as e-Health Technology, are currently being developed by the school.



PHILOSOPHY

The School of Science and Technology is mission driven and academically incorporates the University's commitment to the teaching and healing ministry of Jesus Christ, which produces wholeness within transformed lives. Transformation is a lifelong faith-and-learning process—a process committed to pursuit of the highest levels of scholarship, professionalism, and spiritual well-being. This pursuit seeks to understand and promote healthy minds, communities, social systems, families, and the environment.

Wholeness for self and for others is central to a balance between mind, body, and spirit. Such wholeness manifests itself in a life of service to humanity, to the environment, and to God.

The School of Science and Technology values the time-honored and separate traditions in higher education for “academic” and “professional” programs and advocates the integration of knowledge and research, blending the “pure” with the “applied” sciences.

In the School of Science and Technology of Loma Linda University, the essential concern of both faculty and students is the quest for meaning. Because this quest is served by knowledge, graduate students are obliged to achieve both broad and detailed mastery of their field of study. They also participate with the faculty in the process by which knowledge is created and transformed into wisdom.

OBJECTIVES

The School of Science and Technology attempts to create an environment favorable to the pursuit of knowledge and meaning by:

1. Making available to graduate students who wish to study in a Seventh-day Adventist Christian setting the education necessary for scholarly careers in the sciences and the health professions.
2. Encouraging development of independent judgment, mastery of research techniques, and contribution to scholarly communication.
3. Relating intellectual achievement to the service of humankind.

Application and Admissions

APPLICATION AND ACCEPTANCE

Application procedure

1. The application instructions, available on the Web at <www.llu.edu/apply>, allow students to apply online and begin an application. Applications and all supporting information, transcripts, test results, and references should be submitted by the deadline posted on the application, per degree.
2. Complete official transcripts of all academic records from all colleges, universities, and professional or technical schools must be provided for official acceptance into a program. It is the applicant's responsibility to arrange to have the transcripts—including official English translations, if applicable—sent directly to Admissions Processing. Transcripts that come via an intermediary are unacceptable.
3. A personal interview is often desirable and is required by some programs. The interview should be arranged with the coordinator of the program in which the student wishes to study.

Acceptance Procedure

1. When the program that the student wishes to enter has evaluated the applications and made its recommendation, the dean of the School of Science and Technology takes official action and notifies the applicant. The applicant must respond affirmatively before becoming eligible to register in the School of Science and Technology.
2. As part of registration, accepted students will be asked to file with student health service a medical history with evidence of certain immunizations.
3. Transcripts of records and all other application documents are retained by the University and may not be withdrawn and used for any purpose. Records of students who do not enroll or who withdraw prior to completion are retained for two years from the date of original acceptance to the School of Science and Technology program.
4. New students are required to pass a background check before they register for classes.

UNDERGRADUATE PROGRAMS

ADMISSION REQUIREMENTS

High school graduation requirement

Students applying to LLU after finishing high school are required to furnish an official transcript as evidence of completion of high school. A high school GPA of at least 2.5 (on a 4 point scale) is expected for admission to LLU undergraduate programs.

Students transferring to LLU after completing some course work at another college or university are also required to furnish transcripts for all of these courses. A minimum grade of C (2.0) is required for all college-transfer courses, unless otherwise specified in specific program requirements. An overall college GPA of at least 2.5 to 3.0 is expected, depending on the program applied to.

Transcripts

Transcripts are accepted only when sent directly to the University Records office by the issuing institution. Transcripts received by the University become the property of the University and will not be released to the student or forwarded to any other institution upon request of the student.

UNDERGRADUATE DEGREE REQUIREMENTS

The requirements for an undergraduate degree consist of 1) general studies courses (68 units, a portion of which may be met by the student's major) 2) the courses required for the specific undergraduate major, or degree program, and 3) general elective courses.

General Studies Requirements

DOMAIN 1: SPIRITUAL AND CULTURAL HERITAGE (28-32 quarter units)

Spiritual Heritage (16)

A minimum of 4 units for each year the student is enrolled in a Christian college.

Cultural Heritage (12-16)

Must include one course dealing with human diversity among peers (e.g., cultural anthropology.) Other courses to be selected from civilization/history, fine arts, literature, modern language, performing/visual arts (2 quarter units maximum), or philosophy.

DOMAIN 2: SCIENTIFIC INQUIRY AND ANALYSIS (24-32 quarter units)**Natural Sciences (16)**

Courses in various biological or biomedical fields, chemistry, physics, or earth sciences.

Social Sciences (12-16)

Two or more of the following required:

Anthropology, economics, geography, political science, psychology, and sociology.

DOMAIN 3: COMMUNICATION (9-13 quarter units)

Must include a full sequence in freshman English that meets the baccalaureate degree requirements at an accredited college or university. Also may include courses in computer-information systems, critical thinking, and public speaking.

DOMAIN 4: HEALTH AND WELLNESS (2-6 quarter units)

Must include two physical activities totaling at least 1 unit, and one course in personal health or nutrition.

DOMAIN 5: GENERAL STUDIES ELECTIVES

Electives from the foregoing subjects may be chosen to complete the 68 units.

Major field and cognate requirements

These requirements are described under each program in this catalog. They consist of the courses in the major field, and cognates, which are supporting courses required for the degree, but are in a different field.

Minor field

A minor is an area outside of the student's major field, in which the student takes enough courses to acquire a basic introduction to the subject. Each program defines the requirements of subject minors.

Minimum required grades

The minimum required grade is C for courses that apply to the undergraduate degree.

GRADUATE DEGREE REQUIREMENTS**Admission Requirements**

A four-year baccalaureate degree (or its equivalent) from an accredited college or university is a prerequisite for admission to the School of Science and Technology's graduate programs. Transcripts of the applicant's scholastic record should show appropriate preparation, in grades and content, for the curriculum chosen. Since there is some variation in the pattern of undergraduate courses prescribed by different programs, the applicant should note the specific requirements of the chosen program. Deficiencies may be fulfilled while enrolled; prerequisites must be completed prior to matriculation.

Scholarship

Applicants are expected to present an undergraduate record with a grade-point average of B (3.0) or better in the overall program and in the field of the major. Depending on program-specific criteria, some students with an overall grade-point average between 2.5 and 3.0 may be admitted provisionally to graduate standing, provided the grades of the junior and senior years are superior or there is other evidence of capability.

Graduate record examination

Scores on the general test of the Graduate Record Examination (GRE) are required with applications for admission to many degree programs. New test scores are needed if it has been more than five years since the last test was taken. Applicants are advised to request information specific to their proposed program of study.

For complete information about the GRE, please visit their Website at <<http://www.gre.org>>; or write to Educational Testing Service, 1947 Center Street, Berkeley, CA 94701 (for the West); and P.O. Box 6000, Princeton, NJ 08541 (for the East). For GRE publications (including study materials), call 800/537-3160.

When pressure of time makes it impossible to secure the results of the GRE or its alternatives, students seeking admission who have otherwise above-average achievement may be admitted provisionally, subject to review when the required test results are received. In such cases, test results are to be submitted within the first quarter of attendance.

Certain programs with limited admissions may require the GRE results prior to acceptance, while some programs require the subject test. Please check student guides from individual programs for further information.

Programs that do not require the GRE must submit one additional measure of a candidate's preparation for graduate study. This may be either an evaluation of critical essay writing skills, the Miller analogy test, the results of a structured interview, or other specified program criteria.

Re-entrance

Students who are currently enrolled in the School of Science and Technology may request transfer to a different program or a more advanced degree level by contacting the School of Science and Technology Admissions Office for information on an abbreviated application and instructions for submitting the appropriate supporting documents. Transcripts on file with the University are acceptable.

English competence

All international students are encouraged (particularly those who do not have an adequate score on TOEFL or MTELP or other evidence of English proficiency) to attend an intensive American Language Institute prior to entering their program because further study of English may be required to assure academic progress.

FROM MASTER'S TO PH.D. DEGREE

Bypassing master's degree

A graduate student at this University may proceed first to a master's degree. If at the time of application the student wishes to qualify for the Doctor of Philosophy degree, this intention should be declared even if the first objective is a master's degree.

If after admission to the master's degree program a student wishes to go on to the doctoral degree, an abbreviated application should be completed and submitted, along with appropriate supporting documents, to the School of Science and Technology Admissions Office. If the award of the master's degree is sought, the student will be expected to complete that degree before embarking on doctoral activity for credit. A student who bypasses the master's degree may be permitted, on the recommendation of the guidance committee and with the consent of the dean, to transfer courses and research that have been completed in the appropriate field and are of equivalent quality and scope to his/her doctoral program.

Second master's degree

A student who wishes to qualify for an additional master's degree in a different discipline may apply. The dean of the School of Science and Technology and the faculty of the program the student wishes to enter will consider such a request on its individual merits.

Concurrent admission

Students may not be admitted to a School of Science and Technology program while admitted to another program at this University or elsewhere. The exceptions to this are the combined-degrees programs, discussed in the following paragraph.

Combined degrees

Students may not be admitted to a School of Science and Technology program while admitted to another program at this University or elsewhere. The exceptions to this are the combined-degrees programs, discussed in the following paragraph.

Certificate programs

The School of Science and Technology offers several postbaccalaureate certificate programs. Students accepted into such programs will be assigned to an adviser who will work with them as they fulfill the program requirements. Students will be required to maintain a B- (2.7) grade-point average, with no course grade below C (2.0). All certificate students are required to take at least one 3-unit religion course (numbered between 500 and 600).

MASTER OF ARTS/MASTER OF SCIENCE/MASTER OF SOCIAL WORK

Adviser and guidance committee

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

Subject prerequisites and deficiencies

Gaps in an applicant's academic achievement will be identified by subject and classified either as prerequisites or as subject deficiencies. Applicants lacking certain subject or program prerequisites may not be admitted to the master's degree program until the prerequisites are completed (at Loma Linda University or elsewhere) and acceptable grades are reported. However, subject deficiencies do not exclude an applicant from admission or enrollment; but these must be removed as specified by the adviser or dean, usually during the first full quarter of study at this University.

Study plan

The student's adviser should develop with the student a written outline of the complete graduate experience, with time and activity specified as fully as possible. This will serve as a guide to both the student and the adviser as well as to members of the guidance committee when it is selected.

The study plan is changed only after careful consultation. The student is ultimately responsible for ensuring both timely registration and completion of all required courses.

Time limit

The time allowed from admission to the School of Science and Technology to conferring of the master's degree may not exceed five years. Some consideration may be given to a short extension of time if, in the dean's opinion, such is merited.

Course credit allowed toward the master's degree is nullified seven years from the date of course completion. Nullified courses may be revalidated, upon successful petition, through reading, conferences, written reports, or examination to assure currency in the content.

Residence

Students must meet the residence requirements indicated for their particular program (never less than one academic quarter). The master's degree candidate must complete one quarter of full-time study at the University or perform the thesis research at the University. Although the number of units students take varies by program, students are expected to work closely with their program to assure that their course loads are consistent with program requirements, as well as degree completion options and timelines.

Minimum required grade-point average

The required minimum grade is B (3.0) on all work for the master's degree. This average must be maintained in formal courses and in research, computed separately. A student submitting transfer credits must earn a B grade on all work accepted for transfer and on all work taken at this University, computed separately. In some cases, programs have specified higher or additional requirements. Students should consult with their particular program of study.

Professional performance probation

Applied professional programs may recommend that the student be placed on professional performance probation. Details are contained in program guides for the programs concerned.

Comprehensive and final examinations

The student must take the written, oral, and final examinations prescribed by the program on or before the published dates. If a candidate fails to pass the oral or written examination for a graduate degree, the committee files with the dean a written analysis of the candidate's status, with recommendations regarding the student's future relation to the school. The student receives a copy of the committee's recommendation.

Research competence

Student skills required in research, language, investigation, and computation are specified in each program description in this CATALOG.

Thesis

Students writing a thesis must register for at least 1 unit of thesis credit. The research and thesis preparation are under the direction of the student's guidance committee. The student is urged to secure the committee's approval of the topic and research design as early as possible. Such approval must be secured before petition is made for candidacy.

The student must register and pay tuition for thesis credit, whether the work is done in residence or in absentia. If the student has been advanced to candidacy, has completed all course requirements, and has registered for but not completed the research and thesis, continuous registration is to be maintained until the manuscript has been accepted. This involves a quarterly enrollment fee paid at the beginning of each quarter.

Candidacy

Admission to the School of Science and Technology or designation of regular graduate standing does not constitute admission of the student to candidacy for a graduate degree. After achieving regular status, admission to candidacy is initiated by a written petition (School of Science and Technology Form A) from the student to the dean, on recommendation of the student's adviser and the program coordinator or department chair.

Students petitioning the School of Science and Technology for candidacy for the master's degree must present a satisfactory grade record, include a statement of the proposed thesis or dissertation topic (where applicable) that has been approved by the student's guidance committee, and note any other qualification prescribed by the program. Students are usually advanced to candidacy during the third quarter after entering their course of study toward a degree in the School of Science and Technology.

Specific program requirements

In addition to the foregoing, the student is subject to the requirements stated in the section of the CATALOG governing the specific program chosen.

Religion requirement

All master's degree students are required to take at least one 3-unit religion course. Courses (numbered between 500 and 600). Students should check with their programs for specific guidelines.

Combined-degrees programs

A number of combined-degrees programs are offered, each intended to provide more comprehensive preparation in clinical applications and the biomedical sciences. Both require concurrent admission to two programs in the School of Science and Technology and/or a professional school in the University. These curricula are described in greater detail under the heading "Combined-Degrees Programs" in this section of the CATALOG.

THESIS AND DISSERTATION

The student's research and thesis or dissertation preparation are under the direction of the student's guidance committee. The student is urged to secure the committee's approval of the topic and research design as early as is feasible. Such approval must be secured before petition is made for advancement to candidacy.

Format guide

Instructions for the preparation and format of the publishable paper, thesis, or dissertation are in the "Thesis and Dissertation Format Guide," available through the Faculty of Graduate Studies dissertation editor. Consultation with the dissertation editor can help the student avoid formatting errors that would require him/her to retype large sections of manuscript. The last day for submitting copies to the school office in final approved form is published in the events calendar (available from the academic dean's office).

Binding

The cost of binding copies of the thesis or dissertation to be deposited in the University library and appropriate department or school collection will be paid for by the student's department. The student will be responsible for paying the cost of binding additional personal copies.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy degree is awarded for evidence of mature scholarship; productive promise; and active awareness of the history, resources, and demands of a specialized field.

Adviser and guidance committee

Each student, upon acceptance into a degree program, is assigned an adviser who helps arrange the study program. Subsequently (no later than when applying for candidacy), the student is put under the supervision of a guidance committee. The School of Science and Technology requires advisers for Doctor of Philosophy degree candidates to have demonstrated scholarship productivity in their chosen disciplines. Each program maintains a list of qualified doctoral degree mentors. The guidance committee, usually chaired by the adviser, is responsible to and works with the coordinator of the student's program in arranging course sequences, screening dissertation topics, recommending candidacy, guiding research, administering written and oral examinations, evaluating the dissertation/project and other evidence of the candidate's fitness to receive the degree, and recommending the student for graduation.

Subject prerequisites and deficiencies

Gaps in an applicant's academic achievement will be identified by subjects and classified as either prerequisites or as subject deficiencies.

Applicants lacking subject or program prerequisites may not be admitted to the Ph.D. degree program until the prerequisites are completed (at Loma Linda University or elsewhere) with acceptable grades.

Subject deficiencies do not exclude an applicant from admission or enrollment; but they must be removed as specified by the adviser or dean, usually at the beginning of the graduate experience at this University.

Study plan

The student's adviser should develop with the student a written outline of the complete graduate experience, with time and activity specified as fully as possible. This serves as a guide to both the student and the adviser, as well as to members of the guidance committee when it is selected. The study plan is changed only after careful consultation. The student is ultimately responsible for ensuring both timely registration and completion of required courses.

Time limit

Completion of the graduate experience signals currency and competence in the discipline. The dynamic nature of the biological sciences makes dilatory or even leisurely pursuit of the degree unacceptable. Seven years are allowed for completion after

admission to the Ph.D. degree program. Extension of time may be granted on petition if recommended by the guidance committee to the dean of the School of Science and Technology.

Course credit allowed toward the doctorate is nullified eight years from the date of course completion. Nullified courses may be revalidated, upon successful petition, through reading, conference, written reports, or examination to assure currency in the content.

Residence

The School of Science and Technology requires two years of residency for the doctoral degrees—D.M.F.T., Psy.D., Ph.D.—spent on the campus of the University after enrollment in a doctoral degree program. During residence, students devote full time to graduate activity in courses, research, or a combination of these. A full load of courses is 8 or more units each quarter; 36 or more clock hours per week is full time in research.

Students may be advised to pursue studies for limited periods at special facilities not available at Loma Linda University. Such time may be considered residence if the arrangement is approved in advance by the dean of the School of Science and Technology.

The spirit and demands of doctoral degree study require full-time devotion to courses, research, reading, and reflection. But neither the passage of time nor preoccupation with study assures success. Evidence of high scholarship and original contribution to the field or professional competence form the basis for determining the awarding of the degree.

Minimum required grade-point average

Students must maintain a grade-point average of at least a B (3.0) to continue in regular standing toward the doctorate. This average is to be computed separately for courses and research. Courses in which a student earns a grade between C (2.0) and B (3.0) may or may not apply toward the degree, at the discretion of the guidance committee. A student submitting transfer credits must earn a B average on all work accepted for transfer credit and on all work taken at this University, computed separately.

Professional performance probation

Applied professional programs may recommend that the student be placed on professional performance probation. Details are contained in the program guides for the programs concerned.

Scholarly competence

Doctoral degree students demonstrate competency in scholarship along with research and professional development. Expectations and standards of achievement with the tools of investigation, natural and synthetic languages, and computers are specified in this section of the CATALOG for each program.

Comprehensive examinations

The doctoral degree candidate is required to take comprehensive written and oral examinations over the principal areas of study to ascertain capacity for independent, productive, scientific work; and to determine whether further courses are required before the final year of preparation for the doctorate is undertaken. The program coordinator is responsible for arranging preparation and administration of the examination, as well as its evaluation and subsequent reports of results. Success in the comprehensive examination is a prerequisite to candidacy (see below).

Students cannot be admitted to the examination until the following requirements have been met:

- demonstrated reading knowledge of one foreign language, if applicable;
- completed the majority of units required beyond the master's degree or its equivalent.

The final oral examination

After completion of the dissertation and not later than a month before the date of graduation, the doctoral degree candidate is required to appear before an examining committee for the final oral examination.

If a candidate fails to pass this final examination for a graduate degree, the examining committee files with the dean a written analysis of the candidate's status, with recommendations about the student's future relation to the school. The student receives a copy of the committee's recommendation.

Project

(required for the Doctor of Psychology and Doctor of Marital and Family Therapy degrees)

All Doctor of Psychology degree students must register for at least 1 unit of project credit. This should be done in the last quarter of registration prior to completion.

The research and project preparation are under the direction of the student's guidance committee. The student is urged to secure the committee's approval of the topic and research design as early as possible. Such approval must be secured before petition is made for advancement to candidacy.

If the student has been advanced to candidacy, has completed all course requirements, and has registered for but not completed the research and project, continuous registration is maintained until the manuscript is accepted. This involves a quarterly fee of \$75 (2008-2009) to be paid during registration each quarter. A similar continuing-registration fee is assessed for each quarter the student fails to register for new units.

Dissertation

(required for the Doctor of Philosophy degree)

All doctoral students must register for at least 1 unit of research credit. This should be done in the last quarter of registration prior to completion.

The research and dissertation preparation are under the direction of the student's guidance committee. The student is urged to secure the committee's approval of the topic and research design as early as possible. Such approval must be secured before petition is made for advancement to candidacy.

Consultation with the Faculty of Graduate Studies dissertation editor can prevent the student from committing formatting errors that would require retyping large sections of the manuscript.

Students register and pay tuition for the dissertation, whether the work is done in residence or in absentia. If the student has been advanced to candidacy, has completed all course requirements, and has registered for but not completed the research and dissertation, continuous registration is maintained until the manuscript is accepted. This involves a quarterly fee of \$75 (2008-2009), to be paid during registration each quarter. A similar continuing-registration fee is assessed for each quarter the student fails to register for new units.

Doctoral dissertations are reported to University Microfilms International and to the National Opinion Research Center. The Faculty of Graduate Studies office provides appropriate information and forms.

Candidacy

Admission to the School of Science and Technology does not constitute candidacy for a graduate degree. Admission to candidacy is initiated by a written petition (School of Science and Technology Form A) from the student to the dean, with support from the student's adviser and the program chair.

The student's petition for candidacy for the Doctor of Philosophy degree will include, in addition, confirmation that comprehensive written and oral examinations have been passed.

Students expecting the award of the doctorate at a June graduation should have achieved candidacy no later than the previous November 15. One full quarter must be allowed between the achievement of candidacy and the quarter of completion.

Specific program requirements

Doctoral programs differ from each other. The unique program requirements appear in the programs section of this CATALOG (Section III) and in the program guides available from specific departments.

Religion requirement

All doctoral students should take at least three 3-unit religion courses (numbered between 500 and 600). Students should check with their programs for specific guidelines.

COMBINED-DEGREES PROGRAMS

A number of combined-degrees programs are offered, each intended to provide additional preparation in clinical, professional, or basic areas related to the student's field of interest. All require concurrent admission to the School of Science and Technology and a professional school in the University. The combined-degrees programs provide opportunity for especially well-qualified and motivated students to pursue professional and graduate education; and to prepare for careers in clinical specialization, teaching, or investigation of problems of health and disease in man.

For admission to a combined-degrees program, the student must have a baccalaureate degree; must qualify for admission to the School of Science and Technology; and must already be admitted to the School of Medicine, the School of Dentistry, the School of Religion, or the School of Public Health. Application may be made at any point in the student's progress in the professional school, though it is usually made during the sophomore year. Students in this curriculum study toward the M.A., M.S., M.S.W., Psy.D., or Ph.D. degree.

Students may be required to interrupt their professional study for two or more years (as needed) for courses and research for the graduate degree sought. Elective time in the professional school may be spent in meeting School of Science and Technology requirements.

The student's concurrent status is regarded as continuous until the program is completed or until discontinuance is recommended by the School of Science and Technology or the professional school. The usual degree requirements apply.

The following combined-degrees programs are offered in conjunction with the School of Science and Technology. (See Combined-Degrees Programs at the end of Section III.)

Biology or Geology *with* Medicine or Dentistry (M.S./M.D., M.S./D.D.S., Ph.D./M.D., or Ph.D./D.D.S.)

Marital and Family Therapy *with* Clinical Ministry (M.S./M.A.)

Marital and Family Therapy *with* Health Education (M.S./M.P.H.)

Psychology *with* Biomedical and Clinical Ethics (Psy.D./M.A. or Ph.D./M.A.)

Psychology, Clinical *with* Health Education (Psy.D. or Ph.D./M.P.H.)

Psychology, Clinical *with* Preventive Care (Psy.D. or Ph.D./M.P.H. or Psy.D. or Ph.D./Dr.P.H.)

Social Policy and Social Research *with* Biomedical and Clinical Ethics (Ph.D./M.A.)

Social Work *with* Criminal Justice (M.S.W./M.S.)

Social Work *with* Gerontology (M.S.W./M.S.)

Social Work *with* Maternal and Child Health (M.S.W./M.P.H.)

Social Work *with* Social Policy and Social Research (M.S.W./Ph.D.)

Student Life

The information on student life contained in this CATALOG is brief. The *Student Handbook* more comprehensively addresses University and school expectations, regulations, and policies and is available to each registered student. Students need to familiarize themselves with the contents of the *Student Handbook*. Additional information regarding policies specific to a particular school or program within the University is available from the respective school.

Academic Information

CONDITIONS OF REGISTRATION, RESIDENCE, ATTENDANCE

Academic residence

A student must meet the residence requirements indicated for a particular degree, never less than one academic quarter. A year of residence is defined as three quarters of academic work. The master's degree candidate must complete one quarter of full-time study or perform the thesis research work at the University or an approved off-campus location. A student is in full-time residence if registered for at least 8 units. A maximum of 12 units may be taken without special petition unless the student is enrolled in an approved block-registration program or the program requirements otherwise specify.



Transfer credits

Transfer credits will not be used to offset work at this University that is less than a B average. This transfer is limited to credits that have not already been applied to a degree and for which a grade of B (3.0) or better has been recorded. A maximum of 9 quarter units that have been previously applied to another degree may be accepted as transfer credits upon petition. A candidate who holds a master's degree or presents its equivalent by transcript may receive credit up to 20% of the total units for the degree, subject to the consent of the dean and the department chair involved. In such instances, the transfer student is not relieved of residence requirements at this University.

Academic probation

Degree students whose overall grade-point average falls below a 3.0 will be placed on academic probation. Students who are on academic probation and fail to make a 3.0 for the next quarter or who fail to have a 3.0 G.P.A. overall after 2 quarters may be dismissed from school.

Financial Information

SCHEDULE OF CHARGES (2008-2009)

TUTION

\$520	Per unit, undergraduate credit
\$580	Per unit, graduate credit
\$278	Per unit, audit
\$25,600	Per year: Psychology Psy.D. and Ph.D.

SPECIAL CHARGES*

\$60	Application fee
\$100	Application fee for combined degrees
\$493	Enrollment fee per quarter
\$75	Continuous-registration fee each quarter for which no tuition is paid
\$60	Fee for credit by examination
\$30	Per-unit fee to have credit earned by examination appear on transcript
\$40	Application to change program or degree

* Programs may have additional fees.

Biology—ST

(M.S., Ph.D.)

STEPHEN G. DUNBAR, Program Director

FACULTY

Gordon J. Atkins
Leonard R. Brand
H. Paul Buchheim
Ronald L. Carter
Stephen G. Dunbar
Raul Esperante
Hansel M. Fletcher
H. Thomas Goodwin
William K. Hayes
David A. Hessinger
W. William Hughes
Michael A. Kirby
Kevin E. Nick
John F. Stout

The Biology Program leading to the Master of Science and Doctor of Philosophy degrees is offered by the Department of Earth and Biological Sciences in the School of Science and Technology. These curricula provide a broad and unified approach to the life sciences, and also specialization—as evidenced by the conduct of significant, original research and in the selection of courses related to the area of research interest. Study in various areas, from molecular biology to natural history, is available to the student seeking preparation for teaching or for research in modern biology. Some areas of specialization are: animal behavior, animal physiology, molecular systematics, ecological physiology, behavioral ecology, conservation biology, marine biology, and paleontology.

Objectives

The Biology Program strives to:

1. Instill in students the values of honesty, scientific integrity, careful research, and critical, independent thinking.
2. Provide the tools and intellectual environment in which biologists can attain their highest potential in scholarship, research, and teaching.
3. Challenge graduate students to consider the relationships among science, faith, and societal responsibility.

Student financial aid

Research and teaching assistantships are available from the Department of Earth and Biological Sciences on a competitive basis. Further information can be obtained from the chair of the department. Qualified students are also encouraged to seek fellowships from federal and private agencies, such as the National Science Foundation and the National Institute of Health.

General requirements

For additional information about requirements and practices to which all graduate students are subject, the student should consult Section II of this CATALOG, and general information pertinent to the School of Science and Technology.

BIOLOGY—M.S.

Learning Outcomes

1. Develop advanced breadth and depth of biological knowledge.
2. Plan and carry out independent research.
3. Develop publication-quality writing and oral communication skills.
4. Analyze and synthesize previous knowledge.
5. Develop a professional aptitude.

Admission

Applicants must meet the general admission requirements of the School of Science and Technology. Expected undergraduate preparation includes a bachelor's degree with a biology major or equivalent from an accredited college or university, statistics,

precalculus (required), calculus (recommended), one year of general physics, one year of general chemistry, one year of organic chemistry, and biochemistry (recommended). Some of these courses may be taken during residence at LLU, with approval of the admissions committee. Students pursuing the M.S. degree are urged to select a research project with a primary faculty member from the department.

CURRICULUM

The following constitutes the curriculum for the Master of Science degree in biology.

A minimum of 48 quarter units of academic credit is required. Of the 48 units, 30 must be in biology and cognate science subjects (as approved by the guidance committee), with 40 at or above the 500 level, (exclusive of research), including:

BIOL 545	Genetics and Speciation	(4)
BIOL 558	Philosophy of Science and Origins	(4)
BIOL 607	Seminar in Biology (1 unit each quarter in residence)	(3+)
BIOL 616	Research and Experimental Design	(2)
BIOL 617	Proposal Writing and Grantsmanship	(2)

One course from each of the following areas:

BIOLOGICAL SYSTEMS

Cell or molecular biology

Physiology

Advanced genetics

Microbiology

Biochemistry

ECOLOGY

Marine biology

Biogeography

Behavioral ecology

Biodiversity and conservation

Techniques in vertebrate ecology

Plant ecology

ORGANISMAL BIOLOGY

Behavioral ecology

Marine invertebrates

Mammalogy

Advances in sociobiology

Paleontology

Remaining units to complete a total of 48 quarter units must include:

Additional courses required by the student's guidance committee

Thesis research, 4 units minimum; will be graded each quarter and can be repeated for additional credit

Religion, 3 units

Seminar attendance requirements

All graduate students are expected to be registered for and attending either seminar or colloquium. Students who have completed the required number of units of seminar may register for colloquium, which meets once a month.

Research proposal

A written research proposal and an oral defense of the student's proposed research should be completed by the end of the third quarter of study. Questions will typically focus on the student's research area, but may expand to other areas, as appropriate.

Advancement to candidacy

Students may apply for advancement to candidacy after:

1. completing all deficiencies and prerequisites,
2. selecting a research committee,
3. completing an approved written research proposal,
4. passing the oral defense of the research proposal,
5. being recommended by the program faculty (should be completed by the end of the third quarter of study),
6. completing and submitting Form C.

Thesis

The written thesis must demonstrate the completion of significant, original research and must be written in publishable paper format.

Defense of thesis

An oral presentation and defense of the thesis, including final oral examination on the student's field of study, are required.

BIOLOGY—PH.D.

Learning Outcomes

1. Develop advanced breadth and depth of biological knowledge.
2. Plan and carry out independent research.
3. Develop publication-quality writing and oral communication skills.
4. Analyze and synthesize previous knowledge.
5. Develop a professional aptitude.

Admission

The successful applicant must meet the general admission requirements of the School of Science and Technology. Undergraduate preparation should include a bachelor's degree in biology (M.S. recommended), statistics, precalculus (required), calculus (recommended), one year of general physics, one year of general chemistry, one year of organic chemistry, and biochemistry (recommended). Some of these courses may be taken during residence at LLU, with approval of the admissions committee.

CURRICULUM

The following constitutes the curriculum for the Doctor of Philosophy degree in biology.

A minimum of 72 quarter units of academic credit for courses, seminars, and research beyond the master's degree is required, i.e., a minimum of 120 units beyond the baccalaureate degree, including the following required courses:

BIOL 545	Genetics and Speciation	(4)
BIOL 558	Philosophy of Science and Origins	(4)
BIOL 607	Seminar in Biology (1 unit each quarter in residence)	(6+)
BIOL 616	Research and Experimental Design	(2)
BIOL 617	Proposal Writing and Grantsmanship	(2)

Two courses from each of the following areas:**BIOLOGICAL SYSTEMS**

Cell or molecular biology

Physiology

Advanced genetics

Microbiology

Biochemistry

ECOLOGY

Marine biology

Biogeography

Behavioral ecology

Biodiversity and conservation

Techniques in vertebrate ecology

Plant ecology

ORGANISMAL BIOLOGY

Behavioral ecology

Marine invertebrates

Mammalogy

Advances in sociobiology

Paleontology

The required 72+ units must also include selections from the following:

Additional courses required by the student's committee:

Dissertation research, 4 units minimum; will be graded each quarter and can be repeated for additional credit

Religion, 9 units

Graduate-level statistics

Seminar attendance requirements

All graduate students are expected to be registered for and attending either seminar or colloquium. Students who have completed the required number of units of seminar may register for colloquium, which meets once a month.

Recommended

Teaching is recommended during at least one quarter. This experience may be obtained in the laboratory or it may include presenting several lectures for a course.

Research proposal

A written research proposal and an oral defense of the proposed research should be completed by the end of the third quarter of study. Questions will typically focus on the student's research area but may expand to other areas, as appropriate.

Comprehensive examinations

An oral and a written comprehensive examination are given near completion of the formal course work. The purpose is to measure the student's knowledge of the various fields of biology, philosophy of science, and preparation for research. These examinations should be completed by the beginning of the third year of study.

Advancement to candidacy

The student may apply for advancement to doctoral candidacy after:

1. completing all deficiencies and prerequisites,
2. passing the comprehensive examinations,
3. selecting a research committee,

4. completing an approved written research proposal,
5. passing the oral defense of the research proposal, and
6. being recommended by the department faculty.

Dissertation

The written dissertation must demonstrate the completion of significant, original research; and must be written in publishable paper format.

Defense of dissertation

An oral dissertation presentation and defense are required.

ROSARIO BEACH SUMMER COURSES

In cooperation with the Walla Walla College Marine Station in Anacortes, Washington, facilities are available for marine courses and research by students of this program. Some of the available courses are listed below.

BIOL 455	Comparative Physiology	(5)
BIOL 458	Marine Biology	(5)
BIOL 459	Marine Invertebrates	(5)
BIOL 460	Marine Ecology	(5)
BIOL 462	Ichthyology	(5)
BIOL 463	Marine Botany	(5)
BIOL 508	Physiology of Algae	(5)
BIOL 516	Behavior of Marine Organisms	(5)
BIOL 455	Comparative Physiology	(5)
BIOL 458	Marine Biology	(5)
BIOL 459	Marine Invertebrates	(5)
BIOL 460	Marine Ecology	(5)
BIOL 462	Ichthyology	(5)
BIOL 463	Marine Botany	(5)
BIOL 508	Physiology of Algae	(5)
BIOL 516	Behavior of Marine Organisms	(5)

Case Management—ST

(PB certificate)

BEVERLY J. BUCKLES, Program Director

FACULTY

(See M.S.W.)

Offered by the School of Science and Technology's Department of Social Work and Social Ecology, the 27-unit curriculum of the Case Management Program provides a unique opportunity for individuals working in health, mental health, and social services settings to acquire the specific knowledge and skills needed for working with populations for whom case management is a part of the service-delivery system.

Admission requirements

To be accepted into the Case Management Program, applicants must have:

1. A bachelor's degree from an accredited university or college. (Official transcripts are evidence of degrees and courses completed.)
2. A cumulative grade-point average of 2.7 or above (on a 4.0 scale). (Special consideration may be given to students with grade-point averages as low as 2.5 if the last part of their college work shows significant improvement. The additional admissions criterion of documented work experience will be required of applicants with a G.P.A. less than 2.7).
3. Students must also show evidence of personal qualifications and motivation to complete the Case Management Program through:

Submission of a completed application—including a personal statement, application fee (application fee waived for applicants from county-partnership program), submission of all college and/or university transcripts, and submission of three letters of recommendation (including one from an academic source and one from a work supervisor).

Completion of an admissions interview with the School of Science and Technology's Department of Social Work and Social Ecology admissions committee. Evaluation criteria for the interview include: verbal communication skills; critical thinking ability; values congruent with the social work profession; appreciation of human diversity; evidence of reflective learning; and comportment.

These criteria provide evidence that the applicant can complete the certificate and meet program and professional standards. They also provide assurance that students from diverse backgrounds begin the program with equivalent preparation. Final decisions are based on a composite score of all of the above items.

Because courses taken in the Case Management Program are eligible for transfer into the M.S.W. degree program, related prerequisite requirements expected of M.S.W. degree candidates also apply (see M.S.W. degree prerequisite preparation).

NOTE: Prerequisites may be met through individual courses or combinations of courses. Applicants have the opportunity to participate in the review of prerequisites to assure that unique features of their education are appreciated.

Applicants are notified in the acceptance letter from the dean of the School of Science and Technology if prerequisite requirements have not been met.

DEGREE REQUIREMENTS

SOWK 511	Human Behavior in a Cross-cultural Environment I	(3)
SOWK 512	Human Behavior in a Cross-cultural Environment II	(3)
SOWK 517	Foundation Practice I: Individuals	(3)
SOWK 518	Foundation Practice II: Groups	(3)
RELE 522	Bioethical Issues in Social Work	(4)
STCJ 515	Graduate Research Writing	(2)

Selective courses**(9 units chosen from the following)**

SOWK 515	Social Policy I	(3)
SOWK 615	Social Policy II	(3)
SOWK 519	Foundation Practice III: Organizations and Communities	(3)
SOWK 520	Foundation Practice IV: Families	(3)
SOWK 660	Advanced Practice with Ethnically Diverse Clients	(3)
SOWK 661	Time-Limited Services and Interventions	(3)
SOWK 671	Foundation Practice V: Social Work Administration	(3)
SOWK 682	Legal and Ethical Aspects of Health and Mental Health Services	(3)

Child Life Specialist—ST

(PB certificate)

MICHELLE MINYARD-WIDMANN, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Mary Moline
 Randall Walker
 Cheryl Simpson
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>.

DEPARTMENT

The Child Life Specialist certificate is housed in the Department of Counseling and Family Sciences along with graduate degree programs in counseling, family studies, and marital and family therapy.

Mission Statement

Loma Linda University's mission of whole person health care guides the faculty in working collaboratively with the purpose of transforming lives through education, research, clinical training, and community service. Students are invited to join with faculty and staff in supporting university values of compassion, integrity, excellence, freedom, justice, purity, and humility. These attributes are depicted by the Good Samaritan statue in the heart of campus which contrasts human indifference and ethnic pride with empathy and service. Amidst the rich cultural heritage of our academic community, degrees offered in the Department of Counseling and Family Sciences are the foundation upon which to develop new and ever more nurturing ways of being with others.

THE CHILD LIFE PROFESSION

Child Life Specialists are experts in the field of child development. They promote effective coping through play, preparation, education, and self-expression activities. Child Life Specialist provide emotional support for families, and encourage optimum development of children facing a broad range of challenging experiences, particularly those related to healthcare and hospitalization. Understanding that a child's well-being depends on the support of the family; child life specialist provide information, support and guidance to parents, siblings and other family members. They also play a vital role in educating caregivers, administrators and the general public about the needs of children under stress. (Taken from the Child Life Council <www.childlife.org>)

CERTIFICATE IN CHILD LIFE

The Department of Counseling and Family Sciences, offers a certificate in the Child Life Specialist program with high quality academic education and clinical training. This certificate will prepare individuals to provide child life services in a healthcare setting.

Learning Outcomes

Upon graduation, students will:

1. demonstrate the ability to represent and communicate Child Life practice and psychosocial issues of infants, children, youth and families.
2. be knowledgeable of child development and family systems theory
3. demonstrate the ability to work collaboratively in diverse settings.
4. be eligible to obtain the Certified Child Life Specialist (CCLS) credential administered by the Child Life Council.

Accreditation

Loma Linda University's academic programs are accredited by the Western Association of Schools and Colleges (WASC).

Certification for the Child Life Profession

Through the Child Life Council, the Certified Child Life Specialist (CCLS) credential was developed to increase the proficiency of child life professionals by identifying a body of knowledge, uniform and improve standards of practice and ethical conduct while enhancing the status and credibility of the profession. The requirements for certification are based on academic and internship experience and successful completion of an examination process. (Child Life Council <www.childlife.org>)

Training

Individuals will participate in supervised clinical training at Loma Linda University Children Hospital and various hospitals located in Southern California.

A 100-hour practicum and 500-hour internship is required to complete the certificate. This experience will provide an opportunity to build on coursework and put theory into practice.

Admission requirements

Applicants to the certificate Child Life Specialist program must meet the School of Science and Technology admission requirements as outlined in the Loma Linda University Catalog and give evidence of academic ability, emotional stability, and maturity. Those who meet these requirements as well as the published deadlines for any of the following terms may enroll during fall, winter, spring or summer quarters.

Additional admission requirements include:

1. Minimum grade point average 3.0 (n 4.0 scale) in bachelor's coursework for at least the final 45 units prior to graduation
2. Health clearance
3. A background check (required before matriculation to the program)
4. Official transcripts on file
5. Critical essay administered at LLU
6. Corequisites coursework in abnormal psychology, statistics and counseling theories or personality theories is required
7. First two quarters of masters curriculum: abnormal psychology and statistics
8. Three letters of recommendation as specified
9. Written statement of purpose for applying to the counseling program
10. Interview with department faculty as scheduled (on-campus group interviews are scheduled for late-March and mid-May; other on-campus and phone interviews are scheduled individually)
11. An undergraduate course in undergraduate statistics
12. Those for which English is not their first language must present a minimum score of 213 for the computer test and 550 for the pencil test on the Test of English as a Foreign Language (TOEFL)
13. Those who are not citizens or permanent residents of the U.S. must provide a valid student visa

Financial assistance

Students accepted into the certificate Child Life Specialist Program may receive financial assistance through merit-based awards, such as teaching fellowships and a variety of research and student-service assistantships, or through need-based financial aid such as a loan or the university's work/study program. Students may apply for financial aid by writing to:

Student Financial Aid Office
Student Services
Loma Linda University
Loma Linda, CA 92350
(909) 558-4509

COURSES

Child life specialist certificate

(33 units)

Core courses

CHLS 504	Child Life Administration and Program Development	(3)
CHLS 506	Child Life Specialist: Educational and Therapeutic Intervention	(3)
CHLS 507	Child Life Program: Medical Family Issues I	(3)
CHLS 508	Child Life Program: Medical Family Issues II	(3)
CHLS 604	Child Life Internship and Supervision I	(3)

CHLS 605	Child Life Internship and Supervision II	(3)
CHLS 606	Parenting the Medically Fragile Children	(3)
CHLS 607	Child Life Professional	(3)
COUN 576	Exceptional and Medically Challenged Children	(3)
MFAM 584	Advanced Child and Adolescent Development	(3)
RELR 564	Religion, Marriage and the Family/or one religion course of choice	(3)

FULL TIME (ONE YEAR)**Fall (9 units)**

CHLS 506	Child Life Specialist: Educational and Therapeutic Intervention	(3)
CHLS 508	Child Life Program: Medical Family Issues II	(3)
COUN 576	Exceptional & Medically Challenged Children	(3)

Winter (9 units)

CHLS 504	Child Life Administration and Program Development	(3)
CHLS 607	Child Life Professional	(3)
RELR 564	Religion, Marriage and Family	(3)

Spring (12 units)

CHLS 507	Child Life Program: Medical Family Issues II	(3)
CHLS 604	Child Life Internship and Supervision I	(3)
CHLS 605	Child Life Internship and Supervision II	(3)
MFAM 584	Advanced Child and Adolescent Development	(3)

Summer (3 units)

CHLS 606	Parenting Medically Fragile Children	(3)
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PARTTIME (TWO YEARS)

FIRST YEAR

Fall (6 units)

CHLS 506	Child Life Specialist: Educational and Therapeutic Intervention	(3)
COUN 576	Exceptional and Medically Challenged Children	(3)

Winter (6 units)

CHLS 504	Child Life Administration and Program Development	(3)
CHLS 607	Child Life Professional	(3)

Spring (6 units)

CHLS 507	Child Life Program: Medical Family Issues II	(3)
MFAM 584	Advanced Child and Adolescent Development	(3)

Summer (3 units)

CHLS 606	Parenting Medically Fragile Children	(3)
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SECOND YEAR

Fall (6 units)

CHLS 508	Child Life Program: Medical Family Issues II	(3)
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RELR 564	Religion, Marriage and Family	(3)
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Winter (3 units)

CHLS 604	Child Life Internship and Supervision I	(3)
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Spring (3 units)

CHLS 605	Child Life Internship and Supervision II	(3)
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Child Life Specialist—ST

(M.S.)

MICHELLE MINYARD-WIDMANN, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard
 Mary Moline
 Cheryl Simpson
 Randall Walker
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>

DEPARTMENT

The M.S. in Marital and Family Therapy is housed in the Department of Counseling and Family Sciences along with masters degree programs in child life, counseling, family studies and doctoral programs in family studies and marital and family therapy.

Mission statement

Loma Linda University's mission of whole person health care guides the faculty in working collaboratively for the purpose of transforming lives through education, research, clinical training, and community service. Students are invited to join with faculty and staff in supporting university values of compassion, integrity, excellence, freedom, justice, purity, and humility. These attributes are depicted by the Good Samaritan statue in the heart of campus which contrasts human indifference and ethnic pride with empathy and service. Amidst the rich cultural heritage of our academic community, degrees offered in the Department of Counseling and Family Sciences are the foundation upon which to develop new and ever more nurturing ways of being with others.

THE CHILD LIFE PROFESSION

Child Life Specialists are experts in the field of child development. They promote effective coping through play, preparation, education, and self-expression activities. Child Life Specialist provides emotional support for families, and encourage optimum development of children facing a broad range of challenging experiences, particularly those related to healthcare and hospitalization. Understanding that a child's well-being depends on the support of the family; child life specialist provide information, support and guidance to parents, siblings and other family members. They also play a vital role in educating caregivers, administrators and the general public about the needs of children under stress. (Child Life Council <www.childlife.org>)

DEGREE: M.S. IN CHILD LIFE

The Department of Counseling and Family Sciences, offers a Child Life Specialist masters degree with high quality academic education and clinical training. This degree will prepare individuals to provide child life services in a healthcare setting.

Accreditation

Loma Linda University's academic programs are accredited by the Western Association of Schools & Colleges (WASC).

Certification for the child life profession

Through the Child Life Council, the Certified Child Life Specialist (CCLS) credential was developed to increase the proficiency of child life professionals by identifying a body of knowledge, uniform and improve standards of practice and ethical conduct while enhancing the status and credibility of the profession. The requirements for certification are based on academic and internship experience and successful completion of an examination process. (Child Life Council: <www.childlife.org>)

Certificates

The Department of Counseling and Family Sciences offers certificate programs which can be combined with masters or doctoral degrees offered in the department to broaden a student's counseling skills and marketability. Students wishing to add

specializations in the following areas must formally apply and be accepted into each certificate program. Prior to application it is advisable to consult the program coordinator for advisement.

- Child Life Specialist Certificate
- Clinical Mediation Certificate
- Drug and Alcohol Counseling Certificate
- Family Counseling Certificate
- Family Life Education Certificate
- School Counseling Certificate: California Pupil Personnel Services Credential (PPS)—Open to Counseling & MFT students only

Professional experience

Individuals will participate in supervised clinical training at Loma Linda University Children Hospital and various hospitals located in Southern California. A 100- hour practicum and 500-hour internship is required to complete the degree. This experience will provide an opportunity to build on coursework and put theory into practice.

Admission requirements

Applicants to the M.S. degree in the Child Life Specialist Program must meet the School of Science and Technology admission requirements as outlined in the Loma Linda University Catalog and give evidence of academic ability, emotional stability, and maturity. Those who meet these requirements as well as the published deadlines for any of the following terms may enroll during fall, winter, spring or summer quarters. Additional admission requirements include:

- Minimum grade point average 3.0 (n 4.0 scale) in bachelor's coursework for at least the final 45 units prior to graduation
- Health clearance
- Prior to matriculation students must pass a background check
- Official transcripts on file
- Critical essay administered at LLU
- Required coursework prior to or concurrent with first two quarters of masters curriculum: abnormal psychology and statistics
- Three letters of recommendation as specified
- Written statement of purpose for applying to the counseling program
- Interview with department faculty as scheduled (on-campus group interviews are scheduled for late-March and mid-May; other on-campus and phone interviews are scheduled individually)
- Those for which English is not their first language must present a minimum score of 213 for the computer test and 550 for the pencil test on the Test of English as a Foreign Language (TOEFL)
- Those who are not citizens or permanent residents of the U.S. must provide a valid student visa

Financial assistance

Students accepted into the M.S. program may receive financial assistance through merit-based awards, such as teaching fellowships and a variety of research and student-service assistantships, or through need-based financial aid such as a loan or the university's work/study program. Students may apply for financial aid by writing to:

Student Financial Aid Office
Student Services
Loma Linda University
Loma Linda, CA 92350
(909) 558-4509

Learning outcomes

Upon graduation, students will:

- demonstrate the ability to represent and communicate Child Life practice and psychosocial issues of infants, children, youth and families
- be knowledgeable of child development and family systems theory
- demonstrate the ability to work collaboratively in diverse settings
- be eligible to obtain the Certified Child Life Specialist (CCLS) credential administered by the Child Life Council

COURSES**Master of Science degree in child life****(58 units)****Core courses:**

CHLS 504	Child Life Administration and Program Development	(3)
CHLS 506	Child Life Specialist: Educational and Therapeutic Intervention	(3)
CHLS 507	Child Life Program: Medical Family Issues I	(3)
CHLS 508	Child Life Program: Medical Family Issues II	(3)
CHLS 604	Child Life Internship and Supervision I	(3)
CHLS 605	Child Life Internship and Supervision II	(3)
CHLS 606	Parenting the Medically Fragile Children	(3)
COUN 576	Exceptional and Medically Challenged Children	(3)
MFTH 544	Health and Illness in Families	(3)
FMST 514	Cross-cultural Counseling Family Values	(2)
MFAM 501	Research Tools and Methodology I: Quantitative	(3)
MFAM 515	Crisis Intervention Counseling	(3)
MFAM 516	Play Therapy	(2)
MFAM 547	Social Ecology of Individual and Family Development	(3)
MFAM 553	Family Systems Theory	(3)
MFAM 568	Group Process Theory & Procedures	(3)
MFAM 584	Advanced Child and Adolescent Development	(3)
MFAM 644	Child Abuse and Family Violence	(3)
RELR 564	Religion, Marriage and The Family/or equivalent	(3)
MFAM ____	Elective	(3)

FULL TIME (TWO YEARS)**First year****Fall****(9 units)**

CHLS 506	Child Life Specialist: Educational and Therapeutic Intervention	(3)
COUN 576	Exceptional & Medically Challenged Children	(3)
MFAM 547	Social Ecology of Individual and Family Development	(3)

Winter**(8 units)**

CHLS 504	Child Life Administration and Program Development	(3)
FMST 514	Cross-cultural Counseling Family Values	(3)
MFAM 644	Child Abuse and Family Violence	(3)

Spring**(9 units)**

CHLS 507	Child Life Program: Medical Family Issues II	(3)
MFTH 544	Health and Illness in Families	(3)
MFAM 584	Advanced Child and Adolescent Development	(3)

Summer (8 units)

CHLS 606	Parenting Medically Fragile Children	(3)
MFAM 516	Play Therapy	(2)
MFAM 568	Group Process Theory & Procedures	(3)

Second year**Fall (9 units)**

CHLS 508	Child Life Program: Medical Family Issues II	(3)
MFAM 515	Crisis Intervention Counseling	(3)
RELR 564	Religion, Marriage and Family	(3)

Winter (6 units)

MFAM 553	Family Systems Theory	(3)
CHLS 607	Child Life Professional	(3)

Spring (9 units)

CHLS 604	Child Life Internship and Supervision I	(3)
CHLS 605	Child Life Internship and Supervision II	(3)
MFAM 501	Research Tools and Methodology: Quantitative	(3)

Clinical Mediation—ST

(PB certificate)

IAN P. CHAND, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard -Widmann
 Mary Moline
 Cheryl Simpson
 Randall Walker
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>.

DEPARTMENT

The Clinical Mediation certificate is housed in the Department of Counseling and Family Sciences. The department also offers two doctoral programs in Marital and Family Therapy and one doctoral program in Family Studies and four masters programs (MA in Family Studies, MS in Counseling, Child Life and Marital and Family Therapy).

PROGRAM

The Clinical Mediation Program is designed to provide professional training in the mediation process involving courts, families, and work environments. This training leads toward becoming a practitioner member in the Association for Conflict Resolution. This program is especially designed for counselors, marital and family therapists, psychologists, social workers, attorneys, human resource administrators, pastors, and others whose professional responsibilities include the mediation process. Family systems theory is central to the training in clinical mediation. The academic and clinical requirements for the certificate include 27 quarter units and 150 clock hours of supervised clinical experience.

Admission requirements

Applicants must meet the School of Science and Technology admission requirements outlined in this CATALOG and give evidence of academic ability, emotional stability, and maturity. The clinical mediation certificate can be a track in the M.S., D.M.F.T., or Ph.D. degree programs in marital and family therapy; or an independent certificate. The following are admission requirements:

- A bachelors (BA/BS) from an accredited university
- Minimum GPA of 3.0 in undergraduate degree
- Formal interview with department faculty
- Three letters of recommendation (Two letters if already admitted into the department)
- The applicant must meet the requirements for admission for their respective degrees in order to pursue the track in clinical mediation
- Those for which English is not their first language must present a minimum score of 213 for the computer test and 550 for the pencil test on the Test of English as a Foreign Language (TOEFL).
- A background check (required before matriculation to the program).

CURRICULUM

To complete the certificate, participants must successfully complete 27 quarter units. It is possible to complete the academic and clinical requirements for the certificate program in one year. In addition, students are required to complete 150 hours of internship at an approved clinical site.

COURSE REQUIREMENTS**(27 units)**

MFAM 538	Theory and Practice of Conflict Resolution	(2)
MFAM 644	Child Abuse and Family Violence	(3)
MFAM 614	Law and Ethics	(3)
MFTH 527	or Advanced Legal and Ethical Issues (doctoral-level ethics)	(3)
MFAM 544	Family and Divorce Mediation	(4)
MFAM 585	Internship in Family Mediation (150 hours)	(4)
RELR 564	Religion, Marriage, and the Family	(3)
RELR	or Religion course, doctoral level	(3)
FMST 528	Parenting	(2)
MFAM 515	Crisis Intervention	(3)
MFAM 553	Family Systems Theory	(3)

TOTAL**27**

Counseling—ST

(M.S.) Meets requirements for California Pupil Personnel Services (PPS) Credential in School Counseling

CHERYL SIMPSON, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard-Widmann
 Mary Moline
 Cheryl Simpson
 Randall Walker
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>

DEPARTMENT

The M.S. in Marital and Family Therapy is housed in the Department of Counseling and Family Sciences along with masters degree programs in child life, counseling, family studies and doctoral programs in family studies and marital and family therapy.

Mission statement

The M.S. in Counseling program is congruent with Loma Linda University's vision of transforming lives through whole person health care. The department supports university values of compassion, integrity, excellence, freedom, justice, purity, and humility. These attributes are depicted by the Good Samaritan statue in the heart of campus which contrasts human indifference and ethnic pride with empathy and service. Our mission is to bring health, healing, wholeness, and hope to individuals, families, and communities, through education, research, clinical training, community service, and global outreach.

THE COUNSELING PROFESSION

Professional counseling emerged a century ago as communities of multi-generational families were transformed through war, urbanization, industrialization, immigration, compulsory education, increasing career choices, and other societal changes that brought about the need for mental health services. Throughout the United States, counseling has developed into a highly interdisciplinary, relational profession in the social sciences which includes such specialty areas as mental health counseling, rehabilitation counseling, developmental counseling, pastoral counseling, family counseling, career counseling, school counseling, sports and wellness counseling, addictions counseling, clinical mediation, residence hall deans' counseling, and student personnel services on high school and college campuses.

DEGREE: M. S. IN COUNSELING

The Department of Counseling and Family Sciences, offers an M.S. in Counseling with high quality academic and clinical standards that leads to a variety of career options. This interdisciplinary masters degree is designed to prepare counselors with a broad background in mental health counseling and school counseling. In 49 states, masters level counselors can be licensed for private practice. California is the only exception, and licensure is currently being explored by the state legislature. Additional counseling specializations can be combined with this degree by completing certificate programs which are described in greater detail below.

Accreditation

Loma Linda University's academic programs are accredited by the Western Association of Schools & Colleges (WASC). The Pupil Personnel Services (PPS) Credential program in School Counseling is accredited by the California Commission on Teacher Credentialing (CTC). Additional PPS information can be obtained by going to the CTC website at <<http://www.ctc.ca.gov>>.

Credential and License

Credential

Requirements for the California Pupil Personnel Services (PPS) Credential in School Counseling are embedded in the M.S. in Counseling degree to give graduates the option of a career in school counseling. The PPS credential is required for work as a

salaried, certificated counselor in California public schools. Fitness clearance and a passing score on all sections of the California Basic Educational Skills Test (CBEST) are required for the PPS credential.

License (available in all states EXCEPT California)

Masters-level licensure as a professional counselor is standard practice in all states EXCEPT California, which is currently debating the issue in the state legislature. Such licensure requires additional university-supervised practicum, supervised post-degree clinical hours, and licensing examinations in accordance with the guidelines of the states' licensing boards. Students desiring out-of-state licensure should research standards in states of their interest.

Certificates

The Department of Counseling and Family Sciences offers certificate programs which can be combined with masters or doctoral degrees offered in the department to broaden a student's counseling skills and marketability. Students wishing to add specializations in the following areas must formally apply and be accepted into each certificate program. Prior to application it is advisable to consult the program coordinator for advisement.

- Child Life Specialist Certificate
- Clinical Mediation Certificate
- Drug and Alcohol Counseling Certificate
- Family Counseling Certificate
- Family Life Education Certificate
- School Counseling Certificate: California Pupil Personnel Services Credential (PPS): open only to M.S. in Counseling & M.S. in Marital and Family Therapy students

Professional experience

In addition to successful completion of 74 quarter credits of academic course work and the two required co-requisites, candidates in the M.S. in Counseling program complete field experience in clinical and/or school settings. Each candidate is required to complete one hundred (100) clock hours of university supervised practicum prior to placement in counseling field experience. Following practicum, candidates are required to complete six hundred (600) clock hours of counseling field experience in a minimum of two different settings, serving at least two different age groups. While enrolled in COUN 680 field experience, students meet one and a half (1.5) hours for university supervision each week in COUN 681 Counseling Seminar (1) as scheduled.

ADMISSION REQUIREMENTS

Applicants to the M.S. in Counseling must meet the School of Science and Technology admission requirements as outlined in the Loma Linda University Catalog and give evidence of academic ability, emotional stability, and personal maturity. Applicants who meet these requirements as well as the published deadlines for the following terms may be admitted during fall, winter, spring or summer quarters. Additional admission requirements include:

- Minimum grade point average 3.0 (on 4.0 scale) in bachelor's coursework for at least the final 45 units prior to graduation
- Health clearance
- A background check (required before matriculation to the program)
- Official transcripts on file
- Critical Essay Examination administered at LLU
- Required coursework prior to or concurrent with first two quarters of the masters curriculum: abnormal psychology and statistics
- Three letters of recommendation as specified
- Written personal statement that addresses career objectives, personal interest in the counseling profession, rationale for choosing to attend Loma Linda University, how life experiences have influenced applicant's choice to enter the field, and additional thoughts the applicant deems important
- Applicants for whom English is not their first language must present a minimum score for the Test of English as a Foreign Language (TOEFL) of 213 on the computer administration of the test or a score of 550 for the pencil/paper administration
- Applicants who are not citizens or permanent residents of the U.S. must provide a valid student visa
- Interview with department faculty as scheduled (on-campus group interviews are scheduled for mid-March and mid-May; other on-campus and phone interviews are scheduled individually)

COREQUISITE

In addition to the masters curriculum, co-requisite courses in abnormal psychology and statistics are required of all M.S. in Counseling students. Applicants are advised to complete these courses prior to starting the M.S. program. Those who do not complete them prior to registration will be required to do so before enrolling in specific courses for which they are listed as prerequisites in the university catalog. The program director may waive a co-requisite depending upon the student's prior course work or background. A student may challenge a co-requisite by taking a waiver examination. Applicants wishing to complete these co-requisites prior to enrollment must complete them at a regionally accredited college or university and must provide official transcripts for verification. In addition to completing the required application forms, applicants must provide character and academic references. Applicants must also pass Loma Linda University's Critical Essay Examination, pass the university's writing course, OR provide documentation of a 4.5 score on the Analytical Writing Test of the Graduate Record Examination (GRE).

DEGREE REQUIREMENTS

Requirements for the M.S. in Counseling include the following:

- Residence of at least two academic years
- A minimum of 72 quarter units of graduate work, which includes credit received for core courses, electives, and a 3-unit religion course
- Certificate of Clearance prior to field experience
- Field experience in counseling, which includes pre-field experience practicum, 600 clock hours of COUN 680 field experience as specified in curriculum, and university supervision through COUN 681 Counseling Seminar as scheduled
- Successful completion of a written comprehensive examination (taken before advancement to candidacy) and an exit interview (prior to program completion)
- Prior to matriculation applicants must pass a background check
- Students taking foreign language as an elective must register for language courses numbered 400 or higher to receive elective credits

FINANCIAL ASSISTANCE

Students accepted into the M.S. in Counseling may receive financial assistance through merit-based awards, teaching assistantships, research and student-service assistantships, or through need-based financial aid such as a loan or the university's work/study program. Students may apply for financial aid by writing to:

Student Financial Aid Office
 Student Services
 Loma Linda University
 Loma Linda, CA 92350
 (909) 558-4509

LEARNING OUTCOMES

Counseling candidates will:

1. Integrate counseling concepts and skills with a personal epistemology
2. Demonstrate counseling interventions based upon a broad range of theoretical and legal/ethical frameworks through comprehensive written examination
3. Develop identity as a counselor through membership and participation in professional organizations
4. Satisfactorily complete six hundred (600) clock hours of supervised practicum in counseling
5. Meet all university qualifications for the California Pupil Personnel Services Credential (PPS) in School Counseling which is issued by the California Commission on Teacher Credentialing (CTC).

CURRICULUM

The curriculum for the M.S. in Counseling is divided into three domains as described below.

Domain I: Educational Foundations and Beliefs

Includes courses in learning theory, educational psychology, socio-cultural competence, research, and introductory statistics.

Domain II: Theory and Cognitive Competence

Challenges candidates with a variety of theoretical constructs from which to develop an approach to counseling that is compatible with their own belief systems and personhood. Students are expected to learn how to deconstruct theories and create a foundation upon which to build their professional skills and relationships.

Domain III: Counseling Competence and Service

Integrates the first two curriculum domains with clinical education and experience which emphasizes relational skill building, counseling practice, supervision, professional leadership, and altruism.

COURSES

Domain I: Educational Foundations and Beliefs

COUN 501	Research: Quantitative	(3)
COUN 502	Research: Qualitative	(3)
COUN 545	Gender Perspectives	(2)
COUN 547	Social Ecology in Development	(3)
COUN 574	Psych Foun of Education	(4)
MFAM 535	Case Presentation & Prof Studies	(4)
RELR 564	Religion, Marriage and the Family	(3)

Domain II: Theory and Cognitive Competence

COUN 556	Psychopath & Diagnosis	(3)
COUN 568	Group Proc Theory & Proced	(3)
COUN 575	Counseling Theory & App	(3)
COUN 576	Excep & Medically Challenged Child	(3)
COUN 577	Assessment in Counseling	(3)
COUN 584	Adv Child & Adolescent Dev	(3)
COUN 674	Human Sexual Behavior	(3)

Domain III: Counseling Competence & Service

COUN 514	Cross-Cultural Counseling	(2)
COUN 515	Crisis Intervention Counseling	(3)
COUN 578	College & Career Counseling	(3)
COUN 614	Law & Ethics	(3)
COUN 624	Indiv & Systems Assessment	(3)
COUN 638	Fam Ther & Chem Abuse	(3)
COUN 644	Child Abuse & Family Violence	(3)
COUN 678	Consultation & Leadership	(3)
COUN 679	School Counsel: Hist & Prac	(3)
COUN 680	Field Experience in Counseling (600 hours)	
COUN 681	Counseling Seminar (1 unit x 5 quarter minimum): quarterly registration of all students enrolled in COUN 680 until graded out of field experience. Minimum registration requirement for COUN 681 is five (5) quarters	

COREQUISITE COURSES

Introductory Statistics

Abnormal Psychology

Electives Courses

FMST 524	Family Resource Management	(2)
FMST 528	Parenting	(2)
FMST 529	Family Life Education	(3)
MFAM 516	Play Therapy	(2)
MFAM 538	Theory and Practice of Conflict Resolution	(2)
MFAM 539	Solution-Focused Family Therapy	(2)
MFAM 548	Men and Families	(2)
MFAM 549	Christian Counseling and Family Therapy	(2)
MFAM 551	Family Therapy: Four Theories and Practice	(3)
MFAM 553	Family Systems Theory	(3)
MFAM 566	Psychopath and Diagnostic Procedures II	(2)
MFAM 605	Gestalt Family Therapy	(2)

Criminal Justice—ST

(M.S.)

FROYLANA HEREDIA-MILLER, Program Director

FACULTY

(See department website for listing of all part-time and voluntary faculty)

Crime disrupts personal and community relationships, endangers public health and safety, and threatens the moral contours of everyday social life. Loma Linda University's mission "to make man whole" provides a powerful and much-needed context in which criminal justice can be addressed on the basis of healing and restoration. The principles of restorative justice elevate the dimensions of justice that promote the acceptance of responsibility, promote the fulfillment of obligations, embrace reconciliation, and culmination in the restoration of personal and social relationships.

This multidisciplinary approach to deviance and the administration of justice takes into consideration the social, physical, and spiritual well-being of victims, offenders, and communities provides a deeper understanding of crime and the struggle of the modern criminal justice system.

CRIMINAL JUSTICE—M.S.

Mission

The mission of the Master in Criminal Justice program is to prepare students to think critically and analytically about the problems of crime and social control in contemporary society.

Program objectives

- Students will demonstrate the ability to integrate and utilize knowledge of social science and criminological theory in the application to problems of criminal justice;
- Students will demonstrate an understanding of the dimensions and causes of crime and delinquency;
- Students will demonstrate an understanding of the structure of the American criminal justice system;
- Students will demonstrate an understanding of the ethical principles that guide the concepts of justice and fairness within professional criminal justice practice;
- Students will demonstrate the ability to use empirically based research to analyze and critically evaluate practice and criminal justice policy in order to effect system change;
- Students will demonstrate an understanding of diverse people and cultures as these interact with the criminal justice;
- Students will have an understanding of the differences between retributive and restorative justice approaches in addressing the effects of crime.

Program description

All students must complete 48 quarter units of course work. There are 26 units of foundation content required for all students, followed by 12 units in one of two concentrations:

Policy and administration—Students opting for the policy, planning, and administration concentration gain knowledge and skills in the public administration, planning and coordination of governmentally operated criminal and/or juvenile justice systems. Students acquire an appreciation for working with community entities to develop, coordinate and evaluate these systems in response to community needs. In addition, students develop an understanding of the policy planning process and the role that criminal or juvenile justice planning councils perform in consensually revising or creating policies aimed at increasing the efficiency and effectiveness of criminal and juvenile justice systems.

Forensic mental health—Forensic Mental Health is a specialized branch of professional practice where the clinical and criminal justice worlds overlap. Students choosing this area focus on the needs of individuals in the criminal or juvenile justice systems who have serious emotional disorders and/or severe mental illness, and may also present with co-occurring substance abuse. Students gain knowledge and skills in treatment programming within a forensic mental health framework. In addition, this context prepares students to assess and provide expert testimony regarding continued institutionalization versus readiness for outpatient psychosocial rehabilitation, including the development and implementation of assertive community treatment plans.

Both concentrations emphasize a thoughtful reflection about issues in criminal justice that will provide students with a deeper understanding of the logic influencing policy, administration, and practice issues affecting the field.

PREREQUISITE

This degree program builds on a broad liberal arts (general education) foundation. Consistent with this view, the program assesses the liberal arts foundation of students applying for the M.S. degree in criminal justice. The required prerequisite course work provides students with foundation concepts and/or skills in each of the following:

Cross-cultural issues	(3)
Human Biology	(3)
Introductory statistics	(3)

Unit values represent a quarter system of measurement. Content from multiple courses may be used to meet most requirements.

Admission requirements

This program follows the admission requirements of the School of Science and Technology, including:

1. The applicant must demonstrate satisfactory performance on the Graduate Record Examination (GRE). For admission with regular status, satisfactory performance is defined as a minimum combined verbal and quantitative score of 1000, and an analytical writing score of 4.0. Students submitting lower scores may be considered for provisional status.

OR

The applicant must demonstrate satisfactory performance on a critical essay examination (CEE) administered by the Department of Social Work and Social Ecology under the guidance of the School of Science and Technology. For admission with regular status, satisfactory performance for the CEE is defined as a minimum pass rate of 75 percent.

2. Applicants must demonstrate satisfactory adherence with the minimum academic and professional compatibility criteria established by the program, which includes:
 - a. A cumulative grade-point average of 3.0 or above (on a 4.0 scale) (special consideration may be given to applicants with grade-point averages as low as 2.75 if the last part of their college work shows significant improvement).
 - b. Evidence of professional compatibility, personal qualifications, and motivation to complete a graduate program by obtaining a passing score on the admissions interview with the department's Admissions Committee.

Evaluation criteria for the structured interview includes:

- verbal communication skills
- critical-thinking ability
- values congruent with the criminal justice profession
- appreciation of human diversity
- evidence of reflective learning
- comportment

3. Submission of a completed application, including a personal statement, application fee, all college and/or university transcripts, and three letters of recommendation (one from an academic source and one from a work supervisor, preferred).

Curriculum

The 48-unit curriculum for the M.S. degree in criminal justice provides the mix of academic, experiential, and research activities essential for M.S. degree students.

Students must maintain a grade-point average of 3.0 (a letter grade of B) on a 4.0 scale; and meet the knowledge, skill, and professional performance competencies outlined by the program.

Students must also maintain a B- (2.7) or better in all required (core) courses and a minimum of a C (2.0) in all selective courses. Courses with grades falling below the standards set for required and selective courses must be repeated. According to university policy, a student cannot repeat more than two courses during their graduate program. Students are financially responsible for the cost of repeating courses when grades do not meet these minimum standards.

General overview

The 48-quarter unit program begins with 26 units of core course work required for all students. Course work during the first year of study is divided into three professional areas of study, which include: criminal justice; religion, ethics, and social research methods. At the end of the first year, students select their concentration area of policy, planning, and administration or forensic mental health—each requiring 6 units required coursework, plus 6 units of concentration-specific selectives.

To complete the program, the student has two options:

1. Non-Thesis: Professional practica (540 hours of integrated practicum and seminar), 1 unit of practica orientation, and 9 units of didactic selectives OR
2. Thesis: Six units of academic thesis and 4 units of didactic selectives.

PROGRAM OF STUDY**Core Courses (26 units)****Criminal justice (16 units)**

CRMJ 515	Crime and Society	(3)
CRJM 517	Criminal Procedure and Rules of Evidence	(3)
CRMJ 520	Restorative Justice	(3)
CRMJ 574	Criminological Theory	(4)
SOWK 682	Legal and Ethical Aspects in Health and Mental Health Services	(3)

Religion, philosophy, and ethics (4 units)

RELE 524	Christian Bioethics or An approved 4 unit course, within subject area, in consultation with adviser	(4)
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Social research methods (6 units)

SOWK 547	Research Methods I	(3)
SOWK 549	Research Methods II	(3)

CONCENTRATION – Policy, Planning, and Administration (12 units)**Required of all students (6 units)**

SOWK 672	Theories of Organizations and Systems	(3)
CRMJ 630	Criminal Justice Planning and Administration	(3)

Concentration Selectives (select 6 units)

SOWK 494	Conflict Resolution and Dispute Mediation	(2)
SOWK 673	Program Planning and Evaluation	(3)
SOWK 681	Health and Mental Health Policy and Services	(2)
PUAD 673	Public Administration Management	(3)
SOWK 683	Advanced Policy Analysis	(3)
SOWK 676A	Human Resources Planning and Development Seminar	(3)
SOWK 676B	Human Resources Planning and Development Seminar	(3)
SPOL 665	Information Technologies and Decision Science	(4)

CONCENTRATION- Forensic mental health (12 units)**Required of all students (6 units)**

CMRJ 620	Forensic Mental Health	(3)
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SOWK 663	Advanced Social Work Practice with Individuals	(3)
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Concentration Selectives **(select 6 units)**

SOWK 494	Conflict Resolution and Dispute Mediation	(2)
SOWK 681	Health and Mental Health Policy and Services	(2)
SOWK 659	Interventions with the Chronically Mentally Ill	(2)
SOWK 648	Co-occurring Diagnosis: Substance abuse with mental illness	(2)
MFAM 644	Child Abuse and Family Violence	(3)
PSYC 685	Drug Addiction and Therapy	(2)
PSYC 686	Child, Partner, and Elder Abuse	(2)

THESIS OPTION **(6 units)**

SOWK 697	Applied Research	(2, 2)
SOWK 698	Thesis	(2)

NON-THESIS OPTION: Professional Practica

CRMJ 757A, B, C	Professional Practicum Seminar	(3, 3, 3)
SOWK 578	Field Orientation	(1)

Students complete 3 professional practicum units during each quarter of the following:

CRMJ 757A	Professional Practicum and Seminar	(3)
CRMJ 757 B	Professional Practicum and Seminar	(3)
CRMJ 757 C	Professional Practicum and Seminar	(3)

Each 3 units of professional practicum and seminar require 160 hours of practicum and 20 hours of seminar.

Professional practicum and seminar units are not calculated into degree units. Students pay program fees for professional practicum units instead of tuition.

General selectives*

Select 4 units for thesis option

Select 9 units for non-thesis option

CRMJ 518	Legal Discourse	(2)
CRMJ 519	Moot Court	(2)
CRMJ 640	Forensic Evidence	(4)
CRMJ 599	Directed Study/Special Project	(1-4)
SPOL 615	Economic Theory and Social Policy	(4)
SOWK 659	Social Work Practice with the Chronically Mentally Ill	(2)
HPRO 548	Community and Domestic Violence	(3)
HADM 510	Public Health Policy	(3)
INTH 518	Women in Development	(3)
INTH 548	Violence Issues: Global Public Health Perspective	(2)

*Other courses may be approved for elective credits in consultation with the faculty adviser and in accordance with University policies for academic variances.

TOTAL	48
PRACTICUM AND SEMINAR HOURS	480 + 60

Drug and Alcohol Counseling—ST

(PB certificate)

RANDALL WALKER, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard - Widmann
 Mary Moline
 Cheryl Simpson
 Randall Walker
 Colwick Wilson

For a complete list of instructors consult our website: <www.llu.edu/llu/grad/mfam>

DEPARTMENT

The M.S. in Marital and Family Therapy is housed in the Department of Counseling and Family Sciences along with masters degree programs in child life, counseling, family studies and doctoral programs in family studies and marital and family therapy.

DEGREE: CERTIFICATE IN DRUG AND ALCOHOL

The Drug and Alcohol Counseling Program certificate is offered by the School of Science and Technology in the Department of Counseling and Family Sciences.

Objectives

The objectives of the Drug and Alcohol Counseling Program certificate are to:

- Prepare master's degree and doctoral-level professionals to effectively counsel substance abusing and addicted adults and their families.
- Offer curriculum and experience for master's and doctoral level professionals that meet the requirements for certification by national certification organizations.
- Integrate certificate requirements into the existing marital and family therapy curriculum.
- Allow hours of experience to be accrued concurrently to meet Board of Behavioral Examiners (BBS), The American Association for Marriage and Family Therapist (AAMFT) and other certifying organization requirements.

Admission

Applicants must meet the School of Science and Technology admission requirements outlined in this CATALOG and give evidence of academic ability, emotional stability, and maturity.

The certificate program is open to currently enrolled marital and family therapy students or other master's degree level students or graduates. Students in the marital and family therapy program must first complete the current core marital and family therapy curriculum. Candidates will be screened for appropriateness to complete the certificate program and for ability to work with addicted adults and their families. Additional admission requirements include:

- A paper stating how the applicant will integrate the substance-abuse certificate into work as a marriage and family therapist or other clinical professional, and how the applicant will contribute to the addiction-treatment field and professional field by completing the certificate.
- Two letters of reference are required.
- A panel interview composed of faculty and student(s) currently enrolled in the certificate program may be required.
- The critical-essay test (if not already taken) administered by LLU is required,
- and a writing course is required if the student does not pass the essay examination.

Certifications examination

Course work is developed to help candidates successfully take and pass certification examinations offered through the National Association of Alcoholism and Drug Abuse Counselors (NAADAC) and the American Academy of Health Care Providers in the Addictive Disorders (AAHCPAD).

Field work

Candidates will complete three quarters of fieldwork in an approved site dealing with addiction, alcoholics/addicts and their families. Fieldwork provides excellent opportunities to gain experience working with substance abusers and their families. The student will be evaluated quarterly. Matrix Institute on Addictions in Rancho Cucamonga is connected with the National Institute on Drug Addiction (NIDA) research system and will be running government-funded studies. My Family, Inc. (MFI, Craig Lambdin) in Riverside offers a variety of opportunities to work with substance abusers in residential and outpatient settings. Inland Valley Recovery Services (IVRS, Roberta Reid) in

Upland offers opportunities for students to work with substance abusers and their families in residential and outpatient treatment settings. The Loma Linda University Behavioral Medicine Center offers students opportunities to work with substance abusers in a hospital setting. The Betty Ford Hospital in Rancho Mirage, Cedar House in Bloomington, and Riverside County Office of Alcohol and Drug Programs may also offer additional opportunities for candidates to gain experience. In addition, there are numerous other programs offering substance abuse services in San Bernardino and Riverside counties. In addition, with Program Coordinator approval, candidates may be able to work in additional settings, where services are not directly targeted toward substance abusers, but where it is determined addiction may be a significant focus of clinical attention.

CURRICULUM

27 UNITS

MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 645	Advanced Substance-Abuse Strategies	(3)
MFAM 515	Crisis-Intervention Counseling	(3)
MFAM 524	Psychopharmacology and Medical Issues	(3)
MFAM 635-637 or MFAM 694	Case presentation Directed Study: Marriage and Family	(2,2,2) (6)
MFAM 644	Child Abuse and Family Violence	(3)
	A religion course	(3)
	Elective	(3)

TOTAL

27

Earth Science—ST

(Ph.D.)

H. PAUL BUCHHEIM, Program Director

FACULTY

Leonard R. Brand
 Doug Britton
 H. Paul Buchheim
 Ronald L. Carter
 Benjamin Clausen
 Stephen G. Dunbar
 Raul Esperante
 H. Thomas Goodwin
 V. Leroy Leggitt
 Ronald Nalin
 Kevin E. Nick
 Samuel Soret

The specific research and academic interests and strengths of the faculty (see by specific names in Section V) are in:

- vertebrate paleontology, taphonomy, philosophy of science
- sedimentology, limnogeology, paleoenvironments
- biostratigraphy, terrestrial paleoecology
- tropical marine and intertidal ecology and marine invertebrate ecophysiology, comparative physiology
- animal behavior and distribution
- paleomagnetism and sedimentology
- geographic information analysis and technology
- igneous petrology, nuclear physics, and geophysics
- hydrogeology and environmental geology
- vertebrate paleontology and biogeography

PH.D. IN EARTH SCIENCE

The School of Science and Technology's Department of Earth and Biological Sciences offers the program leading to a Doctor of Philosophy degree in earth science. Emphasis is on research and courses in geology, paleontology, and paleobiology that prepare the student to understand the history of the earth and life, its geological context, and the science involved in deciphering this history. Students are encouraged to think independently and to consider various approaches to understanding earth history. Areas of curricular strength and research emphases include sedimentary and environmental geology, paleontology, paleoenvironmental reconstruction, paleoecology, taphonomy, and earth-systems science. Research in paleontology can also be pursued through the Master of Science degree program in geology and the Doctor of Philosophy degree in biology.

Objectives

The School of Science and Technology's Earth Science Program strives to:

1. Instill in students the values of honesty, scientific integrity, careful research, and critical, independent thinking.
2. Provide the tools and intellectual environment in which earth scientists can attain their highest potential in scholarship, research, and teaching.
3. Challenge graduate students to consider the relationship between science, faith, and societal responsibility.

Learning outcomes

Able to plan and carry out independent research.

Able to write and submit proposals for research grants.

Obtain advanced breadth and depth of knowledge in earth science.

Develop professional attitude.

Develop critical evaluation skills in relating faith and science and public interest issues.

Financial aid

Research and teaching assistantships are available from the Department of Earth and Biological Sciences on a competitive basis. Further information can be obtained from the chair of the department. Qualified students are also encouraged to seek fellowships from federal and private agencies, such as the National Science Foundation and the National Institute of Health.

Admission

The successful applicant must meet the general admission requirements of the University and the School of Science and Technology, as outlined in Sections II and III of this CATALOG. Expected undergraduate preparation includes physical geology, mineralogy, sedimentology, stratigraphy, igneous and metamorphic petrology, structural geology, geological field mapping, two quarters of college mathematics including calculus and one year each of general biology, general physics, and general chemistry. Some of these courses may be taken during residence at LLU, with approval of admission committee.

Curriculum

The following constitutes the curriculum for the Doctor of Philosophy degree in earth science.

A minimum of 72 quarter units of academic credit for courses, seminars, and research beyond the master's degree is required; that is, a minimum of 120 units beyond the baccalaureate degree, including the following required courses:

CORE CURRICULUM

(32+ units)

GEOL 547	Advanced Historical Geology	(4)
GEOL 556	Paleoenvironments	(4)
GEOL 558	Philosophy of Science and Origins	(4)
GEOL 565	Analysis of Sedimentary Rocks	(4)
GEOL 566	Sedimentology Processes	(4)
GEOL 567	Stratigraphy and Basin Analysis	(4)
GEOL 607	Seminar (1 unit each quarter in residence)	(4+)
GEOL 616	Research and Experimental Design	(2)
GEOL 617	Proposal Writing and Grantsmanship	(2)

During the undergraduate or graduate program:

GEOL 431 Geochemistry	(4)
Graduate paleontology—two courses at Loma Linda University	(7)
A GIS course	(3)
Statistics (course to be approved by Ph.D. committee)	(4)

Remaining units to complete a total of 120 quarter units to include:

Dissertation research, minimum of 4 units; can be repeated for additional credit	
Religion	(9)
Additional courses required by the student's guidance committee	

Seminar attendance requirement

All graduate students are expected to be registered for and attending either seminar or colloquium. Students who have completed the required number of units of seminar may register for colloquium, which meets once a month.

Recommended

Teaching is recommended during at least one quarter. This experience may be obtained in the laboratory or it may involve presenting part of the lectures for a course.

Comprehensive examinations

Oral and written comprehensive examinations are given near completion of the formal course work. The purpose is to measure the student's knowledge of his/her field of study and his/her ability to find, understand, and synthesize the research literature on a topic. The written examination consists of preparing a publishable review or concept paper on a topic selected and evaluated by the student's committee. Subsequent to the written examination, the oral examination covers the student's field of study.

Advancement to candidacy

The student may apply for advancement to doctoral candidacy after:

- completing all deficiencies and prerequisites,
- passing the comprehensive examinations,
- selecting a research committee,
- having an approved written research proposal,
- passing the oral defense of the research proposal, and
- being recommended by the department faculty.

Dissertation

The written dissertation must demonstrate the completion of significant, original research and must be written in publishable paper format.

Defense of dissertation

An oral presentation and defense of the dissertation is required.

Varied course offerings

In addition to the primary offerings of the department, with committee approval the student may take courses in other departments as part of the graduate work, according to special interests and needs.

ROSARIO BEACH SUMMER COURSES

In cooperation with the Walla Walla University Marine Station in Anacortes, Washington, facilities are available for marine courses and research by students in this program.

Environmental Sciences—ST

(B.S.)

RICARDO A. ESCOBAR, III, Program Director

FACULTY

Leonard R. Brand
 Doug Britton
 H. Paul Buchheim
 Ronald L. Carter
 Benjamin L. Clausen
 Stephen G. Dunbar
 Ricardo A. Escobar, III
 Raul Esperante
 Robert Ford
 William K. Hayes
 W. William Hughes
 V. Leroy Leggitt
 Kevin E. Nick
 Samuel Soret
 Seth Wiafe

The growing understanding of the relationship between human activities and Earth's degrading environment has made it essential to train students in becoming capable problem solvers on issues such as climate change, conservation, biodiversity, groundwater and soil contamination, use of natural resources, waste management, sustainable development, air pollution and noise pollution.

The Department of Earth and Biological Sciences in the School of Science and Technology offers a program leading to a Bachelor of Science degree in Environmental Sciences (ENVS). This program builds upon a strong interdisciplinary breadth in natural, physical and earth system (atmosphere, biosphere, geosphere and hydrosphere) sciences to understand and resolve current environmental problems. In addition, since understanding the environment has become highly dependant on advanced technology, graduates will learn to use marketable geospatial applications such as Geographic Information Systems (GIS), Remote Sensing (RS), Computer Systems Modeling (CSM), and Global Positioning Systems (GPS). Students have a choice of advanced expertise in one of the following concentration areas: conservation biology and biodiversity, environmental geology, or health geographics. Also, students will be able to put knowledge and skills acquired in our program to use in local or global environmental internship programs. Lastly, this program will encourage students to develop critical thinking skills, healthy lifestyles, and service-oriented attitudes which are necessary to develop effective and ethical solutions to environmental problems on a local and global scale.

Objectives

- Identify, measure, and predict local-to-global natural and human activities that degrade the environment and the consequences of these activities on biodiversity and sustainability of health conditions for living beings
- Build environmental problem solvers by training them to use modern modeling and visualization tools, and show how they have been used to work out "real-world" environmental management problems
- Guide students to sharpen their oral and written communication skills to effectively present scientific findings to their peers, policy-makers, and public at large in ways that contribute to "attainable solutions"
- Allow students to participate in competitive paid internship programs that will integrate environmental concepts, skill-sets, and the career pathways preferred by students
- Prepare qualified students that will lead ethical, successful and rewarding careers in a wide variety of environmental fields, or to pursue higher education in professional programs and/or graduate school

Learning Outcomes

- Develop the ability to critically evaluate the relation of science and faith within an environmental context.
- Demonstrate breadth and depth of knowledge of earth's environment by understanding the dynamic and interdependent nature of each of earth's component systems (atmosphere, hydrosphere, biosphere, and geosphere).
- Obtain an understanding of the human and natural causes to some of earth's environmental problems and learn how environmental scientists combat these problems.

- Develop written, oral, technical, and problem solving skills necessary to collect, analyze, and share environmental data with the scientific and public communities.
- Develop awareness of the professional and academic opportunities in the environmental science field, as well as knowledge of current environmental science research.

Admission Requirements

A student in the B.S. degree in ENVS will take the first two years of general education and science courses at any accredited community college, or university, and the last two years of the ENVS curriculum at LLU. There are two options for entering the B.S. ENVS degree program at LLU. Students may elect to complete all the pre-requisite course work (95-99 quarter units) at an accredited college setting of their choice, and finish their junior and senior years at LLU's School of Science and Technology (SST). Or, Students desiring to obtain early entrance to the B.S. ENVS degree program may do so if they complete a minimum of 75 quarter units (50 semester units) at a community college of their choice and then begin coursework at LLU while concurrently taking coursework at a nearby community college in order to complete their outstanding prerequisite requirements. Admission requirements for the B.S. ENVS program are a 2.5 G.P.A. during the first two years of course work and letters of recommendation from two faculty members at the institutions previously attended.

Employment opportunities

Career options in the field of environmental sciences are diverse and abundant. The ENVS program prepares students for entry-level jobs in environmental sciences or GIS fields. Graduates may pursue jobs in the public sector through local, state, and federal agencies such as U.S. Fish and Wildlife Service, U.S. Geological Survey, and Departments of Fish and Game. In the private sector, graduates may seek jobs in environmental consulting firms, foundations, and organizations. Some examples of career paths that environmental science graduates pursue include environmental engineering, science and social policy, and a wide variety of natural resources management fields such as soil science, forestry, agriculture, watershed science, range management, wildlife conservation, recreation resources, land management, ecology, as well as landscape architecture, conservation science, geographic information science (GIS), climatology, diverse health sciences, as well as public policy, law or planning careers.

Environmental scientists may also become involved through employment or volunteering with non-profit organizations such as ADRA (Adventist Development and Relief Agency International) and help world populations learn how to use the Earth's resources to their advantage in a sustainable manner.

Because of the strong foundation in the natural and physical sciences acquired in the ENVS program, students have the option of applying into a variety of graduate programs, as well as into medical, dental, and engineering programs.

Preparation for teaching

Environmental internship

The ENVS program offers student the opportunity to engage in "hands-on" application of fundamentals learned in courses by enrolling into ENVS 487. With the supervision of a faculty advisor, students will develop an academic component of the internship and will be permitted to earn up to eight units of general elective credit towards the ENVS bachelor. All internship appointments are subject to ENVS Program Director approval.

Undergraduate research

Following approval of an academic advisor and research professor, students interested in field research may gain training and experience in one of the three concentration areas offered by the ENVS program. Under supervision of a research professor, students will develop a project within the context of environmental conservation, health, or sustainability in an effort to finding new solutions to environmental problems.

Honors program

Students having a GPA of 3.0 or above, a sponsoring faculty member, and an approved research proposal may apply to be accepted in the ENVS honors program. The honors student must register for at least two units of undergraduate research, conduct original research under a faculty member's direction, submit a written thesis, and give a public oral presentation.

Scholarships and discounts for earth and biological science undergraduate students in the Department of Earth and Biological Sciences

A. ACADEMIC SCHOLARSHIPS

1. Scholarships based on test results

American College Test: ACT score of 30 or above, \$3,000 (or 16% of tuition). For a student who maintains a cumulative G.P.A. of at least 3.5, the scholarship is renewable for successive years.

Scholastic Aptitude Test (SAT):

- National Merit Finalist, 100% of tuition
- National Merit Semifinalist, 34% of tuition
- National Merit Commended, 20% of tuition.

For a student who maintains a 3.5 cumulative G.P.A., the scholarship is renewable for successive years. If a student qualifies for both an ACT and an SAT scholarship, the scholarship with the highest dollar value will apply.

2. Renewable G.P.A. scholarships (eligibility based on G.P.A. at the end of previous academic year)

- G.P.A. between 3.75 and 4.00, \$3,000 per year (or 16% of tuition)
- G.P.A. between 3.50 and 3.74, \$2,500 per year (or 13% of tuition)
- G.P.A. between 3.25 and 3.49, \$1,700 per year (or 9% of tuition)

If a student is eligible for a National Merit Scholarship and/or an ACT scholarship and a G.P.A. scholarship, the one scholarship with the highest dollar value will apply.

B. OTHER SCHOLARSHIPS

Loma Linda University Department of Earth and Biological Sciences (EBS) Faculty Scholarship

Scholarships of ten-to-thirty percent of tuition can be awarded by the EBS faculty to students with financial need and/or strong promise for future professional contribution. If awardees also qualify for other scholarships listed above, the scholarship with the highest dollar value will apply.

Minority Achievement Scholarship, \$2,800 (or 15% of tuition), renewable

This scholarship for underrepresented students will be based primarily on scholastic achievement and promise, and secondarily on financial need.

Summer Ministries Leadership Scholarships

These scholarships are available to students who work at an Adventist summer camp, in summer youth ministry, or in literature evangelism during the summer and then attend this University in the academic year immediately following such service. Loma Linda University will match 50 percent of all money earned in such work that is applied to the student's tuition.

Student Missions/Task Force Scholarships

Student Missions/Task Force Scholarships, based on the amount of time served, are available to qualified students who attend this University the year following their term of service.

C. DISCOUNTS

Family discount

An immediate family with two dependent students attending Loma Linda University at the same time will receive a tuition-only discount of \$400 (or 2% of tuition) per student, per quarter; with three or more students, the discount is \$560 (or 3% of tuition) per student, per quarter.

Guidelines

- All scholarships and/or discounts cannot exceed costs for tuition.
- Scholarships and discounts will be applied as a credit to the student's tuition account at the rate of one-third of the total per quarter and are available to full-time students only.
- Loss of scholarship money may result when a student does not maintain the minimum cumulative G.P.A. required by the particular scholarship.
- The last day of final tests for the first quarter that a student is enrolled at this University is the deadline for verifying with Student Financial Services that the student qualifies for a scholarship for the academic year.
- The scholarships and discounts listed above apply only to students enrolled in undergraduate programs in the Department of Earth and Biological Sciences.
- Determination of the amount of scholarships and awards at Loma Linda University is influenced by FAFSA data. State and federal grants, as well as other grants and subsidies, will be applied before Loma Linda University scholarships and discounts; therefore, some students may be eligible to receive only a portion of their scholarship award.

ENVIRONMENTAL SCIENCES—BACHELOR OF SCIENCE

Freshman and sophomore year courses

To be taken at any accredited college prior to enrollment at Loma Linda University. Students approved for early enrollment may take some of their outstanding general study pre-requisite courses at LLU. The list below is a summary of LLU's general education requirements for undergraduate students. For a complete description of LLU's general education requirements and criteria please refer to the Division of General Studies section in a current LLU catalog. Students may complete these courses before enrolling at LLU, or some can be taken at LLU.

Required General studies courses (some may be taken at LLU)

36-40 units

Freshman English (full sequence that meets baccalaureate requirements)	(9-12)
Religion (minimum of 4 units for each year in an SDA college)	(8)
Personal health or nutrition	(2)
Physical education activities	(1)
Social sciences (e.g. anthropology, geography, economics, political science, psychology, sociology, etc.)	(8)
Humanities (a course from two of the following areas: civilization/history, fine arts, literature, performing arts [2 units max], philosophy, etc.)	(8)

Required and Recommended Cognate Courses (not offered at LLU unless specified)

(47-59 units)

General Biology (one year with lab)	(12)
General Chemistry (one year with lab)	(12)
General Physics (one year with lab)	(12)
College Algebra and Calculus I	(8)
Statistics (may be taken at LLU)	(3)
Organic Chemistry (one year with lab) (recommended, but not required for ENVS major; may count as general elective units)	(12)

General electives

(0-16)

Total: FRESHMAN + SOPHOMORE

99 quarter units

LLU ENVS Curriculum Requirements

To be taken at Loma Linda University.

Required Core Courses (36 units)

ENVS 401	Earth System and Global Change I	(4)
ENVS 402	Earth System and Global Change II	(4)
ENVS 455	Environmental Law and Regulation	(3)
ENVS 485	Seminar in Environmental Sciences	(6)
ENVH 414	Introduction to Environmental Health	(4)
ENVH 422	Principles of GIS	(4)
ENVH 424	Desktop GIS Application	(4)
ENVH 434	Advanced GIS Applications	(3)
GEOL 475	Philosophy of Science and Origins	(4)

Concentrations

One of the following concentration areas will be chosen in consultation with adviser: Courses marked with an asterisk (*) are required for students in the concentration.

1) Conservation Biology and Biodiversity (16 units required)

*BIOL 315	Ecology	(4)
BIOL 405	Marine Biology	(3)
BIOL 409	Mammalogy	(4)
*BIOL 415	Biogeography	(3)
BIOL 417	Ecological Physiology	(4)
BIOL 439	Behavioral Ecology	(4)
BIOL 446	Techniques in Vertebrate Ecology	(3)
*BIOL 449	Biodiversity and Conservation	(3)

2) Environmental Geology (16 units required)

*GEOL 204	Physical Geology	(4)
GEOL 316	Minerology	(4)
GEOL 424	Structural Geology	(4)
GEOL 425	Field Methods of Geologic Mapping	(4)
*GEOL 431	Geochemistry	(4)
GEOL 416	Sedimentology and Stratigraphy	(4)
GEOL 443	Historical Geology	(4)
*GEOL 464	Environmental Geology	(3)
*GEOL 465	Hydrogeology	(4)

3) Health Geographics

(16 units required)

*ENVH 421	Cartography	(3)
ENVH 423	Practical Issues in GIS	(4)
*ENVH 435	Sources, Capture, and Integration of GIS Data	(3)
*ENVH 436	Spatial Analysis with GIS	(4)
ENVH 437	GIS in Public and Environmental Health	(4)
STAT 417	Biomedical Data Management I	(4)
STAT 464	Survey Methods	(4)

Required Environmental Sciences Electives

Selected from the Environmental Sciences concentration areas	(10)
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General electives

Any undergraduate course(s) taught at Loma Linda University or other accredited college	(11)
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Additional General studies

(20 units)

Religion	(8)
Language	(4)
A course in human diversity among peers	(4)
General studies elective	(4)

Total: JUNIOR + SENIOR

93 quarter units

TOTAL FOR B.S. IN ENVIRONMENTAL SCIENCES**192 QUARTER UNITS**

Family Counseling—ST

(PB certificate)

MARY E. MOLINE, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard-Widmann
 Cheryl Simpson
 Randall Walker
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>.

DEPARTMENT

The M.S. in Marital and Family Therapy is housed in the Department of Counseling and Family Sciences along with masters degree programs in child life, counseling, family studies and doctoral programs in family studies and marital and family therapy.

Mission statement

The M.S. program is consistent with Loma Linda University's vision of transforming lives through whole person health care. Our mission is to bring health, healing, wholeness, and hope to individuals, families, and communities through education, research, clinical training, and community service. The M.S. program accomplishes this by addressing relational needs and concerns of individuals and families over the life course in the contexts of communities and global society.

DEGREE: CERTIFICATE IN FAMILY COUNSELING

The Family Counseling Certificate Program offered by the School of Science and Technology through the Marital and Family Therapy Program is designed for individuals who find a significant part of their work directed toward dealing with the relationship problems of individuals, families, and children. It is for those professionals who would like to gain family counseling skills but who do not desire to complete another degree or earn a clinical license.

The program will help participants acquire theoretical and systemic knowledge about relationships, families, and children; as well as develop practical skills applicable both to their professional and personal lives. It is designed for people who have a wide range of experiences, backgrounds, and goals. Physicians, ministers, nurses, teachers, chaplains, counselors, EAP counselors, social workers, school counselors, childcare workers, drug counselors, lawyers, and others in related professions can enhance their effectiveness through this program. Paid paraprofessionals—such as group-home workers, and volunteers for counseling organizations—can also benefit from a knowledge of family counseling techniques. People involved in the business world—such as supervisors, managers, and personnel department employees—can also benefit from the improvement of interpersonal and family skills offered through the program.

The Family Counseling Program is offered on campus, and off campus in Canada.

Admission

Applicants to the certificate program must meet the School of Science and Technology admission requirements and must have a bachelor's degree from an accredited university or college. (Official transcripts are evidence of degrees and courses completed.)

Students must have a cumulative grade-point average of 2.7 or above (on a 4.0 scale). Special consideration may be given to students with grade-point averages as low as 2.5 if the last part of their college work shows significant improvement. In addition, they must provide evidence of emotional stability, academic ability, and maturity.

Degree requirements

To earn the certificate, participants must successfully complete 27 quarter units. This includes 19 core units and 8 units of electives. It is possible to complete the certificate in three academic quarters. No clinical experience is required, but students may use their electives to become exposed to clinical modalities. This degree does not assist the student in applying for or obtaining a clinical license.

Learning outcomes

1. Students will demonstrate awareness of contextual issues in the field of marital and family therapy,
2. Students will gain an understanding of how to apply their knowledge of contextual issues to their field of study/work.

CURRICULUM**(27 UNITS)****Required course work****(19 units)**

MFAM 515	Crisis-Intervention Counseling	(3)
MFAM 535	Case Presentation and Professional Studies	(4)
MFAM 551	Family Therapy: Foundational Theories and Practice	(3)
MFAM 553	Family Systems Theory	(3)
MFAM 564	Family Therapy: Advanced Foundational Theories and Practice	(3)
RELR 564	Religion, Marriage, and the Family	(3)

Electives**(8 units)**

(as approved by adviser)

Family Life Education—ST

(PB certificate)

CURTIS A. FOX, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard-Widmann
 Mary Moline
 Cheryl Simpson
 Randall Walker
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>.

DEPARTMENT

The M.A. degree in Family Studies program is housed in the department of counseling and family sciences. This department also offers other graduate programs in child life (MS), counseling (MS), and marital and family therapy (MS, Ph.D., and DMFT). In addition, a number of graduate certificate programs are offered both for degree and well as non-degree students.

DEGREE: CERTIFICATE IN FAMILY LIFE EEDUCATION

The Department of Counseling and Family Sciences offers a certificate program in family life education. This certificate is designed for persons who wish to have basic knowledge and skills in the delivery of family services using a family life education methodology instead of, or in addition to, a therapeutic methodology. This program is often sought by persons who do not wish to pursue a masters degree in family studies or a related field, but who wish to have academic qualifications to practice in that field. Students are provided with an understanding of the structure and functioning of the family as a social institution from a systems perspective.

Historically, this certificate has been pursued by persons who are established professionals in their field and wish to have some emphasis in the area of family life education. Teachers, nurses, martial and family therapists, and pastors are examples of such persons.

The certificate program in family life education meets the course requirements of the National Council on Family Relations to become a Certified Family Life Educator (CFLE). For more information on becoming a Certified Family Life Educator by the National Council on Family Relations, one can visit the official website of that organization: <www.ncfr.org>.

Admission

Applicants to the certificate program must meet the Graduate School admission requirements outlined in the University Catalog and give evidence of the completion of a BA or BS degree with a 3.0 GPA or equivalent. Evidence of emotional stability and maturity is required along with the following requirements:

- Completed Loma Linda University application
- Four-year baccalaureate degree (or its equivalent) from an accredited college or university with a 3.0 GPA
- Official transcripts of scholastic record showing appropriate preparation, in grades and content.
- Qualifying score on the Critical Essay Exam
- Personal interviews with two of the program faculty
- Those for which English is not their first language must present a minimum score of 213 for the computer test and 550 for the pencil test on the Test of English as a Foreign Language (TOEFL)
- Those who are not citizens or permanent residents of the U.S. must provide a valid students

Learning Objectives

1. Student will meet professional standards in basic content areas for certification in family life education.
2. Student will be know difference between family life education and therapy and will be able to deliver services using family life education methodologies.
3. Students will establish ethical guidelines for the practice of family life education and will maintain professional identity as a family life educator.

CURRICULUM

The curriculum is composed of 27 quarter units and may be completed in one year (attending full time), or stretched over several years of part-time studies. The program is structured to accommodate part-time and nontraditional students.

Required courses

FMST 514	Cross-cultural Counseling Family Values	(2)
FMST 524	Family Resource Management	(2)
FMST 528	Parenting	(2)
FMST 529	Family Life Education	(3)
FMST 614	Family Communication	(3)
MFAM 547	Social Ecology of Individual and Family Development	(3)
MFAM 553	Family Systems Theory	(3)
FMST 515	Professional Issues in Family Life Education	(3)
MFAM 674	Human Sexuality	(3)
RELR 564	Religion, Marriage, and the Family	(3)

Total**27 units**

Family Studies—ST

(M.A.)

CURTIS A. FOX, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard-Widmann
 Mary Moline
 Cheryl Simpson
 Randall Walker
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>.

DEPARTMENT

The M.A. degree in Family Studies program is housed in the department of counseling and family sciences. This department also offers other graduate programs in child life (MS), counseling (MS), and marital and family therapy (M.S., Ph.D., and DMFT). In addition, a number of graduate certificate programs are offered both for degree and well as non-degree students.

Mission statement

With an emphasis on whole person care, Loma Linda University acknowledges the interrelationship of all aspects of each person's life and is committed to a concern for the mental, physical, social, and spiritual dimensions of all. The life of the university is shaped by the 7 core values of compassion, integrity, excellence, freedom, justice, purity, and humility. The department of counseling and family sciences supports the mission of the university and seeks to reach out with care and compassion to individuals and families from all communities to enable greater wholeness on the journey of life.

DEGREE: M.A. IN FAMILY STUDIES

Family Studies refers to the academic study of marriage and family living and focuses on the whole body of research on the social institution of the family. The family is studied from the perspectives of psychology, sociology, anthropology, biology, history, politics, religion, and law. This field of study is often associated with acquiring knowledge and skills to understand families better and to be better able to serve these families, thus promoting greater stability and wellbeing.

Career options

The M.A. degree program in family studies is designed to prepare students to work in applied settings such as family services agencies, schools, churches, and other community-based programs, as well as in private practice using family life education methodology as the means of intervention for effecting changes in family rules, roles, and relationships. Students will acquire greater knowledge of individual development and family dynamics, increase their skills as family life educator, and/or secure an important knowledge and skill to augment their present career. The MA degree in family studies is often pursued by students who are seeking graduate level preparation for doctoral studies in the family sciences.

Degree approval and certification

The MA in family studies program meets the highest standards and quality in the field. It supports the standard curriculum of the National Council on Family Relations (NCFR), and prepares graduates to become certified family life educators (CFLE). Graduation from the MA program guarantees quick processing of the application for this credential. Earning the CFLE credential is desirable since many agencies and educational institutions require this certification when considering potential employees. Further information on securing the CFLE designation may be found on the website of the National Council on Family Relations: <www.ncfr.org>.

Certificate

The Department of Counseling and Family Sciences offers certificate programs which can be combined with masters or doctoral degrees offered in the department to broaden a student's counseling skills and marketability. Students wishing to add specializations in the following areas must formally apply and be accepted into each certificate program. Prior to application it is advisable to consult the program director for advisement.

- Child Life Specialist Certificate,
- Clinical Mediation Certificate,
- Drug and Alcohol Counseling Certificate,
- Family Counseling Certificate,
- Family Life Education Certificate,
- School Counseling Certificate: California Pupil Personnel Services Credential (PPS).

Professional training

In addition to the courses of instruction required for the successful completion of the MA degree in family studies, there is a service learning component that is important in shaping the student's learning and experience in the field. This component comprises 100 hours of internship experience. This internship requires direct involvement in an organization for which the provision of services to families is at the foreground. The student is expected to engage in exercises such as program planning, service delivery, and/or evaluation of family life education programs. This experience is designed to create sensitivities to family needs, provide practical experience in family life programming, and to enable students to have a competitive edge in the work world. Upon approval from the director of the program, this learning experience may be completed at two different sites.

M.A./PH.D. DEGREE OPTION

An M.A./Ph.D. degree option in family studies is available. A student may apply to enter this program after the completion of a bachelor's degree (B.A. or B.S.) from an accredited institution. The student will complete 126 units of course work for this program. An M.A. degree will be awarded to the student after the successful completion of the basic requirements for the M.A. program in the department. Essentially, this program is a combination of the M.A. and Ph.D. programs. The program allows for the transfer of all courses from the M.A. that is required for the Ph.D. degree.

The student will not be required to take FMST 505, FMST 506, FMST 698, or RELR 564. These courses will be substituted by the doctoral-level courses in research methods (FMST 604, FMST 605), Dissertation Research (FMST 699) and religion courses (9 units).

Should a student fail to make satisfactory progress toward the doctoral degree requirements, the student will be advised by the department faculty to complete the required courses for the M.A. degree if possible and will be terminated from the Ph.D. program.

Admission requirements

To apply for admission to the MA degree in family studies in the Department of Counseling and Family Sciences, the applicant must meet the admission requirements of the School of Science and Technology. The student must submit a completed application to the School of Science and Technology. In addition, each applicant must show evidence of scholastic ability and emotional stability. If accepted into the program, the student will begin in the fall quarter but may petition to begin at another quarter of the academic year.

Below is a list of additional admission requirements:

- Minimum grade point average 3.0 (n 4.0 scale) in bachelor's coursework for at least the final 45 units prior to graduation.
- Health clearance
- A background check (required before matriculation to the program).
- Official transcripts on file
- Critical essay administered at LLU
- Three letters of recommendation as specified
- Statement of intent
- Interview with department faculty as scheduled (on-campus group interviews are scheduled for mid-March and mid-May; other on-campus and phone interviews are scheduled individually)
- An undergraduate course in undergraduate statistics
- Those for which English is not their first language must present a minimum score of 213 for the computer test and 550 for the pencil test on the Test of English as a Foreign Language (TOEFL)
- Those who are not citizens or permanent residents of the U.S. must provide a valid student visa

Financial assistance

Students who are accepted into the program may apply for financial aid through the university's Office of Financial Aid. In some cases when funds are available, students may qualify for graduate research or teaching assistantships. The Financial Aid Office may be contacted by the following:

Student Financial Aid Office
Student Services
Loma Linda University
Loma Linda, CA 92350
(909) 558-4509

Learning outcomes

1. Students will develop and maintain professional identity as a graduate level person in family studies.
2. Students will demonstrate critical skills in evaluating the current and on-going issues and theories in the field of human development and family studies.
3. Students will be proficient in family service practice skills using family life education methodologies.
4. Students will be conversant with legal and ethical issues as a family scientist in the areas of teaching, research, and service.
5. Students will have skills in research, program evaluation, and program development.
6. Students will have critical thinking and writing skills appropriate to the field of family science.

CURRICULUM

The curriculum for the MA degree in family studies is comprised of 53 of coursework and may be completed in one and one half to two years of full time study. Students have up to five years to complete the degree. The program is structured to accommodate part-time and nontraditional students. Below is a list of the courses required for the MA program:

COURSES

Core requirements:

(11 units)

MFAM 515	Crisis intervention counseling	(3)
MFAM 545	Gender perspective	(2)
MFAM 568	Group process theory and procedures	(3)
MFAM 638	Family therapy and chemical abuse	(3)
MFAM 638	Family therapy and chemical abuse	(3)

Specialization requirements

(27 units)

MFAM 638	Family therapy and chemical abuse	(3)
FMST 514	Cross-cultural counseling and family values	(2)
MFAM 553	Family systems theory	(3)
MFAM 547	Social ecology of individual and family development	(3)
MFAM 674	Human sexual behavior	(3)
FMST 526	Marriage and the family	(3)
FMST 524	Family resource management	(2)
FMST 528	Parenting	(2)

FMST 515	Professional issues in family life education	(3)
RELR 564	Religion, marriage, and the family	(3)
FMST 529	Family life education	(3)
FMST 695	Internship in family life education (2) goes in another section	

Research requirements (9 units)

FMST 501	Social research methods I	(3)
FMST 502	Social research methods II	(3)
FMST 698	Project or thesis	(3)

Practicum requirements (2 units)

FMST 695	Internship in Family Studies	(1-4)
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Electives (4 units)

Four units may be selected from among various courses offered by the department, or from other departments, depending on professional interest or need.

Family Studies—ST

(Ph.D.)

CURTIS A. FOX, Ph.D., Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard-Widmann
 Mary Moline
 Cheryl Simpson
 Randall Walker
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>.

DEPARTMENT

The Ph.D. in Family Studies program is one of the three doctoral degrees housed in the Department of Counseling and Family Sciences. Two other doctoral degrees in marital and family therapy are offered in the department. These degrees are clinical degrees while the family studies degree is non-clinical. Some certificate programs are offered to the family studies majors in the department.

Mission statement

With an emphasis on whole person care, Loma Linda University acknowledges the interrelationship of all aspects of human life and is committed to a concern for the mental, physical, social, and spiritual dimensions of all. The life of the university is shaped by its 7 core values: compassion, integrity, excellence, freedom, justice, purity, and humility. The Department of Counseling and Family Sciences supports the mission of the university and seeks to reach out with care and compassion to individuals and families from all communities to enable greater wholeness on the journey of life.

DEGREE: Ph.D. in Family Studies

Family Studies refers to the academic study of marriage and family living and focuses on the whole body of research that involves all of those actions and relationship of and between people in the social institution of the family. The family is studied from the perspectives of psychology, sociology, anthropology, biology, history, politics, religion, and law. This field of study is often associated with acquiring knowledge and skills to understand families better and to be better able to serve these families, thus promoting greater stability and wellbeing. The Ph.D. degree is the highest level of academic preparation in the field.

Family Studies and Career Options

Ph.D. degree program in family studies is designed to prepare highly skilled persons to work in academe as teachers and researchers and/or to work in applied settings such as family services agencies, schools, churches, and other community-based programs, as well as in private practice settings as family life consultants or family life educators. Students are able to acquire sophisticated knowledge of individual and family development and increase their skills as a family life educator.

In addition to the opportunity to interact with state-of-the-art information on marital and family living, the Department of Counseling and Family Sciences offers individual attention because of a small student-to-teacher ratio, a collaborative research and learning environment, an opportunity to individualize the program of study, a choice of emphasis consistent with the student's career goals, and practical experience in an actual family service agency.

Goals of the Ph.D. Degree in Family Studies

The Ph.D. degree in family studies at Loma Linda University represents the highest level of academic training for family scientists and provides a family systems approach to observing, understanding, and analyzing close relationships and families using the tools of family science. It is a non-clinical degree and is based on a scientist/professional model. Its goal is to prepare academicians, researchers, service administrators and providers in family services organizations.

The Ph.D. program will equip students with four major skills. These skills include: 1. The acquisition, integration, and impartation of substantive and theoretical areas of human and family development; 2. The use of statistics and research methodologies to conduct empirical research on individuals, families, and other close relationships; 3. The use of strategies to

build individual and family competence informed by family science scholarship; 4. Mastery of assessment and evaluation skills to measure treatment and program outcomes and effectiveness.

Degree approval and certification

The Ph.D. program is the highest level of academic preparation in family studies. This program meets the highest standards and quality in the field. It supports the standard curriculum of the National Council on Family Relations (NCFR), and prepares graduates to become certified family life educators (CFLE) by the National Council on Family Relations. Graduation from the Ph.D. program guarantees quick processing of the NCFR application for the certificate in family life education. Earning the CFLE credential is desirable since many agencies and educational institutions require this certification when considering potential employees. Further information on securing a CFLE designation may be found on the website of the National Council on Family Relations: <www.ncfr.org>.

Certificates

The Department of Counseling and Family Sciences offers certificate programs which can be combined with masters or doctoral degrees offered in the department to broaden a student's counseling skills and marketability. Students wishing to add specializations in the following areas must formally apply and be accepted into each certificate program. Prior to application it is advisable to consult the program coordinator for advisement.

- Child Life Specialist Certificate
- Clinical Mediation Certificate
- Drug and Alcohol Counseling Certificate
- Family Counseling Certificate
- Family Life Education Certificate
- School Counseling Certificate: California Pupil Personnel Services Credential (PPS)—open only to M.S. in Counseling & M.S. in Marital and Family Therapy students

Service learning

In addition to the courses of instruction required for the successful completion of the Ph.D. degree in family studies, there is a service learning component that is very important in the student's professional formation in the field. This component of the program comprises 300 hours of internship experience. This internship requires direct involvement in teaching, research, or the provision of family services through an organization that serves the needs of families. The internship is designed to provide learning experiences consistent with the student's career interests or goals. Teaching experiences are expected to be at the tertiary educational level in areas of family life or family services. A research internship will consist of active emersion in the research process leading to the submission of at least one paper for publication. A family service internship may be activities such as program planning, service delivery, grant writing, program evaluation, and/or other related activities. This experience is designed to create sensitivities to family needs, provide practical experience in family life programming, and give students a competitive edge in the work world. Upon approval from the program director in the student's department, this learning experience may be completed at two different sites.

Admission requirements

Admission to the Ph.D. degree in family studies in the Department of Counseling and Family Sciences remains competitive. Each year, only a small number of applicants will be admitted to this program. If accepted, students are expected to begin their program in the fall quarter but may petition the department to begin at another quarter of the academic year. The requirements for admission include a completed application to the School of Science and Technology. In addition, each applicant must show evidence scholastic ability and emotional stability. Students will be considered for admission after the successful completion of a bachelors or masters degree in any field. Below is a list of other admission requirements:

- Minimum GPA of 3.3 in undergraduate degree or graduate degree.
- Official academic transcripts
- Three letters of recommendation
- Competitive GRE Scores
- Personal essay
- Formal interview with department faculty
- A successful completion of an undergraduate course in statistics
- Acceptable TOEFL score if English is second language
- Background check (Prior to matriculation)

Note that final decision for admission to the Ph.D. is based on a comprehensive assessment of academic history (GPA), GRE scores, performance at the interview, and letters of reference. Final decision on admission is made by the Dean of the School of Science and Technology.

Students may also apply to the combined M.A./Ph.D. in family studies with a B.A. in family studies or a related field.

Financial aid

Students who are accepted into the program may apply for financial aid through the university's Office of Financial Aid. In some cases when funds are available, students may qualify for graduate research or teaching assistantships. The Financial Aid Office may be contacted by the following:

Student Financial Aid Office
Student Services
Loma Linda University
Loma Linda, CA 92350
(909) 558-4509

Learning outcomes

1. Students will have professional identity as a doctoral level family scientist.
2. Students will be grounded in the theoretical and philosophical foundations of the field of family science and be conversant with the on-going development of family theories.
3. Students will be able to critique and evaluate the current and on-going issues in the field of human development and family studies.
4. Students will be conversant with legal and ethical issues as a family scientist in the areas of teaching, research, and service.
5. Students will become adept in family service practice skills.
6. Students will contribute to the body of knowledge in family social science.
7. Student will have sophisticated knowledge and skills as a researcher in the field of family science.

CURRICULUM

The curriculum for the Ph.D. degree in family studies is comprised of 104 units of coursework and may be completed in three to four years of full-time study post masters. Students that do not have a solid grounding in family science will be offered a number of prerequisite courses necessary for building a foundation for later advanced courses. Below is the list of the courses required for the Ph.D. program:

FMST 515	Professional Issues in Family Life Education	(3)
FMST 518	Advanced Theories of Child Development	(3)
FMST 524	Family Resource Management	(2)
FMST 526	Marriage and the Family	(3)
FMST 528	Parenting	(2)
FMST 529	Family Life Education	(3)
FMST 618	Family Studies Internship	(9)
MFTH 505	Advanced Family Studies	(4)
MFTH 519	Teaching In Higher Education	(2)
MFTH 601	Statistics I	(4)
MFTH 602	Statistics II	(4)
MFTH 603	Statistics III	(4)
MFTH 604	Advanced Qualitative Methods	(4)
MFTH 605	Advanced Quantitative Methods	(4)
MFTH 608	Analysis and Presentation of Research	(3)
FMST 668	Qualitative Research Practicum	(2)
MFTH 694	Doctoral Seminar	(1 over 6)

		quarters)
MFTH 697	Research	(17)
MFTH 698	Dissertation	(3)
RELE (500 or 600 level)	Clinical Ethics	(3)
RELT 615	Philosophy of Religion	(3)
RELR 535	Spirituality and Mental Health	(3)

Concentration (12)

Other Electives (5)

Concentrations

All students in the doctoral program must declare a concentration which will include 12 units of coursework in a specific area that gives depth and breadth to their work and informs their future academic or career interest. Three concentrations are offered by the Department of Counseling and Family Sciences: Family, Systems, and Health, School Consultation, and Systems Consultation and Professional Relations. Students who wish to do another concentration may petition the department faculty through the program director for variance.

Forensic Science—ST

(PB certificate)

BEVERLY J. BUCKLES, Program Director

FACULTY

See **Social Work Program**.

The 23-unit curriculum of the Forensic Science Program provides a unique opportunity for individuals enrolled in the M.S. or Ph.D. degree programs to combine their chosen degree path with the study of criminal justice and forensic science, thus offering them expanded employment options. This certificate program is jointly administered by the Department of Social Work and Social Ecology in the School of Science and Technology and the Department of Basic Sciences in the School of Medicine.

Admission requirements

Admission to the program is governed by the policies and procedures established by the School of Science and Technology. To be accepted into the program, applicants are required to have completed a graduate degree in the physical or biological sciences or to be concurrently enrolled in a graduate science program in biochemistry, microbiology, or biology at Loma Linda University. Applicants who are currently enrolled in another Loma Linda University program should consult with their program adviser when applying.

PROGRAM OF STUDY

Criminal justice and legal studies (10 units)

CRMJ 515	Crime and Society	(3)
CRMJ 517	Criminal Procedure and Rules of Evidence	(3)
CRMJ 518	Legal Discourse	(2)
CRMJ 519	Moot Court	(2)

Religion and ethics (3 units)

RELE 525	Ethics for Scientists	(3)
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Forensic science (10 units)

CRMJ 640	Forensic Evidence	(4)
CRMJ 588	Topics in Forensic Science	(2, 2, 2)

Electives (5 units)

(Students may choose from the following electives to support their area of interest, or they may identify specialized electives from their degree area.)

SPOL 665	Information Technologies and Decision Science	(4)
CRMJ 630	Criminal Justice Planning and Administration	(3)
CRMJ 599	Directed Study/Special Projects	(1-4)

Internship

CRMJ 757A	Professional Practicum and Seminar	(3)
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(Students complete 3 professional practicum units. The practicum and seminar requires 160 hours of practicum and 20 hours of seminar. Professional practicum and seminar units are not calculated into degree units. Students pay program fees for professional practicum units instead of tuition.)

TOTAL

27

Geology—ST

(B.S., M.S.)

KEVIN E. NICK, Program Director for B.S. degree

H. PAUL BUCHHEIM, Program Director for M.S. degree

FACULTY—B.S.

Leonard R. Brand
 Douglas R. Britton
 H. Paul Buchheim
 Benjamin L. Clausen
 Raul Esperante
 James L. Gibson
 H. Thomas Goodwin
 V. Leroy Leggit
 Ronald Nalin
 Kevin E. Nick

FACULTY—M.S.

Leonard R. Brand
 Douglas R. Britton
 H. Paul Buchheim
 Ben Clausen
 Stephen G. Dunbar
 Raul Esperante
 H. Thomas Goodwin
 V. Leroy Leggitt
 Ronald Nalin
 Kevin. E. Nick

GEOLOGY—B.S.

The Department of Earth and Biological Sciences in the School of Science and Technology offers a program leading to the Bachelor of Science degree in geology. This program provides the student with a field-oriented education, emphasizing the application of geological principles in interpreting data. Sedimentary geology, paleontology, and environmental geology are areas of emphasis within the department.

Objectives

The integrated core-course sequence of the geology degree provides students with a general background in geology as preparation for a career or graduate studies in stratigraphy, sedimentology, paleontology, and environmental geology.

Fieldwork is emphasized because it provides the link to basic geological data beyond the classroom and laboratory. Throughout the geology curriculum, students are taught to apply the scientific method to resolve geologic problems. Students are encouraged to consider multiple working hypotheses during this process.

Scholarships and discounts for earth and biological science undergraduate students

A. ACADEMIC SCHOLARSHIPS

1. Scholarships based on test results

American College Test: ACT score of 30 or above, \$3,000 (or 16% of tuition). For a student who maintains a cumulative G.P.A. of at least 3.5, the scholarship is renewable for successive years.

Scholastic Aptitude Test (SAT):

- National Merit Finalist, 100% of tuition
- National Merit Semifinalist, 34% of tuition
- National Merit Commended, 20% of tuition.

For a student who maintains a 3.5 cumulative G.P.A., the scholarship is renewable for successive years. If a student qualifies for both an ACT and an SAT scholarship, the scholarship with the highest dollar value will apply.

2. Renewable G.P.A. scholarships (eligibility based on G.P.A. at the end of previous academic year)

- G.P.A. between 3.75 and 4.00, \$3,000 per year (or 16% of tuition)
- G.P.A. between 3.50 and 3.74, \$2,500 per year (or 13% of tuition)
- G.P.A. between 3.25 and 3.49, \$1,700 per year (or 9% of tuition)

If a student is eligible for a National Merit Scholarship and/or an ACT scholarship and a G.P.A. scholarship, the one scholarship with the highest dollar value will apply.

B. OTHER SCHOLARSHIPS

Loma Linda University Department of Earth and Biological Sciences (EBS) Faculty Scholarship

Scholarships of ten-to-thirty percent of tuition can be awarded by the EBS faculty to students with financial need and/or strong promise for future professional contribution. If awardees also qualify for other scholarships listed above, the scholarship with the highest dollar value will apply.

Minority Achievement Scholarship, \$2,800 (or 15% of tuition), renewable

This scholarship for underrepresented students will be based primarily on scholastic achievement and promise, and secondarily on financial need.

Summer Ministries Leadership Scholarships

These scholarships are available to students who work at an Adventist summer camp, in summer youth ministry, or in literature evangelism during the summer and then attend this University in the academic year immediately following such service. Loma Linda University will match 50 percent of all money earned in such work that is applied to the student's tuition.

Student Missions/Task Force Scholarships

Student Missions/Task Force Scholarships, based on the amount of time served, are available to qualified students who attend this University the year following their term of service.

C. DISCOUNTS

Family discount

An immediate family with two dependent students attending Loma Linda University at the same time will receive a tuition-only discount of \$400 (or 2% of tuition) per student, per quarter; with three or more students, the discount is \$560 (or 3% of tuition) per student, per quarter.

Guidelines

- All scholarships and/or discounts cannot exceed costs for tuition.
- Scholarships and discounts will be applied as a credit to the student's tuition account at the rate of one-third of the total per quarter and are available to full-time students only.
- Loss of scholarship money may result when a student does not maintain the minimum cumulative G.P.A. required by the particular scholarship.

- The last day of final tests for the first quarter that a student is enrolled at this University is the deadline for verifying with Student Financial Services that the student qualifies for a scholarship for the academic year.
- The scholarships and discounts listed above apply only to students enrolled in undergraduate programs in the Department of Earth and Biological Sciences.
- Determination of the amount of scholarships and awards at Loma Linda University is influenced by FAFSA data. State and federal grants, as well as other grants and subsidies, will be applied before Loma Linda University scholarships and discounts; therefore, some students may be eligible to receive only a portion of their scholarship award.

Learning outcomes

Demonstrate knowledge of the composition and structure of the earth, geological processes, and earth and planetary models.

Demonstrate skill in finding reference materials and collecting and presenting field and laboratory data.

Demonstrate critical analysis of the relation of faith and science and public interest issues related to geology.

Demonstrate skills in making oral and written presentations and the integration of technology in communication.

Develop knowledge of the role of professional organizations, graduate education, and career pathways.

Intercollegiate program

A student pursuing a Bachelor of Science degree in the Geology Program will take the first two years of general education and science course work at any accredited community college, college, or university; and the last two years of geology curriculum at Loma Linda University. Admission requirements for the B.S. degree in the Geology Program are a 2.5 G.P.A. during the first two years of course work, and letters of recommendation from two faculty at the institutions previously attended. The degree requirements below include a list of the courses that should be taken during the first two years as preparation for the geology curriculum at Loma Linda University.

Employment

A baccalaureate degree in geology prepares a student to enter graduate programs in geology or paleontology, or for employment in environmental and energy-related industries; or (with the necessary education courses) for teaching in secondary schools. Most employment opportunities in industry, research, or college teaching require a graduate degree.

Preparation for teaching

A student preparing to teach at the elementary or secondary level will need to complete the requirements for a teaching credential, in addition to the geology major. Consult the Geology Program undergraduate director for further information. General elective units can be used for education courses.

Honors Program

Students having a GPA of 3.0 or above, a sponsoring faculty member, and an approved research proposal may apply to be accepted in the ENVIS honors program. The honors student must register for at least two units of undergraduate research, conduct original research under a faculty member's direction, submit a written thesis, and give a public oral presentation.

Graduate programs

The Department of Earth and Biological Sciences offers a Master of Science degree in geology. Emphases available in this program are sedimentary geology, paleontology, and environmental geology. A Master of Science degree and a Doctor of Philosophy in biology and a Doctor of Philosophy degree in earth science are also available.

GENERAL STUDIES REQUIREMENTS

The list below gives a summary of LLU's general studies requirements for undergraduate students. For a complete description of LLU's general education requirements and criteria please refer to the Division of General Studies section in a current LLU catalog.

GEOLOGY—B.S. CURRICULUM

FIRST- AND SECOND-YEAR COURSES

(to be taken at any college)

96 quarter units

Required cognate courses

(40-48 units)

General chemistry (one full year with lab)	(12)
Physics (one full year with lab)	(12)
Math, including calculus	(8-12)
Courses in genetics and ecology, or general biology with lab	(8)

Optional courses for geology major

**Physical geology	(4)
**Geology elective	(4)

**can be taken at Loma Linda University

General studies (can be completed before enrolling at LLU, or some courses may be taken at LLU) (48-52 units)

Freshman English (full sequence that meets baccalaureate requirements)	(9-12)
Religion (minimum of 4 units for each year at an SDA college)	(8)
Humanities (courses from 3 of the following areas: language, civilization/history, fine arts, literature, performing arts [2 units max], philosophy etc.)	(12)
Personal health or nutrition	(2)
Physical education activities (must include at least 2 activities)	(1)
A course in human diversity among peers (e.g. cultural anthropology)	(4)
Social sciences (e.g. anthropology, geography, economics, political science, psychology, sociology, etc.)	(8)
Other general studies	(4-8)

Third- and fourth-year courses (taken at Loma Linda University) (96 quarter units)
Geology major (68 units, including electives)

GEOL 204	Physical Geology (if not already taken)	(4)
GEOL 316	Mineralogy	(4)
GEOL 317	Igneous and Metamorphic Petrology	(4)
GEOL 416	Sedimentology and Stratigraphy	(6)
GEOL 424	Structural Geology	(4)
GEOL 431	Geochemistry	(4)
GEOL 443	Historical Geology	(4)
GEOL 456	Field Methods of Geologic Mapping	(4)
GEOL 475	Philosophy of Science and Origins	(4)
GEOL 485	Seminar (1 unit per quarter, 6 quarters)	(6)
GEOL 486	Research and Experimental Design	(2)

Geology electives (18)

Must include one paleontology course.

Required Cognate (4)

Statistics	(4)
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General electives (20)
Religion (8)
TOTAL 192

Students should consult with their adviser regarding courses in other programs that are appropriate to the B.S. degree in geology.

GEOLOGY—M.S.

The Department of Earth and Biological Sciences in the School of Science and Technology offers the Geology Program leading to the Master of Science degree. Research and course work emphasize field and laboratory studies in sedimentology, paleontology, paleoenvironmental reconstruction, paleoecology, and taphonomy. Areas of curriculum strengths include sedimentary geology, paleontology, and environmental geology. Research in paleontology may also be pursued through the M.S. and Ph.D. degree programs in biology, and the Ph.D. degree program in earth science.

Program objectives

The Geology Program focuses on field-oriented geology, particularly sedimentology, stratigraphy, and paleontology. The integrated core-course sequence provides students with the tools to conduct research in the subdisciplines of sedimentology, paleontology, or environmental geology. Fieldwork is emphasized because it provides a first-hand experience with geological phenomena that cannot be satisfactorily grasped or understood solely from classroom or laboratory study. Throughout the geology curriculum, students are encouraged to develop an open-minded and investigative approach in the application of the scientific method to the resolution of geologic problems. Consideration of multiple working hypotheses is encouraged.

The Geology Program aims to instill in students the values of honesty, scientific integrity, careful research, and independent critical thinking, provide the tools and intellectual environment in which geologists can attain their highest potential in scholarship and research, and challenge graduate students to consider the relationships among science, faith, and societal responsibility

Learning outcomes

Able to plan and carry out independent research.

Able to write and submit proposals for research grants.

Obtain advanced breadth and depth of knowledge in earth science.

Develop professional attitude.

Develop critical evaluation skills in relating faith and science and public interest issues.

Financial aid

Research and teaching assistantships are available from the Department of Earth and Biological Sciences on a competitive basis. Further information can be obtained from the chair of the department. Qualified students are also encouraged to seek fellowships from federal and private agencies, such as the National Science Foundation and the National Institute of Health.

Admission

Applicants must meet the general School of Science and Technology admission requirements. Acceptable undergraduate preparation is a bachelor's degree and must include the following required cognates (in quarter units):

Biology (zoology, botany, ecology or other non-human biology)	(8)
General Chemistry (full year with lab)	(12)
Physics (full year with lab)	(12)
Mathematics including calculus	
Statistics	(3-4)

Some cognates may be taken during residence at LLU, with approval of admission committee.

In addition, the following undergraduate courses are required during graduate or undergraduate program (in quarter units):

Physical Geology	(4)
Mineralogy	(4)
Petrology	(4)
Structural geology	(4)

Sedimentology and stratigraphy	(4)
Field Methods (geologic mapping)	(4)
Geochemistry	(4)

Geology—M.S. Curriculum

A minimum of 48 quarter units, including 40 at or above the 500 level, constitutes the curriculum for the Master of Science degree in geology. In addition to the general School of Science and Technology requirements, the following courses are required:

During the graduate program at LLU

GEOL 547	Advanced Historical Geology	(4)
GEOL 556	Paleoenvironments	(4)
GEOL 558	Philosophy of Science and Origins	(4)
GEOL 565	Analysis of Sedimentary Rocks	(4)
GEOL 566	Sedimentary Processes	(4)
GEOL 567	Stratigraphy and Basin Analysis	(4)
GEOL 607	Seminar in Geology (1 unit each quarter in residence)	(6)
GEOL 617	Proposal Writing and Grantsmanship	(2)
GEOL 698	Thesis Research (4 units minimum; will be graded each quarter and can be repeated for additional credit)	

Religion (500 level or above)

(3 units)

Two graduate paleontology courses at LLU from the following:

(7 units, total)

GEOL 524	Paleobotany	(4)
GEOL 534	Invertebrate Paleontology	(4)
GEOL 545	Taphonomy	(3)
GEOL 544	Vertebrate Paleontology	(4)

Other requirements

The remainder of the student's program will be planned in consultation with the major professor and graduate advisory committee. In addition to course work, students are expected to attend all program seminars while in residence, fulfill research and thesis expectations, and successfully pass a final oral examination.

Seminar attendance requirements

All graduate students are expected to be registered for and attending either seminar or colloquium. Students who have completed the required number of units of seminar may register for colloquium, which meets once a month.

Research proposal

A written research proposal and an oral defense of the student's proposed research should be completed by the end of the third quarter of study. Questions will typically focus on the student's research area but may expand to other areas as appropriate.

Advancement to candidacy

Students may apply for advancement to candidacy after:

1. completing all deficiencies and prerequisites,
2. selecting a research committee,
3. having an approved written research proposal,
4. passing the oral defense of the research proposal,
5. being recommended by the program faculty (should be completed by the end of the third quarter of study),
6. completing and submitting Form C.

Thesis

The written thesis must demonstrate the completion of significant, original research and must be written in publishable paper format.

Defense of thesis

An oral presentation and defense of the thesis are required. Includes final oral examination on student's field of study.

ROSARIO BEACH SUMMER COURSES

In cooperation with the Walla Walla University Marine Station in Anacortes, Washington, facilities are available for marine courses and research by graduate students of this department.

Gerontology—ST

(M.S.)

FROYLANA HEREDIA-MILLER, Program Director

FACULTY

(See department website for a listing of all part-time and voluntary faculty)

The population explosion of older adults has generated increasing interest in the field of gerontology. Gerontology is the multidisciplinary-multidimensional study of aging and aging processes. It combines the study of physical, mental, social, and spiritual changes that affect individuals as they age. Emphasis is placed on the knowledge and skills required for competent practice with considerable attention given to understanding the social, cultural, and economic factors that affect services for this population.

Mission

The mission of the Master in Gerontology program is to provide graduate level education for future and current professionals in gerontology who are dedicated to enhancing the lives of older adults through advanced interventions at the micro, macro, and mezzo levels of practice.

Program Objectives

- Students will demonstrate the ability to integrate human behavior and developmental theories of aging taking into consideration of a biopsychosocial-spiritual orientation to geriatric practice;
- Students will demonstrate the ability to use research in evaluating the effectiveness of practice and programs in achieving intended outcomes for older adults;
- Students will demonstrate the ability to integrate into practice an understanding of the life experiences and unique needs of older adults belonging to specific racial, ethnic, socioeconomic groups; of men and women; and of those with different sexual orientations;
- Students will demonstrate knowledge of professional ethics to assist older adults who have diverse cultural, spiritual, and ethnic values and beliefs;
- Students will demonstrate the ability to complete a comprehensive assessment of biopsychosocial-spiritual factors that affect older adults' well-being;
- Students will demonstrate knowledge of the policies that shape and regulate the continuum of care and services available to older adults;
- Students will demonstrate knowledge of the importance of the current issues in gerontology and the importance of the relationship of gerontology to other disciplines and professions, such as social work, psychology, medicine, nursing, and public health.

Program description

All students must complete 48 quarter units of course work. The 24 units of foundation content required for all students are followed by 12 units in one of the two concentrations:

Policy, Planning, and Administration: Students opting for the policy, planning, and administration concentration gain knowledge and skills in the public administration, planning and coordination of older adult services. Students acquire an appreciation for the unique policy and systems structure influencing the delivery of older adult services. Within this framework students develop an understanding of the issues and challenges in creating and sustaining responsive systems of care for older adults and their families.

Clinical Services: Students opting for the clinical services develop knowledge and skills in locating and providing resources, services, and opportunities for the older adults and their families; as well as acquiring knowledge that supports enhancing the problem-solving and coping skills of older adults and their caregivers. Students gain an appreciation for the social support factors and community systems that create opportunities or exacerbate problems in daily living. Students develop an understanding of the issues that impact the creation of effective systems of care and responsive social policies.

Both concentrations emphasize a thoughtful reflection about the multidimensional issues in gerontology that will provide students with a deeper understanding of policy, administration, and practice issues affecting the field.

PREREQUISITE

This degree program builds on a broad liberal arts (general education) foundation. Consistent with this view, the program assesses the liberal arts foundation of students applying for the M.S. degree in gerontology. The required prerequisite course work provides students with foundation concepts and/or skills in each of the following:

Cross-cultural issues	(3)
Human Biology	(3)
Introductory statistics	(3)

Unit values represent the quarter system of measurement. Content from multiple courses may be used to meet most requirements.

Admission requirements

This program follows the admission requirements of the School of Science and Technology, including:

1. Applicants must demonstrate satisfactory performance on the Graduate Record Examination (GRE). For admission with regular status, satisfactory performance is defined as a minimum combined verbal and quantitative score of 1000, and an analytical writing score of 4.0. Students submitting lower scores may be considered for provisional status.

OR

The applicant must demonstrate satisfactory performance on a Critical Essay Examination (CEE) administered by the Department of Social Work and Social Ecology under the guidance of the School of Science and Technology. For admission with regular status, satisfactory performance for the CEE is defined as a minimum pass rate of 75 percent.

2. Applicants must demonstrate satisfactory adherence with the minimum academic and professional compatibility criteria established by the program, which includes:
 - a. A cumulative grade-point average of 3.0 or above (on a 4.0 scale) (special consideration may be given to applicants with grade-point averages as low as 2.75 if the last part of their college work shows significant improvement).
 - b. Evidence of professional compatibility, personal qualifications, and motivation to complete a graduate program by obtaining a passing score on the admissions interview with the program's admissions committee.

Evaluation criteria for the interview includes—

- verbal communication skills,
- critical-thinking ability,
- values congruent with the profession of gerontology,
- appreciation for human diversity,
- evidence of reflective learning, and
- comportment.

3. Submission of a completed application, including a personal statement, application fee, all college and/or university transcripts, and three letters of recommendation (one from an academic source and one from a work supervisor preferred).

CURRICULUM

The 48-unit curriculum for the Master of Science degree in gerontology provides the mix of academic, experiential, and research activities essential for M.S. degree students.

Students must maintain a grade-point average of 3.0 (or a letter grade of B on a 4.0 scale); and meet the knowledge, skill, and professional performance competencies outlined by the program.

Students must also maintain a B- (2.7) or better in all required (core) courses, and a minimum of a C (2.0) in all selective courses. Courses with grades falling below the standards set for required and selective courses must be repeated. Per university policy, a student cannot repeat more than two courses during their graduate program. Students are financially responsible for the cost of repeating courses when grades do not meet these minimum standards.

General overview

The 48-unit program begins with 26 units of core course work required for all students. Courses during the first year of study are divided into four professional areas: social science theory, religion and ethics, practice; and research methods. At the end of the first year, the student selects a concentration area (policy, planning, and administration; or clinical services), each requiring 14 units of concentration-specific course work.

Regardless of the concentration students choose, they are given the option of either a thesis or a non-thesis (professional practicum).

1. Thesis: Students who choose the thesis option complete 6 related units of research and 4 units of selectives.
2. Non-thesis: Students choosing the internship option complete 1 unit of practica orientation, 540 hours of integrated practicum and seminar, and 9 units of didactic selectives.

PROGRAM OF STUDY**Core courses****24 units****SOCIAL SCIENCE THEORY****(8 units)**

GERO 617	Bio-psycho-social-spiritual Theories of Aging	(4)
SPOL 615	Economic Theory and Social Policy	(4)

CLINICAL PRACTICE**(6 units)**

GERO 515	Diversity and Aging	(3)
SOWK 682	Legal and Ethical Aspects in Health and Mental Health Services	(3)

RELIGION, PHILOSOPHY, AND ETHICS**(4 units)**

RELE 524 or RELR 568	Christian Bioethics	(4)
	Care of the Dying and Bereaved	(4)

SOCIAL RESEARCH METHODS**(6 units)**

SOWK 547	Research Methods I	(3)
SOWK 549	Research Methods II	(3)

Concentration—Policy, planning, and administration**14 units****Required of all students****(6 units)****Concentration selectives****(select 8 units)**

SOWK 672	Theories of Organizations and Systems	(3)
SOWK 676A	Human Resources Planning and Development	(3)
SOWK 676B	Human Resources Planning and Development Seminar	(3)
PUAD 678	Public Administration Management	(3)

Concentration—Clinical services**14 units****required of all students****(6 units)**

SOWK 654A	Therapeutic Interventions with Older Adults I	(3)
SOWK 654B	Therapeutic Interventions with Older Adults II	(3)

Concentration selectives**(select 8 units)**

SOWK 648	Co-occurring Diagnosis: Substance abuse with mental illness	(2)
SOWK 659	Interventions with persons with severe mental illness	(2)
HPRO 548	Community and Domestic Violence	(2)
MFAM 638	Family Therapy and Chemical Abuse	(2)
NUTR 536	Nutrition and Aging	(2)
PSYC 685	Drug Addiction and Therapy	(2)
PSYC 686	Child, Partner, and Elder Abuse	(2)

Thesis Option**(6 units)**

SOWK 697	Applied Research	(2, 2)
SOWK 698	Thesis	(2)

Non-Thesis Option: Professional Practica

GERO 757A, B, C	Professional Practicum and Seminar	(3, 3, 3)
SOWK 578	Field Orientation	(1)

Students complete 3 professional practicum units during each quarter of the following:

GERO 757A	Professional Practicum and Seminar	(3)
GERO 757B	Professional Practicum and Seminar	(3)
GERO 757C	Professional Practicum and Seminar	(3)

Each 3 units of professional practicum and seminar require 160 hours of practicum and 20 hours of seminar.

Professional practicum and seminar units are not calculated into degree units. For professional practicum units, students pay program fees instead of tuition.

General selectives*

For thesis option, select 4 units from the following:

For internship option, select 9 units from the following:

GERO 599	Directed Study/Special Project	(1-4)
SOWK 649	Social Work and Healthcare	(2)
SOWK 681	Health and Mental Health Policies and Services	(2)
SOWK 683	Advanced Policy Practice	(3)
SOWK 684	Advanced Policy Projects	(2)
HPRO 584	Aging and Health	(3)

*Other courses may be approved for elective credits in consultation with the faculty adviser and in accordance with University policies for academic variances.

TOTAL**48****PRACTICUM AND SEMINAR HOURS****480+60**

Marital and Family Therapy—ST

(M.S.) California and Canadian Campuses

MARY E. MOLINE, Program Director

DIANNA L. CONNORS, Program Director

FACULTY

Jennifer Andrews

Ian P. Chand

Curtis Fox

Barbara Hernandez

Douglas Huenergardt

Carmen Knudson-Martin

Michelle Minyard

Daniel Newell (Canada)

Cheryl Simpson

Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>.

DEPARTMENT

The M.S. in Marital and Family Therapy is housed in the Department of Counseling and Family Sciences along with masters degree programs in child life, counseling, family studies and doctoral programs in family studies and marital and family therapy. The Masters in Marital and Family Therapy is offered on two campuses; Loma Linda University and Canadian University College. That the program at Loma Linda University is accredited by Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the Canadian University College program is NOT accredited by COAMFTE.

Mission statement

The M.S. program is consistent with Loma Linda University's vision of transforming lives through whole person health care. Our mission is to bring health, healing, wholeness, and hope to individuals, families, and communities through education, research, clinical training, and community service. The M.S. program accomplishes this by addressing relational needs and concerns of individuals and families over the life course in the contexts of communities and global society.

DEGREE: M.S. IN MARITAL AND FAMILY THERAPY

The Master of Science degree in marital and family therapy is designed to give students a broad academic background as well as professional practice for working with individuals, couples, and families in a variety of settings. These include, but are not limited to, medical, legal, educational, mental health, managed care, church setting and private practice.

Accreditation

The program offered by Loma Linda University is fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COMAFTE), the accrediting body for the American Association for Marriage and Family Therapy (AAMFT). AAMFT functions on a national basis to ensure that academic and clinical training programs adhere to the standards of the profession.

Licensure and program accreditation

Marriage and family therapy is established in California by law as a profession requiring state licensure. Persons who desire to enter the profession must have the academic and clinical preparation and must pass written licensing examinations. The masters degree program at Loma Linda University provides the academic requirements to meet the California licensing standards according to Business and Professions Code 4980.38, and has the following objectives:

- Develop skilled professionals in marital and family therapy.
- Expose students to available content material in the field.
- Provide supervised clinical training toward the development of clinical skills and competence.
- Provide specialized training in one of the family-therapy modalities that will qualify graduates for licensure as marriage and family therapists.
- Prepare students to be familiar with sociocultural issues.
- Prepare marital and family therapy students for professional practice, with specialized training in the delivery of services in private practice and institutional settings.

Clinical license requirements vary by state and will require additional hours of supervised clinical practice.

Certificate

The Department of Counseling and Family Sciences offers certificate programs which can be combined with masters or doctoral degrees offered in the department to broaden a student's counseling skills and marketability. Students wishing to add specializations in the following areas must formally apply and be accepted into each certificate program. Prior to application it is advisable to consult the program coordinator for advisement.

- Child Life Specialist Certificate
- Clinical Mediation Certificate
- Drug and Alcohol Counseling Certificate
- Family Counseling Certificate
- Family Life Education Certificate
- School Counseling Certificate: California
- Pupil Personnel Services Credential (PPS)

Combined degrees

The Department offers combined degrees in marital and family therapy with clinical ministry (M.S./M.A.) and in marital and family therapy with public health (M.S./M.P.H.).

Clinical training

In addition to successful completion of 78 quarter credits of academic course work, candidates in the M.S. in Marital and Family program complete field experience in clinical placement sites. Upon completion of 18 quarter units, each student will be evaluated by all teaching faculty to determine if the student can continue the program and/or be permitted to enter the clinical phase of the program. Students have numerous choices of placement sites across Southern California in which to gain required clinical experience. These sites include community mental health centers, private and public agencies, school and hospital settings, and the department's community mental health clinic. Some stipend are available for trainees. The clinical training includes a six-quarter practicum sequence and supervision as a trainee at a clinical site.

Students must take 12 units of practicum. A minimum of 500 direct client-contact hours and 100 direct-supervision hours are required. Of the direct client-contact hours, at least 250 hours must be with couples and families. Of the direct-supervision hours, at least 50 hours must be with raw data (video, audio, and live supervision). For every week in which clients are seen, the student must have at least one hour of individual supervision. The ratio of supervision hours to treatment hours must not be less than one hour of supervision to five hours of clinical contact. Clinical training, as defined by the Commission on Accreditation for Marriage and Family Therapy, includes a minimum of twelve continuous months in a clinical traineeship. Students enrolled in the program should consult the clinical training manual regarding clinical training requirements

Admission requirements

Applicants to the M.S. degree in marital and family therapy program at Loma Linda University or at Canadian University College. Students must meet the School of Science and Technology admission requirements outlined in this CATALOG and give evidence of academic ability, emotional stability, and maturity.

COREQUISITES

There are three courses required of all M.S. students: these are personality theory or theories of counseling, statistics, and abnormal psychology. Students are advised to complete these courses prior to starting the M.S. program. Students who have not completed these courses will need to do so before enrolling in certain courses. The program director may waive a co requisite depending upon the student's prior course work or background. A student may challenge a co requisite by taking a waiver examination. Students wishing to apply for master's degree-level course work must complete their course work at a regionally accredited school prior to application and must provide applicable transcripts and/or syllabi. In addition to completing the required application forms, students should provide character and academic references and take the critical-essay examination or the writing course. This examination can be waived if the student receives a 4.5 on the analytical writing portion of the GRE.

General admission information

Students are admitted in autumn and winter quarters. With special permission, a student may be permitted to enter spring or summer quarter. Applicants must have a bachelor's degree from a regionally accredited institution in any field. Additional admission requirement include:

- Minimum grade point average 3.0 (n 4.0 scale) in bachelor's coursework for at least the final 45 units prior to graduation.
- Health clearance
- A background check (required before matriculation to the program)

- Official transcripts on file
- Critical Essay Examination administered at LLU
- Three letters of recommendation as specified
- Submit a personal statement that addresses career objectives, personal interest in marital and family therapy, rationale for choosing to attend Loma Linda University, how life experiences have influenced applicant's choice to enter the field, and additional thoughts the applicant deems important.
- Interview with department faculty as scheduled (on-campus group interviews are scheduled for mid-March and mid-May; other on-campus and phone interviews are scheduled individually).
- Those for which English is not their first language must present a minimum score of 213 for the computer test and 550 for the pencil test on the Test of English as a Foreign Language (TOEFL).
- Those who are not citizens or permanent residents of the U.S. must provide a valid student visa.
- Prior to matriculation students must pass a background check.

Degree completion

The M.S. degree in marital and family therapy may be completed in either a two-years of full time study or three years of part time study. Students have up to five years to complete the degree. In order to maintain full-time status, students must take a minimum of 8 units during the fall, winter, spring, and summer quarters. Mostly first year students attend classes on Tuesday and Thursday and second year students attend classes on Monday and Wednesday. Fulltime employment is discouraged when a student is enrolled for full-time study. Clinical traineeships are usually on the days students are not in class.

Degree requirements

Requirements for the Master of Science degree at both Loma Linda University and Canadian University College campuses include the following:

- Residence of at least two academic years.
- A minimum of 78 quarter units of graduate work, which includes credit received for core courses, electives, and a 3-unit religion course.
- Practicum in marriage and family counseling. A minimum of 500 direct client-contact hours and 100 direct-supervision hours are required. Of the direct client-contact hours, at least 250 hours must be with couples and families. Of the direct-supervision hours, at least 50 hours must be with raw data (video, audio, and live supervision). For every week in which clients are seen, the student must have at least one hour of individual supervision. The ratio of supervision hours to treatment hours must not be less than one hour of supervision to five hours of clinical contact. Clinical training, as defined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), includes a minimum of twelve continuous months in a clinical traineeship. Students enrolled in the program should consult the clinical training manual regarding clinical training requirements.
- Successful completion of a written comprehensive examination (taken before advancement to candidacy) and an oral examination (taken at the end of the program).
- To be counted toward your graduate degree, foreign language must have a prefix 400 and above

Department clinic

The program operates a community marriage and family therapy clinic to provide counseling services to individuals, couples, and families; and to give opportunity for clinical practice for student trainees and interns. Paid traineeships are available.

Financial assistance

Students accepted into the M.S. in Counseling may receive financial assistance through merit-based awards, such as teaching fellowships and a variety of research and student-service assistantships, or through need-based financial aid such as a loan or the university's work/study program. On a limited basis, students receive financial assistance during their clinical traineeship. Students must apply for financial aid by writing to:

Student Financial Aid Office
Student Services
Loma Linda University
Loma Linda, CA 92350
(909) 558-4509

Learning outcomes

1. Students will be able to apply a systemic framework to their clinical practice as a marital and family therapist
2. Students will be able to identify themselves as a systemic oriented marital and family therapist grounded in the theoretical and philosophical foundations of the field,

3. Students will be familiar with a variety of MFT therapy approaches in diverse settings,
4. Students will be able to demonstrate the ability to analyze and present a clinical case using one of the major MFT models,
5. Students will demonstrate awareness of contextual issues in therapy such as gender, religion, sexual orientation, age, and socioeconomic status,
6. Students will be knowledgeable of the legal and ethical standards relevant to the field of marital and family therapy and apply their knowledge to their clinical practice,
7. Students will be qualified to apply for internship status and subsequent licensure as an MFT.

MARITAL AND FAMILY THERAPY—M.SC.

CANADIAN CAMPUS PROGRAM

(This program is not accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the accrediting body for the AAMFT).

The Canadian campus program facilitates Canadian residents in obtaining a LLU graduate degree in Marital and Family Therapy while completing their academic work and clinical training in Canada. This program is unique in Western Canada, and functions as the only Marital & Family Therapy training available in Alberta or British Columbia. The program has graduated over 200 therapists since its first graduating class in 1991. The Canadian campus program prepares graduates to function as Marital and Family Therapists in Canada, and specifically in Alberta. Graduates have also established their competence as therapists in provinces across Canada, as well as the United States. Depending on undergraduate preparation and the coursework selected, graduates of the program go on to obtain registration as psychologists in Alberta (with the College of Alberta Psychologists), or as registered social workers (with the Alberta College of Social Workers). In addition students from other non-psychology, or non-social work academic backgrounds can be registered as counselors with the Canadian Counseling Association.

Loma Linda University is accredited by the Western Association of Schools and Colleges (WASC) in the United States, and the Canadian campus program is recognized by Alberta Advanced Education (Private Institutions) as an approved graduate degree granting program. The Canadian campus program is officially operated by Loma Linda University, and meets WASC accreditation requirements. Applications for admission are directed thru the LLU Registrar's Office, and official acceptance, candidacy status and graduation monitored thru the University and specifically the Chair of the Department of Counseling and Family Sciences, Dr. M. Moline, and the Dean of the School of Science and Technology, Dr. B. Buckles.

The Canadian campus program is an innovative venture that combines the teaching expertise of the Loma Linda University faculty, the Canadian campus program faculty and adjunct instructors from the local professional community. Specific attention is paid to the importance of Canadian content in courses such as Cross-Cultural Counseling, Child Abuse and Family Violence, and Law & Ethics to make the theoretical and practice aspects of the degree fit the Canadian context.

The program emphasizes an integration of theory, practice and person of the therapist. There is a Clinical Training placement for two consecutive years while the student is also taking academic courses and a requirement for some personal therapy while a student in the program. The Clinical Training component is fulfilled two to three days per week at the student's city of residence—typically, Edmonton, Calgary & Red Deer. The program has approximately twenty-five clinical sites throughout the province where students can obtain supervised clinical practice in individual, couple and family therapy.

The Canadian campus is centrally located in Lacombe, Alberta (on the campus of Canadian University College) to facilitate the commuter cohort of students that travel to campus one day per week, and one week per month for classes. The Library on the campus of Canadian University College boasts one of the largest collections of Marital and Family Therapy journals and texts in the province, as well as being part of the NEOS system which connects students to all the major university libraries in Alberta. In addition students have access to the LLU California Campus Library system thru EBSCO HOST.

Students graduating with this degree obtain positions as Marital & Family Therapists in hospitals, community service agencies, family counseling agencies, addiction treatment centers, adolescent residential treatment centers, school systems, private practices and in educational settings. Several graduates of the program have gone on to pursue doctoral studies at both Canadian and American universities, including the parent campus doctoral program in Marital & Family Therapy.

COURSES

The following are the major areas of study and the required and elective courses for each, totaling 78 quarter units.

Theoretical foundations**(9)**

MFAM 551	Family Therapy: Foundational Theories and Practice	(3)
MFAM 553	Family Systems Theory	(3)
MFAM 564	Family Therapy: Advanced Foundational Theories and Practice	(3)

Clinical knowledge**(28)**

MFAM 515	Crisis-Intervention Counseling	(3)
MFAM 524	Psychopharmacology and Medical Issues	(3)
MFAM 552	Couples Therapy: Theory and Practice	(3)
MFAM 556	Psychopathology and Diagnostic Procedures	(3)
MFAM 624	Individual and Systems Assessment	(3)
MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 644	Child Abuse and Family Violence	(3)
FMST 514	Cross-Cultural Counseling and Family Values	(2)
MFAM 545	Gender Perspectives	(2)
MFAM 674	Human Sexual Behavior	(3)

Individual development and family relations**(6)**

MFAM 547	Social Ecology of Individual and Family Development	(3)
MAM 584	Advanced Child and Adolescent Development	(3)

Professional identity and ethics**(7)**

MFAM 535	Case Presentation and Professional Studies	(4)
MFAM 614	Law and Ethics	(3)

Research**(6)**

MFAM 501	Research Tools and Methodology: Quantitative	(3)
MFAM 502	Research Tools and Methodology: Qualitative	(3)

ADDITIONAL LEARNING**(22 units)****Supervised clinical practice****(10)**

MFAM 536, 537	Case Presentation	(2, 2)
MFAM 635, 636, 637	Case Presentation	(2, 2, 2)
MFAM 734	Professional Clinical Training (500 hours total)	(1.5-6.0)

Religion (3)

RELR 564	Religion, Marriage, and the Family	(3)
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Group (3)

MFAM 568	Groups: Process and Practice	(3)
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Electives (one course in theory required) (6)

FMST 524	Family Resource Management	(2)
FMST 528	Parenting	(2)
FMST 529	Family-Life Education	(3)
COUN 574	Psychological Foundations of Education	(4)
COUN 575	Counseling Theory and Application	(3)
COUN 576	Exceptional Learners	(3)
COUN 577	Assessment in Counseling	(3)
COUN 578	College and Career Counseling	(3)
COUN 678	Consultation and Leadership	(3)
COUN 679	School Counseling: History and Practice	(3)
COUN 680	Field Experience and Supervision in School Counseling (600 clock hours)	(4)
MFAM 516	Play Therapy	(2)
MFAM 525	Therapeutic Group	(2)
MFAM 526	Theory and Practice of Group Counseling	(3)
MFAM 527	Training/Supervision Workshop in Group Counseling	(3)
MFAM 538	Theory and Practice of Conflict Resolution	(2)
MFAM 539	Solution-Focused Family Therapy	(2)
MFAM 544	Family and Divorce Mediation	(4)
MFAM 548	Men and Families	(2)
MFAM 549	Christian Counseling and Family Therapy	(2)
MFAM 555	Narrative Family Therapy	(2)
MFAM 557	Object-Relations Family Therapy	(2)
MFAM 559	Cognitive Behavioral Couples Therapy	(2)
MFAM 565	Advanced Bowen: Theory and Practice	(2)
MFAM 566	Psychopathology and Diagnostic Procedures II	(2)
MFAM 569	Advanced Group Therapy	(2)
MFAM 585	Internship in Family Mediation	(1-4)
MFAM 605	Gestalt Family Therapy	(2)
MFAM 606	Emotionally Focused Couples Therapy	(2)
MFAM 615	Reflective Practice	(2)

MFAM 659	Current Trends in the Field of Family Therapy	(2)
MFAM 664	Experiential Family Therapy	(2)
MFAM 665	Structural Family Therapy	(2)
MFAM 670	Seminar in Sex Therapy	(2)
MFAM 675	Clinical Problems in Marriage and Family Therapy	(1-2)
MFAM 694	Directed Study: Marriage and Family	(1-4)
MFAM 695	Research Problems: Marriage and Family	(1-4)

Post-master's

MFAM 651	AAMFT-Approved Supervisor Training	(3)
MFAM 704	MFAM State Board Written Examination Review	(2)
MFAM 705	MFAM State Board Oral Examination Review	(2)
MFAM 744	Clinical Internship	(1)

Canadian campus only

MFAM 546	Brain and Behavior	(3)
MFAM 617	Personality and Behavior Testing	(4)
MFAM 616	Cognitive Assessment	(4)

Marital and Family Therapy—ST

(D.M.F.T.)

DOUGLAS HUENERGARDT, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard-Widmann
 Mary Moline
 Cheryl Simpson
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>.

DEPARTMENT

The D.M.F.T. (Doctor of Marital and Family Therapy) is one of three doctoral degrees within the Department of Counseling and Family Sciences. The department also offers a Ph.D. in Marital and Family Therapy and Ph.D. in Family Studies, along with master's degree programs in Marriage and Family Therapy, Child Life, Family Studies, and Counseling.

Mission statement

The D.M.F.T. program is consistent with Loma Linda University's vision of transforming lives through whole person care. Our mission is to bring health, healing, wholeness, and hope to individuals, families, and communities through education, research, clinical training, and community service. The D.M.F.T. program accomplishes this by focusing on developing, evaluating, and administering intervention programs that benefit individuals, couples, families, and communities.

The marriage and family therapy profession

Marriage and family therapy (MFT) is a distinct mental health profession based on the premise that relationships are fundamental to the health and well-being of individuals, families, and communities. Marriage and Family Therapists evaluate and treat mental and emotional disorders and other health and behavioral problems, and address a wide array of relationship issues within the context of the family and larger systems. The Federal government has designated MFT a core mental health profession along with psychiatry, psychology, social work and psychiatric nursing. Currently, 48 states support and regulate the profession by licensing or certifying marriage and family therapists.

DEGREE: DOCTOR OF MARITAL AND FAMILY THERAPY

The D.M.F.T. adopts the practitioner-administrator-evaluator approach and focuses on applied-skill development for use in clinical practice and administrative positions. The D.M.F.T. degree is a 102-unit program requiring a minimum of three to four years full time study for completion—including two to three years of course work, 1000 hours direct client contact, a doctoral project, and supervised professional development experience. The goal of the D.M.F.T program is to prepare students to apply the systemic/relational principles of marriage and family therapy to design, evaluate, and administer programs that impact a clinical population using evidence-based standards.

Interim master's degree

A student may matriculate into the DMFT program with an interim masters degree. The D.M.F.T. with interim masters degree requires 160 units. This combined degree program is for selected advanced students whose masters degree is not in marital and family therapy (or equivalent) or students currently enrolled in COAMFTE accredited masters programs. It takes a minimum of five years of full-time study to complete.

Concentrations

All D.M.F. T. students must complete one of the following 12-unit concentrations:

- Systems Consultation and Professional Relations
- Family Studies
- Families, Systems, and Health School Consultation

Accreditation

The academic programs at Loma Linda University are accredited by the Western Association of Schools & Colleges (WASC). The D.M.F.T. is also accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE), the accrediting body associated with the American Association for Marriage and Family Therapy. COAMFTE accreditation means that students meet national practice standards for marriage and family therapy. This accreditation facilitates graduates' eligibility to practice across the country as well as in California. Additional information about COAMFTE accredited programs can be found at <www.aamft.org>.

License

Marriage and family therapy is established in California by law as a profession requiring state licensure. Persons who desire to enter the profession must have the proper academic and clinical preparation and must pass a two part licensing examination. The D.M.F.T. program at Loma Linda University is designed to provide the academic requirements to meet the California licensing standards according to Business and Professions Code 4980.38 for those students who have not previously met these requirements.

Certificates

The Department of Counseling and Family Sciences offers certificate programs which can be done in conjunction with the D.M.F.T. to broaden a student's MFT skills and marketability. Students wishing to add specializations in the following areas must formally apply and be accepted into each certificate program. Prior to application it is advisable to consult the program coordinator for advisement.

- Child Life Specialist Certificate
- Clinical Mediation Certificate
- Drug and Alcohol Counseling Certificate
- Family Counseling Certificate
- Family Life Education Certificate
- Medical Family Therapy Certificate
- School Counseling Certificate: California Pupil Personnel Services Credential (PPS): Open to Counseling & MFT students only

Student learning outcomes

1. Students will develop a professional identity as doctoral level marital and family therapists aligned with national practice standards.
2. Students will become adept in systems/relational practice, demonstrating sophistication as administrators, program developers, and evaluators of marital and family therapy services.
3. Students will be able to use marital and family therapy, human development, and family science literatures to design and evaluate programs, clinical protocols, organizational structures, and service delivery processes.
4. To further benefit families and communities, students will demonstrate the ability to use research and evaluation methodologies to improve human service program performance and outcomes.
5. Students will apply systems/relational theories and evidence-based practices that promote health, healing, and wholeness within interpersonal, family, organizational, and/or community contexts.
6. Students will be responsive to the societal, cultural, and spiritual contexts in which health and well-being are embedded.
7. Students will develop an ethical consciousness that guides their practice in all aspects of professional work.

Core ideas guiding the D.M.F.T. program

Relational Systems: People are best understood within the cultural, spiritual, and relational systems in which they are embedded. Change therefore occurs in context of family, community, and interpersonal relationships. This program focuses both on the structured relational patterns of communication and interaction and on the systems of meaning that define and shape these patterns.

Wholeness: The program encourages wholeness by attending to the physical, mental, social, and spiritual dimensions of human experience. These dimensions reciprocally interact at every level.

Social Forces: The program is guided by a belief that social contexts and processes influence meanings, values, and people's understandings of self, family, and others. Particular emphasis is placed on—

- research focusing on social forces relevant to the distinctive multicultural mix of families in the southern California region,
- the interrelationship between faith and family relationships throughout the world, and the effects of the changing health care system and of medical technology;
- as well as collaboration among education, family, work, and legal systems.

Healing Power of Relationships: As people become more connected to each other and their communities, the potential for growth and healing are enhanced and the opportunity for making positive contributions maximized. Students are encouraged to develop their therapeutic relationship and community involvement skills such that they can co-create an environment of safety, respect, compassion, openness, and community participation.

Diversity: Congruent with an appreciation of the importance of social forces is an interest in and respect for the diverse experiences and perceptions of human beings. Different social contexts—such as race, ethnicity, religion, gender, and socioeconomic status—result in a wide variety of meanings and behavior patterns in marriages, families, and intimate relationships. The program seeks to create a diverse mix of students and faculty, and to challenge all who are involved to learn from the richness of multiple perspectives.

Empirical Process: The program encourages clinical work and theory development grounded in an empirical understanding of human experience. Students are offered the opportunity to develop their capacities to utilize inductive and deductive reasoning as well as objectivity, subjectivity, and intersubjectivity in therapy, program development, and evaluation.

Education and Prevention: Connections at family, school, and community levels are important components of resilience. The program emphasizes helping individuals and families access their relational competencies as an important part of prevention, as well as the resolution of their current difficulties.

Spirituality: This program sees spirituality as central to wholeness and healing. Students are encouraged to integrate their practices of faith with their professional work. The program places strong emphasis on active demonstration of moral and ethical principles as exemplified by, but not limited to, Judeo-Christian teachings.

Worldwide focus: The mission of the program reaches beyond the local and national community to the international community. This includes our collaboration with people from other nations and cultures to promote mutual understanding, resolve problems, and strengthen families.

Admission requirements

The Doctor in Marital and Family Therapy program represents advanced study over and above a standard master's degree curriculum in the field. Acceptance into this program is based on an integrated evaluation of the following criteria:

1. Personal essay (see department for guidelines)
2. M.S. degree in marital and family therapy or equivalent
3. Grade-point average
4. Oral interviews with department (one day).
5. Three letters of reference (2 academic and one professional).
6. Résumé
7. Critical Essay Exam (administered by the department)
8. Acceptable TOEFL scores if English is a second language.
9. Official transcripts for from all college and graduate study.
10. Prior to matriculation, students must pass a background check.

COREQUISITES

Students are expected to have basic academic preparation before entering the DMFT program. If a student is deficient in courses, such as those listed below, a plan of study incorporating these courses will be developed for the student to give a solid grounding in the foundations of the field. Transcripts will be evaluated to determine readiness or deficiency in previous course work. These courses will be regarded as co-requisites in that the student will be able to incorporate them into their program of study.

Theoretical knowledge in family systems/relational therapy	(8)
Clinical knowledge in marital and family therapy	(16)
Individual development and family relations	(8)

Additional study in areas 1-3	(4)
Professional issues and ethics in marital and family therapy	(4)
Research	(4)
Additional related study	(4)

MINIMUM APPROVED COREQUISITE COURSES**(48)****Financial assistance**

Students who are accepted into the Doctor of Marital and Family Therapy program may apply for a variety of work study and departmentally funded assistantships. They may also apply for need-based financial aid, such as loans or other work-study programs on campus. Departmental awards are contingent on the availability of funds. Students accepted into the D.M.F.T. program are eligible and encouraged to apply for the AAMFT minority fellowships. See <www.aamft.org/> for information.

Students may apply for financial aid by writing to:

Student Financial Aid Office
 Student Services
 Loma Linda University
 Loma Linda, CA 92350
 (909) 558-4509

KNOWLEDGE AND SKILLS PROMOTED**Theory and Practice**

Students study the work of the original thinkers in marital and family therapy, as well as the most recent developments in the field - such as social constructionism and evidence-based practice. D.M.F.T. students will develop skills in applying MFT principles and frameworks to public and private clinical practice settings. They will develop a critical understanding of the theoretical and philosophical foundations of MFT, be conversant with the current issues in the field, and use this knowledge to develop programs and services.

Personal development

The program encourages students to develop a clear understanding of themselves and invites reflection and consideration of the impact of their personal values, social positions, and contexts on their clinical, administrative, and program development practices. Students are supported in the development of their strengths as they create an epistemological framework and ethical consciousness that guides their approach to professional practice in their lives.

Practice and Supervisory Skills

Students will apply an in-depth understanding of theory to the practice of marital and family therapy interventions and program activities at the family, community, and societal levels, drawing on the core MFT frameworks. They will develop sophistication in clinical, administrative, and supervisory skills necessary for multisystemic engagement.

Evaluation Skills

Students will develop skills and understanding of the process of evaluation research related to marital and family therapy programs and services. This includes the ability to apply research findings to clinical practice and to utilize research findings in creative ways for the benefit of the general population. D.M.F.T. degree students will focus on evaluation of program performance and outcomes in practice-based settings.

CURRICULUM**Theory and Practice****(24)**

MFTH 506	Clinical 1—Cybernetics (Systemic Strategic, Milan)	(3)
MFTH 507	Clinical 2—Meaning (Narrative, Collaborative Language)	(3)
MFTH 508	Clinical 3—Natural Systems, (Bowen, et al.)	(3)

MFTH 509	Clinical 4—Clinical Issues, (Theory Integration)	(3)
MFTH 525	Advanced MFT Assessment	(3)
MFTH 527	Advanced Legal and Ethical Issues	(3)
MFTH 634	Practicum	(2, 2, 2)

Individual development and family relations (4)

MFTH 505	Advanced Family Studies	(4)
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Supervision (4)

MFTH 501	Supervision in MFT	(2)
MFTH 502	Advanced Supervision in MFT	(2)

Program Development and Administration (16)

MFTH 524	Administration in MFT	(3)
MFTH 624	Program Development for Families and Communities	(3)
MFTH 625	Grant Writing	(3)
MFTH 626	Program Evaluation and Monitoring	(3)
MFTH 627	Advanced Program Development and Evaluation	(2,2)

Research (17)

MFTH 601	Statistics I	(4)
MFTH 604	Advanced Qualitative Methods	(4)
MFTH 605	Advanced Quantitative Methods	(4)
MFTH 606	Overview and Critique of Research in MFT	(4)
MFTH 607	Computer	(1)

Spirituality (9)

RELT 615	Seminar in Philosophy of Religion	(3)
RELR 535	Spirituality and Mental Health	(3)
RELE 505	Clinical Ethics	(3)
RELE ____	or Selective 500 level or above	(3)

Electives (15)

Concentration (see choices below)	(12)
Additional elective	(3)

Doctoral Project

MFTH 695	Doctoral Project Research	(12)
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Professional Development/Practice

MFTH 694	Doctoral Seminar	(1)
MFTH 786	Professional Development Proposal (non-credit)	
MFTH 786A	Professional Development in MFT (36 non-academic units)	
MFTH 785	Clinical Training (1000 client contact hours required)	

TOTAL D.M.F.T. DEGREE UNITS**(102)****CONCENTRATIONS****Systems Consultation and Professional Relations**

This concentration prepares qualified professionals for leadership and consultation in organizational development and systems relations. Courses help students understand how organizations operate and how to apply behavioral and family science knowledge to improve organization performance and functioning. Students develop specific skills for consulting and organizational assessment. MFTH 524: Administration in MFT is a prerequisite to the acceptance into the concentration.

MFTH 528	Organizations: Structure, Process, and Behavior	(3)
MFTH 555	Organizational Development and Change	(3)
MFTH 556	Management Consulting and Professional Relations	(3)
MFTH 557	Organizational Assessment	(3)

Family Studies

The family studies concentration focuses on the knowledge regarding family and child development that provides the theoretical basis for family interventions and programs. Students also may select from a variety of courses to enhance their skills in family life education and/or therapy.

FMST 518	Advanced Child Development	(3)
FMST 526	Marriage and Family	(3)

And at least 6 units from the following:

FMST 524	Family Resource Management	(2)
FMST 528	Parenting	(2)
FMST 529	Family Life Education	(2)
MFAM 548	Men and Families	(2)
MFTH 514	Child and Family Therapy	(2)
MFTH 515	Couples and Sex Therapy	(2)
MFTH 516	Divorce and Remarriage	(2)
MFTH 519	Teaching Techniques	(2)
MFTH 544	Health and Illness in Families	(3)
MFTH 525	Advanced MFT Assessment (Ph.D. only)	(3)
CHLS 507	Child Life Program: Medical Family Issues I	(3)
CHLS 508	Child Life Program: Medical Family Issues II	(3)
COUN 576	Exceptional Learners & Medically Challenged Children	(3)

Families, Systems, and Health

This concentration prepares marital and family therapists to work with issues related to health and illness in medical settings and/or in collaboration with other health care professionals. The concentration includes opportunities to work in the primary care LLU clinics to get real live experience with patients, doctors and other healthcare professionals (Family Medicine and SACH) as well as the opportunity to work with some specific health-related research projects.

Required courses include:

MFTH 564	Social Context of Health	(4)
MFTH 544	Health and Illness in Families	(3)
MFTH 637	Special Projects in Families, Systems and Health Prerequisite, MFTH 544, either before or concurrently.	(1)
MFTH 534	Family Therapy and Medicine Prerequisites, MFTH 564, MFTH 544.	(4)

School Consultation

The School Consultation Concentration broadens the systematic work of professionals in marital and family therapy or family studies to include more knowledgeable consultation with school administrators, teachers, counselors, and psychologists regarding the well-being of children, adolescents, and college or university students in educational environments. Doctoral students may select 12 units of study for this concentration from the list of courses below:

COUN 574	Psychological Foundations of Education	(4)
COUN 576	Exceptionally & Medically challenged Children	(3)
COUN 577	Assessment in counseling	(3)
COUN 578	College & Career Counseling	(3)
COUN 678	Consultation & Leadership	(3)
COUN 679	School Counseling: History & Practice	(3)

Additional courses for M.F.T. licensure in California

For students who have not previously met academic requirements for MFT licensure.

MFAM 524	Psychopharmacology and Medical Issues	(3)
MFTH 529	Advanced Psychopathology and Diagnosis	(2)
MFAM 556	Psychopathology and Diagnostic Procedures	(3)
FMST 514	Cross-Cultural Counseling and Family Values	(2)
MFTH 515	Couples and Sex Therapy	(2)
MFAM 674	or Human Sexual Behavior	(3)
MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 644	Child Abuse and Family Violence	(3)
MFTH 634	Additional Practicum	(4)

Additional required interim Master's degree courses for students who do not hold MS in Marital and Family Therapy prior to admission

Required standard master's degree courses

(59 units)

MFAM 535	Case Presentation and Professional Studies	(4)
MFAM 515	Crisis Intervention Counseling	(3)
MFAM 551	Family Therapy I: Theory and Practice	(3)
MFAM 556	Psychopathology and Diagnostic Procedures I	(3)
MFAM 614	Law and Ethics	(3)

MFAM 624	Individual and Systems Assessment	(3)
MFAM 547	Social Ecology of Individual and Family Development	(3)
MFAM 553	Family-Systems Theory	(3)
MFAM 644	Child Abuse and Family Violence	(3)
MFAM 552	Couples Therapy: Theory and Practice	(3)
FMST 514	Cross-Cultural Counseling and Family Values	(3)
MFAM 501	Research Tools and Methodology I	(2)
MFAM 545	Gender Perspectives	(2)
MFAM 674	Human Sexual Behavior	(3)
MFAM 670	or Seminar in Sex Therapy	(2-3)
MFAM 564	Family Therapy II: Theory and Practice	(3)
MFAM 584	Treatment of Child and Adolescent Problems	(3)
MFAM 536	Case-Presentation Seminar	(2)
MFAM 537	Case-Presentation Seminar	(2)
MFAM 635	Case-Presentation Seminar	(2)
MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 534	Clinical Training (500 client-contact hours)	
MFAM 568	Group: Process and Practice	(3)
MFAM 524	Psychopharmacology and Medical Issues	(3)

An interim master's degree will be awarded after students have completed:

- 90 units, including all required master's level units,
- 30 doctoral level units,
- An objective comprehensive examination, and
- 500 hours of direct client contact under an AAMFT-approved supervisor.
- All doctoral requirements remain the same.

Marital and Family Therapy—ST

(Ph.D.)

CARMEN KNUDSON-MARTIN, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard-Widmann
 Mary Moline
 Cheryl Simpson
 Randall Walker
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>.

DEPARTMENT

The Ph.D. in Marital and Family Therapy is one of three doctoral degrees housed in the Department of Counseling and Family Sciences. The department also offers a D.M.F.T. (Doctor of Marital and Family Therapy) and Ph.D. in family studies, along with master's degree programs in family therapy, child life, family studies, and counseling.

Mission statement

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DEGREE: PH.D. IN MARITAL AND FAMILY THERAPY

The Ph.D. degree in marital and family therapy (MFT) follows the scientist-practitioner model, in which the students are expected to develop expertise both in empirical research methods and clinical practice for careers in teaching and research. The Ph.D. degree in marital and family therapy is a 108-unit program requiring a minimum of three-to-four years full time study for completion—including two-to-three years of course work, 1000 hours face-to-face client contact, a dissertation, and professional development experiences. The purpose of the Ph.D. program in MFT is to develop family therapy scholar/practitioners who will advance theory, research, clinical practice and teaching in the field of marital and family therapy. Students will be prepared for academic and clinical training positions in universities and post graduate institutes. Ph.D. degree students develop expertise in conducting original research from quantitative, qualitative and mixed method approaches.

Interim master's degree

The Ph.D. with interim master's degree requires 160 units. This combined degree program is for selected advanced students whose masters degree is not in marital and family therapy (or equivalent) or students currently enrolled in COAMFTE accredited masters programs. It takes a minimum of five years of full time study to complete.

Concentrations

All Ph.D. in MFT students must complete one of the following 12-unit concentrations:

- Families, systems and health
- Family studies
- Systems consultation and professional relations
- School Consultation

Accreditation

Loma Linda University's academic programs are accredited by the Western Association of Schools & Colleges (WASC). The Ph.D. in Marital and Family Therapy offered by Loma Linda University is accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE), the accrediting body associated with the American Association for Marriage and Family Therapy. COAMFTE accreditation means that students meet national practice standards for marriage and family. This accreditation facilitates graduates' eligibility to practice across the country as well as in California. Additional information about COAMFTE accredited programs can be found at <www.aamft.org/>.

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Certificates

The Department of Counseling and Family Sciences offers certificate programs which can be combined with the Ph.D. to broaden a student's MFT skills and marketability. Students wishing to add specializations in the following areas must formally apply and be accepted into each certificate program. Prior to application it is advisable to consult the program coordinator for advisement.

- Child Life Specialist Certificate
- Clinical Mediation Certificate
- Drug and Alcohol Counseling Certificate
- Family Counseling Certificate
- Family Life Education Certificate
- Medical Family Therapy Certificate
- School Counseling Certificate: California Pupil Personnel Services Credential (PPS): Open to Counseling & MFT students only

Student learning outcomes

1. Students will develop a professional identity as doctoral level marital and family therapists aligned with national practice standards.
2. Students will become adept in systems/relational practice that will demonstrate sophistication as a scientist/practitioner.
3. Students will be able to analyze, synthesize and critique MFT theory, human development, and family science literatures to advance and integrate research, theory, and practice in the field.
4. Students will demonstrate knowledge and skills as a researcher in the field of marital and family therapy.
5. Students will apply systems/relational theories that promote health, healing, and wholeness within interpersonal, family, organizational, and/or community contexts.
6. Students will be responsive to the societal, cultural, and spiritual contexts in which health and well-being are embedded.
7. Students will develop an ethical consciousness that guides their practice and contributions to the field of marital and family therapy.

Core ideas guiding the Ph.D. in M.F.T. program

Relational Systems: People are best understood within the cultural, spiritual, and relational systems in which they are embedded. Change therefore occurs in context of family, community, and interpersonal relationships. This program focuses both on the structured relational patterns of communication and interaction and on the systems of meaning that define and shape these patterns.

Wholeness: The program encourages wholeness by attending to the physical, mental, social, and spiritual dimensions of human experience. These dimensions reciprocally interact at every level.

Social Forces: The program is guided by a belief that social contexts and processes influence meanings, values, and people's understandings of self, family, and others. Particular emphasis is placed on—

- research focusing on social forces relevant to the distinctive multicultural mix of families in the southern California region,
- the interrelationship between faith and family relationships throughout the world, and
- the effects of the changing health care system and of medical technology; as well as
- collaboration among education, family, work, and legal systems.

Healing Power of Relationships: As people become more connected to each other and their communities, the potential for growth and healing are enhanced and the opportunity for making positive contributions maximized. Students are encouraged to develop their therapeutic relationship and community involvement skills such that they can co-create an environment of safety, respect, compassion, openness, and community participation.

Diversity: Congruent with an appreciation of the importance of social forces is an interest in and respect for the diverse experiences and perceptions of human beings. Different social contexts—such as race, ethnicity, religion, gender, and socioeconomic status—result in a wide variety of meanings and behavior patterns in marriages, families, and intimate relationships. The program seeks to create a diverse mix of students and faculty, and to challenge all who are involved to learn from the richness of multiple perspectives.

Empirical Process: The program encourages clinical work and theory development grounded in an empirical understanding of human experience. Students are offered the opportunity to develop their capacities to utilize inductive and deductive reasoning as well as objectivity, subjectivity, and intersubjectivity in research and therapy.

Education and Prevention: Connections at family, school, and community levels are important components of resilience. The program emphasizes helping individuals and families access their relational competencies as an important part of prevention, as well as the resolution of their current difficulties.

Spirituality: This program sees spirituality as central to wholeness and healing. Students are encouraged to integrate their practices of faith with their professional work. The programs places strong emphasis on active demonstration of moral and ethical principles as exemplified by, but not limited to, Judeo-Christian teachings.

Worldwide focus: The mission of the program reaches beyond the local and national community to the international community. This includes our collaboration with people from other nations and cultures to promote mutual understanding, resolve problems, and strengthen families.

Admission requirements

The Ph.D. in Marital and Family Therapy program represents advanced study over and above a standard master's degree curriculum in the field. Acceptance into this program is based on an integrated evaluation of the following criteria:

1. Personal essay (see department for guidelines)
2. M.S. degree in marital and family therapy or equivalent
3. Grade-point average (3.3 minimum)
4. Oral interviews with department (one day).
5. Three letters of reference (2 academic and one professional).
6. Résumé (preferred but not required).
7. GRE scores (taken within the last five years)
8. International students: TOEFL, 550 (pencil test) or 213 (computer score) (English as a second language only).
9. Official transcripts for all college and graduate study.
10. Prior to matriculation students must pass a background check.

COREQUISITES

Student transcripts will be evaluated on a course-by-course basis for the following areas of corequisite study. A plan of study incorporating these standard master's degree-level courses is available for students who have not completed these corequisites:

Theoretical knowledge in family systems/relational therapy	(8)
Clinical knowledge in marital and family therapy	(16)
Individual development and family relations	(8)
Additional study in areas 1-3	(4)
Professional issues and ethics in marital and family therapy	(4)
Research	(4)
Additional related study	(4)

MINIMUM APPROVED COREQUISITE COURSES**(48)****Financial assistance**

Students who are accepted into the Ph.D. in Marital and Family Therapy program may apply for a variety of work study and department funded research, teaching, and administrative assistantships awarded by the Department of Counseling and Family Sciences. They may also apply for need-based financial aid, such as a loan or other work-study programs on campus. Departmental awards are contingent on the availability of funds. Students accepted into the Ph.D. program in marital and family therapy are eligible to and encouraged to apply for the AAMFT minority fellowships. See <www.aamft.org/> for information.

Students may apply for financial aid by writing to:

Student Financial Aid Office
 Student Services
 Loma Linda University
 Loma Linda, CA 92350
 (909) 558-4509

KNOWLEDGE AND SKILLS PROMOTED**Theory and Practice**

Students study the work of the original thinkers in marital and family therapy, as well as the most recent developments in the field - such as social constructionism and evidence-based practice. They will develop a critical understanding of the theoretical and philosophical foundations of MFT; critically examine the interrelationships between socio-historical factors, family structures and relationships and clinical approaches; be conversant in the current issues in the field; and contribute to the discourse regarding them. They will use this knowledge to advance the field of family therapy.

Personal Development

The program encourages students to develop a clear understanding of themselves and to consider reflectively the impact of their personal values, social positions, and contexts on their clinical and scholarly practices. Students are supported in the development of their strengths as they create an epistemological framework and ethical consciousness to guide their research and practice.

Practice and Supervisory Skills

Students will apply a critical understanding of theory to the practice of marital and family therapy at the family, community, and societal levels, drawing on the core modalities of the field. They will develop sophistication in their personal clinical skills, supervisory skills, and skills for active multisystemic involvement.

Research Skills

Students will develop skills and a critical understanding of the process of research and evaluation related to families and marital and family therapy. This includes the ability to apply research findings to clinical practice and to utilize research findings in creative ways for the benefit of the general population. Ph.D. degree students will develop expertise in quantitative, qualitative, and mixed methods research approaches, leading to publication in scholarly journals and presentations at professional conferences.

Theory and practice (22)

MFTH 506	Clinical 1—Cybernetics (Systemic Strategic, Milan)	(3)
MFTH 507	Clinical 2—Meaning (Narrative, Collaborative Language)	(3)
MFTH 508	Clinical 3—Natural Systems (Bowen, et al)	(3)
MFTH 509	Clinical 4—Clinical Issues (Theory integration)	(3)
MFTH 504	Advanced Theory in MFT	(4)
MFTH 634	Practicum (3 quarters)	(2, 2, 2)

Individual development and family relations (4)

MFTH 505	Advanced Family Studies	(4)
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Supervision (4)

MFTH 501	Supervision in MFT	(2)
MFTH 502	Advanced Supervision in MFT	(2)

Research (30)

MFTH 601	Statistics I	(4)
MFTH 602	Statistics II (prerequisite MFTH 601 Statistics I)	(4)
MFTH 603	Statistics III (prerequisite MFTH 602 Statistics II)	(4)
MFTH 604	Advanced Qualitative Methods	(4)
MFTH 605	Advanced Quantitative Methods	(4)
MFTH 606	Overview and Critique of Research in MFT	(4)
MFTH 607	Computer	(1)
MFTH 608	Analysis and Presentation of Research (prerequisites MFTH 604, MFTH 605)	(3)
MFTH 668	Practicum in Qualitative Research	(2)

Spirituality (9)

RELT 615	Seminar in Philosophy of Religion	(3)
RELR 535	Spirituality and Mental Health	(3)
RELE 505	Clinical Ethics	(3)
RELE ____	or Select 500 level or above	(3)

Electives (18)

Concentration (see choices below)	(12)
Additional electives	(6)

Dissertation (20)

MFTH 697	Dissertation Research	(20)
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Professional Development/Practice

MFTH 694	Doctoral Seminar	(1)
MFTH 786	Professional Development Proposal (non-credit)	
MFTH 786A	Professional Development in MFT (36 non-academic units)	
MFTH 785	Clinical Training (1000 client contact hours required)	

TOTAL PH.D. IN MFT DEGREE UNITS**(108)****CONCENTRATIONS****Family Studies**

The family studies concentration focuses on the knowledge regarding family and child development that provides the theoretical basis for family interventions and programs. Students also may select from a variety of courses to enhance their skills in family life education and/or therapy.

FMST 518	Advanced Child Development	(3)
FMST 526	Marriage and Family	(3)

And at least 6 units from the following:

FMST 524	Family Resource Management	(2)
FMST 528	Parenting	(2)
FMST 529	Family Life Education	(2)
MFAM 548	Men and Families	(2)
MFTH 514	Child and Family Therapy	(2)
MFTH 515	Couples and Sex Therapy	(2)
MFTH 516	Divorce and Remarriage	(2)
MFTH 519	Teaching Techniques	(2)
MFTH 544	Health and Illness in Families	(3)
MFTH 525	Advanced MFT Assessment (Ph.D. only)	(3)
CHLS 507	Child Life Program: Medical Family Issues I	(3)
CHLS 508	Child Life Program: Medical Family Issues II	(3)
COUN 576	Exceptional Learners & Medically Challenged Children	(3)

Families, Systems, and Health

This concentration prepares marital and family therapists to work with issues related to health and illness in medical settings and/or in collaboration with other health care professionals. The concentration includes opportunities to work in the primary care LLU clinics to get real live experience with patients, doctors and other healthcare professionals (Family Medicine and SACH) as well as the opportunity to work with some specific health-related research projects.

Required courses include:

MFTH 564	Social Context of Health	(4)
MFTH 544	Health and Illness in Families	(3)
MFTH 637	Special Projects in Families, Systems and Health Prerequisite, MFTH 544, either before or concurrently.	(1)
MFTH 534	Family Therapy and Medicine Prerequisites, MFTH 564, MFTH 544.	(4)

School Consultation

The School Consultation Concentration broadens the systematic work of professionals in marital and family therapy or family studies to include more knowledgeable consultation with school administrators, teachers, counselors, and psychologists regarding the well-being of children, adolescents, and college or university students in educational environments. Doctoral students may select 12 units of study for this concentration from the list of courses below:

COUN 574	Psychological Foundations of Education	(4)
COUN 576	Exceptionally & Medically challenged Children	(3)
COUN 577	Assessment in counseling	(3)
COUN 578	College & Career Counseling	(3)
COUN 678	Consultation & Leadership	(3)
COUN 679	School Counseling: History & Practice	(3)

Systems Consultation and Professional Relations

This concentration prepares qualified professionals for leadership and consultation in organizational development and systems relations. Courses help students understand how organizations operate and how to apply behavioral and family science knowledge to improve organization performance and functioning. Students develop specific skills for consulting and organizational assessment. MFTH 524: Administration in MFT is a prerequisite to the concentration.

Required courses include:

MFTH 528	Organizations: Structure, Process, and Behavior	(3)
MFTH 555	Organizational Development and Change	(3)
MFTH 556	Management Consulting and Professional Relations	(3)
MFTH 557	Organizational Assessment	(3)

Additional courses for M.F.T. licensure in California

For Ph.D. in MFT students who have not previously met academic requirements for MFT licensure.

MFTH 525	Advanced Marital and Family Therapy Assessment	(3)
MFAM 524	Psychopharmacology and Medical Issues	(3)
MFTH 527	Advanced Legal and Ethical Issues	(3)
MFAM 556	Psychopathology and Diagnostic Procedures	(3)
FMST 514	Cross-Cultural Counseling and Family Values	(2)
MFTH 515	Couples and Sex Therapy	(2)
MFAM 674	or Human Sexual Behavior	(3)

MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 644	Child Abuse and Family Violence	(3)
MFTH 634	Additional Practicum	(4)

Additional required interim master's degree courses (for students who do not hold MS in Marital and Family Therapy prior to admission)

MFAM 535	Case Presentation and Professional Studies	(4)
MFAM 515	Crisis Intervention Counseling	(3)
MFAM 551	Family Therapy I: Theory and Practice	(3)
MFAM 556	Psychopathology and Diagnostic Procedures I	(3)
MFAM 614	Law and Ethics	(3)
MFAM 624	Individual and Systems Assessment	(3)
MFAM 547	Social Ecology of Individual and Family Development	(3)
MFAM 553	Family-Systems Theory	(3)
MFAM 644	Child Abuse and Family Violence	(3)
MFAM 552	Couples Therapy: Theory and Practice	(3)
FMST 514	Cross-Cultural Counseling and Family Values	(2)
MFAM 501	Research Tools and Methodology I	(3)
MFAM 545	Gender Perspectives	(2)
MFAM 674 or MFAM 670	Human Sexual Behavior or Seminar in Sex Therapy	(3) (2-3)
MFAM 564	Family Therapy II: Theory and Practice	(3)
MFAM 584	Treatment of Child and Adolescent Problems	(3)
MFAM 536	Case-Presentation Seminar	(2)
MFAM 537	Case-Presentation Seminar	(2)
MFAM 635	Case-Presentation Seminar	(2)
MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 534	Clinical Training (500 client-contact hours)	
MFAM 568	Group: Process and Practice	(3)
MFAM 524	Psychopharmacology and Medical Issues	(3)

An interim master's degree will be awarded after students have completed:

- 90 units, including all required master's level units,
- 30 doctoral level units,
- An objective comprehensive examination, and
- 500 hours of direct client contact under an AAMFT-approved supervisor.

All doctoral requirements remain the same.

Natural Sciences—ST

(M.S.)

LEONARD R. BRAND, Ph.D., Program Director

FACULTY

Leonard R. Brand
Doug Britton
H. Paul Buchheim
Ronald L. Carter
Stephen G. Dunbar
Raul Esperante
William K. Hayes
Ronald Nalin
Kevin E. Nick
Samuel Soret
Benjamin L. Clausen

The Natural Sciences Program leads to the Master of Science degree. Course work is selected from the allied fields of biology, paleontology, geology, earth systems science, and geographic information systems. Areas of curriculum strength include ecology, genetics, systematics, sedimentary geology, paleontology, environmental geology, earth systems science, and GIS.

Objectives

Students completing the Master of Science degree in natural sciences will be:

1. Fluent in the fundamental concepts of biology, geology, GIS, and earth systems science.
2. Qualified to seek endorsement for subject teaching in secondary education and will be competent in either biological science or geoscience.
3. Able to exhibit effective skills in written and oral communication.
4. Familiar with the scientific method, hypothesis testing, and deductive reasoning.
5. Familiar with key issues related to the integration of faith and science.
6. Qualified to seek employment in K-12 teaching or civil or public service, or will be satisfied that the degree met other personal or professional development objectives.

Admission

Applicants must meet the general School of Science and Technology admission requirements. Acceptable undergraduate preparation includes a bachelor's degree in biology, geology, chemistry, physics, or other degree with typical biology and geology prerequisites. In addition, it must include two quarters of college mathematics (calculus recommended); one-year courses in biology, chemistry, and physics; and courses in general ecology and physical geology. Some of these courses may be taken during residence at LLU, with approval of the admissions committee.

Program objectives

The Natural Sciences Program emphasizes ecology-oriented areas of biology and field-oriented geology, particularly sedimentology, stratigraphy, and paleontology. Fieldwork is emphasized because it provides a first-hand experience with biological and geological phenomena that cannot be satisfactorily grasped or understood solely from classroom or laboratory study. Throughout the natural sciences curriculum, students are encouraged to develop an open-minded and investigative approach in the application of the scientific method to the resolution of biological and geologic problems. Consideration of multiple working hypotheses is encouraged. The goal is to prepare students for effective careers in teaching or government.

Learning outcomes

Develop breadth of knowledge in natural sciences.

Develop written and oral communication skills, and the integration of technology in communication.

Develop a professional attitude.

Curriculum

A minimum of 50 quarter units, including 40 at or above the 500 level, constitutes the curriculum for the Master of Science degree in natural sciences. In addition to the general requirements of the School of Science and Technology, the following courses are required. Undergraduate courses must be 400 level):

CORE CURRICULUM**(34-36 units,
including religion)**

GEOL 566	Sedimentology Processes	(4)
	One additional graduate geology or paleontology course	(3-4)
	A graduate-level ecology or conservation course	(3-4)
	One additional graduate biology course	(4)
BIOL 558 or GEOL 558	Philosophy of Science and Origins	(4)
	Philosophy of Science and Origins	(4)
BIOL 607 or GEOL 607	Seminar in Biology	(3)
	Seminar in Geology	(3)
BIOL 616 or GEOL 616	Research and Experimental Design	(2)
	Research and Experimental Design	(2)
	Religion (school requirement)	(3)
	An earth systems science course	(4)
	Research or special projects	(4)

Project

As part of the core curriculum, the student will complete a project, in consultation with the adviser, involving 4 units of registration in research or special projects.

Other courses

The remaining courses beyond the core will be selected in consultation with the student's faculty adviser.

Program seminar attendance

All graduate students are expected to be registered for and attending either seminar or colloquium. Students who have completed the required number of units of seminar may register for colloquium, which meets once a month.

Final examinations

Students are expected to pass a written comprehensive examination during their penultimate quarter in residence, and an oral comprehensive examination in their ultimate quarter in residence.

ROSARIO BEACH SUMMER COURSES

In cooperation with the Walla Walla University Marine Station in Anacortes, Washington, facilities are available for marine courses and research by graduate students of the LLU Department of Earth and Biological Sciences.

BIOL 455	Comparative Physiology	(5)
BIOL 458	Marine Biology	(5)
BIOL 459	Marine Invertebrates	(5)
BIOL 460	Marine Ecology	(5)
BIOL 462	Ichthyology	(5)
BIOL 463	Marine Botany	(5)
BIOL 508	Physiology of Algae	(5)
BIOL 516	Behavior of Marine Organisms	(5)

Program Evaluation and Research—ST

(PB certificate)

BEVERLY J. BUCKLES, Program Director

FACULTY

Beverly J. Buckles
Kimberly Freeman
Sigrid James
Dianna Simon
Ignatius Yacoub

ADJUNCT FACULTY

Emily Ascencio
Siddharth Swaminathan

The graduate-level certificate program in evaluation research is designed for the working professional who needs research skills to conduct program evaluation and outcome assessments. Students who complete this program will develop competencies in design and implementation of program evaluations in health care, human services, criminal justice, and economic development. The certificate may be combined with other graduate degrees offered by Loma Linda University or may be taken on its own by non-degree-seeking students. Students in the evaluation research certificate program are expected to have completed some undergraduate work in statistics and social research design. Students lacking appropriate preparation may be required to take necessary courses prior to admission to the program.

Students interested in applying for admission to the graduate certificate in Program Evaluation and Research should contact the Department of Social Work and Social Ecology in the School of Science and Technology.

DESCRIPTION OF THE PROGRAM

Required core courses

(20 units)

SPOL 654	Qualitative Research Methods	(4)
SPOL 655	Quantitative Research Methods	(4)
PSYC 501	Advanced Statistics I	(4)
PSYC 502	Advanced Statistics II	(4)
PSYC 503	Advanced Multivariate Statistics	(4)

Theory elective

(4 units)

SPOL 614 or SPOL 615 or SPOL 624	Social Science Concepts and Theories	(4)
	Economic Theory and Social Policy	(4)
	Nature/Society Thought and Social Policy	(4)

Research elective

(2 units)

SPOL 664 or SPOL 665	Applied Research for Social Policy	(2)
	Information Technology and Social Policy	(2)

Religion and ethics elective**(3 units)**

REL 528 or _____	Christian Citizenship and Leadership (strongly recommended) another approved religion and ethics course selected in consultation with the certificate advisor	(3) (3)
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TOTAL**29 units****Additional requirements**

Serve as project director or co-director of a selected program evaluation research project for the minimum of one term; and submit an approved written report of the project.

G.P.A. of 3.0 or higher in graduate study.

Psychology—ST

**(M.A. in general psychology, M.A. in experimental psychology;
Psy.D., Ph.D. in clinical psychology; Ph.D. in experimental psychology)**

LOUIS JENKINS, Chair

ADAM ARECHIGA, Director of Psy.D. Clinical Training

DAVID VERMEERSCH, Director of Ph.D. Clinical Training

PAUL HAERICH, Program Director, M.A. and Ph.D. in experimental psychology

FACULTY

Adam Arechiga

Hector Betancourt

Kendal C. Boyd

Todd Burley

Mary Catherin (Kiti) Freier Randall

Paul Haerich

Richard Hartman

Louis Jenkins

Karen Lesniak

Kelly R. Morton

Jason Owen

Susan Ropacki

David A. Vermeersch

LLU ASSOCIATE FACULTY

Jerry W. Lee

Helen Marshak

Johnny Ramirez

CALIFORNIA STATE UNIVERSITY AT SAN BERNARDINO FACULTY

As part of a consortial agreement between the Departments of Psychology at Loma Linda University (LLU) and California State University at San Bernardino (CSUSB), a select number of professors whose primary appointment is at CSUSB have adjunct appointments in psychology at Loma Linda University. These faculty members teach, mentor, and supervise students in research and clinical practice on a regular basis:

Alan Butt

David V. Chavez

Gloria Cowan

Charles D. Hoffman

Faith McClure

Frederick Newton

Edward Teyber

MISSION STATEMENT

The mission of Loma Linda University is "to make man whole." The mission, in concert with the University values of compassion, integrity, excellence, freedom, justice, purity, and humility, provide the context within which the psychology programs are conducted.

The School of Science and Technology's Department of Psychology offers a combination of innovative training opportunities in clinical and experimental psychology. The Doctor of Psychology (Psy.D.) and the Doctor of Philosophy (Ph.D.) degrees are offered in the area of clinical psychology and are APA accredited. The Ph.D. and M.A. degrees also are offered with emphases in a number of experimental areas. Combined-degrees programs—Ph.D./M.P.H., Psy.D./M.P.H., and Psy.D./Dr.P.H.—are offered. Other combined-degrees programs—Ph.D./M.A. or Psy.D./M.A. degrees in biomedical and clinical ethics—are offered in coordination with the School of Religion.

The Ph.D. degree in clinical psychology has been informed by the traditional scientist-practitioner model, which emphasizes training in research and clinical practice. The Psy.D. degree, influenced by the practitioner-scholar model, emphasizes training in clinical practice based on the understanding and application of scientific psychological principles and research. The

Psy.D./Dr.P.H. combined-degrees program combines training in psychology and health sciences to prepare individuals who will be qualified in the application of psychology to health promotion, preventive medicine, and health care; as well as for clinical practice and research.

The M.A. and Ph.D. degrees in experimental psychology are designed to train a select number of individuals for research and academic careers in basic as well as applied psychology. Applications for the Ph.D. degree in experimental psychology are accepted with concentrations in health psychology, neuroscience and neurocognition, and social/cultural psychology. See the current roster of faculty research interests for areas of specific research focus and training.

The specific objectives of the APA-accredited Ph.D. degree program in clinical psychology are to train its students to be scientist-practitioners—which according to the Loma Linda University Ph.D. clinical model, means that they will be given:

- a solid academic foundation,
- high-level training in the empirical methods of science so that they are capable of conducting independent and original research, and
- the skills to be highly competent clinicians from whom research and practice constantly inform each other.

Among the outcome measures used to determine the clinical Ph.D. program's success in achieving the above-mentioned objectives are the following:

1. Academic foundations course evaluations and successful completion of the comprehensive examination.
2. Training in empirical methods of science: second-year project or master's degree thesis; a doctoral degree dissertation; presentations, publications, and grants; research and teaching assistantships; teaching positions in area colleges; and membership in scientific/professional organizations.
3. Clinical skills: ongoing clinical evaluations, the quality and type of internships obtained, and successful passing of the clinical proficiency examination.

The specific objectives of the APA-accredited Psy.D. degree program are to train students to be practitioner-scholars which, according to the Loma Linda University model, means training them with:

- a solid academic foundation,
- the highest level of clinical skills, and
- the ability to apply research relevant to clinical issues and cases.

Among the outcomes measures used to determine the Psy.D. degree program's success in achieving the above-mentioned objectives are the following:

1. Academic foundations course evaluations and the comprehensive examination.
2. Clinical skills, ongoing clinical evaluations, the quality and type of internships obtained, and the clinical proficiency examination.
3. Application of research design and methods appropriate to the doctoral project; involvement in community-based program development, evaluation, and consultation; and membership in professional organizations.

The Psychology Program emphasizes research and practice based on the scientific principles and methods of psychology and related disciplines. This emphasis takes place within the context of an approach to human health and welfare that is consistent with the institutional motto, "To Make Man Whole." A systematic attempt is made, through the wholeness component of the curriculum, to promote an understanding of human behavior in relation to the psychological, physical, spiritual, and social/cultural aspects of being human. In this way the Psychology Program provides, in addition to the traditional training, a positive environment for the study of cultural, social, and spiritual issues relevant to psychological research and practice in contemporary American society and around the world.

GENERAL REQUIREMENTS

Doctoral degrees

The following general requirements apply to doctoral degrees in the clinical Psychology Program. Note that the first three sections—foundations, methodology, and wholeness care—are referred to as the core curriculum.

CORE CURRICULUM**CORE CURRICULUM I:**

FOUNDATIONS OF PSYCHOLOGICAL SCIENCE

(21 units)

PSYC 524	History, Systems, and Philosophy of Psychology	(2)
PSYC 544 PSYC 545 PSYC 549	Minimum of one from the following: Foundations of Learning and Behavior Cognitive Foundations Sensation and Perception	(4) (4) (4)
PSYC 551	Psychobiological Foundations	(4)
PSYC 591	Colloquia	1,1,1 (3)
PSYC 564	Foundations of Social and Cultural Psychology	(4)
PSYC 574 PSYC 575	Minimum of one from the following: Personality Theory and Research Foundations of Human Development	(4) (4)

CORE CURRICULUM II:

QUANTITATIVE PSYCHOLOGY/RESEARCH METHODOLOGY

(13/15)

PSYC 501	Advanced Statistics I	(4)
PSYC 502	Advanced Statistics II	(4)
PSYC 503	Advanced Multivariate Statistics	(4)
PSYC 504	Research Methods for Clinical Psychologists (Psy.D.)	(4)
PSYC 505	Research Methods in Psychological Science (Ph.D.)	(4)
PSYC 511	Psychometric Foundations	(3)

CORE CURRICULUM III:

WHOLENESS

(19 units)

An integral part of the mission of Loma Linda University involves meeting the academic needs of students and professionals from different cultural and social realities around the world, as well as here at home. The Psychology Program's wholeness curriculum reflects this commitment and is grounded in the University's educational philosophy and wholistic approach to human health and welfare. This approach emphasizes the importance of the physical, spiritual, and sociocultural dimensions of human existence in psychological research and practice. It implies, for instance, recognition of the importance of religion, culture, and the physical and social environment in the lives of those we pledge to serve. This aspect of the curriculum is intended to encourage tolerance for human diversity, as well as a genuine interest in the understanding of psychological phenomena of all aspects of being human.

PSYCHOLOGY OF RELIGION**(9 UNITS)****One course selected from RELE, RELT, and RELR prefix**

PSYC 526	Ethics and Legal Issues in Clinical Psychology	(3)
RELT 557	Theology of Human Suffering	(3)
RELT 615	Seminar in Philosophy of Religion	(3)
RELR 564	Religion, Marriage, and the Family	(3)
RELR 568	Care of the Dying and Bereaved	(3)

REL 575	Art of Integrative Care	(3)
REL 584	Culture, Psychology, and Religion	(3)
REL 585	Psychology of Religion	(3)
PSYC 554	Health Psychology	(4)
PSYC 566	Cross-cultural Psychology	(2)
PSYC 567	Human Diversity	(3)

Colloquia**(3 units)**

The colloquia include lectures by distinguished speakers in the various areas of scientific and professional psychology. Students prepare a critical report based on each of the presentations attended. Enrollment is for 1 unit each year for three years.

PSYC 591A, B, C	Colloquia	(1, 1, 1)
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Comprehensive examination

A written comprehensive examination must be taken after completing the core curriculum and minimum specialty area course work. This examination, which will normally occur after the second year of study, is intended to evaluate the candidate's general knowledge and understanding of the various areas of psychological science, as well as his/her ability to integrate and use such knowledge for the purposes of developing research and applications.

There is no language requirement.

SPECIALTY CURRICULUM: CLINICAL

The requirements of the clinical curriculum apply to all students enrolled in the Psy.D. degree program, the Psy.D./Dr.P.H. combined-degrees program, and the Ph.D. degree program with a clinical emphasis.

Clinical psychology: general**(16 units)**

PSYC 526	Ethics and Legal Issues in Clinical Psychology	(3)
PSYC 555	Psychopharmacology	(2)
PSYC 571	Adult Psychopathology	(4)
PSYC 572	Child Psychopathology	(2)
PSYC 686	Child, Partner, and Elder Abuse	(2)
PSYC 721	Practicum Preparation	(3)

Psychological assessment**(9 units)**

PSYC 512	Assessment I	(2)
PSYC 512L	Practice Laboratory	(1)
PSYC 513	Assessment II	(2)
PSYC 513L	Practice Laboratory	(1)
PSYC 514	Assessment III	(2)
PSYC 514L	Practice Laboratory	(1)

Psychological treatment**(12 units)**

PSYC 581	Behavioral and Cognitive Therapy	(3)
PSYC 581L	Practice Laboratory	(1)
PSYC 582	Psychodynamic Therapy	(2)

PSYC 582L	Practice Laboratory	(1)
PSYC 583	Humanistic/Phenomenological Approaches to Therapy	(2)
PSYC 583L	Practice Laboratory	(1)
PSYC 584	Group Therapy	(2)
PSYC 584L	Practice Laboratory	(1)

Psychological treatment electives (6 units)

PSYC 684	Human Sexual Behavior and Treatment	(1)
PSYC 685	Drug Addiction and Therapy	(2)
PSYC 687	Cognitive Behavioral Treatment of Anxiety Disorders	(2, 3)
PSYC 688	Empirically Supported Treatments of Depression	(2)

Practicums and internship (28 units)

PSYC 781	Internal Practicum	(2,2,2,2)
PSYC 782	Practicum I	(4)
PSYC 783	Practicum II	(4)
PSYC 784	Practicum III	(4)
PSYC 785	Practicum IV	(4)
PSYC 799	Internship (2000 hours)	(4)

Clinical proficiency examination

This examination is taken prior to application for the internship and is intended to demonstrate the student's highest level of competency up to that time. This will include demonstrating skill in:

1. conceptualizing the present problem;
2. obtaining information regarding personal history, interpersonal functioning, and present status;
3. synthesizing psycho-diagnostic data;
4. justifying diagnostic impressions;
5. applying relevant research to treatment planning;
6. formulating a comprehensive treatment plan;
7. engaging in effective intervention; and evaluating treatment progress and outcome.

Professional, legal, and ethical issues are also covered in this examination.

PSYCHOLOGY—PSY.D.

Admission

Applicants must meet the requirements of the School of Science and Technology. In addition to the general test of the Graduate Record Examination (GRE).

CLINICAL EMPHASIS

The course of study for the Doctor of Psychology (Psy.D.) degree includes a minimum of 168 units of academic credit. In addition to the general requirements and the clinical curriculum detailed above, the student will complete the requirements indicated below.

Professional concentration (20)

Psy.D. degree students will complete 16 units in an area of interest that reflects a professional concentration. This must include:

PSYC 681	Clinical Supervision: Concepts, Principles, and Functions	(2)
PSYC 683	Management, Consultation, and Professional Practice	(2)

The remaining 16 units are chosen by the student.

Doctoral research

A doctoral project is required of all students in the Psy.D. degree program. This project involves research generally of an applied nature, either qualitative or quantitative; and must be developed in consultation with the student's supervisory committee.

Course requirements

In preparation for doctoral research, students must complete PSYC 504 Research Methods in Clinical Psychology. In addition, students will complete PSYC 696 Psy.D. Research (proposal preparation) for a total of 4 units. Students will complete 4 units of PSYC 698 while working on the project.

Proposal

A formal proposal must be submitted to and approved by a faculty supervisory committee.

Defense

Upon completion of the doctoral project, a public defense before the supervisory committee is required.

Advancement to candidacy

Students may apply for doctoral candidacy upon successful completion of:

- the core curriculum (Parts I, II, III),
- minimum specialty course work,
- the practicum (PSYC 781-787), and
- the comprehensive examination; and
- after acceptance of the doctoral project proposal and upon recommendation of the faculty.

PSYCHOLOGY—PH.D.

Admission

Applicants must meet the requirements of the School of Science and Technology. In addition to the general test of the Graduate Record Examination (GRE).

CLINICAL EMPHASIS

The course of study for the Doctor of Philosophy degree with a clinical emphasis includes a minimum of 204 units of academic credit. In addition to the general requirements and the clinical curriculum detailed above, the student will complete the requirements that follow.

Area of concentration (12)

Ph.D. degree students will complete 12 units in an area other than their major concentration relevant to psychological research and therapy. The area of concentration and the courses to be included must be approved by the department.

Examples of possible areas of minor concentration include, but are not limited to: health psychology (or related areas, such as preventive care or health promotion and education); psychology and religion; psychology and culture/ethnic diversity; psychology and biology; development; psychopharmacology; and neuropsychology.

Doctoral dissertation

A doctoral dissertation is required of all students in the Ph.D. degree program in clinical psychology. This project should involve an original research contribution to the field and must be developed in consultation with the student's supervisory committee.

In preparation for the doctoral dissertation, students must complete PSYC 503 Advanced Multivariate Statistics and 12 units of PSYC 595 Directed Research as a second-year project or thesis. These units normally will be completed by the beginning of the third year of study.

Advancement to candidacy

Students may apply for doctoral candidacy upon:

- completion of the core curriculum (Parts I, II, III);
- completion of minimum specialty course work;
- completion of the practicum (PSYC 782-785);
- successful completion of comprehensive examination;
- acceptance of the doctoral dissertation proposal; and
- recommendation of the faculty.

Course requirements

In preparation for the dissertation, candidates must complete at least 26 units of doctoral research, PSYC 697; and 4 units of PSYC 699.

Qualifying examination

Students must complete a qualifying examination prior to advancing to doctoral candidacy. This examination will be a comprehensive written examination (see the department's *Academic Policy Handbook* for details) and a defense of the dissertation proposal.

Defense

Upon completion of the doctoral dissertation, a public defense before the supervisory committee is required.

EXPERIMENTAL EMPHASIS**(122 UNITS)**

The course of study for the Doctor of Philosophy degree with an emphasis in experimental psychology includes a minimum of 122 units of academic credit. These units are distributed across a core curriculum (47 units), program concentration and elective courses (24 units), and research (51 units).

Core curriculum courses**(47 units)****A. FOUNDATIONS OF PSYCHOLOGICAL SCIENCE****(22 units)**

PSYC 524	History, Systems, and Philosophy of Psychology	(2)
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Three courses selected from:

PSYC 544	Foundations of Learning and Behavior	(4)
PSYC 545	Cognitive Foundations	(4)
PSYC 549	Sensation and Perception	(4)
PSYC 551	Psychobiological Foundations and Laboratory	(4)
PSYC 552	Brain and Behavior	(4)

Two courses selected from:

PSYC 564	Foundations of Social Psychology and Culture	(4)
PSYC 574	Foundations of Personality Theory	(4)
PSYC 575	Foundations of Developmental Psychology	(4)

B. QUANTITATIVE PSYCHOLOGY AND RESEARCH METHODS**(16 units)**

PSYC 501	Advanced Statistics I	(4)
PSYC 502	Advanced Statistics II	(4)
PSYC 503	Advanced Multivariate Statistics	(4)
PSYC 505	Research	(4)

C. WHOLENESS

(6 units)

RELE 525 ____	Ethics for Scientists	(3)
REL_ 5__	Elective course in religion	(3)

D. COLLOQUIUM

(3 units)

PSYC 591	Colloquium	(1, 1, 1)
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PROGRAM CONCENTRATION COURSES**(12 UNITS)**

Program-concentration courses must have prior approval by adviser and program coordinator.

Remaining elective courses to be selected in consultation with the adviser to complete 122 program units.

RESEARCH**(51 UNITS)**

A. SUPERVISED RESEARCH EXPERIENCE

PSY 597	Supervised Research (repeated registration to reach total)	(8)
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B. MASTER'S THESIS

PSYC 595	Directed Research (repeated registration to reach total)	(12)
PSYC 598	Master's Thesis	(1)

C. DOCTORAL DISSERTATION

PSYC 697	Doctoral Research (repeated registration to reach total)	(26)
PSYC 669	Doctoral Dissertation	(4)

Supervised research experience

Students will register for one unit of PSYC 597 Supervised Research each quarter, beginning no later than the second quarter of the first year and continuing until the total required units are accumulated. In addition to their own research, students are expected to become part of and actively contribute to an ongoing laboratory or other research program conducted by department faculty.

Master's thesis and doctoral dissertation

A master's degree thesis is required of all students in the Ph.D. degree program. Students must complete a minimum of 12 units of PSYC 595 Directed Research and 1 unit of PSYC 598 Master's Thesis while working on a project. Students may apply to the Master of Arts degree program in the department to receive a degree for this work.

A doctoral dissertation is required of all students in the Ph.D. degree program. This project should involve an original research contribution to the field and should be developed in consultation with the student's supervisory committee.

While working on the dissertation, candidates must complete at least 26 units of doctoral research (PSYC 697) and 4 units of PSYC 699.

Beginning the quarter following the completion of PSYC 505 Research Methods in Psychological Science, all students are expected to enroll in a minimum of 2 units of research (PSYC 595 or PSYC 697) each quarter until completion of the thesis and dissertation. It is expected that students will take additional research units above the minimum required. In consultation with their adviser, these units may apply towards the degree as elective units.

Qualifying examination

Students are expected to take a qualifying examination following completion of the master's thesis. This examination consists of a major review paper demonstrating the student's command of the proposed research concentration area. The paper, written independently by the student, must be reviewed and approved by the research supervisory committee prior to advancement to candidacy.

Defense

Upon completion of the doctoral dissertation, a public defense before the supervisory committee is required.

Advancement to candidacy

Students may apply for doctoral candidacy upon:

1. completion of the core curriculum,
2. successful completion of the comprehensive examination,
3. acceptance of the doctoral dissertation proposal, and
4. recommendation of the faculty.

PSYCHOLOGY—M.A.

A master's degree in psychology is available to students as they proceed towards their doctoral degree. A separate application to the School of Science and Technology for the master's degree is required.

Minimum required grade-point average

Students must maintain a minimum grade-point average of B (3.0) in all courses required for the degree.

Public Administration—ST

(D.P.A.)

BEVERLY J. BUCKLES, Program Director

FACULTY

Beverly J. Buckles
Kimberly Freeman
Sigrid James
Dianna Simon
Ignatius Yacoub

ADJUNCT FACULTY

Emily Ascencio
Siddharth Swaminathan

The mission of the program leading to the Doctor of Public Administration degree is congruent with the University motto, “To Make Man Whole.” Thus, the program encourages in its students the integrated development of the intellectual, physical, social, and spiritual dimensions. Additionally, the program emphasizes the importance of the rights and responsibilities of citizenship and public conscience in the educated person. Students are provided with an advanced curriculum in management, social science, social policy, social ethics, and social research that emphasizes quality of life and the enhancement of human potential through the design and delivery of effective social-service systems and programs. The program is designed to impart to students fundamental theoretical and methodological knowledge and professional skills that will prepare them for advanced management and administrative roles in national and international health and human services, policy analysis and implementation, research, and education.

The program

The doctoral program in public administration emphasizes the development of scholar-practitioners and administrator-thinkers guided by the moral foundations and the values and ethics of scientific inquiry and competent administrative practice. The program also:

- Instills in its students a high priority for public philosophy, management know-how, and communications skills that demonstrate respect and appreciation for the needs of diverse at-risk populations, and promote social and economic justice.
- Fosters in its graduates a commitment to apply their intellectual achievements and professional skills to improve the human condition through public institutions and voluntary programs.
- Requires students to demonstrate advanced knowledge of public administration and social science theory, social ethics, and social policy.
- Requires students to demonstrate an understanding of social research methods, statistics, information technology, decision science, and communication.
- Emphasizes the acquisition of applied management and administration skills.
- Promotes student and faculty involvement in social-policy issues at local, regional, national, and international levels.

Student learning objectives:

- Students will be able to apply multiple theoretical frameworks to explain intrapersonal and interpersonal factors underpinning the diagnosis and treatment of persons with severe mental illness and/or serious emotional disorders.
- Students will demonstrate a comprehensive understanding of the assessment process and diagnostic schemata involving intrapersonal and interpersonal factors, cultural diversity, and environmental influences on client systems and treatment.
- Students will be able to articulate the implications of empirical research findings within a theoretical framework, as well as the ability to discuss the implications of empirical research findings on theoretical relationships.
- Students will demonstrate the ability to design and conduct a systematic, empirical, objective, public, and critical investigation of a clinical practice issue or problem.

- Students will demonstrate a comprehensive understanding of how people learn and be able to translate this understanding into constructing and delivering appropriate didactic, interactive and experiential teaching strategies used to teach advanced clinical practice and human behavior concepts.
- Students will demonstrate current knowledge of the context of social work education (knowledge, values, and skills), and be able to articulate this information into an educational program design, curriculum development, and the delineation and assessment of student educational objectives for both undergraduate and graduate social work programs.

Admission requirements

Students who apply for admission to the program are governed by the policies and procedures established by the School of Science and Technology. Admission requirements to the doctoral program include:

- Master's degree from an accredited institution of higher education, with significant work experience in health and human services, community development and planning, or a related field. Examples would include the master's degree in social work (M.S.W.), nursing (M.S.), business (M.B.A.), public health (M.P.H.), education (M.Ed.), public administration (M.P.A.), and the ministry (M.Div.).
- Evidence of adequate academic preparation in graduate education.
- Strong intellectual abilities.
- Commitment to advancing knowledge and techniques related to public administration.
- Professional experience and achievement that demonstrates competence, organization, leadership, and motivation to complete doctoral education in a timely manner.
- Personal interview.
- Satisfactory performance on the GRE (Graduate Record Examination).
- Curriculum vita.
- Application deadline (open admission).

Program of study

The program is structured around three primary requirements: course work, comprehensive examinations, and the doctoral project. The D.P.A. degree requires a minimum of 92 units beyond a master's degree. Three years of full-time work or five years for the part-time option are required to complete the degree.

Advisement and the doctoral guidance committee

Shortly after admission, doctoral students are assigned an adviser in their area of interest. During the first year of study, the student, the adviser, and the chair of the doctoral program committee consult on a program of study that satisfies the interests and needs of the student and the requirements of the program. The adviser is responsible for guiding the student in completing course work requirements and in adequate preparation for the comprehensive examinations. Generally, the student works most closely with the committee chair and one or two significant faculty mentors on the committee. The others act as additional readers of the doctoral project and participants in the doctoral project presentation.

Administration

The doctoral program is governed by the School of Science and Technology's Department of Social Work and Social Ecology's Doctoral Program Committee, which meets regularly to admit students to the program, review and plan curriculum, set academic standards and policies, monitor the progress of students, and plan the future course of the program. (Students should consult the program coordinator regarding curriculum modifications.)

CORE CURRICULUM

Social science theory

(16 units)

Predominantly follows requirements of Ph.D. in social policy and social research.

SPOL 613	Social Science Concepts I	(4)
SPOL 614	Social Science Concepts II	(4)
SPOL 615	Economic Theory and Social Policy	(4)
SPOL 624	Nature/Society Thought and Social Policy	(4)
SPOL 585	Sociology of Communities	(4)

Christian ethics**(12 units)**

RELE 588	Philosophical Ethics (required of all Ph.D. degree students)	(4)
RELT 557	Theology of Human Suffering (Recommended for all Ph.D. degree students. Students may substitute RELE 548 Christian Social Ethics, depending on their area of research interest. Students with master's degrees from LLU may substitute RELE 524 Christian Bioethics, RELE 522 Bioethical Issues in Social Work, RELE 534 Ethical Issues in Public Health. Substitutions other than listed require an academic variance.)	(4)
RELR 525 or RELR 536	Health Care and the Dynamics of Christian Leadership Spirituality in Everyday Life (All Ph.D. degree students are required to take one of these courses.)	(3) (4)

Public administration and policy**(40 units)**

PUAD 665	Information Technologies and Decision Science	(4)
PUAD 668	Philosophy and Theory of Public Interest	(4)
SOWK 683	Advanced Policy Analysis	(3)
PUAD 671	Organizational Behavior	(4)
PUAD 678	Public Administration Management	(3)
PUAD 682	Administrative Law	(3)
PUAD 677	Program Planning, Implementation, and Evaluation	(4)
SOWK 676A	Human Resources Planning and Development	(3)
SOWK 676B	Human Resources Planning and Development	(3)
PUAD 674	Philanthropy and Development Management	(3)
PUAD 675	Public Financial Management and Budgeting	(3)
PUAD 669	Intergovernmental and Public Relations	(3)

Research methods and statistics**(18 units)**

SPOL 654 or SPOL 655	Qualitative Research Methods I Quantitative Research Methods II	(4) (4)
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One graduate course in advanced statistics**(4 units)**

(selected in consultation with the graduate adviser)

SPOL 671	Applied/Structured Research I	(2)
SPOL 672	Applied/Structured Research II	(2)
SPOL 673	Applied/Structured Research III	(2)
PUAD 698	Doctoral Project	(4)

Selective courses**(6 units)**

SPOL 664	Applied Research for Social Policy	(2)
SOWK 674	Fiscal and Information Management	(2)
SOWK 680	Children and Families Policies and Services	(2)
SOWK 681	Health and Mental Health Policies and services	(2)
SOWK 684	Advanced Policy Project	(2)
SOWK 685	International Environment of Social Welfare	(2)
PUAD 670	Seminar in Personnel Mediation and Conflict Resolution	(2)
PUAD 676	Cost-Benefit Analysis	(2)
STAT 515	Grant and Contract Proposal Writing	(2)
INTH 519	Disaster Management	(3)
INTH 526	Population Dynamics	(2)
INTH 547	Refugee Health	(3)
ENVH 557	Geographical Techniques and Environmental Analysis	(3)
RELR 525	Health Care and the Dynamics of Christian Leadership	(3)

TOTAL**92****Candidacy**

The D.P.A. degree student must successfully complete comprehensive written examinations in each of the following areas:

- Public administration and organizational theory
- Public philosophy and ethics
- Research and information analysis
- Examination in area of student's concentration (e.g., human resources management)

Doctoral project**(4 units)**

The doctoral project, for which the public administration student will receive 4 units, will focus on synthesis and presentation of material developed throughout the entire degree. To do this, a rigorous analysis and critique of case studies from the student's chosen field will be used. Emphasis will be on the presentation of a professional portfolio focusing on the future of the public service (public and/or nonprofit sectors) field. The portfolio is an exhibit of selected evidence demonstrating that the student has achieved competencies in administration and organization theory, public philosophy, ethics, research, information analysis, and a selected area of administrative specialization (i.e., human relations management).

The doctoral project is a study of an aspect, site, issue, or other element of professional public administration practice. The project portfolio will be designed to present an innovative contribution to the practice of public administration. The parameters of the project are intentionally left wide, allowing the project to be produced as a conventional text portfolio or text in conjunction with another medium.

Students will be able to demonstrate the use theory to develop research questions and hypotheses for empirical testing and will possess an understanding of the conceptual nature of theory and the ways theory can be applied to the development of knowledge in clinical social work.

School Counseling—ST

(PM certificates, PPS credential)

Meets requirements for California Pupil Personnel Services (PPS) Credential in School Counseling (see also M.S. in Counseling for PPS Option)

CHERYL J. SIMPSON, Program Director

FACULTY

Jennifer Andrews
 Ian P. Chand
 Curtis Fox
 Barbara Hernandez
 Douglas Huenergardt
 Carmen Knudson-Martin
 Michelle Minyard
 Mary Moline
 Cheryl Simpson
 Randall Walker
 Colwick Wilson

Instructors not on this list can be found on our website: <www.llu.edu/llu/grad/mfam>

DEPARTMENT

The School Counseling Certificate program is one of two options in the Department of Counseling and Family Sciences leading to the California Pupil Personnel Services Credential (PPS) in School Counseling. Credential requirements are embedded in the M.S. in Counseling degree outlined in the Loma Linda University Catalog. The second option for meeting all requirements for the California Pupil Personnel Services Credential (PPS) in School Counseling is the School Counseling Certificate program which is open only to M.S. in Marital and Family Therapy degree students. The PPS in School Counseling is accredited by the California Commission on Teacher Credentialing (CTC) within the State Department of Education. Students enrolled in the M. S. in Marital and Family Therapy may earn this certificate (credential) by adding 28 quarter units and 600 hours of field experience in counseling, 400 of which must be completed in public schools at two different grade levels as specified.

Mission statement

The School Counseling Certificate program is congruent with Loma Linda University's vision of transforming lives through whole person health care. The department supports university values of compassion, integrity, excellence, freedom, justice, purity, and humility. These attributes are depicted by the Good Samaritan statue in the heart of campus which contrasts human indifference and ethnic pride with empathy and service. Our mission is to bring health, healing, wholeness, and hope to individuals, families, and communities, through education, research, clinical training, community service, and global outreach.

Professional school counseling

Professional School Counseling emerged a century ago as communities of multi-generational families were transformed through war, urbanization, industrialization, immigration, compulsory education, increasing career choices, and other societal changes that brought about the need for mental health services. Providing counseling services through the schools was a logical extension of the family in the process known as "in loco parentis" in which while there were away from home in the school's care. Throughout the United States, professional school counseling has continued to grow as an integral part of the educational system. Its focus is threefold: 1) personal and social development of students, 2) their academic achievement and success, and 3) career interest, exploration, and preparation. In addition to working with students on campus, professional school counselors serve as consultants for school administrators, faculty, staff, parents, community leaders, and other professionals who work with and for students. The role of professional school counselors varies with the district and grade levels ranging from preschool through college and university.

Degree and certificate requirements

The School Counseling Certificate is designed specifically for M.S. in Marital and Family Therapy students who wish to add the California Pupil Personnel Services (PPS) Credential in School Counseling to their programs. All degree requirements and certificate requirements must be met and the degree awarded prior to recommendation for the PPS credential.

Accreditation

Loma Linda University's academic programs are accredited by the Western Association of Schools & Colleges (WASC). The Pupil Personnel Services (PPS) Credential program in School Counseling is accredited by the California Commission on Teacher Credentialing (CTC). Additional PPS information can be obtained by going to the CTC Web site at <<http://www.ctc.ca.gov>>.

CREDENTIAL AND LICENSE

Credential

Requirements for the California Pupil Personnel Services (PPS) Credential in School Counseling are embedded in the M.S. in Counseling degree to give graduates the option of a career in school counseling. The PPS credential is required for work as a salaried, certificated counselor in California public schools. Fitness clearance and a passing score on all sections of the California Basic Educational Skills Test (CBEST) are required for the PPS credential.

License (available in all states EXCEPT California)

Masters-level licensure as a professional counselor is standard practice in all states EXCEPT California, which is currently debating the issue in the state legislature. Such licensure requires additional university-supervised practicum, supervised post-degree clinical hours, and licensing examinations in accordance with the guidelines of the states' licensing boards. Students desiring out-of-state licensure should research standards in states of their interest.

Certificates

The Department of Counseling and Family Sciences offers certificate programs which can be combined with masters or doctoral degrees offered in the department to broaden a student's counseling skills and marketability. Students wishing to add specializations in the following areas must formally apply and be accepted into each certificate program. Prior to application it is advisable to consult the program coordinator for advisement.

- Child Life Specialist Certificate
- Clinical Mediation Certificate
- Drug and Alcohol Counseling Certificate
- Family Counseling Certificate
- Family Life Education Certificate
- School Counseling Certificate: California Pupil Personnel Services Credential (PPS): open only to M.S. in Counseling & M.S. in Marital and Family Therapy students

Training

In addition to successful completion of the M.S. in Marital and Family Therapy and School Counseling Certificate courses, students must complete field experience in clinical and/or school settings. Each candidate is required to complete one hundred (100) clock hours of university supervised practicum prior to placement in counseling field experience. Following practicum, candidates are required to complete six hundred (600) clock hours of counseling field experience in a minimum of two different settings, serving at least two different age groups. While enrolled in COUN 680, students meet one and a half (1.5) hours for university supervision each week in COUN 681 Counseling Seminar (1) as scheduled.

Admission requirements

Applicants to the M.S. in Counseling must meet the School of Science and Technology admission requirements as outlined in the Loma Linda University Catalog and give evidence of academic ability, emotional stability, and personal maturity. Applicants who meet these requirements as well as the published deadlines for the following terms may be admitted during fall, winter, spring or summer quarters. Additional admission requirements include:

- Minimum grade point average 3.0 (n 4.0 scale) in bachelor's coursework for at least the final 45 units prior to graduation
- Health clearance
- Fitness clearance
- Official transcripts on file
- Critical Essay Examination (if not already taken) administered at LLU
 - A writing course is required if the student does not pass the Essay Examination
- Required coursework prior to or concurrent with first two quarters of the masters curriculum: abnormal psychology and statistics
- Three letters of recommendation as specified (two letters for students already admitted in the MFT program)
- Written personal statement that addresses career objectives, personal interest in the counseling profession, rationale for choosing to attend Loma Linda University, how life experiences have influenced applicant's choice to enter the field, and additional thoughts the applicant deems important
- Applicants for whom English is not their first language must present a minimum score for the Test of English as a Foreign Language (TOEFL) of 213 on the computer administration of the test or a score of 550 for the pencil/paper administration
- Applicants who are not citizens or permanent residents of the U.S. must provide a valid student visa
- Interview with department faculty as scheduled (on-campus group interviews are scheduled for mid-March and mid-May; other on-campus and phone interviews are scheduled individually)

Corequisites

In addition to the masters curriculum, co-requisite courses in abnormal psychology and statistics are required of all M.S. in Counseling students. Applicants are advised to complete these courses prior to starting the M.S. program. Those who do not complete them prior to registration will be required to do so before enrolling in specific courses for which they are listed as prerequisites in the university catalog. The program director may waive a co-requisite depending upon the student's prior course work or background. A student may challenge a co-requisite by taking a waiver examination. Applicants wishing to complete these co-requisites prior to enrollment must complete them at a regionally accredited college or university and must provide official transcripts for verification. In addition to completing the required application forms, applicants must provide character and academic references. Applicants must also pass Loma Linda University's Critical Essay Examination, pass the university's writing course, OR provide documentation of a 4.5 score on the Analytical Writing Test of the Graduate Record Examination (GRE).

DEGREE AND CERTIFICATE REQUIREMENTS

The School Counseling Certificate is offered through Loma Linda University for the purpose of meeting all requirements for the California Pupil Personnel Services Credential (PPS) in School Counseling. The credential is awarded by the Commission on Teacher Credentialing after all university that all certificate/credential/degree requirements are met and the masters degree is awarded. Requirements for the combined School Counseling Certificate/M.S. in Marital and Family Therapy include:

- Residence of at least two academic years.
- A minimum of 78 quarter units of graduate work, which includes credit received for core courses, electives, and a 3-unit religion course.
- Practicum in marriage and family counseling. A minimum of 500 direct client-contact hours and 100 direct-supervision hours are required. Of the direct client-contact hours, at least 250 hours must be with couples and families. Of the direct-supervision hours, at least 50 hours must be with raw data (video, audio, and live supervision). For every week in which clients are seen, the student must have at least one hour of individual supervision. The ratio of supervision hours to treatment hours must not be less than one hour of supervision to five hours of clinical contact. Clinical training, as defined by the Commission on Accreditation for Marriage and Family Therapy Education, includes a minimum of twelve continuous months in a clinical traineeship. Students enrolled in the program should consult the clinical training manual regarding clinical training requirements.
- Successful completion of a written comprehensive examination (taken before advancement to candidacy) and an oral examination (taken at the end of the program).
- Prior to matriculation students must pass a background check.
- To be counted toward your graduate degree, a foreign language prefix must be 400 and above.

School Counseling Certificate

- Passing score on all sections of the California Basic Education Skills Test (CBEST) prior to university recommendation to the California Commission on Teacher Credentialing (CTC) for the Pupil Personnel Services Credential (PPS) in School Counseling.
- Counseling courses as outlined in the curriculum.
- Certificate of Clearance prior to field placement.
- Pre-field practicum and Field Experience as outlined in the curriculum.

Additional requirements: School Counseling Certificate

Loma Linda University students in the M.S. in Marital and Family Therapy degree program may complete the School Counseling Certificate program concurrently with their degree program. The application process is separate, and acceptance into the certificate program is not automatic. Applicants whose masters degree in Marital and Family Therapy was completed at another university must have their transcripts analyzed prior to enrollment in the School Counseling Certificate program to determine whether there are deficiencies which need to be addressed.

Financial assistance

Students accepted into the M.S. in Counseling may receive financial assistance through merit-based awards, teaching assistantships, research and student-service assistantships, or through need-based financial aid such as a loan or the university's work/study program. Students may apply for financial aid by writing to:

Student Financial Aid Office
Student Services
Loma Linda University
Loma Linda, CA 92350
(909) 558-4509

Program learning outcomes

School Counseling Candidates will:

1. Integrate counseling concepts and skills with a personal epistemology
2. Demonstrate counseling interventions based upon a broad range of theoretical and legal/ethical frameworks through comprehensive written examination
3. Develop identity as a counselor through membership and participation in professional organizations
4. Satisfactorily complete six hundred (600) clock hours of supervised practicum in counseling
5. Meet all university qualifications for the California Pupil Personnel Services Credential (PPS) in School Counseling which is issued by the California Commission on Teacher Credentialing (CTC)

CURRICULUM

The curriculum for the School Counseling Certificate program combines specialization courses for the California Pupil Personnel Services Credential (PPS) in School Counseling with the requirements for the M.S. in Marital and Family Therapy degree.

Domain I: Educational Foundations and Beliefs

Includes courses in learning theory, educational psychology, socio-cultural competence, research, and introductory statistics.

Domain II: Theory and Cognitive Competence

Challenges candidates with a variety of theoretical constructs from which to develop an approach to counseling that is compatible with their own belief systems and personhood. Students are expected to learn how to deconstruct theories and create a foundation upon which to build their professional skills and relationships.

Domain III: Counseling Competence and Service

Integrates the first two curriculum domains with clinical education and experience which emphasizes relational skill building, counseling practice, supervision, professional leadership, and altruism.

REQUIRED COURSES

Domain I: Educational Foundations and Beliefs

COUN/MFAM 501	Research: Quantitative	(3)
COUN/MFAM 502	Research: Qualitative	(3)
COUN/MFAM 545	Gender Perspectives	(2)
COUN/MFAM 547	Social Ecology in Development	(3)
COUN 574	Psych Foun of Education	(4)
MFAM 535	Case Presentation & Prof Studies	(4)
RELR 564	Religion, Marriage & Family	(3)

Domain II: Theory & Cognitive Competence

COUN/MFAM 556	Psychopath & Diagnosis	(3)
COUN/MFAM 568	Group Proc Theory & Proced	(3)
COUN/MFAM 575	Counseling Theory & App	(3)
COUN 576	Excep & Medically Challenged Child	(3)
COUN 577	Assessment in Counseling	(3)

COUN/MFAM 584	Adv Child & Adolescent Dev	(3)
COUN/MFAM 674	Human Sexual Behavior	(3)

Domain III: Counseling Competence & Service

COUN/MFAM 514	Cross-Cultural Counseling	(2)
COUN/MFAM 515	Crisis Intervention Counseling	(3)
COUN 578	College & Career Counseling	(3)
COUN/MFAM 614	Law & Ethics	(3)
COUN/MFAM 624	Indiv & Systems Assessment	(3)
COUN/MFAM 638	Fam Ther & Chem Abuse	(3)
COUN/MFAM 644	Child Abuse & Family Violence	(3)
COUN 678	Consultation & Leadership	(3)
COUN 679	School Counsel: Hist & Prac	(3)
COUN 680	Field Experience in Counseling (600 hours)	
COUN 681	Counseling Seminar (1) quarterly registration of all students enrolled in COUN 680 until graded out of all field experience. Minimum registration requirement for COUN 681 is two (2) quarters.	

Required M.S. in MFT Courses

MFAM 551	Family Therapy: Foun Theories and Practice	(3)
MFAM 553	Family Systems Theory	(3)
MFAM 564	Family Therapy: Adv Foun Theories and Practice	(3)
MFAM 524	Psychopharmacology and Medical Issues	(3)
MFAM 552	Couples Therapy: Theory and Practice	(3)
MFAM 524	Psychopharmacology and Medical Issues	(3)
MFAM 552	Couples Therapy: Theory and Practice	(3)
MFAM	Theory Elective	

Co-Requisite Courses:

Introductory Statistics

Abnormal Psychology

ADDITIONAL M.S. IN MFT REQUIREMENTS

Practicum in marriage and family counseling. A minimum of 500 direct client-contact hours and 100 direct-supervision hours are required. Of the direct client-contact hours, at least 250 hours must be with couples and families. Of the direct-supervision hours, at least 50 hours must be with raw data (video, audio, and live supervision). For every week in which clients are seen, the student must have at least one hour of individual supervision. The ratio of supervision hours to treatment hours must not be less than one hour of supervision to five hours of clinical contact. Clinical training, as defined by the Commission on Accreditation for Marriage and Family Therapy, includes a minimum of twelve continuous months in a clinical traineeship. Students enrolled in the program should consult the clinical training manual regarding clinical training requirements.

Social Policy and Social Research—ST

(Ph.D.)

KIMBERLY FREEMAN, Ph.D., Program Director

FACULTY

Beverly J. Buckles
Kimberly Freeman
Robert Gardner
Sigrid James
Dianna Simon
Ignatius Yacoub

ADJUNCT FACULTY

Ladan Ask
Siddharth Swaminathan

The mission of the doctoral program is to extend the distinctive principles of “whole-person care” beyond the individual to include the care of communities and social institutions. Students are provided with an integrative approach to an advanced curriculum in social science, social policy, Christian ethics, and social research. Emphasis is placed on providing students with the theoretical and methodological knowledge and professional skills needed to conduct innovative and interdisciplinary research. Graduates of the program are prepared for advanced administrative and research roles in national and international health and human services, policy development and analysis, and education. Graduates of the Loma Linda University Social Policy and Social Research Program will demonstrate:

- The ability to integrate advanced concepts from social science theories, social ethics and philosophy.
- The ability to utilize critical thinking to distinguish between the moral, ethical, and political differences that affect policies and their consequences.
- An understanding of the conceptual and analytical requirements of policy analysis through the integration of behavioral, political, economic, and social frameworks for understanding human conditions.
- An understanding of the process of defining policy problems, establishing criteria for policy choices, mapping alternative strategies, and applying appropriate analytical and research methods to policy questions.
- The ability to independently define research problems and formulate appropriate questions and hypotheses.
- An understanding of the rationale for particular qualitative and quantitative research methods and ability to select appropriate strategies for independent research and/or evaluation.
- Competence in utilizing different methods of collecting, recording, analyzing, and interpreting data.

ADMISSION REQUIREMENTS

Admission to the program is governed by the policies and procedures established by the School of Science and Technology. Admission requirements to the doctoral program include:

1. Master's degree from an accredited institution of higher education. Examples would include such disciplines as social work (M.S.W.), nursing (M.S.), business (M.B.A.), public health (M.P.H.), education (M.Ed.), and the ministry (M.Div.).
2. Evidence of adequate academic preparation in graduate education. This includes a minimum cumulative G.P.A. of 3.0 (4.0 scale) for graduate/postgraduate work.
3. Strong intellectual abilities, including background in social science and statistics.
4. Evidence of research and policy interests that are compatible with the specialized emphases supported by the program faculty.
5. Professional experience and achievement that demonstrate the competence, motivation, organization, and leadership to complete doctoral education in a timely manner.
6. Personal interview.
7. Sample of writing in the form of a published article, academic or professional paper prepared for a research purpose, or an essay prepared for admission to the program.
8. Satisfactory performance on the Graduate Record Examination (GRE).
9. Curriculum vitae or other description of education and employment history.

In addition to the above criteria, the application process for the Ph.D. degree in social policy and social research utilizes a pooled application process by which the top candidates meeting the admissions criteria are selected. The number of new candidates admitted each year is also reviewed in light of the total number of students completing the program and the program's ability to support potential candidates in their area of interest.

Program of study

The program is structured around four primary requirements: course work, comprehensive examination, applied research, and the dissertation.

CURRICULUM

Social science theory and policy (20 units)

SPOL 613	Social Science Concepts I	(4)
SPOL 614	Social Science Concepts II	(4)
SPOL 615	Economic Theory and Social Policy	(4)
SPOL 656	Organizational Theory and Policy	(4)
SPOL 658	Methods of Policy Analysis and Research	(4)

Christian ethics (11 units)

RELE 588	<i>Required of all students in the program:</i> Philosophical Ethics	(4)
RELT 557	<i>Recommended for all students in the program:</i> Theology of Human Suffering	(4)
RELE 548	<i>Depending on student's area of research interest, student may substitute:</i> Christian Social Ethics	(3-4)
RELE 524	<i>Students with a master's degree from Loma Linda University may substitute RELE 524, 522, or 534:</i> Christian Bioethics	(3-4)
RELE 522	Bioethical Issues in Social Work	(3-4)
RELE 534	Ethical Issues in Public Health	(3-4)
	Substitutions other than listed previously require an academic variance.	
RELR 525 or RELR 536	<i>Required of all students in the program:</i> Health Care and the Dynamics of Christian Leadership or Spirituality in Everyday Life	(3) or (4)

Research methods, statistics and information technology (28 units)

SPOL 654	Research Methods I	(4)
SPOL 655	Research Methods II	(4)
SPOL 665	Information Technologies and Decision Science	(4)

Students choose one of the following statistical sequences in consultation with their adviser.

PSYC 501, 502, 503	(4, 4, 4)
MFTH 601, 604, 605	(4, 4, 4)
STAT 522, 523, 525	(4, 4, 4)
Advanced course in statistics or methods	(4)

Applied/Structured research**(22 units)**

SPOL 671	Applied/Structured Research I	(2-4)
SPOL 672	Applied/Structured Research II	(2-4)
SPOL 673	Applied/Structured Research III	(2-4)

Specialized Electives**(10-16 units)****Dissertation research****(24 units)**

SPOL 681	Dissertation Proposal	(2)
SPOL 682	Dissertation Proposal	(2)
SPOL 683	Dissertation Proposal	(2)
SPOL 697	Research	(4, 4, 4)
SPOL 699	Dissertation/Research	(6)

TOTAL**105 units****Policy and research specialization**

Students admitted to the program have demonstrated evidence of policy and research interests that are compatible with the areas of expertise supported by program faculty. (Information regarding faculty areas of expertise are available by contacting the program.) During the first year of study, students further define their interests through advisement. During the second year of study, following the successful completion of a comprehensive examination, students are assigned a research mentor who guides the development of an individualized program of applied research and policy activities. An applied research product is the result of this year-long activity. This applied activity provides the experience needed for beginning the dissertation process.

During the third year of the program, students are assigned a Dissertation Committee chair with whom they work closely to develop and defend a dissertation proposal following University guidelines. During the final year of study, students actively engage in dissertation research, culminating in the successful defense of their dissertation.

Qualifying examination

Students must pass a comprehensive examination. The comprehensive examination is administered at the completion of the core curriculum (typically during Fall Quarter of the second year of the full-time curriculum).

Candidacy

Students must successfully complete:

1. required course work,
2. the comprehensive examination,
3. the applied research requirements, and
4. the defense of the dissertation proposal before advancing to candidacy.

Dissertation

The Ph.D. degree candidacy is spent in full-time dissertation research, culminating in the successful defense of the completed dissertation. Dissertation research for Ph.D. degree candidates follows University guidelines. Details regarding these requirements can be obtained from the program coordinator.

Social Work—ST

(M.S.W.)

KIMBERLY FREEMAN, Ph.D., Program Director

FACULTY

Beverly J. Buckles
 Terrence J. Forrester
 Kimberly Freeman
 G. Victoria Jackson
 Sigrid James
 Viola Lindsey
 Froylana Miller
 Dianna Simon
 Ignatius I. Yacoub
 Sandy Suarez

(See department Web site for a listing of all part-time and voluntary faculty.)

The profession of social work centers on the improvement of the quality of life for people and the enhancement of human potential for full productive participation in society. With this philosophy at its core, the master's degree offered by the Social Work Program in the School of Science and Technology emphasizes an ecological perspective that focuses on the interaction of a person or system in relation to his/her environment. Reflecting this stance is Loma Linda University's motto, "To Make Man Whole"; and its heritage as an international leader in the delivery of services in health care and related facilities. It is the combination of these influences that has guided the development of the foundation curriculum, professional concentrations, and selection of practicum sites for the Social Work Program.

Mission

The mission of the Social Work Program (M.S.W. degree) at Loma Linda University is to provide graduate-level education that prepares competent, ethical, and compassionate social work professionals who possess the knowledge, values, attitudes, and skills necessary for a life dedicated to whole- person care in advanced practice and to leadership in behavioral health institutions and agencies.

Goals

The goals of the Social Work Program (M.S.W. degree) are to:

- Provide a graduate curriculum that infuses the knowledge, ethics, values, and skills expected of professional social work practitioners.
- Provide a graduate curriculum that prepares students for global practice; and that develops competency in and respect for all aspects of human diversity, populations at risk, and the promotion of social and economic justice.
- Integrate throughout the graduate curriculum the research competencies that promote knowledge development and that equip students for advanced professional practice.
- Provide a graduate curriculum that develops social work leaders in both clinical and policy/planning/administration practice for work in behavioral health institutions and agencies.
- Provide curricular and co-curricular experiences that utilize strong linkages with behavioral health institutions, agencies, and the broader community for the purpose of transitioning students into professional roles, advanced practice, and lifelong learning.

Objectives

The foundation and advanced program objectives for the M.S.W. degree are listed below. Overarching program objectives that apply to both the foundation and advanced curriculum are indicated with an asterisk (*).

Foundation program objectives

Program objectives related to goal 1 prepare M.S.W. degree graduates with the knowledge, ethics, values, and skills expected of professional social work practitioners. Graduates of the program will demonstrate the ability to:

- *1.1. Apply critical thinking skills within the context of professional social work practice.
- *1.2. Understand the value base of the profession and its ethical standards and principles; and practice accordingly.
- 1.3. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- 1.4. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
- 1.5. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span; and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- 1.6. Analyze and evaluate social policies designed to resolve or prevent social and human problems, and formulate recommendations to improve social policies and service-delivery systems.
- 1.7. Use effective communication skills differentially across client populations, with colleagues, and/or within communities.
- *1.8. Use supervision and consultation appropriate to social work practice.
- 1.9. Identify organizational structures and service-delivery systems, as well as the mechanisms required for organizational or systems change.

Program objectives related to goal 2 prepare M.S.W. degree graduates for global practice; and develop competency in and respect for all aspects of human diversity, for populations at risk, and for the promotion of social and economic justice. Graduates of the program will demonstrate the ability to:

- *2.1. Understand the theories, forms, and mechanisms of oppression and discrimination; and apply strategies of advocacy and social change that advance social and economic justice.
- *2.2. Practice without discrimination and with respect, knowledge, and skills related to clients' age, physical and mental ability, gender, transgender, sexual orientation, color, culture, race, ethnicity, national origin, religion, and spirituality.

Program objectives related to goal 3 prepare M.S.W. degree graduates to integrate research competencies that equip them for advanced professional practice. Graduates of the program will demonstrate the ability to:

- *3.1. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

Advanced program objectives

Program objectives related to goal 4 prepare M.S.W. degree graduates to be social work leaders in both clinical and policy/planning/administration practice for work in behavioral health institutions and agencies.

Specific to the clinical practice concentration, graduates of the Social Work Program (M.S.W. degree) will demonstrate the ability to:

- 4.1. Independently assess, diagnose, and treat clients—emphasizing evidence-based practices that reflect advanced social work practice in varying roles, agencies, and institutions.
- 4.2. Engage in self-critical analysis for the purpose of integrating therapeutic use of self with diverse client populations.

Specific to the policy, planning, and administration concentration, graduates of the Social Work Program (M.S.W. degree) will demonstrate:

- 4.3. Understanding of both the conceptual and analytical requirements of policy analysis used in considering human needs and applying policy choices that promote policy solutions.
- 4.4. Knowledge, values, and skills required of social work administrators—including the design, planning, implementation, and monitoring of effective service-delivery systems in behavioral health institutions and agencies.

Program objectives related to goal 5 prepare M.S.W. degree graduates to use curricular and co-curricular experiences for the purpose of transitioning into professional roles, advanced practice, and lifelong learning. Graduates of the program will demonstrate the ability to:

- 5.1. Demonstrate the ability to engage in cooperative and collaborative intradisciplinary and interdisciplinary practice.
- 5.2. Understand and prepare for leadership roles in the future.

Accreditation

The Social Work Program (M.S.W. degree) is accredited by the Council on Social Work Education to provide graduate-level social work education.

PREREQUISITE

1. Foundation concepts and/or skills in each of the following:

Human biology	(3)
Cross-cultural issues	(3)
Introductory statistics	(3)

Unit values represent the quarter system of measurement. Content from multiple courses may be used to meet most requirements.

2. A balance of course work in three liberal arts areas:

Humanities (e.g., history, philosophy, literature, art, music, etc.)	(20-24)
English and communication skills (e.g., oral and written communication media, etc.)	(9-13)
Natural and social sciences (e.g., mathematics, human biology, physiology, psychology, sociology, anthropology, human development, ethnic studies, economics, political science or government, etc.)	(24-32)

Students not meeting the minimum number of units in any of the foregoing areas are required to complete additional course work prior to enrolling in the related M.S.W. degree classes.

Please note: All prerequisite requirements must be completed before advancement to candidacy (prior to beginning the advanced curriculum).

The following table outlines the time frame for completion of prerequisites:

SEQUENCING OF PREREQUISITE REQUIREMENTS

Courses	Time
Human biology	Prior to SOWK 511, 512
Cross-cultural issues	Prior to SOWK 511, 512
Introductory statistics	Prior to SOWK 549

Admission requirements

Following are the admission requirements for the Social Work Program (M.S.W. degree):

- Applicants must have a bachelor's degree from an accredited university or college (official transcripts are evidence of courses completed). The department assesses the liberal arts preparation of each of its applicants in two areas:
 - the balance of course work, in three liberal arts areas, and
 - specific course work considered preparatory to the program's foundation (first year) courses (see also Liberal Arts Requirements in the *M.S.W. Student Handbook*).
- Applicants must submit a completed application—including a personal statement, application fee, all college and/or university transcripts, and at least three letters of recommendation (one from an academic source and one from a work supervisor).
- Applicants must meet the minimum academic and professional compatibility criteria established by the program.
- Applicants must have a cumulative grade-point average of 3.0 or above (on a 4.0 scale) (special consideration may be given to applicants with grade-point averages as low as 2.85 if the last part of their college work shows significant

improvement). Applicants whose cumulative grade-point average does not meet the minimum requirements stated above may receive further consideration for admission to the Social Work Program (M.S.W. degree) by providing a satisfactory GRE score, or two years of related employment and/or volunteer experiences. Work and volunteer experiences must be verified by employer/supervisor statements on official agency stationery. Further consideration will also be given to individuals who provide evidence of additional certifications and/or training that illustrate commitment to a career in social work. Anyone who is admitted to the Social Work Program with a cumulative G.P.A. below 3.0 will be admitted provisionally and will be required to participate in individualized academic assessment and a targeted learning-assistance program.

- Applicants must show evidence of professional compatibility, personal qualifications, and motivation to complete a graduate program by obtaining a passing score on the admissions interview with the department's Admissions Committee. Evaluation criteria for the interview include:
 - verbal communication skills,
 - critical thinking ability,
 - values congruent with the social work profession,
 - appreciation of human diversity,
 - evidence of reflective learning,
 - comportment.

No academic credit is given for life experience or previous work experience for any part for the Social Work Program.

Curriculum

The 78-unit curriculum of the Social Work Program (M.S.W. degree) provides the mix of academic, experiential, and research experiences essential for M.S.W. degree students. Students must maintain a program grade-point average of 3.0 (or a letter grade of B on a 4.0 scale) and meet the knowledge, skills, and professional performance competencies outlined by the program. The minimum acceptable grade for required (core) courses is a B- (2.7). Grades in selective courses must be a minimum of a C (2.0). Courses with grades falling below the standards set for required and selective courses must be repeated. Students are financially responsible for the cost of repeating courses in which grades obtained do not meet the minimum standards.

General overview

The program begins with the professional foundation content (first-year courses) common to all graduate social work education. Courses during the first year of study are divided into five professional areas: human behavior in a cross-cultural environment, social welfare policy and services, practice theory and skills, social research, and field practicum. These five areas are strengthened by the integration of social work values and ethics, as well as knowledge of special populations (i.e., issues of gender, race, class, disability, and oppression). The advanced curriculum of the program is divided into four subdivisions:

1. Conjoining curriculum and processes—further integrating the foundational first year with the program's advanced curriculum;
2. Advanced curriculum nucleus—includes course work common to all second-year students;
3. Core courses of the two concentrations—clinical practice and policy, planning, and administration; and
4. Culminating curriculum and processes—a capstone academic experience that facilitates the final stage of reflection and review in the development of the scholar practitioner.

Each of these four curricular subdivisions articulates through the progressive presentation and integration of knowledge, practice roles, and intervention modes to develop the depth and breadth of proficiency expected in advanced practice within health and mental health.

Program options

Alternate program options have been designed to address the varying needs of students. As such, the program offers a full-time two-year option, a three-year part-time option, and a four-year part-time option.

APPROVAL OF COURSE TRANSFERS AND PRACTICUM ADVANCED STANDING FOR BSW STUDENTS

Students who have received a BSW degree from a CSWE accredited program within the last five years are supported in eliminating possible areas of redundancy in their education through (a) eligibility to transfer foundation course work and (b) consideration for Practicum Advanced Standing.

These additional options for BSW students recognize the accomplishments in knowledge and skills that individuals receiving a baccalaureate degree from an accredited social work program possess. As such, students are not admitted into the MSW Program with pre-approval of course transfers or Practicum Advanced Standing. Instead, once students are accepted into either the full-time or one of the part-time options, those students meeting the designated degree requirements may apply for course transfers

and evaluation of their Practicum Advanced Standing. Receipt of course transfers and evaluation of practice maturity are treated as separate processes as described below. Students should contact the department for more information.

Transfer students

Individuals transferring from other accredited M.S.W. degree programs may transfer units for didactic course work in accordance with University policy and program guidelines. Field practicum experiences are nontransferable.

PROFESSIONAL CONCENTRATIONS IN BEHAVIORAL HEALTH

The Social Work Program (M.S.W. degree) offers two concentrations for professional practice, which are the focus of the second-year study: clinical practice; and policy, planning, and administration.

Clinical practice concentration

The clinical practice concentration requires mastery of advanced practice roles, modalities of intervention, and methods used in clinical social work. Study is required regarding the integration of advanced practice theories, diagnostic assessment, problem-solving skills and techniques; as well as the impact of policy upon the availability of treatment, treatment modalities, and expectation of outcomes. Students' experiences and knowledge are expanded through the selection of practicum sites and selectives.

Policy, planning, and administration concentration

The policy, planning, and administration concentration represents a specialized study designed to prepare students for administrative roles in behavioral health organizations and institutions. As such, this concentration focuses on giving students understanding and skills in establishing and maintaining systems of care to assist individuals, families, and groups managing health and illness in context of the life cycle, promoting social change in public systems of care, policy analysis, program planning and implementation, program evaluation, and human resources management. Students' experiences and knowledge are expanded through the selection of practicum sites and selectives.

CENTRAL ACADEMIC PROCESSES AND COGNATES

Professional practica

Professional practica experiences (field practica) are regarded as an integral part of the Social work Program (M.S.W. degree) because these offer students opportunities to integrate and apply theoretical and research knowledge with social work practice and intervention skills in institutional or agency settings. Practica are designed (and selected) to provide maximum learning opportunities under the supervision of a qualified field instructor. As such, experiences are patterned to build upon one another, presenting the increasing challenges present in the continuum of generalist to advanced social work practice. Students complete 1,080 hours of field work in a qualified setting and 120 hours of concurrent integrated seminar for a total of 1,200 hours.

The emphasis of SOWK 757A,B,C Professional Foundation Practicum and Seminar (480 hours of practicum and 60 hours of seminar) is placed on achieving generalist social work knowledge, values, and skills—including developing rapport with agency personnel and clients, acquiring interviewing skills, and obtaining beginning-level psychosocial assessment and intervention capabilities. The content of the concurrent seminar further supports this perspective as it provides students with opportunities to integrate their practicum experiences with their developing professional identity.

The emphasis of SOWK 787A,B,C Advanced Professional Practicum and Seminar (600 hours of practicum and 60 hours of seminar) reflects students' choice of concentration and provides the depth and breadth of learning opportunities that underpin the acquisition of advanced practice capabilities. More specifically, advanced professional practica experiences are expected to promote increased insight and understanding of agency and/or client systems as these build on the professional foundation skills achieved during the first year of study.

Research

The program includes completion of course work in applied research. An individually authored thesis option is available for students meeting program criteria. These study options aim to develop knowledge for the advancement of social work practice and provide guided experiences in the conduct of research applicable to a variety of professional and academic settings. Guidelines for these options are provided by the program.

Professional processes and cognates

Three academic review processes take place during the first year of the Social Work Program (M.S.W. degree). These are:

1. M.S.W. degree advancement G.P.A.

The M.S.W. degree advancement G.P.A. provides an initial predictor used for gatekeeping. The first 12 units completed towards the M.S.W. degree, including units acquired during nonmatriculation, must be completed with a G.P.A. of 3.0. Students who fail to achieve at this level may be dismissed from school. Students receive orientation to the process and requirements of the M.S.W. degree advancement G.P.A. during the student orientation conducted prior to the Fall Quarter.

2. Qualifying review

When all foundation course work is completed, students are required to pass the program's qualifying review. The intent of this process is to:

- assist faculty and students in assessment of strengths and areas for improvement,
- provide feedback,
- foster an environment of self-evaluation, and
- encourage heightened participation in individualized academic development.

Ultimately, the results of this review help both the student and faculty to develop learning objectives for the concentration year. A specific orientation is held to explain the expectations, format, and scheduling of the qualifying review process.

3. Wholeness portfolio

All students complete a wholeness portfolio during the professional practicum and seminar experience. This review of the student's individualized objectives and professional development begins during the first year of study and culminates during the second year of study as the student completes the final quarter of SOWK 787A,B,C. This experience emphasizes the student's plans for employment, life-long learning, and integration of the core values of Loma Linda University; and is seen as a capstone academic experience that facilitates closure and the final stage of reflection and review in the development of the transitioning professional.

PROGRAM OF STUDY

Required cognates

(required of all students)

RELE 522	Bioethical Issues in Social Work	(4)
STCJ 515	Graduate Research Writing	(2)

Professional foundation courses

(required of all students)

Sequence I : Human Behavior and Cross-cultural Environment

SOWK 511	Human Behavior in a Cross-cultural Environment I*	(3)
SOWK 512	Human Behavior in a Cross-cultural Environment II*	(3)

Sequence II: Social Welfare Policy and Services

SOWK 515	Social Policy I*	(3)
SOWK 615	Social Policy II*	(3)

Sequence III: Social Research

SOWK 547	Research Methods I*	(3)
SOWK 549	Research Methods II*	(3)

Sequence IV: Practice

SOWK 517	Foundation Practice I: Individuals*	(3)
SOWK 518	Foundation Practice II: Groups*	(3)
SOWK 519	Foundation Practice III: Organizations and Communities*	(3)
SOWK 520	Foundation Practice IV: Families	(3)
SOWK 671	Foundation Practice V: Social Work Administration*	(3)

Sequence V: Field Practicum

SOWK 578	Field Orientation	(1)
SOWK 757A, B, C	Professional Foundation Practicum and Seminar	(3, 3, 3)

[Professional practicum and seminar units are not calculated into degree units. Students pay program fees for professional practicum units instead of tuition.]

(*Indicates courses eligible for waiver by students with a B.S.W. degree accredited by CSWE. University policies regarding time limits for transfer credits apply.)

Qualifying review

(required of all students following the completion of foundation courses and SOWK 757A,B,C)

Conjoining curriculum and processes

(required of all students)

SOWK 613	Human Behavior in a Cross-cultural Environment III	(3)
SOWK 660	Advanced Theory and Practice for Working with Ethnically Diverse Clients	(3)
SOWK 682	Legal and Ethical Aspects of Health and Mental Health	(3)

ADVANCED CURRICULUM NUCLEUS

SOWK 695A, B, C	Advanced Research Methods **	(2, 2, 2)
SOWK 787A, B, C	Advanced Professional Practicum and Seminar	(4, 4, 4)

[Professional practicum and seminar units not calculated into degree units. For professional practicum units, students pay program fees instead of tuition.]

****Thesis option is available for students meeting program criteria.**

Concentrations

Students take courses in one of the following two concentrations:

Clinical practice

SOWK 661	Time-Limited Services and Interventions	(3)
SOWK 663	Advanced Social Work Practice with Individuals	(3)
SOWK 665	Advanced Social Work Practice with Groups	(3)
SOWK 667	Advanced Integrative Practice	(3)

Policy, planning, and administration

SOWK 672	Organizations and Systems	(3)
SOWK 673	Program Planning and Evaluation	(3)
SOWK 676A	Human Resources Planning and Development	(3)
SOWK 683	Advanced Policy Practice	(3)

CULMINATING CURRICULUM AND PROCESSES

SOWK 675	Supervision	(3)
SOWK 676B	Human Resource Planning and Development Seminar	(3)
	Wholeness portfolio	

Selective courses

All students take a total of 8 units of selectives, including a 2-unit policy selective. Students receiving specialized grant funding should check with program for additional requirements and/or restrictions on selective choices.

Policy selectives

All students must take one of the following to meet the policy selective requirement.

SOWK 680	Children and Families Policies and Services	(2)
SOWK 681	Health and Mental Health Policies and Services	(2)

General selective courses

Students choose 6 units of selectives that support their concentration and areas of interest. Students choose selectives from the following categories.

Population groups

SOWK 648	Co-Occurring Diagnosis: Substance Abuse with Mental Illness	(2)
SOWK 650	Treatment with Children and Adolescents in Trauma	(2)
SOWK 653	Interventions with Special-Needs Children	(2)
SOWK 654A	Therapeutic Interventions with Older Adults I	(3)
SOWK 654B	Therapeutic Interventions with Older Adults II	(3)
SOWK 658	Children's Psychotherapy	(2)
SOWK 659	Interventions with Persons with Severe Mental Illness	(2)
GERO 515	Diversity and Aging	(3)
MFAM 516	Play Therapy	(2)
MFAM 545	Gender Perspectives	(2)
MFAM 638	Family Therapy and Chemical Abuse	(2)
MFAM 644	Child Abuse and Family Violence	(3)
MFAM 665	Structural Family Therapy	(2)
PSYC 686	Child, Partner, and Elder Abuse	(2)

Problem areas

SOWK 649	Social Work and Health Care	(2)
SOWK 651	Health Care Interventions with High-Risk Families and Communities	(2)
SOWK 656	Religion and Spirituality in Direct Practice	(2)
SOWK 677	Advanced Integrative Seminar in Psychotherapy	(2)
SOWK 684	Advanced Policy Project**	(2)
SOWK 685	Understanding Global Cultures	(2)
CRMJ 518	Legal Discourse	(2)
CRMJ 519	Moot Court	(2)

CRMJ 520	Restorative Justice	(3)
PSYC 685	Drug-Addiction Therapy	(2)

Please note: Students wishing to take courses that are not included in the above list of approved selectives must obtain an academic variance through the department's Academic Standards Committee prior to enrolling in the course.

Social Work, Clinical—ST

(Ph.D.) Scheduled to begin Fall 2009

DIANNA SIMON, Program Director

FACULTY

See Social Work M.S.W.

The School of Science and Technology's Department of Social Work and Social Ecology is an interdisciplinary academic unit committed to the University's mission of human wholeness and to the belief that one's fullest development is achieved when all aspects of an individual's life are in balance. Both conceptually and pragmatically the programs in the Department of Social Work and Social Ecology are guided by an overarching ecological (bio-psycho-social-spiritual) perspective that employs scientific methods of problem analysis and program design. A key component in this framework is the importance of considering the relationships among behavioral, sociopolitical, economic, and environmental problems. The result is an interdisciplinary teaching, learning, and practice environment designed to create interventions that will improve the functions of individuals, families, groups, organizations, and communities. As such, priority has been given to creating an academic milieu favorable to educating competent, ethical, and compassionate professionals and scholars who are capable of respecting and addressing the needs of diverse populations.

Mission and objectives

This doctoral program aims to provide social workers with advanced knowledge to become researchers, educators, and clinicians capable of applying this knowledge to every practice context in professional clinical social work. It purposefully instills a high appreciation for knowledge development and dissemination; and demonstrates respect and appreciation for the needs and issues inherent in human diversity, promotion of social and economic justice, and clinical populations-at-risk.

Student learning objectives

1. Students will be able to apply multiple theoretical frameworks to explain intrapersonal and interpersonal factors underpinning the diagnosis and treatment of persons with severe mental illness and/or serious emotional disorders.
2. Students will demonstrate a comprehensive understanding of the assessment process and diagnostic schemata involving intrapersonal and interpersonal factors, cultural diversity, and environmental influences on client systems and treatment.
3. Students will be able to demonstrate the use theory to develop research questions and hypotheses for empirical testing and will possess an understanding of the conceptual nature of theory and the ways theory can be applied to the development of knowledge in clinical social work.
4. Students will be able to articulate the implications of empirical research findings within a theoretical framework, as well as the ability to discuss the implications of empirical research findings on theoretical relationships.
5. Students will demonstrate the ability to design and conduct a systematic, empirical, objective, public, and critical investigation of a clinical practice issue or problem.
6. Students will demonstrate a comprehensive understanding of how people learn and be able to translate this understanding into constructing and delivering appropriate didactic, interactive and experiential teaching strategies used to teach advanced clinical practice and human behavior concepts.
7. Students will demonstrate current knowledge of the context of social work education (knowledge, values, and skills), and be able to articulate this information into an educational program design, curriculum development, and the delineation and assessment of student educational objectives for both undergraduate and graduate social work programs.

Admission requirements

The Clinical Social Work Program is open to students who demonstrate leadership and scholarly potential. Admission to the program is governed by the policies and procedures established by the School of Science and Technology. An admission committee of social work faculty oversees the admission process, reviews applications, and recommends students for admission to the program. Admission requirements to the doctoral program include:

- Master's degree in social work from an accredited institution of higher education.
- A minimum cumulative G.P.A. of 3.0 (4.0 scale) for graduate/postgraduate work.
- Commitment to advancing knowledge and research related to clinical social work.
- Professional experience and achievement that demonstrates competence, organization, leadership, and motivation to complete doctoral education in a timely manner.

- Personal interview; geographical circumstances may determine an individualized process.
- A sample of writing regarding a clinical treatment topic in the form of a published article, academic or professional research paper, or an essay prepared for admission to the program.
- Satisfactory performance on the Graduate Record Examination (GRE) defined as a minimum combined verbal and quantitative score of 1000, and an analytical writing score of 4.0 for admission with regular status. Students with lower scores may be considered for provisional status.)
- Curriculum vitae or other description of education, employment history, and experience in clinical practice.
- Prerequisite preparation. If an applicant has not had adequate clinical treatment experience, additional clinical course work of 6-12 units will be required. (Students needing to meet this requirement take CSWK 688 Clinical Treatment Practicum)

Transfer credits

As master's level clinical training is a prerequisite for admission to this program, transfer of previous course work is limited.

Program of study

This program is structured around three primary requirements: course work, comprehensive examinations, and dissertation. The Ph.D. degree in clinical social work requires a minimum of 104 units beyond the M.S.W. degree. The curriculum is designed to accommodate the needs of college and university faculty. The program should be completed in three consecutive summers consisting of two six-week sessions. A more traditional curriculum model is also available that allows students to take some research and ethics courses during the regular academic year. Students can obtain curriculum planning guides for both program options from the program coordinator. (Students should consult the program coordinator regarding curriculum modifications.)

CORE CURRICULUM

Research methods, statistics

(68 units)

PSYC 501	Advanced Statistics I	(4)
PSYC 502	Advanced Statistics II	(4)
PSYC 503	Advanced Multivariate Statistics III	(4)
SPOL 654	Qualitative Research Methods	(4)
SPOL 655	Quantitative Research Methods	(4)
CSWK 671, 672, 673	Research Orientation	(2, 2, 2)
CSWK 681, 682, 683	Research Seminar	(2, 2, 2)
CSWK 697	Research	(24)
CSWK 699	Dissertation	(12)

Requirements incorporated into the research cognates:

- Successful completion of a written qualifying examination
- Successful completion of a dissertation proposal
- Successful oral defense of a completed dissertation

Theory

(6 units)

CSWK 676	Advanced Clinical Theory I: Psychoanalytic and Attachment	(3)
CSWK 677	Advanced Clinical Theory II: Ego Psychology, Self Psychology, and Object Relations	(3)

Clinical social work (12 units)

CSWK 684	Advanced Developmental Psychopathology I: Children and Adolescents	(3)
CSWK 685	Advanced Developmental Psychopathology II: Adult Lifespan	(3)
CSWK 686	Advanced Clinical Practice: Clinical Assessment, Diagnosis, and Paradigms of Practice	(3)
CSWK 687	Methods of Teaching and Evaluation in Clinical Social Work Education	(3)

Philosophy and clinical ethics (12 units)

RELR 535	Spirituality and Mental Health	(4)
RELE 505	Clinical Ethics	(4)
RELR 568	Care of the Dying and Bereaved	(4)
RELR 584	or Culture, Psychology, and Religion	(4)

Selective courses (6 units)

CSWK 688	Independent Study in Clinical Social Work	(1-6)
SOWK 648	Dual Diagnosis	(2)
SOWK 677	Advanced Integrative Seminar in Psychotherapy	(2)
PSYC 511	Psychometric Foundations	(2)
PSYC 604	Advance Topics in Multivariate Analysis	(2)
PSYC 512	Assessment I	(2)
PSYC 574	Personality Theory and Research	(4)
PSYC 544	Foundations of Learning and Behavior	(4)
PSYC 545	Cognitive Foundations	(4)
PSYC 567	Ethnic Diversity and Community Issues	(2)
PSYC 556	Biofeedback	(4)
PSYC 568	Sex Roles and Gender Issues	(2)
MFAM 548	Men and Families	(2)
MFAM 644	Child Abuse and Family Violence	(3)
MFAM 669	Human Sexual Behavior	(3)
STAT 515	Grant and Contract Proposal Writing	(2)
INTH 518	Women in Development	(3)
INTH 519	Disaster Management	(3)
INTH 526	Population Dynamics	(2)
INTH 547	Refugee Health	(3)
RELR 525	Health Care and the Dynamics of Christian Leadership	(3)
AHCJ 556	Faculty Procedures: Selection, Development and Evaluation	(3)

Qualifying examination

Students must pass a comprehensive qualifying examination usually taken at the completion of all clinical course work.

Candidacy

Students who successfully complete all course work, pass the qualifying examination, and successfully defend a dissertation proposal apply for Ph.D. degree candidacy. The candidacy period is spent in full-time dissertation research.

Dissertation

The Ph.D. degree candidacy is spent in full-time dissertation research, culminating in the successful defense of the completed dissertation. Dissertation research for Ph.D. degree candidates follows University guidelines. Details regarding these requirements can be obtained from the program coordinator.

Spanish Studies for Health Care Professionals—ST

(Certificate)

CLARA RAMIREZ, Program Director

Graduates of Loma Linda University have a long history of service, domestically and around the world. The purpose of this certificate program is to provide general education that articulates with community service, mission electives, or short mission trips in the United States and international settings. The certificate is consistent with WASC recommendations that baccalaureate programs actively foster an understanding of diversity and ensure breadth for all students in the areas of cultural, aesthetic, social, political, scientific, and technical knowledge expected of educated persons in this society. Course work in the cultural studies certificate enables the student to engage the population served at a deeper level than possible without skills in language and knowledge of Hispanic history, literature, and society. The theoretical, structured course in service learning provides a philosophical and theological basis for service, as well as an opportunity to reflect on and integrate the various components.

The 27-unit certificate is available only to students who are concurrently enrolled in a degree program of the University or to those who complete a minimum of 17 of the required 27-quarter units at Loma Linda University. For undergraduate students, the courses also contribute to meeting GE requirements. Courses include language (12 units); literature, history and social sciences (4 units); diversity (4 units); and a service-learning course. For the certificate in Spanish studies, an immersion language and culture program is required, as well as an international or national service project with a Spanish-speaking population. The Christian-service course units are the two bookends of the certificate. The first units include a theoretical, theological, and philosophical basis for service and provides the outline for the portfolio. In the second unit, the student completes the portfolio that integrates and summarizes the entire experience.

Spanish-language proficiency at the high-elementary or low-intermediate level is required and will be assessed by examination. All courses except the capstone portfolio course are currently available on campus. For students concurrently enrolled in a Loma Linda University program, all courses may be transferred in except for RELR 404 Christian Service and RELE 429 Cultural Issues in Religion. Spanish language, Spanish literature and history, and diversity courses must be taken for a letter grade, with a minimum G.P.A. of 2.0 for the certificate.

The certificate integrates the three core values of Loma Linda University to promote spiritual life and wholeness, diversity, and community service and global outreach. These three values are essential to the Loma Linda University experience.

Spanish language (12 units)

SPAN 101	Elementary Spanish I	(4)
SPAN 102	Elementary Spanish II	(4)
SPAN 103	Elementary Spanish Conversation and Composition	(4)
SPAN 201	Intermediate Spanish I	(4)
SPAN 202	Intermediate Spanish II	(4)
SPAN 203	Intermediate Spanish Conversation and Composition	(4)

Immersion language and culture program (4 units)

SPAN 123	Practicum in Spanish I	(4)
SPAN 128	Practicum in Spanish II	(4)
SPAN 129	Practicum in Spanish III	(4)

Spanish literature, history (4 units)

SPAN 118	Spanish Literature I	(4)
SPAN 119	Spanish Culture/Civilization	(4)
SPAN 122	Tradition and Paradox of Latin American Women	(4)

Diversity		(4 units)
SPAN 430	Diversity in the Twenty-First Century(also counts as humanities credit)	(4)
ANTH 304	Biocultural Anthropology	(4)
ANTH 306	Language and Culture	(4)

Service-learning/Cultural issues in religion		(3 units)
RELRL 404	Christian Service (must include portfolio)	(1)

Service-learning experience **(80 clock hours)**

Service-learning courses and RELRL 429 Cultural Issues in Religion provide an opportunity for students to serve in a Spanish-speaking community in California, elsewhere in the U.S., or abroad within their major.

All courses with the prefix of SPAN, ANTH, and RELRL count as humanities credit for general education.

Faculty of Graduate Studies

Dean's Welcome

Foundations of Graduate Study

Philosophy Objectives
General Regulations

General Regulations

Application and admissions
Scholarship
From master's to Ph.D. degree
Bypassing master's degree

Student Life

Academic Information

Financial Information

General financial practices
On- and off-campus student housing
Additional requirements

The Faculty of Graduate Studies oversees the following doctoral and master's degrees, as well as combined-degrees programs.

Master's Degrees

Anatomy
Biochemistry
Biology
Biomedical and Clinical Ethics
Clinical Ministry
Endodontics
Family Studies
Geology
Implant Dentistry
Marital and Family Therapy
Microbiology and Molecular Genetics
Nutrition
Oral and Maxillofacial Surgery
Orthodontics and Dentofacial Orthopedics
Pediatric Dentistry
Periodontics
Physiology
Prosthodontics
Psychology— (General or Experimental)
Religion and the Sciences

Doctoral Degrees

Anatomy
Biochemistry
Biology
Earth Science
Marital and Family Therapy
Family Studies
Microbiology and Molecular Genetics
Medical Scientist Training Program
Nursing
Pharmacology
Physical Therapy
Physiology

Psychology (Ph.D. in Clinical Psychology and Ph.D. in Experimental Psychology)

Rehabilitation Science

Social Policy and Social Research

Combined-Degrees Programs

Biology or Geology with Medicine or Dentistry (M.S./M.D., M.S./D.D.S., Ph.D./M.D. or Ph.D./D.D.S.)

Psychology with Biomedical and Clinical Ethics (Ph.D./M.A.)

Clinical Psychology with Health Education (Ph.D./M.P.H.)

Clinical Psychology with Preventive Care (Ph.D./M.P.H. or Ph.D./Dr. P.H.)

Social Policy and Social Research with Biomedical and Clinical Ethics (Ph.D./M.A.)

Social Work with Social Policy and Social Research (M.S.W./Ph.D.)

Dean's Welcome

We are very pleased that you have chosen to continue your education at Loma Linda University in a graduate program coordinated by the Faculty of Graduate Studies. The Faculty is an organization of scholars, scientists, and educators whose mission is to enhance the quality of research, scholarship, and discovery throughout the University. It cooperates with the eight schools in providing graduate programs that strive to meet the highest academic and intellectual standards.

Loma Linda University is a health-science campus dedicated to creating learning environments that enable students to develop personal wholeness; to train for careers that serve local, national, and international communities; and to accept every person as having equal worth in the sight of God. Its mission is embodied in the Good Samaritan sculptures, a tableau that occupies a central position on the campus.

The Faculty of Graduate Studies encourages students to engage in original research and creative study that will expand opportunities for wholeness, service, and mutual respect. You will find vigorous academic programs among the degrees sponsored by the Faculty, studies that will stretch your mind and that will encourage you to expand the boundaries of knowledge, understand your world, and apply Christian principles to your life and profession.

Our faculty and staff are here to assist you as you prepare for a career of creative service. Feel free to contact us by email at <graduatestudies@llu.edu> or by calling toll free 1/800/422-4LLU.



A stylized, handwritten signature in black ink, consisting of several overlapping loops and a final flourish.

Anthony J. Zuccarelli
Dean, Faculty of Graduate Studies

Foundations of Graduate Study

Recognizing the need to provide advanced education, the College of Medical Evangelists (CME) organized its School of Graduate Studies in 1954. The new school conferred a Ph.D. degree in 1958, the first Ph.D. to be awarded by a Seventh-day institution of higher education.

In 1961 when CME became Loma Linda University, the University assumed oversight of the graduate education conducted by La Sierra College in Riverside, California. By 1963 the School of Graduate Studies had been renamed the Graduate School, with a home in a new building, named Frederick Griggs Hall, in honor of a former department chair. The two campuses comprising Loma Linda University—La Sierra and Loma Linda—were separated in 1990.

In 2005 the Graduate School was restructured as the Faculty of Graduate Studies. It continues to provide oversight of graduate programs, supported by other schools of the University; promotes and encourages independent judgment, mastery of research techniques, and contribution to scholarly communication; and relates intellectual achievements to the service of mankind.

Philosophy

In the Faculty of Graduate Studies of Loma Linda University, the essential concern of both faculty and students is the quest for meaning. Because this quest is served by knowledge, graduate students are obliged to achieve both broad and detailed mastery of their field of study. They also participate with the faculty in the process by which knowledge is augmented.

Objectives

The Faculty of Graduate Studies attempts to create an environment favorable to the pursuit of knowledge and meaning by:

1. Making available to graduate students who wish to study in a Seventh-day Adventist Christian setting the education necessary for scholarly careers in the sciences and the health professions.
2. Encouraging development of independent judgment, mastery of research techniques, and contribution to scholarly communication.
3. Relating intellectual achievement to the service of mankind.

General Regulations

Students of the University are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation. Section III gives the general setting for the programs of each school. The subject and unit requirements for admission to individual professional programs are outlined in Section IV. It is important to review specific program requirements (Section IV) in the context of the general requirements (Section III) applicable to all programs.

APPLICATION AND ADMISSIONS

The program admissions committees of the University intend that an applicant to any of the schools is qualified for the proposed curriculum and is capable of profiting from the educational experience offered by this University. The admissions committees of the schools accomplish this by examining evidence of scholastic competence, moral and ethical standards, and significant qualities of character and personality. Applicants are considered for admission only on the recommendation of the program in which study is desired.

SCHOLARSHIP

Applicants are expected to present an undergraduate record with a grade-point average of B (3.0) or better in the overall program and in the field of the major. Some students with an overall grade-point average between 2.5 and 3.0 may be admitted provisionally to graduate standing, provided the grades of the junior and senior years are superior or there is other evidence of capability.

FROM MASTER'S TO PH.D. DEGREE

Bypassing master's degree

A graduate student at this University may proceed first to a master's degree. If at the time of application the student wishes to qualify for the Doctor of Philosophy degree, this intention should be declared even if the first objective is a master's degree.

If after admission to the master's degree program a student wishes to go on to the doctoral degree, an application form should be submitted, along with letters of reference, to the dean of the respective school(s). If the award of the master's degree is sought, the student will be expected to complete that degree before embarking on doctoral activity for credit. A student who bypasses the master's degree may be permitted, on the recommendation of the guidance committee and with the consent of the dean, to transfer courses and research that have been completed in the appropriate field and are of equivalent quality and scope to his/her doctoral program.

Student Life

The information on student life contained in this CATALOG is brief. The Student Handbook more comprehensively addresses University and school expectations, regulations, and policies and is available to each registered student. Students need to familiarize themselves with the contents of the Student Handbook. Additional information regarding policies specific to a particular school or program within the University is available from the respective school.

Academic Information

Students are responsible for informing themselves of the policies and regulations pertinent to registration, matriculation, and graduation; and for satisfactorily meeting these requirements.

Financial Information

Registration is not complete until tuition and fees on the required installment are paid; therefore, the student should be prepared to make these payments during scheduled registration for each academic year. There may be adjustments in tuition and fees as economic conditions warrant.

GENERAL FINANCIAL PRACTICES

The student is expected to arrange for financial resources to cover all expenses before the beginning of each school year. Previous accounts with other schools or this University must have been settled.

ON- AND OFF-CAMPUS STUDENT HOUSING

Students may go to <www.llu.edu/llu/housing> for housing information and a housing application form.

ADDITIONAL REQUIREMENTS

For additional policies, governing Loma Linda University students, see Section II of this CATALOG, as well as the University Student Handbook. Students are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation.

The Combined-Degrees Programs of the University

A number of combined-degrees programs are offered—each intended to provide additional preparation in the biomedical sciences or in clinical, professional, or basic areas related to the student's field of interest. The combined-degrees programs provides opportunities for especially well-qualified and motivated students to pursue professional and graduate education; and to prepare for careers in clinical specialization, teaching, or investigation of problems of health and disease in humans.

For admission to a combined-degrees program, students must have a baccalaureate degree and must already be admitted to the schools offering their chosen combined-degrees program.

Students may be required to interrupt their professional study for two or more years (as needed) for courses and research for the graduate degree sought.

The student's concurrent status is regarded as continuous until the program is completed or until discontinuance is recommended. The usual degree requirements apply.

Interested and qualified students may choose from the combined degrees offered by the University.

DOUBLE LISTING

In the alphabetical list that follows, for convenience in locating a combined-degrees program, the program name is listed twice—the second time in *italics* with the two program names reversed—e.g., Anatomy with Medicine; *Medicine with Anatomy*.

Program curriculum information is contained only in the first listing.

Anatomy—SM

with

Medicine or Dentistry—SM or SD

M.S./M.D., M.S./D.D.S., Ph.D./M.D., or Ph.D./D.D.S.

Combined-degrees programs allow qualified students to work on combined M.D. / M.S. or Ph.D. (medicine with anatomy) or D.D.S. / M.S. or Ph.D. (dentistry with anatomy) degrees. Details are provided in Dentistry and Medicine program descriptions earlier in Section III.

Biology or Geology—ST

with

Medicine or Dentistry—SM or SD

M.S./M.D. or M.S./D.D.S.

For students selecting a combined-degrees program with a Master of Science degree in biology or geology, up to 12 units of credit for basic science courses and up to 6 units of credit for research and/or graduate courses completed as part of the electives of the professional curriculum may be applied to the master's degree program.

For students selecting a combined-degrees program with a Doctor of Philosophy degree in biology, up to 30 units of credit for basic science courses and up to 30 units of research and/or graduate courses—but not more than 36 units completed as part of the electives of the professional curriculum—may be applied to the Doctor of Philosophy degree program.

The animal physiology and the statistics requirements would be met as part of the professional curriculum.

Biomedical and Clinical Ethics—SR

with

Dentistry—SD

M.A./D.D.S.

MARK F. CARR, Program Coordinator, Biomedical and Clinical Ethics, School of Religion

RONALD J. DAILEY, Program Coordinator, School of Dentistry

FACULTY

The faculty for the combined-degrees program in biomedical and clinical ethics and in dentistry is drawn from Loma Linda University's School of Religion and School of Dentistry.

THE PROGRAM

The combined-degrees program in biomedical and clinical ethics and in dentistry is designed to fit the schedule of D.D.S. students. Ethics in dentistry is well established at Loma Linda University. Loma Linda University's School of Dentistry is one of a select few in the nation known for their expertise in ethical issues. This program requires 48 units of credit.

Academic structure

Students pursuing this combined-degrees program must proceed through the standard D.D.S. curriculum without interruption from the M.A. degree course work.

During the first year of enrollment in the D.D.S. degree program, students will be made aware of the combined-degrees option. A scholarship for one student will be advertised at both the local and national levels and, if received, will fund the combined-degrees program for that student. Towards the conclusion of the Spring Quarter, students interested in the combined-degrees program should apply to the program in conjunction with an application for the scholarship.

In the second year of study, the student should take only two courses in the M.A. degree program; RELG 504 Research Methods and RELE 524 Christian Bioethics are recommended.

Along with the dental curriculum in the third year, the student will enroll in routine M.A. degree ethics course work.

The fourth year concludes the required courses in the dental and clinical and biomedical ethics curricula. During this year, the student must complete the comprehensive examination in the Spring Quarter and a publishable paper-research option, which will be examined by School of Religion professors.

Course requirements

Students in this combined-degrees program will complete all the requirements for both degrees with greater efficiency by taking a number of courses that fulfill requirements for both degrees and by careful selection of elective courses. Approval for both degree programs should be sought from the student's advisers for both degrees.

M.A. DEGREE REQUIREMENTS

(48 units)

D.D.S. courses, transferred from standard dentistry course work

(12 units)

REL R 715	Christian Dentist in Community	(2)
RELE 734	Christian Ethics for Dentists	(2)
REL T 775	Spirituality and the Christian Health Professional	(2)
REL R 749	Personal and Family Wholeness	(2)
REL R 717	Diversity and the Christian Health Professional	(2)
REL T ____	One additional selective from the REL T course offerings	(2)

Core requirements, taken throughout the final three years of dental school

(36 units)

SECOND YEAR

(8 units)

REL G 504	Research Methods	(4)
RELE 524	Christian Bioethics	(4)

THIRD YEAR AND FOURTH YEAR

(28 units)

RELE 548	Christian Social Ethics	(4)
RELE 554	Clinical Ethics Practicum I	(4)
RELE 555	Clinical Ethics Practicum II	(4)
RELE 577	Theological Ethics	(4)
RELE 588	Philosophical Ethics	(4)
RELE 589	Biblical Ethics	(4)
RELE 697	Independent Research	(4)

Biomedical and Clinical Ethics—SR*with***Medicine—SM****M.A. /M.D.**

MARK F. CARR, Program Coordinator, Biomedical and Clinical Ethics, School of Religion

LEONARD S. WERNER, Program Coordinator, School of Medicine

FACULTY

The faculty for the combined-degrees program in biomedical and clinical ethics and in medicine is drawn from Loma Linda University's School of Religion and School of Medicine.

THE PROGRAM

The combined-degrees program in biomedical and clinical ethics and in medicine is designed to fit the schedule of medical students. This program requires 48 units of credit:

Course requirements

Students in this combined-degrees program will complete all the requirements for both degrees with greater efficiency by taking a number of courses that fulfill requirements for both degrees and by careful selection of elective courses. Approval for the selective courses should be sought from the student's advisers for both degrees. The program requires:

- 12 units transferred from standard course work in medicine.
- 36 additional units taken throughout the four years of medical school.

In addition to required course work, students must successfully complete comprehensive examinations and a research project.

Benefits of taking the program include:

- Additional field of expertise within clinical practice.
- Unique interface between clinical and academic perspectives in bioethics.
- Excellent preparation for Ph.D. degree programs in ethics or bioethics

CORE REQUIREMENTS**(36 UNITS)****FIRST YEAR****(16 units)****Fall Quarter**

RELE 588	Research Methods	(4)
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Winter Quarter

RELE 548	Christian Social Ethics	(4)
or RELE 589	Biblical Ethics	(4)

Spring Quarter

RELE 577	Theological Ethics	(4)
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Summer Quarter

RELE 524	Christian Bioethics	(4)
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Note: No School of Medicine classes are scheduled for the Summer Quarter at the end of the first year; thus a student may take up to three of the required courses, if offered, during the Summer Quarter.

SECOND YEAR**(16 units)****Fall Quarter**

RELG 504	Philosophical Ethics	(4)
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Winter Quarter

RELE 554 or RELE 548 or RELE 589	Clinical Ethics Practicum I	(4)
	Christian Social Ethics	(4)
	Biblical Ethics	(4)

Spring Quarter

RELE 555	Clinical Ethics Practicum II	(4)
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Summer Quarter

RELG 697	Independent Research	(4)
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THIRD AND FOURTH YEARS

(4 units)

Students must:

- Finish any required course work for both SM and SR.
- Successfully complete a research project.
- Successfully complete comprehensive examinations.

Biomedical and Clinical Ethics—SR*with***Nursing, Advanced Practice—SN****M.A./M.S.**

MARK F. CARR, Program Coordinator, Biomedical and Clinical Ethics, School of Religion

ELIZABETH BOSSERT, Program Coordinator, School of Nursing

FACULTY

The faculty for the combined-degrees program in biomedical and clinical ethics and in advanced practice nursing is drawn from Loma Linda University's School of Religion and School of Nursing.

THE PROGRAM

The M.S./M.A. combined-degrees program in biomedical and clinical ethics and in advanced practice nursing is designed to facilitate more efficient completion of two graduate degrees for students with strong interest in both nursing and ethics.

Students who complete this program will be prepared to make significant interdisciplinary contributions to both fields. Students are required to gain separate acceptance into the M.A degree program in biomedical and clinical ethics and the M.S. degree program in advanced practice nursing.

Course requirements

Students in this 80-unit combined-degrees program will complete all the requirements for both degrees with greater efficiency by taking a number of courses that fulfill requirements for both degrees and by careful selection of elective courses. Approval for the selective courses should be sought from the student's advisers for both degrees.

M.A. CURRICULUM**(35 UNITS)****Biomedical and clinical ethics**

RELG 504	Research Methods	(4)
RELE 554	Clinical Ethics Practicum I	(4)
RELE 555	Clinical Ethics Practicum II	(4)
RELE 577	Theological Ethics	(4)
RELE 588	Philosophical Ethics	(4)
RELE 589	Biblical Ethics	(4)

RELE 524	Christian Bioethics	(4)
RELE 548	Christian Social Ethics	(4)
REL_/RELE ____	Electives in religion or ethics	(3)

M.S. CURRICULUM**(45 units)****Growing family or Adult and aging family**

NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Role Development	(2)
NRSG 547	Management: Principles and Practice	(3)
NRSG 651	Advanced Physical Assessment	(3)
NRSG 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
PHSL 533	Physiology I	(4)

Advanced practice nursing

either		
*NRSG 624	Adult and Aging Family I	(4)
*NRSG 626	Adult and Aging Family II	(3)
*NRSG 628	Clinical Practicum: Adult and Aging Family	(6)
or		
*NRSG 617	Clinical Practicum: Growing Family	(6)
*NRSG 645	Growing Family I	(4)
*NRSG 646	Growing Family II	(3)

* Course offered alternate years

Biomedical and Clinical Ethics—SR*with***Psychology—ST****M.A./Psy.D. or M.A./Ph.D.**

MARK F. CARR, Program Coordinator, Biomedical and Clinical Ethics

LOUIS E. JENKINS, Chair, Department of Psychology

FACULTY

The faculty for the combined-degrees program in biomedical and clinical ethics and in psychology is drawn from the School of Religion and from the Department of Psychology in the School of Science and Technology.

THE PROGRAM

This program combines study for the M.A. degree in biomedical and clinical ethics (offered by the School of Religion) with either the Psy.D. or Ph.D. degree in psychology (offered by the Department of Psychology of the School of Science and Technology). The purpose of the combined-degrees program is to facilitate more efficient completion of graduate programs in ethics and psychology for the student with interests in both areas. Students who complete the program should be prepared to make significant interdisciplinary contributions to the fields of psychology and of ethics. In order to enter this combined-degrees program, students must gain separate acceptance into the M.A. degree program in ethics and to one of the doctoral programs in psychology. Information about admission to these programs is available from the School of Science and Technology.

Course requirements

Students in this combined-degrees program will complete all the requirements for both degrees with greater efficiency by taking a number of courses that fulfill requirements for both degrees. Approval for selective courses should be sought from the student's advisers for both degrees.

M.A. CURRICULUM

A total of 48 quarter units is required for the M.A. degree. The following courses constitute the core requirements for students completing the M.A. degree in biomedical and clinical ethics when taken with psychology as part of the combined-degrees program:

Core requirements (36 units)

RELE 524	Christian Bioethics	(4)
RELE 548	Christian Social Ethics	(4)
RELE 554	Clinical Ethics Practicum I	(4)
RELE 555	Clinical Ethics Practicum II	(4)
RELE 577	Theological Ethics	(4)
RELE 588	Philosophical Ethics	(4)
RELG 504	Research Methods	(2)
RELR 584	Culture, Psychology, and Religion	(3)
RELR 585	Psychology of Religion	(3)
PSYC 505	Research Methods in Psychological Science	(4)

In addition to the preceding 36 units, students completing the M.A. degree will choose 12 units from the following list of selectives:

Selectives (12 units)

PSYC 524	History, Systems, and Philosophy of Psychology	(2)
PSYC 526	Ethics and Legal Issues in Clinical Psychology	(3)
PSYC 536	Seminar in Psychology and Religion	(3)
PSYC 551	Psychobiological Foundations	(4)
PSYC 564	Foundations of Social Psychology and Culture	(4)
PSYC 566	Cross-cultural Psychology	(2)
PSYC 567	Human Diversity	(3)
PSYC 574	Personality Theory and Research	(4)
PSYC 575	Foundations of Human Development	(4)

PSYCHOLOGY—PH.D. OR PSY.D. CURRICULUM

Students completing one of the doctoral programs in psychology will complete all of the course requirements as listed in the School of Science and Technology, 2 units of minor concentration, which will be fulfilled by 12 of the selective units listed above. See the Psychology Program for full information.

Biomedical and Clinical Ethics—SR

with

Social Policy and Social Research —ST**M.A./Ph.D.**

MARK F. CARR, Program Coordinator, Biomedical and Clinical Ethics

KIMBERLY FREEMAN, Program Coordinator, Social Policy and Social Research, Department of Social Work and Social Ecology

FACULTY

The faculty for the combined-degrees program in biomedical and clinical ethics and in social policy and social research is drawn from the School of Religion and from the Department of Social Work and Social Ecology in the School of Science and Technology.

PURPOSE OF THE PROGRAM

The purpose of this M.A./Ph.D. combined-degrees program in biomedical and clinical ethics and in social policy and social research is to facilitate more efficient completion of two graduate degrees for students with strong interests in both bioethics and social policy. Students who complete this combined-degrees program will be prepared to make significant interdisciplinary contributions to the field of social policy and ethics. Individuals working in the area of social policy must be able to undertake and publish research on social problems. This requires the ability to apply ethical theory to real-world policy scenarios. Graduates will be able to provide leadership to the social policy arena by conducting interdisciplinary research on various issues and agendas that have significant moral implications. Students in the combined-degrees program will utilize the important resource networks within the University (ethics, social sciences, health professions) and those organizations and persons working on solutions to social problems.

COURSE WORK REQUIREMENTS

To enter the proposed program, students must gain separate acceptance to both graduate programs. Students complete all the core requirements for each degree and complete approved electives for both degrees by taking course work in bioethics and social policy, authorized by their respective advisers in both programs. To the extent possible, research projects in both programs focus on the interface of ethics and social policy. All other degree requirements, such as comprehensive examinations and theses or papers, are to be completed as prescribed in the two programs.

Students can obtain an outline of the combined-degrees program from the program coordinator for the Ph.D degree in social policy and social research.

ETHICS CORE

(48 UNITS)

RELG 504	Research Methods	(4)
RELE 554	Clinical Ethics Practicum I	(4)
RELE 555	Clinical Ethics Practicum II	(4)
RELE 577	Theological Ethics	(4)
RELE 588	Philosophical Ethics	(4)
RELE 589	Biblical Ethics	(4)
RELE 524	Christian Bioethics	(4)
RELE 548	Christian Social Ethics	(4)

Social policy core courses that apply

SPOL 614	Social Science Concepts and Theories	(4)
SPOL 615	Economic Theory and Social Policy	(4)
SPOL 624	Nature/Society Thought and Social Policy	(4)
SPOL 654	Qualitative Research Methods	(4)
	TOTAL UNITS	48

SOCIAL POLICY AND SOCIAL RESEARCH CORE

(103 units)

Social science

SPOL 614	Social Science Concepts and Theories	(4)
SPOL 615	Economic Theory and Social Policy	(4)
SPOL 624	Nature/Society Thought and Social Policy	(4)

Social policy

SOWK 683	Advanced Policy Analysis	(3)
SPOL ____ SPOL ____	Two courses in a selected area of social policy specialization	(6)

Research

SPOL 654	Qualitative Research Methods	(4)
SPOL 655	Quantitative Research Methods	(4)
PSYC 501	Advanced Statistics I	(4)
PSYC 502	Advanced Statistics II	(4)
PSYC 503	Advanced Multivariate Statistics	(4)
SPOL 664	Applied Research for Social Policy	(2)
SPOL 665	Information Technologies and Decision Science	(4)
SPOL 671, 672, 673	Research Orientation I, II, III	(2, 2, 2)
SPOL 681, 682, 683	Research Seminar I, II, III	(2, 2, 2)

Dissertation

SPOL 697	Research	(20)
SPOL 699	Dissertation	(12)

Bioethics core courses for transfer credit (all are available)**(12 units)****TOTAL UNITS****103****TOTAL UNITS FOR JOINT PROGRAM****135****(103 + 48 - 16 = 135 units)****Biomedical Science—ST***with***Dentistry—SD****Ph.D./D.D.S.**

The Ph.D./D.D.S. is a combined-degrees program leading to the Doctor of Dental Surgery and the Doctor of Philosophy degrees. This biomedical sciences program provides opportunity for well-qualified and motivated students to pursue both a professional and a graduate education and to prepare for careers in clinical specialization, teaching, or investigation in health and human disease. The student who has a baccalaureate degree and the approval of the Biomedical Advisory Committee may enter the combined-degrees program and work concurrently toward both degrees. A minimum of six years is required to complete this combined-degrees program, offered cooperatively by the School of Dentistry and the Faculty of Graduate Studies.

Clinical Ministry—SR*with***Marital and Family Therapy—ST****M.A./M.S.**

SIROJ SORAJAKOOL, Program Director, Clinical Ministry

MARY E. MOLINE, Program Director, Counseling and Family Sciences

FACULTY

The faculty for the combined-degrees program in clinical ministry and marital and family therapy is drawn from the School of Religion and from the Department of Counseling and Family Sciences, Loma Linda University School of Science and Technology.

THE PROGRAM

The combined Master of Arts degree program in clinical ministry and Master of Science degree program in marital and family therapy (MFAM) have many common subject areas, such as the spiritual and clinical emphasis in caring for the whole person.

The joining of the two degree programs provides the student with the added Christian clinical counseling skills needed to minister to many spiritual and mental health problems.

The marital and family therapy degree also prepares the student for a clinical license. Licensure allows the student in the M.A./M.S. combined-degrees program more options for practice, including private practice. The student's ability to provide more services to the community—in addition to the traditional areas of practice, such as hospitals, churches, and schools—is increased.

OBJECTIVES

The combined-degrees program in clinical ministry and the marital and family therapy program has the following objectives:

1. Students will gain clinical skills related to the field of spiritual care and marriage and family therapy that will enable them to become competent practitioners.
2. Students will learn to integrate theoretical, theological, Biblical, and philosophical foundations pertaining to the study of spirituality and marriage and family therapy.
3. Students will be able to identify spiritual issues within the context of marital relations and healthcare and offer spiritual interventions.
4. Students will be knowledgeable of the legal and ethical standards relevant to the fields of chaplaincy and marital and family therapy and apply their knowledge to their clinical practice.

The family clinical ministry track provides the basis for doctoral work in mental health and religious studies. Outstanding students are encouraged to explore possibilities for further studies.

Admission

Applicants will need to apply to both programs separately and be accepted to both programs separately and follow their admission requirements in order to qualify for the dual degree. See the Catalog for specific instructions. Student can start the dual program either with taking marital and family therapy courses their first year or taking clinical ministries courses their first year.

Clinical Placements

Students who take case presentation in MFAM will be placed in secular sites. When students are taking course work in Clinical Ministries but continuing their case presentation in MFAM will be placed in a Christian oriented site, such as Christian Counseling Center.

Course Requirements

In order to receive the Master of Arts degree in clinical ministry and the Master of Science degree in marital and family therapy degrees from Loma Linda University, the student will complete a minimum of 101 units of course work as specified, with an overall grade average of B or better, with no grade lower than a C and with no grade in a core course lower than a B-. The required curriculum is as follows:

CURRICULUM

(101)

FIRST YEAR

Post-Summer Session (intensive)

MFAM 535	Case-Presentation and Professional Studies	(4)
	TOTAL UNITS	4

Fall Quarter

MFAM 515	Crisis-Intervention Counseling	(3)
MFAM 551	Family Therapy: Foundational Theories and Practice	(3)
MFAM 556	Psychopathology and Diagnostic Procedures	(3)
MFAM 614	Laws and Ethics	(3)
MFAM 547	Social Ecology of Individual and Family Development	(3)
	TOTAL UNITS	15

Winter Quarter

MFAM 536	Case-Presentation Seminar	(2)
FMST 514	Cross-cultural Counseling Family Values	(2)
MFAM 553	Family-Systems Theory	(3)

MFAM 644	Child Abuse and Family Violence	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	10

Spring Quarter

MFAM 501	Research Tools and Methodology: Quantitative	(3)
MFAM 537	Case-Presentation Seminar	(2)
MFAM 564	Family Therapy: Advanced Foundational Theories and Practice	(3)
MFAM 584	Advanced Child and Adolescent Development	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	11

Summer Quarter

MFAM 568	Groups: Process and Procedures	(3)
MFAM ____	Modality elective	(2)
*MFAM 734	Professional Clinical Training	(3)
	TOTAL ACADEMIC UNITS	5

SECOND YEAR

Fall Quarter

MFAM 502	Research Tools and Methodology: Qualitative	(3)
MFAM 552	Couples Therapy: Theory and Practice	(3)
*MFAM 734	Professional Clinical Training	(1.5)
RELR 567	Pastoral Counseling	(3)
	TOTAL ACADEMIC UNITS	9

Winter Quarter

MFAM 524	Psychopharmacology and Medical Issues	(3)
MFAM 624	Individual and Systems Assessment	(3)
RELR 568	Care of the Dying and Bereaved	(3)
RELR 584	Culture, Psychology, and Religion	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	12

Spring Quarter

MFAM 545	Gender Perspectives	(2)
MFAM 674	Human Sexual Behavior	(3)
RELT 559 or RELR 587	New Testament Thought Religion and the Social Sciences	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	8

THIRD YEAR

Summer Quarter

RELE 524	Christian Bioethics	(3)
RELT 558	Old Testament Thought	(3)
	TOTAL UNITS	6

Fall Quarter

MFAM 635	Case-Presentation Seminar	(2)
RELR 565	Introduction to Pastoral Theology and Methodology	(3)
RELR 564	Religion, Marriage, and the Family	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	Total academic units:	8

Winter Quarter

MFAM 636	Case-Presentation Seminar	(2)
MFAM 638	Family Therapy and Chemical Abuse	(3)
RELR 574	Preaching	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	8

Spring Quarter

MFAM 637	Case-Presentation Seminar	(2)
RELT 557	Theology of Human Suffering	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	5

*Clinical Training are non academic units and a requires a fee

TOTAL: 101 academic units and 15 clinical units (MFAM 734 clinical training)

Dentistry—SD (Fall Quarter)

with

Anatomy—SM

D.D.S./Ph.D.

(See program in Anatomy with Dentistry.)

Dentistry—SD

with

Biology—ST

D.D.S./M.S.

(See program in Biology with Dentistry.)

Dentistry—SD

with

Biomedical and Clinical Ethics—SR

D.D.S./M.A.

(See program in Biomedical and Clinical Ethics with Dentistry.)

Dentistry—SD*with***Biomedical Sciences—SM****D.D.S./Ph.D.**

(See program in Biomedical Sciences with Dentistry.)

Dentistry—SD*with***Geology—ST****D.D.S./M.S.**

(See program in Biology or Geology with Dentistry.)

Dentistry—SD*with***Master of Science—SD****D.D.S./M.S.**

The D.D.S. / M.S. is a combined-degrees program leading to the Doctor of Dental Surgery and the Master of Science degrees. It is open to qualified students of dentistry. The student who is interested in establishing a broader professional base in science or who is looking toward a career in teaching or research may take an interim leave from the School of Dentistry to fulfill the professional degree requirements subsequent to or concurrent with completing course work and research for the Master of Science degree.

Dentistry—SD*with***Public Health—PH****D.D.S./M.P.H.**

The D.D.S. / M.P.H. is a combined-degrees Doctor of Dental Surgery and Master of Public Health program. It is open to the qualified student of dentistry who wants to influence and manage the future as a skilled leader—in public or private sectors—from large health care systems to mission hospitals, from research laboratories to primary care. The Master of Public health degree can be taken, within a twelve-month period after either the second or third year of the D.D.S. degree program, in any of the following majors:

- biostatistics
- environmental and occupational health
- community wellness
- epidemiology
- health administration
- health education
- global health
- maternal and child health
- nutrition

Health Education—PH*with***Marital and Family Therapy—ST****M.P.H./M.S.**

MARY E. MOLINE, Ph.D., Dr.P.H., Program Director

NAOMI MODESTE, Dr.P.H., Program Director

DEPARTMENTS

The M.S. in Marital and Family Therapy is housed in the Department of Counseling and Family Sciences along with masters degree programs in child life, counseling, family studies and doctoral programs in family studies and marital and family therapy. The public health masters is housed in the school of public health.

DUAL DEGREE

The Master in Public Health Education Degree Program and the Marital and Family Therapy M.S. Degree Program have many subject areas in common, specifically, the emphasis on the systems' approach to solving health and family problems. The area of prevention is also strongly emphasized in both degrees with substance abuse, eating disorders, sexuality, mental and physical health being emphasized by both programs.

The motto of the health science university "To Make Man Whole" can be greatly facilitated by the goals contained in the motto of the Counseling and Family Sciences Department's MFAM program "To Make Family Whole." It is proposed that the joining of the two degree programs in a Family Health Track will provide the student with the Christian counseling and health education skills needed to solve many of the world's physical and mental health problems.

The MFAM major will also provide the option of a clinical license that will allow the student with the MS/MPH degree Family Health Track to open up a private practice to increase their ability to provide services to the community.

The MPH in Health Promotion and Education is a 60-unit degree program for health professionals. The M.S. degree in MFAM is a 78-unit degree. Jointly there is a 16-unit crossover between the two degree programs plus a sharing of field or clinical training.

Therefore, the total units needed to complete the joint MPH/MS degree programs would be units or approximately nine quarters of full time study. The joint degree program contains sufficient HPRO courses to qualify the graduate to sit for the examination for credentialing in health education. It also contains 66 units of MFAM courses which prepares the student didactically for the State License as a Marriage and Family Therapist (MFT).

Admission

Applicants must be admitted to both degrees separately but stating their goal is the dual degree.

If an applicants begins their program with an emphasis in public health please see advisement from the director. If an applicant begins their program with marital and family coursework please see the director of that program.

See the bulletin for admission requirements to both programs. The requirements are specific to each program.

Objectives

The joint program in public health education and marital and family therapy is intended:

1. to produce skilled professionals in public health education and marital and family therapy in Family Health Track.
2. to expose the student to the currently available content material in the fields of public health education and marital and family therapy.
3. to provide for supervised field and clinical training that will give the student the opportunity to apply and integrate theoretical knowledge toward the development of health education, clinical skills and competencies.
4. to provide activities for the student to develop personal maturity as a professional who identifies with the preventive and curative aspects of health education and marital and family therapy.

This dual degree (M.P.H./M.S.) will provide a basis for doctoral work in mental and public health and superior students will be encouraged to explore possibilities for further graduate studies.

CURRICULUM: MPH/MS MPH (60 UNITS)

DEGREE REQUIREMENTS

MPH

(60 units)

Public health core courses

26 Units

ENVH 509	Principles of Environmental Health	3
EPDM 509	Principles of Epidemiology I (concurrent or after STAT 509)	3
GLBH 524	Cultural Competence and Health Disparities	2
HADM 509	Principles of Health Policy and Management	3
HPRO 509	Principles of Health Behavior	3
NUTR 505	Public Health Biology	2
PHCJ 605	Overview of Public Health	1
PHCJ 675	Integrated Public Health Capstone	2

RELE 534	Ethical Issues in Public Health	3
STAT 509	General Statistics	4

Health education core courses **25 units**

HPRO 523	Maternal and Child Health	3
HPRO 524	Adolescent Health	3
HPRO 535	Health Education Administration and Leadership	3
HPRO 537	Community Programs Laboratory (A,B,C)	1, 2, 1
HPRO 538	Health Education Program Development (after HPRO 509 and 536)	3
HPRO 539	Policy and Issues in Health Education	3
HPRO 589 or MFAM 502	Qualitative Research Methods or Research Methodology Qualitative	3 3
NUTR 509 or NUTR 534	Public Health Nutrition Maternal and Child Nutrition	3 3

Concentration and/or electives **3MFAM units**

Field experience

HPRO 798D	Field Practicum (400 clock hours)	12 units
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TOTAL UNITS **60**

Culminating activity for Public Health

Students are required to demonstrate the ability to integrate the core public health competency areas: administration, epidemiology, public health biology, health disparities, statistics, environmental health, and health behavior. The culminating activity is comprised of a written examination, field experience, professional portfolio, and exit interview with the department chair.

Students who do not meet minimum standards of performance on the culminating activity are subject to academic review or remedial course work to address deficiencies in preparation; or they may be asked to withdraw from the program.

CURRICULUM

M.S. IN MARITAL AND FAMILY THERAPY (MFAM)

DEGREE REQUIREMENTS

Theoretical Foundations of Marital and Family Therapy **(12 Units)**

MFAM 551	Family Therapy: Foundational Theories and Practice	(3)
MFAM 552	Couples Therapy: Theory and Practice	(3)
MFAM 553	Family Systems Theory	(3)
MFAM 564	Family Therapy: Advanced Foundational Theories and Practice	(3)

Assessment and Treatment in Marriage and Family Therapy **(21 units)**

MFAM 515	Crisis-Intervention Counseling	(3)
MFAM 524	Psychopharmacology and Medical Issues	(3)
MFAM 556	Psychopathology and Diagnostic Procedures	(3)
MFAM 568	Groups: Process and Practice	(3)

MFAM 624	Individual and Systems Assessment	(3)
MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 644	Child Abuse and Family Violence	(3)

Human Development and Family Studies 13 Units

FMST 514	Crosscultural Counseling Family Values	(2)
MFAM 545	Gender Perspectives	(2)
MFAM 547	Social Ecology of Individual and Family Development	(3)
MFAM 584	Advanced Child and Adolescent Development	(3)
MFAM 674	Human Sexual Behavior	(3)

Ethics and Professional Studies 7 Units

MFAM 535	Case Presentation and Professional Studies	(4)
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Health Education—PH

with

Nursing, Advanced Practice—SN

M.P.H./M.S.

This program is closed to new admissions for 2007-2008.

PREREQUISITE

Demonstrate college-level conceptualization and writing skills
 Community service or public health experience preferred
 General statistics (descriptive and beginning inferential) (3 quarter units)
 Introduction to research methods (2 quarter units)
 Graduate Record Examination (GRE)
 Bachelor's degree

COREQUISITE

(may be taken during first two quarters of program, in addition to units required for degree)
 Anatomy and physiology/Physiology (one course or course sequence)
 Behavioral science (two courses, one of which is an introductory psychology course)

M.P.H. DEGREE REQUIREMENTS

Public health core courses (16 units)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)

Health education core courses (25 units)

HPRO 535	Health Education Program Administration	(3)
HPRO 536	Program Planning and Evaluation	(3)
HPRO 537	Community Programs Laboratory	(2, 2)
HPRO 538	Health Education-Program Development	(3)
HPRO 539	Policy and Issues in Health Education	(3)

HPRO 589	Qualitative Research Methods	(3)
HPRO 695	Community Practicum	(3)
NUTR 509 or NUTR 534 or NUTR 536	Public Health Nutrition Maternal and Child Nutrition Nutrition and Aging	(3) (3) (3)

Selectives from public health**(18 units)****M.S. DEGREE REQUIREMENTS****Core graduate nursing courses: Growing family or Adult and aging family****(28 units)**

NRSG 516	Advanced-Practice Role Development	(2)
*NRSG 546	Curriculum Development in Higher Education	(3)
NRSG 547	Management: Principles and Practices	(3)
NRSG 651	Advanced Physical Assessment	(3)
NRSG 604	Nursing in Family Systems	(3)
NRSG 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
PHSL 533	Physiology I	(4)
RELE 524	Christian Bioethics, or other religion course	(3)

* An asterisk indicates a course that is offered alternate years.

Advanced practice nursing**(13 units)****Option 1**

NRSG 624	Adult and Aging Family I	(4)
NRSG 626	Adult and Aging Family II	(3)
NRSG 628	Clinical Practicum: Adult and Aging	(6)

Option 2

NRSG 645	Growing Family I	(4)
NRSG 646	Growing Family II	(3)
NRSG 617	Clinical Practicum: Growing Family	(6)

Selectives from advanced practice nursing**(15 units)****Health Education—PH***with***Psychology, Clinical—ST****M.P.H./Psy.D.**

The Master of Public Health (M.P.H.) degree curriculum in health education is taught through the School of Public Health. The Doctor of Psychology (Psy.D.) degree program in clinical psychology is taught in the School of Science and Technology. Information regarding the Doctor of Psychology degree curriculum is available from the School of Science and Technology. Below is the curriculum for the Master of Public Health degree only.

PREREQUISITE

Demonstrate college-level conceptualization and writing skills
 Community service or public health experience preferred
 Graduate Record Examination (GRE)
 Bachelor's degree

COREQUISITE

(may be taken during first two quarters of program, in addition to units required for degree)
 Anatomy and physiology/Physiology (one course or course sequence)
 Behavioral science (two courses, one of which is an introductory psychology course)

M.P.H. DEGREE REQUIREMENTS**Public health core courses (28 units)**

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health Disparities	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Principles of Health Behavior	(3)
HPRO 536	Program Planning and Evaluation	(2)
RELE 534	Ethical Issues in Public Health	(3)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
PHCJ 675	Integrated Public Health Capstone	(2)
STAT 509 or STAT ____	General Statistics	(4)
	Advanced statistics from Psy.D. program	(4)

Health education core courses (26 units)

HPRO 526	Lifestyle Disease and Risk Reduction	(3)
HPRO 527	Obesity and Disordered Eating	(3)
HPRO 535	Health Education-Administration and Leadership	(3)
HPRO 537	Community-Programs Laboratory	(2, 2)
HPRO 538	Health Education Program Development	(3)
HPRO 539	Policy and Issues in Health Education	(3)
HPRO 589	Qualitative Research Methods	(3)
HPRO 696	Directed/Independent Study	(1)
NUTR 509 or NUTR 534	Public Health Nutrition	(3)
	Maternal and Child Nutrition	(3)

Electives (9 Psy.D. units)**Field experience**

HPRO 798B/D	Field Practicum (200-400 clock hours)
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TOTAL UNITS**63 + PSY.D. program units**

Culminating activity

Students are required to demonstrate the ability to integrate the core public health competency areas: administration, epidemiology, public health biology, health disparities, statistics, environmental health, and health behavior. The culminating activity is comprised of a written examination, field experience, professional portfolio, and an exit interview with the department chair.

Students who do not meet minimum standards of performance on the culminating activity are subject to academic review or remedial course work to address deficiencies in preparation.

Marital and Family Therapy—ST

with

Biomedical and Clinical Ethics—SR**M.S./M.A.**

(See program in Biomedical and Clinical Ethics with Marital and Family Therapy.)

Marital and Family Therapy—ST

with

Clinical Ministry—SR**M.A./M.S.**

SIROJ SORAJJAKOOL, Program Director, Clinical Ministry

MARY E. MOLINE, Program Director, counseling and family sciences

FACULTY

The faculty for the combined-degrees program in clinical ministry and marital and family therapy is drawn from the School of Religion and from the Department of Counseling and Family Sciences, Loma Linda University School of Science and Technology.

THE PROGRAM

The combined Master of Arts degree program in clinical ministry and Master of Science degree program in marital and family therapy (MFAM) have many common subject areas, such as the spiritual and clinical emphasis in caring for the whole person. The joining of the two degree programs provides the student with the added Christian clinical counseling skills needed to minister to many spiritual and mental health problems.

The marital and family therapy degree also prepares the student for a clinical license. Licensure allows the student in the M.A./M.S. combined-degrees program more options for practice, including private practice. The student's ability to provide more services to the community—in addition to the traditional areas of practice, such as hospitals, churches, and schools—is increased.

Objectives

The combined-degrees program in clinical ministry and marital and family therapy program has the following objectives:

1. Students will gain clinical skills related to the field of spiritual care and marriage and family therapy that will enable them to become competent practitioners.
2. Students will learn to integrate theoretical, theological, Biblical, and philosophical foundations pertaining to the study of spirituality and marriage and family therapy.
3. Students will be able to identify spiritual issues within the context of marital relations and healthcare and offer spiritual interventions.
4. Students will be knowledgeable of the legal and ethical standards relevant to the fields of chaplaincy and marital and family therapy and apply their knowledge to their clinical practice.

The family clinical ministry track provides the basis for doctoral work in mental health and religious studies. Outstanding students are encouraged to explore possibilities for further studies.

Admission

Applicants will need to apply to both programs separately and be accepted to both programs separately and follow their admission requirements in order to qualify for the dual degree. See the bulletin for specific instructions. Student can start the dual program either with taking marital and family therapy courses their first year or taking clinical ministries courses their first year.

Clinical placements

Students take case presentation in MFAM will be placed in secular sites. When students are taking course work in Clinical Ministries but continuing their case presentation in MFAM will be placed in a Christian oriented site, such as Christian Counseling Center.

Course requirements

In order to receive the Master of Arts degree in clinical ministry and the Master of Science degree in marital and family therapy degrees from Loma Linda University, the student will complete a minimum of 101 units of course work as specified, with an overall grade average of B or better, with no grade lower than a C and with no grade in a core course lower than a B-. The required curriculum is as follows:

CURRICULUM (101)**FIRST YEAR****Post-Summer Session (intensive)**

MFAM 535	Case-Presentation and Professional Studies	(4)
	TOTAL UNITS	4

Fall Quarter

MFAM 515	Crisis-Intervention Counseling	(3)
MFAM 551	Family Therapy: Foundational Theories and Practice	(3)
MFAM 556	Psychopathology and Diagnostic Procedures	(3)
MFAM 614	Laws and Ethics	(3)
MFAM 547	Social Ecology of Individual and Family Development	(3)
	TOTAL UNITS	15

Winter Quarter

MFAM 536	Case-Presentation Seminar	(2)
FMST 514	Cross-cultural Counseling Family Values	(2)
MFAM 553	Family-Systems Theory	(3)
MFAM 644	Child Abuse and Family Violence	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	10

Spring Quarter

MFAM 501	Research Tools and Methodology: Quantitative	(3)
MFAM 537	Case-Presentation Seminar	(2)
MFAM 564	Family Therapy: Advanced Foundational Theories and Practice	(3)
MFAM 584	Advanced Child and Adolescent Development	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	11

Summer Quarter**SECOND YEAR****Fall Quarter**

MFAM 502	Research Tools and Methodology: Qualitative	(3)
MFAM 552	Couples Therapy: Theory and Practice	(3)

*MFAM 734	Professional Clinical Training	(1.5)
RELR 567	Pastoral Counseling	(3)
	TOTAL ACADEMIC UNITS	9

Winter Quarter

MFAM 524	Psychopharmacology and Medical Issues	(3)
MFAM 624	Individual and Systems Assessment	(3)
RELR 568	Care of the Dying and Bereaved	(3)
RELR 584	Culture, Psychology, and Religion	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	12

Spring Quarter

MFAM 545	Gender Perspectives	(2)
MFAM 674	Human Sexual Behavior	(3)
RELT 559 or RELR 587	New Testament Thought Religion and the Social Sciences	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	8

THIRD YEAR**Summer Quarter**

RELE 524	Christian Bioethics	(3)
RELT 558	Old Testament Thought	(3)
	TOTAL UNITS	6

Fall Quarter

MFAM 635	Case-Presentation Seminar	(2)
RELR 565	Introduction to Pastoral Theology and Methodology	(3)
RELR 564	Religion, Marriage, and the Family	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	8

Winter Quarter

MFAM 636	Case-Presentation Seminar	(2)
MFAM 638	Family Therapy and Chemical Abuse	(3)
RELR 574	Preaching	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	8

Spring Quarter

MFAM 637	Case-Presentation Seminar	(2)
RELT 557	Theology of Human Suffering	(3)
*MFAM 734	Professional Clinical Training	(1.5)
	TOTAL ACADEMIC UNITS	5

* Clinical Training are non academic units and a requires a fee

TOTAL: 101 academic units and 15 clinical units (MFAM 734 clinical training)

Marital and Family Therapy—ST

with

Health Education—PH**M.S./M.P.H.**

(See program in Health Education with Marital and Family Counseling.)

Master of Science—SD

with

Dentistry—SD**M.S./D.D.S.**

(See “Combined degrees” programs in the School of Dentistry.)

Maternal and Child Health—PH

with

Social Work—ST**M.P.H./M.S.W.**

This program is closed to new admissions for 2007-2008.

The combined-degrees program in social work and public health reaffirms the heritage of these two professions working together. Simultaneously it addresses the requisite knowledge and skills increasingly needed by professionals working in maternal and child health in low-income communities. As such, the curricula of the M.P.H. degree and M.S.W. degree in maternal and child health have been merged to offer a combined-degrees program with both depth and breadth to address the myriad of intervention and community issues affecting this population.

Combined-degrees students must meet all the requirements of each of the participating programs. If completed separately, the M.P.H. degree is 58 units and the M.S.W. degree is 78 units—for a total of 130 units. In this combined-degrees option, 24 units of the 130 units are counted by both the M.S.W. and M.P.H. degrees programs; this reciprocity reduces the total number of units required. Interested students should obtain from the department a curriculum plan showing the integration of the M.P.H. degree and M.S.W. degree programs.

Medical Scientist—SM**(M.D. with Ph.D.)**

The program is designed to attract students who are energized by doing research and want to contribute substantially to this enterprise.

Students enter this combined-degrees program through the graduate program. In the first year, students participate in a new and revised scientifically integrated program that includes biochemistry, molecular biology, physiology, pharmacology, and anatomy. While in the first year, students also rotate through the laboratories of selected faculty members.

In the second year, students increase their involvement with individual laboratory projects while continuing to complete graduate course requirements. Students in selected areas may also be asked to serve as teaching assistants for graduate or medical classes. Students pursuing the combined degrees will also be involved with joint basic science and clinical meetings and conferences with the aim of understanding the interrelationships between laboratory-based and clinical research.

Upon demonstration of laboratory success, as indicated by completion of a first-author manuscript, the student will continue on to the traditional first two years of the medical school curriculum. It is anticipated that the amount of time required to demonstrate

laboratory success will be two-to-three years. Successful students who have acquired essential laboratory skills should continue their affiliation with the host laboratory and continue research progress as time permits while in the medical school curriculum.

Upon successful completion of the first two years of the medical curriculum and Step 1 of the USMLE examination, students will begin a series of rotations between the clinical sciences and the research laboratory. During these later years, students will complete all the standard clinical rotations and continue progress on laboratory projects. It is the intent of this program that students will acquire the requisite skills needed for a successful career at the interface of laboratory-based and clinical research.

Program admission

Admission into the Medical Scientist Program is competitive and requires evidence that the student is likely to develop into a successful medical scientist. The student must submit separate applications to the School of Medicine for both the M.D. and the Ph.D. degree programs, and meet the stated admissions requirements for each of these programs. The application package for the Ph.D. degree program requires scores for the general test of the Graduate Record Examination. Both programs must accept the scores before the student is admitted to the Medical Scientist Program. Students entering the M.D./Ph.D. combined-degrees program who determine that a research career is inappropriate may elect to complete the M.D. degree program independently. Students entering the Ph.D. degree program who desire a career in academic medicine may choose to apply for admission to the M.D./Ph.D. combined-degrees program at a point after their entry into the Ph.D. degree program; however, the standard medical school-application process will be required at that point.

For information regarding tuition waivers and scholarships, contact the director of the Medical Scientist Program.

Medicine—SM

with

Anatomy—SM

M.D./M.S.

(See program in Anatomy with Medicine.)

Medicine—SM

with

Biology—ST

M.D./M.S.

(See program in Biology or Geology with Medicine.)

Medicine—SM

with

Biomedical and Clinical Ethics—SR

M.D./M.A.

(See program in Biomedical and Clinical Ethics with Medicine.)

Medicine—SM

with

Geology—ST

M.D./M.S.

(See program in Biology or Geology with Medicine.)

Medicine—SM

with

Master of Science—SM or

Doctor of Philosophy—SM

M.D./M.S. or M.D./Ph.D.

(See program in Medicine with Master of Science and program in Medicine with Doctor of Philosophy.)

Medicine—SM
with
Public Health—PH
M.D./M.P.H.

The M.D./M.P.H. is a combined-degrees Doctor of Medicine and Master of Public Health program. It is open to the qualified student of medicine who wants to influence and manage health care in the future as a skilled leader—in public or private sectors—from large health care systems to mission hospitals, from research laboratories to primary care. The Master of Public Health degree can be taken—within a twelve-month period after either the second or third year of the M.D. program—in any of the following majors:

- biostatistics
- environmental and occupational health
- community wellness
- epidemiology
- health administration
- health education
- international health
- maternal and child health
- nutrition

Specific requirements for a student's chosen area of emphasis or specialty are coordinated in consultation with the associate dean for academic affairs in the School of Public Health.

Medicine—SM
with
Oral and Maxillofacial Surgery (OMS)—SD
M.D./Post-D.D.S. OMS specialty certificate
 (See Oral and Maxillofacial Surgery—SD with Medicine.)

Oral and Maxillofacial Surgery (OMS)—SD
with
Medicine—SM

Post-D.D.S. specialty certificate /M.D.

The M.D./OMS program is designed to provide an opportunity for qualified dentists to obtain the Doctor of Medicine degree in a customized three-year period. Clinical surgical health care delivery is emphasized. The content of the program conforms to the Standards of the Commission on Accreditation and is designed to prepare the surgeon for certification by the American Board of Oral and Maxillofacial Surgery. Oral and maxillofacial surgery residents begin their residency program on the OMS service. They subsequently enter the second-year class at Loma Linda University School of Medicine (with advanced standing). The residents then complete the second, third and fourth years of medical school. The fourth year of the OMS residency consists of a full postgraduate year of general surgery. The resident completes the final two years of the OMS training on the OMS service. During the final year s/he functions as chief resident.

Application process

Application for admission should be submitted to the School of Dentistry by October 15 of the year prior to the summer of intended enrollment. The School of Dentistry participates in the Post Doctoral Application Service (PASS). Applicants are recommended to the School of Medicine for consideration in the six-year OMS program.

Tuition

Students in the OMS program with the School of Medicine are charged tuition and fees for the first two and one-half years of the program; tuition for the remaining years is waived.

REQUIRED COURSES

MDCJ 561	Physical Diagnosis and Medical Interviewing	(7)
PATH 514	Systemic Pathology	(14)
PHRM 511	Medical Pharmacology	(7)
PSYT 514	Psychopathology	(4)
PSYT 522	Understanding Your Patient	(3)
MDCJ 524	Pathophysiology and Applied Physical Diagnosis	(10)
FMDN 701	Family Medicine Clerkship	(6)
GYOB 701	Gynecology/Obstetrics Clerkship	(9)
MEDN 701	Internal Medicine Clerkship	(18)
PEDS 701	Pediatrics Clerkship	(12)
PSYT 701	Psychiatry Clerkship	(9)
SURG 701	Surgery Clerkship	(18)
RELR 714	Advanced Medical Ethics	(2)
EMDN 821	Emergency Medicine Clerkship	(3)
NEUR 701	Neurology Clerkship	(6)
MDCJ 821	Preventive and Community Medicine	(6)

In addition, students will complete 6 units of religion courses, 3 units of intensive care, six units of ENT subinternship, and 30 units of electives comprised of anesthesia and oral and maxillofacial surgery.

Upon completion of the medical school curriculum, the student enters a one-year general surgery internship, followed by two years of oral and maxillofacial surgery residency.

Medicine—SM*with***Oral and Maxillofacial Surgery (OMS)—SD****PD-OMS, M.S./M.D.**

(See Oral and Maxillofacial Surgery, SD post-D.S.S. advanced certificate/M.S.-option program with Medicine.)

Nursing, Advanced Practice—SN*with***Biomedical and Clinical Ethics—SR****M.S./M.A.**

(See program in Biomedical and Clinical Ethics with Nursing, Advanced Practice.)

Nursing, Advanced Practice—SN*with***Health Education—PH****M.S./M.P.H.**

(See program in Health Education with Nursing, Advanced Practice.)

(This program is closed to new admissions in 2007-2008.)

Nursing, Advanced Practice—SN
with
Public Health—PH
M.S./M.P.H.

(This program is closed to new admissions in 2007-2008.)

The M.S./M.P.H. combined-degrees program in advanced-practice nursing and public health prepares students for leadership roles in population-focused primary health care, with emphasis on clinical specialization and/or teaching. The combined-degrees program is designed for individuals who wish to integrate advanced-practice nursing with population-based public health perspectives. The student may select a curriculum that prepares him/her for teaching, certification by the American Nurses Association as a clinical specialist in community health (CSCH), and/or certification by the National Commission for Health Education as a certified health education specialist (CHES). Students must meet admission and graduation requirements for the School of Nursing and the School of Public Health.

Growing family or Adult and aging family (55 units)

NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced-Practice Role Development	(2)
*NRSG 546	Curriculum Development in Higher Education	(3)
NRSG 547	Management: Principles and Practice	(3)
NRSG 604	Nursing in Family Systems	(3)
NRSG 651	Advanced Physical Assessment	(3)
NRSG 681	Research Methods	(4)
PHSL 533	Physiology I	(4)
RELE 524 or other religion course	Christian Bioethics	(3-4) (3)

Advanced-practice nursing

either		
*NRSG 624	Adult and Aging Family I	(4)
*NRSG 626	Adult and Aging II	(3)
*NRSG 628	Clinical Practicum: Adult and Aging Family	(6)
or		
*NRSG 645	Growing Family I	(4)
*NRSG 646	Growing Family II	(3)
*NRSG 617	Clinical Practicum: Growing Family	(6)

Nursing selectives (12-13)

NOTE: Some NRSG courses are offered only during alternate years.

Public health core (51 units)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 509	Health Behavior Change	(3)
RELE 534	Ethical Issues in Public Health	(3)
PHCJ 605	Overview of Public Health	(1)
STAT 509 or NRSG 680	General Statistics Intermediate Statistics	(4) (3)

Health education

HPRO 535	Health Education Program Administration	(3)
HPRO 536	Program Planning and Evaluation	(3)
HPRO 537	Community Programs Laboratory (60 clock hours)	(1, 1)
HPRO 538	Health Education Program Development	(3)
HPRO 539	Issues in Health Education	(3)
HPRO 589	Qualitative Research Methods	(3)
NUTR 509 or NUTR 534 or NUTR 536	Public Health Nutrition	(3)
	Maternal and Child Nutrition	(3)
	Nutrition and Aging (with 1 unit independent study)	(2 +1)
HPRO 798	Field Practicum (100 clock hours)	
	Selectives from public health	(12)

Preventive Care—PH*with***Psychology, Clinical—ST****Dr.P.H./Psy.D.**

The Doctor of Public Health (preventive care) with Doctor of Psychology (clinical) combined-degrees program (Dr.P.H./Psy.D.) is designed for individuals who wish to combine public health science with clinical psychology.

Admission requirements

For acceptance into the Doctor of Public Health/Doctor of Psychology combined-degrees program, the applicant must meet the required prerequisites for each program (see programs for respective prerequisites).

Course of study

The course of study for the Doctor of Public Health/Doctor of Psychology combined-degrees program consists of a minimum of 249 units, as outlined below.

Corequisite for public health/biomedical sciences

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
GLBH 524	Cultural Competence and Health and Management	(2)
HADM 509	Principles of Health Policy and Management	(3)
HPRO 501	Human Anatomy and Physiology I	(4)
HPRO 502	Human Anatomy and Physiology II	(4)
HPRO 503	Human Anatomy and Physiology III	(4)
HPRO 519 or PSYC 555	Pharmacology	(3)
	Psychopharmacology	(2)
HPRO 531	Pathology of Human Systems I	(3)
HPRO 532	Pathology of Human Systems II	(3)

HPRO 536	Program Planning and Evaluation	(2)
PHCJ 605	Overview of Public Health	(1)
NUTR 509	Public Health Nutrition	(3)
NUTR 505	Public Health Biology	(2)

DEGREE REQUIREMENTS

Preventive care

(46-47 units)

HPRO 515	Mind-Body Interactions and Health Outcomes	(3)
HPRO 526	Lifestyle Diseases and Risk Reduction	(3)
HPRO 527	Obesity and Disordered Eating	(3)
HPRO 529	Preventive and Therapeutic Interventions/Chronic Disease	(3)
HPRO 553	Addiction Theory	(3)
HPRO 573	Exercise Physiology I	(3)
HPRO 575	Immune Systems: Public Health Application	(3)
HPRO 578	Exercise Physiology II	(3)
HPRO 586	Introduction to Preventive Care	(1)
HPRO 588	Health-Behavior Theory and Research	(4)
or PSYC 554	Health Psychology	(4)
HPRO 606A	Preventive Care Seminar: Stress Management	(2)
or PSYC 581	Cognitive Behavioral Treatment	(3)
HPRO 606B	Preventive Care Seminar: Motivational Interviewing	(2)
NUTR 504	Nutritional Metabolism	(5)
NUTR 517	Advanced Nutrition I: Carbohydrates and Lipids	(4)
NUTR 518	Advanced Nutrition II: Proteins, Vitamins, and Minerals	(4)

Research and evaluation

(35 units)

Applicable to both programs

PSYC 501	Advanced Statistics	(4)
or STAT 509	General Statistics	(4)
PSYC 502	Advanced Statistics	(4)
or STAT 514	Intermediate Statistics for Health-Science Data	(3)
PSYC 511	Psychometric Foundations	(3)
PHCJ 534	Research Methods	(2, 2)
PHCJ 604	Research Seminar	(2)
HPRO 694	Research	(6)
HPRO 698	Dissertation	(12)

Psychological science foundation (21 units)

PSYC 524	History, Systems, and Philosophy of Psychology	(2)
PSYC 544 or PSYC 545	Foundations of Learning and Behavior	(4)
	Cognitive Foundations	(4)
PSYC 551	Psychobiological Foundations	(4)
PSYC 564	Foundations of Social Psychology and Culture	(4)
PSYC 574 or PSYC 575	Personality Theory and Research	(4)
	Foundations of Human Development	(4)
PSYC 591A	First-Year Colloquium	(1)
PSYC 591B	Second-Year Colloquium	(1)
PSYC 591C	Third-Year Colloquium	(1)

General clinical (9 units)

PSYC 571	Adult Psychopathology	(4)
PSYC 572	Child Psychopathology	(2)
PSYC 721	Practicum Preparation	(3)

Psychological assessment (9 units)

PSYC 512/L	Psychological Assessment I Laboratory	(3)
PSYC 513/L	Psychological Assessment II Laboratory	(3)
PSYC 514/L	Psychological Assessment III Laboratory	(3)

Psychological treatment (12 units)

PSYC 581/L or HPRO 606A	Cognitive and Behavioral Therapy Laboratory	(3)
	Preventive Care Seminar: Stress Management	(2)
PSYC 582/L	Psychodynamic Therapy Laboratory	(3)
PSYC 583	Phenomenological Therapy Laboratory	(2)
PSYC 584	Group Psychotherapy/Laboratory	(2)

Wholeness (19 units)

PSYC 526	Ethics and Legal Issues in Psychology	(3)
PSYC 554	Health Psychology	(4)
PSYC 567	Human Diversity	(3)
RELR ____	Religion elective (500 or 600 level)	(3)
RELT ____	Religion elective (500 or 600 level)	(3)
RELE 534	Ethical Issues in Public Health (applied to both programs)	(3)

Clinical practica (40-47 units)

PSYC 781	Internal Practicum	(2, 2, 2, 2)
PSYC 782	External Practicum	(4)
PSYC 783	External Practicum II	(4)
PSYC 784	External Practicum III	(4)

PSYC 785	External Practicum IV	(4)
PSYC 786 or HPRO 704 or PSYC 787	External Practicum V Internship External Practicum VI	(4) (4) (4)
PSYC 798	Pre-Internship	(4, 4, 4, 4)
PSYC 799	Internship	(4)
PSYC 799L	Internship hours (2000 in blocks of 500)	(40)

Electives (13 units)

PSYC 552	Brain and Behavior Relationships	(4)
PSYC 566	Cross-cultural Psychology	(2)
PSYC 676	Geropsychology (California licensure)	(1)
PSYC 684	Human Sexuality (California licensure)	(1)
PSYC 685	Drug Addiction/Treatment (California licensure)	(2)
PSYC 686	Elder, Partner, Child Abuse (California licensure)	(2)
PSYC ____	Other electives as required	(1)

Psychology—professional concentration (20 units)

PSYC 681	Clinical Supervision	(2)
PSYC 683	Management, Consultation, Education	(2)
PSYC 527	Psychological/Emotional Aspects: Health Disease	(2)
PSYC 537	Applied Behavioral Medicine	(2)
PSYC 546	Clinical Applications in Primary Care	(2)
PSYC 547	Health Psychology Assessment	(2)
PSYC 556	Biofeedback	(4)
PSYC ____	Health Psychology Electives	(4)

TOTAL COMBINED-DEGREE UNITS**232****Psychology—ST***with***Biomedical and Clinical Ethics—SR****Psy.D. or Ph.D./M.A.**

(See program in Biomedical and Clinical Ethics with Psychology.)

Psychology, Clinical—ST*with***Health Education—PH****Psy.D./M.P.H.**

(See program in Health Education with Psychology, Clinical.)

Psychology, Clinical—ST

with

Preventive Care—PH

Psy.D./M.P.H. or Dr. P.H.

(See program in Preventive Care with Psychology, Clinical.)

Public Health—PH

with

Dentistry—SD

M.P.H./D.D.S

(See program in Dentistry with Public Health.)

Public Health—PH

with

Medicine—SM

M.P.H./M.D.

(See program in Medicine with Public Health.)

Public Health—PH

with

Nursing, Advanced Practice—SN

M.P.H./M.S.

(See program in Nursing, Advanced Practice with Public Health.)

Social Policy and Social Research—ST

with

Biomedical and Clinical Ethics—SR

Ph.D./MA

(See program in Biomedical and Clinical Ethics with Social Policy and Social Research.)

Social Policy and Social Research—ST

with

Social Work—ST

M.S.W./Ph.D.

(See program in Social Work with Social Policy and Social Research)

Social Work—ST

with

Criminal Justice—ST

M.S.W./M.S.

(See program in Criminal Justice with Social Work.)

Social Work—ST

with

Maternal and Child Health—PH

M.S.W./M.P.H.

(See program in Maternal and Child Health with Social Work.)

Social Work—ST*with***Health Education—PH****(M.S.W./M.P.H.)**

This program is closed to new admissions in 2007-2008.

(See program in Health Education with Social Work.)

Social Work—ST*with***Social Policy and Social Research—ST****M.S.W./Ph.D.**

BEVERLY J. BUCKLES, Program Coordinator

KIMBERLY FREEMAN, Program Coordinator

PURPOSE OF THE PROGRAM

The combined-degrees M.S.W./Ph.D. program at Loma Linda University provides students with the opportunity to learn the professional skills of social work simultaneously with advanced theory and research study. The combined-degrees program makes it possible for a more efficient completion of two graduate degrees for students with strong interests in social policy, social research, and social work practice. Students who complete this combined-degrees program will be prepared to make significant contributions to the field of social policy and social work education. Graduates will be able to provide leadership to social work practice and social policy areas. Participants in the combined-degrees program will utilize the important resource networks within the University and those affiliated organizations working on solutions to significant social problems.

Course requirements

Students admitted to the M.S.W. degree program may subsequently apply to the Ph.D. degree program and be admitted to the combined degree program. Students should refer to the M.S.W. and Ph.D. degree program descriptions for information about the admission requirements of each program. Students admitted to the combined-degrees program must meet all of the requirements of each of the participating programs. Students should refer to the M.S.W. and Ph.D. degree curricula for a detailed listing of requirements. Students can also obtain an outline of the combined-degrees program from the program coordinator for the Ph.D. degree in social policy and social research.

LOMA LINDA UNIVERSITY

2008~2009 Catalog
Volume 2

IV

THE COURSES

Allied Health-Conjoint

AHCJ 101 Introductory Chemistry (4)

Basic survey of matter, energy, and measurement. Includes: atoms and molecules; chemical bonding; chemical reactions and reaction rates; gases, liquids, and solids; solutions and colloids; acids and bases; nuclear chemistry.

Prerequisite: High school algebra or equivalent.

AHCJ 102 Introductory Organic Chemistry (4)

Introduces the study of compounds that contain carbon. Coverage includes: alkenes, alkynes, and aromatic compounds; alcohols, phenols, ethers and halides; aldehydes and ketones; carboxylic acids and esters; amines and amides.

Prerequisite: AHCJ 101; or equivalent.

AHCJ 103 Introductory Biochemistry (4)

Introduces the chemistry of living systems, including: carbohydrates, lipids, proteins, and nucleic acids; enzyme chemistry; bioenergetics; carbohydrate, lipid and protein metabolism; biosynthetic pathways; protein synthesis; chemical transmitters and immunoglobulins; body fluids, nutrition, and digestion.

Prerequisite: AHCJ 101, AHCJ 102; or equivalent.

AHCJ 105 Procedures in Phlebotomy (5)

Designed for individuals who are interested in laboratory medicine and would like to become certified phlebotomists and for students trained in venipuncture and skin puncture. Medical terminology, laboratory safety, CPR, basic anatomy and physiology, specimen-collection techniques, hazards/complications, quality-assurance methods, and medicolegal issues of phlebotomy. Clinical rotation arranged at Loma Linda University Medical Center. CPR training and certificate arranged for students who are not already certified.

Corequisite: Current CPR certificate.

AHCJ 111 Introductory Physics (4)

Focuses on mechanics, properties of matter and heat; emphasizes concepts. Three lecture hours and three laboratory hours per week. Designed for students entering programs in the allied health sciences and nursing.

AHCJ 112 Introductory Physics (4)

Focuses on sound, light, electricity and magnetism, atomic and nuclear physics, and relativity; emphasizes concepts. Three lecture hours and three laboratory hours per week. Designed for students entering programs in the allied health sciences and nursing.

AHCJ 129 Basic Communication Skills (1, 2)

Instruction in ESL communication skills necessary for successful engagement in college class discussions. Individual testing and interviews given to determine specific needs.

AHCJ 131 Communication Skills (1, 2)

Advanced ESL oral communication designed to provide students with the opportunity to develop and practice oral communication techniques in professional and academic contexts, e.g., research and case presentations. Additionally, overall non-native speech patterns facilitated within these contexts to increase speech intelligibility. Course may be repeated up to four times.

AHCJ 177 Professional Literacy for Non-native Readers (3)

Course emphasizes English literacy for students whose official language of instruction is other than English. Focuses on reading, analyzing, and responding to articles relevant to students' professional studies.

Prerequisite: AHCJ 129. Corequisite: AHCJ 131.

AHCJ 205 Essentials of Microbiology (4)

Introductory course covering basic concepts of microbiology including functional anatomy, metabolism, and genetics of microorganisms. Examines host-parasite relationships in the context of pathogenesis and disease. Includes a survey of human microbial diseases, with emphasis on communicable disease and public health applications. Cannot be used as a prerequisite for admission to nursing and certain allied health programs. Four units of integrated lecture and laboratory.

AHCJ 214 Fundamentals of Computer Systems (2)

Fundamentals of computer technology: hardware, software, terminology, and concepts. Provides an understanding of how a computer works and the reasoning behind computer design.

AHCJ 215 Microsoft Office Excel Applications (2)

Instruction in Microsoft Excel, including basic to advanced features. Emphasizes data presentation. Uses case studies for assessment. Online instruction.

Prerequisite: AHCJ 426; Intro to computers equivalent acceptable.

AHCJ 235 Essentials of Human Anatomy and Physiology (4)

Studies the structure and function of the human body, including organ systems. (Prerequisite to many certificate and associate degree programs, e.g., coding specialist/certificate, occupational therapy assistant/A.A.). Lecture and laboratory required.

AHCJ 241 Microbiology (2.5)

Designed for students in the health sciences. History, classification, morphology, growth, control, transmission, and pathology of selected bacteria, viruses, fungi, rickettsia, and parasites. Host defenses against microbial pathogens, including specific and nonspecific immunity. Lecture, 30 hours; laboratory, 30 hours. Course covers two quarters. Grade given upon completion of 241, 242 sequence.

Prerequisite: A college-level chemistry course.

AHCJ 242 Microbiology (2.5)

Designed for students in the health sciences. History, classification, morphology, growth, control, transmission, and pathology of selected bacteria, viruses, fungi, rickettsia, and parasites. Host defenses against microbial pathogens, including specific and nonspecific immunity. Lecture 30 hours, laboratory 30 hours. Course covers two quarters. Grade given upon completion of 241, 242 sequence.

Prerequisite: AHCJ 241.

AHCJ 250 Anatomy and Physiology (4)

An 8-unit course (4 units Winter Quarter plus 4 units Spring Quarter) that covers structure and function of human biology. For students entering two- and four-year health professional programs such as physical therapy, occupational therapy, cardiopulmonary sciences, speech-language pathology and audiology, radiation technology, nursing, and other programs with an anatomy and physiology prerequisite.

AHCJ 251 Anatomy and Physiology (4)

An 8-unit course (4 units Winter Quarter plus 4 units Spring Quarter) that covers structure and function of human biology. For students entering two- and four-year health professional programs such as physical therapy, occupational therapy,

cardiopulmonary sciences, speech-language pathology and audiology, radiation technology, nursing, and other programs with an anatomy and physiology prerequisite.

Prerequisite: AHCJ 250* (*may be taken concurrently).

AHCJ 252 Human Anatomy and Physiology (4)

Function of enzymes; cell respiration and metabolism; secretion and action of hormones; circulatory and respiratory systems. Lecture and laboratory.

Prerequisite: AHCJ 251.

AHCJ 305 Infectious Disease and the Healthcare Provider (1)

Current issues related to infectious disease, with special emphasis on principles of epidemiology and the etiology of HIV/AIDS. Discusses disease pathology and modes of transmission compared with hepatitis, tuberculosis, and influenza. Development of ethical response to psychosocial, economic, and legal concerns. Strategies and programs for education, prevention, and identification of resources. Impact on the health care worker, risk factors, and precautions for blood-borne pathogens, HIV, hepatitis, and tuberculosis.

AHCJ 308 Professional Communications (1-2)

Forms of written and verbal communication routinely required in the performance of the health care-manager's duties. Projects include memos, letters, confidential FAX cover design, short reports, meeting notices, minutes, and creation of an agenda.

AHCJ 311 Medical Terminology (2)

Language of medicine, including word construction, word analysis, definitions, and the use of terms related to medical science. Course organized by body systems.

AHCJ 321 Dynamics of Communication (2)

Surveys communication skills, including group dynamics, self-awareness, interpersonal relationships, learning styles, problem solving, listening skills, and body language. Systematic observation, patient-interviewing techniques, and objective medical documentation. Problem identification and goal setting in a multiperson health care-delivery system.

AHCJ 324 Psychosocial Models and Interventions (2)

Major models of stress, crisis, and psychological trauma; and how they relate to health care providers. Psychosocial reactions and responses of populations, individuals, and care providers to societal disruption and trauma, medical emergencies, and death and dying. Applies principles for suicide intervention, critical incident debriefings, and death notification. Roles of psychiatrists, psychologists, social workers, family therapists, and chaplains. Methods of providing temporary, adequate psychological care for individuals in psychosocial crisis.

Cross-listing: GLBH 559.

AHCJ 325 U. S. Health Care Delivery System (2)

Overview of U. S. health care delivery, including the history of health care institutions, accrediting bodies, organizations that provide health care, regulations and standards, reimbursement methods used, and the professionals who provide services. Presents course from a systems perspective, including research into the future of health care.

AHCJ 326 Fundamentals of Health Care (2)

Foundation of basic patient-care information and skills for allied health professionals entering the clinical environment. Integrated basic-care knowledge and skills required by each profession.

AHCJ 328 Wholeness Portfolio I (1)

Introduces SAHP goals for graduates. Students demonstrate progression toward wholeness, compassion, support of diversity, appreciation of human worth, and commitment to lifelong personal and professional growth.

AHCJ 329 Organic Chemistry with Laboratory (5)

Studies carbon chemistry as related to organic compounds found in the human organism.

AHCJ 331 Human-Resource Management (3)

Theory and practice of the management of people at work. Organizational behavior concepts and the problems of employee procurement, training, and motivation. Job evaluation, wage administration, employee benefits, and negotiating with labor unions. Preparation both for managing people and directing a department in a complex organization.

AHCJ 334 Biochemistry (5)

Chemistry and metabolism of carbohydrates, lipids, nucleic acids, and proteins. Chemical basis of life processes. Lecture and laboratory demonstrations to support student competency.

AHCJ 336 Rehabilitation Specialty Workshops (2, 3)

Introduces advanced clinical models and techniques of rehabilitation that the LLU physical and occupational therapy programs have to offer, e.g., community model of OT, electrotherapy, hydrotherapy, hippotherapy, etc. Topics selected to meet the needs and interests of student groups.

AHCJ 351 Statistics for the Health Professions (3)

Fundamental procedures in collecting, summarizing, analyzing, presenting, and interpreting data. Measures of central tendency and variation, probability, binomial and normal distribution, hypothesis testing and confidence intervals, t-tests, chi-square, correlation, and regression. Introduction to SPSS statistical package for computer data analysis.

Prerequisite: A passing score of 75% must be achieved on the mathematics- competency examination.

AHCJ 402 Pathology I (4)

Fundamental mechanisms of disease, including cell injury; inflammation, repair, regeneration, and fibrosis; and vascular, cardiac, respiratory, gastrointestinal, hepatobiliary, urinary, reproductive, endocrine, and integumentary pathologies.

AHCJ 403 Pathology II (3, 4)

Fundamental mechanisms of disease, including the central and peripheral nervous systems; bone and joint, skeletal muscle, developmental, genetic, infectious, and parasitic pathologies; and neoplasia. Additional unit requires two autopsy viewings and written report.

Prerequisite: AHCJ 402.

AHCJ 404 Pharmacology (1, 2)

Introduces pharmacology, including study of pharmacokinetics, pharmacodynamics, and actions of pharmaceuticals commonly encountered in various allied health professions. Different sections register for 1 or 2 units. Identical topics for both section, with greater depth and detail for 2-unit course.

AHCJ 405 Dynamics of Learning and Teaching (2)

Examines the theories of learning applied to the teaching process. Evaluates current research and methods of instruction.

AHCJ 407 Financial Management (2)

Financial aspects of health care involving prospective reimbursement system, analysis of various health care reimbursement schemes, and hospital financial disbursements. Budget variance analysis, analysis of cost components, operating statements, and productivity related to a department budget. Special projects may be assigned as needed. Per week: lecture 2 hours.

AHCJ 408 Health Care Management (4)

Management theory: planning, organizing, directing, and controlling (including budgetary controls). Department productivity and theories of work simplification. Preparation of resumes, interviewing skills, professional attitudes, group theory, and group dynamics. Students spend the last two-to-three weeks doing special projects designed and supervised by their departments. (Department of Nutrition and Dietetics students register for a 2-unit practicum in conjunction with this course.)

AHCJ 409 Adult Learning Styles (3)

Theories and styles of learning; personality factors related to learning; implications of effective intellectual, emotional, and social functioning included within the context of structuring education for the adult learner. Analyzes the teaching process, including setting objectives, selecting content, and designing classroom and clinical teaching strategies--with emphasis on alternatives to lecturing.

AHCJ 412 Anatomy (9)

Gross anatomy of the musculoskeletal system, emphasizing spatial orientation, joint structure, skeletal muscle origins, insertions, actions, nerve, and blood supply. A cadaver-based course.

AHCJ 415 Educational Psychology for Health Professionals (3)

Psychological factors related to learning processes in professional and higher education. Emphasis on the role of communication skills in learning settings, gender influences on learning, objectives setting and course design, stimulation of higher-level thinking, motivation, and retention.

Prerequisite: AHCJ 409.

AHCJ 418 Physiology I (4)

Physiology of the human body, including cellular, neuromuscular, cardiovascular, respiratory, gastrointestinal, renal, and endocrine physiology.

AHCJ 419 Physiology II (3)

Detailed study of neuromuscular physiology.

Prerequisite: AHCJ 418.

AHCJ 421 Psychology of Physical Disability (2)

Psychological reactions to illness or disability. Methods of dealing with these reactions considered with reference to the clinical situation. Seminar approach to professional responsibilities for health care.

AHCJ 426 Introduction to Computer Applications (2)

Hands-on instruction in Word, Excel, and Power-Point. Lectures, laboratory assignments, quizzes, projects, and a practical examination. (Course not taught every quarter.)

AHCJ 432 Database Management (2)

Theories and steps of database development using Microsoft Access. Topics include but are not limited to: relationships, form building, advanced queries, reporting, and macros. Requires a project creating a basic medical-information database from scratch.

AHCJ 433 Special Projects in Computer Applications (2)

Computer systems and applications designed to meet the specific professional needs and interests of the student. Emphasizes the use of Microsoft Access with health care data and systems design, as needed.

Prerequisite: AHCJ 432; or consent of instructor.

AHCJ 443 Neuroanatomy I (4)

Basic anatomy and function of the central, peripheral, and autonomic nervous systems and related structures. Gross anatomy of the brain and spinal cord. Functional consideration of cranial nerves, tracks, and nuclei of major systems. Lecture, slides, and laboratory with specimens.

AHCJ 444 Neuroanatomy II (2)

Studies neuroanatomical systems, structures, and pathways, with application to lesions of the human nervous system.

AHCJ 445 Biostatistics (3)

Fundamental procedures of analyzing and interpreting data. Sampling, probability, binomial distribution, normal distribution, sampling distributions and standard error, confidence intervals hypothesis testing, t-tests, chi-square, correlation, and regression. Introduces one- and two-way ANOVA and nonparametric statistics. Interprets computer output and use of the SPSS statistical package for data analysis. Determines validity and reliability of research instruments.

AHCJ 459 Current Issues: National and Global Perspectives (3)

Reviews and discusses concerns relative to the health field, i.e., legislation, regulations, and professional organizations. Project or paper required.

AHCJ 461 Research Methods (2)

Introduces the scientific method in research. Focus on the major steps of the research process as these steps relate to research-report evaluation, proposal writing, literature review, development of conceptual framework, identification of variables, statement of hypotheses, research design, and analysis and presentation of data.

Prerequisite: AHCJ 351.

AHCJ 464 Group Process and Dynamics (3)

Introduces principles and techniques of group theories, processes, and dynamics, as applied to the health-professional setting. Concepts include group functions, roles, structures, and characteristics; group membership, norms, dynamics, and relations. Theoretical perspectives on group development, dynamics, and conflicts. Practical issues, including educational applications, negotiation, observation, and diagnosis. Leadership issues, facilitation, expedition, and termination. Simulation exercises, active learning, and flexible choices of study and application.

AHCJ 465 Seminars in Leadership (2)

Prepares graduates for entry into the new work requirements. Through observation and participation, student explores the responsibility of today's employee to successfully integrate customer and community service and social responsibility.

AHCJ 471 Statistics and Research for Health Professionals I (3)

Presents statistical methods relative to research design for health professionals, with introduction to SPSS statistical package for computer data analysis. Discusses philosophical approaches to scientific inquiry, range of research designs, roles of variables, and ethics.

AHCJ 472 Statistics and Research for Health Professionals II (3)

Advanced conceptual frameworks, data analyses, and techniques in quantitative and qualitative research. Emphasizes process for obtaining and using evidence-based research.

Prerequisite: AHCJ 471.

AHCJ 485 Technology in Education (3)

Introduces instructional technologies and their applications in education, including: computer-generated media, Internet resources, chat rooms, Web courses, two-way audio, videos, desk-top conferencing, and teleconferencing.

AHCJ 496 Special Topics in Allied Health Studies (1-4)

Lecture and discussion on a current topic in allied health studies. May be repeated for a maximum of 4 units applicable to degree program.

AHCJ 497 Advanced Clinical Experience (40 to 480 hours)

Advanced clinical experience in selected areas of professional practice.

AHCJ 498 Wholeness Portfolio II (1)

Student develops portfolio that illustrates the potential graduate's ability to meet the goals set by the School of Allied Health Professions for graduates of baccalaureate and master's degree programs.

AHCJ 499 Directed Study (1-4)

Individual arrangements for students to study under the guidance of a program faculty member. May include readings, literature review, or other special or research projects. Minimum of thirty hours required for each unit of credit. Laboratory may be required in addition to class time. A maximum of 4 units applicable to any degree program.

AHCJ 505 Educational Psychology for Health Professionals (2, 3)

Studies psychological factors that relate to the learning process in professional and higher education. Particularly emphasizes the role of communication skills in learning settings, gender influences on learning, objective setting and course design, stimulating higher-level thinking, motivation, and retention. Major focus on applications to health professional clinical setting.

AHCJ 506 Educational Evaluation and Clinical Assessment (3)

Introduces principles and techniques of designing evaluation activities and tests for measuring classroom learning and instructional products. Includes criteria referenced approaches, formative and summative instruments, critical-incident observations, portfolio assessment, and other measurement concepts.

AHCJ 507 Pharmacology in Rehabilitation (3)

Principles of pharmacology as related to diagnosis, prevention, and treatment of disease-including a presentation of the pharmacology and therapeutic value of drugs used in rehabilitation medicine. Related topics include pharmacokinetics, pharmacodynamics, adverse effects, drug interactions, and drug toxicity-with special consideration given to pediatric and geriatric pharmacology.

AHCJ 508 Current Issues in Basic Science (3)

Studies the current issues in basic science as related to physical therapy. Topics may include current advances in biomechanics, cell and molecular biology, tissue engineering and transplants, pharmacology, and presentation of basic science research. Lecture and discussions of current literature.

AHCJ 509 Teaching and Learning Styles (3)

Explores theories and styles of learning and personality factors that relate to learning. Implications of effective intellectual, emotional, and social functioning included within the context of structuring education for the adult learner. Includes analysis of the teaching process from the setting of objectives, selection of content, and design of classroom and clinical teaching strategies (with particular emphasis on alternatives to lecturing) to assessment and evaluation.

AHCJ 511 Biostatistics I (3)

Fundamental procedures of collecting, summarizing, presenting, analyzing, and interpreting data. Sampling, measures of central tendency and variation, probability, binomial distribution, normal distribution, sampling distributions and standard error, confidence intervals, hypothesis testing, t-tests, chi-square, correlation, and regression. Introduces computer analysis for solution of statistical problems.

AHCJ 512 Biostatistics II (3)

Introduces analysis of data using ANOVA (one-way, two-way, and repeated measures) with multiple comparisons; multiple correlation and regression; and non-parametric statistics. Interprets computer output and use of the SPSS statistical package for data analysis. Determines validity and reliability of research instruments.

AHCJ 514 Kinesiology: Motor Control and Learning (3)

Advanced kinesiology, including movement science dealing with behavioral basis of motor control and motor learning from an information-processing perspective.

AHCJ 515 Curriculum Development in Higher Education (3)

Examines principles of curriculum development. Selection, organization, and evaluation of learning experiences. Examines the nature, place, and interrelationship of general and specialized education in higher education.

AHCJ 516 Clinical Imaging (3)

Studies the etiology, pathogenesis, and clinical manifestations of selected bone and joint pathologies. Discusses current literature for selected pathologies.

AHCJ 518 Advanced Physiology I: Neurobiology (3)

Surveys cell and whole-body physiology. Includes physiology of the neuron and nerve conduction, molecular transport at the cellular level, cardiovascular and renal physiology, gastrointestinal physiology, endocrinology, and neurophysiology. Emphasizes muscles and neurophysiology as they relate to the cardiovascular, respiratory, and endocrine systems.

AHCJ 519 Graduate Wholeness Portfolio (1)

Student develops portfolio that demonstrates the graduate student's ability to meet the goals set by the School of Allied Health Professions.

AHCJ 526 Computer Applications II (3)

Hands-on instruction in Word, Excel, and Power-Point. Class activities include hands-on lectures, laboratory assignments, quizzes, projects, and a final examination. A special Web page project required.

AHCJ 527 Medical Screening for Rehabilitation Professionals (3)

Screening for non-neuromusculoskeletal origins for the musculoskeletal complaints of patients who commonly seek rehabilitation. Particularly emphasizes components of the history and physical examination that suggest medical pathology requiring referral and/or physician consultation. Knowledge and skills related to screening for medical pathology in patients with musculoskeletal complaints of the lumbar spine, pelvis, lower extremities, thoracic spine, shoulder girdle, and upper extremities.

AHCJ 534 Advanced Neurological Rehabilitation (3)

Studies in-depth the patient with spinal cord injury, including etiology, current treatment techniques in acute and outpatient settings, and principles of exercise physiology. Reviews research activities with regard to a cure for spinal cord injury, as well as the legal aspects of ADA and the individual with a spinal cord injury.

AHCJ 535 Advanced Physiology II: Exercise and Thermoregulation (3)

Focuses on energy sources utilized by the body for exercise, neural and mechanical structures of mechanisms that control body movements, environmental influences on exercise performance, the physiology of thermoregulation, and principles of aerobic and anaerobic exercise. Applies concepts and principles to normal and disabled human conditions.

AHCJ 536 Health Care Financial Management (3)

Focuses on understanding the finances of health care, including financial statements, reimbursement models of fee-for-service, capitation, managed care, and risk pools. Concepts of modeling and scenario planning, with emphasis on return on investment.

AHCJ 537 Organizational Structure and Behavior (3)

Understanding, predicting, and influencing human behavior in an organization. Provides students with a variety of theories, models, strategies, and experiences in organizational behavior through which managers can find their own solutions in specific situations.

AHCJ 538 Histology (2, 3)

Advanced histology of joint pathology and the associated changes in bone, cartilage, and other connective tissues. Paper required for third unit.

AHCJ 539 Technology and Health Care Organizations (3)

Explores the direct and indirect impacts of technology on health care systems. Examines technology in terms of its definition, limits, change factors, and diffusion at the personal, managerial, corporate, and governmental levels of health care.

AHCJ 544 Advanced Functional Neuroanatomy (3)

Analyzes and applies neuroanatomy to lesions of the human nervous system; clinical significance of such lesions.

AHCJ 545 Legal and Ethical Issues in the Health Professions (3)

History and structure of federal and state governments, including torts, contracts, administrative law, criminal law, and reporting issues. Legal and ethical issues in patient confidentiality and release of patient information. The impact of technology on the collection and dissemination of patient information. Medical legal liability issues, including corporate compliance.

AHCJ 551 Professional Systems in Management I (3)

Administering the academic department: personnel selection, development, and evaluation; finance; team development; and leadership theories.

AHCJ 552 Professional Systems in Management II (3)

Administering the clinical setting, including assessing needs, implementing a business plan, and negotiating contracts; management philosophies.

AHCJ 556 Administration in Higher Education (3)

Leadership philosophy and styles of administrative leadership in higher education, with particular application to health professions educational programs. Includes personnel management; budgeting; contracting for clinical placement; group leadership in committees; faculty selection, development, and evaluation; strategic planning; and policy development.

AHCJ 558 Stress and Health Behavior (3)

Evaluates effects of stress on individuals, families, students, and health professionals in the educational setting. Analyzes biopsychological foundations, social systems, technological influences, life-development factors, and unique aspects of health-professional education analyzed. Explains coping strategies--such as nutrition, exercise, humor, time management and organization, cognitive therapies, relaxation, and imagery.

AHCJ 559 Health Communication in Rehabilitation Science (3)

Provides a broad introduction to human communication in a health care context. Provider-client communication, provider communication and education, intercultural health communication, alternative medicine, health ethics, and mass-media health images.

AHCJ 564 Collaborative Learning in Higher Education (3)

Collaborative learning, theories of group-individual interaction, and the communication process. Educational orientation to the utilization of groups to enhance motivation, commitment, and learning in higher education.

AHCJ 565 Health Communication: Counseling Patients and Personnel (3)

Communication in health care, multiple applications of communication theory to health promotion, and essentials of professional communication in clinical teaching and leading groups of health professionals. Emphasizes counseling techniques, non-defensive communication, and increased communications awareness.

AHCJ 566 Theoretical Foundations of Leadership (3)

A web-based course that introduces students to leadership theory and its application in organizations today.

AHCJ 567 Personal Leadership (3)

Focuses on discovering and improving the individual's personal leadership style in order to apply this knowledge to the personal and professional realms. Design and implementation of a personal leadership growth plan.

AHCJ 569 Computers and Electronics for Clinicians (3)

Explains the roles of computers and electronics in a clinical setting. Equipment used in a classroom setting.

AHCJ 574 Behavioral Modification and Personal Change (3)

Explores and applies health-behavior change models. Educational, psychosocial, and behavioral issues, with emphasis on leadership, decision making, group process, and persuasion.

AHCJ 578 Health Care Finance and Reimbursement (3)

Covers financial management in a health care setting, including: starting a new service, reimbursement, capital and operational budgeting, reading financial statements, and cost-saving measures.

AHCJ 585 Technology in Education (3)

Introduces instructional technologies and their applications in education, including: computer-generated media, Internet resources, chat rooms, Web courses, two-way audio, videos, desk-top conferencing, and teleconferencing. (Course not taught every year.)

AHCJ 591 Research I (3)

Introduces the scientific method in health-science research. Focuses on the major steps of the research process: problem identification, literature review, conceptual framework, identification of variables, statement of hypothesis, experimental design, and analysis and presentation of data. Includes critical evaluation of research literature. Applies the research process to problems in related specific allied health fields. Develops a research proposal. Pilot-tests a research proposal. Tests procedures and data forms. Implements the research proposal in a practice setting.

AHCJ 592 Research II (3)

Computer data analysis and preparation of a research report. Student prepares a poster appropriate for a professional meeting. Graphics, tables, and abstract.

AHCJ 599 Directed Teaching (3)

Student develops a specialty module and presents it in a classroom or clinical setting. Includes course application, course syllabus, measuring instrument, student course evaluation, and lesson plans.

Prerequisite: AHCJ 505, AHCJ 506; or consent of instructor or of program director.

AHCJ 600 Active Online Learning (3)

Online course (organized around the AVLL standard for online instruction). Focuses on integration of active learning strategies, meaningful interactions, and stimulating learning experiences. Modules include: introduction, course organization, a safe learning environment, the relational basis of learning, integration of faith, appropriate assessment, and the needs of individual learners.

AHCJ 601 Research-Proposal Writing (3)

Student prepares a research proposal, including components essential for submission to the Institutional Review Board. Emphasizes writing skills in preparation of literature review, purpose, conceptual framework, proposed methodology, and statistical analysis. Includes the ways in which proposal serves as a basis for an article for publication.

AHCJ 605 Critical Analysis of Scientific Literature (2, 3)

Evaluates the scientific literature, including critical evaluation of the rationale for the study; population inclusion/exclusion criteria; sampling and randomization techniques; sample size; appropriateness of the research design; choice of the data analysis; structure and content of tables and graphs; interpretation of statistical results; and applications to practice. Students evaluate research articles by answering questions posed by the instructor in a Web discussion board and virtual classroom. Students submit weekly evaluation papers for the articles discussed.

AHCJ 699 Directed Study (1-6)

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include reading, literature review, and/or other special projects. Minimum of thirty hours required for each unit of credit.

AHCJ 235L Essentials of Human Anatomy and Physiology Laboratory (1)

Studies the structure and function of the human body, including organ systems. (Prerequisite to many certificate and associate degree programs, e.g., coding specialist/certificate, occupational therapy assistant/A.A.). Lecture and laboratory required.

Anatomy

ANAT 301 Head and Neck Anatomy, DH (4)

Gross anatomy of the human body. Lecture, laboratory, and demonstration.

ANAT 303 General and Oral Histology and Embryology (3)

Microscopic study of fundamental cells, organs, tissues, and systems of the body. Analyzes in detail the pulp, periodontal membrane, alveolar process, oral mucosa, and calcified tissues of the tooth.

ANAT 511 Human Anatomy for Dentists I (5)

An in-depth study of the human anatomical sciences, including gross anatomy, general and oral histology, embryology and neuroscience as they relate to the dental profession. The course is specifically designed for students in the first year of dentistry, and for students in the dental track of the biomedical sciences post-baccalaureate certificate program.

ANAT 512 Human Anatomy for Dentists II (5)

An in-depth study of the human anatomical sciences, including gross anatomy, general and oral histology, embryology and neuroscience as they relate to the dental profession. The course is specifically designed for students in the first year of dentistry, and for students in the dental track of the biomedical sciences post-baccalaureate certificate program.

ANAT 513 Human Anatomy for Dentists III (5)

An in-depth study of the human anatomical sciences, including gross anatomy, general and oral histology, embryology and neuroscience as they relate to the dental profession. The course is specifically designed for students in the first year of dentistry, and for students in the dental track of the biomedical sciences post-baccalaureate certificate program.

ANAT 514 Head and Neck Anatomy and Human Embryology (5)

An in-depth look at the gross anatomy of the head and neck, including general human embryology.

ANAT 516 Neuroscience GS (6)

Integrated approach to the fundamentals of neuroanatomy and neurophysiology, with applications to clinical neurology.

ANAT 518 Basic Human Histology (4)

Studies tissues and organs of the human body as seen with routinely stained histological sections. Basic understanding of relationship of structure and function. Autumn Quarter: Two lectures and two laboratories per week.

ANAT 521 Gross Anatomy/Embryology (1)

Regional systemic study of the human body, with correlation to radiology and clinical medicine. Surveys human embryonic development. Considers origins of common birth defects.

ANAT 522 Gross Anatomy/Embryology (5)

Regional systemic study of the human body, with correlation to radiology and clinical medicine. Surveys human embryonic development. Considers origins of common birth defects.

Prerequisite: ANAT 521.

ANAT 523 Gross Anatomy/Embryology (2)

Regional systemic study of the human body, with correlation to radiology and clinical medicine. Surveys human embryonic development. Considers origins of common birth defects.

Prerequisite: ANAT 522.

ANAT 524 Gross Anatomy/Embryology (1)

Regional systemic study of the human body, with correlation to radiology and clinical medicine. Surveys human embryonic development. Considers origins of common birth defects.

Prerequisite: ANAT 523.

ANAT 526 Head and Neck Anatomy (2)

Detailed dissection of the head and neck. Demonstration and lecture. Offered on demand.

Prerequisite: ANAT 541; or equivalent.

ANAT 535 Medical Neuroscience I (.5-6)

Integrated approach to the fundamentals of neuroanatomy and neurophysiology, with applications to the clinical neurology.

ANAT 536 Medical Neuroscience II (.5-6)

Integrated approach to the fundamentals of neuroanatomy and neurophysiology, with applications to the clinical neurology. Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

ANAT 537 Medical Neuroscience III (.5-6)

Integrated approach to the fundamentals of neuroanatomy and neurophysiology, with applications to clinical neurology. Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

Prerequisite: ANAT 541 strongly recommended. Cross-listing: MDCJ 543.

ANAT 538 Medical Neuroscience IV (.5-6)

Integrated approach to the fundamentals of neuroanatomy and neurophysiology, with applications to clinical neurology. Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

Prerequisite: ANAT 537* (*may be taken concurrently); ANAT 541 strongly recommended. Cross-listing: MDCJ 544.

ANAT 541 Gross Anatomy GS (4, 6)

Anatomy of the head, neck, locomotor system, thorax, abdomen, pelvis, and perineum. Correlated with radiology, applied features, and embryological development. Summer and Autumn Quarters.

ANAT 542 Cell, Tissue, and Organ Biology (5)

The microscopic structure of cells, tissues, and organs of the human body. Autumn Quarter.

ANAT 544 Human Embryology Lecture (2)

The plan of development as it pertains to the human. Considers principles. Summer through Autumn Quarter.

ANAT 545 Advanced Neuroanatomy (3)

Studies in detail and dissects the human nervous system. Spring Quarter, even years.

Prerequisite: ANAT 537.

ANAT 546 Electron Microscopy (3)

Trains the student to use the electron microscope. Basic theory, operational techniques, and tissue preparation. On demand, as needed.

Prerequisite: Histotechnique or equivalent.

ANAT 547 Histochemistry (3)

Theoretical and practical aspects of histochemical methods, as applied to tissue sections. One lecture and two three-hour laboratories/conferences weekly. Summer Quarter, even years.

Prerequisite: ANAT 542; a course in biochemistry.

ANAT 548 Advanced and Molecular Cytology (3)

Studies the ultrastructural and cytochemical analysis of a variety of differentiated cells. Spring Quarter, odd years.

ANAT 549 Seminar: Topographical Chemistry (2)

Qualitative and quantitative distribution of enzymes and other chemically defined components of organs, as reported in current literature. Students responsible for one oral and one written report. On demand.

ANAT 550 Gross Anatomy/Embryology (.5-6)

Regional systemic study of the human body, with correlation to radiology and clinical medicine. Surveys human embryonic development. Considers origins of common birth defects. Restricted to Biomedical Science Program (certificate). Cross-listing: ANAT 521.

ANAT 551 Medical Gross Anatomy/Embryology II (.5-6)

Regional systemic study of the human body, with correlation to radiology and clinical medicine. Surveys human embryonic development. Considers origins of common birth defects. Restricted to Biomedical Science Program (certificate). Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

Cross-listing: ANAT 522.

ANAT 552 Medical Gross Anatomy/Embryology III (.5-6)

Regional systemic study of the human body, with correlation to radiology and clinical medicine. Surveys human embryonic development. Considers origins of common birth defects. Restricted to Biomedical Science Program (certificate). Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

Prerequisite: ANAT 551. Cross-listing: ANAT 523.

ANAT 553 Medical Gross Anatomy/Embryology IV (.5-6)

Regional systemic study of the human body, with correlation to radiology and clinical medicine. Surveys human embryonic development. Considers origins of common birth defects. Restricted to Biomedical Science Program (certificate). Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

Prerequisite: ANAT 552.

ANAT 554 Techniques in Experimental Morphology (2)

Introduces selected methods used in the morphological analysis of organ and cellular function. Spring Quarter, odd years.

ANAT 555 Advanced Gross Anatomy-Articulation/Joints (3)

Studies in detail the anatomical design of joints, linking function through clinical correlations. Spring Quarter, odd years.

Prerequisite: ANAT 541.

ANAT 556 Comparative Embryology (2)

Comparison of common models of development, their historic contributions, their benefits/limitations and current practical applications.

Prerequisite: ANAT 544.

ANAT 557 Psychoneuroimmunology (4)

Psychoneuroimmunology (PNI) (or science about mind-body interactions) examines bidirectional communication among the nervous, endocrine, and immune systems. Critically reviews contemporary topics that teach students about the role of the key regulatory systems and how interaction among these systems maintains homeostasis. Presents basic information necessary to interpret current literature in psychoneuroimmunology (PNI) and to facilitate design of research in this area.

Prerequisite: Consent of instructor.

ANAT 594 Special Topics in Anatomy (1-7)

Intensive study of a selected topic approved by the chair of the department. Individual guidance by a staff member.

ANAT 605 Integrative Biology Graduate Seminar (1)

Seminar, coordinated by the Division of Human Anatomy and the Department of Physiology and Pharmacology. Reports from current literature and the presentation of student and faculty research on various aspects of regulatory and integrative biology-as applied to cells, tissues, organs, and systems. Students and faculty expected to participate in a discussion and critical evaluation of the presentation.

ANAT 697 Research (1-8)**ANAT 698 Thesis (1-2)****ANAT 699 Dissertation (1-5)****ANAT 891 Anatomy Elective (1.5-18)****ANAT 544L Human Embryology Laboratory (1)**

Students work with both human and comparative materials. Winter Quarter.

Prerequisite: A course in vertebrate embryology.

Anesthesiology

ANES 314 Dental Anesthesia: Local Anesthesia and Inhalation Sedation (4)

Physiologic and psychologic aspects of pain and anxiety. A philosophy of patient management, including use of local anesthetics and nitrous oxide/oxygen sedation. History and patient evaluation. Pharmacology, armamentarium, and complications regarding use of these agents. Management of office emergencies. Students practice local anesthetic injections and administer nitrous oxide/oxygen to each other.

ANES 521 Principles of Medicine, Physical Diagnosis, and Hospital Protocol (2)

Studies methods recognizing normal and abnormal physical conditions. Reviews organ systems to expand the dentist's general medical knowledge. Specific topics reviewed include blood diseases, systemic diseases, cardiac disease, patient admission, physical examination, and hospital charting. Repeated registrations required to fulfill total units.

ANES 547 Anesthesia Grand Rounds (1)

Weekly meeting of the Department of Dental Anesthesiology featuring guest lecturers who present a variety of current topics in anesthesiology. One session per month designated as the Mortality and Morbidity Conference.

ANES 548 Anesthesia Residents Seminar (2)

Comprehensive didactic course covers the entire field of anesthesiology in a two-year cycle. Sectional written examinations given.

ANES 604 Anesthesia Literature Review (1)

Weekly session reviews current anesthesia literature.

ANES 624 Intravenous Conscious Sedation (4)

Reviews physiology, pathophysiology, pharmacology, monitoring airway management, and potential emergencies associated with the implementation of intravenous conscious sedation in the dental office.

ANES 654 Practice Teaching in Anesthesia (1-2)

Supervision of pre- and postdoctoral dental students administering local anesthesia and conscious sedation.

ANES 697 Research (1)

Student participates in ongoing research or original projects. All clinical research subject to approval by the Institutional Research Board. Multiple registration may be needed to complete research activities.

ANES 746 General Anesthesia (9)

Administration of general anesthesia and regional block anesthesia to a variety of medical and dental patients in the operating room, under the supervision of attending anesthesiologists. A minimum of 270 clock hours per quarter (8 quarters) required to fulfill total units.

ANES 751 Dental Anesthesia: Local Anesthesia and Inhalation Sedation (4)

A philosophy of patient management, including use of local anesthetics and nitrous oxide/oxygen sedation, as well as the physiologic and psychologic aspects of pain and anxiety. Course covers the history of anesthesia, patient evaluation, pharmacology, armamentarium, complications regarding use of these agents, and the management of office emergencies. Students practice local anesthetic injections and administer nitrous oxide/oxygen to each other.

ANES 801 Dental Anesthesia: Advanced Topics (2)

Theory of general anesthesia. Hospital dentistry, patient evaluation, medical consultations. Reviews local anesthesia and introduces additional techniques of pain and anxiety control.

ANES 891 Anesthesiology Elective (1.5-18)

Anthropology

ANTH 304 Biological Anthropology (4)

Explores the interaction between biology and culture in producing the variations in physical traits currently found worldwide. Examines processes of change resulting from heredity, ecological adaptation, dietary differences, mate selection, disease, and other factors. Examines the problems of paleopathology (disease in ancient populations), humankind in the fossil record, and the place of biological and ecological factors in the fall of ancient civilizations. Detailed consideration of scientific and social bases for popular conceptions of 'race.'

ANTH 306 Language and Culture (4)

Surveys anthropological linguistics and sociolinguistics. Considers the place of language and communication in social interaction. Introduces descriptive and structural linguistics and discourse analysis. Examines linguistic pluralism in the United States. Contrasts language of health care givers with the language styles of people they serve. Language productions such as folklore, humor and other forms of 'word play,' curses and blessings, and glossolalia.

ANTH 315 Cultural Anthropology (4)

Advanced course in ethnology and social organization. Explores the nature of culture, giving special attention to such features as technology, economic activities, community organization, kinship and marriage, social control, magic and religion, the arts, and other forms of cultural behavior. Presents a wide array of examples from societies around the world.

ANTH 316 Archaeology (4)

Studies principles of archaeological research and the discoveries of centers of civilization in the Middle East, the Mediterranean, the New World, the Far East, Africa, and other parts of the world, particularly recent discoveries. Also covers the main features of biblical archaeology. Some attention given to research into prehistoric cultures.

ANTH 436 Cultural Contexts of Religion (4)

Anthropological approach to the study of religious beliefs and practices, focusing on the diversity of religious expressions that can give us insight into what makes us human and how we can battle the frailties of humanity. Promotes empathy with people from cultural and religious traditions other than one's own, as well as tolerance and respect for their differences.

ANTH 448 Medical Anthropology (4)

Studies sickness and health as universal factors in the human condition. Examines worldview as an explanatory system for human behavior, giving ethnographic examples of curing systems and coping mechanisms. Deals with cross-cultural communication of health principles and practices.

Art Appreciation and History

ARTA 205 The Language of Art (2-4)

Basic concepts, materials, and history of the visual arts that enable the non-art major to develop an art vocabulary and gain insight into the creative process.

Biochemistry

BCHM 306 Introduction to Organic and Biochemistry (6)

Meets the organic and biochemistry requirements of nursing and allied health students. Covers the nomenclature, structure, and salient chemical properties of the nine classes of organic compounds. Covers the structures and biological functions of proteins, carbohydrates, lipids, and nucleic acids; intermediary metabolism. Emphasizes relevant health-related topics.

BCHM 504 Introduction to Biochemistry GS (5)

Quantitative concepts of pH and buffers. Structure, function, and metabolism of the four major classes of biological macromolecules (proteins, carbohydrates, lipids, nucleic acids) and their subunits. Holoenzyme composition (vitamins, minerals) and activity. Bioenergetics. Regulatory mechanisms that contribute to homeostasis in biological systems. Flow of genetic information: replication, transcription, translation, and regulation. Connective tissue and body-fluid components. Lecture and demonstration primarily for dental students.

BCHM 505 Seminar in Biochemistry (1)

BCHM 506 Seminar Presentation in Biochemistry (1)

BCHM 508 Principles of Biochemistry (6)

Chemistry of amino acids and proteins. Enzyme properties and mechanisms. Bioenergetics. Chemistry and metabolism of carbohydrates, lipids, amino acids, and nucleic acids. Protein biosynthesis and the control of gene expression. Special topics in physiological chemistry: connective tissue components, acid-base balance, hormones, vitamins and minerals.

BCHM 509 Biochemistry of the Human Body DN (5)

Studies the living process at the molecular level. Properties of water, the medium in which the biomolecules interact. Concepts of pH and buffers and structure and functional roles of amino acids and proteins. Enzyme properties and mechanisms. Role of micronutrients in biological systems. Bioenergetics. Catabolism and biosynthesis of carbohydrates, lipids, proteins, and nucleic acids. Collagen structure as a product of gene expression. Regulatory control of metabolism as a basis for maintaining homeostasis in biological systems. Hormone structure and function.

BCHM 511 Medical Biochemistry, Molecular Biology, and Genetics I (.5-6)

Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells. Sequence restricted to Biomedical Science Program (certificate). Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

BCHM 512 Medical Biochemistry, Molecular Biology, and Genetics II (.5-6)

Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells. Sequence restricted to Biomedical Science Program (certificate). Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

BCHM 513 Medical Biochemistry, Molecular Biology, and Genetics III (.5-6)

Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular

basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells. Sequence restricted to Biomedical Science Program (certificate). Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

BCHM 514 Medical Biochemistry, Molecular Biology, and Genetics IV (.5-6)

Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells. Sequence restricted to Biomedical Science Program (certificate). Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

BCHM 515 Introduction to Bioinformatics (2)

Introduces bioinformatics methods and their application to biological research. Provides a conceptual understanding of the algorithms behind standard bioinformatics software, as well as practical experience in programs and databases commonly utilized in biological research.

BCHM 521 Fundamentals of Human Biochemistry SM (1)

A lecture sequence for freshman medical students in biochemistry and molecular biology that establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, and examines the mechanisms for genetic information flow in eukaryotic cells.

BCHM 522 Fundamentals of Human Biochemistry SM (3)

A lecture sequence for freshman medical students in biochemistry and molecular biology that establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, and examines the mechanisms for genetic information flow in eukaryotic cells.

BCHM 523 Introduction to Physical Biochemistry (3)

Introduces biochemical thermodynamics, proteins and protein physical chemistry, enzyme kinetics and mechanisms, and bioenergetics.

Prerequisite: BCHM 508; or equivalent.

BCHM 525 Metabolic Interrelationships and Control (5)

Regulation of carbohydrate and lipid metabolism, nuclear hormone receptors, amino acid metabolism, growth factors, intracellular regulation, nucleotide metabolism, DNA, RNA structure and function, transcription, translation.

Prerequisite: BCHM 508; or equivalent.

BCHM 527 Molecular Biology of the Cell (8)

Identical to CMBL 502, offered by the Department of Microbiology.

Prerequisite: BCHM 508 or CMBL 501. Cross-listing: CMBL 502, MICR 539.

BCHM 531 Biochemical Basis of Human Disease SM (1)

A lecture sequence for sophomore medical students designed to provide a biochemical/genetic/molecular basis for understanding human diseases.

BCHM 532 Biochemical Basis of Human Disease SM (1)

A lecture sequence for sophomore medical students designed to provide a biochemical/genetic/molecular basis for understanding human diseases.

BCHM 533 Biochemical Basis of Human Disease SM (1)

A lecture sequence for sophomore medical students designed to provide a biochemical/genetic/molecular basis for understanding human diseases.

BCHM 534 Techniques of Biochemistry (2-6)

Intensive, integrated and problem-based laboratory experience in protein chemistry and the physical characterization of macromolecules. Students will also gain experience with the oral and written presentation of experimental techniques and scientific findings.

BCHM 544 Advanced Topics in Biochemistry (2-4)

Recommended for the Ph.D. (2+2+2). Recent examples include proteins: modern methods of study; selected cellular events in carcinogenesis; enzyme kinetics; transgenic plants for human health.

Cross-listing: CMBL 538; BIOL 546; MICR 538.

BCHM 551 Special Problems in Biochemistry (2-6)

BCHM 697 Research (1-10)

BCHM 698 Thesis (1-3)

BCHM 699 Dissertation (1-5)

Biology

BIOL 116 Introduction to Human Biology (3)

Introductory course in human biology. Explores basic principles of human anatomy and physiology and their relationships to social functioning. Fulfills the human biology prerequisite for the master's program in Social Work.

BIOL 314 Genetics and Speciation (4)

Introduces genetic mechanisms of biological change. Processes of inheritance through time evaluated in their ecological context.

BIOL 315 Ecology (4)

Principles of terrestrial, aquatic, and marine ecology, with a focus on individual, population, community, and ecosystem levels of organization. Laboratory work includes field studies that examine ecological principles. Three class hours and one three-hour laboratory per week.

BIOL 475 Philosophy of Science and Origins (4)

Concepts in the history and philosophy of science, and the application of these principles in analyzing current scientific trends.

Cross-listing: GEOL 475.

BIOL 495 Undergraduate Research (1-4)

Original investigation and/or literature study pursued under the direction of a faculty member. May be repeated for additional credit.

Prerequisite: Consent of the instructor.

BIOL 504 Biology of Marine Invertebrates (4)

Behavior, physiology, ecology, morphology, and systematics of marine invertebrates, with emphasis on morphology and systematics. Three class hours per week, one-day field trip alternate weeks, or the equivalent.

BIOL 505 Marine Biology (4)

Surveys marine species of the world, and the oceanographic processes and ecological interactions that affect them. Emphasizes tropical and coral ecosystems. Includes an independent project. Four class hours per week, plus all-day field trips (usually on Sundays).

BIOL 509 Mammalogy (4)

Studies the mammals of the world, with emphasis on North America. Includes classroom and field study of systematics, distribution, behavior, and ecology. Three class hours, one three-hour laboratory per week.

BIOL 515 Biogeography (3)

Present and past distribution and migrations of the natural populations of organisms.

BIOL 517 Ecological Physiology (4)

Studies the interface between the individual and the environment, with emphasis on unusual environments, in order to explore the limits of physiological systems. Per week: Four class hours. Offered alternate years.

BIOL 518 Readings in Ecology (2)

Studies, analyzes, and discusses current and classic papers.

BIOL 524 Paleobotany (4)

Fossil plants; their morphology, paleoecology, taphonomy, classification, and stratigraphic distribution. Analyzes floral trends in the fossil record. Three class hours plus one three-hour laboratory or field trip per week.

Prerequisite: Consent of the instructor. Cross-listing: GEOL 524.

BIOL 525 Paleopalynology (4)

Morphology, paleoecology, classification, and stratigraphic distribution of plant microfossils. Includes introduction to biostratigraphic and paleoecologic analytical methods. Three class hours and one three-hour laboratory or field trip per week.

Cross-listing: GEOL 525.

BIOL 526 Principles and Methods of Systematics (3)

Studies the principles and methods of modern systematic biology, with focus on the assumptions, concepts, and computerized methods of phylogeny reconstruction.

BIOL 534 Invertebrate Paleontology (4)

Structure, classification, ecology, and distribution of selected fossil invertebrate groups. Considers principles and methods involved in the study and analysis of invertebrate fossils. Three class hours and one three-hour laboratory per week.

Prerequisite: Consent of the instructor. Cross-listing: GEOL 534.

BIOL 535 Animal Behavior (4)

Behavioral mechanisms of animals and their role in survival. Lectures and projects.

BIOL 536 Readings in Animal Behavior (2)

Critical analysis of the research literature on selected topics in animal behavior.

Prerequisite: A course in animal behavior or consent of instructor.

BIOL 537 Advances in Sociobiology (3)

Studies current concepts and ideas relating to the origin and structure of social behavior of animals. Focuses special attention on the adaptive significance of species-specific behavior in a wide variety of environments.

BIOL 538 Behavior Genetics (4)

Studies the interaction of genotype and phenotype as it relates to animal behavior. Primary focus at the molecular and physiological levels of behavior. Modern understanding of the nature/nurture debate extended to topics that include biological determinism and ethics.

BIOL 539 Behavioral Ecology (4)

Examines in depth how behavior contributes to the survival of animals, with an emphasis on behavioral strategies that reflect adaptation to the animal's environment.

BIOL 544 Vertebrate Paleontology (4)

Fossil vertebrates, with emphasis on the origins of major groups. Systematics, biology, and biogeography of ancient vertebrates. Three class hours and one three-hour laboratory per week.

Prerequisite: General biology or consent of the instructor. Cross-listing: GEOL 544.

BIOL 545 Genetics and Speciation (4)

Comparative analysis of species concepts, mechanisms of speciation, and analysis of micro- and macroevolution.

Prerequisite: A course in genetics and philosophy of science.

BIOL 546 Techniques in Vertebrate Ecology (3)

Theory and practice of vertebrate ecology research, including marking methods, population estimation, home range and habitat analysis, and radiotelemetry. Software used extensively for analysis of data, some of which will be collected during field trips.

BIOL 547 Molecular Biosystematics (4)

Analyzes at the molecular level of genetic events that underlie speciation. Laboratory work integrated with lecture, demonstrating basic molecular genetic research tools applicable to molecular biosystematics studies.

BIOL 548 Molecular Ecology (4)

Applies molecular markers to the study of ecology and natural history of populations. Emphasizes molecular techniques that uniquely contribute to resolving major problems in phylogeography and measures of adaptiveness.

Prerequisite: Genetics and speciation and a course in either ecology or biogeography.

BIOL 549 Biodiversity and Conservation (3)

Examines contemporary issues related to diminishing biodiversity on regional and global scales and the need to conserve both biodiversity and the critical habitats that support threatened flora and fauna.

BIOL 558 Philosophy of Science and Origins (4)

Studies selected topics in the history and philosophy of science, and applies these principles in analyzing contemporary scientific trends.

Cross-listing: GEOL 558.

BIOL 588 Current Topics in Biology (1-5)

Reviews cutting-edge literature in the biological sciences. Different sections may be repeated for additional credit.

Prerequisite: Consent of the instructor.

BIOL 589 Readings in Biology (1-4)

Studies, analyzes, and discusses current and classic papers.

BIOL 607 Seminar in Biology (1)

Seminar presentations by guest scientists on recent research and developments in biological science. No student presentation required.

BIOL 616 Research and Experimental Design (2)

Concepts, methods and tools of research, including experimental design and data analysis.

BIOL 617 Proposal Writing and Grantsmanship (2)

Skills and practice of effective proposal writing and strategies for locating and obtaining research grants.

BIOL 695 Special Projects in Biology (1-4)

Responsibility for a special research project in the field, laboratory, museum, or library. May be repeated for additional credit.

BIOL 697 Research (1-8)

See department checklist for recommended number of units.

BIOL 698 Thesis Research (1-8)

Credit for writing the master's thesis.

BIOL 699 Dissertation Research (1-8)

Credit for writing the doctoral dissertation.

Chinese

CHIN 105 Chinese Civilization (4)

Introduces and discusses important aspects of Chinese civilization: language, literature, history, geography, culture, economics, philosophies and religions; as well as modern-day politics. Surveys the Mandarin Chinese language, focusing on basic pronunciation, grammar, traditional and simplified written characters, and sentence construction. Communication in everyday life, e.g., in restaurants, on public transportation, in health care encounters. Includes interactive learning, role play, media, music, and cultural presentations to enhance understanding and synthesize learning. Provides basic skills and understanding necessary for further Chinese studies and research.

CHIN 106 China Today--Its Language and Culture (4)

Briefly discusses of China's past as background for study of important aspects of the country's changing, diverse, and modern culture, including its politics, economics, and religion. Introduces the richness of the Chinese language, while emphasizing common vocabulary used in everyday conversation, especially in a health care environment. Uses role-play and interactive learning to prepare students, faculty, and staff in their varied roles and missions to interact with modern China. Provides fundamental skills and understanding for further Chinese studies and research. Includes one local field trip.

CHIN 111 Mandarin I (4)

Concentrates on study of modern vernacular Mandarin Chinese in both spoken and written forms. Listening, speaking, reading, and simple writing skills immerse students in vocabulary and simple grammatical rules. Emphasizes applied learning, individual inquisitiveness, and fearless verbal practice. Some homework required. Students expected at the end of the course to pronounce a list of common words, distinguish them by listening, and use them in simple dialogues and mini-speeches. Provides competence to read simple road signs, restaurant menus, some simple newspaper headlines and advertisements, simple biblical texts, and Chinese idioms. No knowledge of Chinese language required. Full attendance expected.

CHIN 112 Mandarin II (4)

Sequel to CHIN 111. Continues study in modern vernacular Mandarin Chinese in both spoken and written forms. Emphasizes further proficiency in the four basic language skills (listening, speaking, reading and writing Chinese); and added competence in vocabulary and grammatical knowledge. Health care-related terminology, Christian texts in Chinese, Chinese idioms and English translations introduced. Examination includes a simple speech in class and a short narrative written in Chinese.

Prerequisite: CHIN 111; unless student can speak Chinese and write some Chinese characters.

CHIN 205 Immersion Language and Culture Program (4)

Integrates program with a domestic or an international service project within a Chinese community. Applies classroom learning in real life situations. Student receives an educational 'China experience' firsthand through eighty clock hours of lectures, discussion, and service learning.

Prerequisite: CHIN 105* or CHIN 106* or CHIN 305* (*may be taken concurrently).

CHIN 206 Health Care-Service Learning in a Chinese Context (2, 4)

Focuses on an international service-learning project within a Chinese community. Classroom lectures applied to a health-exposition project. Student receives an in-depth China education experience through language and cultural immersion with practical learning while serving people's needs.

Prerequisite: CHIN 105* or CHIN 106 or CHIN 111 or CHIN 305 (*may be taken concurrently).

CHIN 305 Mandarin For Health Care Professionals (2, 4)

Focuses on the ability to listen, speak, read and write in a Chinese health care-related setting, such as medical and dental offices, clinics, hospitals, nursing homes, public health facilities, and childcare centers. Students study and role play common communication exchanges with patients, physicians, dentists, nurses, and paramedical personnel.

Prerequisite: CHIN 105 or CHIN 106 or CHIN 111; unless student demonstrates competence in Chinese language and knowledge commensurate with that gained as a result of completing the prerequisites.

CHIN 399 Directed Study (2-4)

Research in Chinese medicine, therapeutics, culture, education, prose, poetry, music, drama biblical texts, and religious literature; influence of globalization, market dominance, entrepreneurship; religious liberty in China; or other topics in consultation with the instructor.

Prerequisite: CHIN 105 or CHIN 111; or permission of instructor.

CHIN 500 Chinese Language Structure and Translation into English (4)

Descriptive analysis of morphology, syntax, and phonology of modern Chinese; and basic skills of translation into English using Scriptural texts and contemporary writing. Conducted in English with liberal use of spoken and written Chinese.

Prerequisite: (CHIN 105 or CHIN 106 or CHIN 111), (CHIN 205 or CHIN 206).

CHIN 599 Directed Study (4)

With consent of the instructor, a topic in the field of Chinese culture and/or language chosen for focused research.

Prerequisite: CHIN 105 or CHIN 106, CHIN 205 or CHIN 206.

Child Life Specialist

CHLS 504 Child Life Administration and Program Development (3)

Introduces students to the history and development of the child life profession. Health care environment, administrative issues, program development, and outcome assessment process. Develops competencies and skills necessary to effectively administer a child-life program.

CHLS 506 Child Life Specialist: Educational and Therapeutic Intervention (3)

Teaches the developmental aspects of play therapy, in collaboration with the developmental stages of the child/teen and family in the context of a health care setting. Provides student with an experiential understanding of play therapy, recreation therapy, education, and practice.

CHLS 507 Child Life Program: Medical Family Issues I (3)

Teaches the child life student about the childhood disease process and describes the pathophysiology, symptoms, diagnostic testing, and treatment of disease. How disease affects the child and family's behavioral, social and emotional development and coping strategies.

CHLS 508 Child Life Program: Medical Family Issues II (3)

Promotes understanding of various theories, and practices specific interventions that assist hospitalized children/teens or adult family members when they encounter issues of death, loss and/or grief. Students examine how these issues affect them personally and professionally; and describe their own epistemology regarding death, loss and grief. Examines these issues from a family-system's perspective in a hospital setting.

CHLS 604 Child Life Internship and Supervision I (3)

Student works with children/teens and families in a hospital and/or related setting under the supervision of a certified child life specialist while accumulating the 480 hours required for the certificate. Gives special attention to legal, ethical, moral, educational, cultural, spiritual and gender issues as these issues relate to work with children/teens and families.

CHLS 605 Child Life Internship and Supervision II (3)

Student works with children/teens and families in a hospital and/or related setting under the supervision of a certified child life specialist while accumulating the 480 hours required for the certificate. Gives special attention to legal, ethical, moral, educational, cultural, spiritual and gender issues as these issues relate to work with children/teens and families.

CHLS 606 Parenting Medically Fragile Children (3)

Introduces students to parenting issues related to the medically fragile child. Provides knowledge of theories, techniques, skills, available community resources, and legal and ethical considerations that pertain to this specific group.

CHLS 607 Child Life Professional (3)

Prepares students for entering the professional field of child life by demonstrating clinical assessment, documentation, and skills related to child life practice. Includes application of ethical principles, as well as issues of professionalism. Requires a 100-hour practicum.

Cytotechnology

CLSC 301 Introduction to Radiographic Procedures I (2)

Nature and description of radiologic procedures for the nonradiologic technologist. Applies principles and medical techniques to the radiographic setting. Surveys anatomy and instrumentation. Includes observation laboratory.

CLSC 302 Introduction to Radiographic Procedures II (2)

Nature and description of radiologic procedures for the nonradiologic technologist. Applies principles and medical techniques to the radiographic setting. Surveys anatomy and instrumentation. Includes observation laboratory.

CLSC 341 Female Genital Cytology (6)

Histology and cytology of the female genital tract. Cytohormonal changes, nonneoplastic abnormalities, premalignant lesions, and rare malignancies. Lecture, demonstration, and microscopic examination.

CLSC 351 Respiratory Cytology (1, 6)

Histology and cytology of the respiratory tract. Lecture, demonstration, and microscopic examination. Research methods, with emphasis on experimental design and interpretation of results.

CLSC 353 Urinary Tract and Prostate Cytology (3)

Histology and cytology of the urinary tract and prostate. Lecture, demonstration, and microscopic examination.

CLSC 357 Gastrointestinal Tract Cytology (2)

Histology and cytology of the gastrointestinal tract. Lecture, demonstration, and microscopic examination.

CLSC 361 Body Cavity and Miscellaneous Secretions Cytology (3, 5)

Histology and cytology of fluids from body cavities and other sites. Research methods applicable to cytology, with emphasis on experimental design and interpretation of results. Lecture, demonstration, and microscopic examination. Course completed over two quarters.

CLSC 363 Bone Biopsy Cytology (1)

Histology and cytology of bone. Lecture, demonstration, and microscopic examination.

CLSC 365 Breast Cytology (1)

Histology and cytology of the breast. Lecture, demonstration, and microscopic examination.

CLSC 367 Cytogenetics (1)

Meiosis, mitosis, and karyotype preparation. Genetic disorders. Lecture, demonstration, and laboratory.

CLSC 371 Cytopreparation Techniques (1, 2)

Procedures on collection and fixation techniques from all organ sites. Techniques in assuming cumulation of follow-up data and laboratory quality control. Clinical and social aspects of AIDS. Lecture, demonstration, and laboratory. Course completed over two quarters.

CLSC 373 Histotechnology Techniques (1)

Histologic preparatory techniques, with emphasis on special stains.

CLSC 404 General Histology (5)

Microscopic study of fundamental tissues, cells, organs, and systems of the human body, with emphasis on laboratory and conference exercises.

Prerequisite: AHCJ 402, AHCJ 403.

CLSC 405 Pathology (5)

Advanced pathology, with emphasis on the cytologic changes of cells in disease. Reviews all organ systems, with correlation between tissue-biopsy material and cytologic findings.

Prerequisite: PATH 305, PATH 306.

CLSC 424 Hematology (3)

Theory and background of routine and special laboratory procedures used in diagnosis and treatment of hematologic and other diseases. Evaluates and compares methodologies. Emphasizes on bone marrow, body fluid, and peripheral blood-cell morphology: hematopoiesis, maturation, kinetics. Atypical and abnormal cellular morphology, including leukemias, lymphomas, and anemias. Clinical and social aspects of AIDS.

CLSC 431 Advanced Specialties (3)

Principles and techniques of electron microscopy, including basic cell ultrastructure, immunohistochemistry, and molecular biology.

CLSC 432 Current Research Techniques (3)

Introduces current research techniques and skills development. Techniques in immunocytochemistry, image and flow cytometry, and molecular pathology.

CLSC 481 Supervised Cytology Research Project (2)

Research project under the supervision of the program director. Oral presentation and paper. Course completed over two quarters. Students register for 2 units in the spring and 2 units in the fall, for a total of 4 units.

CLSC 483 Supervised Hematology Research Project (2)

Supervised research project under the direction of the hematopathologist. Oral presentation and paper.

CLSC 491 Cytology Affiliation I (2, 4)

Three two-week (40-hours/week) internships in the cytopathology laboratory. Rotation through all phases of diagnostic service work and laboratory functions in cytology. Independent screening of routine gynecologic and nongynecologic specimens.

CLSC 492 Cytology Affiliation II (6)

Three two-week (40-hours/week) internships in the cytopathology laboratory. Rotation through all phases of diagnostic service work and laboratory functions in cytology. Independent screening of routine gynecologic and nongynecologic specimens.

Clinical Lab Science

CLSM 105 Procedures in Phlebotomy (3)

Training in venipuncture and skin puncture, medical terminology, laboratory safety, CPR, basic anatomy and physiology, specimen-collection techniques, hazards/complications, quality-assurance methods, and medicolegal issues of phlebotomy. Clinical rotation arranged at Loma Linda University Medical Center. CPR training and certificate arranged for students not already certified.

Corequisite: Current CPR certificate.

CLSM 303 Urine and Body Fluid Analysis I (1)

Urinalysis screening procedure and its application in the diagnosis of renal, systemic, and metabolic diseases. Analysis and morphology of body fluids. Lecture and laboratory.

CLSM 307 Medical Parasitology (3)

Medically important parasites: life cycles, clinical features, infective diagnostic stages. Demonstrations, slide studies, and diagnostic procedures. Lecture and laboratory.

CLSM 309 Quantitative Analysis (Chemical) (4)

Provides a rigorous background in chemical principles particularly important to analytical clinical chemistry. Develops an appreciation for the task of judging the accuracy and precision of experimental data and the application of statistical methods. Covers both fundamental and practical aspects of chemical analysis; neutralization titrations; acid-base titrations; spectrophotometric methods; and electrochemical and chromatographic methodologies. Lecture and laboratory.

CLSM 321 Hematology I (4)

Examines normal hematologic physiology, cellular development, and hemostasis in the human. Introduces pathophysiology, with emphasis on clinical and laboratory evaluation of hematologic status. Theory and background of laboratory procedures used in diagnosis and treatment of hematologic and other diseases. Stresses proficiency in evaluation of normal and abnormal cellular morphology. Lecture and laboratory.

CLSM 322 Hematology II (4)

Theory and background of routine and special laboratory procedures used in diagnosis and treatment of hematologic and other diseases. Emphasizes peripheral blood-cell morphology, hematopoieses, maturation, and kinetics. Pathophysiology of hematologic disorders, including anemias and hematologic malignancies. Correlation of hemostasis testing with clinical hemostatic disorders. Lecture and laboratory.

Prerequisite: CLSM 321.

CLSM 324 Immunology I (4)

Fundamentals of humoral- and cell-mediated immunity. Mediators of immune response and aspects of human immunopathology. Clinical and social aspects of HIV/AIDS. Immunologic laboratory tests as tools for patient care. Research methods applicable to immunology, with emphasis on experimental design and interpretation. Per week: Lecture 3 hours laboratory 3 hours.

CLSM 327 Clinical and Pathogenic Microbiology I (5)

Introduces microbiological concepts, leading to an in-depth study of the major groups of pathogenic bacteria and their relationship to human disease. Emphasizes clinical-laboratory identification methods and procedures. Lecture and laboratory.

CLSM 328 Clinical and Pathogenic Microbiology II (5)

Nature and control of microorganisms encountered in clinical material and various anatomical sites. Emphasizes antimicrobial agents, mycology, and virology, including hepatic viruses and HIV/AIDS. Lecture and laboratory.

Prerequisite: CLSM 327; or consent of instructor.

CLSM 331 Biochemistry (5)

Chemical structure and metabolism of carbohydrates, amino acids, lipids, and nucleic acids. Protein synthesis, functions, and analysis. Enzymes and their structure, function, kinetics, and regulation. Lecture and laboratory.

CLSM 332 Clinical Chemistry I (4)

Clinical chemistry procedures and their clinical significance in medicine, with focus on the following areas: fluids and electrolytes, acid-base balance, carbohydrates and diabetes mellitus, proteins, iron, hemoglobin, and porphyrins. Quality assurance, method evaluation, and establishment of reference ranges are presented. Lecture and laboratory.

Prerequisite: CLSM 331; or consent of instructor.

CLSM 333 Clinical Chemistry II (4)

Clinical chemistry procedures and their clinical significance in medicine, with focus on the following areas: lipids, lipoproteins, cardiovascular disease, enzymes, liver function, the endocrine system; thyroid, parathyroid, adrenal cortex and catecholamines, and steroids; reproduction, pregnancy, and fetal well-being; therapeutic drug monitoring and toxicology. Lecture and laboratory.

Prerequisite: CLSM 332.

CLSM 341 Immunohematology I (3)

Fundamentals of antigen-antibody reactions. Studies major blood-group systems, compatibility testing, and antibody-identification techniques. Clinical analysis of hemolytic disease of the newborn. Lecture and laboratory.

CLSM 342 Immunohematology II (3)

Blood collection, donor testing, component preparation, and quality management in the collection facility. Identification of multiple antibodies, typing discrepancies, hemotherapy, hazards of transfusion, and investigation of autoimmune hemolytic disease. Lecture and laboratory.

Prerequisite: CLSM 341.

CLSM 401 Immunology II (1)

Correlates theory and clinical experience with and applies them to analytical techniques. Assesses and interprets data. Evaluates and compares methodologies. Directed study and review including standard serological techniques, nephelometry, and electrophoresis.

Prerequisite: CLSM 324. Corequisite: CLSM 472.

CLSM 411 Urine and Body Fluid Analysis II (1)

Correlates theory and clinical experience with, and applies them to analytical techniques. Assesses and interprets data. Evaluates and compares methodologies. Urinalysis screening procedures and applications in the diagnosis of renal, systemic, and metabolic diseases. Processing, analysis, and morphologic evaluation of body fluids.

Prerequisite: CLSM 303. Corequisite: CLSM 471.

CLSM 413 Diagnostic Microbiology (1-5)

Correlates theory and clinical experience with, and applies them to, analytical techniques. Assesses and interprets data. Evaluates and compares methodologies. Directed study and review of diagnostic bacteriology, mycology and virology. Emphasizes isolation and identification of pathogenic microorganisms. Includes susceptibility testing, instrumentation, and rapid identification methods. Course completed over two quarters.

Prerequisite: CLSM 307, CLSM 327, CLSM 328. Corequisite: CLSM 472.

CLSM 414 Clinical Parasitology (1)

Correlates theory and clinical experience with, and applies them to, analytical techniques. Assesses and interprets data. Evaluates and compares methodologies. Directed study and review of medical parasitology. Emphasizes testing for and identification of pathogenic parasites. Grade given after course is repeated with different content, for a total of two units.

Prerequisite: CLSM 307. Corequisite: CLSM 471.

CLSM 422 Hematology III (1-5)

Correlates theory and clinical experience with, and applies them to analytical techniques. Assesses and interprets data. Evaluates and compares methodologies. Directed study and review of hemostasis, cellular quantification and identification techniques, and clinical hematology. Includes white-cell, red-cell, platelet, and hemostatic disorders. Course completed over two quarters.

Prerequisite: CLSM 321, CLSM 322. Corequisite: CLSM 471.

CLSM 431 Immunoassay (2)

Fundamentals and principles of radioisotopic and nonradioisotopic immunoassays. Methods discussed include fluorescence polarization, enzyme immunoassay, chemiluminescence, radioassay, and molecular diagnostic techniques. Clinical uses of the above methods discussed and applied to clinical laboratory science.

Prerequisite: CLSM 332; or consent of instructor.

CLSM 434 Clinical Chemistry III (1-4)

Correlates and applies theory and clinical experience with analytical techniques. Assesses and interprets data. Evaluates and compares methodologies. Directed study and review include: carbohydrates, proteins, lipids, enzymology, electrolytes, acid-base balance, endocrine system, and therapeutic drug monitoring. Course completed over two quarters.

Prerequisite: CLSM 333. Corequisite: CLSM 473.

CLSM 442 Immunohematology III (1, 2)

Applies theory and techniques routinely used in transfusion medicine. Emphasizes correlation with clinical experience. Directed study and review include: type and screen, antibody identification, investigation of hemolytic disease of the newborn, hemotherapy, and hazards of transfusion. Assesses and interprets data. Overview of donor facilities: donor criteria, records management, component preparation, blood storage, and infectious-disease testing. Course completed over two quarters.

Prerequisite: CLSM 341, CLSM 342. Corequisite: CLSM 472.

CLSM 451 Clinical Laboratory Management I (2)

Introduces management theory, including: management styles, professional communications, business ethics, group theory, team building, process management, process control, and personnel.

CLSM 452 Clinical Laboratory Management II (2)

Financial management, with emphasis on concepts, tools, and strategies underlying financial decision making. Topics include health care-reimbursement systems, coding, billing, development of operating budgets, and financial reports.

Concepts of financial negotiations, inventory management, and financial planning. Integrates and applies analytical techniques used in the service industries.

CLSM 453 Clinical Laboratory Management III (2)

Introduces theories of quality management, organization, strategic planning, and the decision-making process. Reviews and analyzes government agencies, legislation, and regulatory bodies that impact laboratory management. Compares quality systems-management philosophies.

CLSM 455 Special Procedures (1-3)

Correlates and applies theory and clinical experience requiring assessment and interpretation of data. Evaluates and compares methodologies. Directed study and review include the following immunoassays: chemiluminescence, enzyme and radioisotopic assays, microparticle enzyme immunoassay, and fluorescence polarization and nephelometry. Also includes thin-layer and high-pressure liquid chromatography, electrophoresis, spectrophotometry, toxicology, amino acids assay, rapid-detection testing for bacteria and viruses, polymerase and ligase chain reactions, Western blot assays, serology and current immunologic techniques. Course completed over two quarters.

Prerequisite: CLSM 324, CLSM 333. Corequisite: CLSM 473.

CLSM 471 Clinical Practicum I (1-5)

Thirteen weeks of supervised clinical laboratory experience in selected areas, including: parasitology, hematology, urinalysis, and body fluids. Student performs tests routinely done in these areas of the clinical laboratory. Includes selected case studies included as part of floor rounds.

Prerequisite: Satisfactory completion of Clinical Laboratory Science Program junior-year courses.

CLSM 472 Clinical Practicum II (1-5)

Thirteen weeks of supervised clinical laboratory experience in selected areas, including: microbiology and immunohematology, with experience in transfusion services and in a blood-collection facility. Student performs tests routinely done in these areas of the clinical laboratory. Emphasizes clinical-laboratory quality-control procedures and evaluation. Course completed over two quarters.

Prerequisite: Satisfactory completion of Clinical Laboratory Science Program junior-year courses.

CLSM 473 Clinical Practicum III (1-5)

Thirteen weeks of supervised clinical laboratory experience in selected areas, including: chemistry and special procedures. Student performs tests routinely done in these areas of the clinical laboratory. Incorporates experience in administrative duties. Course completed over two quarters.

Prerequisite: Satisfactory completion of Clinical Laboratory Science Program junior-year courses.

CLSM 495 Laboratory Science (3)

Clinical laboratory experience in an area selected for a project, designed to develop a degree of specialized technical ability.

CLSM 496 Clinical Laboratory Science Seminar I (1)

Introduces an assigned capstone project, designed to incorporate skills developed and knowledge obtained in the Clinical Laboratory Science Program junior year. Project must be of current interest to the laboratory field. Topics related to the project include literature-search methods, research methods, presentation skills, team building, assessment of impact on clinical outcomes, and analysis and implementation of clinical applications.

Prerequisite: Satisfactory completion of Clinical Laboratory Science Program junior-year courses, or consent of instructor.

CLSM 497 Clinical Laboratory Science Seminar II (1)

Continues assigned capstone project. Presents relevant contemporary topics.

Prerequisite: CLSM 496; or consent of instructor.

CLSM 498 Clinical Laboratory Science Seminar III (2)

Students apply educational methodologies and objective writing to the capstone presentation, incorporating skills developed and knowledge obtained during the CLS program junior and senior years. Project-related topics include presentation skills, assessment of impact on clinical outcomes, and analysis and implementation of clinical applications. Requires regular meetings with faculty advisers to formulate plans and provide status reports on the progress of the capstone project, as well as additional time outside regular class periods. Culminates with submission and presentation of the assigned capstone project to faculty and administration.

Prerequisite: CLSM 496, CLSM 497; or consent of instructor.

CLSM 499 Clinical Laboratory Science Independent Study (1-5)

Project or paper to be submitted on a topic of current interest in an area related to medical technology. Regular meetings provide the student with guidance and evaluation. Elected on the basis of need or interest.

CLSM 105L Procedures in Phlebotomy Laboratory (1)

Clinical experience to accompany CLSM 105. Training in venipuncture and skin puncture, medical terminology, laboratory safety, CPR, basic anatomy and physiology, specimen-collection techniques, hazards/complications, quality-assurance methods, and medicolegal issues of phlebotomy. Clinical rotation arranged at Loma Linda University Medical Center.

Cell and Molecular Biology

CMBL 501 Steady-State Cell (3-8)

The generalized cell; its structural and functional integrity in a thermodynamically hostile environment. Biochemical concepts of the flow of biological information and of free energy. Emphasizes the interplay of information and energy, the integrating role of compartmentalization, and regulation of metabolic pathways. Fall Quarter.

CMBL 502 The Cell in Transition (8)

Surveys prokaryotic and eukaryotic molecular biology. Topics include genome structure and organization, recombination and repair, transcription and translation, control of gene expression, posttranslational modification of proteins, protein folding and degradation, gene transfer and mobile genetic elements, control of development, methods and applications of genetic engineering, and bioinformatics. Winter Quarter.

Prerequisite: CMBL 501.

CMBL 503 The Differentiated Cell (10)

Biological membranes and cell fibrillar systems as a basis for studying specialized structures and functions of selected differentiated cell types. The role of cell-cell interactions in specialized tasks. Emphasizes underlying molecular mechanisms of specialized cell function. Spring Quarter.

CMBL 511 Clinical Correlates (1)

A three-quarter companion sequence to CMBL 501, 502, 503 that utilizes the topics of cell functions presented in the major sequence as a basis for discussion of clinical problems arising from abnormalities in those functions. Fall, Winter, Spring Quarters.

CMBL 512 Clinical Correlates (1)

A three-quarter companion sequence to CMBL 501, 502, 503 that utilizes the topics of cell functions presented in the major sequence as a basis for discussion of clinical problems arising from abnormalities in those functions. Fall, Winter, Spring Quarters.

CMBL 513 Clinical Correlates (1)

A three-quarter companion sequence to CMBL 501, 502, 503 that utilizes the topics of cell functions presented in the major sequence as a basis for discussion of clinical problems arising from abnormalities in those functions. Fall, Winter, Spring Quarters.

CMBL 537 Introduction to Human Genetics (1)

Introduces medical genetics, human chromosomal abnormalities, Mendelian inheritance, multifactorial inheritance, prenatal diagnosis, newborn screening, and genetic counseling. Spring Quarter.

CMBL 541 Cellular Structural Elements (3-4)

Comprehensive description of biological membranes and cytoskeletal fibrillar systems that will form a basis for elucidating the functions of specialized cells. Spring Quarter.

CMBL 542 Signal Transduction and Regulation (2-3)

Describes signal transduction pathways and other cellular regulatory mechanisms that form the basis of receptor-response phenomena. Spring Quarter.

CMBL 543 Immunology (4)

Discusses the role of cell-cell interactions and the mechanism for cellular specialization emphasizing the immune system. Spring Quarter.

CMBL 544 Cell and Molecular Neurobiology (3)

A comprehensive, introductory, lecture-based course designed to introduce basic biomedical science graduate students to the cellular and molecular concepts that underlie most forms of neurobiological phenomena. Selected topics include the molecular and cellular components of neuronal excitation and transmission, neuronal development, differentiation and aging, axonal injury and nerve regeneration, and specific cases of nervous system pathology.

Prerequisite: (CMBL 541*, CMBL 542*) or CMBL 503* (*may be taken concurrently). Cross-listing: PHSL 544.

Communication

COMM 178 Oral Communication I (2)

Enhances oral communication skills by improving word-recognition skills and fluency of language usage. Includes a study of phonetics, using linguistic patterning with all five senses working simultaneously to create a deep neurological impression.

COMM 278 Oral Communication II: Public Speaking (2)

Develops and reinforces students' skills in oral communications. Focuses on sequential, logical thinking as an integral part of developing specific techniques for delivering dynamic, effective, and engaging oral presentations.

Composition

COMP 88 Basic English Composition (2)

Foundational principles of composition, rules of usage, matters of form, and considerations of style.

COMP 99 English As An Additional Language (2)

Focuses on active listening and writing skills, with an introduction to the fundamental structure and vocabulary of the English language.

COMP 375 Professional Writing in Health Care (2, 3)

Techniques for specialized writing, with attention to format and content, proofreading and editing, references and footnotes. Equips students to write publishable papers in their professional fields. Additional project required for third unit.

Counseling

COUN 501 Research Tools and Methodology: Quantitative (3)

Current social research methods; practice in the use of techniques. Considers the philosophy of the scientific method, and familiarizes with counseling test instruments.

Prerequisite: An introductory course in statistics as an undergraduate research methods course. Cross-listing: MFAM 501.

COUN 502 Research Tools and Methodology: Qualitative (3)

Qualitative methodology. Prepares students to undertake research projects using the intensive interview method of qualitative research. Explores practical and epistemological issues and problems in qualitative research explored in a workshop format.

Cross-listing: MFAM 502.

COUN 514 Cross-Cultural Counseling and Family Values (2)

Structure and function, changing patterns, future in urban society. Relationship of changes in society to widespread family problems. Student becomes familiar with a wide range of social and ethnic backgrounds--including but not limited to people of color, Asians, Native Americans, and Hispanics.

Cross-listing: FMST 514.

COUN 515 Crisis-Intervention Counseling (3)

Experiential course in which theory, techniques, and practices of crisis intervention are presented, with special attention to development of the basic communication skills of counseling. Areas included that are intended to contribute to the development of a professional attitude and identity are: confidentiality, interprofessional cooperation, professional socialization, and organization. Therapeutic tapes also presented covering topics such as death and dying, incest, spousal abuse, and rape. Laboratory required.

Cross-listing: MFAM 515.

COUN 545 Gender Perspectives (2)

Explores the identities, roles, and relationships of women and men in light of social, cultural, and historical perspectives. Implications for family therapists, educators, and other professionals explored.

Cross-listing: MFAM 545.

COUN 547 Social Ecology of Individual and Family Development (3)

Studies human individual development and its relationship to the family life cycle from birth through aging and death of family members. Discusses biological, psychological, educational, social, and spiritual development in the context of family, education, and career dynamics involving traditional two-parent families, alternative partnerships, single parents, blended families, and intergenerational communities.

Cross-listing: MFAM 547.

COUN 556 Psychopathology and Diagnostic Procedures (3)

Explores the history and development of psychopathology and how it relates to current clinical practice in general and marriage and family therapy in particular. Addresses classifications such as ADD/ADHD that affect school achievement and educational placement. Utilizes the multi-axial classifications of the DSM-IV as a practical basis for diagnostics.

Prerequisite: A course in abnormal psychology. Cross-listing: MFAM 556.

COUN 568 Groups: Process, and Practice (3)

Surveys major theoretical approaches surveyed include individual theories, marital groups, network, and family therapy groups. Group laboratory experience provided wherein students apply theory to practice and develop group-leadership skills.

Cross-listing: MFAM 568.

COUN 574 Psychological Foundations of Education (4)

Explores educational psychology through application of development and learning theories to instruction, achievement motivation, self-esteem, classroom management, supportive and disruptive processes on school sites, campus standards, disciplinary practices, legal/ethical issues. Requires research of effective educational practices and related foundations. Additional research for graduate credit.

Prerequisite: General psychology.

COUN 575 Counseling Theory and Applications (3)

Counseling theories and applications necessary for professional school counseling work with students, families, school personnel, and consultants in the community. Focuses on models of counseling currently used by professionals in the field--including humanist, behaviorist, postmodernist, psychodynamic and Adlerian. Meaningful integration of theory and experience on personal and case study levels.

COUN 576 Exceptional and Medically Challenged Children (3)

Studies the determinants, characteristics, problems, and adjustments of individuals who deviate markedly from the norm in their mental, physical, emotional, or social aptitudes, traits, and tendencies. Emphasizes education and career planning.

COUN 577 Assessment in Counseling (3)

Develops competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in psychology and education. Theoretical principles and issues presented with hand-on applications. Practicum required.

Cross-listing: PSYC 404, with additional requirements in research and clinical applications with schools and families.

COUN 578 College and Career Counseling (3)

Examines vocational and career-choice theories, trends, and related educational programming, including introduction to interest, attitude, and ability evaluation used for career counseling. Includes administration, scoring, and interpretation as part of hands-on application in schools and clinic settings.

COUN 584 Advanced Child and Adolescent Development (2, 3)

Advanced study of child and adolescent development using topical instructional format. Explores relationship of development to family attachments, self-esteem, school achievement, and social competence. Explores counseling interventions related to development of support for relational and educational success.

Cross-listing: MFAM 584.

COUN 614 Law and Ethics (3)

Laws pertaining to the family and related systems: child welfare and education, separation, divorce, and financial aspects of family maintenance. Case management, referral procedures, professional and client interaction, ethical practices (AAMFT), ethical relations with other professions, legal responsibilities, liabilities, and confidentiality. Current legal patterns and trends in the mental health profession. Explores the practitioner's sense of self and human values and his/her professional behavior and ethics.

Cross-listing: MFAM 614.

COUN 624 Individual and Systems Assessment (3)

Applies psychological testing methods in the diagnostic assessment of individual, family, and group behavioral dynamics as encountered in marriage and family counseling and related experience. Observations and/or laboratory experience.

Cross-listing: MFAM 624.

COUN 638 Family Therapy and Chemical Abuse (3)

Current theories and treatment of chemical dependencies. Emphasizes family therapy, assessment techniques, understanding of how chemicals affect the mental and biological systems, issues of dual diagnosis.

Cross-listing: MFAM 638.

COUN 644 Child Abuse and Family Violence (3)

Definition and incidence of physical and emotional abuse, neglect, sexual molestation, dynamics of family violence; offender and non-offender characteristics. Treatment of children, adolescents, the family, and adults abused as children. Treatment modalities, including individual, group, and family therapy. Ethical and legal issues, referral sources, multidisciplinary approach to child abuse, assessment, interview techniques, and confidentiality. Minimum of thirty contact hours.

Cross-listing: MFAM 644.

COUN 674 Human Sexual Behavior (3)

Sexuality in contemporary society from the socio-psychological viewpoint. Anatomy and physiology of human sexuality: reproduction, normal and abnormal sexual response, psychosexual development, human fertility, human sexual dysfunction. Integration of systems theory. A minimum of thirty contact hours.

Cross-listing: MFAM 674.

COUN 678 Consultation and Leadership (3)

Studies school organization and relationships to other systems and consultants in education, career, and mental health. Emphasizes human relations, leadership development, professionalism, legal/ethical mandates, team building, and advocacy for school counselors.

COUN 679 School Counseling: History and Practice (3)

Integrates knowledge and skills essential for development, implementation, coordination, and supervision of counseling programs within educational institutions--with emphasis on the role and function of school counselors in preschool, elementary, middle, and secondary grades. Applications made to state graduation requirements, case management, school law, community, consultation, and professional ethics.

COUN 680 Field Experience in Counseling (3-9)

Student demonstrates knowledge and skills within supervised field experience in schools and other agencies. Competencies include areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects, and professional ethics. State Pupil Personnel Services (PPS) requires a minimum of 600 clock hours--which must include two educational levels, public school activity, and involvement with students from diverse cultural-ethnic-language backgrounds

Prerequisite: Department approval at least six weeks prior to placement; and state clearances for health, character, and competence in basic skills.

COUN 681 Counseling Seminar (1)

Includes group supervision and mentoring of students registered for counseling field experience. Develops counselor identity through readings, case presentation, discussion of field placements, counseling program evaluation, and group process. Reviews California standards for the Pupil Personnel Services Credential (PPS) in School Counseling and standards

for U.S. licensure (excluding California) for professional counselors. Student progress monitored toward completion of required counseling hours. Student applies for membership in professional organization(s). Quarterly registration for this course is required of all students enrolled in COUN 680 Field Experience in Counseling until graded out of field experience. Minimum registration of five quarters required for M.S. degree students in counseling. Minimum registration of two quarters required for school counseling certificate students.

Criminal Justice

CRMJ 515 Crime and Society (3)

Discusses crime as a social problem and surveys its criminal justice responses. Provides an overview of criminological theory by placing crime in its cultural, social, political, and historical context. Describes the criminal justice system from an institutional perspective and examines the intersecting roles of the police, forensic science agencies, the courts, and corrections as they aim to promote justice in the context of the social good.

CRMJ 517 Criminal Procedure and Rules of Evidence (3)

Studies criminal procedures as they are guided by the U.S. Constitution. Focuses on 4th, 5th, 6th and 14th Amendment rights with regard to searches and seizures, confessions, due process, jury trials, assistance of counsel, and equal protection under the law. Discusses the introduction of scientific evidence in criminal trials as the point of intersection between science and law. Pretrial discovery rules, access to expert witnesses and testing, as well as federal and state rules of admissibility examined as they shape the content and process of evidence presentation in the courts by expert witnesses.

CRMJ 518 Legal Discourse (2)

Overviews the different specialties in forensic science. Discusses different kinds of evidence in terms of evidence processing; methods of testing, analyzing, and recording laboratory results; interpreting results as criminal evidence.

CRMJ 519 Moot Court (2)

Provides an opportunity for students to practice testifying as expert witnesses in a simulated trial setting.

CRMJ 520 Restorative Justice (3)

Provides a new perspective on the purpose and role of the criminal justice system by examining how restorative justice attempts to forge new relationships between offenders and the people and communities they have victimized.

CRMJ 574 Criminological Theory (4)

Provides students with a detailed examination of the best-known and most influential theories of crime causation. Examines and evaluates selected theories from sociological, psychological, and behavioral perspectives.

CRMJ 588 Topics in Forensic Science (2)

Addresses current interests in specific areas of forensic science, offered at the discretion of the Department of Social Work and Social Ecology. Topics may include quality assurance, forensic chemistry and controlled substances, forensic biology, forensic toxicology, questioned documents, and others. Sections consist of lectures but may also include laboratory experience under the guidance of criminalists.

CRMJ 599 Directed Study/Special Project (1-4)

Limited to matriculating master's of criminal justice students who wish to pursue independent investigations in criminal justice practice or policy under the direction of a department faculty member.

CRMJ 620 Forensic Mental Health (3)

Overviews the specialized mental health and substance-abuse disorders treatment for persons incarcerated in jails, prisons, or special forensic psychiatric hospitals. Reviews effective treatment methods in forensic institutions and examines the current criminal justice system's handling of persons with mental illness and substance-abuse disorders.

CRMJ 630 Criminal Justice Planning and Administration (3)

Examines the structure, function, and effective operation of criminal justice agencies and organizations--including law enforcement, the courts, and corrections--within the overall context of the criminal justice system.

CRMJ 640 Forensic Evidence (3)

Overviews specialties in forensic science. Discusses different kinds of evidence in terms of evidence processing; methods of testing, analyzing, and recording laboratory results; interpreting the results as criminal evidence.

CRMJ 697 Research (2)

Supports students who choose to complete the thesis option. Provides research matriculation in the collection and analysis of data for the thesis. Students required to register for two quarters, or a total of 4 units.

CRMJ 698 Thesis (2)

The culminating work of the students' independent research, under the direction of the research advisor. Registration during the quarter in which student defends research and submits final document to the department and School of Science and Technology.

CRMJ 787 Advanced Professional Practicum and Seminar (4)

Experiential learning in advanced criminal justice practice. Students must satisfactorily complete 200 practicum hours and 20 hours of concurrent seminar.

CRMJ 757A Professional Practicum and Seminar (3)

Experiential learning in criminal justice. Students must satisfactorily complete 160 practicum hours and 20 hours of concurrent seminar.

CRMJ 757B Professional Practicum and Seminar (3)

Experiential learning in criminal justice. Students must satisfactorily complete 160 practicum hours and 20 hours of concurrent seminar.

CRMJ 757C Professional Practicum and Seminar (3)

Experiential learning in criminal justice. Students must satisfactorily complete 160 practicum hours and 20 hours of concurrent seminar.

Clinical Social Work

CSWK 652 Social Problems within Racial and Ethnic Minority Populations (2)

Overviews the most significant social problems affecting racial and ethnic minority populations. Focuses initially on examining the interactive nature of environmental stresses and successful functioning. Further emphasizes the unique practice role of social work in structuring interventions and culturally appropriate treatment approaches.

CSWK 666 Women's Clinical Issues and Treatment (2)

Presents students with the major psychosocial considerations and modalities applicable for working with women in clinical settings. Racial, ethnic, and sociopolitical-economic issues addressed.

CSWK 668 Men's Clinical Interventions and Treatment (2)

Focuses on psychosocial issues faced by men that have implications for clinical interventions. Gives attention to appreciating the influence of life stage, role definitions, race, ethnicity, and gender orientation. Focuses on the psychosocial, emotional, economic, and familial impact of health-status change (including chronic illness, disability, and AIDS).

CSWK 669 Child and Adolescent Clinical Issues and Treatment (2)

Explores the use of creative and expressive techniques as alternatives to traditional assessment and intervention methods used with children and adolescents in medical, mental health, and other community-intervention settings. Students gain knowledge and skill in the use of play therapy, art therapy, programmed writing, and other expressive intervention techniques.

CSWK 671 Research Orientation I (2)

Second quarter of a three-quarter sequence that introduces doctoral students to the research process, with an emphasis on research-problem identification and formulation. Students continue their orientation with the study of theoretical models and conceptual frameworks. Students complete a series of required readings on the epistemology of theory construction in the social sciences, and prepare a conceptual framework or theoretical model.

CSWK 672 Research Orientation II (2)

Second quarter of a three-quarter sequence that introduces doctoral students to the research process, with an emphasis on research-problem identification and formulation. Students continue their orientation with the study of theoretical models and conceptual frameworks. Students complete a series of required readings on the epistemology of theory construction in the social sciences, and prepare a conceptual framework or theoretical model.

CSWK 673 Research Orientation III (2)

Third quarter of a three-quarter sequence that introduces doctoral students to the research process, with an emphasis on research-problem identification and formulation. Students focus on writing competence and presentation of a theory paper to seminar participants and doctoral program faculty. Paper includes a review of literature, a theoretical framework, and a clearly described research problem. Satisfactory completion of this paper meets the theory paper requirement of the comprehensive examination.

Prerequisite: CSWK 681, CSWK 672.

CSWK 676 Advanced Clinical Theory I: Psychoanalytic and Attachment (3)

The first course of a two-part sequence that differentially examines a number of interrelated psychodynamic theories as they apply to clinical practice. Considers differing views of the therapeutic process with clients from a wide range of diagnostic categories. Illuminates theoretical perspectives from classic and contemporary case material. Introduces content that deals with the effects of trauma on psychosocial development, as well as issues of race and historical and cultural context. Discusses salient themes of pioneering psychodynamic theories such as psychic conflict, interpreting resistance, interpreting transference, and the working alliance. Reviews the relevance of the contribution of Attachment Theory as it relates to bio-psycho-social-spiritual developmental normalcy.

CSWK 677 Advanced Clinical Theory II: Ego Psych/Obj Relations/Life Model (3)

The last course of a two-part sequence that differentially examines a number of interrelated psychodynamic theories, as well as ecological perspectives as they apply to clinical practice. Considers differing views of the therapeutic process with clients from a wide range of identity/self-esteem, adaptation, and competency. Illuminates theoretical perspectives from the classic works of Perlman, Hollis, and Hamilton to the more contemporary work of Germain and Gitterman. Uses the Life Model Approach to examine the effects of trauma on psychosocial development, underscoring the influence of race and culture.

CSWK 681 Research Seminar I (2)

First quarter of a three-quarter sequence. Introduces students to a wide variety of current research models and methodologies. Faculty and guest lecturers give students depth in various specialized research projects. Students prepare written responses to each presentation. Students present to the faculty the research problem and research design for their research paper. The research paper is a requirement of the comprehensive examination.

CSWK 682 Research Seminar II (2)

Second quarter of a three-quarter sequence. Students proceed through the steps of the research design. Student focus on data analysis, presentation, and interpretation. Students present the findings of their research to seminar participants and the doctoral program faculty.

Prerequisite: CSWK 681.

CSWK 683 Research Seminar III (2)

Third quarter of a three-quarter sequence. Students focus on writing and presenting a competent research paper to seminar participants and doctoral program faculty. Paper must demonstrate competence in articulating a research question, formulating relevant hypotheses, identifying an appropriate research design, conducting analysis of the data, and presenting and discussing the findings. Satisfactory completion of this paper meets the research paper requirement of the comprehensive examination.

Prerequisite: CSWK 681, CSWK 682.

CSWK 684 Advanced Developmental Psychopathology I: Children/Adolescents (3)

A practice course that examines psychopathology, viewed from the intrapsychic and interpersonal perspectives. Central theme analyzes the development and expression of psychopathology from the perspective of person-in-the-environment. Pays particular attention to issues of poverty, class, race, ethnicity, gender, and distributive justice as influences on psychopathology. Emphasizes critical analysis of treatment interventions as it applies to the educator and advanced practitioner. Considers research methods for the study of clinical practice.

CSWK 685 Adv Developmental Psychopathology II: Adult Life Span (3)

A practice course that examines psychopathology viewed from the intrapsychic and interpersonal perspectives. Particular emphasis placed on conducting a developmental diagnosis and evolving psychosocial treatment strategies that are sensitive to different levels of psychic structure and social oppression. Pays particular attention to issues of poverty, class, race, ethnicity, gender, and distributive justice as influences on psychopathology. Emphasis on critical analysis of treatment interventions as it applies to the educator and advanced practitioner. Consideration given to research methods for the study of clinical practice.

CSWK 686 Adv Clinical Practice: Clinical Assessment, Dx/Paradigms/Practice (3)

Examines the relevance and practical utility of remaining attuned to current assessment and diagnostic protocols within behavioral health professions. Discussion utilizes the Diagnostic and Statistical Manual but is not limited to one structural viewpoint or clinical philosophy. Attention given to the affect of culture-bound syndromes on assessment and diagnosis. Prepares social worker educators and advanced clinicians for the realities of the nonstatic evolutionary process of assessment and diagnosis. Paradigms of practice explain changes in the bio-psychosocial-spiritual configurations of individual clients, as well as changes in the formulations of assessment and diagnosis over time.

CSWK 687 Methods of Teaching and Evaluation in Clinical Social Work Education (3)

Reviews the history of social work education within the changing context of the profession. Examines learning and teaching theories as applied to practice knowledge and skills in social-work education. Examines differences in the educational requirements of the settings in which teaching about clinical social work takes place--academic, agency and supervisory. Discusses modalities and techniques of classroom teaching. Describes and analyzes the national curriculum standards that govern schools of social work at baccalaureate and master's degree levels.

CSWK 688 Independent Study in Clinical Social Work (1-6)

Limited to Ph.D. degree clinical social work students who intend to obtain clinical practice experience. A diversity of clinical settings, acceptable, as long as psychotherapy is provided

CSWK 697 Research (4, 8)

Credit for dissertation research. Total of 20 credits required.

CSWK 699 Dissertation (12)

Credit for the doctoral dissertation. Should be taken during the last quarter of registration prior to completion and defense.

Dermatology

DERM 891 Dermatology Elective (1.5-18)

Dental Educational Services

DNES 305 Etiology and Management of Dental Caries (2)

Etiology, prevention and management of dental caries. The specific plaque hypothesis, role of diet, host resistance and time in caries. Remineralization, principles of medical management, caries risk assessment, patient education.

DNES 504 Spanish for the Dental Professional (2)

Provides specific words, phrases, and dental terminology used by the dental professional to communicate with patients whose primary language is Spanish.

DNES 700 Orientation to Tooth Morphology (2)

Tooth morphology, terminology, morphologic characteristics, and the interrelationship of permanent teeth. Laboratory experience waxing various teeth.

DNES 705 Etiology and Management of Dental Caries (2)

Etiology, prevention, and management of dental caries. The specific plaque hypothesis; role of diet, host resistance, and saliva in caries. Diagnosis, lesion progression, remineralization. Principles of medical and surgical management. Caries risk assessment. Establishes a caries-management program. Patient education.

DNES 707 Personal Development (2)

Practical introduction to human behavior, self-acceptance, personal development, stress management, and development of a professional manner.

DNES 708 Introduction to the Dental Profession (1)

Overview of dentistry as it has evolved into a health care profession. History of dentistry, characteristics of professions, dental ethics, purpose and structure of professional organizations, discussion of the specialties. Introduces personal finance.

DNES 718 Communication Basics for the Dentist (1)

Student develops interpersonal competencies in the various professional communication roles expected of a dentist. Topics include team building, cross-cultural communication, dental fears and phobias, mental illness, and behavior change.

DNES 789 National Board Part I Review (1)

Reviews basic and preclinical sciences to prepare students for the National Board Examination Part I.

DNES 794 Public Health Dentistry (2)

Introduces community dentistry, oral epidemiology, public health programs, preventive dentistry, health education, and volunteer programs.

DNES 804 Applied Statistics (2)

Introduces research methodology. Develops critical statistical thinking, enabling students to critique research results reported in dental journals and to understand and correctly interpret the research so that new findings can be properly implemented in dental practice. Provides students with statistical tools necessary to pursue lifetime learning in the dental sciences.

DNES 806 Research Design (2)

Developing a research protocol. Authoring skills, role of the mentor and investigator, topic selection, assurances and approvals (animals/IRB), fiscal responsibility, and research misconduct.

DNES 807 Practice Management I (2)

Management of a dental practice--including business economic principles, practice-management systems, financial considerations in dental practice, budgeting and debt management, dental service fees and collections, and third-party payment systems.

DNES 809 Practice Management II (2)

Establishing and monitoring practice goals, leadership and staff relations, patient relations, and marketing. Employment as a dentist, locating practice opportunities, attaining practice ownership, incorporating technology into dental practice, ongoing professional growth.

DNES 817 Practice Management I for IDP Students (1)

Introduction to the management of a dental practice including business economic principles, practice management systems, financial considerations in dental practice, budgeting and debt management, dental service fees and collections and third party payment systems.

DNES 818 Practice Management II for IDP Students (1)

Establishing and monitoring practice goals, leadership and staff relations, patient relations and marketing. Employment as a dentist, locating practice opportunities, attaining practice ownership, incorporating technology into dental practice, ongoing professional growth.

DNES 851 The Dentist and the Law (2)

Introduces legal limitations and compliance with legal requirements.

DNES 889 National Board Part II Review (2)

Reviews basic and clinical sciences and their application in case-based testing format to prepare students for National Board Examination Part II.

DNES 806L Research Design Laboratory (1)

Student reviews literature, designs a research proposal in preparation for professional presentation of a table clinic. Student conducts research experiment or project culminating in presentation of the results at a professional meeting.

Dental Hygiene

DNHY 303 Dental Materials and Techniques (2)

Materials and equipment used in dentistry. Practice in the manipulation and use of common materials.

DNHY 305 Dental Anatomy Lecture (2)

Anatomy of the teeth and surrounding tissues.

DNHY 309 Radiology I (3)

Principles governing radiation production and safety relative to radiographic anatomy/dental materials. Fundamentals of intraoral and extraoral techniques, darkroom procedures, and mounting of radiographs. Practical application of techniques. Basic fundamentals of quality assurance.

DNHY 310 Radiology II (2)

Continues laboratory techniques. Intraoral and extraoral radiographic interpretation, including anatomy, pathology and interpretation of the disease process of the oral hard tissues. Basic fundamentals of radiographic selection criteria.

DNHY 321 Preclinical Dental Hygiene I Lecture (2)

Preclinical phases of dental hygiene, including instrumentation techniques, patient management, intra- and extraoral soft-tissue assessment, charting procedures, disease processes, patient-health assessment, basic operator preparation, clinical asepsis, and oral health care techniques.

Corequisite: DNHY 321L.

DNHY 322 Preclinical Dental Hygiene II Lecture (2)

Continues DNHY 321.

Prerequisite: DNHY 321. Corequisite: DNHY 322L.

DNHY 323 Preclinical Dental Hygiene III (2)

Continues DNHY 322.

Prerequisite: DNHY 321, DNHY 322*, DNHY 321L, DNHY 322L* (*may be taken concurrently). Corequisite: DNHY 323L.

DNHY 328 Dental Hygiene Portfolio Practicum (1)

Student develops a project to show evidence of personal growth and success in the dental hygiene core competencies.

DNHY 375 Dental Hygiene Clinic (1)

Clinical application of skills and techniques of dental hygiene. Prophylaxes on pediatric and adult patients.

DNHY 376 Dental Hygiene Clinic (4)

Continues DNHY 375.

Prerequisite: DNHY 375* (*may be taken concurrently).

DNHY 380 Medically Compromised Patients (2)

Lectures dealing with the medically compromised patient relative to the use of local anesthetics, drug interactions, need for antibiotic premedication, and necessary modification in treatment planning. Repeated registrations required to fulfill total units.

DNHY 381 Pharmacology for the Dental Hygienist I (2)

Introduces the basic principles of pharmacology. Emphasizes the use, actions, and clinical implications/contraindications to medications used by dental patients.

DNHY 382 Pharmacology for the Dental Hygienist II (1)

Continues DNHY 381. Emphasizes application through the use of case studies.

DNHY 390 Introductory Statistics (2)

Fundamentals of statistical analysis and critique of research data in scientific literature and in student research projects. Inferential and descriptive statistics, frequency distribution, histograms, bar graphs, and statistical tests. Laboratory computer practice in preparing and analyzing research data. Domain II.

DNHY 405 Introduction to Periodontics (2)

Reviews gross and microscopic anatomy of the periodontium in health and disease. Primary etiology of periodontal disease. Examines patient's clinical periodontal status. Introduces the diagnostic and treatment-planning process.

DNHY 406 Orthodontics Concepts for Dental Hygiene (1)

Basic skeletal and dental growth and development as applied to orthodontics. Treatment modalities. Retention principles and methods. Impressions for orthodontic models. Intraoral measurements for orthodontic procedures. Placing and removing orthodontic separators. Placing, ligating, and removing prepared arch wires. Removing excess cement from orthodontic bands. Checking for loose bands. Seating adjusted retainers and headgear. Instructing the patient. Using ultrasonic scaler to remove excess cement.

DNHY 408 Professional Ethics (2)

Develops understanding of hygienist's obligations to the public and to his/her professional association. Defines the ethical and mature conduct expected of professional health care providers. Compares and contrasts professional ethics and personal morality as they relate to dental hygiene practice.

DNHY 409 Jurisprudence (2)

Laws and regulations that govern the practice of dental hygiene, with special emphasis on California regulations. Standards of government regulations. Obligations of the hygienist to the public and to his/her profession. Domain I.

DNHY 411 Dental Hygiene Topics I (2)

Student develops advanced hygiene-care planning skills, with emphasis on knowledge synthesis. Topics cover aspects of patient care, including whole-patient care and patients with special needs.

DNHY 412 Dental Hygiene Topics II (2)

Continues instruction in advanced clinical skills. Areas covered include pulp vitality, dentinal hypersensitivity, bleaching trays, clinical efficiency, and use of technology for the dental hygiene process of care.

DNHY 413 Dental Hygiene Topics III (2)

Topics related to employment for dental hygienists. Additional topics include various opportunities in the dental hygiene profession, and educational advancement strategies.

DNHY 414 Personal Finance (2)

Personal finance topics, including credit, taxes, insurance, real estate, budgeting, housing, and inflation.

DNHY 415 Applied Nutrition (2)

Basic concepts of nutrition. Balance, adequacy, nutrient density, dietary choice, weight management, nutrition and oral health. Addresses nutritional needs of children and the aged, and medically and dentally compromised patients. Dietary assessment and counseling.

DNHY 416 Dental Health Education I (2)

Current theories and principles of psychology as they relate to learning and teaching, personality development and change, and interpersonal processes and dynamics.

DNHY 417 Dental Health Education II (2)

Principles and practices involved in teaching dental public health. Fieldwork in local schools and community. Methods and practice of professional presentation.

DNHY 418 Critical Issues of Health Care (2)

Old age as part of the natural developmental sequence. Physical, psychological, and social needs of the elderly. Ways the allied health practitioner can contribute to wellness and independence. Important issues of HIV/AIDS, including global impact, prevention, treatment, and ethical issues.

DNHY 421 Research I (2)

Introduces research methodology. Evaluates literature, emphasizing statistics adequate for interpretation of the literature. Student reviews literature and designs a research proposal in preparation for professional presentation of a table clinic. Student conducts a research experiment or project culminating in presentation of the results at a professional meeting.

DNHY 422 Research II (2)

Introduces research methodology. Evaluates literature, emphasizing on statistics adequate for interpretation of the literature. Student reviews literature and designs a research proposal in preparation for professional presentation of a table clinic. Student conducts research experiment or project culminating in presentation of the results at a professional meeting.

Prerequisite: DNHY 421* (*may be taken concurrently).

DNHY 423 Research III (1)

Introduces research methodology. Evaluates literature, emphasizing statistics adequate for interpretation of the literature. Student reviews literature and designs a research proposal in preparation for professional presentation of a table clinic. Student conducts a research experiment or project culminating in presentation of the results at a professional meeting.

Prerequisite: DNHY 422* (*may be taken concurrently).

DNHY 431 Dental Public Health (3)

Philosophy, principles, language, and objectives of public health and public health dentistry. Critical review of the literature.

DNHY 435 Special Topics in Periodontal Therapy (2)

Studies advanced periodontal topics and special problems related to periodontal therapy.

DNHY 451 Clinical Seminar I (1)

Topics and issues related to clinical competency and development of critical thinking skills through the use of patient-care examples and class discussion.

DNHY 452 Clinical Seminar II (1)

Topics and issues related to clinical competency and preparation for the clinical board examination. Student development of advanced patient care plans.

Prerequisite: DNHY 451* (*may be taken concurrently).

DNHY 453 Clinical Seminar III (1)

Topics and issues related to clinical competency. Presentation of advanced patient care plans.

Prerequisite: DNHY 452* (*may be taken concurrently).

DNHY 475 Dental Hygiene Clinic I (4)

Integrates all components of dental health care into the clinical treatment of patients.

Prerequisite: DNHY 475* (*may be taken concurrently).

DNHY 476 Dental Hygiene Clinic II (4)

Integrates all components of dental health care into the clinical treatment of patients.

Prerequisite: DNHY 475* (*may be taken concurrently).

DNHY 477 Dental Hygiene Clinic III (4)

Integrates all components of dental health care into the clinical treatment of patients.

Prerequisite: DNHY 476*, DNHY 475 (*may be taken concurrently).

DNHY 495 Dental Hygiene National Board Preparation (1, 2)

Lecture and case-based reviews of the entire dental hygiene curriculum including but not limited to pre-requisite basic sciences; preclinical, laboratory and clinical sciences; and behavioral sciences. The reviews will be directly related to preparation for the dental hygiene national board examination with concurrent test-taking skill workshops which are based on standardized testing evidence for success.

DNHY 498 Dental Hygiene Directed Study (1-10)

Independent research on problems/topics related to dentistry, dental hygiene, and dental education; collaboration with researcher/faculty member. Written report required.

Prerequisite: DNHY 421, DNHY 422, DNHY 390.

DNHY 499 Research Writing (2)

Elective course for students wishing to write their research study for submission to professional journals for possible publication.

DNHY 305L Dental Anatomy Laboratory (1)**DNHY 321L Preclinical Dental Hygiene I Laboratory (2)**

Corequisite: DNHY 321.

DNHY 322L Preclinical Dental Hygiene II Laboratory (2)

Prerequisite: DNHY 321, DNHY 321L. Corequisite: DNHY 322.

DNHY 323L Preclinical Laboratory (1)

Prerequisite: DNHY 321L, DNHY 322L*, DNHY 321, DNHY 322* (*may be taken concurrently). Corequisite: DNHY 323.

Dietetic Technology

DTCH 201 Human Nutrition (3)

Fundamentals of normal nutrition. Carbohydrates, proteins, fats, vitamins, and minerals; their roles in human metabolism. Introduces nutrition in the life cycle. Per week: lecture 3 hours.

DTCH 202 Food Selection and Presentation (5)

Foods and their nutritive values. Changes associated with maturation, preservation, table preparation, transportation, and storage in relation to food safety. Nutritional concepts and cultural food patterns in planning and producing meals. Meal service in family, social, and professional settings. Per week: lecture 3 hours, practicum 6 hours. Laboratory fee.

DTCH 203 The Art of Food Presentation (3)

Art of food presentation to enhance acceptance of food. Nutritional concepts and cultural food patterns in planning and producing meals. Focuses on meal service at home and in professional and social settings. Per week: lecture 2 hours, practicum 3 hours. Laboratory fee.

Prerequisite: DTCH 201*, DTCH 202* (*may be taken concurrently); or consent of instructor.

DTCH 204 Community Nutrition (4)

Education of community members in different areas related to nutrition requiring knowledge of normal nutrition and life-cycle issues. Nutrition assessment; medical nutrition-therapy topics such as obesity, CHD, diabetes, etc. Legislative process and politics. Program planning, implementation, management, and evaluation. Counseling, teaching, and facilitating group processes. Interpreting data and research findings. Identifying and accessing community-nutrition resources. Community interactions that promote a healthy lifestyle, including but not limited to nutrition topics. Per week: lecture 2 hours, practicum 6 hours.

Prerequisite: DTCH 201, DTCH 239, DTCH 241.

DTCH 205 Professional Issues in Nutrition and Dietetics (1)

Growth of dietetic technology and of nutrition and dietetics as professions, and their role in the restoration and maintenance of health. Illustrates nontraditional roles of the dietetic technician and the registered dietitian. Emphasizes the development of professionalism accountability, and the responsibility for lifelong learning. Preparation of a professional portfolio.

DTCH 239 Life-Cycle Nutrition (2)

Management of the normal nutrition needs of individuals across the life span. Focuses on pregnancy, lactation, normal infant growth and development, childhood, and adolescence--with an overview of school feeding programs. Adult men and women's health issues. Geriatrics. Per week: lecture 1 hour, practicum 3 hours.

Prerequisite: DTCH 201 or DTCS 301. Corequisite: DTCH 241.

DTCH 241 Introduction to Clinical Nutrition (5)

Basic knowledge of the responsibilities of the clinical dietetic technician and clinical dietitian: review of the medical record, documentation in the medical record, medical terminology, and patient interviewing. Clinical management will include normal nutrition needs of individuals across the life span, with a focus on pregnancy and lactation, normal infant growth and development; childhood and adolescence, with an overview of school feeding programs. Introduces nutrition assessment, adult men and women's health issues, geriatrics, anemia, food allergies, vegetarian patterns. Per week: lecture 3 hours, practicum 6 hours.

Prerequisite: or equivalent; introductory chemistry, complete sequence with laboratory; anatomy and physiology, with laboratory.

DTCH 242 Medical Nutrition Therapy I (5)

Basic biochemical and physiological conditions that necessitate dietary modifications in the clinical management of the patient, including: cardiovascular disease and hypertension; diabetes; cancer; HIV/AIDS; and other disorders. Continues practice in interviewing and counseling the patient, nutrition assessment and documentation, and use of computer-assisted nutritional analysis. Ongoing study of medical terminology. Advanced topics: lipids, antioxidants, and phytochemicals. Per week: lecture 3 hours, practicum 6 hours.

DTCH 243 MEDICAL NUTRITION THERAPY II (5)

Basic biochemical and pathophysiologic processes that necessitate dietary modifications in the clinical management of the patient with pulmonary disease, including cystic fibrosis; digestive disorders; disorders of the liver, biliary system, and pancreas; alcoholism; renal disease; solid-organ transplantation; sepsis/trauma; metabolic disorders; and neurologic disorders—including spinal cord injury and stroke. Continues nutrition assessment, patient interviewing, and counseling. Applies enteral and parenteral nutrition support when indicated in the clinical management of patients with these conditions. Introduces preparation of an in-depth case study. Per week: lecture 2 hours, practicum 9 hours.

DTCH 271 Quantity Food Purchasing, Production, and Service (5)

Emphasizes methods to achieve quantitative and qualitative standards in quantity food production. Menu planning for institutions. Practicum in food purchasing, production, and service. Open to dietetics students only. Per week: lecture 2 hours, practicum 9 hours.

DTCH 272 Food-Systems Management (4)

Studies food-service systems. Effective utilization of resources within the food system. Computer application in food-systems management. Per week: lecture 2 hours, practicum 6 hours.

Prerequisite: DTCH 271.

DTCH 281 Operations Management in Quantity Food Productions (4)

Applies operations-management techniques to food-systems management, including: quantitative decision making, development of work standards, and productivity management. Operations-analysis evaluation and quality control. Role of the nutritional services department supervisor. Leadership. Per week: lecture 2 hours, practicum 6 hours.

Prerequisite: DTCH 272.

DTCH 291 Dietetic Technology Affiliation (2)

Supervised experience in dietetic technology in community hospitals, extended-care facilities, county hospitals, public health departments, and school food service. Performance review and evaluation. Minimum of three weeks (120 clock hours) at the end of the program.

Prerequisite: DTCH 281.

DTCH 299 Independent Study in Dietetic Technology (1-5)

Project or paper submitted by student on a topic of current interest in an area of dietetic technology. Regular meetings provide student with guidance and evaluation.

Nutrition and Dietetics

DTCS 300 Contemporary Nutrition (3)

Provides the essential science foundation needed to adequately comprehend nutrition topics. Includes scientific discussions and a variety of real-life applications and examples. Provides nutrition information that can be utilized by the student to modify his or her diet to meet personal needs. Discusses vegetarian diets and the Seventh-day Adventist approach to health. For students with a limited background in college-level biology, chemistry, or physiology.

DTCS 301 Human Nutrition (3)

Fundamentals of normal nutrition. Carbohydrates, proteins, fats, vitamins, minerals; their roles in human metabolism. Introduction to nutrition in the life cycle. Per week: lecture 3 hours.

DTCS 302 Food Selection and Presentation (5)

Foods and their nutritive values. Changes associated with maturation, preservation, table preparation, transportation, and storage in relation to food safety. Nutritional concepts and cultural food patterns in planning and producing meals. Meal service in family, social, and professional settings. Per week: lecture 3 hours, practicum 6 hours. Laboratory fee.

DTCS 303 The Art of Food Presentation (3)

Art of food presentation to enhance acceptance of food. Nutritional concepts and cultural food patterns in planning and producing meals. Focuses on meal service at home and in professional and social settings. Per week: lecture 2 hours, practicum 3 hours. Laboratory fee.

DTCS 304 Community Nutrition (5)

Education of community members in different areas related to nutrition. Requires knowledge of normal nutrition and life-cycle issues. Nutrition assessment; medical nutrition-therapy topics such as obesity, CHD, diabetes, etc. Legislative processes and politics. Program planning, implementation, management, and evaluation. Counseling, teaching, and facilitating group processes. Interpreting data and research findings. Identifying and accessing community nutrition resources. Community interactions that promote a healthy lifestyle, including but not limited to nutrition topics. Per week: lecture 2 hours, practicum 6 hours.

DTCS 305 Professional Issues in Nutrition and Dietetics (1)

Growth of nutrition and dietetics as a profession, and the role of the professional in restoration and maintenance of health. Illustrated nontraditional roles of the registered dietitian and dietetic technician, registered. Emphasis on development of professionalism, accountability, and responsibility for life-long learning. Preparation of a professional portfolio.

DTCS 311 Human and Clinical Nutrition for Nursing (4)

Fundamentals of normal nutrition. Carbohydrates, proteins, fats, vitamins, minerals; their roles in human metabolism. Investigates the role of nutrition at various stages in the life cycle of the individual in health and disease. Nutrition intervention in the prevention and treatment of disease in the clinical setting.

DTCS 312 Clinical Nutrition for Nursing (2)

Nutrition intervention in the prevention and treatment of disease in the clinical setting.

DTCS 321 Nutrition and Human Metabolism (4)

Nutritional requirements and metabolism of essential nutrients for the human organism at the cellular level. Focuses on macro- and micro-nutrients metabolism. Per week: lecture 4 hours.

Prerequisite: or equivalent; anatomy and physiology; biochemistry.

DTCS 339 Life-Cycle Nutrition (2)

Management of the normal nutrition needs of individuals across the life span. Focuses on pregnancy and lactation, normal infant growth and development; childhood, and adolescence, with an overview of school feeding programs. Adult men and women's health issues. Geriatrics. Per week: lecture 1 hour, practicum 3 hours.

Prerequisite: DTCS 301. Corequisite: DTCS 341.

DTCS 341 Introduction to Clinical Nutrition (5)

Basic knowledge of the responsibilities of the clinical dietitian: review of the medical record, documentation in the medical record, medical terminology, and patient interviewing. Clinical management will include normal nutrition needs of individuals across the life span, with a focus on pregnancy and lactation normal infant growth and development; childhood and adolescence, with an overview of school feeding programs. Introduces nutrition assessment, adult men and women's health issues, geriatrics, anemia, food allergies, vegetarian diets, nutrition quackery, obesity, eating disorders, and ethnic dietary patterns. Per week: lecture 3 hours, practicum 6 hours.

Prerequisite: DTCS 301; or equivalent; anatomy and physiology with laboratory; introductory chemistry.

DTCS 342 Medical Nutrition Therapy I (5)

Basic biochemical and physiological conditions that necessitate dietary modifications in the clinical management of the patient, including: cardiovascular disease and hypertension; diabetes; cancer; HIV/AIDS; and other disorders. Continues practice in interviewing and counseling the patient, nutrition assessment and documentation, and use of computer-assisted nutritional analysis. Ongoing study of medical terminology. Advanced topics: lipids, antioxidants, and phytochemicals. Per week: lecture 3 hours, practicum 6 hours.

Prerequisite: DTCS 341; or equivalent course.

DTCS 343 Medical Nutrition Therapy II (5)

Basic biochemical and pathophysiologic processes that necessitate dietary modifications in the clinical management of the patient with pulmonary disease-- including cystic fibrosis; digestive disorders; disorders of the liver, biliary system, and pancreas; alcoholism; renal disease; solid-organ transplantation; sepsis/trauma; metabolic disorders; and neurologic disorders--including spinal cord injury and stroke. Continues nutrition assessment, patient interviewing, and counseling. Applies enteral and parenteral nutrition support when indicated in the clinical management of patients with these conditions. Introduces preparation of an in-depth case study. Per week: lecture 2 hours, practicum 9 hours.

DTCS 371 Quantity Food Purchasing, Production, and Service (5)

Emphasizes methods to achieve quantitative and qualitative standards in quantity food production. Menu planning for institutions. Practicum in food purchasing, production, and service. Open to dietetics students only. Per week: lecture 2 hours, practicum 9 hours.

DTCS 372 Food Systems Organization and Management (4)

Studies food-service systems. Effective utilization of resources within the food system. Computer application in food-systems management. Per week: lecture 2 hours, practicum 6 hours.

DTCS 395 Nutrition and Dietetics Practicum (12)

Supervised experience in medical nutrition therapy, community, and administrative dietetics in hospitals, outpatient clinics, public health departments, and food systems. Performance review and evaluation. Ten weeks (400) clock hours during the summer at the end of the junior year.

DTCS 396 Food Systems Management - Affiliation (6)

Supervised experience in community dietetics in public health departments and other public health facilities. Performance and review. Five weeks (200 hours) during the summer at the end of the junior year.

DTCS 405 Senior Seminar (1)

Develops professional skills, team efforts to market nutrition in the community, volunteer efforts in the community, professional networking, and special topics as determined by nutrition and dietetics faculty. Emphasizes professional portfolio and transition to entry-level nutrition educator/dietitian/food-service director. Introduces preparation of an in-depth case study.

DTCS 425 Pharmacology in Medical Nutrition Therapy (2)

General overview of pharmacology, including kinetics, dynamics, and therapeutics of drugs. Basic definitions, sources of information, classification of drugs, and principles and mechanisms of drug actions. Emphasizes drug-nutrient interactions.

DTCS 442 Nutrition Counseling (3)

Applies techniques of nutrition counseling, with emphasis on improving skills in verbal and nonverbal communication, assertiveness, dealing with cultural differences, dealing with death and dying. Skills in administration for the nutrition counselor. Ethical implications in health care. Per week: lecture 2 hours, practicum 3 hours.

Corequisite: DTCS 343.

DTCS 445 Nutrition-care Management (4)

Applies operations analysis, financial management, quantitative decision making, and productivity-management techniques to enhance the delivery of nutrition care. Staff justification, continuous quality improvement, reimbursement for nutrition services, case management, and entrepreneurship.

DTCS 452 Advanced Nutrition (4)

Presents advanced topics of normal nutrition, with emphasis on case studies to illuminate metabolic pathways and effects of disease.

DTCS 453 Advanced Medical Nutrition Therapy (3)

Case-study approach to the theory and application of critical-care nutrition to complex medical conditions. Interprets and synthesizes the following information: fluid and electrolyte balance, acid/base balance, vital signs, ICU monitoring forms, interpretation of laboratory data and diagnostic tests, medical and surgical history, and drug/nutrient interactions. Focuses on a problem-list approach to nutrition assessment, documentation, intervention, and outcome evaluation. Clinical rotation in critical-care setting. Per week: lecture 2 hours, practicum 3 hours.

DTCS 461 Food Science (4)

Chemical, physical, and biological effects of maturation, processing, storage, and preservation on the structure, composition, palatability, product quality, and microbiological safety of food and its additives. Per week: lecture 4 hours, laboratory 3 hours. Laboratory fee.

Prerequisite: Basic foods, human nutrition, organic chemistry.

DTCS 473 Medical Nutrition-Therapy Affiliation (12)

Applies knowledge and skills in clinical facilities as a staff dietitian. Regular conferences to aid in developing professional competence. Major applied project relating to clinical or community nutrition. Minimum of ten weeks (400 clock hours) during the Spring Quarter of the senior year.

DTCS 474 Advanced Food-Systems Management (4)

Develops problem-solving competencies in the management of food systems. Production schedules, equipment, layout and design, and work analysis. Presents current management philosophy, with application to administrative dietetics. Practicum with computerized management-information system. Per week: lecture 2 hours, practicum 6 hours.

Prerequisite: DTCS 445.

DTCS 476 Exercise Physiology in Medical-Nutrition Therapy (3)

Basic preparation for development and leadership of exercise programs. Includes: exercise-physiology training, acute and chronic effects of exercise, simple assessment of fitness, role of exercise in prevention of common health problems, and management of selected risk factors. Discusses endurance, strength, flexibility, and aerobic exercises. Laboratory included.

Prerequisite: Anatomy and physiology.

DTCS 479 Food Systems-Management Affiliation (12)

Applies knowledge and skills in the administrative dietetics area as a staff dietitian. Regular conferences to aid in developing professional experience. Minimum of ten weeks (400 clock hours) during the Spring Quarter of the senior year.

DTCS 491 Orientation to Research in Dietetics Laboratory (1)

Experience in nutrition and dietetics research, including hypothetical-formulation research methods, data collection, and presentation of findings. Per week: practicum 3 hours.

Prerequisite: AH CJ 351. Corequisite: AH CJ 461.

DTCS 497 Advanced Clinical Experience (40 to 480 hours)

Advanced clinical experience in selected areas of professional dietetic practice.

Prerequisite: DTCS 473 or DTCS 478 or DTCS 479.

DTCS 499 Nutrition and Dietetics Independent Study (1-5)

Project or paper to be submitted on a topic of current interest in an area of nutrition and dietetics. Regular meetings provide the student with guidance and evaluation. Elected on the basis of need or interest.

DTCS 505 Graduate Seminar--Portfolio (3)

Discusses issues related to the profession of technology and its application in the delivery of nutrition care. Student portfolio documents personal development of advanced management and leadership skills.

DTCS 525 Nutrition Care Marketing (3)

Applies marketing concepts to health care-delivery systems and food and nutrition services. Emphasizes strategic market-management approach for developing and evaluating strategies and programs in food and nutrition services. Includes development of a case study in nutrition-care marketing.

DTCS 526 Pharmacology in Medical Nutrition Therapy (2)

Pharmacology at the graduate level, including kinetics, dynamics, and therapeutics of drugs. Basic definitions, sources of information, classification of drugs, and principles and mechanisms of drug actions. Emphasizes drug-nutrient interactions.

DTCS 536 Healthcare Financial Management (3)

Management of the nutrition-care management system involving prospective reimbursement and dietitian billing, Business plan development, budget development and analysis of budget variances, operation statements, and productivity related to a department budget.

DTCS 554 Advanced Medical Nutrition Therapy (3)

Uses case study approach to apply critical care nutrition to complex medical conditions. Interprets and synthesizes decision information regarding fluid and electrolyte balance, acid-base balance, vital signs, ICU and surgical history, and drug-nutrient interactions. Focuses on problem-based evaluation. Develops and analyzes a clinical case study. Emphasizes geriatric care and the special needs of this population.

DTCS 574 Advanced Food Systems Management (3)

Develops competencies in total quality management; quality control; production planning, including forecasting production demand; linear programming; program evaluation and review technique (PERT), productivity management, including line balancing; financial management, including economics; food and labor cost control; budgeting project; and financial analysis of operations. Per week: lecture 3 hours, practicum 3 hours.

DTCS 575 Food Systems Management (4)

Develops administrative skills in effective management of food systems. Qualitative and quantitative standards, budget development and analysis, labor-management relations, computer-assisted information system.

DTCS 576 Exercise Physiology in Medical Nutrition Therapy (3)

Develops leadership in the development and presentation of exercise programs. Includes exercise physiology training, acute and chronic effects of exercise, simple assessment of fitness, role of exercise in prevention of common health problems, and management of selected risk factors. Discusses endurance, strength, flexibility, and aerobic exercises. Laboratory included.

DTCS 578 Clinical Nutrition-Affiliation (6, 12)

As a staff dietitian, student applies knowledge and skills in medical nutrition therapy. Regular conferences to aid in developing advanced level professional competence. Major applied project relating to medical nutrition therapy. Ten-week (400 hours) affiliation. May also be taken for five weeks (200 hours) for 6 units.

DTCS 579 Capstone Course in Nutrition Care Management (3)

Develops a systems viewpoint of advanced management skills and application of technology. Advanced application of operations management in nutrition-care management; development and application of high ethical standards in all aspects of the profession--including patient care, purchasing, and human-resource management. Delivery of food in emergency or crisis situations. Identification of trends that affect the operation of the department--including sustainable food supplies, organic foods, and modified foods.

DTCS 696 Nutrition Care Management Project (6)

Develops a nutrition-care management project.

Emergency Medicine

EMDN 821 Emergency Medicine Clerkship (1.5-3)

Two-week required rotation of seven eight-hour emergency department (ED) shifts. A variety of Loma Linda University Community Hospital ED, Loma Linda University Medical Center ED, Loma Linda University Children's Hospital ED shifts (pediatric side); and an administrative shift—including time in the radio room, on the triage desk, and with the transport nurse. Didactic sessions include attendance at emergency medicine residency conferences and grand rounds, and one-on-one learning experience with the senior administrative resident each Monday morning. Also included are hands-on suture lab, EKG reading tutorial, and case studies in reading common emergency radiographs.

EMDN 891 Emergency Medicine Elective (1.5-18)

Two-week or four-week rotation of four eight-hour emergency department (ED) shifts weekly. Shifts include a variety of Loma Linda University Community Hospital ED, Loma Linda University Medical Center ED, Loma Linda University Children's Hospital ED shifts (pediatric side); and an administrative shift—including time in the radio room, on the triage desk, and with the transport nurse. Didactic sessions include attendance at emergency medicine residency conferences and grand rounds, and one-on-one learning experience with the senior administrative resident each Monday morning. Also included are a hands-on suture laboratory, EKG reading tutorial, and case studies in reading common emergency radiographs.

Emergency Medical Care

EMMC 308 Pharmacology (3)

General overview of pharmacology--including pharmacokinetics, pharmacodynamics, and therapeutics of drugs. Basic definitions, sources of information, classification of drugs, and principles and mechanisms of drug actions. Emphasizes prehospital drug categories.

EMMC 314 ECG Interpretation and Analysis (2)

Develops basic ECG interpretation skills. Focuses on anatomy and physiology, underlying pathophysiology and basic rhythm recognition. Overview of related treatments. Emphasizes skills needed by bedside practitioner to differentiate between benign and life-threatening dysrhythmias.

EMMC 315 Cardiology (3)

Assists the health care provider to develop assessment skills and to increase knowledge of medical management of the patient with acute and chronic cardiovascular disorders. Focuses on anatomy and physiology, underlying pathophysiology, advanced history taking and physical assessment, cardiovascular pharmacology, electrical modalities, cardiac diagnostic testing, and current research. Emphasizes the emergency care of patients with myocardial infarction and trauma to the cardiovascular system. Assignment includes interaction with cardiac patients and observation of diagnostic studies in the clinical setting.

EMMC 316 12-lead ECG Interpretation (2)

Designed for health care providers who are familiar with basic ECG monitoring and are seeking to learn principles of application and interpretation of the 12-lead system. Emphasizes recognition of the acute myocardial infarction. Additional topics include identifying: axis deviation, acute ischemic conditions, electrolyte imbalances, bundle-branch block, and infarct impostors. Practical application of information to bedside care of cardiac patients, emphasizing patient assessment, data collection, and use of the 12-lead to guide rapid intervention. Certificate issued upon successful completion of the course.

Prerequisite: Successful completion of a basic ECG interpretation examination.

EMMC 325 Current Issues in Emergency Medical Care (2)

Seminar-style discussion on current issues and controversies in emergency medicine. May include topics such as prehospital use of thrombolytic therapy, managed care, primary-care advanced-scope paramedic practice, etc.

EMMC 331 Introduction to Theories of Emergency Medical Services (2)

Introduces prehospital medical services. Roles and responsibilities of paramedics and EMTs. EMS systems design, constraints, and operating problems. EMS environment and scene issues. Medical-legal issues. History and current state of prehospital care and medical oversight.

EMMC 332 Theories of Emergency Medical Services (2)

Investigates the dimensions of emergency medical services. Influence of environment on oxygen delivery. Develops paradigms for EMS. Decision making in the constrained environment. Stress models and role theories. Discusses EMS as sequential environments from public health to critical care.

EMMC 351 Neonatal Resuscitation (1)

Neonatal anatomy and physiology. Asphyxia and its effects on the newborn. Intubation, medications, and ventilation techniques. Thermoregulation as it relates to resuscitation of the neonate. Skills laboratory for delivery resuscitation, including megacode.

EMMC 389 Junior Seminars (1)

Discusses issues of professionalism and career development in the whole-person context; written, oral, and electronic communication; writing and research skills; use of computer resources.

EMMC 425 Instruction and Curriculum Design in Emergency Services (3)

Methods of effective instruction and curriculum design for adult-learners. Discusses classroom-management techniques and instructional presentation in public education, in-service and continuing education, college classroom, clinical teaching, conferences, and individual guidance. Applies curriculum design theories to development of instructional units and objectives, evaluation procedures, and assessment tools. Introduces learning-experience design, appropriate technology selection, learner-centered handout/syllabus development, and cultivation of respect for diversity in learning.

EMMC 435 Disasters, WMD, and Terrorism (3)

Introduces EMS response involving large-scale natural disasters and weapons of mass destruction (WMD). Explores prehospital and hospital treatment. Evaluates current issues facing EMS personnel. Crisis and consequence management, theories of terrorism response, and state and federal resources. Discusses interagency roles, overview of social and psychological aspects, policy development and the media, comparison of response protocols of disaster versus terrorist incidents.

EMMC 436 Trauma and Surgical Care (2)

Emergency evaluation, assessment, and care of the trauma patient. Prehospital resuscitation, stabilization, and rapid transport. Overview of traumatic injuries, multisystem trauma, surgical management, and care of the trauma patient. Principles of care of the patient after stabilization and surgery. Discusses kinematics, emerging trends in trauma care, trauma centers, and injury-prevention programs.

EMMC 444 Diversity in EMS (2)

A senior-level emergency medical care core-curriculum course designed to expose students to specialty areas of EMS that often are overlooked. Includes wilderness medicine, search and rescue, event/mass-gathering medicine, sports medicine, aeromedical EMS, water-rescue and dive EMS, hazardous materials and toxicology, tactical and forensic EMS, catastrophic and disaster EMS, and international EMS.

EMMC 445 Perinatal and Pediatric Care (3)

Emergency evaluation and care of the perinatal and pediatric patient. Cardiac, gastrointestinal, hematologic, renal, and metabolic conditions and treatment. Discusses appropriate versus inappropriate child development and behavior, including developmental stages, temperaments, feeding disorders, sleep disorders, mentally challenged and attention deficit. Psycho-social aspects of pediatric, child, and adolescent psychiatric disorders.

EMMC 446 Physical Diagnosis (2)

Systemic review of assessment techniques utilized in patient assessment. Emphasizes assessment of major body systems. Overview of physical examination techniques and interpretation of findings. Lecture, reading, and discussion of case.

EMMC 447 Geriatrics and Aging (3)

A forum for discussing current trends in aging and for identifying the needs of an older population. Discusses psychological and social changes in the older adult. Physiologic process of aging and the medical considerations unique to age. Management of geriatric trauma, medical emergencies, and the impact of chronic diseases. Establishing a social response to aging and viable health care-delivery models for older adults.

EMMC 448 Advanced Physical Diagnosis and Critical Care (2)

Advanced assessment techniques utilized in management of critical care patient. Emphasizes interpretation of laboratory tests, chest radiographs, arterial blood gases, and other tests used to evaluate the patient. Theories of mechanical ventilation

and oxygen therapy. Administration of aerosol treatments, gases and gas mixtures. Operation of transport ventilators and intravenous pumps and infusion devices.

EMMC 451 Health Care Management for Prehospital Providers (2)

Basic principles of management and how they relate to EMS systems. Federal, state, and local authority for EMS delivery and services, resources for and constraints of EMS systems, relationship to and impact on public safety and health care-delivery systems, interface of public and private organizations, current and future issues.

EMMC 452 Seminars in EMS Management I (2)

Management theories applied to EMS management and practice. Public/private sector integration, public/media relations, government relations, stress management, management/leadership-skills development, decision making, performance improvement.

Prerequisite: EMMC 451.

EMMC 453 Seminars in EMS Management II (2)

Further applies management theories to EMS management and practice. The quality management process and its relationship to continuous learning, promoting organizational/system change, evaluating effectiveness of performance-improvement projects, strategic planning, and integration of EMS with public safety and public health.

Prerequisite: EMMC 451, EMMC 452.

EMMC 464 Ethics and Leadership in Emergency Services (2)

Examines the theory and conceptual framework to view and practice ethical leadership as a collective enterprise. Explores emerging paradigms of leadership. Clarifies and contrasts differing approaches to leadership and leadership development. Compares and contrasts the situational approach of the processes of administration, management, and leadership. Utilizes learner-designated activities to develop a personal philosophy of leadership, and assess individual characteristics, and relate those strengths to a leadership situation.

EMMC 471 Senior Project I (2)

Project developed, implemented, and evaluated by students for in-depth experience in area of choice. May include research; community projects; and/or education, management, or clinical affiliations. Students work under direct supervision of assigned faculty mentor.

EMMC 472 Senior Project II (2)

Continues project developed in EMMC 471.

Prerequisite: EMMC 471.

EMMC 484 Legal Issues in Health Care (2)

Introduces the legal system as it pertains to health care professionals. Concepts of malpractice, litigation, consent for and refusal of medical treatment, advanced directives, and patient confidentiality. Discusses employment issues, including discrimination and sexual harassment. Develops health and safety programs per OSHA regulations, risk management, legal issues in vehicle operations and equipment, and EMS and law-enforcement interactions.

EMMC 489 Senior Seminars (1)

Discusses issues of professionalism, portfolio development and refinement, short- and long-term goal setting, and development of resume/curriculum vitae. Prerequisite: Senior-level academic status.

EMMC 498 Special Topics (1-4)

Special topics in emergency medical care.

EMMC 499 Special Topics Laboratory/Clinical Practicum (1-8)

Special topics in emergency medical care laboratory and clinical practicum.

Corequisite: EMMC 498.

Endodontics

ENDN 534 Endodontic Treatment Conference (2)

Evaluates and discusses diagnosis, treatment planning, prognosis, and outcome of endodontic treatment cases. Repeated registrations required to fulfill the total units.

ENDN 601 Principles of Endodontics (2)

Comprehensive study of various aspects of endodontics. Repeated registrations required to fulfill the total units.

ENDN 604 Literature Seminar in Endodontics (2)

Reviews literature pertaining to the principles and practice of endodontics. Repeated registrations required to fulfill total units.

ENDN 654 Practice Teaching in Endodontics (1)

Supervised teaching in the endodontic preclinical laboratory and predoctoral clinic. Repeated registrations required to fulfill total units.

ENDN 698 Thesis (1)**ENDN 725 Clinical Practice in Endodontics (8)**

Provides practice and experience in all aspects of endodontics. Emphasizes obtaining experience in treating complex endodontic cases. Repeated registrations required to fulfill total units.

ENDN 831 Endodontics I (1)

Didactic course provides foundational knowledge to prepare the student to manage patients with diseases of pulpal origin.

ENDN 832 Endodontics II (2)

The first part of the preclinical laboratory course allows the students to learn basic skills necessary to perform endodontics treatment on permanent teeth with uncomplicated root canal systems. In the second part they will be able to expand their skills in performing endodontics procedures using more advanced techniques and instruments.

ENDN 833 Endodontics III (1)

Preclinical laboratory course expands the students' skills in performing endodontics procedures using techniques and instruments more advanced than those introduced in ENDN 832.

ENDN 834 Endodontics IV (1)

Didactic course containing essential information on various endodontics topics elevates the students' diagnostic and treatment-planning skills.

ENDN 875 Endodontics Clinic (1)

ENDN 697A Research (1)

Student identifies a research project, prepares a proposal, and obtains approval for the protocol. Multiple registrations may be needed to complete these research activities.

ENDN 697B Research (1)

Conducting the actual research project, including the data collection.

English

ENGL 111 Freshman English (3)

Reading skills and techniques. Student practices written communications, with emphasis on expository, critical, argumentative, and research writing. Available only at international program sites.

Prerequisite: Grade of C or better in ESL courses, or satisfactory performance on a placement test.

ENGL 112 Freshman English (3)

Reading skills and techniques. Student practices written communications, with emphasis on expository, critical, argumentative, and research writing. Available only at international program sites.

Prerequisite: Grade of C or better in ESL courses, or satisfactory performance on a placement test.

ENGL 113 Freshman English (3)

Reading skills and techniques. Student practices written communications, with emphasis on expository, critical, argumentative, and research writing. (Available only at international program sites.)

Prerequisite: Grade of C or better in ESL courses, or satisfactory performance on a placement test.

ENGL 206 Introduction to Literature (4)

Introduces reading and analysis of major literary genres: poetry, drama, short story, and essay.

ENGL 246 Literary Forms and Ideas (4)

Varied content from quarter to quarter, with specific areas listed in the class schedule (such as drama, the short story, contemporary literature, women in literature, C. S. Lewis). May be repeated with new content for additional credit.

ENGL 478 Theory and Application of Linguistics (3)

Introduces general linguistics. Covers the core linguistic areas of syntax, phonetics, phonology, morphology, and semantics; also peripheral linguistic areas such as sociolinguistics, pragmatics, and psycholinguistics.

English as a Second Language

ENSL 77 English as a Second Language (2-10)

Teaches American English to speakers of other languages so that they may use this language for whatever purposes they choose. Meets the needs of English for academic purposes, it is also open to and adaptable to students with a variety of language needs. Students progress at their own rate as individual language needs in areas such as pronunciation, reading, writing, grammar, and conversation are met. Students will be expected to have 15 contact hours for each unit of registration.

ENSL 177 English as a Second Language (2-12)

Enables University students to improve their proficiency in speaking and in understanding spoken, academic American English. Emphasizes appropriate listening and conversation skills, as well as attention to problems arising from the student's native language.

Environmental Health

ENVH 414 Introduction to Environmental Health (3)

Introduces an overview of the major areas of environmental health, such as ecology, environmental law, and population concerns; environmental diseases and toxins; food, water, and air quality; radiation; noise; and solid and hazardous waste.

ENVH 421 Cartography and Map Design (3)

Cartographic principles and guidelines, including geodesy, map projections, coordinate and locational systems, scale and distance, direction, vertical factors, mapping methods and techniques, and graphic representation of Earth patterns. Provides the foundation for understanding advanced geospatial technologies including GIS, remote sensing, and global positioning systems.

Cross-listing: ENVH 521.

ENVH 422 Principles of Geographic Information Systems (4)

Comprehensive overview of the concepts, functions, applications, technologies, and trends pertaining to automated geographic information systems (GIS). Framework for understanding the design, development, implementation, and management of GIS. Topics include: GIS hardware and software considerations, data resources, technical issues and applications in GIS.

ENVH 423 Practical Issues in GIS (4)

Key tasks and issues faced by GIS managers and practitioners responsible for implementing and managing health GIS systems in government or private-sector organizations. Presents sound principles and approaches for GIS implementation, as well as project management and organizational issues, to provide the necessary foundation of information on alternatives and pitfalls. Main topics include: GIS needs assessment, software/hardware considerations, financial and staffing requirements, project-scope delineation, project planning and control, pilot projects.

Prerequisite: Consent of instructor. Cross-listing: ENVH 523.

ENVH 424 Desktop GIS Software Applications (4)

Introduces state-of-the-art, PC-based GIS applications. Student acquires the conceptual knowledge as well as the hands-on experience needed to optimally utilize available functions within desktop GIS technology for display, editing, analysis, and presentation of spatial and thematic data. Focuses on ArcView GIS, and its analytical extensions.

Cross-listing: ENVH 524.

ENVH 434 Advanced GIS Software Applications (3)

Comprehensive overview of the concepts, functions, skills, applications, technologies, and trends of modern remote sensing in environmental and health-data acquisition and analysis; as well as applications in related public health issues. Topics include GIS-based image interpretation and data generation, satellite remote sensing, introduction to IDRISI Kilimanjaro and ERDAS Imagine; as well as other modeling tools, such as ArcGIS Modler, Stella, ArcPAD, GPS, CARTALink, etc.

Prerequisite: Consent of instructor. Cross-listing: ENVH 549.

ENVH 435 Sources, Capture, and Integration of GIS Data (3)

Provides overview some of the technologies and methods used in capturing, processing, integrating, and displaying GIS data. Topics include: global positioning systems, satellite digital imagery, image processing, aerial photography, digital orthophotography, GIS applications for the World Wide Web, and GIS data sources on the Internet. Fundamentals of conceptual and physical design, construction, currency and integrity of geospatial databases.

Prerequisite: Consent of instructor.

ENVH 436 Spatial Analysis with GIS (4)

Focuses GIS functionality suited for modeling and analyzing complex spatial relationships. Basic functions for the selective retrieval of spatial information and the computation or mapping of statistical summaries. Advanced quantitative methods of spatial statistics for analyzing different data-feature types and data structures, and investigating patterns in spatial data. Main topics include: feature manipulation, distance measurement, spatial overlay, proximity analysis, spatial-correlation analysis, point-pattern analysis, spatial interaction, surface analysis, network analysis, grid analysis, and spatial modeling within GIS.

Prerequisite: Consent of instructor.

ENVH 437 GIS in Public Health (2)

Reviews GIS methods and analytical techniques with potential for improving public health research and practice. Fields of public health considered individually. Identifies specific GIS approaches and techniques. Considers specific disciplines including: epidemiology, health promotion, international health/development, health care administration, environmental health and contamination, and emergency management. Current applications of GIS technology and methods at the international, national, and local levels.

Prerequisite: ENVH 436. Cross-listing: ENVH 537.

ENVH 498 Health Geographics Senior Project (4)

Three-quarter senior research or applications project conducted during the student's final academic year. Student demonstrates mastery of spatial analysis skills by assessing relevant public and oral presentation required. May be repeated for additional credit. Must have a total of 12 units. Paper and oral presentation required during final quarter of registration.

ENVH 499 Directed Study/Special Project (1-4)

Individual arrangements for undergraduate, upper-division students to study under the guidance of a program faculty member. May include readings, literature review, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any undergraduate degree program.

ENVH 509 Principles of Environmental Health (3)

Rural and urban environmental factors that affect human-health status, enjoyment of the quality of life, and human survival. Focuses within a framework of air, water, food quality, residential environments, industrial sites, recreational patterns, and environmental risk avoidance. Stresses prevention of disease and promotion of healthful environments. Not applicable toward a major in environmental health.

ENVH 515 Food Quality Assurance (3)

Principles and techniques of quality assurance for food preparation and prevention of food-borne diseases. Sanitary and safe preparation, storage, transportation, and handling of foodstuffs and products--both commercially and residentially. Criteria and practical methodology of inspection and surveillance techniques, facilities design, and plan checking. Food degradation, contamination, additives, and toxicants. Performance criteria for food handlers, with application to environmental techniques in education, enforcement, and consultation. Field trips.

Prerequisite: Program prerequisite courses or written consent of program advisor.

ENVH 521 Cartography and Map Design (2)

Map design and content, design procedures, production techniques, color selection, use of text, creation of visual hierarchy and visual balance. Explores thematic and general mapping with use of GIS data for mapping purposes. Discusses ArcGIS software. Map critiquing. Provides the foundation for understanding advanced geospatial technology including GIS, remote sensing, and global positioning systems.

Prerequisite: Consent of instructor.

ENVH 522 Principles of Geographics Information Systems and Science (3)

Comprehensive overview of the concepts, functions, applications, technologies, and trends pertaining to automated geographic information systems (GIS). Topics include: GIS hardware and software considerations, data resources, technical issues and applications in GIS.

Cross-listing: ENVH 422.

ENVH 523 Practical Issues in GIS (3)

Key tasks and issues faced by GIS managers and practitioners responsible for implementing and managing health GIS systems in government or private-sector organizations. Presents sound principles and approaches for GIS implementation, as well as project management and organizational issues, to provide the necessary foundation of information on alternatives and pitfalls. Main topics include: GIS needs assessment, software/hardware considerations, financial and staffing requirements, project-scope delineation, project planning and control, pilot projects.

Prerequisite: Consent of instructor. Cross-listing: ENVH 423.

ENVH 524 GIS Software Applications and Methods (3)

Project-oriented course introduces state-of-the-art, PC-based GIS technology and applications. Provides the conceptual knowledge and hands-on experience needed to optimally utilize available functions within desktop GIS technology for modeling, displaying, editing, analyzing, and presenting spatial and thematic data. Focuses on ArcGIS and its analytical extensions, as well as Leica Geosystems ERDAS Imagine.

Cross-listing: ENVH 424.

ENVH 525 Special Topics in Environmental and Occupational Health (1-4)

Lecture and discussion on a current topic in environmental and occupational health. May be repeated for a maximum of 4 units applicable to degree program.

Prerequisite: Consent of instructor.

ENVH 526 Seminar in Geographic Information Systems (1)

Covers various aspects of GIS technology and its applications to health that might otherwise be excluded from the usual and customary health geoinformatics academic curriculum. Topics of interest include metadata creation and management, health geoinformatics spatial data infrastructure, data interoperability and mobile mapping technology. Presenters with specific expertise of interest invited to cover areas of need.

ENVH 527 Geospatial Technologies for Emergency Preparedness and Management (3)

Applies geospatial data, tools and methods to preparedness and emergency management. Examines the current status of the use of geospatial data, tools, and infrastructure in preparedness and disaster management. Explores approaches for the effective integration of existing geospatial tools into the framework of emergency preparedness and management; strategies for improving geospatial decision support in this field; and various other issues related to data availability, security, and policies. Emphasizes technology application.

Prerequisite: ENVH 524; Prior knowledge of GIS.

ENVH 535 Integration of Geospatial Data in GIS (2)

Surveys capturing, processing, integrating, and displaying GIS data. Focuses on public health applications of global positioning systems, satellite digital imagery, image processing, aerial photography, digital orthophotography, GIS applications for the World Wide Web, and GIS data sources on the Internet.

Prerequisite: Consent of instructor.

ENVH 536 Spatial Analytic Techniques and GIS (3)

Modeling and analyzing complex spatial relationships through GIS technology. Selective retrieval of spatial information and computation or mapping of statistical summaries. Advanced methods of analysis using spatial statistics.

Prerequisite: Consent of instructor.

ENVH 537 Health Care Geographics (2)

GIS in health services research and the health care sector. Introduces GIS-based methods of mapping, modeling and analyzing issues, such as patients' access to health care and services, locating new medical facilities and health services; delineating medical service areas and consumer markets. Presents emerging applications of GIS to the scale of individual facilities and the mapping of the human body itself.

ENVH 539 GIS Applications in Environmental Health (2, 3)

GIS display, modeling, and analysis of environmental hazards/toxicants, as well as population's exposure to environmental contaminants. Includes geography and modeling of hazard sources, hazard surveillance, spatial characterization/modeling of contamination and GIS-enhanced risk assessment/management. Considers the use of GIS for managing public health safety problems. Presents current applications of GIS in environmental health and disaster/emergency response. Third unit requires additional GIS project that includes substantial analysis of environment data and discussions of results through written and oral presentation.

Prerequisite: ENVH 524 or ENVH 536; or consent of instructor.

ENVH 546 Introduction to Spatial Epidemiology (2)

Provides overview of GIS-based mapping and statistical methods for describing, displaying, quantifying, and modeling spatial variations in disease, especially with respect to exposures at the small-area scale. Main topics include disease mapping, analysis of spatial clustering of health events, disease surveillance and ecological modeling. Presents currently implemented spatial epidemiologic applications at the international, national and local levels.

ENVH 547 GIS for Public Health Practice (2)

Community health assessment and planning, chronic disease prevention, public health, health disparities analysis, and immunization.

Prerequisite: Consent of instructor.

ENVH 549 Remote Sensing Applications in the Health Services (3)

Comprehensive overview of the concepts, functions, skills, applications, technologies, and trends of modern remote sensing in environmental and health- data acquisition and analysis as well as applications in related public health issues. Topics include GIS-based image interpretation and data generation, satellite remote sensing, remote sensing applications, and case studies in public health. Software tools used include introduction to IDRISI Kilimanjaro and ERDAS Imagine as well as other modeling tools such as ArcGIS, STELLA, ArcPAD, GPS, CartaLinx, etc.

Prerequisite: Consent of instructor.

ENVH 555 Advanced Remote Sensing Application and Systems Modeling in Health and Earth Science (3)

Introduction to 'systems science' as both a conceptual approach to analysis and as a methodology for enhancing research and application within the environment, health, and earth systems. Provides students with fundamental knowledge of dynamic modeling tools, particularly focused on using STELLA and iThink (from Isee Systems); as well as other tools that integrate spatial and non-spatial datasets, e.g. ArcModeler, Geode, TerraVIVA, Netweaver, and various SAS tools, etc. Applies 'systems thinking and analysis' to specific interdisciplinary issues within public health and other applied sciences.

Prerequisite: Consent of instructor.

ENVH 557 Geographical Techniques for Health and Environmental Analysis (3)

Geographic tools for graphic display and spatial analysis of international and U.S. domestic health, epidemiological health services, and environmental health problems and issues. How geographical information systems (GIS); desktop mapping; geocoded, computerized databases and medical geographical applications are used in health and environmental planning, decision making, and research.

ENVH 558 Global Environmental Health (2)

Global implications of human impact on terrestrial, atmospheric, and marine environments. Considers dilution and dispersion of pollutants, climatic changes, endangered species, desertification, deforestation, vehicle emissions, free-trade agreements, renewable resources, and export of hazardous industry to developing nations. Impact of political, economic, and cultural factors on present and future mitigation strategies.

ENVH 559 Environmental Health for Developing Countries (3)

Major challenges associated with environmental health and hygiene practices in developing nations. Water-resource development/operations and maintenance, infection and disease-vector control, pesticide management, food quality and availability, solid-waste management, uncontrolled urban settlements, occupational health, and the implications of localized atmospheric pollutants.

ENVH 566 Outdoor Air Quality and Human Health (3)

Sources and characteristics of air pollutants and their effects on humans and human environment. Methods used in sampling of pollutants, controls, and abatement of air-quality standards violations.

Prerequisite: Program prerequisite courses or written consent of program adviser.

ENVH 567 Hazardous Materials and Solid-waste Management (3)

Production, collection, transportation, treatment, recycling, and disposal of solid wastes and hazardous materials. Toxic effects and hazard-producing characteristics of these materials; and the process of disposal-site design, siting, and operation.

Prerequisite: Program prerequisite courses or written consent of program advisor.

ENVH 568 Water Quality Assurance (3)

Principles and processes involved in providing safe and adequate water supplies. Water-source development, quantity and quality assurance, source and system design, and inspection parameters. Protection of water sources from contamination; and the abatement of, and correction techniques applied to, degraded water quality. Potable water supplies, fresh and saline bodies of water, and municipal liquid-waste disposal.

Prerequisite: Program prerequisite courses or written consent of program advisor.

ENVH 569 Environmental Sampling and Analysis (4)

Practical laboratory experience that serves as an introduction to techniques used in measurement and evaluation of environmental health problems. Techniques pertinent to air, water, and food sanitation. Occupational stressors and radiological health.

Prerequisite: Program prerequisite courses or written consent of program advisor.

ENVH 575 Indoor Air Quality (2)

Social and technical factors associated with non-industrial, indoor air-quality issues. Ventilation, source assessment, complaint investigations, control measures, sanitation, building design, enforcement criteria, and case studies.

Prerequisite: Microbiology or consent of instructor.

ENVH 578 Principles of Occupational Health (3)

Issues related to the effects of occupational exposures on health and safety of workers. Principles of preplacement evaluations, biological and environmental monitoring of hazards, surveillance testing, and disease/injury prevention and treatment.

ENVH 579 Occupational Health Management (3)

Planning, implementing, and evaluating health programs in occupational settings. Principles of case management, cost containment, worker evaluation and placement, referrals, and rehabilitation. Current legislation, regulations, and legal issues.

ENVH 581 Principles of Industrial Hygiene (3)

Introductory course in industrial hygiene. Industrial/occupational health, hygiene and safety, philosophy, legislation, and regulation.

Prerequisite: Program prerequisite courses or written consent of program adviser.

ENVH 585 Institutional Environmental Health (3)

Biological and chemical methods for identifying and controlling the environmental factors influencing health in institutional sites, hospitals, acute- and extended-care facilities, foster- and day-care sites, correctional institutions, schools, and other related institutions. Includes epidemiology and etiology of hospital-acquired infections and their control.

ENVH 586 Environmental Health Administration (3)

Introduces the administration and management of organizations involved in environmental health within the context of the health care system. Provides an overview of regulatory and policy issues, applicable statutes, and emerging management systems.

ENVH 587 Environmental Toxicology (3)

Principles and mechanisms of toxicology as applied to environmentally encountered toxic agents. Toxicants of current public health importance and their pathologic effect on representative tissues and organs. Dose-response relationships; hazard and risk assessment; and determination of toxicity of environmental carcinogens, teratogens, mutagens, pesticides, metals, plastics, and organic solvents.

Prerequisite: Program prerequisite courses or written consent of program advisor.

ENVH 589 Environmental Risk Assessment (3)

Principles and methods of risk assessment associated with human exposure to toxic chemicals and other environmental hazards. Quantitative risk-assessment methodologies and approaches. Ecological risk assessment; risk-management issues involved in taking appropriate public health action; risk communication, acceptability, and perception; and informational resources.

ENVH 605 Seminar in Environmental and Occupational Health (1)

Areas of current interest. May be repeated for additional credit.

ENVH 694 Research (1-14)

Independent research on problems currently receiving study in the department. Research program arranged with faculty member(s) involved. Minimum of thirty hours required for each unit of credit. Limited to qualified master's degree students.

Prerequisite: Consent of instructor responsible for supervision and of program adviser.

ENVH 696 Directed Study/Special Project (1-4)

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any master's degree program.

Prerequisite: Consent of instructor responsible for supervision and of program adviser.

ENVH 698 Laboratory (1-6)

Individual and/or group arrangements for selected students to participate in a structured laboratory experience in specified areas of environmental health.

Prerequisite: Consent of instructor responsible for supervision and of program adviser.

ENVH 699 Applied Research (2)

Assignment to private, government, international, or voluntary health agency or other approved organization where practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. Research project that includes substantial analysis of data and discussion of results. Written report and oral presentation required.

Prerequisite: Consent of department adviser and of instructor(s) responsible for supervision.

ENVH 797 MIP Residency in Environmental Health (12)

Individual guided study in operational field practice under faculty supervision. Limited to graduate students in the ENVH Masters' International Program (M.P.H./MIP) whose projects have been approved by their committees

ENVH 798A Field Practicum (6)

Assignment to private, government, international, or voluntary health agency or other School of Public Health-approved organization in which practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. May consist of a research project. May be repeated for additional credit.

Prerequisite: Course requirements and consent of instructor(s) responsible for supervision and of program adviser.

ENVH 798B Field Practicum (12)

Assignment to private, government, international, or voluntary health agency or other School of Public Health-approved organization in which practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. May consist of a research project. May be repeated for additional credit.

Prerequisite: Course requirements and consent of instructor(s) responsible for supervision and of program adviser.

Environmental Sciences

ENVS 401 Earth System Science and Global Change I (4)

Part I of a two-quarter sequence that takes a systems-level approach to understanding environmental issues. Explores the dynamic biogeophysical processes in the geosphere and hydrosphere. Focuses on acquiring an interdisciplinary understanding of the basic principles and concepts of earth-systems science and the human dimensions of global environmental change.

ENVS 402 Earth System Science and Global Change II (4)

Part II of a two-quarter sequence that takes a systems-level approach to understanding environmental issues. Explores the dynamic biogeophysical processes in the atmosphere, biosphere, and sociosphere. Focuses on acquiring an interdisciplinary understanding of the basic principles and concepts of earth-systems science and the human dimensions of global environmental change.

ENVS 434 The Environmental Context of Community Health (3)

Studies the biological, ecological, and human environmental factors of a region; and of community health and how environmental factors affect it. Students engage local communities, learn about local ecology and health issues, and participate in ongoing projects that build on community assets and address the key needs. Includes dialogue with community partners as they consider interventions to improve the health of their communities, along with possible implementation strategies. Initial meeting on Loma Linda University campus, followed by three weeks of on site environmental and community health study in a developing country.

ENVS 455 Environmental Law and Regulation (4)

Introduces local, state, federal, and global laws and policies regarding the use, ownership, protection, and regulation of natural resources. Emphasizes understanding of the decision-making process behind the rights and limits of private, public, and governmental parties when utilizing or protecting natural resources.

ENVS 475 Field Practicum: Applied Environmental Sciences (4)

Students and teachers working together in the field apply geospatial tools, environmental and conservation science methods and concepts, and social policy analytical frameworks to sustainability problems within a given ecosystem, community, or region. Study includes both domestic and international locations, e.g., Mesoamerica, the U.S. Southwest, southern California, etc.

ENVS 485 Seminar in Environmental Sciences (1)

Selected topics dealing with recent developments. May be repeated for additional credit.

ENVS 487 Internship in Environmental Sciences (4, 8)

Working under the joint supervision of a faculty member and an off-campus sponsor, student develops an environmental sciences academic component within the internship. Student also participates directly in the maintenance or conservation of the environment. May be repeated for additional credit for up to 8 units.

Prerequisite: Internship and registration approval by a faculty member in the Department of Earth and Biological Sciences.

ENVS 488 Topics in Environmental Sciences (1-4)

Reviews current knowledge in specified areas of environmental sciences. Registration indicates specific topic to be studied. May be repeated for additional credit. Offered on demand.

ENVS 495 Special Projects in Environmental Sciences (1-4)

Special project in the field, laboratory, or library under the direction of a faculty member. May be repeated for additional credit.

ENVS 497 Undergraduate Research (1-4)

Original investigation and/or literature study pursued under the direction of a faculty member. May be repeated for additional credit.

Epidemiology

EPDM 414 Introduction to Epidemiology (3)

Distribution and determinants of health events in human populations. Assessments of environmental conditions, lifestyles, and other circumstances influencing disease. Measures of disease occurrence and frequency, and use of these measures in health care. Major types of epidemiological investigation. Interpretation of statistical associations.

Prerequisite: STAT 414* (*may be taken concurrently).

EPDM 509 Principles of Epidemiology I (3)

Principles and methods used to investigate the distribution, determinants, and prevention strategies for disease in human populations. Major topics include: disease classification, measures of disease frequency and relative effect, comparisons and contrasts of analytic study designs, methods used to isolate effects, statistical significance testing, interpretation of results, and screening for latent disease. Laboratory included.

Prerequisite: STAT 509* or STAT 521* or STAT 505 (*may be taken concurrently).

EPDM 510 Principles of Epidemiology II (3)

Definitions and contrasts of cumulative incidence, incidence rates (density), and hazard rates. Contrasts confounding versus effect modification. Mantel-Haenszel relative-effect measures and significance-test results for relative effect, including risk-difference measures frequently used in case-control and cohort investigations. Assesses statistical power, sample-size determination, least-significant, relative-effect measures for observational case control and cohort investigations using dichotomous exposures. Estimates effect of exposure-measurement errors on the effect measures, and discusses correct for bias and random error. Laboratory includes Epi-Info and other computer programs, and problem sets used in applied epidemiology.

Prerequisite: EPDM 509.

EPDM 511 Advanced Epidemiologic Methods (2)

Studies complex epidemiologic models found in current epidemiology literature. Course topics include: analysis of study design, bias and misclassification, building a linear model for epidemiologic inference, logistic regression analysis, and analytic strategies used in epidemiologic analysis of complex data sets. Laboratory component of course involves microcomputer analyses of epidemiologic data sets.

Prerequisite: EPDM 510, STAT 521.

EPDM 512 Multivariate Modeling in Epidemiology (1, 3)

Studies complex epidemiologic models found in current literature. Topics included for 1-unit credit includes: building a linear model, analytic strategies for epidemiologic inference, logistic regression analysis, and the theory for calculation of sample size and power when using these methods. Additional topics included for 3 units: nonparametric survival analysis, Poisson regression models, proportional hazard models, and the analysis of matched case-control studies. Laboratory includes microcomputer analysis of epidemiologic data sets.

Prerequisite: EPDM 509, STAT 522.

EPDM 515 Clinical Trials (3)

Theory and practice of intervention studies, including community and clinical trials. Design, analysis methods, randomization, masking schemes, management of complex trials, ethical considerations, and meta analysis. Laboratory includes: power calculations, interpretation of published reports, randomization, and design of trials.

Prerequisite: EPDM 509* (*may be taken concurrently).

EPDM 525 Special Topics in Epidemiology (1-4)

Lecture and discussion on a current topic in epidemiology. May be repeated for a maximum of 4 units applicable to degree program.

Prerequisite: EPDM 509* (*may be taken concurrently).

EPDM 534 Epidemiology of Maternal-Child Health (3)

Applies epidemiologic issues to maternal and child health topics emphasizing analysis and interpretation of data. Introduces key studies and standard data sets used to describe and compare maternal and child health outcomes both domestically and globally. Includes framework for critical review of studies in the field. Limited to maternal and child health, epidemiology, and doctoral students, or consent of instructor.

Prerequisite: EPDM 509, (STAT 509 or STAT 521).

EPDM 544 Epidemiology of Infectious Disease (3)

Epidemiology of major acute and chronic infectious diseases worldwide. Characteristics of host, agent, environment. Immunity of individuals and populations. Methods of control and eradication. Types of epidemics. Experimental, serological, and analytical techniques used in epidemiology of infectious disease.

Prerequisite: EPDM 509.

EPDM 555 Epidemiologic Methods in Outcomes Research and Continuous Quality Improvement (3)

Epidemiologic methods of outcomes research and continuous quality-improvement techniques in medical care processes. Medical care as a process, use of control charts in process improvement, measurement of quality of care, and patient satisfaction with medical care. Cost benefit, cost effectiveness, cost utility, and decision-tree analysis applied to medical care and public health. Laboratory includes: demonstration of process control charts, flow charts, Pareto diagram, decision tree and data scanning.

Prerequisite: EPDM 509 or EPDM 510.

EPDM 564 Epidemiology of Chronic Diseases (3)

Critical review of the epidemiology of the leading chronic diseases, including cardiovascular disease, cancer, and diabetes. Acquaintance with coding systems for the diseases. Emphasizes research and health-promotion issues that relate to control and prevention of these diseases. Acquaintance with experimental designs and analytic techniques commonly used in chronic disease epidemiology. Experimental and epidemiologic evidence relating risk factors such as diet, smoking, exercise and biologic variables as well as interactions between genes and environment to these chronic diseases. Incidence, secular trends, burden, mortality, survival and surveillance, as they relate to chronic diseases. Brief overview of anatomy, pathology/morphology of these diseases.

Prerequisite: EPDM 509* (*may be taken concurrently).

EPDM 565 Epidemiology of Cancer (3)

Critically reviews epidemiology of the major causes of cancer death in developed nations, including anatomic (ICD-9 and ICD-0-2) and morphologic/pathogenic (ICD-0-2) classifications. Emphasizes research and health-promotion issues that relate to control and prevention of cancer. Topics include: pathology vocabulary; multistage model of carcinogenesis; sources of cancer data; validity and value of population measures of cancer; magnitude of the cancer problem; trends in cancer frequency, incidence, burden, mortality, and survival; surveillance objectives and methods; consistent risk and protective factors for major cancer types; the role of infectious diseases in cancer etiology and progression; nutrition and cancer; screening objectives, recommendations, and controversies; interactions between genetic and environmental exposures in the etiology of cancer; and other selected etiologic hypotheses.

Prerequisite: EPDM 509.

EPDM 566 Epidemiology of Cardiovascular Disease (3)

Descriptive epidemiology of the major cardiovascular diseases, including: myocardial infarction, sudden death, angina pectoris, hypertension, and stroke. Acquaintance with experimental designs and analytic techniques commonly used in cardiovascular epidemiology. Experimental and epidemiological evidence relating risk factors such as diet, smoking, blood lipids, blood pressure, and exercise to cardiovascular diseases. Acquaintance with the design and results of the major intervention studies.

Prerequisite: EPDM 509.

EPDM 567 Epidemiology of Aging (3)

Global demographic trends, determinants, and measures of population-age structure. Health, morbidity, disability, and mortality; comprehension of morbidity and mortality; mechanisms, biomarkers, and genetics of aging. Aging research: surveys, clinical trials, and ethics. Chronic conditions/diseases (i.e., dementia, musculoskeletal conditions, osteoporosis, obesity, diabetes, cardiovascular disease); risk factors (i.e., diet, smoking, physical activity); and prevention. Economic aspects, drug use. Laboratory includes critical evaluation of current literature reports.

Prerequisite: (EPDM 509* or EPDM 510*), (STAT 509* or STAT 521*) (*may be taken concurrently).

EPDM 568 International Epidemiology (2)

Introduces research methods for conducting global health surveys using complex sampling techniques (cluster sampling, lot quality-assurance sampling). Exercises include data analysis and programming with EPIINFO, survey design, and geographic information systems. Addresses design, collection, and analysis of data from the KPC (knowledge, practice, coverage [immunization]).

Prerequisite: EPDM 509, (STAT 509 or STAT 521).

EPDM 588 Environmental and Occupational Epidemiology (3)

Evaluates epidemiologic principles and methodologic approaches used in the assessment of environmental exposure, selection of applicable study designs, and determination of analytic methods used in the investigation of environmental health problems within populations. Epidemiologically analyzes selected and controversial environmental exposures that impact significantly on public health practice, disease morbidity and mortality outcomes, and health policy.

Prerequisite: (EPDM 509 or EPDM 510), (STAT 509 or STAT 521).

EPDM 605 Seminar in Epidemiology (1)

Presentations and discussions of topics of current interest in epidemiology. Students work in groups on topics selected at the beginning of a quarter. Requires a written report and oral presentation at the completion of a project. Seminar facilitates maximal interaction among doctoral students and faculty to facilitate professional development. Doctoral students required to enroll Fall Quarter each year they are in the program, but attendance and participation are required Fall, Winter, and Spring quarters.

Prerequisite: EPDM 509; Limited to doctoral degree students, or consent of instructor.

EPDM 685 Preliminary Research Experience (2)

Experience gained in various aspects of research under the guidance of a faculty member and by participation in an ongoing project. Must be completed prior to beginning dissertation research project. Limited to doctoral degree students.

EPDM 692 Research Consultation (1-4)

Individual advice on project design, data collection, analysis, and evaluation. Restricted to School of Public Health students and staff.

EPDM 694 Research (1-14)

Independent epidemiologic research. Research program arranged with faculty member(s) involved. Written report and oral presentation required.

Prerequisite: Consent of instructor responsible for supervision and of academic adviser.

EPDM 696 Directed Study/Special Project (1-4)

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any master's degree program.

Prerequisite: Consent of instructor responsible for supervision and of program adviser.

EPDM 698 Dissertation (1-14)

Student prepares manuscript presenting results of doctoral research study. Limited to doctoral degree candidates.

EPDM 635A Epidemiological Studies of Seventh-day Adventists A (1)

Background, objectives, methodologies, results, and public health implications of most epidemiological studies conducted on Seventh-day Adventists worldwide, but especially in California. Data on the health behaviors and health/disease experience of this low-risk population. Healthy volunteer effect, self-selection versus lifestyle hypothesis, and other relevant epidemiological issues.

Prerequisite: EPDM 509* (*may be taken concurrently).

EPDM 635B Epidemiological Studies of Seventh-day Adventists B (1)

Discusses methodological issues pertinent to studies of Adventists, including the evidence for the longevity of California Adventists. Student critically evaluates current literature on epidemiologic studies of Adventists--including a thorough discussion of lifestyle, selection, and survival hypotheses--and presents findings during a discussion session. Student writes a scholarly paper on one topic relevant to epidemiologic studies among Adventists.

Prerequisite: EPDM 635A* (*may be taken concurrently).

EPDM 682A Seminar in Preventive Medicine (1)

Provides an overview of preventive medicine topics. Includes a framework for critical review of scientific literature, as well as opportunities to develop additional necessary professional skills. General guidance in development of a research project, including design, analysis, and interpretation.

Prerequisite: Restricted to Preventive Medicine Residents only.

EPDM 682B Seminar in Preventive Medicine (1)

Provides an overview of preventive medicine topics. Includes a framework for critical review of scientific literature, as well as opportunities to develop additional necessary professional skills. General guidance in development of a research project, including design, analysis, and interpretation.

Prerequisite: EPDM 509*, (STAT 509* or STAT 521*) (*may be taken concurrently); Course restricted to Preventive Medicine Residents only.

EPDM 682C Seminar in Preventive Medicine (1)

Provides an overview of preventive medicine topics. Includes a framework for critical review of scientific literature, as well as opportunities to develop additional necessary professional skills. General guidance in development of a research project, including design, analysis, and interpretation.

Prerequisite: EPDM 509*, (STAT 509* or STAT 521*) (*may be taken concurrently); Course restricted to Preventive Medicine Residents only.

EPDM 682D Seminar in Preventive Medicine (1)

Provides an overview of preventive medicine topics. Includes a framework for critical review of scientific literature, as well as opportunities to develop additional necessary professional skills. General guidance in development of a research project, including design, analysis, and interpretation.

Prerequisite: Course restricted to Preventive Medicine Residents only.

EPDM 683A Preventive Medicine in Public Health (1)

This course includes advanced concepts in epidemiology, as necessary for the public health medical professional. Provides a supervised opportunity for development of leadership and presentation skills.

Prerequisite: EPDM 509*, (STAT 509* or STAT 521*) (*may be taken concurrently); Course restricted to Preventive Medicine Residents only.

EPDM 683B Preventive Medicine in Public Health (1)

Includes advanced concepts in epidemiology, as necessary, for the public health professional. Provides a supervised opportunity for development of leadership and presentation skills.

Prerequisite: EPDM 509*, (STAT 509* or STAT 521*) (*may be taken concurrently); Course restricted to Preventive Medicine Residents only.

EPDM 683C Preventive Medicine in Public Health (1)

Includes advanced concepts in epidemiology, as necessary, for the public health professional. Provides a supervised opportunity for development of leadership and presentation skills.

Prerequisite: EPDM 509*, (STAT 509* or STAT 521*) (*may be taken concurrently); Course restricted to Preventive Medicine Residents only.

EPDM 683D Preventive Medicine in Public Health (1)

Includes advanced concepts in epidemiology, as necessary, for the public health professional. Provides a supervised opportunity for development of leadership and presentation skills.

Prerequisite: Course restricted to Preventive Medicine Residents only.

EPDM 699A Applied Research (1)

Assignment to private, government, international, or voluntary health agency or other department approved organization where practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. Research project that includes substantial analysis of data and discussion of results. Written report and oral presentation required.

EPDM 699B Applied Research II (1)

Assignment to private, government, international, or voluntary health agency or other department approved organization where practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. Research project that includes substantial analysis of data and discussion of results. Written report and oral presentation required.

EPDM 699C Applied Research III (1)

Assignment to private, government, international, or voluntary health agency or other department approved organization where practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. Research project that includes substantial analysis of data and discussion of results. Written report and oral presentation required.

EPDM 699D Applied Research IV (1)

Assignment to private, government, international, or voluntary health agency or other department approved organization where practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. Research project that includes substantial analysis of data and discussion of results. Written report and oral presentation required.

Earth System Science

ESSC 541 Remote Sensing in the Social, Health, and Biosciences (4)

Provides students fundamental modern remote sensing knowledge and skills for environmental data acquisition and analysis; as well as applications in related social, earth, health, and biosciences. Topics include GIS-based image interpretation and spatial data generation; satellite remote sensing applications; and case studies in sustainable development, social policy, health, and biosciences. Spatial analysis software tools used includes Clark Laboratories' IDRISI Kilimanjaro and Leica-Geosystems' ERDAS Imagine; as well as ArcPAD, ArcGIS, GPS/Garmin-Recon.

Prerequisite: Consent of the instructor. Cross-listing: ESSC 441.

Family Medicine

FMDN 599 Directed Elective Study (1.5-18)

FMDN 701 Family Medicine Clerkship (1.5-6)

Students spend a four-week rotation in family practice clinical setting. Assignments vary and may be with community physicians or in residency-based clinics. Emphasizes integrating biomedical, psychosocial, and spiritual issues, as well as appropriate preventive care. An OSCE is given at the end of every twelve-week block in conjunction with pediatrics.

FMDN 821 Family Medicine Subinternship (1.5-6)

Students spend four weeks participating as members of the Family Medicine Inpatient Service team providing patient care at Loma Linda University Community Medical Center and affiliated hospitals and two afternoons seeing patients in a residency based outpatient clinic.

FMDN 891 Family Medicine Elective (General Family Medicine) (1.5-18)

Student works with Loma Linda Family Practice faculty to provide both inpatient and outpatient care.

Family Studies

FMST 504 Advanced Family Studies (4)

A critical survey of the research and theory growing out of the fields of family studies and family sociology. Provides students with a background on the social and historical factors that form the contexts within which families are defined and function. Students make application of course material to the practice of marriage and family therapy.

FMST 505 Social Research Methods: Quantitative (3)

Analyzes current social research methods. Practice in the use of techniques. Scientific method.

Prerequisite: Introductory course in statistics as an undergraduate research methods course.

FMST 506 Advanced Social Research Methods (3)

Qualitative methodology. Prepares students to undertake research projects using the intensive interview method of qualitative research. Practical and epistemological issues and problems in qualitative research explored in a workshop format.

FMST 514 Cross-cultural Counseling and Family Values (2)

Structure and function, changing patterns, future in urban society. Relationship of changes in society to widespread family problems. Student becomes familiar with a wide range of social and ethnic backgrounds--including but not limited to people of color, Asians, Native Americans, and Hispanics

FMST 515 Professional Issues in Family-Life Education (3)

Surveys the professional practice of family life education, examines the legal and ethical issues that govern the practice of family-life education, investigates the major policies and legal codes that govern family behavior in the United States and other countries, evaluates strategies for professional development in the field, and delineates boundaries regarding the scope of practice in this field and in family therapy.

FMST 517 Hispanic Family: Theory and Research (3)

Covers three areas pertaining to Hispanic family issues. Covers a psycho-sociocultural theoretical framework; explores an array of issues (e.g., acculturation, biculturalism, values development, crisis and conflict); develops a model for understanding the multicultural family in the U.S.A. based on Hispanic family experiences.

FMST 518 Advanced Theories in Child Development (3)

Examines child development from the perspectives of family systems, symbolic interactionism, structural functionalism, family development, social construction, and others. Investigates theories and stages of development--from birth through adolescence--from classical and contemporary literature in the physical, cognitive, language, social, emotional, and moral development domains.

FMST 519 Teaching in Higher Education (2)

Discusses theory, techniques, and processes in the teaching of MFT, including an examination of didactic and experiential techniques.

Cross-listing: MFTH 519.

FMST 524 Family Resource Management (2)

Challenges of health care costs, childcare, reorganizing and downsizing organizations, managing cultural diversity, and equal employment opportunity. Responding to needs of families and employees through consistent and effective planning so that people become more productive and more satisfied with their lives at work and at home.

FMST 525 Sociology of the Family (2)

Studies the structure, function, and changing patterns of families in society; the relationships between family problems and changes in society, and their impact on children.

FMST 526 Marriage and the Family (3)

Studies the family from perspectives of psychology, anthropology, biology, history, politics, and religion. Investigates the major movements or moving forces in society that have influenced families living in the United States and elsewhere. Evaluates the important contemporary issues in families and presents theories of family functioning that inform therapeutic and educational interventions by professionals.

FMST 528 Parenting (2)

Principles and practices relating to parent-child relationships. Emphasizes family roles, communication, conflict resolution, values development, and parenting-skill development.

FMST 529 Family-life Education (3)

Systematic comparative analysis of the historical development, theoretical perspectives, types of programs, and research in family-life studies.

FMST 577 Family-life Workshop (2)**FMST 601 Statistics I (4)**

Introduces regression analysis and analysis of variance (ANOVA), with emphasis on hypothesis testing and the development of general models that partition overall variability. Topics covered include simple and multiple regression, one-way and factorial, repeated-measures of ANOVA, and analysis of covariance. Evaluation and assumptions of nonparametric alternatives.

Cross-listing: MFTH 601.

FMST 602 Statistics II (4)

Broad introduction using linear (matrix) algebra to maximize likelihood estimation generally, using several important multivariate statistical techniques, including but not limited to multivariate analysis of variance, multivariate regression, path analysis and structural equations causal modeling, log-linear models, and time series analysis; alternatives to maximum likelihood estimation are also evaluated.

Prerequisite: MFTH 601 or FMST 601. Cross-listing: MFTH 602.

FMST 603 Statistics III (4)

An advanced course in multivariate statistics that includes topics such as multidimensional scaling, cluster analysis, factor analysis, path analysis, structural equations modeling, log-linear modeling, time-series analysis, and hierarchical linear models. Focuses on understanding these advanced techniques and their application to data analysis.

Prerequisite: MFTH 602 or FMST 602. Cross-listing: MFTH 603.

FMST 604 Advanced Qualitative Methods (4)

An overview of qualitative methods and their application to research of marriage and family therapy. Includes an examination of ethnographics, naturalistic inquiry, phenomenological research, the grounded theory approach, and narrative inquiry.

Cross-listing: MFTH 604.

FMST 605 Advanced Quantitative Methods (4)

An advanced overview of quantitative research methods in marriage and family therapy, including experiments and quasi-experiments, survey methodology, and outcome studies.

Cross-listing: MFTH 605.

FMST 608 Analysis and Presentation Issues in Research (3)

Brings together and integrates material from the previous research classes. Deals with the ethics of research, and with questions of reliability and validity in both quantitative and qualitative methods. Emphasizes problems of coherently and succinctly presenting research results in proposals, posters, brief reports, and articles.

Cross-listing: MFTH 608.

FMST 614 Family Communication (3)

Theoretical foundations of human communication. Therapeutic techniques of major communication theorists in marital and family therapy.

FMST 635 Single Adult in Family and Society (3)

Perceptions, needs, challenges, and opportunities during the periods of adult singleness in the life cycle.

FMST 668 Qualitative Research Practicum (2)

Provides students with practical experience in conducting and evaluating qualitative research. Emphasizes methods of analysis and presentation of the research. Students review manuscript that is ready for submission to an academic journal and critically analyze the work of others.

Cross-listing: MFTH 668.

FMST 684 Doctoral Seminar (1)

Students develop and refine their dissertation proposals through presentation and discussion with faculty and other students in a workshop format. Dissertation proposal is an expected outcome of this series of courses.

Cross-listing: MFTH 694.

FMST 694 Directed Study: Family Studies (1-3)**FMST 695 Internship in Family Studies (1-4)****FMST 697 Research (1-6)**

Independent research relating to marital and family therapy, under the direction of a faculty adviser.

Cross-listing: FMTH 697.

FMST 698 Project or Thesis (3)

FMST 699 Dissertation Research (1-20)

Completes independent research contributing to the field of family studies.

Prerequisite: Advancement to doctoral candidacy.

FMST 696A Advanced Topics in Family Studies: Parenting (3)

Directed study in parenting.

FMST 696B Advanced Topics in Family Studies: Family Resource Management (3)

Directed study in family resource management

FMST 696C Advanced Topics in Family Studies: Family Life Education (3)

Directed study in family life education.

FMST 696D Advanced Topics in Family Studies: Child Development in Family Context (3)

Directed study in child development in family context.

FMST 696E Advanced Topics in Family Studies: Divorce and Remarriage (3)

Directed study in divorce and remarriage.

FMST 696F Advanced Topics in Family Studies: Marriage and the Family (3)

Directed study in marriage and the family.

Geology

GEOL 126 Introduction to Field Geology (2-3)

Studies principles of geology at classic field locations. Students required to prepare a report illustrated with digital photos (PowerPoint presentation or equivalent). Includes camping and extended hikes. A good-quality digital camera and accessories required. Variable units dependent on course duration and content.

GEOL 204 Physical Geology (4)

Introductory geology course that provides the student with a broad picture of geological processes operating on and within the earth. Introduction to minerals, sedimentary and igneous rocks, and fossils. Weathering, earthquakes, volcanism, erosion and sedimentation, and plate tectonics. Three class hours, one three-hour laboratory or field trip per week.

GEOL 316 Mineralogy (4)

Studies minerals, including: crystallography and crystal chemistry, phase diagrams, and systematic classification. Mineral identification based on hand sample, optical, and other analytical techniques. Three class hours and one three-hour laboratory or field trip per week.

Prerequisite: or consent of the instructor.

GEOL 317 Igneous and Metamorphic Petrology (4)

Systematically studies igneous and metamorphic rocks, including: classification by petrography and geochemical methods; application of one-, two-, and three-component phase diagrams; and models of petrogenesis. Three class hours and one three-hour laboratory or field trip per week.

GEOL 325 Rocky Mountain Field Geology (2, 3)

Geological and/or paleontological studies at selected localities in the Rocky Mountains. One unit credit per week of field activity. Additional credit may be given for optional projects completed after the field activity.

Prerequisite: or consent of the instructor.

GEOL 326 Geology of Southern California (3, 4)

Studies the geology of southern California, with emphasis on local areas of geologic interest, including the Loma Linda area, Mojave Desert, Anza Borrego Desert, and the coastal area. Introductory geological principles, earthquakes and faults, and geology and paleontology of regional areas. Student registers for lectures only (3 units) or for lectures and field trips (4 units).

Prerequisite: or consent of instructor.

GEOL 384 Paleobotany (4)

Fossil plants; their morphology, paleoecology, taphonomy, classification, and stratigraphic distribution. Analyzes floral trends in the fossil record. Three class hours and one three-hour laboratory or field trip per week.

GEOL 386 Invertebrate Paleontology (4)

Structure, classification, ecology, and distribution of selected fossil invertebrate groups. Principles and methods involved in the study and analysis of invertebrate fossils. Three class hours and one three-hour laboratory per week.

GEOL 387 Vertebrate Paleontology (4)

Fossil vertebrates, with emphasis on the origins of major groups. Systematics, biology, and biogeography of ancient vertebrates. Three class hours and one three-hour laboratory per week.

Prerequisite: General biology or consent of the instructor.

GEOL 416 Sedimentology and Stratigraphy (6)

Interprets the sedimentary rock record through a study of rock types, depositional processes, and models. Studies stratigraphic nomenclature and approaches to correlation on local, regional, and/or global scales. Laboratory analysis of primary and diagenetic mineralogy, textures, and sedimentary structures in clastic and carbonate rocks. Field descriptions of sedimentary rocks, structures, and sequences; and field experience in interpreting depositional processes and stratigraphic relationships.

GEOL 424 Structural Geology (4)

Theory of stress and strain, and examination of rock deformation in a framework of plate tectonics. Includes problems and applications. Three class hours--with required full-day and half-day field trips--and one three-hour laboratory or field trip per week.

GEOL 431 Geochemistry (4)

Chemical concepts and their geochemical applications in areas of interest in elementary geology.

Prerequisite: College chemistry; or consent of the instructor.

GEOL 437 Geophysics (4)

Applies classical physics to the study of the earth. Studies the earth's gravitational, geomagnetic, geothermal, and seismic characteristics; as well as the dynamics of the earth's crust, plate tectonics, and radioactive dating.

Prerequisite: physics, and college mathematics.

GEOL 443 Historical Geology (4)

Introduces earth history with in-depth examination of the stratigraphic record of rocks and fossils. Three class hours and one three-hour laboratory per week.

GEOL 448 Field Seminar in Historical Geology (4)

Field analysis of the stratigraphic and fossil record, with emphasis on interpretation and discussion of models of deposition. Includes one week of lecture and a two-week field trip to specific sites in the western United States. Summer only.

Prerequisite: Consent of the instructor.

GEOL 454 Sedimentary Petrology (4)

Origin, diagenesis, and classification of sedimentary rocks. Includes use of the petrographic microscope in the study of sedimentary rock-forming minerals, cements, textures, and fabrics. Three class hours and one three-hour laboratory or field trip per week.

Prerequisite: Consent of the instructor.

GEOL 455 Modern Carbonate Depositional Systems (3)

Examines modern and Pleistocene carbonate systems in the field, using these environments as models for understanding sediment production, facies development, and early diagenesis for many ancient carbonates. Presentations and readings on specific environments combined with field descriptions, mapping, analysis, and reports. Requires rigorous hiking and snorkeling in shallow water.

Prerequisite: Consent of the instructor.

GEOL 456 Field Methods of Geologic Mapping (4)

Advanced geologic mapping of complex areas, with interpretation of their history; includes mapping of igneous, metamorphic, and sedimentary rocks. Experience in preparation of geologic reports of each mapped locality.

GEOL 464 Environmental Geology (3)

Geological and hydrogeological principles that apply to subsurface waste and contaminant characterization. Reviews remediation techniques and hazardous-waste disposal alternatives. Three class hours per week.

Prerequisite: GEOL 441, 442 recommended.

GEOL 465 Hydrogeology (4)

Theory and geology of groundwater occurrence and flow, the relation of groundwater to surface water, and the potential distribution of groundwater by graphical and analytical methods. Three class hours and one three hour laboratory per week.

Prerequisite: Consent of the instructor.

GEOL 475 Philosophy of Science and Origins (4)

Concepts in the history and philosophy of science, and application of these principles in analyzing current scientific trends.

Cross-listing: BIOL 475.

GEOL 484 Readings in Geology (1-4)

Reviews literature in a specific area of geology. Students make presentations from the literature and submit current papers dealing with the assigned topic.

GEOL 485 Seminar in Geology (1)

Selected topics dealing with recent developments.

GEOL 486 Research and Experimental Design (2)

Concepts, methods, and tools of research--including experimental design and data analysis.

GEOL 487 Field Geology Studies (1-6)

Special field study trips lasting one or more weeks. Student involvement required--including field presentations and field work assignments, such as the measurement and analysis of sedimentary sections, facies profiling, paleontologic excavation, mapping, or other geological or paleontology field activity. One unit of credit per week. May be repeated for additional credit.

GEOL 488 Topics in Geology (1-4)

Reviews current knowledge in specified areas of the earth sciences. Registration should indicate the specific topic to be studied. May be repeated for additional credit. Offered on demand.

Prerequisite: Consent of instructor.

GEOL 489 Readings in Paleontology (1-4)

Reviews the literature in a specific area of paleontology. Students make presentations from the literature and submit current papers dealing with the assigned topic.

GEOL 495 Special Projects in Geology (1-4)

Special project in the field, laboratory, museum, or library under the direction of a faculty member. Registration indicates the specific field of the project.

Prerequisite: Consent of instructor.

GEOL 497 Undergraduate Research (1-4)

Original investigation and/or literature study pursued under the direction of a faculty member. May be repeated for additional credit.

Prerequisite: Consent of instructor.

GEOL 524 Paleobotany (4)

Fossil plants; their morphology, paleoecology, taphonomy, classification, and stratigraphic distribution. Analyzes of floral trends in the fossil records. Three class hours and one three-hour laboratory or field trip per week.

Prerequisite: Consent of instructor. Cross-listing: BIOL 524.

GEOL 525 Paleopalynology (4)

Morphology, paleoecology, classification, and stratigraphic distribution of plant microfossils. Introduces biostratigraphic and paleoecologic analytical methods. Per week: Lecture 3 hours, laboratory 3 hours or one field trip.

Prerequisite: GEOL 405; Consent of instructor. Cross-listing: BIOL 525.

GEOL 534 Invertebrate Paleontology (4)

Structure, classification, ecology, and distribution of selected fossil invertebrate groups. Principles and methods involved in the study and analysis of invertebrate fossils. Three class hours and one three-hour laboratory per week.

Prerequisite: Consent of instructor. Cross-listing: BIOL 534.

GEOL 544 Vertebrate Paleontology (4)

Fossil vertebrates, with emphasis on the origins of major groups. Systematics, biology, and biogeography of ancient vertebrates. Three class hours and one three-hour laboratory per week.

Prerequisite: General biology or consent of instructor. Cross-listing: BIOL 544.

GEOL 545 Taphonomy (3)

Processes that affect an organism from death until its final burial and fossilization, and utilization of this information in reconstructing ancient assemblages of organisms. Three class hours per week.

GEOL 546 Ichnology (2)

Fossilized traces produced by animal activity, such as tracks, burrows, feeding traces, etc. Two class hours per week.

GEOL 547 Advanced Historical Geology (4)

History of the earth, with in-depth examination of paleontologic and lithologic changes of the geologic column. Emphasizes concepts of interpretation, particularly the causes of mass extinctions within the context of their accompanying sedimentologic variations. Term paper or research project report required.

GEOL 554 Limnogeology (4)

Ancient lake deposits, including their sedimentologic, paleontologic, mineralogic, geochemical, and stratigraphic characteristics. Investigates as analogs the depositional processes occurring in modern lakes. Laboratory and several extended field trips.

Prerequisite: or consent of instructor.

GEOL 555 Carbonate Geology (4)

Advanced look at the geology of carbonate rocks, including petrology; depositional environments; and overview of current topics of research. Laboratory experience in the analysis of carbonate rocks and rock sequences. Field trip to an ancient carbonate sequence.

Prerequisite: or consent of instructor.

GEOL 556 Paleoenvironments (4)

Applies paleontologic, sedimentologic, and geochemical data and methods to interpretation of past sedimentary environments, with emphasis on organism-sediment relationships. Investigates as analogs processes, sediments, and organisms in modern depositional environments.

Prerequisite: GEOL 441, GEOL 442; or consent of instructor.

GEOL 558 Philosophy of Science and Origins (4)

Selected topics in the history and philosophy of science, and application of these principles in analyzing contemporary scientific trends.

Cross-listing: BIOL 558.

GEOL 566 Sedimentary Processes (4)

Advanced methods and principles of sedimentology, with emphasis on analysis and interpretation of sedimentary structures and the processes that produced them. Discusses in detail sedimentary facies, depositional environments, chemogenic and biogenic sedimentation, and postdepositional diagenetic processes. Research or project paper required. Three class hours and one three-hour laboratory or field trip per week, and several extended field trips.

GEOL 567 Stratigraphy and Basin Analysis (4)

Advanced methods of stratigraphy and basin analysis, including facies analysis, depositional systems, sequence stratigraphy, paleogeography, and basin modeling. Research or project paper required. Three class hours and one laboratory or field trip per week, and two extended field trips.

GEOL 569 Tectonics and Sedimentation (4)

Analyzes depositional systems developed in various tectonic settings. Compares unique depositional styles in strike-slip basins, foreland basins, arc-trench systems, rift margins, and aulacogens. Three class hours and one laboratory or field trip per week.

Prerequisite: or consent of instructor.

GEOL 574 Environmental Geology (3)

Geological and hydrogeological principles that apply to subsurface waste and contaminant characterization. Reviews remediation techniques and hazardous-waste-disposal alternatives. Three class hours per week.

Prerequisite: GEOL 441, 442 recommended.

GEOL 575 Hydrogeology (4)

Theory and geology of groundwater occurrence and flow, the relation of groundwater to surface water, and the potential distribution of groundwater by graphical and analytical methods. Three class hours and one three-hour laboratory per week.

Prerequisite: Consent of instructor.

GEOL 588 Topics in Geology (1-4)

Reviews current knowledge in specified areas of the earth sciences. When registering, the student must indicate specific topic to be studied. May be repeated for additional credit. Offered on demand.

Prerequisite: Consent of instructor.

GEOL 589 Readings in Paleontology (1-4)

Reviews the literature in a specific area of paleontology. Students make presentations from the literature and submit current papers dealing with the assigned topic.

GEOL 594 Readings in Geology (1-4)

Reviews the literature in a specific area of geology. Students make presentations from the literature and submit current papers dealing with the assigned topic.

GEOL 595 Lacustrine Readings (1)

Readings and analysis of current and classic scientific literature dealing with modern and ancient lake environments--including geochemistry, sedimentology, biology and paleontology, and related subjects. Activities include student presentations of papers, discussion, and research proposals and reports. One extended, multi-day field trip required.

GEOL 607 Seminar in Geology (1)

Selected topics dealing with recent developments.

GEOL 616 Research and Experimental Design (2)

Concepts, methods, and tools of research--including experimental design and data analysis.

GEOL 617 Proposal Writing and Grantsmanship (2)

Skills and practice of effective proposal writing, and strategies for locating and obtaining research grants.

GEOL 695 Special Projects in Geology (1-4)

Special project in the field, laboratory, museum, or library under the direction of a faculty member. Registration indicates the specific field of the project.

Prerequisite: Consent of instructor.

GEOL 697 Research (1-8)**GEOL 698 Thesis Research (1-8)**

GEOL 699 Dissertation Research (1-8)

Credit for writing the doctoral dissertation.

Gerontology

GERO 515 Diversity and Aging (3)

Assists students in understanding the complexity of variables related to the aging process. Examines ethnicity, gender, social class, and culture within the context of the physical, mental, social, political, and financial effects of aging.

GERO 599 Directed Study/Special Project (1-4)

Limited to matriculating master's degree in gerontology students who wish to pursue independent investigations in criminal justice practice or policy under the direction of a department faculty member.

GERO 617 Bio-psycho-social-spiritual Theories of Aging (4)

An interdisciplinary team-taught learning experience that provides an integrative understanding of the bio-psycho-social-spiritual aspects and theories of aging, and the impact of these on older adults and their families.

GERO 697 Research (2-4)

Supports students choosing to complete the thesis option. Provides research matriculation in the collection and analysis of data for the thesis. Students required to register for two quarters, or a total of 4 units.

GERO 698 Thesis (2)

The culminating portion of the student's independent research, under direction of the research adviser. Students register for class during the quarter in which they defend their research and submit their final document to the department and School of Science and Technology

GERO 787 Advanced Professional Practicum and Seminar (4)

Experiential learning in advanced gerontology practice. Students must satisfactorily complete 200 practicum hours and 20 hours of concurrent seminar.

GERO 687A Field Practicum and Seminar in Gerontology (3)

Experiential learning in gerontology. Students placed in practicum sites as determined by program committee. Students satisfactorily complete 160 practicum hours and 20 hours of concurrent seminar.

GERO 757A Professional Practicum and Seminar (3)

Students complete 3 units of professional practicum during each quarter. Each 3 units require 160 hours of practicum and 20 hours of seminar.

GERO 757B Professional Practicum and Seminar (3)

Students complete 3 units of professional practicum during each quarter. Each 3 units require 160 hours of practicum and 20 hours of seminar.

GERO 757C Professional Practicum and Seminar (3)

Experiential learning in gerontology settings. Students placed at practicum sites that serve geriatric clients. Students must satisfactorily complete 160 practicum hours and 20 hours of concurrent seminar.

Global Health

GLBH 514 Ethnographic Methods in Public Health (3)

Systematically examines issues of health care access, policy, disease burden, and client-provider interactions, within social, historical, and cultural contexts for at-risk populations.

GLBH 515 Understanding Health Disparities (3)

Systematically examines issues of disease distribution, health care access, policy, and client-provider interactions within social, economic, historical, and cultural contexts for the main minority groups in the U.S.: Asian and Pacific Islanders, Blacks, Latinos, and Native Americans.

GLBH 516 HIV/AIDS: Implications for Public Health (3)

Historical, epidemiological, and public health aspects of HIV/AIDS. Viral, immunologic, laboratory, and clinical manifestations associated with HIV/AIDS. Approaches to preventing/controlling the epidemic. Socioeconomic, political, and health impact of HIV/AIDS; and the related implications in terms of legal, ethical, and health care-management issues. Laboratory/field work earned by the student's active participation and involvement in a variety of field-based activities such as clinic-intake interviews, analysis of existing epidemiologic databases, grant writing, health education, hospice care, etc.

GLBH 517 Cultural Issues in Health Care (3)

Analyzes cross-cultural issues that affect the delivery of health care. Applies practical health education models in multicultural communities. Uses case studies, videos, and selected readings illustrating the important role that cultural beliefs and practices play in public health--both in domestic and international settings. Indicates how to use this awareness to provide better health care.

GLBH 519 Principles of Disaster Management I (3)

Through the dynamics of disaster management, familiarizes students with the complex issues and problems associated with the planning, organizing, and managing disaster-relief services. Identification, distribution, and public health impact of disasters. Provides overview of the skills utilized in emergency preparedness, nationally and internationally.

GLBH 520 Principles of Disaster Management II (3)

The second in a series of disaster-management courses that focuses on advanced topics from GLBH 519, including terrorism, emergency management, incident command, and communications. Discusses policy, legal, social, psychological implications in disasters. Includes the design and play of a disaster table-top exercise.

Prerequisite: GLBH 519.

GLBH 521 Principles of Disaster Management III (3)

The third in a series of disaster-management courses that focuses on advanced topics from GLBH 519, including terrorism, emergency management, incident command, and communications. Discusses policy, legal, social, psychological implications in disasters. Includes the design and play of a disaster field exercise.

Prerequisite: GLBH 520.

GLBH 524 Cultural Competence and Health Disparities (2)

Introduces and examines diversity and cultural responsiveness in public health and health care. Examines the roles played by population diversity, health professions diversity, and cultural responsiveness in addressing and eliminating health and health care disparities in both national and global health. Discusses the historic context of social inequities impacting health and health care; and the roles played by biological inheritance, race and ethnicity identifiers, socioeconomics, socioenvironment, and health care beliefs and behavior in health care services delivery. Provides an introduction to cultural competency in public health and tenets for developing and applying cultural awareness in the field. Explores culture—

defined as the values and beliefs that generate patterned behaviors, expectations, and worldview; and its role in accessing, utilizing, and delivering positive outcomes in health care.

GLBH 534 Agriculture in Development (3)

Food-production systems and issues in agricultural development. Attitudes and approaches for rural development practitioners.

GLBH 543 Epidemiology of Infectious Disease Projects (1)

Appropriate project/study or a comprehensive review of an infectious disease of major public health significance.

Prerequisite: EPDM 509. Corequisite: GLBH 544.

GLBH 544 Epidemiology of Infectious Disease (3)

Epidemiology of major acute and chronic infectious diseases worldwide. Characteristics of host, agent, environment, immunity of individuals, and populations. Methods of control and eradication; types of epidemics; and experimental, serological, and analytical techniques used in epidemiology of infectious disease.

Prerequisite: EPDM 509. Cross-listing: EPDM 544.

GLBH 545 Integrated Community Development (4)

Issues, problems, resources, and strategies of implementing integrated community-development projects. Basic developmental needs of rural and urban communities. Taught from perspectives of developmental anthropology, agriculture, economic development, and the role of global health organizations. Includes field work in a developing country.

Prerequisite: GLBH 566, GLBH 568.

GLBH 547 Refugee and Displaced Population Health (3)

Studies the current global issue of refugees and displaced persons--including internally displaced persons (IDPs)--focusing on physical and psychological health risks to the affected populations. Addresses public health organization of a refugee/IDPs camp--including triage systems, levels of health care, environmental control, and social organization; as well as international legal and regulatory issues, and targeted programs to promote health and security by international, national, and private organizations. Discusses economic, political, and ethical issues relating to the repatriation and resettlement of displaced populations.

GLBH 548 Violence and Terrorism Issues (3)

Different types of violence and terrorism, methods of attack, training, funding, communication, and responses to terrorism (counter-terrorism). Socioeconomic, political, and medical impact of violence and terrorism, with focus on approaches for intervention and prevention. Public health implications of violence and terrorism. Design of a violence intervention/prevention program.

GLBH 550 Women in Development (3)

Global epidemiological profile of women in terms of educational patterns, economic productivity, social status, and mortality patterns. Risks to physical and psychosocial health. National and international legal and regulatory issues and programs to promote access to health care, economic productivity, and the health of women.

Cross-listing: HPRO 550.

GLBH 555 Technology in Emergency Management (3)

Overview of technology concepts and tools that support decision making, communication, and incident command towards more effective preparedness, response, recovery, and mitigation efforts. Explores application of the Internet, networks and communication systems, maps and geographic systems (GIS and GPS), direct and remote sensing, decision-support systems,

hazard analysis and modeling, and warning systems. Discusses current operational problems and limitations and emerging tools and trends in application of technology.

Corequisite: GLBH 519.

GLBH 557 Epidemiology of Disasters (3)

Assesses the health effects of natural and man-made disasters and identifies factors that contribute to these effects. Addresses selection of health indicators in disaster situations; means of evaluating data collected within the constraints of the disaster situation; reporting systems; techniques of statistical sampling; and modern information-technology systems used for emergency preparedness, including rapid computerization of post-disaster health information. Analyzes risk factors for adverse health effects; discusses baseline for measuring trends over time and monitoring population-based mortality; and identifies limitations and weaknesses of methods of disaster assessment.

Prerequisite: Consent of Instructor.

GLBH 558 Public Health Issues in Emergencies (3)

Explores the immediate, critical public health considerations and environmental health issues of concern in an emergency or disaster, including safe drinking water and food, shelter, sanitation, and prevention of communicable diseases. Explores these topics in depth as they pertain to disaster and emergency planning, response, and mitigation. Utilizes case studies and a table-top exercise to ensure practical application of the principles presented in the class.

GLBH 559 Psycho-Social Models and Interventions (3)

Major models of stress, crisis, and psychological trauma; and how they relate to health care providers. Psychosocial reactions and responses of populations, individuals, and care providers to societal disruption and trauma, medical emergencies, and death and dying. Applies principles for suicide intervention, critical incident debriefings, and death notification. Roles of psychiatrists, psychologists, social workers, family therapists, and chaplains. Methods of providing temporary, adequate psychological care for individuals in psychosocial crisis.

Cross-listing: AH CJ 324.

GLBH 560 Economic, Legal, and Policy Issues in Disasters (3)

Addresses economic, legal, and policy issues arising from disasters. Overview of economic disaster-assistance models and practices for individuals and communities, including grants, loans, and hazard-mitigation programs. Examines the confluence of disaster legislation and policy; public health law; disaster declarations; and the authority of federal, state, and local governments. Implications of vulnerable populations, socioeconomic assessments, population displacement, and sustainable development.

GLBH 561 Epidemiology of Tobacco Use and Control I (3)

A module-based course (the first of a three-part series) that presents a comprehensive overview of the tobacco pandemic and provides a foundation for understanding global/national tobacco-prevention and -control issues and strategies. Explores the epidemiology of this growing public health challenge and its significant impact on societal health and economics. Examines the underlying principles governing the multi-sectoral and multidisciplinary approaches developed as part of the coordinated public health response (within the context of the WHO Framework Convention on Tobacco Control). Introduces basic techniques of monitoring, surveillance and evaluation as used in tobacco- prevention/control programs.

GLBH 562 Epidemiology of Tobacco Use and Control II (3)

Explores the theoretical foundation for tobacco control. Considers the impact of tobacco-control policy and legislative and regulatory measures on prevalence, initiation, and cessation of tobacco use. Compares the effect of socioeconomic status variables on measures of smoking behavior among racial/ethnic groups. Reviews validity studies in tobacco use. Explores clustering of tobacco use with other drugs, other risk behavior, and psychiatric disorders. Estimates sensitivity and specificity of individual and environmental factors that influence the susceptibility of individuals to tobacco dependence. Includes issues such as counteracting the tobacco industry and forming effective partnerships in tobacco control; monitoring, surveillance, evaluation, and reporting of tobacco use and control; and developing a national plan of action for tobacco control.

GLBH 564 Primary Health Care Programs I (3)

The first of a three-part series of module-based learning experiences necessary to the management of primary health care and development programs serving vulnerable populations in resource-scarce areas. Current world health programs, with a focus on the ecologic, demographic, developmental, and sociocultural determinants of health. Topical areas include: program management and evaluation; food security and agricultural sustainability; communicable diseases; essential drugs and immunizations; population/family planning, maternal-child health; traditional practices and cross-cultural communications; environmental issues; urban health; populations at risk; relief operations; literacy; microenterprise; and public health policy/advocacy.

GLBH 565 International Health Programming (2)

A module-based course that presents selected methodological techniques and skills useful in the planning, implementation, and evaluation of primary health care programs--particularly in international settings. Student describes key principles in program planning, implementation, and evaluation of sustainable public health programs in international settings; becomes familiar with the use of specific tools and approaches associated with program planning, implementation, and evaluation (including the use of the Logical Framework Analysis or LogFRAME model); demonstrates the ability to plan and conduct a 30-cluster sample survey to assess immunization coverage; develops and presents a project-specific detailed implementation plan (DIP); understands and summarizes the key aspects of project-evaluation methods, as required by international funding agencies.

Prerequisite: EPDM 509, STAT 509. Corequisite: EPDM 568.

GLBH 566 Primary Health Care Programs II (3)

The second of a three-part series of module-based learning experiences necessary to the management of primary health care and development programs serving vulnerable populations in resource-scarce areas. Current world health programs, with a focus on the ecologic, demographic, developmental, and sociocultural determinants of health. Topical areas include: program management and evaluation; food security and agricultural sustainability; communicable diseases; essential drugs and immunizations; population/family planning, maternal-child health; traditional practices and cross-cultural communications; environmental issues; urban health; populations at risk; relief operations; literacy; microenterprise; and public health policy/advocacy.

GLBH 567 Evaluation of Global Health and Development Programs (3)

Approaches and methodology of evaluation in the setting of multiple stakeholders and varied cultural perspectives and expectations. Need for objectivity and improved measurement of outcomes balanced with the need for participation and feedback to the decision-making process. Limited to doctoral degree students or consent of instructor.

GLBH 568 Primary Health Care Programs III (3)

The third of a three-part series of module-based learning experiences necessary to the management of primary health care and development programs serving vulnerable populations in resource-scarce areas. Current world health programs, with a focus on the ecologic, demographic, developmental, and sociocultural determinants of health. Topical areas include: program management and evaluation; food security and agricultural sustainability; communicable diseases; essential drugs and immunizations; population/family planning, maternal-child health; traditional practices and cross-cultural communications; environmental issues; urban health; populations at risk; relief operations; literacy; microenterprise; and public health policy/advocacy.

GLBH 584 Special Topics in Global Health (1-3)

Lecture and discussion on a current topic in global health. May be repeated for a maximum of 4 units applicable to degree program.

GLBH 605 Seminar in Global Health (1)

Issues, trends, organizational structure, and practice of international public health. Issues impacting global health, the structure and functions of government and NGOs in the delivery of public health services, and preparation to practice international health. Selected guest lecturers and student participation.

GLBH 606 Advanced Seminar in Global Health (2)

Research methodologies applied to program operations and health and development problems in developing countries. Cultural, ethical, and technical issues in conducting research in other societies. May be repeated for additional credit. Limited to doctoral degree students.

GLBH 685 Preliminary Research Experience (2)

Various aspects of research under the guidance of a faculty member and by participation in an ongoing project. Must be completed prior to beginning dissertation/research project. Limited to doctoral degree students.

Prerequisite: Consent of instructor.

GLBH 692 Research Consultation (2)

Individual advice on research design, data collection, data analysis, and reporting of results.

Prerequisite: Consent of instructor.

GLBH 694 Research (1-4)

Independent research on problems being studied in the School of Public Health or associated institutions; collaboration with researcher/faculty member. Research program arranged with faculty member(s) involved and approved by adviser. Minimum of thirty hours required for each unit of credit. Written report required. Limited to qualified master's and doctoral degree students

Prerequisite: Consent of instructor responsible for supervision and of program advisor.

GLBH 695 Practicum in Field-Based Survey and Evaluation (3)

Individualized, arranged participation in field survey and evaluation, with preceptorship by affiliating non-government organizations (NGOs) in the developing world or underserved population settings. Limited to doctoral degree students.

Prerequisite: GLBH 567.

GLBH 696 Directed Study/Special Project (1-4)

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of four units applicable to any master's degree program.

Prerequisite: Consent of instructor responsible for supervision and of program advisor.

GLBH 698 Dissertation (1-12)

Student prepares manuscript presenting results of doctoral research study. Limited to doctoral degree candidates.

GLBH 699 Applied Research in Global Health (2, 4)

Focuses on operations/evaluation research and/or program development that involves application of knowledge/skills acquired earlier in the academic program. Field sites may include private or governmental health organizations functioning in a crosscultural environment. Guidance to be provided by supervising faculty and agency personnel. Written paper per departmental guidelines.

GLBH 700 MIP-Peace Corps Field Practicum 0

Designed for students who must maintain continuous registration in the School of Public Health as a condition of the twenty-seven month Peace Corps field practicum that is part of their master's degree program.

GLBH 796 Internship (12)

Individual mentored study in organizational management and development under the direction of an international nongovernmental organization that has a contractual agreement with the department. Limited to graduate GLBH students who have been recommended by the department and accepted by the nongovernmental organization for this internship experience and whose project proposals have been approved by both entities.

GLBH 797 MIP Residency in Global Health (12)

Individual guided study in operational field practice, under faculty supervision. Limited to graduate students in the INTH Master's Internationalist Program (M.P.H./MIP) whose projects have been approved by their committee.

GLBH 798 Culminating Activity/Field Practicum (1-12)

Written report, proposal, or evaluation of a program or project in which the student has been or will be involved. Student applies concepts and skills taught in course work, made under the guidance of department faculty and agency supervisors. For students who lack relevant professional experience in an international or cross-cultural health/development program, a three-week (40 hours/week) assignment to an approved agency will be arranged. Students with appropriate experience register for 3 units and write a culminating activity paper under the direction of department faculty.

Graduate Dentistry

GRDN 514 Introduction to Biomedical Research (4)

Provides basic information necessary to develop a research proposal. Focuses on applied statistics, as well as proposal writing--which emphasizes critical evaluation of the literature, proposal design, and proposal methodology. Culminates in an approved research proposal suitable for submission to the departmental Research Guidance Committee (RGC). Lectures, seminars.

GRDN 535 Clinical Oral Pathology (2)

Emphasizes oral manifestations of disease. Diagnosis, prognosis, and treatment of various oral neoplasms.

GRDN 601 Practice Management (2)

Prepares student for specialty practice. Concepts of employment, records, incorporating, insurance, and practice planning.

GRDN 609 Professional Ethics (2)

Provides students with a theological and philosophical framework for professional ethics. Topics include individual rights, autonomy, informed consent, and responsibilities of the professional person in the dental field, as well as in society as a whole.

GRDN 622 Biomedical Science I (4)

Advanced, two-quarter course offered every other year (alternating with GRDN 623) during Autumn and Winter Quarters. Course content includes applied oral bacteriology, immunology, topics in oral medicine, applied pharmacology, and orofacial pain. Since course is constructed on an advanced level of understanding, students expected to have prior basic knowledge in the various topic areas.

GRDN 623 Biomedical Science II (4, 5)

Advanced, two-quarter course offered every other year (alternating with GRDN 622) during Autumn and Winter Quarters. Course content includes cell biology, applied oral pathology, biology of hard tissues, physiology, and biochemistry. Since course is constructed on an advanced level of understanding, students are expected to have basic knowledge in the various topic areas.

GRDN 632 Basic Microsurgery Techniques (2)

An integrated, forty-hour laboratory course tailored to the needs of the individual student. Principles and application of microscope operator and use, microinstrumentation, microdissection, micromanipulation, and microsuturing techniques. Performance of various microvascular and microneural repair procedures.

Graduate Studies-Conjoint

GSCJ 217 Integrated Language Skills (3)

Gives students a firm foundation in reading and writing development, comprehension, vocabulary, oral communication, and cultural understanding. Prepares international students with language-skill deficits, students with a learning difference, or both, for the rigors of their course work in order to ground them in American academic and social-cultural practices.

GSCJ 514 Editing, Style, and Grammar for Academic Writing and Publication (2)

Focuses on mastery of the editing stage of academic manuscript preparation. Applicable to all academic works, including publishable research results, term papers, dissertations, theses, and proposals. Covers the self-editing option, editing techniques, grammar, punctuation, and style. Addresses APA and other styles.

GSCJ 518 Interdisciplinary Professional Experience (1-4)

Professional interdisciplinary experience. Experiences may occur in multiple settings, including field, clinic, outpatient and inpatient. May be repeated up to eight (8) times.

Gynecology and Obstetrics

GYOB 599 Gynecology and Obstetrics Directed Study (1.5-18)

GYOB 701 Gynecology and Obstetrics Clerkship (1.5-9)

A six-week rotation that introduces women's reproductive health. Provides the student with a broad exposure to women's health and a glimpse of what is involved in the specialty of obstetrics and gynecology.

GYOB 891 Gynecology and Obstetrics Elective (1.5-18)

Health Administration

HADM 305 Health Care Communication (4)

Basic communication applications of health care organizations. Communication theory, language, oral reporting, conducting meetings and conferences, interpersonal techniques of listening and interviewing, nonverbal communication, crises management, and public relations and multicultural as well as ethical considerations.

HADM 310 Health Care Communication (4)

Basic communication applications of health care organizations. Communication theory, language, oral reporting, conducting meetings and conferences, interpersonal techniques of listening and interviewing, nonverbal communication, crises management, and public relations and multicultural as well as ethical considerations will be addressed.

HADM 314 Health Care Macroeconomics (4)

The nature and causes of economic growth, inflation, recession, and unemployment. Government monetary and fiscal policy. Keynesian and monetarist economic models, and introduction to the American financial system.

HADM 315 Health Care Microeconomics (4)

Supply-and-demand analysis, competition, oligopoly, and monopoly. Economic choices, comparative economic systems, pricing and production, international trade.

HADM 316 Economics for Healthcare Managers (4)

The structure and functioning of the economy from the perspective of a health care manager. Surveys both macroeconomics and microeconomics. Concepts include gross domestic product, economic growth, inflation, recession, employment, monetary policy, fiscal policy, supply, demand, and prices. How the efficient allocation of scarce resources generates income and wealth.

HADM 328 Health Care Organizational Behavior (4)

Applies behavioral-science concepts to understanding individual and group behavior in health care organizations. Topics include: attitude formation, perceptual processes, motivation, job design, reward systems, leadership, group processes, organizational structure and design.

HADM 334 Health Care Law I (4)

Legal institutions and principles; constitutional considerations, business torts and crimes; contracts; real and personal property; bailments; wills, trusts and estates.

HADM 335 Health Care Law I (4)

Uniform commercial code, sales, commercial paper, secured transactions; creditors; rights and bankruptcy; agency; business organizations, limited, and general partnerships, corporations; and government regulations.

HADM 336 Legal Environment of Healthcare (4)

Laws regulating health care covering legal institutions, constitutional considerations, business torts and crimes, contracts, personal property, uniform commercial code, sales, commercial paper, secured transactions, creditors' rights and bankruptcy; agency; business organizations, limited, and general partnerships, corporations; and government regulations.

HADM 359 Health Care Marketing (4)

Surveys major marketing topics including consumer behavior, product, pricing, placement, and promotions.

HADM 374 Health Care-Human Resources (4)

Purposefully explores how the strategic management of human resources creates value and delivers results in health care. Addresses an emerging human- resource paradigm in addition to focusing on the traditional perspectives of human resources that center around the personal function.

HADM 375 Health Care-Information Systems (4)

Conceptual basis of computer operations, logic, introduction to use of word processing, spreadsheet, and database software programs. Application to personal and business problems.

HADM 401 Health Care-Operations Management (4)

Explains quantitative methods used to analyze and improve organizational processes within a health care organization. Decision analysis, break-even analysis, materials management, linear programming, queuing theory, quality management, network modeling, and game theory.

HADM 405 Healthcare Quality Management (4)

Focuses on quality systems, including developing a clear mission or vision statement, setting measurable strategic quality goals, deploying goals for action by identifying specific activities to be done, and controlling results. Analyzes the quality processes in health care, as well as the key strategies contributing to success of an organization.

HADM 409 Principles of Public Health Administration (4)

Introduction to the administration of organizations within the context of the economic, regulatory, and financial constraints of the health care-delivery system. Areas covered include: change is the name of the game in 21st century health care; concepts of organizational management; the management functions (planning, decision making, organizing, staffing, and directing and controlling); budgeting; committees and teams; adaptation, motivation, and conflict management; authority, leadership, and supervision; and human-resource management

HADM 420 Long-Term Care Administration (4)

Administration of long-term care facilities. Licensing requirements as presented in California Code of Regulations Title 22 and the Code of Federal Regulations Title 42.

HADM 425 Topics in Health Administration (1-4)

Lecture and discussion focuses on a current topic in health administration bearing on the theory or practice of one aspect of the discipline. Specific content varies from quarter to quarter. May be repeated for additional credit.

HADM 444 Financial Accounting for Health Care Organizations (4)

Fundamentals of preparing and understanding financial statements. Emphasizes relationships between the balance sheet, income statement, and cash-flow statement. Generally accepted accounting terminology.

HADM 445 Health Care-Financial Accounting II (4)

Continues the study of the fundamentals of preparing and understanding financial statement. Emphasizes relationships between the balance sheet, income statement, and cash-flow statement. Generally accepted accounting terminology.

HADM 446 Accounting for Healthcare Managers (4)

An introductory course that covers accounting cycle, balance sheet, income statement, basic accounting principles, ethics, internal control, accounting for assets, current liabilities and stockholder's equity.

HADM 449 Health Care-Investment and Portfolio Issues (4)

Broad picture of financial markets, instruments, and institutions covering the financial concepts and tools that have been used successfully by actual financial institutions and regulators in progressively managed firms. Combines a solid foundation of the theory of pricing of instruments used in financial markets and answers to basic questions regarding the determinants of the growth and nature of financial markets. Investment strategies such as diversification, dollar-cost averaging, and asset allocation examined in relation to the trade off relationship between risk and reward.

Cross-listing: HADM 549.

HADM 464 Health Care Finance (4)

An introductory course that covers time value of money, valuation, risk and rates of return, financial analysis, financial forecasting, working capital management, capital budgeting, cost of capital, and long-term financing.

HADM 498 Health Care Policy and Strategy (4)

Strategic planning process and tools needed to analyze external factors and internal capabilities as they relate to a particular organization. Development of a vision, mission, goals, objectives, and a control mechanism. Provides insight on how best to implement developed strategy as it relates to the human- resource management, marketing, and finance departments.

HADM 499 Directed Study (1-4)

Student individually arranges to study under the guidance of a program faculty member. Project or paper to be submitted on a topic of current interest in an area related to health care management. Regular meetings provide the student with guidance and evaluation. Activities may also include readings, literature review, or other special or research projects. A maximum of 4 units is applicable to any degree program.

HADM 504 Data Base Concepts (3)

Introduces databases and database management. Increases students' understanding of the most common databases and their functions, as well as the process of planning and implementing these databases. Emphasizes the management aspect of databases and the qualities a manager should possess.

HADM 506 Principles of Healthcare Finance (3)

An overview course covering the time value of money, valuation, risk and rates of return, financial analysis, financial forecasting, working capital management, capital budgeting, cost of capital, and long term financing. This course can be waived by those who have taken an upper-division finance course prior to enrolling at LLU from an accredited 4-year university.

HADM 507 Principles of Financial Accounting in Healthcare (3)

Overview of the accounting cycle, balance sheets, income statements, basic accounting principles, ethics, internal controls, accounting for assets, current liabilities and stockholder's equity. Course can be waived by those who have taken an upper-division accounting course prior to enrolling at this University from an accredited four-year university.

HADM 509 Principles of Health Policy and Management (3)

Introduces concepts of the health-policy process of the current health-delivery system, with a focus on administration of health care organizations.

HADM 510 Health Policy Analysis and Synthesis (3)

Integrates skills and concepts from previous courses taken in managerial problem solving. May be repeated for additional credit.

HADM 514 Health Care Economic Policy (3)

Concepts of health care supply and demand, and resource allocation in view of political constraints imposed in market and planned economies. Health-service pricing and policy issues in quantity, quality, and cost of health care in domestic and international environments.

HADM 515 Maintenance and Operation of Information Systems (3)

Covers the process of maintenance and management of data communications systems, as well as network administration. Covers analysis and development of information security systems, system auditing, information system documentation, system maintenance plans, and development of maintenance and security plans.

HADM 516 International Economic Policy (3)

Focuses on how to effectively reduce dependence on foreign aid, improve access to capital, invest in the people, and bolster rates of currency exchange to improve regional and national economies. Provides overview of international economics along with an assessment of the impact privatization of state companies, democratic initiatives, free-trade, and tax reform have on a country shifting toward a market economy.

HADM 520 Long-term Care Administration (3)

Administration of long-term care facilities. Licensing requirements as presented in the California Code of Regulations Title 22 and the Code of Federal Regulations Title 42.

Cross-listing: HADM 420.

HADM 525 Special Topics in Health Administration (1-4)

Lecture and discussion on a current topic in health administration. May be repeated for a maximum of 4 units applicable to degree program.

HADM 526 Data Communication Theory (3)

Provides an overview of how information systems work. Covers the fundamentals of information systems hardware and software, including existing databases on local and national networks. Internet and Intranet projects required. Includes distributed data processing, client server systems, local area networks (LAN), wide area networks (WAN), and data communications, including voice and image.

HADM 528 Organizational Behavior in Health Care (3)

How human resources are utilized to accomplish organizational goals within health care settings. Development of basic contributions to administrative theory and practice. Focuses on human responses to varied organizational structures.

HADM 529 Healthcare Negotiations and Conflict Resolution (3)

Diagnoses the complex, competing issues among different social, political, and economic initiatives promoted by both liberals and conservatives. Focuses on and emphasizes shared interests and fears of individuals and entities promoting competing policies, which leads to a more productive negotiation process and makes conflict resolution more attainable.

HADM 530 Quantitative Decision Analysis (3)

Explains quantitative methods used to analyze and improve the decision-making process in health care organizations. Decision analysis, break-even analysis, managerial accounting, financial management, linear programming, network modeling, game theory, simulation, and cutting-edge forecasting techniques included in the primary concepts examined.

HADM 534 Public Health and Constitutional Law (3)

Studies the legal and judicial processes as they relate to health care. Considers criminal and civil law. Emphasizes principles of contract law.

HADM 536 Health Policy Communications (3)

Helps students communicate effectively with the mass media and current stakeholders in the current health system. Explores aspects of effective listening, response strategies, conflict management, negotiations, leadership styles, interpersonal agendas, and group dynamics. Focuses on oral and written communication, as well as critical- thinking messages.

HADM 542 Managerial Accounting for Health Care Organizations (3)

Financial data used in decision making. Cost behavior, activity-based costing, cost allocation, product costing and pricing, operational budgets, capital budgeting, and behavioral aspects of control.

Prerequisite: One course in financial accounting, or consent of instructor.

HADM 545 Government Policy and Health Disparities (3)

Examines the federal government's use of funding and regulation to influence health care delivery in the United States. Reviews the role of state and local governments in developing and implementing health policy. Explores the issue of health disparities in framing health-policy discussions.

HADM 549 Health Care Investment and Portfolio Issues (3)

Provides overview of financial markets, instruments, and institutions addressing financial concepts and tools that have been used successfully in progressively managed firms. Discusses financial markets that corporations, governmental agencies, and financial institutions use while conducting business. Theory of pricing of instruments, institutional structure, and determinants of growth of financial markets.

Cross-listing: HADM 449.

HADM 555 Health Care Delivery Systems (3)

Reviews current trends in health care financing; integrated delivery systems; managed care, as well as some focus on health care operations, including billing, coding, pricing, utilization review, case management and systems. Reviews and discusses current events and research relating to the health care-system structure throughout the world and relative to U.S. health care policy.

HADM 559 Health Care Marketing (3)

Applies marketing concepts to health care-delivery systems. Emphasizes a strategic market-management approach for developing or evaluating strategies and programs for a health care organization.

HADM 560 Asset Protection Planning for Health Professionals (3)

Introduces estate planning, asset-protection strategies, family limited partnerships (FLPs) and limited-liability companies (LLCs), life insurance, irrevocable life insurance trusts, durable powers of attorney, and revocable inter vivos trusts.

HADM 564 Health Care Finance (3)

Public and private health care financial issues, including third-party reimbursement, managed care, and health care-provision schemes. Financial planning for health care institutions, with consideration of capital markets and development of the tools of risk-return analysis, time valuation of money, and project selection.

Prerequisite: Consent of instructor.

HADM 574 Managing Human Resources in Health Care Organizations (3)

Purposefully explores how the strategic management of human resources creates value and delivers results in health care. Addresses an emerging human-resource paradigm, in addition to focusing on the traditional perspectives of human resources that center around the personnel function.

HADM 575 Management-Information Systems in Health Care (3)

Systems theory and application in the design and operation of integrated management-information systems in a health care setting. Examines hardware, software, and human interfaces.

HADM 601 Health-Systems Operations Management (3)

Uses quantitative methods to analyze and improve business processes within an organization. Regression analysis, simulation, decision analysis, capacity planning, inventory models, linear programming, scheduling, and cost-benefit analysis.

HADM 604 Health-Systems Strategic Planning (3)

Decision making and planned change through the strategic planning process. Performance review and evaluation of services and resource administration. Strategic plan and contingency plans, mission statement, objectives, courses of action, and resource allocation. Presentation and approval process.

HADM 605 Health Care Quality Management (3)

Focuses on quality systems that include developing clear mission or vision, setting measurable strategic quality goals, deploying goals for action by identifying specific activities to be done, and controlling results. Analysis of quality process in health care historically, with emphasis on key strategies for success.

HADM 610 Synthesis Seminar in Health Administration (1)

Integrates skills and concepts from previous courses taken in managerial problem solving. May be repeated for additional credit.

HADM 695 Health Administration Field Practicum (3)

Individual arrangements for selected students to participate in a guided, structured practical experience applying health administration skills and knowledge gained in the classroom in practice settings.

HADM 696 Directed Study/Special Project (1-4)

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit.

Prerequisite: Consent of instructor responsible for supervision and of program adviser.

HADM 699 Applied Research (1-4)

Assignment to private, government, international, or voluntary health agency or other approved organization where practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. Research project that includes substantial analysis of data and discussion of results. Written report and oral presentation required.

Prerequisite: Consent of department adviser and of instructors responsible for supervision.

HADM 724A Residency in Institutional Administration (3)

Applies in a practical way, under the guidance of a preceptor in an institutional setting, the materials studied on campus. Must be taken during consecutive quarters until required hours have been completed.

HADM 724B Residency in Institutional Administration (6)

Applies in practical way, under the guidance of a preceptor in an institutional setting, the materials studied on campus. Must be taken during consecutive quarters until required hours have been completed.

HADM 724C Residency in Institutional Administration (9)

Applies in practical way, under the guidance of a preceptor in an institutional setting, the materials studied on campus. Must be taken during consecutive quarters until required hours have been completed.

HADM 724D Residency in Institutional Administration (12)

Applies in practical way, under the guidance of a preceptor in an institutional setting, the materials studied on campus. Must be taken during consecutive quarters until required hours have been completed.

HADM 798A Health Administration Field Practicum (12)

Supervised experience in a public health-service organization. Opportunity to integrate skills and concepts from courses taken toward the M.P.H. degree in health administration.

Prerequisite: M.P.H. degree core courses.

HADM 798B Health Administration Field Practicum (6)

Part-time, ten-week (20 hours/week) supervised experience in a public health-service organization. Opportunity to integrate skills and concepts from courses taken toward the M.P.H. degree in health administration.

Prerequisite: M.P.H. degree core courses.

HADM 798D Health Administration Field Practicum (12)

Full-time, ten-week (40 hours/week) supervised experience in a public health-service organization. Opportunity to integrate skills and concepts from courses taken toward the M.P.H. degree in health administration.

Prerequisite: M.P.H. degree core courses.

Coding Specialist

HLCS 236 Pharmacology (3)

Introduces pharmacology, including a review of pharmaceuticals used in diagnosis, prevention, and treatment of disease as commonly encountered in medical records.

Prerequisite: HLCS 239; or equivalent.

HLCS 238 Essentials of Human Diseases (3)

Surveys human diseases, including the etiology, pathogenesis, and clinical manifestations of commonly encountered diseases.

Prerequisite: AH CJ 235* (*may be taken concurrently).

HLCS 239 Introduction to Health Records Science (3)

Introduces health care facilities and the information systems involving health records. In-depth study of health-record content, confidentiality of health care information, and professional ethics.

HLCS 241 Medical Terminology (2)

Prefixes, suffixes, and root words used in the language of medicine. Terms pertaining to pathology and surgery. Terms studied by body system: gastroenterology, cardiology, neurology, musculoskeletal, dermatology, and respiratory.

Prerequisite: Writing assessment of the English language.

HLCS 242 Coding I (4)

Principles and conventions of ICD-9-CM coding in diseases and procedures pertaining to infectious disease; diseases of blood, endocrine, respiratory, digestive, genitourinary, skin, and musculoskeletal systems; and mental disorders. Includes one-hour weekly laboratory to enhance coding proficiency.

Prerequisite: HLCS 236; or equivalent.

HLCS 243 Coding II (4)

Principles and conventions of ICD-9-CM coding in diseases and procedures pertaining to pregnancy, perinatal conditions, poisonings, injuries, complications of medical and surgical care, the circulatory system, and neoplasms. Includes one-hour weekly laboratory using actual patient record to enhance coding proficiency.

Prerequisite: HLCS 242.

HLCS 245 Coding III (4)

Principles of current procedural coding (CPT) at the intermediate level-- including: surgical coding for all body systems; medical procedures; anesthesia coding; radiology, pathology, and laboratory coding. Modifier assignment. Also includes two-hour weekly laboratory practice on 3M software.

Prerequisite: HLCS 243.

HLCS 254 Evaluation and Management Coding for Billing and Reimbursement (3)

Principles of billing and third-party reimbursement as they relate to physician professional coding and APC assignment for health care institutions. Includes E & M coding conventions and modifiers. Coding for physician-practice settings--including outpatient, inpatient, ER, observation, SNF, and other common settings. Principles of health service billing covered, including billing terminologies, the billing process, and the universal billing forms. Includes one-hour weekly laboratory practice using actual patient records and 3M encoding software to enhance student proficiency.

Prerequisite: HLCS 245.

HLCS 257 Coding Special Topics (3)

Coding-system usage by reimbursement agencies, laws governing these processes, and federally supervised coding auditing to assure that the laws of coding are followed. Health care-delivery systems and internal billing and reimbursement in these settings. Requirements of state and federal coding regulatory agencies, ethics of coding, coding quality, and coding compliance. Content varies to accommodate the changing nature of health care-reimbursement processes and laws.

Prerequisite: HLCS 245.

HLCS 961 Coding Practicum I (2)

Twelve week (six hours per week) coding laboratory provides a capstone experience for students who have completed all academic course work in coding. Enables students to apply all state and national coding and reimbursement regulations to a variety of inpatient and outpatient records. Provides students the opportunity to improve speed and accuracy prior to entering the job force.

Prerequisite: HLCS 257.

HLCS 962 Coding Practicum II (2)

Continues HLCS 961. HLCS 962 includes an additional twelve week (six hours per week) coding laboratory experience under direct supervision of an instructor.

Prerequisite: HLCS 961.

Health Information Administration

HLIN 215 Fundamentals of Medical Interpretation (4)

Prepares the bilingual student for entry into medical interpretation for the health care setting. Provides a basic introduction to medical terminology, anatomy and physiology, pathology (disease process), pharmacology, surgical procedures, U.S. Health care delivery systems, medical-legal issues, and professionalism.

Prerequisite: Language proficiency test.

HLIN 301 Introduction to Health-Records Management (4)

History of health records, professional ethics, and the administration of health-information management as a profession and as a health care-facility service. Techniques for numbering and filing records. Principles of indexes and registers, and retention of records. Overview of nomenclatures and classification systems. Philosophy of accreditation, certification, and licensure standards for hospitals. Introduces health care-reimbursement systems. In-depth study of patient records, including content and documentation formats. Compares hospital versus ambulatory care records.

HLIN 303 Basic Coding Principles and Techniques I (3)

Principles of disease and operation classification (coding) using ICD-9-CM. Basic coding techniques for diagnoses, surgical procedures, symptomatology, and other reasons for health care encounters. Coding techniques by topic: infectious disease, endocrine, nutritional, metabolic, hematologic, nervous system, sense organs, respiratory, genitourinary, skin, and musculoskeletal diseases.

Prerequisite: AH CJ 402* (*may be taken concurrently).

HLIN 304 Basic Coding Principles and Techniques II (3)

Continues review of disease and operation coding with ICD-9-CM. Emphasizes obstetrical and newborn coding, trauma, poisonings, complications of surgical and medical care, diseases and procedures of the circulatory system, and neoplasms. Includes history, principles, and purpose of other recognized systems of nomenclature and classification in health care, with associated use of disease and operation indexes.

Prerequisite: HLIN 303).

HLIN 305 Healthcare Statistical Applications (3)

Problem-solving approach to health care statistical applications and data presentation. Introduces research statistics. Laboratory sessions include instruction in the use of Microsoft Excel for data presentation and analysis.

HLIN 306 E & M Coding for Billing and Reimbursement (2)

Principles of evaluation and management coding and E & M modifier assignment pertaining to physician professional billing and institutional APC assignment. Coding for physician practice settings includes outpatient, inpatient, ER, observation, SNF, and other common practice settings. Principles of health-service billing covered—including billing terminologies, the billing process, universal billing forms; and reimbursement under commercial, managed care, and federally funded insurance plans.

Prerequisite: HLIN 303, HLIN 304.

HLIN 325 Pharmacology for Health Information Administration (2)

Provides understanding of pharmacology as required for medical-record analysis, audits, and other related studies. Basic definitions, sources of information, classification of drugs, and principles and mechanisms of drug actions.

HLIN 361 Health Information Administration Laboratory I (1)

Supervised experience in health information departments and other areas of health care facilities. Includes applied laboratory assignments for HIM professional courses.

HLIN 362 Health Information Administration Laboratory II (1)

Supervised experience in health information departments and other areas of health care facilities. Includes applied laboratory assignments for HIM professional courses.

HLIN 363 Health Information Administration Laboratory III (1)

Supervised experience in health information departments and other areas of health care facilities. Includes applied laboratory assignments for HIM professional courses.

HLIN 395 Professional Practice Experience I-Junior Affiliation (3)

Three-week (40 hours per week) supervised clinical experience in a health facility or health-related organization at the end of the junior year. Written and oral reports of experience, with classroom discussion. Not required of registered health information technologists (RHITs).

Prerequisite: Completion of junior-year courses and lab assignments or per mission of the department chair.

HLIN 401 Survey of Health Systems Management (4)

The science of information and its applications to management and patient care in the health care industry. Information-systems concepts, theories, technologies, and models; as well as an in-depth review of information-system creation and adaptation. General systems concepts in health care: analysis, design, implementation, and maintenance. Strategies for the successful management of information systems in an integrated or interfaced environment, with emphasis on health information applications. Future trends in information-system elements presented in conjunction with analysis of these trends in the health-record profession. Major term project includes the development of database specifications, inputs, outputs, implementation schedules, and maintenance plans.

HLIN 407 Financial Management for Health Information Management (2)

Financial aspects of health care involving prospective reimbursement system, analysis of various health care reimbursement schemes, and financial disbursements. Budget variance analysis, analysis of cost components, operating statements, and productivity related to a department budget. Examines financial accounting systems, financial evaluation ratios, and reports.

HLIN 421 Survey of Health Systems Management-Applied (4)

Applies information-systems theory to the development of effective health care facility systems in preparation for transition to paperless patient records—including utilization of standard nomenclatures, vocabularies, and classification systems. Data-management strategies—including data integrity, security, quality, and standardization. System security in all environments. Analyzes implementation of health care standards. Evaluates existing vendor software, hardware, and services. Major term project includes research, analysis, and presentation of a contemporary issue in information systems that impacts the practice of information management in health care. Laboratories include field trips to institutions for demonstrations of optical imaging and EHR applications.

Prerequisite: HLIN 401.

HLIN 441 Legal Aspects of Health Information Administration (4)

Basic principles of law related to the health care field. Law-making process. Analysis of legislation. Risk-management aspects of medical documentation. Overview of the court system in the United States. Development of policies and procedures regarding confidentiality. Release of general, psychological, alcohol, drug, and HIV/AIDS documentation. Release of information in response to subpoenas, court orders, and search warrants. Analysis of consent forms. Assignment for The Federal Register. The concept of improper disclosure and negligence. Reporting requirements. Introduction to the contents of the Health Insurance Portability and Accountability Act (HIPAA), with emphasis on the privacy section, and its impact on health care. Field trip to a local legal library.

HLIN 444 Corporate Compliance in Health Care (3)

Practical application of the guiding principles of corporate compliance in health care organizations. Analyzes standards and policies established by the Center for Medicare and Medicaid Services. Studies in-depth Joint Commission on Accreditation of Health Care Organization, Health Insurance Portability and Accountability Act (HIPAA), qui tam laws, and fiscal intermediaries—emphasizing business ethics and integrity. Includes the process of institutional audits.

HLIN 445 Coding Seminar (3)

Advanced coding concepts and comprehensive review of all health care coding systems. Current procedural terminology (CPT) at the beginning and intermediate level. Management issues in reimbursement using DRGs, APC, and other prospective payment systems. Reviews the federally supervised coding auditing process—including state and federal coding and billing regulations, chargemaster maintenance, coding ethics, coding quality, and coding compliance. Various code sets and terminologies used in health care systems.

Prerequisite: HLIN 304; or equivalent.

HLIN 451 Quality Improvement in Health Care (3)

Quality improvement methodology. Data retrieval, display, and follow-up for various sectors of health care. Mechanisms for promoting facility-wide participation in achieving optimum patient care, as delineated in medical staff-information management, accreditation, and government standards. Risk management as an integral facet of quality improvement. Relationship to corporate compliance.

HLIN 462 Health Information Administration Laboratory III (1)

Supervised experience in health information departments and other areas of health care facilities, with emphasis on the management. Includes applied laboratory assignments for HIM professional courses.

HLIN 463 Health Information Administration Laboratory IV (1)

Supervised experience in health information departments and other areas of health care facilities, with emphasis on management. Includes applied laboratory assignments for HIM professional courses.

HLIN 475 Research Methods in Health Information Management (3)

Introduces the scientific method in research. Focuses on the major steps of the research process as these steps relate to research-report evaluation, proposal writing, literature review, development of conceptual framework, identification of variables, statement of hypotheses, research design, and analysis and presentation of data. Common research design and assessment of risk in epidemiologic studies.

Prerequisite: AHCJ 351.

HLIN 483 Long-Term and Alternative Delivery Systems in Health Care (4)

Focuses on aspects of health information management in delivery systems other than acute care, and their interrelationships. Health record content, format, regulatory and accreditation requirements, the role of the HIM professional, data collection/reporting, risk management, utilization management, and quality improvement areas. Long-term care, hospital-based ambulatory care, free-standing ambulatory care, hospice, home health care, dialysis treatment centers, veterinary medicine, consulting, correctional facilities, mental health care, substance abuse, dental care, and managed-care organizations. Field trip to a skilled nursing facility.

HLIN 484 Current Topics in Health Information Administration (3)

Topics of current interest in the field of health information administration, including career planning, management skills, and professional development. Content varies.

Prerequisite: HLIN 493, HLIN 494.

HLIN 493 Health Information Management I (4)

Introduces basic management functions, philosophies, and tools of health care management. Emphasizes management theory, management tools, and application. Specific topics include: planning, organizing, controlling, management by objective, problem solving and decision making, productivity management, and group dynamics.

HLIN 494 Health Information Management II (5)

Advanced approach to record systems and technical aspects of health information administration. Topics include: ergonomics and workplace design; transcription management; productivity and organizational productivity; project management; attracting, developing, and maintaining a workforce; innovation and change management; federal labor legislation; ethical and social responsibility in management; disaster preparedness and entrepreneurship. One course unit dedicated to administrative management and related topics, contemporary administrative management strategies, strategic planning, business planning, and employee relations at the administrative level. Organizational, interrelational, and managerial functions and concepts in the health care setting. Laboratory assignments include, but are not limited to, management case studies, Visio software training, and office layout development using Visio software.

Prerequisite: HLIN 493.

HLIN 495 Professional Practice Experience Senior Affiliation (3)

Directed experience (120 clock hours) at an approved health care or health-related facility. Applies skills and knowledge to management. Written and oral reports of experience, with classroom discussion. International experience may be available.

Prerequisite: Completion of the first two quarters of the senior year or permission of the department chair.

HLIN 499 Health Information-Administration Independent Study (1-4)

Student submits a project or paper on a topic of current interest in an area of health information administration. Regular meetings to provide the student with guidance and evaluation. Elected on the basis of need or interest. May be repeated.

Health Promotion and Education

HPRO 414 Personal Health and Fitness (4)

Applies health principles to the student's physical, mental, spiritual, and social health.

HPRO 415 Consumer Health (3)

Studies fitness and health in terms of consumer welfare, marketing, and fraud. Discusses ethics as related to professional behavior.

HPRO 416 Health through the Life Span (4)

Examines changes in health status that may occur between birth and old age. Emphasizes tailoring wellness strategies and programs to the needs of various age groups.

HPRO 417 Biomechanics (4)

Studies the laws of motion and kinetics of human movement. Discusses basic body movements and how to maximize efficiency. Includes the role of exercise in injury prevention.

Prerequisite: Anatomy and physiology.

HPRO 418 Introduction to Human Disease (3)

Introduces acute and chronic disease processes by organ system: musculoskeletal, cardiovascular, nervous, digestive, urogenital, integumentary, respiratory, and endocrine.

HPRO 421 Administration of Wellness Programs (4)

Surveys the contribution wellness programs make to corporate, commercial, and community programs. Basic structure, organization, and management of fitness facilities and programs--including budgeting, marketing, and sales. Introduces legal, management, and accounting principles related to program sustainability. Includes program evaluation, cost-benefit analysis, cash-flow management, personnel development, and strategic planning.

HPRO 424 Health Appraisal and Wellness Testing (4)

Instruction and guided practice in performing a wide variety of fitness tests. Interprets test data and applies results to individualized exercise prescriptions. Laboratory included.

HPRO 425 Exercise Science (3)

The relationship of basic physiological responses to exercise and health, longevity, and athletic performance. Presents anatomy and physiology of exercise, including: cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, and body composition.

Prerequisite: HPRO 424; and anatomy and physiology.

HPRO 426 Fitness for Special Populations (4)

Exercise as an adjunct to the treatment of illness and as an aid to the prevention of chronic disease. How to set up safe and effective exercise programs for the disabled, elderly, and other populations of interest.

Prerequisite: HPRO 424.

HPRO 431 Psychology and Sociology of Sport (3)

Role, effect, and importance of sport in society. Psychological principles that motivate individuals to initiate and continue sport activities.

HPRO 432 Injury Prevention (2)

Use of facility and equipment management to prevent injuries. Emphasizes common injuries, risk factors, training techniques that prevent or minimize injuries, development of facility rules and regulations; and equipment maintenance.

HPRO 433 Athletic Training (3)

Organization and management of athletic training programs. Includes instruction about the evaluation and treatment of heat exhaustion and heat stroke; and field injuries such as abrasions, cuts, and concussions. Leads to certification in basic CPR and first aid. Laboratory included.

Prerequisite: HPRO 432; and anatomy and physiology.

HPRO 436 Programs in Health Promotion (4)

Provides overview of existing health-promotion programs in corporate, commercial, and community settings. Gives special attention to the development of new programs designed to meet existing needs in a variety of venues.

HPRO 495 Wellness-Programs Laboratory (3)

Agency-based guided practice designed to acquaint the student with existing and developing wellness programs. May be repeated for three quarters.

Prerequisite: HPRO 421.

HPRO 498 Senior Project (1, 3)

Agency-based project during which the student addresses problems associated with and recommends solutions to a management and/or evaluation issue using problem-solving strategies.

Prerequisite: HPRO 421.

HPRO 499 Directed Study/Special Project (1-4)

Individual arrangements for undergraduate, upper-division students to study under the guidance of a program faculty member. May include readings, literature review, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any undergraduate degree program.

HPRO 501 Human Anatomy and Physiology I (4)

Systematic investigation of the form and function of human biological systems. Laboratory included. Limited to doctoral degree students.

HPRO 502 Human Anatomy and Physiology II (4)

Continues HPRO 501. Systematically investigates the form and function of human biological systems. Laboratory included. Limited to doctoral degree students.

HPRO 503 Human Anatomy and Physiology III (4)

Continues HPRO 502. Systematically investigates the form and function of human biological systems. Laboratory included. Limited to doctoral degree students.

HPRO 507 Spirituality and Health: The Wholeness Connection (3)

Examines how spiritual/religious beliefs and practices might influence physical health through known physiological mechanisms of the neuroendocrine and immune systems. How devout spiritual/religious beliefs and practices might affect not only a sense of well-being and quality of life, but also longevity. Information about religious/spiritual study

methodologies and research instruments. Explores principles of spiritual care as applied to practice, including perspectives on the theology of healing, the connection between body and spirit, and the roles of faith and meaning.

HPRO 508 Aspects of Health Promotion (2)

Dynamics of community and individual health. Factors in the promotion of a healthful lifestyle, including cardiovascular enhancement, stress reduction and coping mechanisms, nutritional awareness, weight management, and substance control. Available to non-major students.

HPRO 509 Principles of Health Behavior (3)

Introduces key health-behavior change theories and psychosocial determinants of health behaviors. Provides an overview of motivation, stress and coping, addiction, culture, and religion as related to health behavior. Laboratory emphasizes communication, leadership, and group-process activities.

HPRO 514 Values, Culture, and Health (3)

Specific values related to primary public health problems in today's multicultural society. Studies beliefs, attitudes, and values that affect behavior change. Includes value development and educational strategies that address values. Major project included.

HPRO 515 Mind-Body Interactions and Health Outcomes (3)

Studies the effect of the neurological system on physical health, with a focus on psychoneuro-immunology.

Prerequisite: Anatomy and physiology, biochemistry.

HPRO 519 Pharmacology (3)

Basic and clinical pharmacology. Emphasizes drugs of concern to health-promotion specialists. Principles of drug addiction, drug receptors and pharmacodynamics, pharmacokinetics, and practical uses for drugs.

Prerequisite: Anatomy and physiology, general chemistry, organic chemistry, biochemistry.

HPRO 523 Maternal/Child Health: Policy and Programs (3)

Examines national and global public health policy, initiatives, and programs targeting childbearing women as well as infants and children. Explores selected issues--such as poverty, access to and utilization of health care, violence, and perinatal chemical exposure--within socioeconomic, political, and ethical frameworks. Emphasizes interdisciplinary delivery of services within a public health setting.

HPRO 524 Adolescent Health (3)

Studies developmental and health problems unique to the adolescent period of life. Focuses on special needs and public health programs designed to reach adolescents. Gives attention to special problems, such as social adaptation, juvenile delinquency, drug abuse, suicide, adolescent pregnancy.

HPRO 525 Topics in Health Promotion (1-4)

Lecture and discussion of a current topic in health promotion bearing on the theory or practice of one aspect of the discipline. Specific content varies from quarter to quarter. May be repeated for additional credit.

HPRO 526 Lifestyle Diseases and Risk Reduction (3)

Discusses current lifestyle diseases, including: cardiovascular, metabolic, communicable, and nutritional. Concepts regarding risk factors, screening approaches, and risk reduction, with impact on specific health parameters.

Prerequisite: Anatomy and physiology, or consent of instructor.

HPRO 527 Obesity and Disordered Eating (3)

Explores causes and development of obesity, principles of weight management, and relapse prevention. Includes discussion of the causes and treatment of anorexia nervosa and bulimia.

Prerequisite: or consent of instructor.

HPRO 528 Controversial Health Practices (2, 3)

Epidemiological analysis of quackery in North America. Studies traditional and/or controversial health beliefs and practices, including why people advocate and use them. Topics include: allopathy, aromatherapy, ayurvedic medicine, Chinese medicine, chiropractic, energy medicine, faith healing, food faddism, herbalism, holistic health, homeopathy, iridology, medical dowsing, naturopathy, New Age medicine, pseudopsychologies, radionics, reflexology, spiritism, therapeutic touch, and more. Laboratory included for third unit of credit.

HPRO 529 Preventive and Therapeutic Interventions in Chronic Disease (4)

Specific preventive-care techniques dealing with lifestyle and chronic disease in the clinical environment. Multidisciplinary lifestyle interventions in the prevention and treatment of dyslipidemia, diabetes, hypertension, osteoporosis, sleep disorders, and other chronic conditions. Uses case studies and role playing to explore interventions in a variety of clinical scenarios. Limited to doctoral degree students.

Prerequisite: HPRO 526.

HPRO 530 Fundamentals of Research in Health Behavior and Health Education (3)

Introduces research in the behavioral health sciences and health education. Helps students apply appropriate research principles and techniques in health education. Provides an overview of the philosophy and methods of science--including causal inference, developing research questions and testing hypotheses, and identifying appropriate data-collection techniques. Emphasizes development of a practical understanding of why, when, and how to use research methods; and how to become an informed reader of scientific research articles and reports. Addresses experimental methods, surveys, and quantitative research designs. Cover other topics, including assessments of reliability, validity, measurement, and research ethics.

HPRO 531 Pathology of Human Systems I (3)

Fundamental mechanisms of disease, including degenerative changes and physical and chemical injury. Reviews diseases by organ system: endocrine, biliary, hepatic, respiratory, digestive, urogenital, skeletal, and central nervous. Limited to doctoral degree students.

HPRO 532 Pathology of Human Systems II (3)

Introduces micropathological organisms. Surveys tissue changes in infectious diseases. Growth disorders, including: basic genetic problems and neoplasia; cardiovascular, circulatory, and inflammatory systems. Limited to doctoral degree students.

Prerequisite: HPRO 531.

HPRO 535 Health Education Administration and Leadership (3)

Analyzes the managerial and leadership roles of the health education specialist in both public and private health organizations. Emphasizes organizational structure and health communication; as well as managing, supervising, marketing, decision making, and other administrative roles.

HPRO 536 Program Planning and Evaluation (2)

Introductory course utilizes the planning cycle in addressing public health problems. Analyzes trends in health care planning. Applies planning cycle to selected topics. Provides overview of evaluation design, methodology, and instrument development for health education programs. Laboratory included.

HPRO 538 Health Education Program Development (3)

Uses program planning theories and models with diagnostic techniques to design, deliver, and evaluate health promotion and education programs in a variety of settings: community, occupational, educational, and health care. Presents steps in the health educational planning process, which involves: 1) conducting social, epidemiological, behavioral, environmental, ecological, educational, administrative, and policy assessments; 2) writing goals and objectives; 3) selecting appropriate intervention strategies; 4) integrating and applying behavioral and educational theories to interventions; 5) enhancing instructional delivery and design skills; and 6) evaluating the educational process and reporting results.

HPRO 539 Policy and Issues in Health Education (3)

Examines and discusses policy issues, trends, and strategies relating to health education—including but not limited to HIV/AIDS, women's health, injury prevention and control, tobacco and other drug issues, and health issues in ethnically diverse populations. Provides opportunities to develop and improve presentation skills. Project included.

HPRO 542 Health and Dependency Counseling (3)

Applies behavior change and addiction theory in a practical way to the counseling process. Gives attention to individuals with multiple, concurrent health issues such as stress, lifestyle problems, and addictions. Laboratory required.

Prerequisite: HPRO 509; HPRO 538 recommended.

HPRO 543 Writing for Health Professionals (2, 3)

Applies behavior change and addiction theory in a practical way to the counseling process. Gives attention to individuals with multiple, concurrent health issues such as stress, lifestyle problems, and addictions. Laboratory required.

HPRO 544 Health Education Evaluation and Measurement (3)

Student selects and develops health education and psychosocial measurement instruments, determines validity and reliability of evaluation tools, provides overview of data-collection methods and protocols, analyzes and interprets results, and communicates evaluation findings.

HPRO 548 Community and Domestic Violence (3)

Provides overview of issues of violence in American society. Explores domestic and community violence as they affect selected population groups. Psychological approaches to etiology and intervention. Explores societal violence, including violence observed in populations such as gangs and high-risk youth. Topics include spousal, elder, and child abuse. Special attention directed toward co-factors, such as alcohol and drug abuse, and their relationship to domestic violence. Laboratory included.

HPRO 550 Women in Development (3)

Global epidemiological profile of women in terms of educational patterns, economic productivity, social status, and mortality patterns. Risks to physical and psychosocial health. National and international legal and regulatory issues and programs to promote access to health care, economic productivity, and the health of women.

Cross-listing: GLBH 550.

HPRO 553 Addiction Theory and Program Development (3)

Applies addiction process theory in a practical way to program development. Emphasizes alcohol, tobacco, and other drug (ATOD) problems, using case studies and extensive reading as part of a problem-solving approach. The epidemiological, pathological, physiological, psychological, and spiritual bases for prevention and treatment of addictions. Laboratory included.

HPRO 555 Early-Age Parenthood (3)

Causes, consequences, and interventions in adolescent pregnancy. Issues of adolescent fertility, including social and economic roots, relationship to cultural change, and individual developmental etiology. Explores consequences of early fertility, focusing primarily on interventions and assessment.

HPRO 556 High-Risk Infants and Children: Policy and Programs (3)

Examines development of at-risk infants and children, and evaluates interventions that may modify cognitive and social outcomes. Takes into account medical risk factors, such as preterm birth, prenatal substance exposure, and respiratory distress; as well as social factors, such as gender and socioeconomic status. Critically analyzes the efficacy of early-intervention strategies, such as UNICEF's Baby Friendly Hospital Initiative, child-survival strategies, and the Initiative for the Girl Child; as well as U.S.-based programs such as Head Start. Examines legal, regulatory, and ethical issues.

Prerequisite: Physiology or consent of instructor.

HPRO 557 Issues and Programs in Family Planning (3)

Examines options in contraceptive technology and accompanying social, cultural, political, and ethical considerations. Introduces policy issues and programmatic strategies related to development, organization, and management of family-planning programs--including logistics, education, politics, and social issues. Includes fertility issues, prevention and postponement of pregnancy, child spacing, and abortion. Explores information, education, and communication designs.

HPRO 559 Lactation Management (3)

Concepts of lactation management. Clinical problem assessment and solutions. Issues in lactation program design and implementation. Includes breast feeding within a developmental framework and cultural impacts on lactation. Scope of practice and legal issues. Prepares for lactation-management examination.

HPRO 564 Mental Health and Society (3)

Interdisciplinary study of mental-health issues affecting society and its basic biologic unit, the family. Study and application of intervening strategies in life crises. Prevention of adjustment reactions evolving beyond the level of a life-process crisis. Laboratory included.

HPRO 565 Tobacco Use: Prevention and Interventions (3)

The second part of a three-part, module-based course. Provides a comprehensive overview of the pathophysiology that underlies the health impact of tobacco use on individuals, families, and society; smoking behavior; pharmacodynamics of nicotine delivery; mechanisms of nicotine addiction, and most importantly, intervention methods (cessation and prevention). Includes individual, group, systems, and public intervention strategies; and provides the measures of efficacy for each. Incorporates terminology and concepts in epidemiology, anatomy, physiology, immunology, endocrinology and biochemistry. Recommended that EPDM 561, 562 also be completed if HPRO 565 is taken as an elective.

HPRO 567 Reproductive Health (3)

Focuses on issues of reproductive health of women and men within the context of public health policy, community-based planning, and ethical decision making. Examines public health interventions at various points of the reproductive life cycle, including pubertal, preconceptional, and menopausal. Explores issues that affect health and fertility--including sexually transmitted diseases; reproductive tract infections; sexual violence, such as rape, incest, and genital mutilation; sexual trafficking; and nutritional and lifestyle issues impacting directly on reproductive health.

HPRO 573 Exercise Physiology I (3)

Basic preparation for development and leadership of exercise programs. Includes exercise physiology, training, acute and chronic effects of exercise, simple assessment of fitness, role of exercise in prevention of common health problems, and management of selected risk factors. Discusses endurance, strength, flexibility, and aerobic exercises. Laboratory included.

HPRO 575 Immune System: Public Health Applications (3)

Explores the biological and behavioral consequences from evidence-based scientific research of the relationships and communications between the brain, the peripheral nervous system, the endocrine system, and the immune system. Presents an introductory but comprehensive summary of various scientific disciplines that study brain--immune system--and health-behavior interactions that provide the health care professional with an integrative understanding of lifestyle whole-person care for optimal immune system function and wellness.

HPRO 578 Exercise Physiology II (3)

Physiologic basis of the normal body function during exercise. Emphasizes the training effects of aerobic exercise. Noninvasive laboratory methods of the study of the circulatory and respiratory systems. Laboratory included.

Prerequisite: HPRO 573; and basic physiology.

HPRO 584 Aging and Health (3)

Analyzes the physical, psychological, and social factors that influence the health of the aging population. Includes theories of aging, age-related changes, acute and chronic health problems of aging, medication use, and long-term care issues.

HPRO 586 Introduction to Preventive Care (1)

Provides overview of preventive care's role within public health. Orientation to doctoral program, with attention to professional portfolio preparation. Limited to doctoral degree students in preventive care.

HPRO 587 Preventive Care Practice Management (2)

Provides overview of issues and challenges in the operation of a preventive care practice. Emphasizes billing and reimbursement issues, and legal and ethical responsibilities of the preventive care specialist. Limited to doctoral degree students in preventive care

HPRO 588 Health Behavior Theory and Research (4)

Analyzes in-depth factors contributing to decisions about health behavior. Theory and research relevant to individual, family, organization, and community behavior. Readings from original theorists and researchers on topics related to health behavior. Emphasizes development of critical thinking skills, professional written work, and oral presentation. Application of theory to development of a basic research proposal.

Prerequisite: HPRO 509; or equivalent. Consent of instructors for non-doctoral degree students.

HPRO 589 Qualitative Research Methods (3)

Applies qualitative methods to instrument design, sampling, and data collection. Focuses on public health issues, ethics, and theory building. Supervised needs assessment in a selected community.

HPRO 606 Preventive Care Seminar (2)

Current issues in the preventive care field, such as ethical limits, health care fraud, practice management, third-party reimbursement. Integrates course work with challenges expected in employment situations. Guest lecturers. Limited to preventive care students.

Prerequisite: Minimum of 90 units of course work toward Dr.P.H. (preventive care) degree.

HPRO 608 Advanced Seminar in Health Education (2)

Studies current issues in health promotion and education from the standpoint of historical setting. Explores emerging challenges to professional preparation in health promotion and education, and the place of professional health educators in the practice of public health. Must be taken for a total of 6 units.

Prerequisite: Consent of instructors for non-doctoral degree students.

HPRO 614 Seminar in Maternal and Child Health Practice (2)

Analyzes issues, trends, and current practices affecting maternal and child health. Discussion and student participation. Limited to Track I maternal-child health practitioners.

HPRO 685 Preliminary Research Experience (2)

Experience gained in various aspects of research under the guidance of a faculty member and by participation in an ongoing project. Must be completed prior to beginning dissertation/research project. Limited to doctoral degree students.

HPRO 692 Health Education Research Consultation (1-4)

Individual consultation on project design and data collection, analysis, and evaluation.

Prerequisite: Consent of instructor.

HPRO 694 Research (1-14)

Independent research on problems currently receiving study in the School of Public Health or in associated institutions; collaboration with researcher/faculty member. Research program arranged with faculty member(s) involved and approved by adviser. Research consultation toward dissertation available. Minimum of thirty hours required for each unit of credit. Written report required. Limited to qualified master's and doctoral degree students.

Prerequisite: Consent of instructor responsible for supervision and of program advisor.

HPRO 695 Community Practicum (1-3)

Individual arrangements for selected students to participate in a guided, structured, practical experience in ongoing clinical lifestyle-modifying situations. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to a degree program.

HPRO 696 Directed Study/Special Project (1-4)

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include reading, literature review, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any master's degree program.

Prerequisite: Consent of instructor and of program advisor.

HPRO 698 Dissertation (1-14)

Student prepares a manuscript presenting results of the doctoral research study. Limited to doctoral degree candidates.

HPRO 700 MIP-Peace Corps Field Practicum 0

Designed for students who must maintain continuous registration in the School of Public Health as a condition of the twenty-seven month Peace Corps field practicum that is part of their master's degree program.

HPRO 703 Applied Research Experience (12)

Training and supervised experience with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students.

HPRO 797 MIP Residency in Health Education (12)

Individual guided study in operational field practice under faculty supervision. Limited to graduate students in the HPRO Masters' International Program (M.P.H./MIP) whose projects have been approved by their committees.

HPRO 537A Community Programs Laboratory--A (1)

The first of a three-quarter sequence for health promotion and education (HPRO) majors; a stand-alone laboratory for other majors. Students operationalize qualitative research methods in a laboratory environment by conducting observational assessments, windshield surveys, and personal interviews; participating in focus groups; and compiling secondary data for completing a community-needs assessment. HPRO students use their data to plan a health education intervention for their target/priority population during Winter Quarter; during Spring Quarter they implement and evaluate their programs.

HPRO 537B Community Programs Laboratory--B (2)

Student designs marketing and evaluation plans for community-based health education program. Implements and evaluates programs developed during HPRO 537A.

HPRO 537C Community Programs Laboratory C (1)

Students continue their marketing plan while implementing and evaluating their programs in the community. Students write a plan for program sustainability with community organizations as stakeholders.

Prerequisite: HPRO 537A, HPRO 537B.

HPRO 704A Internship (3)

Training and supervised experience (minimum of 100 clock hours) with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students. May be repeated for a total of up to 12 units.

HPRO 704B Internship (6)

Training and supervised experience (minimum of 200 clock hours) with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students. May be repeated for a total of up to 12 units.

HPRO 704C Internship (9)

Training and supervised experience (minimum of 300 clock hours) with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students.

HPRO 704D Internship (12)

Training and supervised experience with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students. A ten-week (40 hours/week) field internship.

HPRO 798A Field Practicum (3)

Allows the student an opportunity to demonstrate mastery of basic competencies in health education; strengthens areas of weakness; integrates theoretical constructs with practical applications in the community; and documents an intervention from design through evaluation stages. Student expected to implement a project with supervision from an experienced health educator at the M.P.H. or doctoral degree level. Concurrent attendance in seminars on campus required.

Prerequisite: Course requirements, satisfactory completion of the culminating activity, and consent of instructor(s) responsible for supervision and of program adviser.

HPRO 798B Field Practicum (6)

Allows the student an opportunity to demonstrate mastery of basic competencies in health education; strengthens areas of weakness; integrates theoretical constructs with practical applications in the community; and documents an intervention from design through evaluation stages. Student expected to implement a project with supervision from an experienced health educator at the M.P.H. or doctoral degree level. Concurrent attendance in seminars on campus required.

Prerequisite: Course requirements, satisfactory completion of the culminating activity, and consent of instructor(s) responsible for supervision and of program adviser.

HPRO 798D Field Practicum (12)

Allows the student an opportunity to demonstrate mastery of basic competencies in health education; strengthens areas of weakness; integrates theoretical constructs with practical applications in the community; and documents an intervention from design through evaluation stages. Student expected to implement a project with supervision from an experienced health educator at the M.P.H. or doctoral degree level (40 hours per week for ten weeks). Concurrent attendance in seminars on campus required.

Humanities

HUMN 311 Sacred Music I (2)

Regular participation in a church choir, with an approved history of sacred music component.

HUMN 312 Sacred Music II (2)

Regular participation in a church orchestra, with an approved history of sacred music component.

HUMN 451 Humanities Integration I (1)

Integration of core values and professional aspirations with specified learning events that are largely extra-classroom. Focuses on critical thinking and clear writing.

HUMN 452 Humanities Integration II (1)

Integration of core values and professional aspirations with specified learning events that are largely extra-classroom. Focuses on values clarification, writing style, and editing.

Prerequisite: HUMN 451.

HUMN 475 History and Health Care (3)

A survey of world history from ancient to modern times, with significant events in the evolution of health care placed into their larger context. Places a premium on analysis of historical events and how theories influence and are influenced by health care.

HUMN 487 Philosophy of Health Care (3)

Considers the development of medical theory, institutions, practice, and their interrelationships. Focuses on the nature of scientific thought, the status of medical knowledge, and the connection between theory and observation.

Integrated Biomedical Graduate Studies

IBGS 501 Biomedical Communication and Integrity (2)

Improves students' scientific communication skills as well as increases their awareness of proper ethical conduct in biomedical research. Teaches appropriate techniques for written and oral presentations; as well as ethics and standard practices for record keeping, data analysis, and authorship.

IBGS 502 Biomedical Information and Statistics (2)

Introduces students to the basics of statistical analysis in a relevant biomedical setting. Additionally, provides practical information on the use of database systems and software tools for data management and analysis.

IBGS 503 Biomedical Grant Writing (2)

Encompasses the process of writing a biomedical research grant from medical problem through final draft of an NIH-style research proposal. With guidance from the instructor, students design and write a research proposal that is ready for submission to the NIH. Familiarizes students with potential funding sources, the process of formulating a fundable research plan, and communicating that plan in an appropriate format.

IBGS 511 Cellular Mechanisms and Integrated Systems I (8)

The first quarter of a three-quarter sequence designed to give first-year graduate students a broad, integrated exposure to the molecular and cellular basis of modern human biology. Focuses on the structure and function of biological macromolecules such as proteins, RNA and DNA.

Prerequisite: Admission to one of the basic science graduate programs, including Medical Scientist Training Program (MSTP).

IBGS 512 Cellular Mechanisms and Integrated Systems II (8)

The second quarter of a three-quarter sequence designed to give first-year graduate students a broad, integrated exposure to the molecular and cellular basis of modern human biology. Focuses primarily on cellular structure and function.

Prerequisite: IBGS 511.

IBGS 513 Cellular Mechanisms and Integrated Systems III (8)

The third quarter of a three-quarter sequence designed to give first-year graduate students a broad, integrated exposure to the molecular and cellular basis of modern human biology. Focuses on how cells and molecules work together to create functioning organs, ending with a treatment of genetic, lifestyle, and microbial contributions to human pathology.

Prerequisite: IBGS 511, IBGS 512.

IBGS 521 Cellular Mechanisms and Integrated Systems I Journal Club (1)

A component of IBGS, taught in a journal-club format. Students assigned to a literature topic present an oral critique of a recent paper—recommended and mediated by faculty—relevant to basic sciences covered by IBGS 511 lectures for the week. If not presenting, student reads and prepares a written critique of the assigned paper. Participation required. Designed to help students (1) critically evaluate the scientific literature; (2) develop both oral and written communication skills; (3) develop the habits of asking questions during oral presentations and of participating in scientific discussion; (4) broaden knowledge of current research; (5) gain insight into the approaches different researchers take toward scientific problems by promoting scientific interaction in an informal atmosphere; (6) better understand how basic science research contributes to the medical sciences; and (7) design and write a grant-proposal type question, rationally defining its importance and designing experimentation whereby the question/hypothesis can be tested. Open to all interested students and researchers at Loma Linda University.

Prerequisite: Enrolled in any of LLU's School of Medicine graduate programs.

IBGS 522 Cellular Mechanisms and Integrated Systems II Journal Club (1)

A component of IBGS, taught in a journal-club format. Students assigned to a literature topic present an oral critique of a recent paper—recommended and mediated by faculty—relevant to basic sciences covered by IBGS 512 lectures for the week. If not presenting, student reads and prepares a written critique of the assigned paper. Participation required. Designed to help students (1) critically evaluate the scientific literature; (2) develop both oral and written communication skills; (3) develop the habits of asking questions during oral presentations and of participating in scientific discussion; (4) broaden knowledge of current research; (5) gain insight into the approaches different researchers take toward scientific problems by promoting scientific interaction in an informal atmosphere; (6) better understand how basic science research contributes to the medical sciences; and (7) design and write a grant-proposal type question, rationally defining its importance and designing experimentation whereby the question/hypothesis can be tested. Open to all interested students and researchers at Loma Linda University.

IBGS 523 Cellular Mechanisms and Integrated Systems III Journal Club (1)

A component of IBGS, taught in a journal-club format. Students assigned to a literature topic present an oral critique of a recent paper—recommended and mediated by faculty—relevant to basic sciences covered by IBGS 513 lectures for the week. If not presenting, student reads and prepares a written critique of the assigned paper. Participation required. Designed to help students (1) critically evaluate the scientific literature; (2) develop both oral and written communication skills; (3) develop the habits of asking questions during oral presentations and of participating in scientific discussion; (4) broaden knowledge of current research; (5) gain insight into the approach different researchers take toward scientific problems by promoting scientific interaction in an informal atmosphere; (6) better understand how basic science research contributes to the medical sciences; and (7) design and write a grant-proposal type question, rationally defining its importance and designing experimentation whereby the question/hypothesis can be tested. Open to all interested students and researchers at Loma Linda University.

IBGS 605 Integrative Biology Presentation Seminar (1)

A seminar course that gives graduate students in the basic sciences an opportunity to practice oral presentations on current research or current literature covering the various aspects of regulatory and integrative biology as applied to molecules, cells, tissues, organs, systems and microbes. Students and faculty participate in a discussion and critical evaluation of the presentation.

IBGS 607 Integrated Biomedical Graduate Studies Seminar (1)

Weekly seminars presented by invited speakers in the biomedical sciences disciplines. Students required to register for course every quarter throughout their training.

IBGS 696 Research Rotations (1)

Incorporates the research rotations to be completed before assignment to a dissertation or thesis laboratory.

International Dentist Program-Clinics

IDPC 825 General Clinics (8)

The first and second quarters of general clinic. Includes urgent care, service learning, and screening blocks. Repeated registration required to fulfill the total units.

IDPC 835 General Clinics (12)

The fourth and fifth quarters of IDP general clinics. Repeated registrations required to fulfill the total units.

IDPC 845 General Clinics (8)

The final two quarters (sixth and seventh) of IDP general clinics. Total units required is 16.

International Dentist Program-General

IDPG 700 Review of General Dentistry (8-12)

Remedial course that reviews the basic skills in cavity preparation for alloys and esthetic restorations, occlusion, and single casting restorations.

IDPG 845 Evidence-Based Dentistry (2, 4)

Scientific methods in dental research. Includes critical evaluation of published articles, research design, statistical analysis, evaluation of results, design of research reports, extensive reviews of various topics. Repeated registrations required to fulfill the total units.

International Dentist Program-Oral Pathology

IDPO 534 Oral Medicine-Orofacial Pain and TMD (2)

Differential diagnosis of orofacial and temporomandibular joint pain, including basic guidelines for initial therapy.

IDPO 535 Oral Pathology and Diagnosis (2)

Graduate-level survey of pathology. Developmental, infectious, neoplastic, and metabolic disorders studied relative to their epidemiology, etiology, clinical and/or radiographic and microscopic features, and management. Emphasizes differential diagnosis of dental, oral mucosal and soft tissue, jaw, salivary gland, skin, and neck diseases.

IDPO 725 Patient Assessment and Data Management (2)

Student techniques for information gathering. Physical evaluation, data collection, and the problem-oriented dental record.

IDPO 726 Patient Diagnosis and Treatment Planning (2)

Student develops and presents treatment plan to the patient. Case-based, small-group treatment-planning exercises. Introduces computer-based treatment-plan management.

IDPO 826 Oral and Maxillofacial Surgery (2)

Reviews oral and maxillofacial surgery—including preprosthetic surgery, dental alveolar surgery, implant surgery, oral trauma, maxillofacial trauma, and preoperative infections. Reviews medications in the treatment of dentally related diseases and their potential interaction with total patient care.

International Dentist Program-Periodontics and Pediatric Dentistry

IDPP 754 Clinical Periodontics (2)

Overview of clinical periodontics—including scaling, root planing, occlusal adjustment, antimicrobial therapy, phase-contrast microscopy, and a variety of surgical concepts and techniques. Includes anticipated results of therapy, including options of surgical versus nonsurgical approaches.

Prerequisite: IDPG 750.

IDPP 755 Pediatric Dentistry Clinic--IDP (.5, 1)

Dental care of children in their primary, fixed, and young permanent dentition. Etiology of disease, prevention of oral disease, growth-and-development analysis, treatment planning, restorative procedures, and arch length control.

IDPP 756 Pediatric Dentistry (2)

Dental disease prevention (oral hygiene, diet, fluoride, pit and fissure sealants). Behavior management of the child dental patient. Diagnosis, treatment planning, and operative dentistry for children. Pediatric pulp therapy, dental arch-length management, local anesthesia and sedation for children. Medical aspects of pediatric dentistry.

IDPP 759 Special Topics in Periodontal Therapy (2)

Variation in periodontal diseases related to differing host conditions, including age, hormones, habits, drugs, genetics, nutrition, stress, systemic disease, iatrogenic factors, trauma from occlusion, and endodontic interrelationships. Overview of surgical periodontal procedures and their roles, limitations, and effects. Surgery outcomes compared with short- and long-range effects of conservative therapy (with and without maintenance care, including effect of adjunctive chemical plaque control). Role of dental health care providers in periodontal therapy. Special problems in periodontal care.

IDPP 756L Pediatric Dentistry Laboratory (1)

Technique course that accompanies IDPP 756. Student performs operative procedures for amalgam and composite resin on simulated primary and young permanent teeth. Student performs pulpotomies on primary molar teeth and prepares primary teeth for stainless steel, open-faced stainless steel, and resin crowns. Fabricates unilateral and bilateral space maintainers.

Corequisite: IDPP 756.

International Dentist Program-Restorative

IDPR 701 Operative Dentistry I (2)

Reviews the basic principles and techniques used in cavity preparation and restoration of teeth with silver alloy. Lecture and laboratory course.

IDPR 702 Operative Dentistry II (2)

Reviews basic principles and techniques of cavity preparation and restoration of teeth with aesthetic restorative materials. Studies scour, use, and manipulation of dental materials and their physical properties relative to dentistry. Lecture and laboratory course.

IDPR 704 Introduction to Occlusion (2)

Studies the temporomandibular joint, muscles of mastication, and the teeth in static and dynamic positions.

IDPR 761 Removable Prosthodontics I (2)

Reviews the basic clinical and laboratory removable prosthodontic procedures involved in the fabrication of removable partial dentures, maxillary immediate complete dentures, and interim removable partial dentures.

IDPR 762 Removable Prosthodontics II (2)

Reviews the laboratory phases of diagnosing, planning treatment for, and treating an edentulous patient. Lecture and laboratory course.

IDPR 763 Removable Prosthodontics III (2)

Biomechanics of removable partial dentures and their design and fabrication. Diagnosis and treatment planning for removable partial dentures. Clinical and laboratory procedures and sequencing of treatment for removable partial and complete dentures. Lecture and laboratory course.

IDPR 771 Fixed Prosthodontics I (2)

Reviews basic tooth preparation for single casting restorations, including porcelain fused to metal; tissue management, impression techniques, and temporary restorations. Lecture and laboratory course.

IDPR 772 Fixed Prosthodontics II (2)

Reviews the basic design and fabrication of porcelain-fused-to-metal restorations; tissue management, impression techniques, and temporary restorations—including single units and fixed partial dentures. Lecture and laboratory course.

IDPR 801 Fixed Prosthodontics III (2)

Introduces advanced techniques for fixed prosthodontics, treatment planning, and repair of prosthetic failures. Techniques in evaluating and treating occlusal schemes with reversible procedures. Lecture and laboratory course.

IDPR 803 Operative Dentistry III (2)

Indications, preparations, and placement of the direct and indirect veneer, atypical cast gold, complex amalgam restorations, and WREB-type restorations. Lecture and laboratory course.

IDPR 854 Implant Dentistry for the IDP Student (3)

Scientific and technical foundation for implant surgery and expansion of basic implant procedures. Postplacement care, long-term maintenance, and clinical complications associated with dental implants. Emphasizes restoration of single implants, multiple quadrant posterior implants, and over-denture implants. Lecture and laboratory course.

Implant Dentistry

IMPD 505 Patient Presentation Seminar (1)

Presents implant-patient treatment, discusses alternate methods of rehabilitation and related literature. Repeated registrations required to fulfill the total units.

IMPD 533 Applied Radiology for Implant Dentistry (1.5)

Gives the postdoctoral student fundamental aspects of radiology imaging as part of the diagnosis and treatment.

IMPD 561 Dental Bioengineering (2)

Studies the structures and properties of dental implant materials and implant prosthodontic superstructures.

IMPD 585 Implant Prosthodontics (2)

Gives the graduate student in implant dentistry in-depth didactic and clinical instruction in techniques and procedures related to the rehabilitation of patients with prosthodontic devices supported by dental implants. Advanced clinical and laboratory procedures, emphasizing implant restorations for completely and partially edentulous patients. Emphasizes attachments and superstructure design. Repeated registrations required to fulfill the total units.

IMPD 601 Literature Review in Implant Dentistry (1-2)

Reviews historical and/or fundamental implant dentistry literature. Repeated registrations required to fulfill the total units

IMPD 604 Current Literature Review in Implant Dentistry (2)

Gives the postdoctoral students in implant dentistry a deeper understanding of the research and literature currently available. Repeated registrations required to fulfill the total units.

IMPD 611 Introduction to Implant Dentistry (2)

Overview of the clinical science of implant dentistry, including etiology, therapy, clinical methods, and record keeping.

IMPD 612 Advanced Implant Dentistry (2)

Provides postdoctoral students with the knowledge and techniques of advanced prosthodontic and implant procedures--notably those involved in sinus-graft surgery, surgical repairs of implant defects, and the principles involved in immediate loading of implants.

IMPD 631 Oral Implant Surgery (1)

Instruction in basic and advanced implant surgery principles. Repeated registrations required to fulfill the total units.

IMPD 634 Diagnosis and Treatment Planning in Implant Dentistry (1)

Didactic and clinical aspects of diagnosis and treatment planning for patients with complex dental problems. Repeated registrations required to fulfill the total units.

IMPD 637 Peri-Implant Histopathology (1)

Gives the postdoctoral student in implant dentistry a better understanding of the implant interface and biological changes that take place in the tissues surrounding dental implants following their placement.

IMPD 654 Practice Teaching in Implant Dentistry (1-3)

Teaching experience in implant prosthodontics and implant surgery.

IMPD 698 Thesis (1-8)**IMPD 725 Clinical Practice in Implant Dentistry (4)**

Experience in the clinical diagnosis and treatment of patients who may benefit from implant dentistry therapy. Repeated registrations required to fulfill total clock hours. A minimum of 120 clock hours per quarter. Repeated registrations required to fulfill total units.

IMPD 726 Clinical Practice in Periodontics in Implant Dentistry (2)

Clinical experience in the diagnosis and treatment of periodontal diseases. Repeated registrations required to fulfill total units. A minimum of 60 clock hours per quarter. Repeated registrations required to fulfill total units.

IMPD 727 Clinical Practice of Prosthodontics in Implant Dentistry (2)

Advanced clinical practice in the treatment of individuals with fixed, removable, maxillofacial, and implant prostheses. Repeated registrations required to fulfill total units. A minimum of 60 clock hours per quarter. Repeated registrations required to fulfill total units.

IMPD 697A Research (1)

Student identifies a research project, prepares a proposal, and obtains approval for the protocol.

IMPD 697B Research (1)

Conducting the actual research project, including the data collection and evaluation.

Medicine-Conjoint

MDCJ 501 Introduction to Medicine (2)

Taught by the Department of Medicine and the Faculty of Religion for students in the Early-Decision Program. Helps students develop the writing and reading skills essential to perform medical duties, and helps students develop the whole-person care focus necessary for success as physicians.

MDCJ 502 Introduction to Medicine II (2)

Taught by the Departments of Biochemistry, Medicine, Pathology (Division of Human Anatomy), and Surgery; and the Faculty of Religion for students in the Early-Decision Program. Helps students develop skills in problem-based learning and standardized patient assessment, as well as whole-person care, which are skills necessary for success as a physician.

MDCJ 514 Immunology (2.5)

Medical immunology, emphasizing the cellular, humoral, and molecular components of the immune system. Immune responses associated with host defense and disease processes. Immunologic techniques related to the practice of other basic and clinical sciences.

Cross-listing: MDCJ 543; MICR 520.

MDCJ 515 Medical Biochemistry, Molecular Biology, and Genetics (1)

Foundation courses [515, 516, 517, 518 sequence]--in conjunction with MDCJ 553, 556--for study of normal biology in the first-year curriculum. Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells.

MDCJ 516 Medical Biochemistry, Molecular Biology, and Genetics (2)

Foundation courses [515, 516, 517 sequence]--in conjunction with MDCJ 553, 556--for study of normal biology in the first-year curriculum. Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells.

MDCJ 517 Medical Biochemistry, Molecular Biology, and Genetics (1)

Foundation courses [515, 516, 517 sequence]--in conjunction with MDCJ 553, 556--for study of normal biology in the first-year curriculum. Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells.

MDCJ 518 Medical Biochemistry, Molecular Biology, and Genetics (2)

Foundation courses [515, 516, 517 sequence]--in conjunction with MDCJ 553, 556--for study of normal biology in the first-year curriculum. Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells.

MDCJ 524 Pathophysiology and Applied Physical Diagnosis (3)

Two parallel components that bridge the preclinical curriculum to the clinical curriculum: (1) Pathophysiology lectures build upon the courses in organ pathology and physiology, introduce students to the pathophysiologic principles underlying mechanisms of disease, and emphasize the application of these principles to a variety of new situations that require problem

solving and synthesis in a clinical context. (2) Practical experience develops and applies skills that build on the first-year sequence in physical diagnosis.

Prerequisite: MDCJ 561, MDCJ 562, MDCJ 563, MDCJ 564.

MDCJ 525 Pathophysiology and Applied Physical Diagnosis (5)

Two parallel components that bridge the preclinical curriculum to the clinical curriculum: (1) Pathophysiology lectures build upon the courses in organ pathology and physiology, introduce students to the pathophysiologic principles underlying mechanisms of disease, and emphasize the application of these principles to a variety of new situations that require problem solving and synthesis in a clinical context. (2) Practical experience develops and applies skills that build on the first-year sequence in physical diagnosis.

MDCJ 526 Pathophysiology and Applied Physical Diagnosis (2)

Two parallel components that bridge the preclinical curriculum to the clinical curriculum: (1) Pathophysiology lectures build upon the courses in organ pathology and physiology, introduce students to the pathophysiologic principles underlying mechanisms of disease, and emphasize the application of these principles to a variety of new situations that require problem solving and synthesis in a clinical context. (2) Practical experience develops and applies skills that build on the first-year sequence in physical diagnosis.

MDCJ 535 Medical Biochemistry, Molecular Biology, and Genetics (1, 2)

Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells. Sequence restricted to Biomedical Science Program (certificate). Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

MDCJ 536 Medical Biochemistry, Molecular Biology, and Genetics (1)

Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells. Sequence restricted to Biomedical Science Program (certificate).

MDCJ 537 Medical Biochemistry, Molecular Biology, and Genetics (2)

Comprehensive sequence in biochemistry and molecular biology establishes the biochemical basis for cell structure, emphasizes an integrated approach to the understanding of cellular metabolism, provides a biochemical/genetic/molecular basis for understanding disease, and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells. Sequence restricted to Biomedical Science Program (certificate).

MDCJ 543 Medical Neuroscience (1)

Fundamentals of neuroanatomy and neurophysiology integrated in a clinical context with principles of the human nervous system.

Cross-listing: ANAT 537.

MDCJ 544 Medical Neuroscience (1, 3)

Fundamentals of neuroanatomy and neurophysiology integrated in a clinical context with principles of the human nervous system.

Cross-listing: ANAT 538.

MDCJ 553 Cell Structure and Function (1)

Fully integrated, comprehensive course that develops knowledge and skills relating normal microscopic and submicroscopic anatomy to cellular biology, cellular physiology, and immunology. General pathology, the common thread for the course, familiarizes students with morphologic and functional changes affecting cells exposed to a variety of normal and, to a lesser extent, abnormal environments.

MDCJ 554 Cell Structure and Function (3)

Fully integrated, comprehensive course that develops knowledge and skills relating normal microscopic and submicroscopic anatomy to cellular biology, cellular physiology, and immunology. General pathology, the common thread for the course, familiarizes students with morphologic and functional changes affecting cells exposed to a variety of normal and, to a lesser extent, abnormal environments.

MDCJ 555 Cell Structure and Function (2)

Fully integrated, comprehensive course that develops knowledge and skills relating normal microscopic and submicroscopic anatomy to cellular biology, cellular physiology, and immunology. General pathology, the common thread for the course, familiarizes students with morphologic and functional changes affecting cells exposed to a variety of normal and, to a lesser extent, abnormal environments.

MDCJ 556 Cell Structure and Function (1)

Fully integrated, comprehensive course that develops knowledge and skills relating normal microscopic and submicroscopic anatomy to cellular biology, cellular physiology, and immunology. General pathology, the common thread for the course, familiarizes students with morphologic and functional changes affecting cells exposed to a variety of normal, and to a lesser extent, abnormal environments.

MDCJ 561 Physical Diagnosis (1)

Provides a core foundation of knowledge, skills, values, and attitudes necessary for effective physician-patient communication and physical examination.

MDCJ 562 Physical Diagnosis (2)

Provides a core foundation of knowledge, skills, values, and attitudes necessary for effective physician-patient communication and physical examination.

MDCJ 563 Physical Diagnosis (3)

Provides a core foundation of knowledge, skills, values, and attitudes necessary for effective physician-patient communication and physical examination.

MDCJ 564 Physical Diagnosis (1)

Provides a core foundation of knowledge, skills, values, and attitudes necessary for effective physician-patient communication and physical examination.

MDCJ 566 Evidence-Based Medicine and Information Sciences (1)

Introduces freshman medical students to basic concepts of evidence-based medicine and helps facilitate lifelong self-directed learning. Describes the challenges of the information needs of the twenty-first century physician. Teaches a process by which students can efficiently and effectively acquire the answers to their clinical questions and apply them to the care of the patients they see. Teaching methodologies include large-group didactic presentations, small-group discussions, and self-study online exercises. Sets the foundation for a lifelong learning process in which all physicians will engage.

MDCJ 567 Evidence-Based Medicine and Information Sciences (2)

Introduces first-year medical students to basic concepts of evidence-based medicine and helps facilitate lifelong self-directed learning. Describes the challenges of the information needs of the twenty-first century physician. Teaches a process by which students can efficiently and effectively acquire the answers to their clinical questions and apply them to the care of the patients they see. Teaching methodologies include large-group didactic presentations, small-group discussions, and self-study online exercises. Sets the foundation for a lifelong learning process in which all physicians will engage.

MDCJ 568 Evidence-Based Medicine and Information Sciences (1)

Designed for first year medical students. Introduces basic concepts of evidence-based medicine to help facilitate lifelong self-directed learning. Describes the challenges of the information needs of the twenty-first century physician. Teaches a process by which students can efficiently and effectively acquire the answers to their clinical questions and apply them to the care of the patients they see. Includes large-group didactic presentations, small-group discussions, and self-study online exercises. Lays the foundation for an ongoing lifelong learning process in which all physicians will engage.

MDCJ 569 Evidence-Based Medicine and Information Sciences (1)

Designed for first year medical students. Introduces basic concepts of evidence-based medicine to help facilitate lifelong self-directed learning. Describes the challenges of the information needs of the twenty-first century physician. Teaches a process by which students can efficiently and effectively acquire the answers to their clinical questions and apply them to the care of the patients they see. Includes large-group didactic presentations, small-group discussions, and self-study online exercises. Lays the foundation for an ongoing lifelong learning process in which all physicians will engage.

MDCJ 571 Diseases of Neuroscience (3)

A multidisciplinary course that develops a foundation in neuropathology, neuropathophysiology, and neuropharmacology necessary for a successful transition into clinical neurology.

MDCJ 572 Diseases of Neuroscience II (1)

A multidisciplinary course that develops a foundation in neuropathology, neuropathophysiology, and neuropharmacology necessary for a successful transition into clinical neurology.

MDCJ 599 Medicine Conjoint Directed Study (1-6)**MDCJ 821 Preventive and Community Medicine (1.5-6)**

Interdisciplinary, four-week rotation broadens exposure to community-based health care done mainly in primary-care clinics. Clinical experience in areas not otherwise covered in the curriculum: dermatology and STDs, clinical preventive medicine, and integrative/whole-person care in ambulatory and managed-care settings.

MDCJ 891 Whole-Person Care (1.5-12)

Student works with Loma Linda Family Practice faculty to provide both inpatient and outpatient care.

Medicine

MEDN 599 Medicine Directed Study (1.5-18)

MEDN 701 Medicine Clerkship (1.5-18)

The internal medicine junior rotation is a twelve-week rotation focused on developing the knowledge, skills and attitudes necessary to care for adult patients. Students have two four-week blocks of inpatient experience and four weeks of exposure in the outpatient setting. At mid-rotation each student meets with the clerkships director to discuss the student's progress at that time, including a formative session with a standardized patient observed by a faculty member who will give feedback on clinical skills.

MEDN 821 Medicine Sub-Internship (1.5-6)

Medicine subinterns work under the direct supervision of second- and third-year medicine residents. In cooperation with the first-year medicine resident, each subintern follows assigned patients from admission to discharge (seven to eight patients on wards; four or five patients on intensive care units). The attending physician is ultimately responsible to assure appropriate patient care and authenticate the subintern's work.

MEDN 822 Senior Intensive Care (1.5-3)

MICU subinterns will work under the direct supervision of the second- and third-year medicine residents on the service. The attending physician will have the ultimate responsibility to assure appropriate patient care. The supervising resident assigns newly admitted patients to the subintern who will be responsible for performing and recording a complete history and physical examination on the patient's chart in a timely manner. The attending physician will authenticate the subintern's work.

Prerequisite: MEDN 701.

MEDN 891 Medicine Elective (1.5-18)

Marriage and Family

MFAM 416 Theories of Personality (3)

Covers genetic and environmental factors such as personality detriments, theories of personality, personality development, structure and assessment of personality, personality dynamics, and the complex process in implementation.

MFAM 417 Abnormal Behavior (3)

Introduces the psychology of behavioral disorders, with an emphasis on etiology and symptomatology and an overview of treatment modalities.

Prerequisite: A course in personality theory or consent of instructor.

MFAM 501 Research Tools and Methodology: Quantitative (3)

Current social research methods, practice in the use of techniques, consideration of the philosophy of the scientific method, and familiarization with MFAM test instruments.

Prerequisite: An introductory course in statistics as an undergraduate research methods course.

MFAM 502 Research Tools and Methodology: Qualitative (3)

Qualitative methodology. Prepares students to undertake research projects using the intensive interview method of qualitative research. Explores practical and epistemological issues and problems in qualitative research in a workshop format.

MFAM 515 Crisis-Intervention Counseling (3)

Experiential course that presents theory, techniques, and practices of crisis intervention, with special attention to the development of the basic communication skills of counseling. Areas included that are intended to contribute to the development of a professional attitude and identity are: confidentiality, interprofessional cooperation, professional socialization, and organization. Presents therapeutic tapes covering topics such as death and dying, incest, spousal abuse, and rape. Laboratory required.

MFAM 516 Play Therapy (2)

Experiential course that teaches practitioners and graduate students to apply play-therapy techniques in dealing with childhood problems such as molestation, physical abuse, depression, trauma, and family conflict.

MFAM 524 Psychopharmacology and Medical Issues (3)

Introduces common physical and medical issues that relate to the practice of marriage and family therapy. Students learn a biopsychosocial spiritual model to assess and intervene--with emphasis given to psychopharmacology, neuroanatomy, the mind-body relationship, and research relative to the field of medical family therapy.

MFAM 525 Therapeutic Group (2)

A process group that provides opportunities for self-exploration, with particular emphasis on personal concerns likely to influence one's ability to function as a professional. Students learn more about their style of relating to others. Helps trainees identify potential blocks to their effectiveness as counselors and provides the tools to develop strengths.

MFAM 526 Theory and Practice of Group Counseling (3)

Critically evaluates ten major models of group counseling, as well as overviews stages in the development of a group. Uses didactic and experiential methods to apply diverse theories and techniques to actual group sessions. Theories explored include psychodynamic approaches, existential/humanistic and relationship-oriented approaches, psychodrama, and action-oriented approaches.

MFAM 527 Training/Supervision Workshop in Group Counseling (3)

Opportunities for supervised practice in co-facilitation of the classroom group. Students function in the role of group members and also co-lead the group several times during the quarter. An experiential course that studies group process in action and teaches ways to apply diverse techniques to an ongoing group.

MFAM 535 Case Presentation and Professional Studies (4)

Formally presents ongoing individual, marital, and family cases by clinical trainees. Taping, video playbacks, and verbatim reports with faculty and clinical peers. Explores the interface between MFTs and other professionals. Examines licensure procedures; applying to professional organizations (AAMFT, etc.). Develops professional attitude and identity. Limited to students in clinical training.

MFAM 536 Case-Presentation Seminar (2)

Formally presents ongoing individual, marital, and family cases by clinical trainees. Taping, video playbacks, and verbatim reports with faculty and clinical peers. Examines and trains in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, couple, family, and child relationships; dysfunctional and functional aspects examined, including health promotion and illness prevention. Limited to students in clinical training.

MFAM 537 Case-Presentation Seminar (2)

Formally presents ongoing individual, marital, and family cases by clinical trainees. Taping, video playbacks, and verbatim reports with faculty and clinical peers. Examines and trains in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, couple, family, and child relationships; examines dysfunctional and functional aspects, including health promotion and illness prevention. Limited to students in clinical training.

MFAM 538 Theory and Practice of Conflict Resolution (2)

Overviews the field of conflict management and resolution. Basic theories and methodologies in the field, with opportunity to develop basic clinical mediation skills.

MFAM 539 Solution-Focused Family Therapy (2)

Provides an in-depth understanding of solution-focused family therapy and practice. Focuses on the work of de Shazer and Berg, along with the foundational constructs of MRI.

MFAM 544 Family and Divorce Mediation (4)

Comprehensive coverage of concepts, methods, and skills in family and divorce mediation. Includes the relational and legal aspects of property division and child custody. Substantial experience in role plays.

MFAM 545 Gender Perspectives (2)

Explores the identities, roles, and relationships of women and men in light of social, cultural, and historical perspectives. Explores implications for the family therapist.

MFAM 546 Brain and Behavior (3)

Provides general background information in neuroanatomy, neurochemistry, neurophysiology, and psychopharmacology; and expands the student's understanding of basic physiological mechanisms and how they influence behavior. Studies physiological mechanisms, including: nerve cells and neural transmission, the central and peripheral nervous systems, the peripheral neuromuscular system, the sensory systems, and the endocrine system. Examines behaviors influenced by these systems including: addictions, emotional behavior, human communication, ingestive behavior, learning and memory, mental disorders, movement, perceptual processes, reproductive behavior, and sleep. Introduces special topics, including: neuropsychology and neuropsychological assessment, the effects of traumatic brain injury on cognition and behavior, and therapy with brain-injured clients. Gives student general information on methods and strategies of research in the field of brain and behavior.

MFAM 547 Social Ecology of Individual and Family Development (3)

Studies human individual development and its relationship to the family life cycle from birth through aging and death of family members. Discusses biological, psychological, social, and spiritual development in the context of family dynamics involving traditional two-parent families, alternative partnerships, single parents, blended families, and intergenerational communities.

MFAM 548 Men and Families (2)

Surveys the experience of contemporary men in American and global contexts. Examines the reciprocal influences of society, men, and their families in the contexts of close relationships--including friendships, marriages, parenting, and therapeutic relationships.

MFAM 549 Christian Counseling and Family Therapy (2)

Integrates Christian concepts and family therapy in a conceptual and clinical context.

MFAM 551 Family Therapy: Foundational Theories and Practice (3)

Overviews the major theories in marriage and family therapy. Explores systems theory concepts in light of the major models of family therapy.

MFAM 552 Couples Therapy: Theory and Practice (3)

Overviews the marital therapy literature, with a focus on clinical theory and techniques.

MFAM 553 Family Systems Theory (3)

Reviews Bowen theory of family systems. Introduction to family psychotherapy as an outgrowth of the theory. Students examine their own families of origin.

MFAM 555 Narrative Family Therapy (2)

Narrative therapy and social construction as important developments in social theory and in clinical practice. Uses narratives and the role they play in a person's life through language and meaning systems. Examines issues of power, collaboration, culture, community, and re-authoring narratives, particularly in the works of Michael White and David Epston.

MFAM 556 Psychopathology and Diagnostic Procedures (3)

Explores the history and development of psychopathology and how it relates to current clinical practice in general and marriage and family therapy in particular. Utilizes the multiaxial classifications of the DSM-IV as a practical basis for diagnostics.

Prerequisite: A course in abnormal psychology. Cross-listing: COUN 556.

MFAM 557 Object Relations Family Therapy (2)

Seminar format that acquaints students in marriage and family therapy with the basics of object-relations theory. Emphasizes the unique properties of object-relations systems theory in bridging intrapsychic and environmental forces.

MFAM 558 Advanced Human Growth and Development (3)**MFAM 559 Cognitive Behavioral Couples Therapy (2, 3)**

Experiential course that surveys major cognitive behavioral family therapy therapists, and integrates treatment techniques into practice in laboratory.

MFAM 564 Family Therapy: Advanced Foundational Theories and Practice (3)

Comprehensively surveys more recent therapy models, such as narrative, collaborative language systems, and solution-focused theory. Using these models, student learns to assess and consider diagnosis; as well as learn the role of language, meaning, and process in relationships. Class examines the theoretical strengths and limitations of these models in relation to culturally diverse populations.

MFAM 565 Advanced Bowen Theory and Practice (2)

Provides advanced knowledge and training in Bowen theory as it applies to couples and family therapy.

Prerequisite: MFAM 553.

MFAM 566 Psychopathology and Diagnostic Procedures: Personality (2)

Focuses on the etiology of marital dysfunction, specifically from a dual function of individual and systems psychopathology.

Prerequisite: MFAM 556.

MFAM 568 Groups: Process, and Practice (3)

Surveys major theoretical approaches surveyed include individual theories, marital groups, network, and family therapy groups. Group laboratory experience provided wherein students apply theory to practice and develop group-leadership skills.

Cross-listing: COUN 568.

MFAM 569 Advanced Group Therapy (2)

Provides advanced knowledge and training in leading structured groups. Students design a structured group treatment based on a therapeutic, psychoeducational and/or educational model--to be used in a community setting.

Prerequisite: MFAM 568.

MFAM 574 Family Therapy: Theory and Practice (4)

Covers the basic epistemological principles defining family-systems practice; major family-therapy models; and unique values, ethics, and professional issues associated with systems/relational practice. Course may be used by MFT majors for elective credit.

MFAM 584 Treatment of Child and Adolescent Problems (3)

Psychodynamics involved in child and adolescent problems with respect to the family relationship. Demonstrates a variety of counseling approaches to the treatment of children and adolescents, with emphasis on diverse settings (e.g., education, hospital, and agency)

MFAM 585 Internship in Family Mediation (1-4)

Internship includes 50 hours of observation in the court room, 100 client-contact hours of mediation experience, twenty cases of mediation experience, and six mediation case studies.

MFAM 605 Gestalt Family Therapy (2)

Principles of Gestalt psychology and therapy; the relationship between the individual and the physical, emotional, societal, and spiritual environment. Group experience that permits the spiritual and affective aspects of Gestalt therapy to be expressed and integrated with systems theory.

MFAM 606 Emotionally Focused Couples Therapy (2)

Students examine the theory of emotionally focused therapy and concentrate on the work and research of Susan Johnson

Prerequisite: Consent of instructor.

MFAM 614 Law and Ethics (3)

Laws pertaining to the family: child welfare, separation, divorce, and financial aspects of family maintenance. Case management, referral procedures, professional and client interaction, ethical practices (AAMFT), ethical relations with other professions, legal responsibilities, liabilities, and confidentiality. Current legal patterns and trends in the mental health profession. Exploration between the practitioner's sense of self and human values and his/her professional behavior and ethics.

MFAM 615 Reflective Practice (2)

Develops narrative-therapy ideas and emphasizes a reflective process in both therapy and research. Focuses on developing the student's skills as an active agent in therapy and research.

Prerequisite: MFAM 555.

MFAM 616 Cognitive Assessment (4)

Reviews major psychometric instruments in the area of intelligence, verbal and nonverbal skills, academic, motoric, and adaptive behavior skills. Supervised administration, scoring, and report preparation.

MFAM 617 Personality and Behavior Testing (4)

Introduces administration and interpretation of standard nonprojective instruments and personality/behavior inventories that function primarily in the assessment of children and adolescents. Offers some application to adults but focuses primarily on testing minors. In addition to scoring and evaluation of test protocols, facilitates the writing of an integrated clinical report based on instruments designed to measure personality or behavioral components of the person's functioning. Initial practice of all the instruments considered part of the laboratory component of the course. Students expected to have field activity where, at a clinical site, they complete a test protocol on identified subjects. Requires further supervision in the administration, scoring, and interpretation of these instruments for chartering as a psychologist in Alberta. Course meets the instructional requirements for personality and behavioral assessment of individuals.

MFAM 624 Individual and Systems Assessment (3)

Applies psychological testing methods in the diagnostic assessment of individual, family, and group behavioral dynamics as encountered in marriage and family counseling. Observations and/or laboratory experience

MFAM 635 Case-Presentation Seminar (2)

Clinical trainers formally present ongoing individual, marital, and family cases. Taping, video playbacks, and verbatim reports with faculty and clinical peers. Limited to students enrolled in clinical training.

MFAM 636 Case-Presentation Seminar (2)

Clinical trainers formally present ongoing individual, marital, and family cases. Taping, video playbacks, and verbatim reports with faculty and clinical peers. Limited to students enrolled in clinical training.

MFAM 637 Case-Presentation Seminar (2)

Clinical trainers formally present ongoing individual, marital, and family cases. Taping, video playbacks, and verbatim reports with faculty and clinical peers. Limited to students enrolled in clinical training.

MFAM 638 Family Therapy and Chemical Abuse (2, 3)

Current theories and treatment of chemical dependencies. Emphasizes family therapy, assessment techniques, understanding of how chemicals affect the mental and biological systems, issues of dual diagnosis.

MFAM 639 Interdisciplinary Professional Seminar (1)

Designed from different mental health disciplines to orient the student to the arena of professional issues regarding family counseling.

MFAM 644 Child Abuse and Family Violence (3)

Definition and incidence of physical and emotional abuse, neglect, sexual molestation, dynamics of family violence; offender and non-offender characteristics. Treatment of children, adolescents, the family, and adults abused as children. Treatment modalities, including individual, group, and family therapy. Ethical and legal issues, referral sources, multidisciplinary approach to child abuse, assessment, interview techniques, and confidentiality. Minimum of thirty contact hours.

MFAM 645 Advanced Substance-Abuse Treatment Strategies (3)

Presents information about addictions treatment for adults, adolescents, families, groups, and those with multiple diagnoses.

Prerequisite: MFAM 638.

MFAM 651 AAMFT-Approved Supervisor Training (3)

Postgraduate: The didactic component requirement for AAMFT-approved supervisor designation.

MFAM 658 Reality Theory and Family Therapy (2)

A clinically oriented seminar where students learn the theory of reality therapy and how to integrate it into the practice of marriage and family therapy. Emphasizes practice and therapeutic skills in using reality therapy with clients.

MFAM 659 Current Trends (2)

Acquaints students with the field of health care management by analyzing the important areas with which the manager should be concerned. In addition to the basic functions of health care manager--planning, organizing, directing, and controlling--emphasizes growing concerns regarding external environmental changes, rising health care costs, emergence of new types of health care providers, medical and legal issues, and quality assurance.

MFAM 664 Experiential Family Therapy (2)

Examines various experiential family theories. Laboratory experience included.

MFAM 665 Structural Family Therapy (2)

Enhances observational, conceptual, planning, and intervention skills. Increases ability to understand verbal and nonverbal communication. Broadens understanding of structural family therapy.

MFAM 670 Seminar in Sex Therapy (2)

Discusses major male and female sexual dysfunctions. Therapeutic processes of treatment.

Prerequisite: MFAM 674.

MFAM 674 Human Sexual Behavior (3)

Sexuality in contemporary society from the socio-psychological viewpoint. Anatomy and physiology of human sexuality: reproduction, normal and abnormal sexual response, psychosexual development, human fertility, human sexual dysfunction. Integration of systems theory. A minimum of thirty contact hours.

Cross-listing: COUN 674.

MFAM 675 Clinical Problems in Marriage and Family Therapy (1, 2)

Sexuality in contemporary society from the sociopsychological viewpoint. Anatomy and physiology of human sexuality: reproduction, normal and abnormal sexual response, psychosexual development, human fertility, human sexual dysfunction. Integrates systems theory. A minimum of thirty contact hours.

MFAM 679 Universal Psychiatric Care (1, 2)

Provides opportunity to participate in an international institute featuring world leaders in psychiatric care. Topics include: world diagnostic guidelines, psychotropic medications and issues in treating ethnic populations, spirituality and psychiatry, transpersonal psychiatry in theory and practice, multidisciplinary teams in the practice of mental health services, and problems of mental health in immigrant populations. Students registering for 1 unit participate in 10 hours of lecture, including a pre- and post-session. Those taking 2 units also develop a major paper on one of the institute topics.

MFAM 694 Directed Study: Marriage and Family (1-4)

Individual study in areas of special interest concerning the family and its problems. May be repeated for credit at the discretion of the faculty.

MFAM 695 Research Problems: Marriage and Family (1-4)

Directed research in the student's special field of interest in the family.

Prerequisite: MFAM 501; or concurrent registration with the consent of the coordinator.

MFAM 697 Project (1)

Student submits a written modality paper and a case description, and makes a videotape presentation of a final case project to a three-member committee selected by the student. Oral response to a case vignette required. Prerequisite: Advancement to candidacy.

MFAM 704 Marital and Family Therapy State Board Written Examination Review (2)

Training for candidates preparing to take the written examination for MFT licensure.

MFAM 705 Marital and Family Therapy State Board Oral Examination Review (2)

Provides training to candidates preparing to take the oral examination for MFT licensure.

MFAM 734 Professional Clinical Training (1.5, 3)

Supervised clinical counseling of individuals, couples, families, and children. At least one hour of individual supervision per week and two hours of case-presentation seminar per week. Continuous registration for this portion of the clinical training until completion of at least 50 clock hours.

MFAM 744 Clinical Internship (1)

Supervised clinical counseling of individuals, couples, families, and children. One hour of individual supervision per week. Postgraduates only. Approved by internship coordinator.

MFAM 734A Professional Clinical Training (1.5-6)

Supervised clinical counseling of individuals, couples, families, and children. At least one hour of individual supervision per week and two hours of case-presentation seminar per week. Continuous registration for this portion of the clinical training until completion of at least 300 clock hours.

Marital and Family Therapy

MFTH 501 Supervision in Marital and Family Therapy (2)

Studies research and theory regarding the supervision of marriage and family therapy trainees and interns. Can be used toward the requirements for certification as an AAMFT-approved supervisor.

MFTH 502 Advanced Supervision in Marital and Family Therapy (2)

Supervised clinical supervision of MFT trainees and interns in a clinical setting. Can be used toward the requirements for certification as an AAMFT-approved supervisor.

MFTH 504 Advanced Theory in Marital and Family Therapy (4)

Provides an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships; and examines their relevance to the practice of marriage and family therapy. Explores how philosophical, religious, political, sociological, and ecosystemic notions have influenced the field. Assists students in developing a personal epistemology.

MFTH 505 Advanced Family Studies (4)

Critically surveys the research and theory growing out of the fields of family studies and family sociology. Provides students with a background on the social and historical factors that form the contexts within which families are defined and function. Students apply course material to the practice of marriage and family therapy.

MFTH 506 Clinical 1--Cybernetics (MRI, Milan) (3)

Studies those systemic therapies informed by cybernetics and oriented to the social organization of communication. Emphasizes the work of the Mental Research Institute and the Milan Group.

MFTH 507 Clinical 2--Meaning (Narrative, Solution-Focused) (3)

Studies those systemic therapies oriented to the meaning expressed in communication, emphasizing current developments such as narrative therapies, reflecting teams, and solution-oriented therapy.

MFTH 508 Clinical 3--Natural Systems (Structural, Bowen, etc.) (3)

Studies the basic concepts of the natural-systems approach to family therapy. Emphasizes structural, family-of-origin issues, multigenerational systems processes, and sociological and biological contributions to the understanding of human systems

MFTH 509 Clinical 4--Clinical Issues (3)

Examines issues of treatment related to specialized content areas of marriage and family therapy. Focuses on topics such as sexual dysfunction, divorce counseling and mediation, the abusive/violent family, addicted family members, suicidal problems, and ethical and professional issues in treating marriages and families.

MFTH 514 Child and Family Therapy (2)

Specific advanced therapeutic techniques to address current relational and mental health problems in children and adolescents.

MFTH 515 Couples Therapy (2)

Examines research, models, and techniques of marital and couples therapy. Applies course material to clinical work. Emphasizes intimacy and sexual issues.

MFTH 516 Divorce and Remarriage (2)

A family-systems approach to separation, divorce, remarriage and step-family formation. Reviews research and family-intervention strategies.

MFTH 517 Group Therapy (2)

Examines theory, research, and techniques of group therapy from a family-systems perspective.

MFTH 518 Addictions and Eating Disorders (3)

A family-systems approach to the assessment and treatment of eating disorders, alcoholism, and other addictions.

MFTH 519 Teaching in Higher Education (2)

Discusses theory, techniques, and processes in the teaching of MFT, including an examination of didactic and experiential techniques.

Cross-listing: FMST 519.

MFTH 524 Administration in Marital and Family Therapy (3)

Specific administration, leadership, and management skills for use in MFT clinics, hospitals, schools, churches, and other organizations.

MFTH 525 Advanced Marital and Family Therapy Assessment (3)

Critically evaluates the individual and systemic assessment tools utilized in MFT, and their application to clinical work.

MFTH 526 Advanced Psychopharmacology (3)

Overviews medications commonly used in relationship and mental health counseling, with discussion of the interrelationship between marriage and family therapy and medication.

MFTH 527 Advanced Legal and Ethical Issues (3)

Reviews the AAMFT code of ethics and the California legal codes pertaining to the practice of marriage and family therapy. Develops skills and knowledge that assist student to be an expert witness and family mediator (therapeutic), and that help student understand how to work with the legal system.

MFTH 528 Organizations: Structure, Process, and Behavior (3)

Helps students understand how organizations operate and how different contingency factors can affect the choices managers make. Covers essential theories and concepts for managing in the twenty-first century. Treats behavioral processes with reference to organizational structure and design. Larger-systems theory and leadership skills.

MFTH 529 Advanced Psychopathology and Diagnosis (2)

Focuses on the etiology of marital and family dysfunction, drawing on the perspectives growing out of individual and systems psychopathology.

MFTH 534 Family Therapy and Medicine (4)

Final course in the medical family-therapy track for MFT students. Provides students with practical experience in applying the theory, research, and practice of marriage and family therapy in medical and health care settings. Reviews treatment paradigms leading to the design of interventions to address common medical issues, such as patient noncompliance and the over- and underutilization of services. Develops an in-depth, family-centered care plan for patients and their families that incorporates significant others into the healing or coping process, including blood and non-blood kin. Research provides

information related to the role of social support in morbidity and mortality rates, doctor/patient factors related to health outcomes, and culturally-sensitive medical practice.

MFTH 536 Family Theory (4)

Examines and critiques the major theories of family from the fields of family studies and family sociology.

MFTH 537 Contemporary Issues in Marriage and the Family (4)

Examines a variety of issues that are the subject of current research, theorizing, and debate within the field--particularly those that are of relevance to the challenges and changes faced by families. Examines different family forms in U.S. society and around the world.

MFTH 538 Introduction to Relational Practice (2)

Examines relational practice through observation and team involvement with on-going cases. Emphasizes conceptualization and clinical skills and techniques using systems/relational approaches. Helps students distinguish and clarify what it means to practice from a systems/relational perspective.

MFTH 544 Health and Illness in Families (3)

Examines phenomenological aspects of health and illness in families from the patient's and family's perspectives. Explores in current research and theoretical literature the impact of illness on families and the impact of families upon illnesses. Expands the traditional integration of mind-body to include mind, body, spirit, and relationships. Studies ethnographies and personal experiences to inform clinicians about the unique cultures created in the wake of serious illnesses. From these explorations, students research the culture of one group of medical patients that is bound together by a specific illness and prepare psychoeducational materials to be used in clinical work for that group.

MFTH 555 Organizational Development and Change (3)

Helps students understand the application of behavioral and family science knowledge to improve organization performance and organization functioning. Discusses the process of planned change and the change process. Includes interpersonal and group processes such as T-groups, process consultations, and team building. Addresses conflict resolutions, organizational life span, leadership skills, and critical-incident stress debriefing.

MFTH 556 Management Consulting and Professional Relations (3)

Prepares the student to consult with organizations and management. Covers subjects such as: developing proformas; budgets and proposals; the goals of consulting; methods, strategies, and conclusions; organizational life style; and organizational culture. Includes the following additional areas: coordinating consulting with employee assistance and human resources professionals, developing training programs and identifying target audiences and appropriate interaction methodologies, understanding the role of technology and information systems.

MFTH 557 Organizational Assessment (3)

How to make an assessment of an organizational system. Addresses data collection and analysis, outcome evaluation, and how to present assessment in a systemic manner.

MFTH 564 Social Context of Health (4)

Introductory course that provides a sociological overview of the mental and physical health care system in the United States. Examines the social, contextual, and structural factors that give rise to access and treatment within the health care system. Topics include the history of family therapy and medical institutions in the U.S.; theoretical perspectives on health and illness; examination of the health care industry; social inequality in health and illness; culture and health; mental health consequences of mental illness to individuals, families, and society; mental health over the life course.

MFTH 601 Statistics I (4)

Thorough introduction to regression analysis and analysis of variance (ANOVA), with emphasis on hypothesis testing and the development of general models that partition overall variability. Topics covered include simple and multiple regression, one-way and factorial, repeated-measures of ANOVA, and analysis of covariance. Evaluation and assumptions of nonparametric alternatives.

Cross-listing: FMST 601.

MFTH 602 Statistics II (4)

Broad introduction applying linear (matrix) algebra to maximum likelihood estimation, generally--using several important multivariate statistical techniques, including but not limited to multivariate analysis of variance, multivariate regression, path analysis and structural equations causal modeling, log-linear models, and time-series analysis. Evaluates alternatives to maximum-likelihood estimation.

Prerequisite: (FMST 601 or MFTH 601). Cross-listing: FMST 602.

MFTH 603 Statistics III (4)

Advanced course in multivariate statistics that includes topics such as multidimensional scaling, cluster analysis, factor analysis, path analysis, structural equations modeling, log-linear modeling, time-series analysis, and hierarchical linear models. Focuses on understanding these advanced techniques and their application to data analysis.

Prerequisite: FMST 602 or MFTH 602. Cross-listing: FMST 603.

MFTH 604 Advanced Qualitative Methods (4)

Overviews qualitative methods and their application to research of marriage and family therapy. Includes examination of ethnographies, naturalistic inquiry, phenomenological research, the grounded theory approach, and narrative inquiry.

Cross-listing: FMST 604.

MFTH 605 Advanced Quantitative Methods (4)

Provides advanced overview of quantitative research methods in marriage and family therapy, including experiments and quasi-experiments, survey methodology, and outcome studies.

Cross-listing: FMST 605.

MFTH 606 Overview and Critique of Research in Families and Therapy (4)

Critically examines existing research on marriage and family therapy. Draws on prior courses in qualitative and quantitative research methods, which enable students to evaluate the current and prominent research in the field. Helps students identify those areas of the field in which further research is needed.

MFTH 607 Computer (1)

Provides the basic tools and information for using computer applications to analyze quantitative and qualitative information, to present marriage and family systemic information, and to conduct project management.

MFTH 608 Analysis and Presentation Issues in Research (3)

Brings together and integrates material from the previous research classes. Deals with the ethics of research, and with questions of reliability and validity in both quantitative and qualitative methods. Emphasizes problems of coherently and succinctly presenting research results in proposals, posters, brief reports, and articles.

Prerequisite: MFTH 604, MFTH 605. Cross-listing: FMST 608.

MFTH 624 Program Development for Families and Communities (3)

Examines core components of systemic/relational programs designed to address problems in families and larger systems. Explicates the elements of systemic programming that address clinical treatment problems/populations; as well as prevention and intervention issues affecting schools, neighborhoods and other communities. Using the systemic/relational paradigm of the field, students design programs reflecting their areas of interest.

MFTH 625 Grant Writing (3)

Study and practice in finding, developing, and responding to great opportunities in areas of interest of marriage and family therapists. Participants develop their own systemic/relational program, training, research, or dissertation grant idea; locate potential funding sources; tailor applications and proposals to each funding source; and critique and refine proposals to meet professional standards.

MFTH 626 Program Evaluation and Monitoring (3)

Examines quantitative and qualitative methods of evaluating system/relational programs and treatment approaches. Participants learn to design formative and summative internal monitoring procedures in areas of organizational functionality, program-process performance, service delivery, and program/clinical outcomes. Examines methods of evaluating MFT program/treatment efficacy.

MFTH 627 Advanced Program Development and Evaluation (2)

Participants develop DMFT project proposals through intensive literature review, consultation with organization and community stakeholders, discussion with faculty and peers, and refinement resulting from feedback following formal presentations. The DMFT proposal is the expected

Prerequisite: MFTH 624, MFTH 625, MFTH 626.

MFTH 634 Practicum (2)

Supervised clinical practice with individuals, couples, and families in Loma Linda University's MFAM clinic or another approved clinical setting. Three quarters, 2 units per quarter.

Prerequisite: At least 200 clinical hours.

MFTH 635 Research in Family Systems Health Care (4)

Applies qualitative and quantitative research methods to the clinical study of family systems health care.

MFTH 636 Family Research (4)

Examines and critiques research pertaining to marriage and family relationships.

MFTH 637 Special Projects in Health and Illness in Families (1)

Independent study in which students who have taken MFTH 544 participate in research activities related to relational health and wellness.

Prerequisite: MFTH 544* (*may be taken concurrently); either before or concurrently.

MFTH 668 Qualitative Research Practicum (2)

Students gain practical experience in conducting and evaluating qualitative research. Emphasizes methods of analysis and presentation of the research. Students develop a manuscript that is ready for submission to an academic journal and critically review the work of others.

Prerequisite: MFTH 604. Cross-listing: FMST 668.

MFTH 694 Doctoral Seminar (0.5)

Ph.D. degree students develop and refine their dissertation proposals in a workshop format through presentation and discussion with faculty and other students. Three consecutive quarters of course enrollment and participation (Autumn through Spring) required for .5 unit of credit.

Prerequisite: Cross-listed: FMST 684.

MFTH 695 Project Research (1-12)

Required research associated with the capstone project for the D.M.F.T. degree.

MFTH 697 Research (1-6)

Independent research relating to marital and family therapy, under the direction of a faculty adviser.

Cross-listing: FMST 697.

MFTH 698 Dissertation Research (1-10)

Completes independent research contributing to the field of marital and family therapy.

MFTH 785 Professional Clinical Training in MFT (1.5-3)

Supervised experience in the practice of marital and family therapy. Hours represent face-to-face direct client contact. May be repeated.

MFTH 786 Professional Development Proposal 0

Must be registered for at least one quarter prior to eligibility for 786A. The student's professional development plan must be formulated and approved by the faculty during this course.

MFTH 786A Professional Development in Marital and Family Therapy (1.5-12)

Doctoral-level experience in marital and family therapy under the supervision of a senior-level family therapist/mentor. Must be arranged in advance in the department. A total of 36 units required for graduation.

Prerequisite: MFTH 786.

MFTH 786B Professional Internship in Marital and Family Therapy-Clinical (1.5-7.5)

Supervised client contact (face-to-face hours only) in the practice of marital and family therapy, completed while enrolled in MFTH 786A. Concurrent enrollment in MFTH 786A required.

Prerequisite: MFTH 786.

Microbiology

MICR 511 Medical Microbiology (1)

Systematically studies microorganisms of medical importance, pathogenic mechanisms, host-parasite relationships, and methods of identification.

MICR 512 Medical Microbiology (2)

Systematic study of microorganisms of medical importance, pathogenic mechanisms, host-parasite relationships, and methods of identification. Continues MICR 511.

MICR 513 Medical Microbiology (3)

Systematic study of microorganisms of medical importance, pathogenic mechanisms, host-parasite relationships, and methods of identification. Continues MICR 511 and 512.

MICR 514 Medical Microbiology (1)

Systematic study of microorganisms of medical importance, pathogenic mechanisms, host-parasite relationships, and methods of identification.

MICR 515 Introduction to Bioinformatics and Genomics (2)

Introduces computer-aided analysis of macromolecules and the study of genes and their products on the level of whole genomes.

MICR 521 Medical Microbiology (8)

Systematic study of bacteria, fungi, viruses, and animal parasites of medical importance; pathogenic mechanisms; methods of identification and prevention; and clinical correlation.

Cross-listing: MICR 511.

MICR 530 Immunology (3)

Introduces selected topics of modern immunology to graduate students, emphasizing understanding key paradigms.

MICR 533 Biological Membranes (3)

Comprehensive description of biological membranes, oxidative phosphorylation, active transport, and signal transduction. Identical to membranes, transport, and signal transduction sections of CMBL 503.

Prerequisite: A course in biochemistry.

MICR 534 Microbial Physiology (3)

Provides in-depth coverage of microbial nutrition and growth kinetics, structure and function, bioenergetics and metabolism, nutrient transport, and special bacterial groups and processes unique to microorganisms.

Prerequisite: MICR 521; and a course in biochemistry.

MICR 536 Laboratory in Gene Transfer and Gene Expression (4)

Intensive (two-week) laboratory course in the methods of gene transfer and gene regulation in prokaryotes and eukaryotes. Evaluates and discusses experimental results in group sessions. Suitable for students, faculty, and postdoctoral fellows who wish to learn modern molecular biology techniques. Limited to fifteen participants.

MICR 537 Selected Topics in Molecular Biology (2)

Critically evaluates current progress in a specific research area of molecular biology, including recently published papers and unpublished manuscripts. May be repeated for additional credit.

Prerequisite: MICR 539, CMBL 502.

MICR 539 Molecular Biology of Prokaryotes and Eukaryotes (8)

Surveys prokaryotic and eukaryotic molecular biology. Topics include genome structure and organization, recombination and repair, transcription and translation, control of gene expression, posttranslational modification of proteins, protein folding and degradation, gene transfer and mobile genetic elements, control of development, methods and applications of genetic engineering, and bioinformatics.

Prerequisite: CMBL 501. Cross-listing: CMBL 502 or equivalent.

MICR 540 Physiology and Molecular Genetics of Microbes (3)

Advanced graduate course covering various hot topics in both microbial physiology and molecular genetics-- such as diversity of microbes on earth, engineering new metabolic pathways, mechanisms of gene regulation and gene transfer, and comparative genomics.

Prerequisite: Consent of instructor.

MICR 545 Molecular Biology Techniques Laboratory (4)

Laboratory course in modern molecular biology techniques for gene manipulation and analysis in prokaryotes and eukaryotes. Evaluates and discusses experimental results in group sessions.

Corequisite: CMBL 539.

MICR 546 Advanced Immunology (4)

Emerging concepts of immunology first discussed by the class and then reviewed by guest lecturers on a weekly schedule.

Prerequisite: MICR 530 or equivalent.

MICR 565 Virology (3)

Fundamental aspects of virus-cell relationships of selected groups of animal viruses. Lectures and a library research project. Guest lecturers.

Prerequisite: MICR 521 or MICR 511; or consent of instructor.

MICR 566 Cell Culture (3)

Practical aspects of growth of animal cells in culture. Experience with both primary cell cultures and established cell lines.

MICR 570 Mechanisms of Microbial Pathogenesis (3)

Explores molecular mechanisms of pathogenesis and host response for selected bacteria, viruses, and parasites in depth. Topics include endotoxins, exotoxins, tools to identify genes crucial to virulence, and a discussion of selected paradigms of microbe-host interaction. Vaccine development serves as a unifying theme linking the host-pathogen interactions. Focuses on evidence for current concepts, using primary journal articles.

Prerequisite: Consent of instructor.

MICR 604 Seminar in Microbiology (1)

Students required to register for this course every quarter throughout their training.

MICR 605 Colloquium (1)

Presentations by peers on a topic selected and directed by a faculty member. (All students required to attend the colloquium. Students registered for colloquium are required to give a presentation.)

MICR 606 Graduate Seminar (1)

Student presentation in the form of a seminar. (Course requirement normally fulfilled by presentation of the dissertation or thesis seminar. Other major student presentations may also qualify.)

MICR 624 Special Problems in Microbiology (2-4)

Designed primarily for students enrolled in a course work M.S. degree program who elect to work on a research problem.

MICR 625 Independent Study in Microbiology Literature (2-4)

Explores in depth a specific topic, selected in consultation with the mentor, such as the antecedents for theses or dissertation research. (Formal proposal for the scope and evaluation of the independent study must be approved by the faculty prior to enrollment in this course. Does not satisfy an elective requirement in the microbiology and molecular genetics program.)

MICR 626 Special Topics in Microbiology (2-4)

Critically evaluates current progress in a specific research area, including recently published papers and unpublished manuscripts. (Each course taught by a resident or a visiting scientist who is a recognized authority in the research area under discussion. Students may register for multiple courses under this designation.)

MICR 634 Clinical Microbiology Practicum (4)

Rotations through the clinical microbiology laboratory at Loma Linda University Medical Center. Includes exposure to all aspects of testing procedures necessary for the identification of microorganisms isolated from patient specimens. Instrumentation, automation, and rapid-testing identification methods included with 'hands-on' experience. Rotation to include tuberculosis and mycology, anaerobic bacteriology, blood, special microbiology, parasitology, and general bacteriology.

Prerequisite: Consent of instructor.

MICR 697 Research (1-7)**MICR 698 Thesis (1-3)****MICR 699 Dissertation (2-5)****MICR 891 Microbiology Elective (1.5-12)**

Medical Education Services

MNES 501 Orientation to Medicine (2)

Provides an interactive, patient-centered contextual learning experience for the purpose of fostering professionalism. A six-week course divided between Summer (2 weeks) and Spring (4 weeks) Quarters in the freshman year. Students observe and participate in patient care, work collaboratively with peers and faculty in small groups, and discuss assigned readings as they relate to integrated, whole-person care.

MNES 502 Orientation to Medicine (4)

Provides an interactive, patient-centered contextual learning experience for the purpose of fostering professionalism. A six-week course divided between Summer (2 weeks) and Spring (4 weeks) Quarters in the freshman year. Students observe and participate in patient care, work collaboratively with peers and faculty in small groups, and discuss assigned readings as they relate to integrated, whole-person care.

MNES 701 Orientation to Clinical Medicine (4)

Builds on the second-year course Pathophysiology and Applied Physical Diagnosis. Diagnosis to provide the knowledge, skills, and values necessary to facilitate a smooth transition from the preclinical to the clinical curriculum.

MNES 791 Junior Elective (3)

Gives students an opportunity to spend time (two weeks) in a specialty that holds particular interest to them, allowing them to develop their skills to a level that will be beneficial in their fourth-year electives.

Music History and Literature

MUHL 205 Introduction to Music (4)

Basic music literature, with some attention to other arts.

Neurology

NEUR 599 Directed Elective Study (1.5-12)

NEUR 701 Neurology Clerkship (1.5-18)

Basic neurology lectures, weekly neuroradiology conferences, neurology grand rounds, clinical neurology conference, and biweekly neuropathology conference. Student attendance required. Student participation in the outpatient neurology clinics during neurology rotation.

NEUR 891 Neurology Elective (1.5-18)

Neurosurgery

NEUS 891 Neurosurgery Elective (1.5-18)

Nursing Bridge

NRSB 101 Critical Thinking and Learning Strategies for Nursing (2)

Focuses on the development of critical thinking methods as well as learning strategies and study skills important to success in nursing. Emphasizes application of critical thinking, nursing process, study skills, and wholeness to student life and to nursing content.

NRSB 102 Science Principles Applied to Nursing (2)

Focuses on basic science concepts as applied to nursing. Includes a review of anatomy; and applies principles of physiology, microbiology, chemistry, and physics to critical thinking in nursing.

NRSB 103 Introduction to Math for Nursing (1)

Includes a review of basic mathematics, equivalent values, ratios, and proportions. Applies concepts to nursing situations in which medication dosage calculations are used. Computer-assisted instruction modules and a ninety-minute laboratory each week, utilized to assist students in developing the necessary skills in a supportive environment.

NRSB 104 Medical Terminology for Nursing (2)

Introduces basic medical terminology by the study of prefixes, combining forms, and suffixes. Emphasizes understanding, interpreting, and spelling of singular and plural forms; pronunciation; and correct usage of terms in a variety of situations.

NRSB 105 Writing for Nursing (3)

Focuses on developing the writing skills necessary for nursing. Includes a review of principles of grammar and application of writing skills to a research paper related to a nursing topic. Includes a computer component that enables the student to search nursing data bases and apply word-processing skills.

NRSB 106 Reading in Nursing (2)

Focuses on improving vocabulary, reading comprehension, and reading speed using nursing and health-related literature. Students expected to use specific pre-reading and reading strategies to monitor comprehension and summarize reading.

Nursing

NRSG 214 Fundamentals of Professional Nursing (8)

Introduces the profession of nursing. Emphasizes the basic health needs of the adult-client system, with the goal of optimal wellness/wholeness. Identifies stressors to the client system's lines of defense. Develops beginning-nursing decision-making skills. Supervised experience in application of nursing knowledge to adult-client systems in acute-care settings. Socializes into the role of professional nursing, including exploration of historical, ethical, cultural, and legal aspects. Current issues in professional nursing/health care.

NRSG 216 Basic Nursing Skills and Health Assessment (4)

Introduces the basic skills required to assess, maintain, and strengthen client lines of resistance and defense. Supervised practice in therapeutic communication skills and nursing measures to achieve optimal client wellness. Foundation for clinical decision-making and client education. General concepts and techniques for performing a head-to-toe examination and for properly documenting assessment findings.

NRSG 217 Psychiatric Mental Health Nursing (6)

Introduces the care of client systems exhibiting psychiatric mental-health symptoms related to impaired lines of defense or resistance. Emphasizes primary, secondary, and tertiary interventions to strengthen lines of defense/resistance for the client.

Prerequisite: NRSG 214, NRSG 216.

NRSG 224 Nursing Pathophysiology (4)

Overview of the physiological function of a client system under stress, the common stressors that threaten system stability/integrity, and the consequences that result to the individual whose lines of resistance and defense are breached. Foundation for understanding the rationale behind assessment findings and nursing intervention.

NRSG 225 LVN Bridge Course (4)

Designed for the LVN transfer student. Content includes introduction to baccalaureate nursing, physical assessment, and gerontology.

NRSG 244 Skills for Academic Success (1)

Assessment of student's learning needs, with individualized approaches to learning strategies essential for success in nursing education and practice.

NRSG 299 Directed Study (1-8)

Opportunity for clinical learning in a selected area of nursing.

Prerequisite: Consent of instructor and the associate dean.

NRSG 305 Nursing Pharmacology (3)

Overview of the major drug classifications. Introduces the therapeutic use of drugs in the maintenance and strengthening of the client-system lines of resistance and defense.

NRSG 308 Nursing of the Adult and Aging Client (8)

Emphasizes the wholistic nature of the adult/aging client system in response to acute, short-term stressors. Uses the nursing process to assist the client system in achieving optimal wellness through strengthening lines of resistance and defense. Supervised practice in caring for the adult-client system in acute-care settings.

Prerequisite: NRSG 214, NRSG 216, NRSG 224.

NRSG 309 Nursing of the Older Adult (4)

Focuses on older client systems experiencing normal aging. Examines age-related stressors to client variables--physiological, psychological, sociocultural, developmental, and spiritual. Guided learning experiences in nursing care of the older client in long-term care and community settings.

Prerequisite: NRSG 214, NRSG 216.

NRSG 314 Nursing of the Childbearing Family (6)

Emphasizes primary prevention strategies that promote optimal wellness for the mother and neonate, and identification of stressors that influence the family's normal lines of defense. Applies the nursing process, using a wholeness approach when caring for the maternal-fetal and maternal- infant dyads.

NRSG 315 Child Health Nursing (6)

Focuses on the client from infancy through adolescence within the family system. Wholistic nursing care emphasizing optimal wellness in relation to potential or actual stressors, including primary, secondary, and tertiary interventions. Individualization of the nursing process guided by physiological, psychological, sociocultural, developmental, and spiritual variables of the client system.

Prerequisite: NRSG 317.

NRSG 316 Health Promotion across the Life Span (4)

Prepares the student to promote optimal wellness throughout the life span. Examines the impact of common life span stressors on students, clients, and family systems. Primary preventions--including theories of behavior change, motivation, and health education--applied to strengthen lines of defense.

NRSG 317 Nursing of the Adult and Aging Family I (8)

Continues NRSG 308. Explores relationships among client-system variables in the development of primary, secondary, and tertiary interventions for chronic stressors that require comprehensive nursing care. Guided practice in caring for the adult client system in a variety of community settings.

Prerequisite: NRSG 308, NRSG 217* (*may be taken concurrently).

NRSG 337 Strategies for Professional Transition (4)

Focuses on growth and enhancement of the professional nurse. Based on learning objectives for career growth, students assess and strengthen the application of skills in communication, research, professional responsibility, teaching and learning process, management, nursing process, and individual empowerment--for themselves and for clients. Assessment and development of learning objectives. Student designs personal strategies to attain goals. Includes critical thinking, reflective journaling, and development of professional portfolio. Limited to RNs returning for B.S. or M.S. degree.

NRSG 399 NURSING EXTERNSHIP (1)

An elective work-study course that provides opportunity for experiential understanding of the nature of nursing in the work place. Focuses on application of the Neuman framework. The student, under the supervision of an RN preceptor, applies previously learned skill in providing direct patient care.

Prerequisite: NRSG 317.

NRSG 407 Integration of Essential Concepts (6)

Broadens current nursing knowledge through application of Neuman's framework in client care, developing and evaluating health care plans as well as employing the nursing interventions of advanced pathophysiology.

Prerequisite: NRSG 337.

NRSG 408 Nursing of the Adult and Aging Family II (6)

Students study and participate in complex clinical nursing practice (critical care). Students utilize the nursing process in primary, secondary, and tertiary prevention with critically ill clients and their families. Emphasizes the scientific basis of the effects of stressors on the lines of defense and resistance. Promotes collaborative efforts of the members of the health care team in the care of the critically ill client.

Prerequisite: NRSG 314, NRSG 315, NRSG 316, NRSG 317.

NRSG 409 Home Health (3)

Wholistic care of the client system across the life span within the home. Clinical experience focuses on acute and chronic stressors. Introduces community resources to facilitate continuity of care and to promote optimal wellness.

Prerequisite: NRSG 314, NRSG 315, NRSG 316, NRSG 317.

NRSG 410 Professional Nursing Issues (2)

Issues relating to licensure and entry into nursing practice of the registered nurse--including delegation, quality improvement, and managed care. Socialization and beginning management concepts.

Prerequisite: Completion of all 200 and 300 level NRSG courses.

NRSG 414 Nursing Management (6)

The health care agency or nursing unit viewed as the core system, with lines of defense and lines of resistance. The management process as the set of interventions aimed at maintaining or restoring a state of equilibrium and order within the organization. The role of the first-line manager observed and some aspects experienced.

Prerequisite: Completion of 200 and 300 level NRSG courses.

NRSG 415 Community Mental Health Nursing (4)

Student delivers psychiatric nursing care in a variety of clinical settings within the community. Guidance given in assessing stressors and developing primary, secondary, and tertiary interventions within populations at risk for psychosocial stress. Student practices case management strategies and psychoeducational interventions. Clinical experience directed toward optimizing lines of defense and resistance for families, groups, and communities.

Prerequisite: Completion of 200 and 300 level NRSG courses.

NRSG 416 Public Health Nursing (8)

Focuses on the optimal wellness of the community as client. Intervention strategies emphasizing primary, secondary, and tertiary prevention with micro-/macroclient systems. Develops skills in assessment; diagnosis; planning based on outcomes; and implementation within inter-, extra-, and intrasystem of both aggregate and geopolitical clients.

Prerequisite: Completion of 200 and 300 level NRSG courses.

NRSG 417 Professional Nursing-Practice Elective (7)

Enhances the process of professional socialization from the academic to the practice setting by providing an opportunity for synthesis and application of theoretical knowledge and skills to a preceptored clinical experience selected by the student. Focuses on using the nursing process to protect and promote intact lines of resistance and defense of individuals, families, and groups in diverse circumstances. Students develop personal learning objectives under guidance of the instructor.

Prerequisite: NRSG 408, NRSG 409, NRSG 410; Prerequisite: NRSG 408, 409, 410.

NRSG 429 Clinical Nursing Research (4)

Prepares knowledgeable consumers of nursing research who can apply the scientific research process utilizing quantitative and qualitative methods, and who can critique research for use in the practice setting. Focuses on using research to discover

ways the professional nurse can facilitate optimal wellness through retention, attainment, and maintenance of client-system stability.

NRSG 497 Advanced Clinical Experience (40 to 400 hours)

An elective course open to students seeking clinical experience in nursing.

NRSG 499 Directed Study (1-8)

Opportunity for clinical experience in a selected area of nursing.

Prerequisite: Consent of instructor and the associate dean.

NRSG 509 Guided Study (1-6)

Opportunity for study in a particular area of nursing, under faculty direction.

NRSG 515 Health Policy: Issues and Process (2)

Examines the impact of the sociopolitical system. Current trends and issues affecting health and the changing profession of nursing; as well as the impact of nursing on these systems in the workplace, government, professional organizations, and the community.

NRSG 516 Advanced Role Development (2)

Examines transition into the advanced practice nursing role through consideration of the history, theoretical bases, role competencies, selected professional strategies, and legal requirements necessary for role enactment.

NRSG 517 Theoretical Foundations for Advanced Practice (4)

Focuses on the theoretical foundations of nursing as an applied science. Nursing knowledge is examined in the context of theories and concepts which guide advanced nursing practice. Theoretical applications for NP, CNS, administration, and nurse educator practice are discussed. Theory is critiqued and applied to selected issues with emphasis on individual, family, and population interventions and outcomes.

NRSG 541 Nursing Administration Practicum I (3)

Observation and practice in selected levels of nursing administration.

Prerequisite: NRSG 547, HADM 528.

NRSG 542 Nursing Administration Practicum II (4)

Observation and practice in selected levels of nursing administration.

Prerequisite: NRSG 547 or HADM 528.

NRSG 544 Teaching and Learning Theory (3)

Explores the components of the teaching-learning process. Opportunity provided for students to practice specific teaching strategies.

NRSG 545 Teaching Practicum (3, 4)

Assists the student in developing the ability to teach nursing in the clinical area of choice. Emphasizes the nurse-teacher as facilitator of learning. Integrates knowledge and skills related to educational methodology and clinical nursing. Practice in teaching students in clinical and classroom settings. Per week: theory 0 hours, practicum 9-12 hours.

Prerequisite: NRSG 544; and 12 quarter units of clinical nursing.

NRSG 546 Curriculum Development in Higher Education (3)

Examines principles of curriculum development--including the selection, organization, and evaluation of learning experiences--with emphasis on the nursing major. Examines the nature, place, and interrelationship of general and specialized education in higher education.

NRSG 547 Management: Principles and Practices (3)

Analyzes administrative issues in health care settings. Organizational complexities, power distribution, political strategies, interdependence of management, and clinical teams. Focuses on the application of selected management theory to the practice of nursing.

NRSG 548 Nursing Administration Practicum (1-8)

Provides opportunities for the ongoing development and refinement of leadership capability in selected areas of nursing administration. Students showcase competencies in the synthesis and application of nursing, management, economic, and human resources theories to solve real world issues of importance to the profession and the workplace. Per week: lecture 0 hours, practicum 3-24 hours.

Prerequisite: NRSG 547, HADM 528.

NRSG 551 Pediatric Primary Health Care I (4)

Focuses on the PNP primary-care role in health promotion, wholistic assessment, and management of minor common illnesses for children from newborn through adolescence Per week: theory 3 hours, practicum 3 hours.

Prerequisite: NRSG 651; Concurrent: Clinical experience.

NRSG 552 Pediatric Primary Health Care II (6)

Continues development of the PNP primary-care role for children from newborn through adolescence, related to assessment and management of common or acute illnesses while incorporating health maintenance and prevention. Per week: theory 3 hours, practicum 9 hours.

Prerequisite: NRSG 551.

NRSG 553 Pediatric Primary Health Care III (7)

Continues the development of the PNP primary-care role for children from newborn through adolescence in assessment and management of chronic or complex illnesses. Per week: theory 3 hours, practicum 12 hours.

Prerequisite: NRSG 552. Corequisite: Clinical experience.

NRSG 554 Pediatric Primary Health Care IV (7)

Continues development of the PNP primary-care role for children from newborn through adolescence in assessment and management of chronic or complex illnesses. Per week: theory 2 hours, practicum 15 hours.

Prerequisite: NRSG 553. Corequisite: Clinical experience.

NRSG 555 Pharmacology in Advanced Practice I (3)

Principles of pharmacodynamics, pharmacotherapeutics, and pharmacokinetics. Overview of specific major drug classifications, and discussion of the therapeutic use of drugs in maintaining and strengthening client-system lines of resistance and defense.

NRSG 556 Pharmacology in Advanced Practice II (2)

Builds on principles discussed in NRSG 555, with a focus on additional specific major drug classifications and discussion of the therapeutic use of these drugs in maintaining and strengthening client-system lines of resistance and defense. Addresses specific legal and ethical issues for advanced nursing practice.

Prerequisite: NRSG 555.

NRSG 557 Pediatric Primary Health Care V (5)

Focuses on integration and synthesis of knowledge and skills, under the guidance of an expert preceptor, with the goal of working independently and collaboratively within a health care team. Per week: theory 0 hours, practicum 15 hours.

Prerequisite: NRSG 554.

NRSG 560 Neonatal Pharmacology (2)

Builds on the principles of NRSG 555--focusing application to the neonate--with additional overview of specific drug classifications and the therapeutic use of drugs for this population.

Prerequisite: NRSG 555.

NRSG 561 Adult Primary Health Care I (4)

Introduces the role, professional responsibilities, and clinical practice of the adult nurse practitioner (ANP). Focuses on primary health care concepts related to health maintenance and promotion of optimal wellness of the adult. Per week: lecture 2 hours, practicum 6 hours.

Prerequisite: NRSG 651. Corequisite: Clinical experience.

NRSG 562 Adult Primary Health Care II (6)

Continues development of the ANP primary-care role for adults through wholistic assessment and management of common chronic and acute illness, using a systems approach. Incorporates health maintenance and prevention. Per week: lecture 3 hours, practicum 9 hours.

Prerequisite: NRSG 561. Corequisite: Clinical experience in a variety of primary care settings with diverse adult populations.

NRSG 563 Adult Primary Health Care III (6)

Continues the aspects of health maintenance and promotion and evaluation of common health problems--integrating the student's understanding of pathophysiology, epidemiology, pharmacology, diagnostic studies, and physical assessment skills to formulate diagnoses (medical and nursing) and management plans. Per week: lecture 3 hours, practicum 9 hours.

Prerequisite: NRSG 562.

NRSG 564 Adult Primary Health Care IV (7)

Continues development of the ANP primary-care role for adults through assessment and management of chronic and complex illnesses. Per week: lecture 3 hours, practicum 12 hours.

Prerequisite: NRSG 563. Corequisite: Clinical experience.

NRSG 565 Adult Primary Health Care V (6)

Focuses on integration and synthesis of knowledge and skills, under the guidance of an expert preceptor, with the goal of working independently and collaboratively with the health care team. Per week: lecture 0 hours, practicum 18 hours.

Prerequisite: NRSG 564.

NRSG 574 Philosophical Foundations of Nursing Science (2)

Companion course to PHIL 616. Explores the development of knowledge within the discipline of nursing. Examines sources of knowledge and the assumptions underlying major approaches to scientific inquiry. Critiques these approaches in relation to the expansion of nursing science.

Prerequisite: PHIL 616.

NRSG 575 Strategies for Theory Development in Nursing (2)

Engages the student in examining and applying the process of concept and theory development. Students analyze phenomena of interest, use selected strategies to construct conceptual relationships, and evaluate theoretical frameworks for development of nursing science.

NRSG 617 Clinical Practicum: Growing Family (2-12)

Prepares the student for the clinical nurse specialist role in the area of growing family through clinical experience focused on the competencies and roles of the CNS under the guidance of an expert preceptor. Per week: theory 0 hours, practicum 6-36 hours.

Prerequisite: NRSG 646* (*may be taken concurrently); or concurrent.

NRSG 619 Neonatal Critical Care I: Neonatal Advanced Physical Assessment (3)

Focuses on neonatal assessment—including maternal and environmental factors, gestational age, behavioral and developmental assessment, comprehensive history and neonatal physical examination, diagnostic testing, and family assessment. Per week: theory 3 hours, practicum 0 hours.

NRSG 620 Neonatal Nurse Practitioner II (5)

Focuses on concepts and principles of genetics, embryology, growth and development, physiology/pathophysiology, and pharmacology/toxicology as relevant to the assessment and management of the health promotion and maintenance needs of the newborn. Per week: theory 4 hours, practicum 3 hours.

Prerequisite: NRSG 619. Corequisite: Clinical practicum that focuses on development of assessment and history skills and the delivery room.

NRSG 621 Neonatal Nurse Practitioner III (8)

Focuses on concepts and principles of pathophysiology, neonatal disease entities, and disorders in relation to the clinical management of the sick neonate. Per week: theory 5 hours, practicum 9 hours.

Prerequisite: NRSG 620. Corequisite: Clinical practicum that focuses on sick/critically ill ventilated and non-ventilated neonates.

NRSG 622 Neonatal Nurse Practitioner IV: Practicum (9)

Focuses on concepts and principles of pathophysiology and neonatal disease entities and disorders in the management of the sick/critically ill neonate. Per week: theory 6 hours, practicum 9 hours.

Prerequisite: NRSG 621. Corequisite: Clinical practicum that focuses on sick/critically ill ventilated and non-ventilated neonates.

NRSG 623 Neonatal Nurse Practitioner V: Practicum (13)

Synthesizes concepts, principles, theories, knowledge, and skills from the preceding advanced neonatal critical-care nursing courses to practice. Per week: theory 0 hours, practicum 39 hours.

Prerequisite: NRSG 622.

NRSG 624 The Adult and Aging Family I (2-4)

Focuses on concepts and theories relevant to the practice of the advanced practice nurse caring for adult and aging clients. Applies theory to clinical practice in a selected segment of the population. Per week: theory 2 hours, practicum 0-6 hours.

NRSG 626 The Adult and Aging Family II (2, 3)

Focuses on concepts and theories relevant to the practice of the advanced practice nurse caring for clients within the adult and aging family population, with application to a selected segment of the population. Examines the role, competencies, and outcomes relevant to the practice of the clinical nurse specialist. Per week: theory 2 hours, practicum 0-3 hours. (required for selected concentration areas.)

Prerequisite: NRSG 624.

NRSG 628 Clinical Practicum: Adult and Aging Family (2-12)

Prepares the student for the clinical nurse specialist role in the area of adult and aging family through clinical experience focused on the competencies and roles of the CNS under the guidance of an expert preceptor. Per week: theory 0 hours, practicum 6-36 hours.

NRSG 645 Growing Family I (2-4)

Focuses on concepts and theories relevant to the advanced practice nurse caring for clients within the growing family life span (perinatal through pediatrics). Applies clinical practice in a selected population. Per week: theory 2 hours, practicum 0-6 hours.

NRSG 646 Growing Family II (2-3)

Focuses on concepts and theories relevant to the advanced practice nurse caring for clients within the growing family life span (perinatal through pediatrics), with application to a selected population. Examines the role, competencies, and outcomes for clinical nurse specialist practice. Per week: theory 2 hours, practicum 0-3 hours.

Prerequisite: NRSG 645.

NRSG 651 Advanced Physical Assessment (3)

Reviews physical assessment skills and knowledge in depth to prepare the student to successfully conduct a complete history and physical throughout the patient's life span. Incorporates lecture, audiovisual aids, laboratory-skills practicum, and individual study. Per week: theory 2 hours, practicum 3 hours.

NRSG 652 Family Primary Health Care I (5)

Introduces the role, professional responsibilities, and clinical practice of the family nurse practitioner (FNP). Focuses on primary health care concepts related to health maintenance and promotion of optimal wellness of the family (child through adult). Per week: theory 3 hours, practicum 6 hours.

Prerequisite: NRSG 651. Corequisite: Clinical experience.

NRSG 653 Family Primary Health Care II (6)

Develops the FNP primary-care role of families through wholistic assessment and management of common chronic and acute illness, using a systems approach. Incorporates health maintenance and prevention. Per week: theory 3 hours, practicum 9 hours.

Prerequisite: NRSG 652. Corequisite: Clinical experience in a variety of primary care settings with diverse family populations.

NRSG 654 Family Primary Health Care III (7)

Third quarter continues the development of the FNP primary care role of families through wholistic assessment and management of common or acute illness using a systems approach. Incorporates health maintenance and prevention. Per week: theory 3 hours, practicum 12 hours.

Prerequisite: NRSG 653.

NRSG 655 Family Primary Health Care IV (7)

Develops the FNP primary care role for adults through assessment and management of chronic and complex illnesses Per week: theory 3 hours, practicum 12 hours.

Prerequisite: NRSG 654. Corequisite: Clinical experience.

NRSG 656 Family Primary Health Care V (7)

Focuses on integration and synthesis of knowledge and skills under the guidance of an expert preceptor, with the goal of working independently and collaboratively with the health care team. Per week: theory 0 hours, practicum 21 hours.

Prerequisite: NRSG 655.

NRSG 660 Qualitative Research Methods I (4)

Advanced quantitative research methods. Emphasizes experimental and quasi-experimental designs, and examines specific methodologies used in conducting research in the area of social policy and social research. Topics include measurement issues, research design, sampling, and statistical interpretation. Addresses survey research, time-series designs, and more advanced techniques. Cross-listing: SPOL654.

NRSG 664 Nursing Science Seminar (1)

nursing phenomena. Focus varies according to national emphases in nursing research and focus areas of participants. Emphasizes critical examination of conceptual, theoretical, and methodological issues relative to the selective topic.

Prerequisite: Doctoral standing or consent of instructor.

NRSG 680 Intermediate Statistics (3)

Applies selection and application of statistical procedures to nursing science and practice. Selects topics in ANOVA, multiple regression, and other multivariate statistical procedures. Interprets computer output.

NRSG 684 Research Methods (2)

Guides the student in understanding scientific thinking and research methods beyond the introductory level. Uses the research literature in nursing and related fields to illustrate the application of these principles. Student begins developing an area of research interest, identifies a research problem, reviews empirical literature, provides evidence for theoretical connections among identified research variables and scientific support for a clinical nursing intervention, and develops a scientific research proposal.

Prerequisite: NRSG 680.

NRSG 686 Advanced Quantitative Research Methods (4)

Examines advanced quantitative research methods applicable to advancing and developing nursing science. Topics range from the formulation of research problems and questions to discussing and identifying complex designs and methods. Guides the student in development of a quantitative research proposal that focuses on an area of study that may serve as the initial step in conducting independent dissertation research

Prerequisite: PSYC 501, PSYC 502.

NRSG 693 Experience Portfolio (1-16)

Portfolio preparation documents nurse practitioner educational program, including the clinical practice component.

Prerequisite: Certified nurse practitioner with current nurse practitioner practice of at least two years; at least five years of post-baccalaureate nurse practitioner practice experience.

NRSG 696 Directed Research (2)

Student participates in the research process or engages in research activities guided by mentors. Experience contributes to the ongoing development of the student's knowledge in research planning, design conduct, analysis, or dissemination. Monthly seminars.

Prerequisite: Acceptance into the Ph.D. degree program in nursing.

NRSG 697 Research (1-4)**NRSG 698 Thesis (2)****NRSG 699 Doctoral Dissertation (1-4)**

Collecting and analyzing data. Writing and preparing final draft of dissertation.

Prerequisite: Advancement to doctoral candidacy.

Natural Sciences

NSCI 124 Rocky Mountain Field Geology (2, 3)

Introduces basic principles of geology, with specific studies of field sites in the Rocky Mountains. Two units for the field course, with a third, optional unit of credit for additional academic work to be assigned. Upper-division college students or teachers should register for GEOL 325. Summer only.

NSCI 125 Biology of Birds (3)

Introduces the natural history of birds, along with their field identification and ecology. Emphasizes local species in lectures and in the field. Focuses on identifying species and on learning techniques of study. Three Sunday field trips.

NSCI 126 Biology of Reptiles (3)

Introduces the natural history of reptiles; their identification, morphology, physiology, behavior, and ecology. Describes all recognized orders and emphasizes local species in lecture and in the field. Focuses on identifying species and on learning techniques of study in both the field and laboratory. Three Sunday field trips.

NSCI 127 Rocks and Minerals (3)

Introductory course on the identification, composition, structure, and origin of rocks and minerals. All of the mineral classes and major rock types covered in a lecture and laboratory setting, with field trips to local collecting sites.

NSCI 205 Introduction to Field Tropical Marine Biology (3)

Introduces nonscience majors to the organisms and ecology of tropical marine systems, with special emphasis on the organisms that live in and among coral reefs. Surveys tropical marine taxa—from algae to pelagic and benthic marine invertebrates. Provides a brief overview of coral reef ecology that introduces students to basic food webs and trophic relationships. Weekly classroom lectures. Students synthesize information gained from the literature in two written reports, one focused on an organism of choice and the other on a marine process.

NSCI 234 Science and the Study of Origins (3, 4)

Studies biological and geological issues related to origins. Analyzes data and its implications for various models of earth history. Discusses nature and limits of the scientific process in the study of origins. Three-to-four class hours per week.

NSCI 235 Dinosaur Biology and Fossil Record (3, 4)

Overview of the dinosaur fossil record and analysis of dinosaur behavior, physiology, and ecology by comparison of dinosaur fossil evidence and living animals. Reviews current theories on dinosaur extinction.

NSCI 236 Faith, Family, and Nature (3)

Studies natural history, with emphasis on behavior and ecology of southern California flora and fauna. Special feature: developing skills of field observation in the setting of family and intergenerational communication. Lectures emphasize themes of design in nature. Three Sunday field trips.

NSCI 239 Introduction to Marine Life (3)

Introduces marine life and intertidal ecology of the Pacific coast for the nonscientist. Discusses oceanography, waves and tides, the deep sea, intertidal ecology, and the types of plants and animals found in the local intertidal and near-shore environment. Three Sunday field trips.

NSCI 241 The Natural History of Fossils (3, 4)

Introduces fossils: their preservation, ecology, and occurrence in the geologic record. Invertebrate, vertebrate, and plant fossils from a variety of localities worldwide.

NSCI 286 Topics in Biology (1-4)

Reviews current knowledge in specified areas of the biological sciences. Registration should indicate the specific topic to be studied. May be repeated for additional credit. Offered on demand.

Prerequisite: Consent of instructor.

NSCI 287 Topics in Ecology (2-4)

A customized course for students to study various aspects of ecology, such as the ecology of a specific region or a specialized taxonomic group. Significant field experience normally required. Registration should indicate the specific topic to be studied. May be repeated for additional credit. Offered on demand.

Prerequisite: Consent of instructor.

NSCI 288 Topics in Geology (1-4)

Reviews current knowledge in specified areas of the earth sciences. Registration should indicate the specific topic to be studied. May be repeated for additional credit. Offered on demand.

Prerequisite: Consent of instructor.

NSCI 289 Field Tropical Marine Biology Laboratory (4)

Provides opportunities for students to directly experience various tropical marine habitats. Encourages students to spend as much time in the water as possible, both during the day and at night. When not in the water, students required to be engaged in independent study to accumulate and synthesize current knowledge for developing species lists or testing basic hypotheses regarding marine organisms. Formal and informal tutorial, as well as lecture sessions. Taught in conjunction with both NSCI 205 and NSCI 286. Final written assignment due at an appropriate time subsequent to the laboratory experience.

NSCI 370 Geology and Health (3)

Emphasizes newly appreciated relations between geologic processes and health. Categorizes geologic processes affecting health by their effects over long (e.g., climate), medium (e.g., toxins in soils), and short (e.g., geohazards) time scales; and also by their actions in both physical and chemical domains. Provides an overview of particular aspects of geology.

NSCI 386 Biology of Marine Life (4)

Examines marine organisms in depth, with emphasis on higher invertebrates and vertebrates around the world. Study of marine environments provides opportunities to understand some of the theoretical principles of general ecology. Presentations and specific readings combined with a final field trip and written reports. Requires an understanding of basic oceanography as taught in NSCI 239.

Nutrition

NUTR 474 Nutrition and Fitness (3)

Basic principles of nutrition and healthful eating for fitness and exercise. Role of nutrition and exercise in optimizing health from a scientific standpoint. Myths prevalent among consumers in the area of nutrition and fitness.

NUTR 490 Topics in Foods and Food Preparation (1)

On-line course provides an introduction to foods and food preparation. Includes relationship of food composition to food preparation, cultural and ethnic food patterns, sensory evaluation of food, and culinary techniques.

NUTR 504 Nutritional Metabolism (5)

Studies the static and dynamic aspects of the metabolism of carbohydrates, lipids, amino acids, proteins, nucleic acids, enzymes, hormones, vitamins, and minerals in the normal healthy human.

NUTR 505 Public Health Biology (2)

Integrates molecular and biological approaches to public health problems. Explores the interactions between genetic expressions; the environmental factors, particularly those related to lifestyle; and the development and aging process as it applies to the biology of public health. Special lecture modules address: role of immune systems in population health, including infectious diseases and vaccines; role of biology in the ecological model of population-based health; how genomics, proteomics, and metabolomics affect disease processes; the biological and molecular characteristics of chronic diseases; and the origin and dissemination of drug resistance. Includes specific examples from across the different disciplines of public health to explain these concepts in public health biology.

NUTR 509 Public Health Nutrition (3)

Introduces the concepts of nutrition as related to public health. Includes life-cycle issues as well as discussion of major nutrition-related diseases and their prevention. Not applicable toward a major in nutrition.

NUTR 510 Advanced Public Health Nutrition (3)

Studies applied and preventive aspects of nutrition as related to public health.

Prerequisite: NUTR 504 or equivalent.

NUTR 517 Advanced Nutrition I: Carbohydrates and Lipids (4)

Advanced study of the nutrition, metabolism, and function of carbohydrates and lipids as related to health and disease.

NUTR 518 Advanced Nutrition II: Proteins, Vitamins, and Minerals (4)

Advanced study of the nutrition, metabolism, and function of proteins, vitamins, and minerals as related to health and disease.

NUTR 519 Phytochemicals (2)

Discusses the role of phytochemicals in disease prevention and treatment. Reviews current research in this area.

NUTR 525 Nutrition Policy, Programs, and Services (3)

Develops professional skills in management of nutrition programs. Includes legislative advocacy and analysis of current nutrition programs at local, state, and federal levels. Laboratory.

NUTR 526 Nutrition Counseling (2)

Counseling skills, specifically counseling one-on-one and with families, in order to facilitate changes in nutrition status. Teaching/learning styles, development of therapeutic relationships with patients/clients, and development of listening skills. Laboratory focuses on case-study evaluation, including practice of nutrition counseling with patients at chosen sites.

NUTR 527 Assessment of Nutritional Status (3)

Techniques of individual nutrition assessment: dietary intake and evaluation, use of computer software (1 unit); anthropometric, clinical, and biochemical methodologies (1 unit); principles and practice in nutrition counseling in a supervised community setting (1 unit). Laboratory or practicum included in each unit.

NUTR 528 Symposium: Adventist Philosophy of Nutrition (1)

The science of nutrition as related to the Seventh-day Adventist philosophy of health.

NUTR 529 Health Aspects of Vegetarian Eating (2, 3)

Introduces concepts of vegetarian nutrition as related to health and longevity. Addresses nutritional adequacy, as well as the benefits of vegetarian eating related to the prevention of major chronic diseases, such as heart disease, cancer, obesity, diabetes, and osteoporosis. Covers the interplay between the risks and benefits of vegetarian eating. Students taking course for 3 units either prepare a term paper or develop a vegetarian nutrition program.

NUTR 534 Maternal and Child Nutrition (3)

Advanced study of the role of nutrition in human growth and development during the prenatal period, lactation, infancy, and childhood.

NUTR 535 Research Applications in Nutrition (3)

Overview of research methods in nutrition. Provides an understanding of foundational issues of research design from both the quantitative and qualitative perspectives, as well as understanding of the sequence of procedures in proposal development. Laboratory included.

NUTR 536 Nutrition and Aging (2)

Effect of nutrition on aging and chronic degenerative diseases, and their effects on nutritional status. Geriatric nutrition screening and assessment. Anorexia of aging. Nutrition support, supplement use, and services for older Americans.

Prerequisite: Basic nutrition or consent of instructor.

NUTR 538 Principles of Effective Nutrition Education (3)

Teaching methods appropriate to the nutrition educator. Definition of an effective teacher. Learning environment, lesson design, and use of teaching models. Strategies to improve student motivation and the retention of information. Evaluation of learning outcomes. Laboratory included. Includes thirty hours of dietetic practice.

NUTR 539 Research Methods in Nutrition (2)

Discusses the steps in the research process as they relate to clinical nutrition investigation. Validity of biological parameters and dietary intake measurements, study design, subject selection, and ethical issues

Prerequisite: STAT 509 or STAT 521; or equivalent.

NUTR 543 Concepts in Nutritional Epidemiology (3)

Prepares students to conduct research relating diet to health/disease outcomes. Reviews methodological issues related to dietary assessment for clinical/metabolic and epidemiological research. Topics include variation in diet, measurement error and correction for its effects, advantages and limitations of different diet-assessment techniques, design and development of a food-frequency instrument, total energy intake in analyses.

Prerequisite: STAT 521, EPDM 509; or consent of instructor.

NUTR 545 Clinical Nutrition I (3)

Medical nutrition therapy and care for a variety of clinical disorders with nutritional implications. Laboratory included.

Prerequisite: NUTR 527; or equivalent.

NUTR 546 Clinical Nutrition II (3)

Continues medical nutrition therapy for a variety of clinical disorders with nutritional implications: renal disease, chronic obstructive pulmonary disease, inborn errors of metabolism, AIDS, pancreatitis, care of the critically ill and/or obese patient. Includes forty-five practicum hours.

Prerequisite: NUTR 545.

NUTR 554 Critical Care Nutrition I (3)

Current issues related to the nutritional needs of patients with diabetes, heart disease, and renal disease. Drug-nutrient interactions, laboratory values, treatment modalities; and their effect on nutrition in the critical care of these patients. Counseling strategies for each. Laboratory included.

Prerequisite: RD, RD eligible with appropriate experience, M.D., or consent of instructor.

NUTR 555 Critical Care Nutrition II (3)

Current issues related to the nutritional needs of preterm neonate, transplant, oncology, AIDS, and COPD patients. Enteral/parenteral feeding products and their administration. Counseling strategies for the client and/or caregiver in each instance. Laboratory included.

Prerequisite: RD, RD eligible with appropriate experience, M.D., or consent of instructor.

NUTR 556 Nutritional Applications in Lifestyle Intervention (1)

Provides students with practical experience and training in applying nutritional assessment and counseling skills to address lifestyle interventions. Reviews current dietary practice guidelines and pertinent food components relative to their health effects. Includes hands-on training in skills, tools, and strategies for effective nutrition counseling.

NUTR 564 Contemporary Issues of Vegetarian Diets (2, 3)

Introduces contemporary issues and controversies related to vegetarian diets. Presents background information on the history and rationale of vegetarian diets, ecologic and environmental issues, health benefits and risks of the vegetarian lifestyle. A major paper on one of the vegetarian topics required for 3 units.

NUTR 565 Ethnic Food Practices (2)

Introduces major ethnic and religious food practices in the United States. Cultural background and other data for the purpose of preparing health professionals to serve their clients in a culturally sensitive manner.

NUTR 577 Nutrition-Care Management (3)

Translates institutional mission into goals, objectives, and standards of care. Applies operations analysis, financial management, quantitative decision making, and productivity-management techniques to enhance the delivery of nutrition care. Ethical and legal behavior. Staff recruitment, selection, development, and retention. Develops quality-assurance indicators. Skills in managing the human and technological resources available to the registered dietitian.

Prerequisite: RD, RD eligible with appropriate experience, M.D., or consent of instructor.

NUTR 578 Exercise Nutrition (2, 3)

Nutritional needs of professional and recreational athletes. The role of macro- and micronutrients as ergogenic aids. Presents overview of current research in the areas of exercise nutrition. Third unit requires a term paper on current research topic in exercise nutrition.

NUTR 585 Topics in Global Nutrition (3)

Discussion of current issues of importance in international nutrition.

NUTR 586 Mediterranean Diet: Nutrition, Cuisine and Culture (3, 4)

An off-campus, experiential course that provides theoretical and practical training in the cuisine, nutrition, and health aspects of Mediterranean-style vegetarian diets. Students explore the impact of vegetarian diets on nutritional status, chronic disease, and longevity. Includes visits to agricultural and culinary food-production and food-consumption sites. Formal lectures held at a major European university. Includes formal lectures, practicum, and field work. Additional project required for fourth unit.

NUTR 595 Special Topics in Nutrition (1-4)

Current topics in nutrition. May be repeated for additional credit.

NUTR 597 Special Topics in Clinical Nutrition (1-3)

Current topics in clinical nutrition. May be repeated for additional credit.

NUTR 605 Seminar in Nutrition (1)

Explores current major issues in nutrition. Students choose and research a topic or problem and discuss their findings in class. Written report required. May be repeated for additional credit.

Prerequisite: Five graduate units in nutrition or consent of instructor.

NUTR 608 Doctoral Seminar in Public Health Nutrition (1)

Enhances skills relative to scientific literature review, critical thinking, scientific discussion with peers, presentation using advanced audiovisual aids, writing review paper and abstract as per peer-reviewed journal requirements. Maximal interaction with faculty, peers, and visiting nutritional professionals. Limited to doctoral degree students in nutrition. May be repeated for additional credit. Not to exceed 3 units.

NUTR 685 Preliminary Research Experience (2)

Experience in various aspects of research under the guidance of a faculty member and by participation in an ongoing project. Must be completed prior to beginning dissertation/research project. Limited to doctoral degree students.

NUTR 692 Research Consultation (1-4)

Individual advice on project design and on data collection, analysis, and evaluation. Restricted to School of Public Health students and staff.

NUTR 694 Research (1-12)

Independent research for doctoral degree candidates and qualified master's degree students on problems currently being studied in the department, or in other department(s) with which they collaborate. Research program arranged with faculty member(s) involved. Minimum of 100 hours required for each unit of credit. Written report required.

Prerequisite: Consent of instructor responsible for supervision and the program adviser.

NUTR 695 Thesis (2)

Student prepares report of individual, guided experimental-research study in nutrition, under direct faculty supervision. Limited to graduate students whose thesis project has been approved by their research committee.

NUTR 696 Directed Study/Special Project (1-4)

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any master's degree program.

NUTR 698 Dissertation (1-14)

Student prepares manuscript presenting results of doctoral research study. Limited to doctoral degree students

NUTR 699 Applied Research (2)

Assignment to private, government, or international voluntary health agency, hospital, or other school-approved organization where practical application of the materials studied on campus is made, under the guidance of the department faculty and of the organization involved. Research project that includes substantial analysis of data and discussion of results. Written report and oral presentation required.

Prerequisite: Consent of department adviser and of instructors responsible for supervision.

NUTR 537A Community Nutrition Projects-A (1)

Provides training and practice in selected community outreach skills, especially community nutritional assessment, social marketing, program evaluation, and the use of mass media. Includes at least forty hours of dietetic practice.

NUTR 537B Community Nutrition Projects-B (1)

Experiential course that applies medical nutrition therapy in the assessment and counseling of individuals and groups across the life cycle in an outpatient setting. Includes training in counseling, educational materials development, and cultural sensitivity. Includes at least forty hours of dietetic practice

NUTR 798B Field Practicum (6)

Assignment to private, government, or international voluntary health agency, hospital, or other school-approved organization where practical application of the materials studied on campus is made, under the guidance of the department faculty and of the organization involved. May consist of a research project. Meets the dietetic practice hours of the Graduate Coordinated Program in Public Health Nutrition and Dietetics. May be repeated for additional credit.

Prerequisite: Approval of academic variance needed if practicum begins before completion of comprehensive examinations.

NUTR 798D Field Practicum (12)

Assignment to hospital or other School of Public Health-approved organization where practical application of the materials studied regarding food service and medical nutrition therapy is made under the guidance of department faculty and the organization involved. Intended to meet the dietetic practice hours of the Graduate Coordinated Program in Public Health Nutrition and Dietetics. May be repeated for additional credit.

NUTR 799B Dietetic Practicum (6)

Assignment to hospital or other school-approved organization where practical application of the materials studied regarding food service and medical nutrition therapy is made under the guidance of department faculty and the organization involved. Intended to meet the dietetic practice hours of the Graduate Coordinated Program in Public Health Nutrition and Dietetics.

NUTR 799D Dietetic Practicum (12)

Assignment to hospital or other school-approved organization where practical application of the materials studied regarding food service and medical nutrition therapy is made under the guidance of department faculty and the organization involved. Intended to meet the dietetic practice hours of the Graduate Coordinated Program in Public Health Nutrition and Dietetics.

Occupational Therapy Assistant

OCTA 201 Introduction to Occupational Therapy (1)

Introduces occupational therapy as a profession, and its role in the health care-delivery system. Nature of occupation and occupational performance. Foundational learning through addressing the occupational needs of populations within the context of their physical, social, and cultural environments. Student identifies, develops, and integrates OT foundation, practice, and knowledge; as well as articulates the uniqueness of occupational therapy within our scope of practice.

OCTA 214 Applied Anatomy (2)

Foundational course reviews basic muscle-skeletal anatomy and its importance to the occupational therapy practitioner. Practical, hands-on approach to anatomy, with laboratory sessions emphasizing assessments and functional significance of client intervention. Per week: Lecture 1 hour, laboratory 2 hours.

OCTA 215 Introduction to Functional Neuroanatomy (2)

Introduces basic anatomy and function of the central and peripheral nervous systems, common clinical manifestations of neurologic dysfunction, and occupational performance impact on the individual with neurologic dysfunction.

OCTA 217 Occupational Therapy Assistant Practicum I (2)

Introduces functional groups, observation, and supervision in varied health care settings and community-based programs. Per week: Practicum 8 hours.

Prerequisite: Must be completed in sequence with OCTA 218.

OCTA 218 Occupational Therapy Assistant Practicum II (2)

Continuation of introduction to functional groups, observation, and supervision in varied health care settings and community-based programs. Per week: Practicum 8 hours.

Prerequisite: Must be completed in sequence with OCTA 217.

OCTA 224 Therapeutic Activities I (2)

Enhances understanding of the meaning of occupation and purposeful activities, and introduces purposeful activities within the context of occupational therapy. Identifies, develops, and integrates client goals with occupational roles and purposeful activities. Per week: lecture 1 hour, laboratory 2 hours.

OCTA 225 Therapeutic Activities II (2)

Introduces assistive technology and focuses on how it enables individuals with disabilities to reach various levels of function independence. Incorporates basic splinting activities used by the occupational therapy assistant in therapeutic settings. Problem-solving approach to splinting used. Emphasizes clinic maintenance and safety. Per week: lecture 1 hour, laboratory 2 hours.

OCTA 226 Occupational Therapy Assistant Seminar (2)

Student integrates foundational, practice, and professional knowledge identified within occupational therapy function. Through practice learning, student builds on previously acquired skills and applies this information to various practice settings and clients. Per week: lecture 2 hours.

OCTA 228 Intervention Techniques (2)

Introduces intervention strategies as they relate to performance areas within temporal and environmental contexts. Emphasizes safety issues and hands-on performance of techniques related to problem solving for specific classifications of dysfunctions. Major topics include: functional mobility and transfers, self-care skills, assistive technology, joint protection

and energy conservation, body mechanics, universal precautions, home management and leisure activities, and client's rights. Per week: lecture 1 hour, laboratory 2 hours.

OCTA 233 Occupational Therapy Practice I (5)

Normal and abnormal growth development. Diagnosis and treatment of disorders associated with early childhood and adolescent development. Per week: lecture 4 hours, laboratory 2 hours.

OCTA 234 Occupational Therapy Practice II (5)

Course continues integrating and synthesizing the basic knowledge of occupational therapy treatment approaches for commonly encountered physical dysfunction diagnoses. Continues building upon previously acquired foundational learning and working toward analyzing and applying this knowledge throughout the course. Per week: lecture 4 hours, laboratory 2 hours.

Prerequisite: OCTA 233.

OCTA 235 Occupational Therapy Practice III (5)

Introduces psychosocial intervention in occupational therapy as it applies across the human lifespan. Emphasizes therapeutic use of self, activity selection and implementation, and therapeutic interventions based on evidence of pathology or resulting impact on occupation. Per week: lecture 4 hours, laboratory 2 hours.

OCTA 241 Principles of Occupational Therapy Practice (2)

Introduces general rehabilitation principles and clinical reasoning. Course work emphasizes OT process, documentation, professional self-development, cultural awareness, and basic clinical reasoning skills. Per week: lecture 1 hour.

OCTA 251 Human Pathology I (2)

Basic function of the human body, intended to acquaint students with the variety of disease processes that can and do affect treatment outcomes. Reviews specific systems. Problem solves to find simple methods of modifying treatment to meet patients' needs.

OCTA 252 Human Pathology II (2)

Introduces psychiatric diagnosis, personality disorders, and pervasive developmental disorders across the lifespan. Considers areas of impact on occupation. Adapts information from the Diagnostic Statistical Manual-IV TR. Per week: lecture 2 hours.

Prerequisite: OCTA 251.

OCTA 253 Human Pathology III (2)

Studies basic function of the human body to acquaint students with variety of disease processes that can affect treatment outcomes. Reviews specific systems. Problem-solves to find simple methods of modifying treatment to meet patient needs. Per week: lecture 2 hours.

OCTA 256 Professional Self-Management (2)

Assists in transition from student to professional occupational therapy practitioner. Emphasizes professional self-development--from engaging in strategic career planning to analysis of current state and national issues that affect all occupational therapy practitioners. Facilitates professional engagement in occupational therapy as a career, not simply as a job. Critically examines the concept of 'professional' in terms of definition, privilege, and responsibilities. Per week: lecture 2 hours.

OCTA 261 Aging (2)

Provides students with an understanding of the core concepts of occupation in elderly and aging populations, including developmental stages, practice settings, public policy, ethics, and special needs. Integrates components found in occupational therapy and occupation with the needs of 'the well elderly' population. Per week: lecture 2 hours.

OCTA 271 Group Dynamics (2)

Introduces functional groups, theories, models, and dynamics; and their process and development. Opportunity for understanding and developing group membership and leadership through participation in the group experience. Applies knowledge and techniques of group processes and interaction to achieve identified therapeutic goals. Per week: Lecture 1 hour, laboratory 2 hours.

OCTA 291 Occupational Therapy Assistant Affiliation I (12)

Supervised clinical experience in hospitals or community health care programs, with emphasis on treatment of patients with psychosocial dysfunction. Successful completion necessary before student is eligible to take the certification examination. Summer, ten weeks (400 clock hours).

OCTA 292 Occupational Therapy Assistant Affiliation II (12)

Supervised clinical experience in hospitals, rehabilitation centers, or community health care programs, with emphasis on treatment of patients with neurophysiological and sensorimotor dysfunction. Successful completion necessary before student is eligible to take the certification examination. Summer, ten weeks (400 clock hours).

OCTA 299 Directed Study (1-2)

Under direction of faculty adviser, student is assigned a special project or clinical assignment related to occupational therapy. Regular discussion with the faculty regarding progress and status of assignment.

Occupational Therapy

OCTH 301 Introduction to Occupational Therapy (2)

Defines occupational therapy from basic philosophical and historical perspectives. Describes uniqueness of the profession and various practice areas of occupational therapy. Explores the roles of occupational therapist and describes professional organizations of occupational therapy. Examines the uniqueness of self in relation to professional development. Five weeks: per week--lecture 4 hours, laboratory 2 hours.

OCTH 305 Terminology for Occupational Therapy Practice (2)

Language of medicine, including word construction, word analysis, definitions, and the use of terms related to occupational therapy. Introduces components of medical charts and language of documentation for therapy services.

OCTH 306 Group Dynamics and Intervention (2)

Introduces functional groups, theories, models, and dynamics; and group process and development. Provides opportunity for understanding and development of group membership and leadership through participation in the group experience. Applies knowledge and techniques of group process and interaction to achieve identified therapeutic goals. Per week: lecture 1 hour, group process 2 hours.

OCTH 309 Human Occupation Across the Lifespan (5)

Considers how occupation embedded in a diverse social-cultural context is shaped and changed through the human lifespan. Defines occupation in occupational therapy and occupational science, and examines it in historical relationship to human adaptation and health. Introduces and explores delineations among academic studies, theories, models, and frames of reference related to occupation as potential foundations influencing occupational therapy.

OCTH 314 Task Analysis (2)

Emphasizes analysis of occupational performance. Identifies occupational profiles and patterns of occupation. Interactive acquisition and analysis of areas of occupation, performance skills, performance patterns, context, activities demands, and client factors. Per week: lecture 2 hours.

OCTH 315 Therapeutic Media (2)

Analyzes and applies occupation-based media as they relate to client-centered interventions. Practice in the development of resources, teaching skills, observation techniques, and the therapeutic use of self. Continues application of activity-analysis techniques to identify the possible influences of activity demands in social, cultural, personal, and temporal contexts.

OCTH 316 Design and Technology (2)

Supports development of basic competencies for assistive technology by examining and assessing theoretical and societal issues, population and policy trends, scientific advances, environmental constraints, funding opportunities, advocacy, and effective outcome evaluation. Case studies allow assistive technology evaluation, basic design, and resource coordination. Per week: 3 hours.

OCTH 317 Occupational Therapy Practicum I (2)

Observation and supervised experience in clinical and/or community-based programs. Per quarter: 80 hours.

OCTH 318 Occupational Therapy Practicum II (2)

Observation and supervised experience in clinical and/or community-based programs. Per quarter: 80 hours.

OCTH 321 Intervention Techniques and Strategies I (2)

Introduces treatment of performance areas within the temporal and environmental contexts. Emphasizes safety issues and hands-on performance of techniques as they relate to solving problems for specific classifications of dysfunctions. Major topics include functional mobility and transfers, self-care skills, assistive technology, joint protection and energy conservation, body mechanics, universal precautions, home management, and leisure activities. Per week: lecture 1 hour, laboratory 2 hours.

OCTH 331 Functional Kinesiology (3)

Applies anatomical and mechanical fundamentals of human motion to the analysis of motor skills, including muscle testing and goniometry. Emphasizes the upper extremities. Per week: lecture 2 hours, laboratory 2 hours.

Prerequisite: AHCJ 412.

OCTH 341 Functional Neuroscience (3-)

Fundamentals of neuroscience, as related to occupational therapy practice--including basic anatomy and function of the central and peripheral nervous system, common clinical manifestations of neurologic dysfunction, and occupational performance impact on the individual with neurologic dysfunction.

Prerequisite: AHCJ 412.

OCTH 411 Introduction to Occupational Therapy Research (2)

Critically analyzes evidence-based research and qualitative studies. Introduces various approaches to questioning professional practice outcomes.

OCTH 417 Occupational Therapy Practicum III (2)

Observation and supervised experience in clinical and/or community-based programs. Per quarter: 80 hours.

Prerequisite: OCTH 317, OCTH 318.

OCTH 418 Occupational Therapy Practicum IV (1, 2)

Observation and supervised experience in clinical and/or community-based programs. Per quarter: 80 hours.

Prerequisite: OCTH 317, OCTH 318, OCTH 417.

OCTH 431 Intervention Techniques and Strategies II (3)

Introduces the intervention process, using specific occupational therapy theory and frames of reference applied to various populations. Emphasizes sensorimotor integration and neurodevelopmental approaches using case studies. Per week: lecture 2 hours, laboratory 3 hours.

OCTH 435 Upper-Extremity Rehabilitation and Splinting (3)

Introduces hand rehabilitation and uniqueness of the occupational therapy approach--including anatomical review of the upper extremity, etiology of common hand diseases and trauma-tissue healing, evaluation of the hand, intervention planning, outcome measures, advanced certification, and relevant California laws. Laboratory includes current concepts in the design and fabrication of upper-extremity orthotics and custom-made assistive devices for the hand. Emphasizes use of low-temperature thermoplastics and alternative splinting materials. Per week: lecture 2 hours, laboratory 2 hours

Prerequisite: OCTH 451, OCTH 452, OCTH 453.

OCTH 441 Fundamentals of Case Management (4)

Introduces application of critical-reasoning process, effective communication, documentation, and overall professional skill building. Applies case-management skills, evaluation, assessment, intervention planning, implementation, re-evaluation, and termination, when appropriate.

OCTH 442 Case Analysis, Reasoning, and Management I (2)

Introduces application of critical-reasoning process; effective communication skills with clients, patients, families, and team members. Documentation and overall professional skill-building.

Prerequisite: OCTH 451.

OCTH 443 Case Analysis, Reasoning, and Management II (2)

Continues case-management process as a means of addressing questions of importance to occupational therapy practice through theoretical perspectives. Applies case-management skills, evaluation, intervention planning, implementation, re-evaluation, and termination, when appropriate. Emphasizes critical reasoning through clinically-based case presentations. Per week: seminar/discussion 2 hours.

Prerequisite: OCTH 442, OCTH 451, OCTH 452.

OCTH 451 Disorders of Human Performance I (5)

Presents overview of the etiology, clinical course, evaluation, management, and prognosis of congenital, developmental, acute and chronic-disease processes; and of traumatic injuries. Includes problems associated with individuals and families having difficulty with social-cultural expectations. Emphasizes the effect of such conditions on human occupational performance across the lifespan.

Prerequisite: OCTH 309, OCTH 341.

OCTH 452 Disorders of Human Performance II (5)

Continues overview of etiology, clinical course, evaluation, management, and prognosis of congenital, developmental, acute, and chronic-disease processes; and of traumatic injuries. Includes problems associated with individuals and families having difficulty with social-cultural expectations. Effect of such conditions on human occupational performance across the lifespan.

Prerequisite: OCTH 331, OCTH 451.

OCTH 453 Disorders of Human Performance III (4)

Continues overview of etiology, clinical course, evaluation, management, and prognosis of congenital, developmental, acute, and chronic-disease processes; and of traumatic injuries. Includes problems associated with individuals and families having difficulty with social-cultural expectations. Effect of such conditions on human occupational performance across the lifespan.

Prerequisite: OCTH 452.

OCTH 455 Case Analysis, Reasoning, and Management III (3)

Continuation of case-management process as a means of addressing questions of importance to occupational therapy practice through theoretical perspectives. Application of case-management skills, evaluation, intervention planning, implementation, re-evaluation, and termination when appropriate. Emphasizes critical reasoning through community-based case practice.

Prerequisite: OCTH 442, OCTH 443, OCTH 451.

OCTH 456 Community Practice (2)

Develops critical-reasoning skills. Evaluation of program effectiveness in providing tools to assess, plan, and implement treatment, make referrals, and discontinue occupational therapy services. Emphasizes professional portfolio and transition to entry-level occupational therapy practitioner.

OCTH 491 Fieldwork Experience I (12)

Supervised fieldwork experience in clinical and/or community-based programs. Emphasizes assessment, planning, treatment, problem solving, administration, and professionalism. Successful completion necessary before student is eligible to take the certification examination (480 clock hours each).

OCTH 499 Occupational Therapy Independent Study (1-4)

Student submits a project or paper on a topic of current interest in an area related to occupational therapy. Regular meetings to provide the student with guidance and evaluation. Elected on the basis of need or interest.

OCTH 526 Business Topics in Health Care (2, 3)

Introduces business for occupational therapy practitioners—including financial statements and budgetary processes, marketing, management, and consultation. Emphasizes use of strategic planning for decision-making processes of program development, productivity, and accountability. Major paper and presentation required for the additional unit.

OCTH 533 Advanced Fieldwork Experience (40 to 480 hours)

Advanced fieldwork experience in selected areas of professional practice. Completion of the agreed-upon clock hours required to receive a grade.

OCTH 541 Current Trends in Occupational Therapy Practice I (3)

Analyzes current trends in the field of occupational therapy. Includes health care economics, health care administration, legal and regulatory issues, professional responsibilities, political and professional trends, and advocacy.

Prerequisite: Senior standing.

OCTH 542 Current Trends in Occupational Therapy Practice II (3)

Explores new and future developments in occupational therapy and health care. Addresses issues of social-political involvement, advocacy, alternate employment possibilities, and management; health care systems, including international occupational therapy perspectives.

OCTH 544 Advanced Occupational Therapy History (3)

Provides the student with an extensive understanding of the history of occupational therapy by critically reviewing historical incidents, the history of occupational therapy and societal theories and practices, political conditions, and historical incidents. Facilitates the student's ability to enact advocacy and to better understand future projections in the field.

OCTH 551 Theoretical Perspectives on Occupation I (3)

Provides the student with an expansive view of diverse influences on occupation and occupational therapy practice by critically investigating occupational theories and academic disciplines, such as anthropology, sociology, psychology, and philosophy.

OCTH 552 Graduate Seminar (3)

Provides the student with a view of diverse influences on occupational therapy practice by critically investigating practice theories and issues that will affect the student's transition into professional life.

Prerequisite: OCTH 551.

OCTH 561 Program Development/Design I (3)

Focuses on selection, research, and design of programs pertinent to occupational therapy practice.

OCTH 562 Program Development/Design II (3)

Implements program planning, culminating with program evaluation and outcome assessment.

Prerequisite: OCTH 561.

OCTH 563 Professional Competency Development I (1)

Student pursues an area of special interest under the direction of the faculty adviser. Topic must be approved by the OT department.

OCTH 564 Professional Competency Development II (1)

Student continues development of the special interest topic, identifying resources and observation sources. Progress report and regular meetings with faculty adviser required.

Prerequisite: OCTH 563.

OCTH 565 Professional Competency Development III (1)

Student completes the special interest topic and prepares to make an oral presentation.

Prerequisite: OCTH 563, OCTH 564.

OCTH 571 Research I (3)

Student develops and implements a scholarly research proposal by systematically identifying and investigating a problem, issue, or question of relevance to occupational therapy practice. Emphasizes writing skills in preparation of literature review, purpose, conceptual framework, proposed methodology, and data analysis.

Prerequisite: AHCJ 471/AHCJ 472.

OCTH 572 Research II (2)

Student develops and implements a scholarly research project. Focuses on seeking IRB approval and initiating data-gathering and preliminary analysis of findings.

OCTH 573 Research III (2)

Student develops and implements a scholarly research project. Emphasizes analysis of data and presentation of findings in a research colloquium.

Prerequisite: OCTH 572.

OCTH 591 Fieldwork Experience II (12)

A twelve-week (40 hours/week) supervised fieldwork experience in clinical and/or community-based programs. Emphasizes assessment, planning, treatment, problem solving, administration, and professionalism. Successful completion necessary before student is eligible to take the certification examination.

OCTH 598 Occupational Therapy Advanced Specialty Tracks (1-3)

Presents in-depth practice application in an area of occupational therapy. Opportunity to pursue various topics related to current trends. Develops advanced clinical skills, where appropriate.

OCTH 600 Occupational Science (3)

Explores occupational science as an academic discipline. Uses foundational traditions and theoretical perspectives to analyze and understand the experience and action of occupation. Applies concepts of occupational science to current practice issues.

OCTH 601 Spirit of Diverse Abilities I (3)

Examines perspectives in order to view and understand the disability experience and the role of spirituality and occupational justice in practice. Emphasizes theoretical approaches. Discusses role of occupational therapy in social justice.

OCTH 602 Spirit of Diverse Abilities II (3)

Explores and discusses the experience of disability and occupational injustice. Explores and applies these concepts in relation to the profession of occupational therapy and the greater society. Students explore issues such as homelessness, diversity, disparity, and ethics.

Prerequisite: OCTH 601.

OCTH 604 Health, Society & Participation (3)

Incorporates health and participation to integrate the individual, community and greater society. Students engage in grant searching and grant writing. Discusses logic models and program. Emphasizes participatory research, program development, needs assessment, healing environments, social justice issues, global issues, World Health Organization, International Classification of Functioning, Disability & Health, AIDS, culture, and mission work in relation to the profession of occupational therapy.

OCTH 605 Education in Occupational Therapy (3)

Explores the philosophical foundations of knowledge and learning theory. Prepares occupational therapists for the roles and expectations of occupational therapy education in academic and practice settings. Discusses instructional design, media, student assessment, teaching skills, course development, mentoring, and curriculum design.

OCTH 606 Leadership in Occupational Therapy (4)

Explores leadership theory, administrative characteristics and strategies, professionalism, team facilitation, clinical reasoning, ethics, and advocacy. Students participate in legislative process and analyze international issues and social justice in relation to occupational therapy practice and the future of the profession.

OCTH 611 Research I: Proposal Writing (4)

Online interactive course work precedes and follows on-site intensive. Student develops individual research proposal, completes IRB training, successfully submits proposal to the IRB. Emphasizes reflective discussions of research interests and experiences, planning, conceptual framework, proposed methodology, and data analysis. Students engage in peer reviews throughout course.

OCTH 612 Research II: Data Collection (3)

Data collection for proposed research project. Participation in weekly online discussion modules facilitating reflection, sharing, and growth. Review of statistical principles. Identification of journals to consider for possible submission of final manuscript.

Prerequisite: OCTH 611.

OCTH 613 Research III: Analysis & Completion (3)

Data analysis, preparation and completion of manuscript for submission. Peer discussion and review via an online interactive environment to guide and facilitate research process.

Prerequisite: OCTH 612.

OCTH 621 Professional Rotation Planning (1)

Students design their professional rotation with guidance from the primary course instructor. Emphasize identification of a focus area, objectives, goals, outcomes, on-site mentor, faculty mentor, and timeframe.

OCTH 622 Professional Rotation (2)

Development of a proposal submitted to the doctoral committee for final approval.

Prerequisite: OCTH 621.

OCTH 699 Directed Study (2, 3)

Student pursues an area of special interest under the direction of the faculty adviser. Topic must be approved by the OT department.

Oral Diagnosis, Radiology and Pathology

ODRP 311 General and Oral Pathology DH (5)

Basic disease processes and selected organ-system diseases. Classification, etiology, and recognition of common oral diseases.

ODRP 501 Principles of Microbiology DN (4)

Fundamental concepts of microbiology and principles of infection and infection control are covered. A systematic study of microorganisms pathogenic for humans include bacteria, viruses, spirochetes and parasitic agents. Emphasis on the dental aspects are presented, including infection control in the dental setting, sterilization and disinfection, and significance of endogenous microbial flora in dental disease.

ODRP 701 Radiology I: Clinical Procedures (1.5)

Techniques for producing intraoral and extraoral radiographs, including film processing, radiation protection and safety, and infection control. Quality assurance, viewing of radiographic images and technique, handling, and darkroom errors.

ODRP 725 Patient Assessment and Data Management (3)

Introduces physical evaluation, data collection, and the problem-oriented dental record. Supervised clinical experience with fellow students as 'patients.' Student develops a treatment plan and presents it to the patient.

Prerequisite: ODRP 751.

ODRP 726 Patient Diagnosis and Treatment Planning (1.5)

Student develops a treatment plan and presents it to the patient. Case-based, small-group treatment-planning exercises. Introduces computer-based treatment-plan management.

ODRP 735 Dental Emergency Diagnosis and Treatment (1)

Diagnosis and management of dental emergencies, including caries control, endodontic and prosthodontic emergencies, myofascial pain, hard- and soft-tissue trauma, and forensic issues.

ODRP 751 General and Systemic Pathology I (4)

Studies basic disease mechanisms and disease processes, including host responses to pathogens and injury. Studies disease processes of some organs and systems, emphasizing disease mechanisms, epidemiology, disease manifestations, and major treatment modalities.

ODRP 752 General and Systemic Pathology II (4)

Continues study of disease processes of the various organs and systems. Emphasizes disease mechanisms, epidemiology, disease manifestations, and major treatment modalities.

Prerequisite: ODRP 751.

ODRP 755 Radiology II: Theory and Interpretation (2)

Radiation physics and biology. Intraoral and extraoral radiographic interpretation of the hard and soft tissues, including anatomy and pathology. Principles of radiographic selection criteria, interpretation of dental caries, periodontal disease and dental materials.

ODRP 761 Oral Pathology and Diagnosis (6)

Studies oral mucosal and soft-tissue lesions, developmental and genetic disorders, jaw lesions, salivary gland disorders, oral manifestations of systemic diseases, and some diseases of the skin and head and neck. Includes epidemiology, etiology, clinical and/or radiographic features, microscopic features, and management of disease, emphasizing differential diagnosis.

ODRP 807 Oral Medicine I: TMJ/Orofacial Pain I (1)

Introduces diagnosis and treatment of temporomandibular joint disorders (TMD). Teaches anatomy, pathology and diagnostic imaging of the temporomandibular joint. Presents clinical features and mechanisms of masticatory muscle pain, disc disorders, occlusal disorders, and arthritis of the TMJ. Includes patient cases focusing on these disorders. Student performs examination and initial treatment for patients with temporomandibular joint disorders.

ODRP 808 Oral Medicine II: Medically Compromised Patient (2)

Signs, symptoms, laboratory tests, medical management, and suggested dental modifications for patients with medical problems of the respiratory, cardiovascular, neurologic, genitourinary, hematopoietic, and endocrine systems.

ODRP 811 Oral Medicine III: TMJ/Orofacial Pain II (1)

Advanced topics on temporomandibular joint disorders and orofacial pain. Introduces diagnosis and management of acute and chronic orofacial pain conditions, including neuropathic pain, headaches, and co-morbid psychiatric disorders. Student learns to recognize, screen, and make appropriate referrals for chronic orofacial pain. Case presentations focus on nonodontogenic pain that presents as tooth pain.

ODRP 821 Special Care Dentistry (1)

Considers the dental treatment of special populations including handicapped, medically compromised, or elderly patients.

ODRP 825 Oral Diagnosis, Radiology, and Pathology Clinic (.5-3)

Clinical practice in evaluation, diagnosis, and treatment planning of early-to-intermediate dental and oral disease. Practice in dental-emergency diagnosis and management. Repeated registrations required to fulfill the total requirement of 3 units.

ODRP 826 Oral Medicine IV: Clinical Oral Pathology & Oncology (2)

Differential diagnosis, laboratory studies, and initial management of oral disease utilizing clinical case studies. Epidemiology, methods of detection, diagnosis, and management of oral and maxillofacial cancer. Principles of cancer therapy by surgical, radiation, and medical modalities. Includes discussion of cancer prevention and post-therapy reconstruction. Emphasizes tobacco-cessation protocols.

ODRP 875 Oral Diagnosis, Radiology, and Pathology Clinic (1-4)

Clinical practice in evaluation, diagnosis, and treatment planning for patients with intermediate to advanced dental and oral disease. Dental-emergency diagnosis and management.

Oral and Maxillofacial Surgery

OMFS 604 Selected Topics in Oral and Maxillofacial Surgery (1)

A rotating, two-year schedule of weekly seminars covering selected topics in oral and maxillofacial surgery. Following a lecture on these topics, recent representational clinical cases presented and used as the basis for review and discussion--enhancing the knowledge base and critical thinking. Monthly grand rounds, given by respected guest speakers considered to be experts in their respective fields, cover current topics in oral and maxillofacial surgery and in practice management. Repeated registrations required to fulfill the total units.

OMFS 605 Integrated Orthodontic and Surgical Correction of Dentofacial Deformities (1)

A monthly multidisciplinary seminar course emphasizing preoperative diagnosis, planning, intraoperative procedures, and postoperative care of orthognathic patients. Includes description of congenital and developmental deformities, emphasizing all aspects of surgical-orthodontics patient management leading to critical thinking and decision making. Patients selected include a wide range of dentofacial deformities. Preoperative skeletal, dental, and soft-tissue analyses performed. Emphasizes the importance of accurate cephalometric analysis in treatment planning, including accurate prediction tracings. Repeated registrations required to fulfill the total units.

OMFS 606 Applied Surgical Anatomy (1)

Enables the resident to master the anatomic principles involved in clinical diagnosis and in assessing clinical problem areas encountered in various health care-delivery situations. Discusses in detail the applied anatomic consequences of various surgical and treatment procedures and the anatomic aspects of emergencies occurring in practice, including cadaveric dissection. Emphasizes knowledge of the vascular supply and neuroinnervation of the structures of the oral cavity and adjacent areas of the head and neck. Applies material discussed in terms of actual clinical case presentations.

OMFS 607 Principles of Medical History, Physical Examination, and Clinical Medicine (2)

Focuses on developing accurate history-taking and physical examination skills. Specific topics include review of organ systems and associated pathology (physical and laboratory), hospital protocol, and charting. Residents perform history and physical (H&P) on medical and surgical patients. Emphasizes proficiency in developing differential diagnoses of common medical and surgical problems.

OMFS 608 Surgical Oral and Maxillofacial Pathology Conference (0.5)

Uses recent pathology cases as the basis for review and discussion of common and ominous lesions encountered. Emphasizes differential diagnosis and patient management. Guest lecturers cover selected topics in oral and maxillofacial pathology. Repeated registrations required to fulfill the total units.

OMFS 609 Literature Review in Oral and Maxillofacial Surgery (0.5)

A monthly discussion of recent literature from selected journals. Reviews classic landmark articles and their impact on the specialty. Repeated registrations required to fulfill total units.

OMFS 614 Clinical Experience in Oral and Maxillofacial Surgery Practice (7)

Training in various aspects of oral and maxillofacial surgery. Training in dentoalveolar surgery, complicated fractures of the facial bones, reconstructive maxillofacial surgery, surgical orthognathic correction, treatment of developmental and acquired deformities of the jaw, implant surgery, temporomandibular joint surgery, and osseous grafting of postresection and posttraumatic maxillofacial defects. Study continues in the application of general anesthesia to ambulatory outpatient surgery patients. Residents trained to assume full responsibility for all aspects of the oral and maxillofacial surgery practice. Advanced clinical training in the subspecialty areas of oral and maxillofacial surgery, as well as training through off-service rotations with internal medicine, plastic and reconstructive surgery, head and neck surgery, general surgery, and other specialties. Repeated registrations required to fulfill the total units.

OMFS 615 Current Trends in Medicine and Surgery (2)

Off-service specialty seminars on a wide range of topics, including anesthesia, internal medicine, ICU care, general surgery, and various specialty topics. Repeated registrations required to fulfill the total units.

OMFS 616 Application of Surgical Principles to Orthognathic Surgery (1)

Introductory multidisciplinary lecture-seminar emphasizing preoperative diagnosis, treatment planning, intraoperative procedures, and postoperative care of orthognathic patients; description of congenital and developmental deformities, emphasizing all aspects of surgical-orthodontic patient management.

OMFS 617 Critical Decision Making in Oral and Maxillofacial Surgery (1)

A weekly seminar designed to expand the participants' skill in critical decision making as it pertains to patient care in the field of oral and maxillofacial surgery. Students present cases weekly of proposed surgical experiences--reviewing data gathering, treatment alternatives, and treatment of complications. Additionally, selected posttreatment cases presented to review the proposed treatment versus the actual outcome as an opportunity for the participant to be involved with an outcome assessment analysis. Repeated registrations required to fulfill the total units.

OMFS 618 Introduction to General Anesthesia (1)

Introduces the theory and practice of general anesthesia.

OMFS 698 Thesis (1)**OMFS 805 Oral and Maxillofacial Surgery I (1)**

Theory of oral surgery. Etiology, diagnosis, and surgical treatment of oral conditions and diseases commonly encountered in general practice. Familiarizes student with fundamental surgical techniques, principles involved in extraction of teeth, and selection and use of equipment.

OMFS 811 Oral and Maxillofacial Surgery II (1, 2)

Continues preparatory topics for general practice. Surgical complications, management of impacted teeth, odontogenic infections, preprosthetic surgery; introduces maxillofacial trauma, surgical treatment of cysts and tumors, orthognathic surgery. Final grade for this two-quarter, variable unit course given at the end of the second quarter. Requires repeated registrations to fulfill the total units.

Prerequisite: OMFS 805.

OMFS 819 Intravenous Sedation (1.5)

Theory and practice of intravenous sedation as an adjunct to dental treatment. Physical diagnosis, venipuncture, intravenous fluid administration, monitors, medications, sedation techniques, emergencies. Only students accepted to the OMSF Honors Program may register for this course.

OMFS 825 Oral and Maxillofacial Surgery Clinic I (1)

Clinical application of the principles of oral maxillofacial surgery. Opportunities to gain experience in cases of the type treated by the general dentist.

OMFS 875 Oral and Maxillofacial Surgery Clinic II (1)

Clinical application of the principles of oral maxillofacial surgery. Opportunities to gain experience in cases of the type treated by the general dentist.

OMFS 697A Research (1)

Student identifies a research project, prepares a proposal, and obtains approval for the protocol.

OMFS 697B Research (1)

Student conducts the actual research project, including the data collection and evaluation.

Ophthalmology

OPHM 891 Ophthalmology Elective (1.5-18)

Orthodontics

ORDN 524 Introduction to Graduate Orthodontics (12)

Lecture course outlining the principles of applied design, the application of forces to produce tooth movement, and the tissue response to such forces. Overview of orthodontics to prepare the student for clinical practice of orthodontics diagnosis and treatment planning, including cephalometrics, growth forecasting, and preparation of visual treatment objectives.

ORDN 525 Materials Science and Mechanics (2)

Structure and properties of materials used in orthodontics. Analyzes the effects of mechanical and heat treatment. Surveys strength and mechanics in force-delivery systems.

ORDN 526 Applied Anatomy (2)

Fundamentals of anatomy as applied to a special region or application.

ORDN 527 Clinical Photography (1)

Clinical proficiency in intraoral and extraoral photography. Discusses and uses photographic equipment and techniques on orthodontic patients. Camera, lens, and flash required.

ORDN 535 Advanced Cephalometrics (2)

Studies cephalometrics from a historical perspective to the present time, including most of the major analyses.

ORDN 536 Concepts of Physical Anthropology (2)

Basic and classic concepts of physical anthropology as they relate to orthodontics.

ORDN 545 Growth and Development (3)

Principles of growth and development from the subcellular to the tissue level. Emphasizes myogenesis and osteogenesis. Prenatal and postnatal development of the face and jaws, including the classic concepts of facial growth. Considers general growth, with the goal of developing ability to recognize abnormal signs, observe variations, diagnose pathological conditions, know the normal, predict height, and use various standards to assess growth and development.

ORDN 546 Fundamentals of Occlusion (2)

The development of the human face and dentition. A concept of dynamic functioning occlusion.

ORDN 571 Diagnosis and Treatment Planning I (2)

Student diagnoses and treats assigned patients.

ORDN 574 Diagnosis and Treatment Planning II (2)

Continues ORDN 571, with follow-up of clinical cases with progress records.

ORDN 584 Current Orthodontics Literature I (2)

Presents current papers in various subspecialties of orthodontics.

ORDN 591 Current Orthodontics Literature II (2)

Presents current papers in various subspecialties of orthodontics.

ORDN 597 Orthognathic Surgery Theory and Literature Review (2)

Presents current papers in various subspecialties of orthodontics, with primary emphasis on surgical orthodontics. Presents cases with various problems requiring surgery.

ORDN 604 Seminar in Orthodontics (1)

Critically reviews suggested etiological factors of mal-occlusion. Problems of diagnosis and the rationale of various treatment philosophies. Liberally uses current literature. Discussion by guest lecturers with demonstrated competence in the field.

ORDN 605 Advanced Seminar in Orthodontics (1)

Second-year seminar. Design of clinical diagnosis, and practice management. Repeated registrations to fulfill the total units required.

ORDN 606 Craniofacial Genetics (2)

Basic genetics. Introduces craniofacial clinic.

ORDN 608 Physiology and Pathology of Speech (1)

Studies specific areas of oral myofunctional disorders that influence the occlusion.

ORDN 634 Orthodontic Clinical Conference (2)

Students prepare and present diagnosis, case analysis, and treatment plan--with primary emphasis on difficult and unusual cases.

ORDN 635 Finishing Mechanics I (2)

Orthodontic treatment modalities, emphasizing finishing mechanics for the patient.

ORDN 636 Finishing Mechanics II (1)

A seminar course created for first-year graduate orthodontic students, exposing them to alternate treatment philosophies and modalities. Guest orthodontists present the main portion of the course and demonstrate their treatment concepts in finishing orthodontic cases.

ORDN 654 Practice Teaching in Orthodontics (1-4)

Students gain experience in teaching clinical orthodontics to predoctoral dental students. Repeated registrations to fulfill the total units required.

ORDN 655 Temporomandibular Function and Dysfunction (2)

The temporomandibular joint and dysfunction in health and disease. Diagnosis, treatment planning, and treatment of the temporomandibular joint, emphasizing the integration of orthodontics and temporomandibular joint treatment.

ORDN 657 Orthodontic Board Preparation (1-6)

Student presents finished orthodontic cases to faculty and residents. Prepares for the American Board of Orthodontics. Repeated registrations required to fulfill the total units required.

ORDN 698 Thesis (3)

ORDN 725 Clinical Practice in Orthodontics (7)

Diagnosis and treatment of assigned patients, including adults. Repeated registrations to fulfill the total units/clock hours required.

ORDN 751 Principles of Orthodontics I (1)

Objectives and science of orthodontics. Incidence, etiology, and recognition of malocclusion. Craniofacial growth and development. Diagnostic procedures, aids, and interpretation.

ORDN 801 Minor Tooth Movement (2)

Lecture, laboratory demonstration, and clinical exercise prepares students to diagnose and treat limited clinical problems. Applies theory. Minor tooth movement.

ORDN 811 Principles of Orthodontics II (1)

Biophysical principles. Removable and fixed orthodontic appliances, adult orthodontics, surgical orthodontics. Treatment planning. Interaction with other disciplines. National Board Examination preparation. Selected topics in orthodontics.

ORDN 875 Orthodontics Clinic (1)

Clinical application of skills that have been learned in the laboratory to manage minor tooth movement and early-treatment cases.

ORDN 524L Introduction to Graduate Orthodontics Laboratory (6)

Selected laboratory projects to enhance the didactic portion of the course.

ORDN 697A Research (1)

Student identifies a research project, prepares a proposal, and obtains approval for the protocol.

ORDN 697B Research (1)

Research, including data collection and evaluation.

Oral Pathology

ORPA 533 Radiology (2)

Utilization of the physical nature of x-rays to better understand image production, biological effects of x-rays, radiation safety, application of principles of radiographic techniques. Risk estimation and radiographic interpretation.

Orthotics and Prosthetics

ORPR 504 Materials Science in Orthotics and Prosthetics (3)

Advances the student's competencies in materials commonly used in orthotic and prosthetic devices. Incorporates in-depth analysis of metals, polymers, and carbon fibers materials. Provides knowledge of chemical compositions, stress-strain curves, fatigability, and other essential characteristics to be considered in orthotic and prosthetic design.

ORPR 505 Current Issues in Orthotics & Prosthetics (3)

Reviews and discusses concerns and current advances relating to orthotics and prosthetics, e.g., legislation, regulations, education, professional organization, interdisciplinary patient care, and reimbursement issues.

ORPR 506 Advanced Specialty Tracks in Orthotics & Prosthetics (3)

Presents the newest clinical treatment applications over the spectrum of the patient population in the field of orthotics and prosthetics.

Orthopedic Surgery

ORTH 891 Orthopaedic Surgery Elective (1.5-18)

Otolaryngology

OTOL 891 Otolaryngology Elective (1.5-18)

Physicians Assistant

PAST 401 Anatomy and Physiology I (3)

Gross and microscopic anatomy of the human body. Lecture, laboratory with cadaver dissection, demonstration, and slides. Orientation to structure of various systems of the body.

Prerequisite: Series to be taken in sequence.

PAST 402 Anatomy and Physiology II (3)

Gross and microscopic anatomy of the human body. Lecture, laboratory with cadaver dissection, demonstration, and slides. Orientation to structure of various systems of the body.

Prerequisite: PAST 401; Series to be taken in sequence.

PAST 403 Anatomy and Physiology III (3)

Gross and microscopic anatomy of the human body. Lecture, laboratory with cadaver dissection, demonstration, and slides. Orientation to structure of various systems of the body.

Prerequisite: PAST 402; Series to be taken in sequence.

PAST 404 Biochemistry for Physician Assistants (3)

Chemistry and metabolism of carbohydrates, lipids, nucleic acids, and proteins. Chemical basis of life processes. Lecture and laboratory demonstrations to support student competency.

PAST 406 Clinical Laboratory (2)

Provides the physician assistant student with an overview of clinical laboratory procedures and operations. Emphasizes interpretation and clinical significance of commonly ordered laboratory tests. Observation and performance of laboratory testing routinely performed in primary-care offices and hospital laboratories. Lecture and laboratory. Laboratory exposure provided in a clinical laboratory setting.

PAST 411 Pathology for Physician Assistants I (3)

Fundamental mechanisms of disease, including cell injury, inflammation, repair, regeneration, and fibrosis; vascular, cardiac, respiratory, gastrointestinal, hepatobiliary, urinary, reproductive, endocrine, and integumentary pathologies. One hour per week participation in differential diagnosis seminar required.

PAST 412 Pathology for Physician Assistants II (3)

Fundamental mechanisms of disease, including the central and peripheral nervous systems; bones and joints; skeletal muscle; developmental, genetic, infectious and parasitic pathologies; and neoplasia. Two autopsy observations with written report, and one hour per week participation in differential diagnosis seminar required.

PAST 421 Pharmacology for Physician Assistants I (3)

Part I of a two-part course that covers basic concepts of pharmaceuticals used in diagnosis, prevention, and treatment of disease. Systematic presentation of the pharmacology and therapeutic value of drugs used in medicine. Related topics--with special consideration of pediatric and geriatric pharmacology--include drug legislation, PDR, routes of administration, pharmacokinetics, pharmacodynamics, adverse effects, drug interactions, and drug toxicity. Overview of physician assistant's responsibilities in prescribing and/or dispensing pharmaceuticals.

PAST 422 Pharmacology for Physician Assistants II (3)

Part II of a two-part course that covers basic concepts of pharmaceuticals used in diagnosis, prevention, and treatment of disease. Systematic presentation of the pharmacology and therapeutic value of drugs used in medicine. Related topics--with

special consideration of pediatric and geriatric pharmacology--includes drug legislation, PDR, routes of administration, pharmacokinetics, pharmacodynamics, adverse effects, drug interactions, drug toxicity. Overview of PAs responsibilities when prescribing and/or dispensing pharmaceuticals.

PAST 504 Primary Care Pediatrics (2)

Introduces common medical and surgical disorders encountered in pediatric medicine. Emphasizes primary-care concepts in the care of children. Introduces rare disorders that the PA may encounter in primary care. Presentation of disease processes mirrors adult medicine by discussing the etiology, pathophysiology, clinical presentation, diagnostic work-up, and management.

PAST 505 Women's Health Care (2)

Common problems encountered in caring for women; management of these problems. Etiology, pathophysiology, clinical presentation, and diagnostic work-up.

PAST 506 Clinical Skills for Physician Assistants (4)

Introduces the basic skills and knowledge needed to evaluate and treat common illnesses and injuries. Safety, aseptic technique, BLS, ACLS, wound care, local anesthesia, suturing, casting, splinting, use of various tubes and drains, and emergency medicine; and surgery for physician assistants.

PAST 507 Seminar in Preventive Medicine (2)

Selected topics dealing with aspects of disease prevention. Relevance of statistics, epidemiology, research designs, and clinical trials; as well as selected disease trends, lifestyle modification, the role of physical activity, nutrition and immunization, and public health approaches to communicable diseases, and genomics.

PAST 509 Behavioral Science for Physician Assistants (3)

Behavioral science counseling skills necessary to assist patients in dealing with illness and injury, in following prescribed treatment regimens, and in adopting attitudes and behaviors leading to improved health behaviors (including thinking, feeling, and acting).

PAST 514 Physical Diagnosis I (3)

Part I of a two-part sequence of lecture, demonstration, and practice in the art and science of obtaining the medical history and performing the physical examination.

PAST 515 Physical Diagnosis II (3)

Part II of a two-part sequence of lecture, demonstration, and practice in the art and science of obtaining the medical history and performing the physical examination.

Prerequisite: PAST 514.

PAST 516 Physician Assistant Professional Issues (2)

A historical perspective of the PA profession, as well as current trends and issues; the PA's role in health care delivery; political and legal factors that affect PA practice; intraprofessional factors and the PA's role in relation to physicians and other providers. Importance of professional responsibility and of biomedical ethics in relation to the PA's role as health care provider. Content relating to PA professional organizations, program accreditation, and graduate certification and recertification; employment considerations; and professional liability.

PAST 521 Research I (3)

Introduces the scientific method in health-science research. Focuses on the major steps of the research process: Problem identification, literature review, conceptual framework, identification of variables, statement of hypotheses, experimental design and analysis, and presentation of data. Includes critical evaluation of research literature.

PAST 522 Research II (2)

Student applies the research process to problems in related specific allied health fields and develops a research proposal. Pilot testing of procedures and data-collection forms.

Prerequisite: PAST 521.

PAST 523 Research III (2)

Student implements a research proposal in a practice setting. Computer data analysis and preparation of a research report both in written and oral formats. Student develops and creates a PowerPoint presentation, poster, and abstract for submission to a professional meeting.

Prerequisite: PAST 521, PAST 522.

PAST 524 Family Medicine I (4)

A four-week rotation in a primary care clinic. Provides clinical experience with common medical problems and health care needs of all age groups. Forty hours per week.

PAST 525 Family Medicine II (4)

A four-week rotation in a primary care clinic that includes urgent care. Clinical experience with common medical problems and health care needs of all age groups. May require late evening and weekend hours. Forty hours per week.

PAST 526 Internal Medicine I (Inpatient Medicine) (4)

A four-week rotation as part of an internal medicine admitting team. Clinical experience with common medical problems, admissions, daily rounds, and patient management and discharge processes. On-call required (overnight). Sixty hours per week.

PAST 527 Internal Medicine II (Outpatient Medicine) (4)

A four-week rotation in outpatient medical clinics. Clinical experience with common adult medical problems, including management of chronic diseases. Forty hours per week.

PAST 528 Pediatrics I (Inpatient Pediatrics) (4)

A four-week rotation as part of a pediatrics admitting team. May include overnight in-hospital call, emergency room call, ward rounds, and outpatient clinic duties. Clinical experience with common childhood illnesses, admissions, discharge, daily progress notes, and patient-management processes. Sixty hours per week.

PAST 529 Pediatrics II (Outpatient Pediatrics) (4)

A four-week rotation in a pediatrics clinic. Clinical experience with common medical problems and health care needs of people from birth to 18 years. May require evening or weekend hours. Forty hours per week.

PAST 531 Obstetrics and Gynecology (4)

A four-week rotation through various aspects of an obstetrics and gynecology service. Clinical experience in women's health care--emphasizing primary care, including normal pregnancy and childbirth. May require in-hospital on-call (overnight) or late hours. Sixty hours per week.

PAST 532 General Surgery (4)

A four-week rotation on general surgery service. Clinical experience with common medical problems requiring surgical intervention, primarily in adults. Includes assignment to an admitting team, in-hospital call (overnight), or late hours. Includes assisting in the operating room and surgical clinic. Sixty hours per week.

PAST 533 Emergency Medicine (4)

A four-week rotation through a hospital emergency department, primarily in urgent care or assigned to minor trauma and illnesses. Clinical experience with common illnesses and injuries, suturing, and splinting. Requires late night and weekend duties. Sixty hours per week.

PAST 534 Psychiatry/Behavioral Medicine (4)

A four-week rotation through an inpatient and outpatient behavioral medicine service. Clinical experience with common mental health problems, including acute and chronic psychoses, substance abuse, and affective disorders. May require late night or on-call duties. Sixty hours.

PAST 536 Elective I (4)

A four-week elective rotation through a medical or surgical service of choice (as available). Hours/call may vary.

PAST 537 Elective II (4)

A four-week elective rotation through a medical or surgical service of choice (as available). Hours/call may vary.

PAST 541 Clinical Medicine for Physician Assistants I (5)

Study of common medical and/or surgical disorders encountered in general adult medicine. Typical clinical presentation, etiology, pathophysiology, diagnostic work-up, EKG interpretation, and management of disorders.

PAST 542 Clinical Medicine for Physician Assistants II (5)

Part II of the three-quarter sequence introducing the student to a study of common medical and/or surgical disorders encountered in general adult medicine. Includes typical clinical presentation, etiology, pathophysiology, diagnostic work-up, EKG interpretation, and management of disorders.

PAST 543 Clinical Medicine for PAs, III (3)

Part III of the three-quarter sequence introducing the student to the study of common medical and/or surgical disorders encountered in general adult and pediatric medicine. Includes typical clinical presentation, etiology, pathophysiology, diagnostic work-up, and management of disorders.

Prerequisite: PAST 541, PAST 542.

Pathology

PATH 514 Human Pathology: Review by Organ Systems (2)

Systematically reviews diseases affecting each organ system. Covers etiology, pathogenesis, morphology, pathophysiology, and biologic behavior; as well as relevant laboratory medicine techniques. Correlates with concurrent courses in physiology, microbiology, and physical diagnosis.

Prerequisite: MDCJ 553, MDCJ 554, MDCJ 555, MDCJ 556; Recommended: Concurrent or previous medical microbiology.

PATH 515 Human Pathology: Review by Organ Systems (6)

Systematically reviews diseases affecting each organ system. Covers etiology, pathogenesis, morphology, pathophysiology, and biologic behavior; as well as relevant laboratory medicine techniques. Correlates with concurrent courses in physiology, microbiology, and physical diagnosis.

Prerequisite: MDCJ 514; Recommended: Concurrent or previous medical microbiology.

PATH 516 Human Pathology: Review by Organ Systems (4)

Systematically reviews diseases affecting each organ system. Covers etiology, pathogenesis, morphology, pathophysiology, and biologic behavior; as well as relevant laboratory medicine techniques. Correlates with concurrent courses in physiology, microbiology, and physical diagnosis.

Prerequisite: MDCJ 515; Recommended: Concurrent or previous medical microbiology.

PATH 599 Directed Study (1.5-18)

PATH 891 Pathology Elective (1.5-18)

Physical Education Activity

PEAC 110 Independent Activities (.5, 1)

Develops an appropriate activity program in conjunction with the staff at the activities center. Develops motor skills and physical stamina in a manner that will promote lifelong involvement in physical activity.

Pediatric Dentistry

PEDN 503 Pediatric Dental Seminar (2)

Selected clinical topics in pediatric dentistry. Requires repeated registrations to fulfill total units.

PEDN 508 Pediatric Hospital Dentistry Seminar (2-4)

Hospital protocol and the care of patients in a hospital environment.

PEDN 512 Oral Sedation Seminar (2)

Pharmacology, medical considerations, clinical applications, and protocols for oral sedation.

PEDN 521 Principles of Medicine and Physical Diagnosis (2)

Medical and physical diagnosis for the pediatric dental patient.

PEDN 524 Introduction to Orthodontics (2)

Diagnosis and treatment planning for clinical orthodontics.

PEDN 604 Pediatric Dental Literature (2-12)

Pediatric dental literature study, including literature found on the reading list of the American Board of Pediatric Dentistry. Repeated registration required to fulfill the total units.

PEDN 654 Practice Teaching for Pediatric Dentistry (1-5)

Student gains teaching pediatric dentistry in clinical and laboratory settings. Repeated registrations required to fulfill the total units.

PEDN 680 Elective Study for Advanced Education Students of Pediatric Dentistry (1-10)

Topics selected by students in the advanced education program in pediatric dentistry and by department faculty. Repeated registrations required to fulfill the total units.

PEDN 698 Thesis (1-3)

Required for M.S.-degree track.

PEDN 725 Pediatric Dental Clinic (8)

Clinical pediatric dental experience in both the outpatient and inpatient settings for patients with a variety of clinical needs and problems. Repeated registrations required to fulfill total units.

PEDN 753 Pediatric Dentistry I Lecture (2)

Prevention of dental disease (oral hygiene, diet, fluoride, pit and fissure sealants). Behavior management of the child dental patient. Diagnosis, treatment planning, and operative dentistry for children. Pediatric pulp therapy, dental arch-length management, local anesthesia and sedation for children. Medical aspects of pediatric dentistry.

Corequisite: PEDN 753L.

PEDN 821 Pediatric Dentistry II (1)

Traumatic injuries to the primary and young permanent teeth and oral soft tissues. Developmental and eruption patterns of primary and permanent teeth. Sports dentistry. Pediatric sedation techniques and monitoring. Oral habits of children. Child abuse.

PEDN 825 Pediatric Dentistry Clinic (.5-3.5)

Dental care of children in their primary, mixed, and young permanent dentition. Etiology of disease, prevention of oral disease, growth and development analysis, treatment planning, restorative procedures, and arch-length control.

PEDN 875 Pediatric Dentistry Clinic (.5-3)

PEDN 524L Introduction to Orthodontics Laboratory (1, 2)

Fabrication of various orthodontic appliances.

PEDN 697A Research (1)

Student identifies a research project, prepares a proposal, and obtains approval for the protocol.

PEDN 697B Research (1)

Research, including data collection and evaluation.

PEDN 753L Pediatric Dentistry I Laboratory (1)

Technique course to accompany PEDN 753. Students perform operative procedures for amalgam and composite resin on simulated primary and young permanent teeth. In addition, students perform pulpotomies on primary molar teeth and prepare primary teeth for stainless steel, open-faced stainless steel, and resin crowns. Unilateral and bilateral space maintainers are fabricated.

Corequisite: PEDN 753.

Pediatrics

PEDS 599 Pediatrics Directed Study (1.5-18)

PEDS 701 Pediatrics Clerkship (1.5-12)

An eight-week clerkship that addresses issues unique to childhood and adolescence by focusing on human development; and by emphasizing the impact of family, community and society on child health and well-being. Additionally focuses on the impact of disease and its treatment on the developing human; and emphasizes growth, development, principles of health supervision, and recognition of common health problems. Stresses the role of the pediatrician in prevention of disease and injury and importance of collaboration between the pediatrician, other health professionals, and the family.

PEDS 821 Pediatrics Subinternship (1.5-6)

PEDS 822 Pediatrics Intensive Care (1.5-3)

Builds upon and expands the base of core knowledge established during the third-year clerkship. Refines problem-solving skills, emphasizing the development of a rational treatment program for each patient. Teaches students to integrate into clinical medicine the principles of pathophysiology. Teaches students to relate to other members of the health care team in a cooperative and respectful manner. Develops students' ability to use the scientific literature in the clinical setting, with emphasis on individual learning.

Prerequisite: PEDS 701.

PEDS 891 Pediatrics Elective (1.5-18)

Periodontics

PERI 524 The Periodontium (2)

Reviews literature concerning the anatomy (macro-, micro-, and ultrastructural) and the physiology of the periodontium.

PERI 531 Periodontal Pathology (2)

Reviews literature that forms the basis for current concepts of the etiology and pathogenesis of periodontal diseases. Repeated registrations required to fulfill the total units.

PERI 601 Periodontal Therapy (2)

Reviews literature that forms the basis for current concepts of the treatment of periodontal diseases. Repeated registrations required to fulfill the total units.

PERI 604 Current Periodontal and Implant Literature (2)

Reviews most recent issues of periodontal and implant scientific journals. Repeated registrations required to fulfill the total units.

PERI 605 Implant Literature Review (2)

Reviews literature providing the basis for implant surgery, as well as concepts for implant restoration. Repeated registrations required to fulfill the total units.

PERI 611 Introduction to Periodontics (2)

Overview of the clinical science of periodontics, including epidemiology, etiology, therapy, clinical methods, and record keeping.

PERI 614 Implant Treatment Planning (2)

Limited to residents enrolled in two disciplines (i.e., advanced education in periodontics and implant surgery, and advanced prosthodontics). Residents required to present cases that involve mutual interests. Repeated registration required to fulfill the total units.

PERI 624 Conscious Sedation in Periodontics (4)

Prepares the postdoctoral periodontics graduate student to meet requirements for certification by the California Board of Dentistry in the administration of conscious (intravenous) sedation, and to meet the requirements of the Commission of Dental Accreditation of the American Dental Association for the teaching of conscious sedation. Includes seminars, laboratory exercises, and literature review seminars that enhance the student's proficiency in the theory and practice of conscious sedation in the dental office. Open to other graduate dentistry programs.

PERI 634 Clinical Conference (1, 2)

Case-management conference to assist the student in diagnosis, treatment planning, and the management of periodontal diseases and implant surgery. Repeated registrations required to fulfill the total units.

PERI 654 Practice Teaching in Periodontics (1)

Experience in teaching the predoctoral dentistry student. Repeated registration required to fulfill the total units.

PERI 698 Thesis (1)

PERI 705 Introduction to Periodontics (2)

Reviews gross and microscopic anatomy of the periodontium in health and disease. Primary etiology of periodontal disease. Examines patient's clinical periodontal status and introduces the diagnostic and treatment-planning process.

PERI 725 Clinical Practice in Periodontics (1-6)

Clinical experience in the diagnosis and treatment of periodontal diseases. Repeated registrations to fulfill the total units/clock hours required.

PERI 726 Clinical Practice in Implant Surgery (2)

Clinical experience in the diagnosis and treatment regarding implant surgery. A minimum of 60 clock hours per quarter (12 quarters) required to fulfill total units.

PERI 741 Essential Periodontal Therapy (2)

Develops philosophy and skills in personal and patient plaque control. Develops skill and biological basis for periodontal instrumentation. Impact of these procedures on the bacterial microflora and periodontal tissues. Comprehensive treatment planning, prognostication, limitation and evaluation in short-and long-range periodontal treatment. Laboratory exercises and clinical training required.

Corequisite: PERI 742.

PERI 742 Essential Periodontal Therapy Laboratory (2)

Laboratory exercises in the proper implementation of basic periodontal therapy, such as oral hygiene instruction, periodontal charting and examination, periodontal instrumentation using curettes, scalers (both hand and ultrasonic), the sharpening of instruments and culminating in a 'partner-prophylaxis'. This course extends over two quarters.

Prerequisite: PERI 705.

PERI 765 Special Topics in Periodontal Therapy (2)

Advanced cases; special problems related to periodontal therapy in interdisciplinary cases.

PERI 805 Periodontal Surgical Therapy (1)

Long-term comparison of various currently accepted periodontal surgical procedures, including rationales, techniques, postoperative care, and healing processes and outcomes. Laboratory exercises in application of surgical principles for access procedures. Modification of tissue morphology.

PERI 875 Periodontics Clinic (1-7.5)

Clinical practice in evaluation, diagnosis, and treatment planning of early-to- advanced periodontal disease. Practice in dental emergency diagnosis and management. This four-quarter sequence course must be successfully completed to earn credit.

PERI 697A Research (1)

Student identifies a research project, preparing a proposal, and obtaining approval for the protocol

PERI 697B Research (1)

Research, including data collection and preparing a written report.

Public Health-Conjoint

PHCJ 250 Fundamentals of Human Anatomy and Physiology (4)

Integrated, fundamental study of anatomy and physiology of the human body from a systems perspective. Includes laboratory.

PHCJ 401 Essentials of Public Health (4)

Essential issues in public health, including history from ancient times to HMOs; definitions; organization and infrastructure; functions, practices, programs, and services. Contributions of important public health practitioners. Political, social, and economic considerations of public health problems.

PHCJ 501 Introduction to On-line Learning (1)

Orientation to on-line instruction programs. Includes introductions to Loma Linda University; the School of Public Health faculties, facilities and resources; use of library on-line services; Web-based instruction; Blackboard; course formatting; and fellow students.

PHCJ 510 Native American Health Care and Wellness (3)

Culture, history, and political and social dynamics affecting the health of Native Americans. Topics include: history of Native Americans, the Native American universe, history of Native American disease, current state of Native American health, merging traditional healing and Western medicine, improving Native American wellness, effects of federal Indian law, Indian Health Service and its predecessors.

PHCJ 534 Research Methods (2)

Philosophy of scientific research, sources of research invalidity, quantitative and qualitative literature-review techniques, setting research goals and objectives, quasi-experimental and experimental design, research ethics. Requires presentation and critique of published research and literature review. Taken over the course of two quarters for a total of 4 units (2 units in the winter and 2 units in the spring).

Prerequisite: STAT 509.

PHCJ 604 Research Seminar (2)

Student develops and critiques research and dissertation proposals, with peer review of research protocols. Limited to doctoral degree students.

Prerequisite: PHCJ 534, STAT 514; or consent of the instructor.

PHCJ 605 Overview of Public Health (1)

Selected topics addressing issues, concepts, and recent developments in public health.

PHCJ 675 Integrated Public Health Capstone (2)

Serves as the capstone educational experience for students earning a degree in public health. Integrates the core and cross-cutting competencies, along with the student's specific area of study, to facilitate the transition from the academic setting into the professional world of public health. Students apply and integrate their knowledge and expertise through case studies taken from current public health issues in local, national, and global environments.

Prerequisite: Public Health Core Courses.

PHCJ 695 Community Practicum (1-3)

Individual arrangements for students with health-professional backgrounds to participate in a guided, structured, practical experience in ongoing clinical lifestyle-modifying situations. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to a degree program.

Philosophy

PHIL 616 Seminar in the Philosophy of Science (3, 4)

Explores the meaning(s) of scientific facts, laws, and theories--with special attention to the development of scientific thought, the nature of scientific discovery, contrasting interpretations of scientific inquiry, and the ethical ramifications of scientific discovery. Additional project required for fourth unit.

Pharmacology

PHRM 501 Pharmacology and Therapeutics SD (4)

Principles of drug action: drug receptors, absorption and fate of drugs, drug toxicity, and drug development. Systematically considers the pharmacology and clinical applications of the major drugs used by dental patients. Demonstrations illustrating the effects of drugs in animals and man.

PHRM 503 Clinical Pharmacology in Dentistry (2)

Use of medications in the treatment of dentally related diseases, and their potential interaction with total patient care.

PHRM 511 General and Systematic Pharmacology SM (1)

Principles of drug action: drug receptors, absorption and fate of drugs, drug toxicity, and drug development. Systematically considers the pharmacology and therapeutic value of drugs used in medicine. Demonstration and laboratory exercises illustrating the effects of drugs in man or animals.

PHRM 512 General and Systematic Pharmacology SM (3)

Principles of drug action: drug receptors, absorption and fate of drugs, drug toxicity, and drug development. Systematically considers the pharmacology and therapeutic value of drugs used in medicine. Demonstration and laboratory exercises illustrating the effects of drugs in man or animals.

PHRM 513 General and Systematic Pharmacology SM (2)

Principles of drug action: drug receptors, absorption and fate of drugs, drug toxicity, and drug development. Systematic consideration of the pharmacology and the therapeutic value of drugs used in medicine. Demonstration and laboratory exercises illustrating the effects of drugs in man and animals. Continues PHRM 511 and 512.

PHRM 514 General and Systematic Pharmacology SM (1)

Principles of drug action: drug receptors, absorption and fate of drugs, drug toxicity, and drug development. Systematic consideration of the pharmacology and the therapeutic value of drugs used in medicine. Demonstration and laboratory exercises illustrating the effects of drugs in man or animals. Continues PHRM 511, 512, and 513

PHRM 534 Topics in Pharmacology for Dentistry (2)

Lectures and discussions dealing with pharmacologic agents used in dentistry. Emphasizes current agents used in dental anesthesia, both local and general. Offered on demand.

PHRM 535 Clinical Pharmacology (3)

PHRM 544 Topics in Advanced Pharmacology (3)

Lectures and discussions dealing with current advanced concepts in pharmacology, such as structure-action relationships, mechanisms of action, and metabolism and detoxification of therapeutic agents. Offered on demand.

PHRM 545 Laboratory in Advanced Pharmacology (1-2)

Experimental studies illustrating the didactic material presented in PHRM 544. Offered on demand.

PHRM 554 Neuropharmacology (4)

Systematically discusses drugs that affect primarily the nervous system, with major emphasis on mechanism of action.

PHRM 555 Laboratory in Neuropharmacology (1)

Experimental studies illustrating the didactic material presented in PHRM 554.

PHRM 564 Cardiovascular and Renal Pharmacology (3)

Systematically discusses drugs that affect primarily the cardiovascular and renal systems, emphasizing mechanism of action. Offered on demand.

PHRM 565 Laboratory in Cardiovascular and Renal Pharmacology (1)

Experimental studies illustrating the didactic material presented in PHRM 564. Offered on demand.

PHRM 584 Drug Metabolism and Biochemical Pharmacology (4)

Discusses in detail the fate of drugs in the body, together with related aspects of biochemical actions of drugs.

PHRM 585 Laboratory in Drug Metabolism and Biochemical Pharmacology (1)

Experimental studies illustrating the didactic material presented in PHRM 584.

PHRM 586 Toxicology (3)

Discusses deleterious effects of drugs and common poisons. Measures that can be taken to combat poisoning. Offered on demand.

PHRM 605 Integrative Biology Graduate Seminar (1)

Seminar coordinated by the Departments of Anatomy and of Pharmacology and Physiology. Reports from current literature and presentation of student and faculty research on various aspects of regulatory and integrative biology as applied to cells, tissues, organs, and systems. Students and faculty expected to participate in a discussion and critical evaluation of the presentation.

PHRM 684 Special Problems in Pharmacology (2-6)

Assignments in literature reviews and/or laboratory exercises.

PHRM 697 Research (1-6)

PHRM 698 Thesis (1-6)

PHRM 699 Dissertation (1-6)

PHRM 891 Pharmacology Elective (1.5-12)

Physiology

PHSL 501 Neurophysiology DN (3)

Presents basic principles in neurophysiology to enhance understanding of normal and pathophysiologic function.

PHSL 502 Basic Neurophysiology (3)

Intensive four-week course that includes rudimentary neuroanatomy, electrophysiology of neurons, skeletal muscle, synaptic transmission, sensory systems, and motor control. Discusses higher functions, such as sleep and brain electrical activity.

PHSL 503 Biochemical Foundations of Physiology (5)

Engenders an appreciation of the molecular processes as a foundation for adequate understanding of physiology. Review of biomolecules, enzymology, and metabolism. Introduces regulatory motifs, genetic principles, and expression of genetic information by employing examples relevant to dentistry.

PHSL 504 Physiological Systems of the Human Body (5)

Physiological bases of normal function. Lectures and laboratory demonstrations illustrating the physiological principles and systems in man.

PHSL 505 Homeostatic Mechanisms of the Human Body (5)

Physiological basis of homeostatic control mechanisms. Lectures and laboratory demonstrations illustrating how the various systems of the body are controlled.

PHSL 511 Medical Physiology I (1, 2)

Presents normal functions of the various systems of the human body--providing a proper understanding of mechanisms of disease, with their concomitant pathophysiology. Lecture, audiovisual demonstrations, computer models, and limited animal studies provide knowledge of the physiological principles.

PHSL 512 Medical Physiology II (4)

Presents normal functions of the various systems of the human body--providing a proper understanding of mechanisms of disease, with their concomitant pathophysiology. Lecture, audiovisual demonstrations, computer models, and limited animal studies provide knowledge of the physiological principles.

PHSL 513 Medical Physiology (2)

Presents normal functions of the various systems of the human body--providing a proper understanding of mechanisms of disease, with their concomitant pathophysiology. Lecture, audiovisual demonstrations, computer models, and limited animal studies provide knowledge of the physiological principles.

PHSL 515 Medical Physiology (1)

Presents normal functions of the various systems of the human body--providing a proper understanding of mechanisms of disease, with their concomitant pathophysiology. Lecture, audiovisual demonstrations, computer models, and limited animal studies provide knowledge of the physiological principles.

PHSL 516 Medical Physiology (1)

Presents normal functions of the various systems of the human body--providing a proper understanding of mechanisms of disease, with their concomitant pathophysiology. Lecture, audiovisual demonstrations, computer models, and limited animal studies provide knowledge of the physiological principles.

PHSL 517 Medical Physiology (5)

Presents normal functions of the various systems of the human body--providing a proper understanding of mechanisms of disease, with their concomitant pathophysiology. Lecture, audiovisual demonstrations, computer models, and limited animal studies provide knowledge of the physiological principles.

PHSL 518 Medical Physiology (1)

Presents normal functions of the various systems of the human body--providing a proper understanding of mechanisms of disease, with their concomitant pathophysiology. Lecture, audiovisual demonstrations, computer models, and limited animal studies provide knowledge of the physiological principles.

PHSL 521 Medical Physiology GS I (.5-6)

Physiological basis of normal and selected pathological conditions, modern concepts of homeostasis, and negative-feedback control systems. Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

Prerequisite: PHSL 537.

PHSL 522 Medical Physiology GS II (.5-6)

Physiological basis of normal and selected pathological conditions, modern concepts of homeostasis, and negative-feedback control systems. Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

Prerequisite: PHSL 521.

PHSL 523 Medical Physiology GS III (.5-6)

Physiological basis of normal and selected pathological conditions, modern concepts of homeostasis, and negative-feedback control systems. Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

Prerequisite: PHSL 522.

PHSL 524 Medical Physiology GS IV (.5-6)

Physiological basis of normal and selected pathological conditions, modern concepts of homeostasis, and negative-feedback control systems. Units taught per quarter depend on number of lectures taught in School of Medicine curriculum for that term.

PHSL 525 Current Concepts on Cellular and Molecular Neural-Endocrine Interactions (3)

Studies the nervous and endocrine systems as they work together to maintain homeostasis under normal and pathological conditions. Introduces the nature of this interaction, emphasizing understanding of basic cellular and molecular events. Taught alternate years. Consent of instructors required.

Prerequisite: PHSL 521, PHSL 522, PHSL 523.

PHSL 533 Advanced Physiology and Pathophysiology (4)

Studies human physiology and pathophysiology at the cellular and systemic levels. Uses videos and laboratory demonstration. Designed for graduate students in all applied and basic sciences.

PHSL 534 Advanced Physiology and Pathophysiology II (3)

Studies basic human physiology and pathophysiology at the cellular and systemic levels. Uses laboratory demonstrations and videos. Designed for students in all applied and basic sciences.

PHSL 537 Neuroscience (4)

Integrated approach to the fundamentals of neuroanatomy and neurophysiology, with applications to clinical neurology.

PHSL 538 Neuroscience (4)

Integrated approach to the fundamentals of neuroanatomy and neurophysiology, with applications to clinical neurology.

Prerequisite: PHSL 537* (*may be taken concurrently).

PHSL 541 Cell and Molecular Biology (4)

Life processes fundamental to animal, plant, and microorganism; a graduate-level introduction. Lecture 3 units, laboratory 1 unit each term. Offered alternate years.

Prerequisite: Organic chemistry and one of the following-biochemistry, molecular biology, or cell biology. Physics desirable.

PHSL 542 Signal Transduction (3)

Part of PHSL 503. Comprehensively described signal transduction pathways and other cellular regulatory mechanisms that form the basis of receptor-response phenomena

Prerequisite: CMBL 501.

PHSL 543 Cell-Cell Interaction (3)

Discusses the role of cell-cell interactions and the mechanism for cellular specialization, emphasizing the immune system.

PHSL 544 Cell and Molecular Neurobiology (3)

Part of PHSL 503. A comprehensive, introductory, lecture-based course that introduces basic biomedical science graduate students to the cellular and molecular concepts that underlie most forms of neurobiological phenomena. Selected topics to be studied include the molecular and cellular components of neuronal excitation and transmission, neuronal development, differentiation and aging, axonal injury and nerve regeneration, and specific cases of nervous-system pathology.

PHSL 550 Properties of the Nervous System (3)

Critically analyzes current neurophysiological data, attempting to characterize the vertebrate nervous system. Emphasizes selected topics covering neuronal topology, intracellular recordings, ultrastructure, evoked potentials, and neurotransmitter chemistry. Offered alternate years.

Prerequisite: PHSL 511*, PHSL 512* (*may be taken concurrently); consent of the instructor.

PHSL 553 Introduction to Electronics and Computing as Applied to Biomedical Research (4)

Introduces electronics and computers for recording and analyzing data in biomedical research. Analog and digital electronics covered at a modular level--with practical application of the instrumentation, and applications of computers to control and recording. Constructs and uses mathematical/computer models of biomedical systems and fitting of models to data. Laboratory activities in electronics and computer simulation.

Prerequisite: PHSL 511*, PHSL 512* (*may be taken concurrently); College-level physics; calculus is helpful.

PHSL 554 Computer Simulation of Biomedical Systems (3)

How to construct and apply computer models of complex biomedical systems, with applications in areas such as biochemistry, physiology and pharmacology, toxicology, population dynamics, and epidemiology. Emphasizes model quality and compares model behavior with laboratory data. Laboratory activities with simulation software.

Prerequisite: Mathematics through at least algebra; calculus helpful; experience in computer programming not required.

PHSL 555 Biology of Cancer Lecture (3)

Interdisciplinary approach to study of the causation, characterization, and prevention of cancer. Offered alternate years.

PHSL 556 Biology of Cancer Laboratory (2)

Introduces techniques essential to research investigations in cancer. Offered alternate years.

Prerequisite: PHSL 511*, PHSL 512* (*may be taken concurrently).

PHSL 558 Physiology of Exercise and Inactivity (3)

Effects of exercise and inactivity on the physiological systems of the body, including the skeletal, muscular, cardiovascular, respiratory, and others. Emphasizes the cellular and molecular levels. Studies not only immediate changes in the body necessary to meet the demands of exercise but also long-term adaptive changes. Offered alternate years.

PHSL 560 Bone Physiology (3)

Studies bone cells and bone as an organ. Lectures and discussions include functions of bone cells, effects of growth factors, hormones and physical forces on bone, growth and repair of bone, osteoporosis, and other clinical conditions involving bone. Reviews current literature.

PHSL 576 Vascular Smooth Muscle (3)

Studies the structure and function of vascular smooth muscle and the mechanism(s) controlling its function.

PHSL 577 Cardiac Physiology (3)

Didactic course that deals with the developmental, transitional, and adult anatomy of the heart; as well as its electrical, mechanical, and metabolic processes in health and disease. Offered alternate years.

Prerequisite: PHSL 511*, PHSL 512* (*may be taken concurrently); an advanced physiology course or consent of the instructor.

PHSL 578 Vascular Physiology (3)

Studies the physical principles that govern flow of fluids (rheology), functional anatomy, and reflexes of the peripheral circulation. Also considers the role of the peripheral vasculature in the control of cardiac output and blood flow to special regions, such as the brain, heart, skeletal muscle, etc. Offered alternate years.

Prerequisite: PHSL 511*, PHSL 512* (*may be taken concurrently); an advanced physiology course or consent of the instructor.

PHSL 584 Readings in Neurophysiology (2)

Seminar tracing the development of twentieth century ideas about the nervous system. Emphasizes the writings of three early neurobiologists (Sherrington, Pavlov, Herrick) in context with classical and current understanding of the nervous system.

Prerequisite: PHSL 537; consent of the instructor.

PHSL 587 Physiology of Reproduction (2)

Studies the development of the male and female reproductive systems, neural and hormonal control of reproductive function, fetal development, and parturition. Offered alternate years.

Prerequisite: (PHSL 511*, PHSL 512*) or (PHSL 521*, PHSL 522*) (*may be taken concurrently).

PHSL 595 Readings in Physiology (1-4)

Assigned reading and conferences on special problems in physiology.

PHSL 604 Current Topics in Perinatal Physiology (1)

A weekly, one-hour seminar presented by outstanding visiting scientists and intramural faculty in various fields of physiology. Offers graduate students a varied series of lecture topics and a perspective on cutting-edge research ideas in an informal setting. Attendance and a report required. This written report, based on a topic presented during the course period and arranged with the course instructor, provides an opportunity for in-depth study in an area of interest for the student. A maximum limit of 2 credits/year, and a total of 4 credits for the period of the graduate program.

PHSL 605 Integrative Biology Graduate Seminar (1)

Coordinated by the Departments of Anatomy and of Pharmacology and Physiology. Reports from current literature and the presentation of student and faculty research on various aspects of regulatory and integrative biology as applied to cells, tissues, organs, and systems. Students and faculty participate in a discussion and critical evaluation of the presentation.

PHSL 694 Special Problems in Physiology (2-4)**PHSL 697 Research (1-8)****PHSL 698 Thesis (1)****PHSL 699 Dissertation (2-4)****PHSL 741 Physiology of Bone (1)**

Nature of bone mineral and matrix; bone biomechanics and mineralization, bone growth, healing and remodeling, pathological bone resorption; bone calcium homeostasis; dynamics of bone adaptation.

PHSL 891 Physiology Elective (1.5-12)

Physical Therapy

PHTH 401 Neurorehabilitation I (2)

Systematic review of clinical disorders of the central and peripheral nervous systems, emphasizing sensorimotor sequelae of injury and disease.

PHTH 411 Clinical Orthopaedics (2)

Introduces evaluation and treatment of general orthopaedic conditions, including but not limited to congenital deformities, fractures, and trauma.

PHTH 413 Clinical Neurology (2)

Systematic review of clinical disorders of the central and peripheral nervous systems, emphasizing sensorimotor sequelae of injury and disease.

PHTH 421 Orthopaedics I (3)

Introduces upper-extremity joints and their dysfunctions. Joint evaluation and treatment, including mobilization techniques.

PHTH 422 Orthopaedics II (3)

Introduces lower-extremity joints and their dysfunctions. Joint evaluation and treatment, including mobilization techniques.

PHTH 423 Orthopaedics III (3)

Introduces spinal joints and their dysfunctions. Joint evaluation and treatment, including mobilization techniques.

PHTH 431 Soft-Tissue Techniques (2)

Evaluation and intervention procedures for myofascial or muscle flexibility deficits.

PHTH 434 PT Communication and Documentation (2)

Introduces principles and dynamics of professional communication. Emphasizes basic skills needed in a clinical setting, including but not limited to the following: evaluations, progress notes, discharge summary, workers compensation, prescriptions, patient interviews, letters of justification, electric formats, and legal considerations related to all aspects of the above.

PHTH 435 Physical Therapy Modalities (3)

Introduces fundamental principles, physiological effects, and application techniques in the use of nonelectrical physical therapy modalities--specifically physical agents and manual modalities. Physical agents include but are not limited to hydrotherapy and hot-and-cold application. Manual modalities include but are not limited to basic massage techniques, myofascial and trigger point release, and lymphedema management. Lecture and laboratory.

PHTH 436 Kinesiology (3)

Functional anatomy of the musculoskeletal system. Analyzes and applies the biomechanics of normal and pathological movement of the human body. Lecture and laboratory.

Prerequisite: AHCJ 412.

PHTH 437 Therapeutic Procedures (3)

Blood pressure determination and aseptic techniques. Principles and utilization of posture and body mechanics. Selection and use of wheelchairs, ambulation aids, and other equipment. Progressive planning toward complete activities of daily living.

PHTH 438 Manual Muscle Testing (3)

Methods of evaluating muscle strength and function by use of specific and gross manual muscle tests. Lecture, demonstration, and laboratory.

PHTH 439 Human Life Sequence (3)

Sequential human development from neonate through adolescence, as applied to normal and abnormal neurological development. Includes concepts of prenatal and postnatal care, delivery, and neonatal assessment. Incorporates the interrelationship of the physical, perceptual, and motor components in treatment of the neurologically disabled patient. Development of the human organism from young adult to death. Emphasizes the problem of aging.

PHTH 441 Biostatistics I (2)

Fundamental procedures of analyzing and interpreting data. Sampling, probability, descriptive statistics, normal distribution, sampling distributions and standard error, confidence intervals and hypothesis testing, power, effect size. Introduction to epidemiological measures to estimate risk and select measures of clinical improvement.

PHTH 442 Biostatistics II (2)

Fundamental procedures for analyzing and interpreting data using common selected statistical tests: t-tests, chi-square, correlation, and regression. Introduces one- and two-way ANOVA, Mann-Whitney test, Wilcoxon signed ranks test. Evaluates the importance of statistical findings from selected research studies.

PHTH 451 Scientific Inquiry I (2)

Introduces physical therapy students to research methodology that focuses on the steps of the research process, including: problem identification, literature review, statement of hypotheses, conceptual framework, research designs, sampling, and randomization. Addresses ethical considerations, identification of research variables, measurement, reliability and validity of tools for data collection.

PHTH 452 Scientific Inquiry II (2)

Introduces application of the scientific method in health-science research through preparation of a research proposal, with emphasis on scientific writing. Proposal preparation includes components essential for submission to the institutional review board, writing of a literature review, development of a research question, choice of an appropriate research design, and choice of data analysis approach.

PHTH 465 Exercise Physiology (3)

Principles and application of human response to exercise, including body composition. Tests and measurements. Techniques of physical fitness. Cardiorespiratory considerations. Exercise prescriptions.

PHTH 466 Fundamentals of Physical Therapy and Research (6)

Introduces the theory and management of orthopaedic and neurological disorders--including joint and nerve mobilization, constraint-induced movement therapy, and balance and vestibular rehabilitation. Applies the research process to a question related to these areas of study--including discussion of sampling, variables, research rationale, research design, proposal and informed consent, data collection and analysis, and written and oral research presentation. Includes critical evaluation of research literature.

PHTH 467 Advanced Studies in Selected Physical Therapy Topics (3-6)

Provides students in-depth opportunities to pursue various areas of physical therapy, including orthopaedics, neurology, sports medicine, and general medicine. Incorporates literature review and related research activities.

PHTH 471 Physical Therapy Practicum I (1)

A two-week, full-time (40 hours/week) clinical education assignment done in an affiliated clinic, with an emphasis in any of a variety of settings: acute care, outpatient care, neurorehabilitation, orthopaedics, geriatrics, pediatrics, sports medicine, and preventive care/wellness, etc. Full-time supervision by a licensed physical therapist required. Activities include direct patient care, team conferences, demonstrations, special assignments, and observation. The first of three practicums. Scheduled at the end of the first academic year.

PHTH 477 Locomotion Studies (3)

Develops competencies in the identification and evaluation of normal and abnormal gait patterns, progressing to development of treatment programs. Includes current prosthetic and orthotic devices and their assistance with gait.

PHTH 484 Therapeutic Exercise (3)

Applies physical, mechanical, and soft-tissue biomechanical considerations in the formulation of exercise prescriptions. Considers the neurophysiological basis of motor control and motor-learning acquisition. Selects exercise modes for treatment of musculoskeletal and neurological disorders of the nonpathological individual.

PHTH 495 Research I (3)

Introduces the scientific methods in health-science research. Focuses on the major steps of the research process: problem identification, literature review, conceptual framework, identification of variables, statement of hypothesis, experimental design, and analysis and presentation of data. Includes critical evaluation of research literature.

PHTH 496 Research II (2)

Applies the research process to problems in related specific allied health fields. Develops a research proposal.

PHTH 497 Advanced Clinical Experience (40 to 480 hours)

Advanced clinical experience in selected areas of professional practice.

PHTH 499 Physical Therapy Independent Study (1-3)

Project or paper to be submitted on a topic of current interest in an area related to physical therapy. Regular meetings provide the student with guidance and evaluation. Elected on the basis of need or interest.

PHTH 501 Neurology I (2)

Physical therapy evaluation and treatment planning strategies for individuals with balance impairments due to neurological pathologies--including central and peripheral vestibular dysfunction resulting in impairments, functional limitations, and disabilities. Emphasizes application and integration of theoretical constructs, evidence-based practice, examination, evaluation, diagnosis, prognosis, intervention, and measurement of outcomes.

PHTH 502 Neurology II (3)

Physical therapy evaluation and treatment planning strategies for individuals with neurological dysfunction--including stroke; TBI; multiple sclerosis; Parkinson's disease; and other neuromuscular diseases resulting in pathology, impairments, functional limitations, and disabilities. Emphasizes application and integration of theoretical constructs, evidence-based practice, examination, evaluation, diagnosis, prognosis, intervention, and measurement of outcomes.

PHTH 503 Neurology III (3)

Physical therapy evaluation and treatment planning for individuals with spinal cord injury. Discusses basic physiological and neurophysiological mechanisms specific to the diagnosis. Emphasizes application and integration of theoretical constructs, evidence-based practice, examination, evaluation, diagnosis, prognosis, intervention, and measurement of outcomes.

PHTH 504 Pediatric Care (3)

Discusses the etiology, associated problems, and physical therapy care of clients with cerebral palsy, spina bifida, and various orthopaedic disorders. Includes presentation and demonstration of adaptive equipment options. Laboratory demonstrations. Introduces the physical therapist's role in the NICU.

PHTH 507 Lower-Quarter Biomechanical Relationships (3)

Advanced examination procedures for performing a biomechanical assessment of the lower extremities. Emphasizes identifying causes of, compensations for, and complications of movement dysfunctions associated with lower-extremity musculoskeletal pain syndromes. Physical therapy management of gait abnormalities.

PHTH 511 Clinical Orthopaedics (2)

The first in a series of courses in the orthopaedic tract curriculum. Presents the basis for patient management by the physical therapist for patients with functional impairments stemming from orthopedic pathologies for all body regions. Introduces and considers the components of patient/client management throughout the course—including examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Includes lectures by orthopaedic surgeons to enhance understanding of surgical procedures utilized in the management of the orthopaedic patient, with emphasis on postoperative rehabilitation.

PHTH 512 Clinical Psychiatry (2)

Introduces mental and personality disorders. Reviews abnormal behaviors commonly found in a clinical setting.

PHTH 515 Topics in Rehabilitation (1-6)

Lecture and discussion of current topics relating to the practice of physical therapy. Content varies from quarter to quarter. (May be repeated for additional credit for a maximum 6 quarter units.)

PHTH 516 Electrotherapy (3)

Principles and techniques of electrotherapy procedures, including electrodiagnosis. Basic physical and physiological indications and contraindications. Lecture, demonstration, and laboratory.

PHTH 521 Orthopaedics I (3)

Basic theory of extremity mobilization. Each joint presented in relationship to articular and periarticular structures that determine joint function and dysfunction. Evaluation and mobilization techniques.

PHTH 522 Orthopaedics II (3)

Basic theory of spinal evaluation and treatment techniques. General principles of functional anatomy, tissue and joint biomechanics, pathology, and treatment. Medical exercise training.

PHTH 523 Orthopaedics III (3)

Basic theory of spinal evaluation and treatment techniques. General principles of functional anatomy, tissue and joint biomechanics, pathology, and treatment. Medical exercise training.

PHTH 524 Hand Rehabilitation for the Physical Therapist (2)

Functional anatomy and pathophysiology in the diagnosis and treatment of the forearm, wrist, and hand. Common problems. Integrates scientific knowledge base into treatment choice. Rational and general treatment concepts for, but not limited to, fractures, joint derangement, stiffness, flexor and extensor multiple-system trauma, arthritis, and vascular disorders. Common surgical procedures involving the forearm, wrist, and hand; as well as basic concepts and practical application of static and dynamic splinting.

PHTH 525 General Medicine I (3)

Medical and surgical disorders. Basic pathology and/or etiology and clinical manifestations. Medical treatment for conditions within selected specialties: cardiology, respiratory, burns, arthritis, oncology, hematology, immunology, and endocrinology.

PHTH 526 General Medicine II (3)

Medical and surgical disorders. Basic pathology and/or etiology and clinical manifestations. Medical treatment for conditions within selected specialties: cardiology, respiratory, burns, arthritis, oncology, hematology, immunology, and endocrinology.

PHTH 527 Scientific Foundations for Therapeutic Exercise (2)

Analyzes physical, mechanical, and soft-tissue biomechanical considerations in the formulation of exercise prescriptions. Considers the neurophysiological basis of motor control and motor learning acquisition. Selects exercise modes and dosage for treatment of patients with musculoskeletal and neurological disorders and for the nonpathological individual.

PHTH 529 Pathokinesiology of Gait (3)

Advanced observational analysis of normal and abnormal human locomotion, with comparison of pathological differences.

PHTH 531 Soft-Tissue Mobilization (3)

Helps practicing physical therapy clinicians optimize skills and refine selection of the most effective soft-tissue mobilization techniques to maximize specific musculoskeletal functional outcomes. Students learn new techniques and refine and master previously learned techniques, through lecture, demonstration, practical examinations, and laboratory.

PHTH 534 Soft-Tissue Techniques (2)

Trends in soft-tissue manipulation. Lecture, demonstration, and laboratory.

PHTH 535 Research and Statistics I (3)

In-depth study of research designs: their advantages and disadvantages, including pretest/posttest designs, posttest-only control-group designs, time-series designs, factorial designs, randomized block and repeated-measures designs, and incomplete block designs. Introduces clinical trials, sequential research designs, and single-case experimental designs. Measures and analyzes validity and reliability. Survey-instruments(s) design. Power calculations for choosing appropriate sample sizes.

PHTH 536 Research and Statistics II (3)

Analyzes data using one-way ANOVA with multiple comparisons, factorial ANOVA designs, randomized complete and incomplete block designs, and repeated measures. Introduces multiple correlation and regression and model building using multiple regression techniques. Evaluates research literature that uses multivariate analysis for data analysis. Introduces nonparametric statistics. Interprets multivariate analysis computer output.

PHTH 537 Research and Statistics III (3)

Research-topic selection, literature review, proposal writing and approval. Research-data collection after proposal approval. Limited to Doctor of Science students in the Physical Therapy Program.

Prerequisite: PHTH 536; and consent of instructor.

PHTH 538 Research and Statistics IV (3, 6)

Individual arrangements for doctoral students to work with the instructor on analysis and presentation of research data. Student prepares manuscript presenting results of doctoral research study.

Prerequisite: PHTH 537; and consent of instructor.

PHTH 539 Research and Statistics V (3)

Individual arrangements for doctoral students to work with their dissertation chair and research guidance committee to submit a written doctoral dissertation in accordance with Faculty of Graduate Studies published guidelines, and to prepare and present an oral defense of their research findings.

Prerequisite: PHTH 538.

PHTH 541 Advanced Clinical Practice I (3)

Student demonstrates and practices advanced examination, assessment, and treatment of the lumbar spine, pelvic girdle, and lower extremities. Lecture and demonstration.

PHTH 542 Advanced Clinical Practice II (3)

Emphasizes skills utilized by clinical specialists in neurophysical therapy. Content based on the description of PHTH 541.

PHTH 543 Advanced Clinical Practice III (3)

Advanced clinical decision-making skills, with focus on patient classification, clinical-diagnosis practice parameters, and practice guidelines. Emphasizes development of clinical algorithms, clinical prognostic skills, and outcome measures.

PHTH 544 Physical Therapy Business Development Concepts (1)

Discussion and practice designed to enhance the knowledge of the practitioner who desires to own, manage, or direct a physical therapy practice or department. General trends, start-up considerations, HRM, finance, marketing research and development; learning to bill, collect, and interpret EOBs; coding and compliance issues (Medicare and state); and locating capital to finance the venture.

PHTH 545 Orthopaedic Interventions: Mobilization of Peripheral Nerves & Diarthroidal Joints of the Extremities (3)

Advanced study of the management of orthopaedic and neurological disorders of the extremities. Clinical course designed to strengthen student's knowledge and application of mobilization techniques to the joints and nerves of the periphery. Lecture, laboratory sessions, case studies, and cadaveric specimen-guided study (as specimens available).

PHTH 546 Women's Health Issues I (3)

Clinical aspects of women's health issues. How to develop a women's health program in the clinical setting. Introduces various pathologies and treatment strategies for specific diagnoses that could be encountered in the clinical setting. Women's health during adolescence, the reproductive years, and the geriatric years.

PHTH 547 Women's Health Issues II (3)

Advanced course further exploring women's health issues--including treatment strategies for women during various phases of their lives. Anatomy and physiology during adolescence, the reproductive years, and the geriatric years.

PHTH 548 Function-Based Rehabilitation (3)

Manual therapy approach for the treatment of common musculoskeletal problems integrating orthopaedic and neurological rehabilitation. Course based on a working knowledge of anatomy, muscle-balance theory, neurodevelopmental treatment (NDT), muscle-length testing, soft-tissue mobilization (STM), and proprioceptive neuromuscular facilitation (PNF) principles. Emphasizes use of clinical reasoning during patient evaluation and patient management.

PHTH 549 Vestibular Rehabilitation (3)

Physical therapy evaluation and treatment planning strategies for individuals with vestibular pathologies resulting in impairments, functional limitations, and disabilities. Emphasizes the application and integration of theoretical constructs, evidence-based practice, examination, evaluation, diagnosis, prognosis, intervention, and measurement outcomes.

PHTH 551 Advanced Orthopaedic Procedures I (3)

Student demonstrates and practices advanced examination and treatment of the lumbar spine, pelvic girdle, and lower extremities.

PHTH 552 Advanced Orthopaedic Procedures II (3)

Student demonstrates and practices advanced examination and treatment of the cervical spine, shoulder girdle, and upper extremities.

PHTH 553 Advanced Orthopaedic Procedures III (3)

Student demonstrates and practices advanced examination and treatment of the lumbar spine, thoracic spine, and rib cage.

PHTH 554 Geriatrics (2)

Reviews the normal physiologic and psychologic factors specific to the geriatric population—including aging of the musculoskeletal and sensory systems, diet and nutrition, the senior athlete, spiritual and psychosocial issues, and specific health topic—allowing the future clinician to assist patients with aging safely and gracefully.

PHTH 555 Differential Diagnosis (2)

Emphasizes information gathering from history taking, review of systems, and directed questioning combined with a focused examination to establish a working diagnosis. Uses a hypothetico-deduction strategy to minimize misdiagnosis and teach problem solving—helping students develop a working list of all possible causes of symptoms, including those from mechanical and visceral origins. Emphasizes clinical pattern recognition for both musculoskeletal and nonmusculoskeletal disorders. Teaches strategies to differentiate between musculoskeletal and nonmusculoskeletal disorders. Highlights knowledge and skills related to screening for medical pathology in patients with musculoskeletal complaints of the lumbar spine, pelvis, lower extremities, thoracic spine, shoulder girdle, and upper extremities.

PHTH 561 Physical Therapy Administration (4)

Principles of organization and administration in health care delivery. Multidisciplinary approach to patient management and patient-therapist relations. Administration of physical therapy services. Professionalism, medicolegal considerations, supervision and training of support personnel. Departmental design and budgetary considerations.

PHTH 565 Sports Physical Therapy I (1)

Advanced study of the neuromusculoskeletal system as it applies to the athletic population. Selected competencies of advanced clinical practice for the sports physical therapist, as outlined by the American Board of Physical Therapy Specialties in the Description of Advanced Clinical Practice in Sports Physical Therapy. Emphasizes the development and implementation of a sports-medicine program, preparticipation physical examination, medical emergencies in the sports-medicine setting, criteria for return to play, types and frequency of sport-specific injuries, pregame sideline/courtside set up, techniques of athletic-tape application to various body locations, and on-field examinations.

PHTH 566 Sports Physical Therapy II (1)

Advanced study of the neuromusculoskeletal system as it applies to the athletic population. Selected competencies of advanced clinical practice for the sports physical therapist, as outlined by the American Board of Physical Therapy Specialties in the Description of Advanced Clinical Practice in Sports Physical Therapy. Emphasizes recognition and intervention for emergency medical conditions, including abdominal trauma, cardiac pathology, and respiratory emergencies in the athletic/sports medicine arena; protective equipment utilized in athletics; environmental conditions of heat, cold, altitude, and playing surfaces; and criteria utilized for determination of return to play.

PHTH 568 Advanced Diagnosis and Management: Patellofemoral (1)

Advanced study of the patellofemoral joint as it applies to the general and athletic populations. Emphasizes examination, classification, diagnosis, and management of patellofemoral pain syndromes. Physical therapy intervention primarily focused on evidence-based treatment approaches, including: joint mobilization, passive range of motion, therapeutic exercise, and a variety of bracing and taping techniques. First course in a series of three courses dealing with the diagnosis and management of lower-limb disorders.

PHTH 569 Advanced Diagnosis and Management of Foot and Ankle Disorders (1)

Advanced study of diagnosis and management of foot and ankle disorders. Clinical course designed to strengthen knowledge and application of orthotic therapy. Effective protocols for managing and trouble shooting orthotic therapy patients.

PHTH 572 Physical Therapy Practicum II (1.5)

A three-week, full-time (40 hours/week) clinical-education assignment done in an affiliated clinic, with an emphasis in any of a variety of settings: acute care, outpatient care, neurorehabilitation, orthopaedics, geriatrics, pediatrics, sports medicine, and preventive care/wellness, etc. The second of three practicums required, scheduled at the end of the Autumn Quarter of the second academic year. Full-time supervision by a licensed physical therapist required. Activities include direct patient care, team conferences, demonstrations, special assignments, and observation.

PHTH 573 Physical Therapy Practicum III (1.5)

A three-week, full-time (40 hours/week) clinical-education assignment done in an affiliated clinic, with an emphasis in any of a variety of settings: acute care, outpatient care, neurorehabilitation, orthopaedics, geriatrics, pediatrics, sports medicine, and preventive care/wellness, etc. The third of three practicums required, scheduled at the beginning of the Summer Quarter of the third academic year. Full-time supervision by a licensed physical therapist required. Activities include direct patient care, team conferences, demonstrations, special assignments, and observation.

PHTH 575 Orthopedics IV (1)

A four-quarter, in-progress course that integrates examination procedures taught in the orthopedic curriculum. As a culminating event, each student performs a comprehensive laboratory practical that includes the five elements of patient/client management, as described in the Guide to Physical Therapy Practice: examination, evaluation, diagnosis, prognosis, and intervention.

PHTH 581 Research Applications I (2)

Student implements the research proposal, initiated through pilot testing of research-study procedures and data-collection tools. Student gathers data in the appropriate research laboratory or practice setting, with the help of a faculty research adviser and/or clinical mentor.

PHTH 582 Research Applications II (2)

Student analyzes data with the help of a statistician. Presents research results in the form of a written research report, an oral presentation, and a poster appropriate for a professional meeting.

PHTH 584 Physical Therapy Affiliation II (5)

Nine-to-eleven-week clinical assignment to be completed during the third year in affiliated clinical settings. Emphasizes a variety of clinical settings: acute care, rehabilitation, orthopaedics, geriatrics, and pediatrics. Forty clock hours per week of supervised clinical experience, special assignments, in-services, lectures, demonstrations, and conferences.

PHTH 585 Physical Therapy Affiliation III (5)

Nine-to-eleven-week clinical assignment to be completed during the third year in affiliated clinical settings. Emphasizes a variety of clinical settings: acute care, rehabilitation, orthopaedics, geriatrics, and pediatrics. Forty clock hours per week of supervised clinical experience, special assignments, in-services, lectures, demonstrations, and conferences.

PHTH 586 Doctor of Physical Therapy Affiliation I (5)

A full-time clinical assignment under the supervision of an APTA board-certified clinical specialist in a specialized area of clinical practice. Student receives an 'IP' grade at the end of PHTH 586. A grade of 'satisfactory' (S) granted after satisfactory completion of PHTH 587.

PHTH 587 Doctor of Physical Therapy Affiliation II (5)

A full-time clinical assignment under the supervision of an APTA board-certified clinical specialist in a specialized area of clinical practice. Student receives an 'IP' grade at the end of PHTH 586. A 'satisfactory' (S) grade granted after satisfactory completion of PHTH 587.

PHTH 591 Advanced Orthopaedic Studies (6)

Specialty track that provides opportunity to pursue, in greater depth, various topics related to current trends in orthopaedic physical therapy and to develop advanced clinical skills, where appropriate.

PHTH 592 Advanced Neurologic Studies (4)

Specialty track that provides opportunity to pursue, in greater depth, various topics related to current trends in neurologic physical therapy and to develop advanced clinical skills, where appropriate.

PHTH 594 Advanced General Medicine Studies (4)

Specialty track that provides opportunity to pursue, in greater depth, various topics related to current trends in general medicine physical therapy and to develop advanced clinical skills, where appropriate.

PHTH 595 Applied Research I (1)

Research proposal pilot tested in a practice setting. Tests procedures and data forms.

PHTH 596 Applied Research II (2)

Implements a research proposal in a practice setting. Computer data analysis and preparation of a preliminary research report.

PHTH 597 Applied Research III (1)

Prepares and presents a research report both in written and oral formats. Graphics, tables, Power-Point presentations, poster, and abstract.

PHTH 598 Advanced Specialty Tracks (3)

Presents the newest clinical treatment applications over the spectrum of the patient population in the field of physical therapy. Includes ortho, neuro, and general medicine.

PHTH 599 Comprehensive Examination 0

Doctor of Physical Therapy Science degree written examination requirement, to be completed at the end of the second didactic year. Successful completion required for continuation in the program. Examination consists of four domains: education, research, clinical practice/basic science, and ethics.

Prerequisite: (PHTH 535 or AHCJ 530), (PHTH 536 or AHCJ 531), AHCJ 599.

PHTH 629 Lower-Quarter Biomechanical Relationships (3)

Advanced examination procedures for performing a biomechanical assessment of the lower extremities. Emphasizes identifying the causes, compensations, and complications of movement dysfunctions associated with lower-extremity musculoskeletal-pain syndromes. Physical therapy management of gait abnormalities.

PHTH 630 Kinetics of the Human Body: Physics-based Kinesiology (3)

Examines the mechanical basis of movement in the human body in relation to the length of muscles; the tension developed by muscles under various conditions; the anatomical arrangement of the origin and insertion of the bones and joints; and the biomechanics of complex movement, such as gait and balance. Uses physics principles to explain the mechanics of movement in the body. Topics include: linear movement, rotational movement, work and energy, muscle-length tension relationships, single and multiple joint biomechanics, and gait and balance.

Prerequisite: PMPT 477 or PHTH 477 or PHTH 629.

PHTH 697 Research and Statistics V (3)

Individual arrangements for doctoral students to work with their dissertation chair and research guidance committee to submit a substantial and acceptable preliminary written doctoral dissertation--either in the traditional formal dissertation or multiple-chapter format--in accordance with published guidelines of the Faculty of Graduate Studies, and in the format of the journal in which the candidate hopes to publish. Students prepare and present an oral defense of their research findings.

Prerequisite: PHTH 538.

PHTH 583A Physical Therapy Affiliation IA (4)

Seven-week clinical assignment to be completed during the third year in affiliated clinical settings. Emphasizes a variety of clinical settings: acute care, rehabilitation, orthopaedics, geriatrics, and pediatrics. Forty clock hours per week of supervised clinical experience, special assignments, in-services, lectures, demonstrations, and conferences. Student will receive grade for Affiliation IA upon completion of Affiliation IB.

PHTH 583B Physical Therapy Affiliation IB (1)

Three-week clinical assignment to be completed during the third year in affiliated clinical settings. Completes PT Affiliation IA. Emphasizes a variety of clinical settings: acute care, rehabilitation, orthopaedics, geriatrics, and pediatrics. Forty clock hours per week of supervised clinical experience, special assignments, in-services, lectures, demonstrations, and conferences. Student receive grade for Affiliation IA and IB upon completion of Affiliation IB.

Physical Therapy-Progression Master's

PMPT 427 Human Life Sequence (2)

Sequential development of the human organism from neonate through old age. Modern concepts of postnatal care through the normal process of aging. Evaluates developmental reflexes and gross motor function of the pediatric population, and balance of the geriatric population. Demonstrates treatment techniques as adapted to pediatric and geriatric patients. Discusses cultural awareness. Ethical and legislative issues as they relate to the human life sequence.

PMPT 474 Physical Therapy Practicum (1.5)

A three-week assignment in affiliated clinical settings. Forty clock hours per week of supervised clinical experience.

PMPT 476 Therapeutic Exercise (3)

Applies physical, mechanical, and soft-tissue biomechanical considerations in the formulation of exercise prescriptions. Considerations the neurophysiological basis of motor control and motor learning acquisition. Selects exercise modes and dosage for treatment of patients with musculoskeletal and neurological disorders and for the nonpathological individual.

PMPT 477 Locomotion Studies (3)

Develops competencies in the identification and evaluation of normal and abnormal gait patterns, progressing to development of treatment programs. Includes current prosthetic and orthotic devices and their assistance with gait. Class modified for the progression MPT program.

PMPT 524 Electrotherapy (2)

Principles and techniques of electrotherapy procedures, including electrodiagnosis. Basic physical and physiological indications and contraindications. Lecture, demonstration, and laboratory. (Class modified for the progression in MPT program.)

PMPT 534 Physical Therapy Communication and Documentation (2)

Principles and dynamics of professional communication. Basic skills--including, but not limited to, the following: initial evaluations, progress notes, discharge summary, patient interviews, letters of justification, legal considerations, and computer documentation programs. (Class modified for the progression MPT program.)

PMPT 535 Hydrotherapy and Massage (2)

Fundamental principles, physiological effects, and techniques of hydrotherapy and massage used in preventive medicine and diagnostic techniques. Lecture, demonstration, and laboratory. (Class modified for the progression MPT program.)

PMPT 583 Physical Therapy Affiliation I (4)

Eight-week assignment in the Winter Quarter of the second year. Emphasizes a variety of clinical settings: acute care, rehabilitation, orthopaedics, geriatrics, and pediatrics. Forty clock hours per week of supervised clinical experience, special assignments, in-services, lectures, demonstrations, and conferences.

PMPT 584 Physical Therapy Affiliation II (4)

Eight-week assignment in the final quarter of the program. Emphasizes a variety of clinical settings: acute care, rehabilitation, orthopaedics, geriatrics, and pediatrics. Forty clock hours per week of supervised clinical experience, special assignments, in-services, lectures, demonstrations, and conferences.

PMPT 585 Physical Therapy Affiliation III (5)

Ten-week assignment in the final quarter of the program. Emphasizes a variety of clinical settings: acute care, rehabilitation, orthopaedics, geriatrics, and pediatrics. Forty clock hours per week of supervised clinical experience, special assignments, in-services, lectures, demonstrations, and conferences.

PMPT 591 Advanced Orthopaedic Studies (5)

Specialty tracks provide opportunity to pursue in greater depth various topics related to current trends in orthopaedic physical therapy. Develops advanced clinical skills, where appropriate.

PMPT 592 Advanced Neurologic Studies (5)

Specialty tracks provide opportunity to pursue in greater depth various topics related to current trends in neurologic physical therapy. Develops advanced clinical skills, where appropriate.

PMPT 593 Advanced General Medicine Studies (3)

Specialty tracks provide opportunity to pursue in greater depth various topics related to current trends in general medicine physical therapy. Develops advanced clinical skills, where appropriate.

Prosthodontics

PROS 500 Prosthodontic Literature Review (2)

Discusses assigned topics from classic and current prosthodontic and course-related literature, led by students and moderated by faculty member in charge. Repeated registrations required to fulfill the total units.

PROS 501 Removable Partial Prosthodontics Literature Review (2)

Discusses assigned topics from classic removable partial denture literature, led by students and moderated by faculty member in charge.

PROS 502 Complete Denture Prosthodontics Literature Review (2)

Discusses assigned topics from classic complete-denture literature, led by students and moderated by faculty member in charge.

PROS 505 Patient Presentation Seminar (Prosthodontics, Implant, Perio) (1)

Presents patient treatment, and discusses alternate methods of rehabilitation and related literature. Repeated registrations required to fulfill the total units.

PROS 515 Practice Teaching in Prosthodontics (1, 2)

Teaching experience in the areas of fixed and removable prosthodontics. Repeated registration required to fulfill the total units.

PROS 525 Dental Materials Science (2)

Elements of materials science. Properties of structural solids, metals, ceramics, and polymers related to their structure using basic laws and principles from physics, chemistry, and engineering science.

PROS 527 Clinical Application of Dental Materials (2)

Discusses clinical application and manipulation of dental materials. Identifies and explains specific clinical problems and behavior based on the acquired knowledge of basic properties.

PROS 546 Occlusion and Morphology (2)

Lecture, seminar, and laboratory course includes waxing techniques and axial and occlusal morphology of natural teeth. Concepts of occlusal function and dysfunction related to prosthodontic therapy.

PROS 547 Occlusion: Principles and Instrumentation (2)

Continues PROS 546, emphasizing occlusal equilibration, jaw movements, determinants of occlusion, and articulators commonly used.

PROS 555 Removable Partial Prosthodontics (2)

Lecture, seminar, and laboratory course covering principles, concepts, and techniques used to design and fabricate removable partial dentures.

PROS 556 TMJ Function and Dysfunction (1)

Provides residents with information about the function and dysfunction of the temporomandibular joint and associated structures. Prepares residents to obtain history, perform clinical examination, recognize disorders, and prescribe treatment.

PROS 557 Advanced Removable Partial Prosthodontics (2)

Advanced clinical and laboratory procedures, emphasizing intracoronal attachments, rotational path, and alternate removable partial-denture design.

PROS 565 Complete Denture Prosthodontics (2)

Clinical and laboratory procedures for the fabrication of complete dentures, including setting and balancing denture teeth.

PROS 566 Advanced Complete Denture Prosthodontics (2)

Lecture and clinical course, with seminar covering the treatment of immediate denture and overdenture, and treatment of difficult and unusual complete denture situations.

PROS 575 Fixed Partial Prosthodontics (2)

Tooth preparation for and fabrication of extracoronal restorations and fixed prostheses, including partial coverage gold crowns, complete coverage gold crowns, pinledge retainers, metal-ceramic crowns, metal-ceramic pontics, and sanitary pontics.

PROS 576 Advanced Fixed Partial Prosthodontics I (MC Esthetics) (2)

Clinical and laboratory procedures, emphasizing advanced metal-ceramic restorations.

PROS 595 Maxillofacial Prosthetics (2)

Design and fabrication of obturators for partial maxillectomy patients, both edentulous and dentulous. Introduces fabrication of extraoral prostheses.

PROS 604 Literature Review in Implant Dentistry for Prosthodontists (2)

Gives the postdoctoral student a deeper understanding of the research and literature currently available on the restoration of implants. Emphasizes biomechanics of implant restorations. Repeated registrations required to fulfill the total units.

PROS 634 Diagnosis and Treatment Planning (2)

Didactic and clinical aspects of diagnosis and treatment planning for patients with complex dental problems. Repeated registrations required to fulfill the total units.

PROS 637 Geriatric Dentistry (1)

Lectures selected to enhance the knowledge base in the expanding area of elder care. Problems of chronic diseases combined with multiple drug regimens that complicate care for this population.

PROS 698 Thesis (2)**PROS 710 Clinical Practice of Prosthodontics (6)**

Advanced clinical practice in the treatment of individuals with fixed, removable, maxillofacial, and implant prostheses. A minimum of 180 clock hours per quarter. Repeated registrations required to fulfill total units.

PROS 697A Research (1)

Student identifies a research project, prepares a proposal, and obtains approval for the protocol.

PROS 697B Research (1)

Research, including data collection and evaluation.

Preventive Medicine

PRVM 514 Clinical Preventive Medicine (1)

A year-long course that teaches medical students the effective clinical preventive medicine approaches used in the practice of medicine today. Provides medical students with the useful framework for understanding epidemiology, public health, preventive concepts, disease screening, lifestyle modification, and risk-factor identification and reduction. Fosters basic understanding of prevention in the clinical context.

PRVM 515 Clinical Preventive Medicine (1)

A year-long course that teaches medical students the effective clinical preventive medicine approaches used in the practice of medicine today. Provides medical students with the useful framework for understanding epidemiology, public health, preventive concepts, disease screening, lifestyle modification, and risk-factor identification and reduction. Fosters basic understanding of prevention in the clinical context.

PRVM 516 Clinical Preventive Medicine (2)

A year-long course that teaches medical students the effective clinical preventive medicine approaches used in the practice of medicine today. Provides medical students with the useful framework for understanding epidemiology, public health, preventive concepts, disease screening, lifestyle modification, and risk-factor identification and reduction. Fosters basic understanding of prevention in the clinical context.

PRVM 891 Preventive Medicine Elective (1.5-18)

Psychology

PSYC 226 Life-Span Development (4)

Life-span course emphasizing the physical, mental, emotional, social, and religious/moral development from conception through adulthood, aging, and death.

PSYC 299 Directed Study (1-4)

PSYC 305 Psychological Foundations of Education (4)

Explores educational psychology through application of development and learning theories to instruction, achievement motivation, self-esteem, classroom management, supportive and disruptive processes on school sites, campus standards, disciplinary practices, legal/ethical issues. Requires research on effective educational practices and related foundations. Additional research for graduate credit.

Prerequisite: General psychology.

PSYC 404 Psychological Tests and Measurements (3)

Develops competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in psychology and education. Presents theoretical principles and issues together with hands-on applications. Practicum required.

PSYC 405 Psychology of Human Relations (2, 3)

Human relations for career and personal success. Topics include the effective use of human resources, communication, leadership skills, decision making, stress management, assertiveness training, managing conflicts, career development, and achieving balance.

PSYC 426 Research Analysis Applications of SPSS (1)

Introduces the basics of statistical analysis using SPSS. Instruction focuses on general computer proficiency, including familiarization with the software package, methods of data entry, the use of common analysis methods, and the format and interpretation of SPSS output.

PSYC 460 The Exceptional Individual (3)

Studies the determinants, characteristics, problems, and adjustments of individuals who deviate markedly from the norm in their mental, physical, emotional, or social aptitudes, traits, and tendencies. Emphasizes education and career planning. Open to upper-division graduate and postgraduate students only.

PSYC 479 Human Neuropsychology (4)

Introduces brain-behavior relationships, including cerebral asymmetry, disconnection syndromes, disorders of memory and language, biological substrates of affective behavior, motor and perceptual dysfunction, and drug actions.

PSYC 499 Directed Study (1-4)

PSYC 500 Basic Foundations in Statistical Methods for Psychology (3)

Provides students with a basic foundation in statistical methods used in the psychological sciences. Includes understanding of both descriptive and inferential statistics. Emphasizes the conceptual understanding of the calculation of statistics and the application of statistical findings to theory and practice. Designed for graduate-level students who need a refresher in

statistical methods before proceeding to the advanced graduate statistical courses. Also for students who get a grade below a B- and have to retake STAT 501 (basic statistical concepts and understanding should be reviewed before retaking STAT 501). Credit is not applicable towards the degree in psychology.

PSYC 501 Advanced Statistics I (4)

General introduction to statistical analysis--detailing the descriptive/inferential distinction; and covering sampling distributions (e.g., normal, binomial), hypothesis testing, and basic parametric and nonparametric techniques.

PSYC 502 Advanced Statistics II (4)

Thorough introduction to regression analysis and analysis of variance (ANOVA), with emphasis on hypothesis testing and the development of general models that partition overall variability. Topics covered include simple and multiple regression, one-way and factorial, repeated-measures ANOVA, and analysis of covariance. Evaluation of assumptions and nonparametric alternatives.

Prerequisite: PSYC 501; or consent of the instructor.

PSYC 503 Advanced Multivariate Statistics (4)

Broad introduction that applies linear (matrix) algebra to maximum likelihood estimation generally, using several important multivariate statistical techniques, including but not limited to multivariate analysis of variance, multivariate regression, path analysis and structural equations causal modeling, log-linear models, and time-series analysis; evaluates alternatives to maximum likelihood estimation.

Prerequisite: PSYC 502; or consent of the instructor.

PSYC 504 Research Methods for Clinical Psychologists (4)

Designed for students in the Psy.D. program. Examines research methods appropriate for application to clinical psychology--from the formulation of research problems to the design, execution, and report of findings. Includes experimental, quasi-experimental, case study, and programmatic evaluation designs.

PSYC 505 Research Methods in Psychological Science (4)

Comprehensive examination of research methods in psychology--from the formulation of research problems to the design, execution, and report of findings. Includes experimental and quasi-experimental designs, as well as field and case studies. The exploratory-confirmatory distinction in scientific epistemology, and its implications for research and theory. Reviews and critically analyzes research literature from various areas of contemporary psychological science.

Prerequisite: PSYC 502; or consent of the instructor.

PSYC 507 Research Methodologies for Clinical Interventions and Treatment Program-Evaluation (2)

Gives special emphasis to research methodologies relevant to conducting research for clinical interventions. Includes methods and tools for doing treatment-program evaluation.

Prerequisite: PSYC 504.

PSYC 511 Psychometric Foundations (3)

Advanced orientation to psychological instruments; their theoretical derivation, construction, and use. Emphasizes reliability, validity, and factor structures.

Prerequisite: PSYC 501; or consent of the instructor.

PSYC 512 Assessment I (2)

Instruction in administering, scoring, interpreting, and report writing relevant to various adult and child intelligence and achievement instruments, such as the WAISIII, WISC-III, WPPSI-R, KBIT, Stanford-Binet, WIAT, PIAT, KABC, WRAT-3, and the Woodcock-Johnson batteries. Consideration of the empirical reliability and validity data for each instrument.

Prerequisite: PSYC 511; or consent of the instructor.

PSYC 513 Assessment II (2)

Instruction in administering, scoring, interpreting, and report writing relevant to various adult and child objective personality instruments--including the MMPI-2, MMPI-A, MACI, PIC, 16PF, CDI, BDI, and BAI. Consideration of the empirical reliability and validity data for each instrument.

Prerequisite: PSYC 512; or consent of the instructor. Corequisite: PSYC 513L.

PSYC 514 Assessment III (2)

Administering, scoring, interpreting, and report writing relevant to various adult and child projective personality instruments--including the Rorschach, TAT, CAT, and House-Tree-Person. Considers the empirical reliability and validity data for each instrument.

Prerequisite: PSYC 513; or consent of the instructor.

PSYC 524 History, Systems, and Philosophy of Psychology (2)

Builds on the coverage of the history and systems of psychology provided in most undergraduate courses. Focuses on how different approaches to psychology (e.g., the schools of psychology) have defined the field, what topics and information they have considered as a part of psychology, and what mechanisms and criteria for advancing the field these approaches have considered acceptable. Examines current trends in light of their contributions to the development of psychology as a science and as a profession.

PSYC 526 Ethics and Legal Issues in Clinical Psychology (3)

Overviews current ethical and legal standards for the conduct of psychology. Guidelines and standards drawn from APA Ethical Guidelines, Standards for Providers of Psychological Services, and Standards for Educational and Psychological Tests, as well as relevant California and civil licensing laws.

PSYC 527 Psychological/Emotional Aspects of Health and Disease (2)

Provides students with an understanding of the psychological/emotional contributions/consequences of diseases and health conditions most commonly seen by health psychologists, including cardiovascular, endocrine, gastrointestinal, immunological, neoplasia, and immunological problems.

PSYC 534 Culture, Psychology, and Religion (3)

Introduces the major contours of Western culture as they relate to various schools of psychological thought, and the influence of religious beliefs in their inception. Theological critique of various world views that have guided psychological schools of thought. Topics include liberalism and modernism, pietism and evangelicalism, the Enlightenment and Romantic movements.

PSYC 535 Psychological Study of Religion (3)

Surveys research areas, methods, and issues in the study of religion and spirituality from a psychological perspective. Emphasizes understanding of religious phenomena relative to the scientific study of human behavior and psychological functioning. Examines the philosophical foundations of research in psychology, sociology, and anthropology in order to provide an eclectic approach to research in this area. Topics include ethnographic approaches to religious experience, conversion, religiosity, faith and moral development, worship, rituals, and cross-cultural manifestations of religion.

PSYC 536 Seminar in Psychology and Religion (2)

Focuses on an aspect of integration of psychology and religion.

PSYC 537 Applied Behavioral Medicine (2)

Provides students with a set of applied tools for use in the practice of behavioral medicine/health psychology, including: assessment and treatment of risky health behaviors, such as use of tobacco; consult-liaison skills; relaxation training; preparation of notes for medical settings; symptom management; motivational interviewing; brief diagnostic assessments; determination of capacity; and time-limited psychotherapy.

PSYC 538 Fundamentals of Forensic Psychology (2)

Introduces students to the fundamental requirements and preparation to perform competently in the legal system. Emphasizes training and preparation required for practice as a forensic psychologist. Emphasizes both a clinical and bio-social psychological view point. Attention given to cultural, diversity, and ethical issues.

PSYC 539 Psychology and Law (3)

Provides an overview of the foundational and philosophical distinctions between psychological and legal knowledge, their underlying assumptions, and divergent world views. Gives attention to how each investigates identical situations and arrives at opposite conclusions. Emphasizes the psychological and legal intersections relative to criminal behavior, mental health issues, and psychopathy. Students systematically study the complexity of psychological and legal interactions through case studies.

PSYC 544 Foundations of Learning and Behavior (4)

Surveys the major theories, methods, and applications in the psychology of learning. Includes classical, operant, and cognitive aspects, with emphasis on contemporary issues in research and applications as well as laboratory training with animals.

PSYC 545 Cognitive Foundations (4)

Reviews the major theories, methods, and findings in perception, cognition, and memory, including an introduction to contemporary cognitive science. Applications to the understanding of normal as well as abnormal behavior and psychological interventions.

PSYC 546 Clinical Applications in Primary Care (2)

Provides a brief review of disease types commonly seen in primary care, with an emphasis on presentation of somatic conditions. Additional topics include clinical interventions in the primary care setting, introduction to medical terminology and shorthand in primary care, interpreting common laboratory values, consultation/liaison services, physician perspectives of psychological needs of patients, and effective collaboration between physician and psychologist.

PSYC 547 Health Psychology Assessment (2)

Covers the use of assessment instruments for research and clinical applications. Topics include behavioral medicine interviewing, the administration and interpretation of standardized instruments such as the Million Behavioral Health Inventory, quality-of-life assessment, and integrated report writing for medical settings.

PSYC 549 Sensation and Perception (4)

Surveys the major phenomena, anatomy, mechanisms, and principles of sensation and perception. Topics covered include: the history of the study of perception and psychophysics in psychology, with specific focus on each of the sensory systems-- vision, audition, chemical senses, skin senses, motor senses, and balance. Emphasizes the cognitive neuroscience of sensation and perception, complemented by consideration of the behavioral and phenomenological characteristics of the systems.

PSYC 551 Psychobiological Foundations (4)

Basic course in psychobiology. Neuroanatomy, the physiology of the neuron, and neural communication. Includes consideration of structure and function of visual, auditory, and somesthetic sensation and perception. Concludes with

coverage of the structure and function of motor systems. Considers visuospatial, visuoperceptual, and visuoconstructive disorders; and apraxia.

PSYC 552 Brain and Behavior (4)

Builds on the foundations of psychobiology to examine the neurophysiological bases of molar behaviors, including consideration of sleep and biological rhythms; language; learning and memory; motivated behaviors (e.g., aggression, hunger, thirst, sex); emotion; and psychological dysfunction (e.g., schizophrenia, anxiety disorders).

Prerequisite: PSYC 551; or consent of the instructor.

PSYC 553 Cognitive Neuroscience (4)

An advanced overview of the discipline, which bridges cognitive psychology and neuroscience. Begins with neuroanatomy and the methodologies of electrophysiology and structural and functional imaging; and examines their application to perception, memory, language, cognitive control, attention, decision making, and motivational and emotional behavior.

PSYC 554 Health Psychology (4)

Overviews the field of clinical health psychology. The biopsychosocial model and the management of chronic illness used as a framework in which to address assessment and intervention principles, cultural influences, bioethics, and dying and death issues.

PSYC 555 Psychopharmacology (2)

Advanced coverage of neurotransmitter systems, with particular emphasis on the mechanism of action of various psychoactive substances.

Prerequisite: PSYC 551.

PSYC 556 Biofeedback (4)

Intensive learning experience in biofeedback concepts, terms, and techniques, including biofeedback applications for treating and diagnosing a wide range of psychophysiological disorders, such as headaches, temporomandibular disorder, Raynaud's disease, chronic lower-back pain, and irritable bowel syndrome. Training in diaphragmatic breathing and biofeedback-assisted relaxation strategies for teaching patient self-regulation of tension-related problems. Hands-on laboratory experience and training in thermal, electromyographic, and electrodermal activity of biofeedback.

Prerequisite: PSYC 581, PSYC 581L.

PSYC 558 Psychological and Forensic Assessment and Evaluation of Competencies (3)

Studies the legal and psychological analyses of competence. Gives attention to conceptual models of assessment and evaluation, with special emphasis on empirical foundations. Students examine pertinent, legally relevant assessment and evaluation instruments, and their development and use--focusing on reliability and validity issues. Includes competence to stand trial, insanity plea, guardian and conservatorship, consent to treatment, capacity to parent, malingering, waiver of rights, and other related issues requiring inquiry, assessment, and evaluation.

PSYC 564 Foundations of Social and Cultural Psychology (4)

Surveys research, theory, and applications of social psychology within the context of other areas of psychology and related disciplines. Emphasizes scientific study of how people think about, influence, and relate to each other--both at the interpersonal and intergroup levels--within the context of cultural, social, and related phenomena. Applications to areas of psychology, such as clinical, health, and organizational psychology; as well as to economics, politics, and social issues.

PSYC 566 Cross-Cultural Psychology (2)

Examines cross-cultural variations in psychological processes and human behavior in light of the role of culture and implications for the universality of psychological principles. Examines cross-cultural research, theory, and interventions in terms of their implications for the understanding of cross-cultural variations and the universality of psychological

knowledge; the implications for the study and practice of psychology in a multicultural society and interdependent world. Includes basic areas--such as personality, developmental, and social psychology--as well as clinical and other professional areas.

PSYC 567 Human Diversity (3)

Surveys theories, research, and interventions dealing with culture and ethnicity in mental health and clinical practice. Focuses on working with ethnic minorities, while emphasizing the effects of culture, ethnicity, and socio-economic factors in the behavior of all ethnic-minority as well as mainstream individuals and groups. The role of cultural and socioeconomic factors in psychological processes, psychopathology, psychological assessment, and intervention examined within the context of human diversity and community.

PSYC 569 Psychological Disorders and Forensic Issues (2)

Examines the special problems faced by a psychologist specific to the psychological disorders of PTSD, pain, traumatic brain injury, and other related dysfunctions. Focuses on preparing, presenting, and explaining results that will provide evidence useful to the court and from which legal decisions can be determined.

PSYC 571 Adult Psychopathology (4)

Advanced overview of the major theoretical and empirical approaches to the understanding and classification of adult psychopathology in light of contemporary psychological research and the context of culture. The DSM-IV provides the basic structure for analysis of the various major types of adult psychopathology, including schizophrenia and other psychotic disorders, mood disorders, anxiety disorders, dissociative disorders, personality disorders, adjustment disorders, and cognitive disorders.

PSYC 572 Child Psychopathology (2)

Advanced overview of the major theoretical and empirical approaches to the understanding and classification of child psychopathology in light of contemporary psychological research and the context of culture. The DSM-IV provides the basic structure for analysis of the major types of child psychopathology, including mental retardation, learning disorders, pervasive developmental disorders, conduct disorders, and eating disorders.

Prerequisite: PSYC 571; or consent of instructor.

PSYC 574 Personality Theory and Research (4)

Surveys the major theories and contemporary areas of development in the field of personality. Examines theories in light of contemporary research evidence in areas dealing with individual patterns of thinking, feeling, and acting; as well as developments in areas such as the biological, cultural, and social foundations of human behavior. Evaluates theories based on criteria such as stimulation of research and applications. Attempts to integrate knowledge from the various basic areas of scientific psychology--such as learning, motivation, and emotion--in order to advance the understanding of current issues and trends in personality theory, research, measurement, and applications.

PSYC 575 Foundations of Human Development (4)

Considers human development from conception through old age--including personality as well as social, cognitive, and physiological aspects of development. Emphasizes contemporary developments in research, theory, and applications.

PSYC 576 Social Cognitive Development (3)

Focuses on development of social relationships and cognitive processes across the life span. Reviews the major theories of social and cognitive development and the empirical examination of these theories. Gives attention to how individuals think about their social world, as well as how the social world and thought processes interact to influence behavior.

Prerequisite: PSYC 575.

PSYC 577 Emotional Development (3)

Examines theories and research related to attachment, relational development within families, and emotional self-regulation across the lifespan. Analyzes the foundation and applications regarding emotional process to further understand the connections with interpersonal functioning, adjustment, and personality within parental, marital, and broader social contexts.

Prerequisite: PSYC 575.

PSYC 581 Psychological Treatment I: Behavioral and Cognitive Therapies (2)

Basis for understanding behavior therapy, the concepts and techniques of classical conditioning and operant conditioning interventions, and the empirical data regarding the efficacy of this treatment orientation.

Prerequisite: PSYC 571; and consent of instructor.

PSYC 582 Psychological Treatment II: Psychodynamic Therapy (2)

Basis for understanding psychodynamic therapy (from psychoanalysis to object-relations therapy to short-term psychodynamic therapy), the concepts and techniques of various types of psychodynamic interventions, and the empirical data regarding the efficacy of this treatment orientation.

Prerequisite: PSYC 571; or consent of instructor.

PSYC 583 Psychological Treatment III: Humanistic/Phenomenological Approaches to Therapy (2)

Overviews the various humanistic/phenomenological approaches to therapy, including client-centered and Gestalt therapies. Student develops an understanding of concepts and techniques of the various approaches, as well as the empirical data regarding the efficacy of these treatment orientations.

Prerequisite: PSYC 582; or consent of instructor.

PSYC 584 Psychological Treatment IV: Conjoint and Group Psychotherapies (2)

Provides the student with understanding of conjoint and group psychotherapies. Presents the concepts and techniques of conjoint and group psychotherapies, as well as the empirical data regarding the efficacy of these interventions.

Prerequisite: PSYC 571; or consent of instructor.

PSYC 591 Colloquia (1)

Students participate in a series of lectures presented by distinguished speakers in the various areas of scientific and professional psychology. Students prepare a report critiquing each of the presentations attended. Enrollment is for 1 unit each year for three years.

PSYC 594 Readings in Psychology (1-4)**PSYC 595 Directed Research (1-12)**

Academic credit for research leading to the second-year project. A total of 12 units required.

PSYC 596 Directed Study (1-4)

Academic credit for specific research projects arranged between individual students and faculty members. May include readings, literature review, and/or laboratory research. Not to be used for the second-year project.

PSYC 597 Supervised Research (1)

Academic credit for research for those students who have not yet advanced to doctoral candidacy. Not to be used for the second-year-project.

PSYC 598 Master's Thesis (1-4)

Required course for all master's degree students in the experimental psychology program.

PSYC 604 Advanced Topics in Multivariate Analyses (2)

Advanced topics in statistical analysis and research methods in psychology.

Prerequisite: PSYC 503, PSYC 505.

PSYC 614 Neuropsychological Assessment (2)

Instruction in the administration, scoring, interpretation, and report write-up of various neuropsychological instruments and batteries, including the Halstead Reitan Neuropsychological Battery, the Luria Nebraska Neuropsychological Battery, and others. Considers the empirical reliability and validity of data for each instrument; supervised practice in their use and interpretation.

Prerequisite: PSYC 514; or consent of the instructor.

PSYC 615 Advanced Rorschach Assessment (2)

Advanced issues in the interpretation and integration of Rorschach findings. Includes a review of Rorschach scoring and interpretation, with an emphasis on difficult scoring and interpretation issues including the use of Rorschach with children and adolescents. Includes experience with scoring and interpreting example cases.

Prerequisite: PSYC 514, PSYC 514L.

PSYC 616 Neuropsychological Assessment II (2)

An advanced approach to the strategies of neuropsychological assessment. Focuses on the use of flexible test collections tailored to assess neuropsychological disorders (such as depression and psychosis) and neurological disorders (such as dementia, attention disorders, and stroke). Emphasizes neuropsychological test integration, case conceptualization, and diagnostic inference.

Prerequisite: PSYC 553 or PSYC 654; or consent of the instructor.

PSYC 646 The Nature of Emotion (3)

Seminar course that considers the fundamental questions in the scientific investigation of the emotions--including the theories of emotional taxonomy, the expression of emotion in neurophysiological and muscular systems, facial expression and the universality of emotions, the cognitive foundations of emotional processing and expression, and emotional memory.

Prerequisite: PSYC 545, PSYC 551; or consent of instructor.

PSYC 654 Behavioral Neurology (3)

Seminar course that examines the intersection of the fields of neurology and neuropsychology. Includes general principles of neurology, neuropathology, and neurological examinations with an emphasis on material useful for the neuropsychologist to function as a member of a clinical team.

PSYC 655 Principles of Psychophysiology (3)

Seminar course in basic methodological, inferential, and conceptual issues in psychophysiology. Beginning with principles of inference and psychophysiological constructs, the course considers each of the major physiological systems--including the electrodermal, skeletomotor, electrocortical, cardiovascular, pulmonary, and sexual response systems. Major papers, both current and historical, relevant to these systems and the major conceptual lines of research.

Prerequisite: or consent of instructor.

PSYC 656 Seminar in Cortical Functions: Frontal Cortex (2)

Readings and discussions on the neuroanatomy and function of the frontal lobe cortex, the neurological and neuropsychological disorders, assessment strategies, and treatment strategies associated with frontal lobe damage.

Prerequisite: PSYC 552; or consent of instructor; corequisite course(s), if any.

PSYC 657 Seminar in Cortical Functions: Posterior Cortex (2)

Readings and discussions on the neuroanatomy and function of the parietal, temporal, and occipital lobe cortices; the neurological and neuropsychological disorders; assessment strategies; and treatment strategies associated with damage to the posterior portions of the brain.

Prerequisite: PSYC 552; or consent of instructor; corequisite course(s), if any.

PSYC 658 Seminar in Subcortical Function (2)

Readings and discussions on the neuroanatomy and function of the major subcortical structures--including the basal ganglia, limbic system, thalamus, cerebellum, and brainstem. Seminar covers the neurological and neuropsychological disorders, assessment strategies, and treatment strategies associated with damage to these subcortical structures.

Prerequisite: PSYC 552; or consent of instructor; corequisite course(s), if any.

PSYC 659 Child Socialization Processes (3)

Focuses on honing human relation/interaction skills necessary for intervention with children and families. Gives attention to developing a working knowledge of 2-to-5-year-old children's social, emotional, and cognitive development through course readings and through interactions with preschool age children within the laboratory component of the course.

PSYC 674 Infant and Toddler Development (2)

Focus on infant development from 0 through 36 months of age, examining milestones of cognitive, motor, and psychosocial development. Developmental scales and instruments that address these aspects of infant/toddler development examined within the context of assessment and intervention.

PSYC 675 Cognitive Development (2)

Current research and theory regarding cognitive development across the lifespan. Reading focuses on development in adolescence and in young, middle, and late adulthood. Specific topics to be covered include: intelligence, creativity, memory and autobiographical memory, consciousness, spatial cognition, imagery, social cognition, and moral reasoning. Explores changes in cognition over adulthood, with consideration of how these changes affect an individual's growth and development in other domains.

Prerequisite: PSYC 575; or consent of the instructor.

PSYC 676 Geropsychology (1)

Covers human development from late adulthood through old age and death, with particular emphasis on the physical and psychological factors inherent in the aging process. Social, cognitive, physical, and psychological changes examined in light of contemporary research and theory. Required for California psychology licensure.

PSYC 679 Universal Psychiatric Care (1, 2)

Provides opportunity to participate in an international institute featuring world leaders in psychiatric care. Topics include: world diagnostic guidelines, psychotropic medications and issues in treating ethnic populations, spirituality and psychiatry, transpersonal psychiatry in theory and practice, multidisciplinary teams in the practice of mental health services, and problems of mental health in immigrant populations. Students registering for 1 unit participate in ten hours of lecture, including a pre- and post-session. Those taking 2 units also develop a major paper on one of the institute topics.

PSYC 681 Clinical Supervision: Concepts, Principles, and Functions (2)

Seminar course in the basic skills and corresponding knowledge of clinical psychology supervision. Different theoretical approaches to conceptualizing the clinical supervisor-supervisee dyad and the supervisory process. Principles, methods, and techniques of individual, group, and live supervision. Supervision of interpersonal issues and dilemmas, multicultural context, ethical and legal considerations, and research issues and methods. Prepares the student to become a supervision trainee.

PSYC 682 Psychotherapy Supervision Practicum (1, 2)

A supervised practice experience in psychotherapy supervision. Enhances the supervision trainee's awareness of what experiences and personal tendencies s/he brings to the process of supervising, how to increase his/her skills in managing the supervisory relationship to the benefit of the supervisee and the trainee's own professional development, and how to enrich his/her understanding of reciprocal meanings and concepts. Provides information that can be used by the student in making decisions about further training in psychotherapy supervision and possibly about pursuing a specialty in psychotherapy supervision.

Prerequisite: PSYC 681; or consent of the instructor.

PSYC 683 Management, Consultation, and Professional Practice (2)

Seminar course in the management, consultation, and business skills needed by the clinical psychologist to fit into contemporary integrated health and mental health care delivery systems (i.e., a health-maintenance organization or an independent-practice association). Explores the wide range of roles psychologists are playing in developing, evaluating, and administering behavior health care services. Emphasizes examining how the psychologist's clinical and research skills can enhance his/her ability to adapt to a changing marketplace.

PSYC 684 Human Sexual Behavior and Treatment (1)

Human sexuality in contemporary society. Physiological, psychological, sociocultural, and developmental factors associated with human sexuality. Interventions for sexual dysfunctions and sexual well-being. Fulfills California state licensing requirements for psychologists.

PSYC 685 Drug Addiction and Therapy (2)

Overviews the definitions, incidence, detection, assessment, effects, and ethical/legal/therapeutic management of substance abuse. Fulfills California state licensing requirements for psychologists.

PSYC 686 Child, Partner, and Elder Abuse (2)

Overviews the definitions, incidence, detection, assessment, effects, and the ethical, legal, and therapeutic management of child, partner, and elder/dependent-adult abuse. Perpetrator and victim characteristics, including cultural and ethnic diversity factors. Controversies regarding assessment techniques, diagnoses, sequelae syndromes, interventions, and forensic issues. Fulfills California state licensing requirements for psychologists.

PSYC 687 Cognitive Behavioral Treatment of Anxiety Disorders (2, 3)

Advanced course in the assessment of cognitive behavioral treatment of the DSM-IV anxiety disorders. Concurrent group-therapy experience observing/engaging in cognitive behavioral therapy with adult clients.

Prerequisite: PSYC 581; or consent of the instructor.

PSYC 688 Empirically Supported Treatments of Depression (2)

Advanced course in the clinical assessment and treatment of DSM-IV unipolar depressive disorders. Three empirically validated treatments: cognitive therapy, behavioral therapy, and interpersonal psychotherapy of depression. Assesses treatment outcome.

Prerequisite: PSYC 581; or consent of the instructor.

PSYC 694 Seminar in Advanced Topics in Psychology (1-4)

PSYC 695 Issues in Clinical Psychology (1-4)

Seminar course that examines current issues of clinical knowledge and the application of that knowledge as required for the competent practice of clinical psychology.

PSYC 696 Psy.D. Research (1-4)

Develops the Psy.D. research proposal.

Prerequisite: PSYC 502, PSYC 504; and admission to Psy.D. degree program.

PSYC 697 Doctoral Research (1-12)

Academic credit for dissertation research. A total of 36 units required.

PSYC 698 Doctoral Project (1-4)

Course credit for work on doctoral project. (Students must enroll for at least 1 unit during each quarter from the acceptance of the proposal until the project is completed.)

Prerequisite: PSYC 504; and advancement to candidacy.

PSYC 699 Doctoral Dissertation (1-4)

Course credit for work on doctoral dissertation. (Students must enroll for at least 1 unit during each quarter from the acceptance of the proposal until the dissertation is completed.)

Prerequisite: Advancement to doctoral candidacy.

PSYC 721 Practicum Preparation I (3)

Required all Psy.D. and Ph.D. degree students. Helps students learn beginning assessment and counseling skills. Incorporates demonstrations to facilitate learning. Prepares graduate students for both internal and external practicum.

PSYC 729 Teaching of Psychology Practicum (1-11)

Supervised teaching experience for students completing PSYC 523 or those with previous teaching experience.

PSYC 781 Internal Practicum (2)

Required unit for Psy.D. degree students, elective clinical training experience for Ph.D. degree students. Second-year practicum provides students with clinical training before they enter the formal practicum sequence. May be repeated twice for a total of 3 units.

PSYC 782 External Practicum I (4)

Provides students with a pre-internship level of clinical psychology training that will be more intensive, extensive, and continuous than anything they have previously experienced in the academic/clinical aspects of the program. A highly integrated component in the student's entire sequence of training and education at Loma Linda University. Provides (a) access to greater numbers of practicing psychologists who can serve as valid role models; (b) further education and experience in the areas of psychological assessment, diagnostic conceptualizations, and scientifically based treatment regimens; and (c) additional training with regard to the ethical, legal, and professional standards of the profession of clinical psychology.

Prerequisite: Completion of two years of the clinical psychology program Loma Linda University and good academic and professional standing in the program.

PSYC 783 External Practicum II (4)**PSYC 784 External Practicum III (4)****PSYC 785 External Practicum IV (4)****PSYC 786 External Practicum V (4)****PSYC 795 Directed Clinical Experience (1-3)**

For students who have finished their external practicum and pre-internship but who still desire further clinical training before going on internship. Also open to those occasional students who are not a part of the doctoral degree program but who are seeking a particular clinical experience available through the department. Clinical experience individually designed according to the needs and desires of the student and under the direction of a member of the department's faculty. May be repeated to a maximum of 8 units.

PSYC 798 Pre-Internship (4)

Elective clinical experience for students who have successfully completed the practicum year. May be repeated to a maximum of 16 units.

PSYC 799 Internship (.5, 1)

(Must be repeated to a total of 4 units.)

Prerequisite: Advancement to candidacy and completion of all academic course work.

PSYC 512L Assessment I, Practice Laboratory (1)

Supervised experiences in administering, scoring, interpreting, and report writing relevant to various adult and child intelligence and achievement instruments.

PSYC 513L Assessment II, Practice Laboratory (1)

Supervised experiences in administering, scoring, interpreting, and reporting relevant to various adult and child objective personality instruments.

Corequisite: PSYC 513.

PSYC 514L Assessment III, Practice Laboratory (1)

Supervised experiences in administering, scoring, interpreting, and report writing relevant to various adult and child projective personality instruments.

Corequisite: PSYC 514.

PSYC 581L Psychological Treatment I: Behavioral and Cognitive Therapies Practice (1)

Supervised experience observing and/or engaging in behavior therapy in laboratory assignments.

Corequisite: PSYC 581.

PSYC 582L Psychological Treatment II: Psychodynamic Therapy Practice (1)

Supervised experience observing and/or engaging in psychodynamic therapy.

Corequisite: PSYC 582.

PSYC 583L Psychological Treatment III: Humanistic/Phenomenological Therapy Practice (1)

Provides the student with supervised experience observing and/or engaging in humanistic/phenomenological therapy.

Corequisite: PSYC 583.

PSYC 584L Psychological Treatment IV: Group Psychotherapies Practice (1)

Supervised experience observing and/or engaging in conjoint or group therapy.

Prerequisite: PSYC 571. Corequisite: PSYC 584.

PSYC 799A Internship (5)

A one-year internship completed at either an APA- or APPIC-approved placement. Limited to students who begin their internship mid-Summer Quarter (usually the middle of July). Requires 250 contact hours of clinical experience. Student registers initially for 5 units and registers the following Summer Quarter for an additional 5 units.

PSYC 799B Internship (10)

A one-year internship completed at either an APA- or APPIC-approved placement. Limited to students who begin their internship either at the beginning of Summer Quarter or the beginning of Fall Quarter. Requires 500 contact hours per quarter of clinical experience. Student registers for 10 units per quarter.

Psychiatry

PSYT 514 Psychopathology (1, 3)

Intensive introduction to medical disorders and their treatment. Building on understanding of the neural substrates of normal behavior, emphasizes abnormal brain findings in the mental disorders, along with the social and psychological consequences of the disorders. Includes an introduction to psychotherapeutic approaches and psychiatric medications.

PSYT 521 Enter Your Patient's World (2)

A lecture covering subjects vital to providing compassionate, perceptive medical care. Topics include doctor-patient communication, ethnic and cultural issues, identifying abuse stages of life, dying and palliative care, sexuality, and understanding the determinants of personality.

PSYT 522 Enter Your Patient's World (1)

A lecture covering subjects vital to providing compassionate, perceptive medical care. Topics include doctor-patient communication, ethnic and cultural issues, identifying abuse stages of life, dying and palliative care, sexuality, and understanding the determinants of personality.

PSYT 599 Psychiatry Directed Study (1.5-18)

PSYT 701 Psychiatry Clerkship (1.5-9)

Third-year, six-week psychiatry clerkship includes five weeks divided between two psychiatry treatment sites, and one week at an addiction-treatment site. Clerkship experiences offer broad and varied training in the treatment of psychiatric problems of adults and children. Students participate in an interactive case-based seminar series.

PSYT 891 Psychiatry Elective (1.5-18)

Fourth-year medical students have the opportunity to take electives with psychiatry faculty in child and adult settings, as well as an intensive reading/discussion course in religion and psychiatry.

Physical Therapy Assistant

PTAS 201 Anatomy (4)

Anatomy of the human body, with emphasis on the neuromuscular and skeletal systems, including anatomical landmarks. Basic neuroanatomy of the central nervous system.

PTAS 203 Applied Kinesiology (4)

Introduces functional anatomy of the musculoskeletal system. Applies biomechanics of normal and abnormal movement in the human body. Introduces components of gait. Lecture and laboratory.

Prerequisite: PTAS 201.

PTAS 205 Introduction to Physical Therapy (1)

Physical therapy practice and the role of the physical therapist assistant in providing patient care. Quality assurance. Interpersonal skills. Introduces the multidisciplinary approach. Familiarizes the student with health care facilities and government agencies.

PTAS 206 Documentation Skills (1)

Introduces basic abbreviations, medical terminology, chart reading, and note writing.

PTAS 212 Physical Therapy Procedures (3)

Principles of basic skills in the physical therapy setting. Goniometry. Sensory- and gross-muscle testing. Mobility skills in bed and wheelchair and transfer training. Gait training and activities of daily living. Body mechanics, positioning, and vital signs. Architectural barriers identified. Teaching techniques for other health care providers, patients, and families. Wheelchair measurement and maintenance. Lecture and laboratory.

PTAS 224 General Medicine (3)

Introduces general-medicine conditions, including pathology and management of medical problems. Diseases of the body systems, including urinary, reproductive, digestive, circulatory, endocrine, and musculoskeletal. Theoretical principles and practical application of respiratory techniques, exercises, and postural drainage. CPR certification must be obtained before end of term.

PTAS 225 Neurology (3)

Introduces neurological conditions, including pathology and management of medical problems of stroke, head injury, Parkinson's disease, spinal cord and nerve injuries, and other conditions.

PTAS 226 Orthopaedics I (3)

Introduces common orthopaedic conditions, pathologies, and surgical procedures involving the peripheral joints. Introduces joint mobilization. Procedures and progression of therapeutic exercises for each specific joint covered as these exercises relate to tissue repair and healing response. Practical laboratory includes integration of treatment plans and progressions.

PTAS 227 Therapeutic Exercise (2)

Introduces therapeutic exercise theories and practical applications. Tissue response to range of motion, stretch, and resistive exercise. Laboratory covers practical applications of various types of exercise techniques and machines used in the clinics, and a systematic approach to therapeutic exercise progression.

PTAS 231 Physical Therapy Modalities (3)

Basic physical therapy modalities--including heat and cold application, hydrotherapy and massage, pool therapy, physiology and control of edema, stump wrapping, standard precautions, and chronic-pain management. Lecture and laboratory.

PTAS 236 Applied Electrotherapy (3)

Principles and techniques of electrotherapy procedures, including basic physiological effects. Indications and contraindications for specific electrotherapy modalities. Practical application and demonstration of modalities in a laboratory setting.

PTAS 238 Wound Care (1)

Normal structure and function of the skin. Pathology of the skin, including problem conditions, burns, and wounds. Lecture and laboratory to include wound identification, measuring, dressing, treatments, and debridement. Model wounds used for hands-on training.

PTAS 241 Applied Pediatrics (2)

Normal and abnormal development, from conception to adolescence. Emphasizes developmental sequence, testing, and treatment of neurological and orthopaedic disorders. Practical laboratory.

PTAS 243 Applied Geriatrics (3)

Introduces various aspects of geriatric care. Wellness care and adaptation to exercise modalities. Procedures pertaining to the geriatric patient. Diagnosis and aging changes that affect function in geriatric rehabilitation.

PTAS 244 Introduction to Athletic Training for the Physical Therapist Assistant (1)

Introductory study of the neuromusculoskeletal system as it applies to the athletic population. Student develops and implements a sports-medicine program and participates in physical examination. Medical emergencies in the sports-medicine setting, criteria for return to play, types and frequency of sport-specific injuries, pregame sidelines/courtside setup, techniques of applying athletic tape to various body locations, and on-field examinations.

PTAS 251 Orthopaedics II (3)

Introduces common orthopaedic conditions, pathologies, and surgical procedures of the spine. Treatments, procedures, and progression of therapeutic exercises of the spine as related to tissue repair and healing response. Practical laboratory includes integration of treatment plans and progressions.

PTAS 252 Applied Neurology (3)

Introduces techniques to facilitate neurodevelopmental treatment, proprioceptive neuromuscular facilitation, Brunnstrom, and principles of therapeutic exercise of the cardiac patient. Practical laboratory.

PTAS 261 Physical Therapy Practice (1)

Student observes evaluations, treatments, and various diagnoses; completes a resume and a state licensing application; and prepares and presents a case study and in-service. Billing procedures and third-party payors.

PTAS 264 Applied Prosthetics and Orthotics (2)

Introduces basic principles in the use of selected prosthetic and orthotic devices. Exposes student to various types of devices; discusses patient adjustment to devices. Examines indications and contraindications for orthotic and prosthetic use with patients seen in physical therapy.

Prerequisite: PTAS 203.

PTAS 265 Professional Seminar (1)

Contemporary theories and practices of physical therapy. Topics covered by faculty and guest lecturers include: sports taping, ortho taping, soft tissue, geriatric experience through affective learning. Lecture and laboratory.

PTAS 275 Psychosocial Aspects of Health (2)

Psychological and sociological reactions to illness or disability. Includes trauma, surgery, and congenital and terminal illness. Individual and family considerations.

PTAS 291 Physical Therapist Assistant Practicum (1)

Two-week assignment to be completed during the Winter Quarter in an affiliated clinical setting. Emphasizes patient and staff working relationships. Awareness of patient disorders and limited application of physical therapy techniques. Forty clock hours per week of supervised clinical experience.

PTAS 293 Physical Therapist Assistant Affiliation I (6)

One six-week assignment to be completed during the Spring Quarter. Students exposed to a variety of clinical settings. Forty clock hours per week of supervised clinical experience. The combined total of twenty weeks--including PTAS 291, 293, 294, 295--of clinical experience prepares the student for entry-level performance.

PTAS 294 Physical Therapist Assistant Affiliation II (6)

One six-week assignment to be completed during the Summer Quarter. Students exposed to a variety of clinical settings. Forty clock hours per week of supervised clinical experience. The combined total of twenty weeks--including PTAS 291, 293, 294, 295--of clinical experience prepares the student for entry-level performance.

PTAS 295 Physical Therapist Assistant Affiliation III (6)

Second of two six-week assignments to be completed during the second Summer Quarter. Exposure to a variety of clinical settings. Forty clock hours per week of supervised clinical experience. The combined total of twenty weeks--including PTAS 291, 293, 294, 295--of clinical experience.

Public Administration

PUAD 665 Information Technology and Decision Science (4)

PUAD 668 Philosophy and Theory of Public Interest (4)

Examines principal themes and arguments in Western political philosophy in relation to their application in social policy and public administration. Special attention given to the political ideologies of classic individualistic liberalism and civic republicanism as primary sources for an American public philosophy.

PUAD 669 Intergovernmental and Public Relations (3)

Requisites of sound public relations programs among government agencies and for communicating with the general public. Techniques for selecting, preparing, and disseminating governmental issues: media; social, psychological and political principles.

PUAD 674 Philanthropy and Development Management (3)

Reviews the process and skills required to develop and manage philanthropic advancement, including planning. The role of administration in achieving development goals.

PUAD 675 Public Financial Management and Budgeting (3)

Addresses the role, dynamics, politics, and processes involved in the public budgetary function; and associated budget-preparation methods. Introduces students to advanced techniques employed by financial analysts in the public sector, including forecasting techniques, performance-measurement construction, activity-based costing, and expenditure-analysis techniques. Examines types and structure of contemporary revenue sources. Reviews the fiscal interrelationships among federal, state, and local levels of government.

PUAD 676 Cost-Benefit Analysis (2)

Addresses evaluation of government programs using cost-benefit analysis. Examines how scarce or unemployed resources should be priced, the choice of proper time-discount rates, treatment of income-distribution issues, human investments, environment benefits, intergovernmental grants, and regulatory problems. Students examine case studies and complete an evaluation of a program using cost-benefit analysis.

PUAD 677 Organizational Behavior (4)

Introduces a wide variety of theories, models, strategies, and experiences in the aspect of management that focuses on understanding, predicting, and influencing human behavior in an organization. Develops skills with which thinking administrators can find their own solutions to problems in specific situations and can function effectively with their employees in the work environment.

Prerequisite: SOWK 672.

PUAD 678 Public Administration Management (3)

Reviews the theoretical roots and values of public administration and how these influence perspectives in contemporary public administration management. Emphasizes understanding of the nature of public accountability and the achievement of public goals. Integrates the various theoretical frameworks and analytical tools used to support executive decision making, contingency development, and the implementation of planned change. Reviews diffusion strategies, future forecasting, PERT, and other administrative tools.

PUAD 688 Administrative Law (3)

Administrative perspectives on legal principles of agency rule-making and adjudication; distinctions between informal and administrative actions; decision-making; judicial review; and public control of administrative decisions.

PUAD 698 Doctoral Project (4)

Successful completion of the doctoral project requires demonstrated competency in two areas of public administration and social policy. Project design gives students an opportunity to reflect critically on the role and functions of public administration, demonstrate administrative problem solving, and exhibit their leadership capacities. Student chooses two areas of specialization; identifies a significant problem in each; applies appropriate research and administrative analysis; and formulates plausible solutions that illustrate a thorough understanding of the relevant technical, legal, ethical, and political issues. Project prepared in consultation with the student's doctoral guidance committee.

Radiology

RADS 891 Radiology Elective (1.5-18)

Radiation Medicine

RDMN 891 Radiation Medicine Elective (1.5-18)

Reading

RDNG 77 Basic Reading Skills--Able I (2)

For students with limited English language facility and fluency. Focuses on word-recognition skills using the Action Phonics method, and oral language communication exercises. Includes vocabulary development, strategies to enhance reading comprehension and study skills, and methods to increase reading rate. Explores a wholistic view of successful student life--including interpersonal relationships, cultural awareness and adaptation, and societal and emotional issues.

RDNG 176 Study Skills for College Success (1)

Develops cognitive organizational strategies while increasing the student's rate of reading. Demonstrates brain-compatible learning techniques based on current research. Highlights information-processing techniques to be used when reading textbooks. Develops previewing, skimming, and scanning techniques that enable the student to do quick reviews of course content. Includes efficient memory techniques, test-taking skills, anxiety-reduction strategies, and techniques for maintaining a positive family environment while in a heavy study program.

RDNG 177 Reading Techniques--Able II (2)

Advanced reading course to enhance success in academic programs. Causes and effects of academic stress; ways of handling stress. Memory techniques, test-taking strategies, skills for dynamic information processing, and more efficient reading comprehension.

RDNG 277 Advanced Reading Techniques--Able III (2)

Advanced reading course to increase student's rate of reading by developing cognitive organizational strategies such as: special techniques for processing information while reading textbooks; and previewing, skimming, and scanning techniques. Advanced skills for improving memory, taking tests, and reducing anxiety.

Religion-Ethical Studies

RELE 400 Current Issues in Religion and Society (1-4)

Lecture series addresses a particular topic in bioethics from a variety of theological and religious perspectives. Focuses on current controversial topics in society and health care settings. May be repeated, depending on topic.

RELE 447 Religion and Society (2-4)

Explores biblical themes that call individuals of faith to foster social and personal transformation. Examines the dynamics involved when a religious movement evolves toward a religious institution. Models of relationship between church and the world. Additional project(s) required for third and fourth units.

RELE 455 Christian Understanding of Sexuality (2, 3)

Interpretations of human sexuality in ancient, medieval, and modern Christian thought, with emphasis on contemporary issues such as marriage, divorce, homosexuality, and artificial human procreation. Additional project required for third unit.

RELE 456 Personal and Professional Ethics (2, 3)

The foundations, norms, and patterns of personal integrity and professional responsibility. Additional project required for third unit.

RELE 457 Christian Ethics and Health Care (2, 3)

Ethical issues in modern medicine and related fields from the perspective of Christian thought and practice. Additional project required for third unit.

RELE 499 Directed Study (1-3)

Prerequisite: Consent of instructor.

RELE 500 Current Issues in Religion and Society (1-4)

Lecture series addresses a particular topic in bioethics from a variety of theological and religious perspectives. Focuses on current controversial topics in society and health care settings. May be repeated, depending on topic.

RELE 505 Clinical Ethics (3, 4)

Case-based analysis of bioethics, with emphasis on clinical applications. Conceptual and historical readings in bioethics. Additional project required for fourth unit.

RELE 522 Bioethical Issues in Social Work (3, 4)

Theoretical and practical dilemmas in bioethics. Contributions of social workers to these issues. Additional project required for fourth unit.

RELE 524 Christian Bioethics (3, 4)

Christian perspectives on ethical issues in health care. Additional project required for fourth unit.

RELE 525 Ethics for Scientists (3, 4)

Ethical aspects of scientific research, with emphasis on Christian contributions. Additional project required for fourth unit.

RELE 534 Ethical Issues in Public Health (3, 4)

Ethical issues encountered by public health administrators, educators, and investigators. Additional project required for fourth unit.

RELE 547 Christian Business Ethics (3, 4)

Christian and other perspectives on ethical issues in business and their pertinence to health care delivery and administration. Additional project required for fourth unit.

RELE 548 Christian Social Ethics (3, 4)

Relationships between Christian beliefs and social theory and practice. Additional project required for fourth unit.

RELE 554 Clinical Ethics Practicum I (4)

Theories and applications of ethics in the clinical setting.

RELE 555 Clinical Ethics Practicum II (4)

Theories and applications of ethics in the clinical setting.

Prerequisite: RELE 554.

RELE 577 Theological Ethics (3, 4)

Ethical implications of the primary theological legacies of Western culture. Additional project required for fourth unit.

RELE 588 Philosophical Ethics (3, 4)

Ethical themes and significant theorists in Western philosophy. Additional project required for fourth unit.

RELE 589 Biblical Ethics (3, 4)

Exploration of the nature of biblical ethics and the contribution that the Bible makes to ethical reflection and action. Additional project required for fourth unit.

RELE 624 Seminar in Christian Ethics (3, 4)

Advanced study of selected topics in Christian ethics.

Prerequisite: Consent of instructor.

RELE 699 Directed Study (1-6)

Prerequisite: Consent of the instructor.

RELE 704 Medicine and Ethics (2)

Introductory study of Christian medical ethics, emphasizing personal integrity of the physician, the process of moral decision making, and ethical problems facing contemporary medicine, such as abortion and euthanasia.

RELE 705 Ethics in Pharmacy Practice (2)

Ethical issues and principles in the contemporary practice of pharmacy. Christian resources and professional expectations for the ethical decisions of pharmacists.

RELE 706 Advanced Ethics in Pharmacy Practice (2)

Creates an atmosphere of in-depth analysis and discussion of ethics in pharmacy practice. Students bring their own cases to discuss in addition to course readings, guest lectures, and moral decision-making models.

RELE 714 Advanced Medical Ethics (2)

Advanced study of issues and cases in contemporary medical ethics.

RELE 734 Christian Ethics for Dentists (2)

Ethical issues in contemporary dentistry. Christian resources for ethical decision making.

Religion-General Studies

RELG 265 Special Topics in Religion (1-4)

Lecture and discussion of a current topic in religion bearing on the theory or practice of one aspect of the discipline. Specific content varies from quarter to quarter. May be repeated for additional credit.

RELG 504 Research Methods (2-4)

Studies presuppositions and procedures for scholarship in religion and ethics, with an introduction to research in the natural and behavioral sciences. Practical themes include writing, library and Internet resources, and forms of scholarly papers and articles. Two units of credit may be given for research methods class taken in another discipline. Additional project required for fourth unit.

RELG 674 Reading Tutorial (3, 4)

Reading course for graduate students in religious studies. Topics vary depending on student and instructor interests. Additional project required for fourth unit.

Prerequisite: Consent of instructor.

RELG 696 Project (1-4)

Prerequisite: Consent of instructor and of student's adviser.

RELG 697 Independent Research (1-8)

Prerequisite: Consent of instructor and of student's adviser.

RELG 698 Thesis (1-4)

Prerequisite: Consent of instructor and of student's adviser.

RELG 795 Clinical Internship (12)

Supervised clinical internship. Minimum of one hour of individual supervision per week, and a final evaluation from the supervisor at the completion of 400 hours of clinical internship.

Religion-Relational Studies

RELR 404 Christian Service (1, 2)

Student participates in approved service learning with written reflection on the Christian reasons for service. Additional project required for second unit.

RELR 408 Christian Perspectives on Marriage and the Family (2, 3)

From a Christian perspective, overviews the family lifecycle. Additional project required for third unit.

RELR 409 Christian Perspectives on Death and Dying (2, 3)

From a Christian perspective, considers the meaning of death, including: the process of dying, cultural issues regarding death and dying, grief and mourning, suicide, and other related issues. Additional project required for third unit.

RELR 415 Christian Theology and Popular Culture (2, 3)

Examines concepts and practices in popular culture from a Christian perspective. Additional project required for third unit.

RELR 427 Crisis Counseling (2, 3)

Crisis phenomena, current crisis theory, a Christian model of crisis care, and the dynamics and practices of crisis care. Additional project required for third unit.

RELR 429 Cultural Issues in Religion (2, 3)

Studies similarities and differences between European-American culture and 'minority' cultures in America, and the differences pertaining to the way religion is perceived and practiced. Additional project required for third unit.

RELR 448 Church and Community Leadership (2, 3)

Theology and practice of lay church involvement and leadership by health care professionals. Additional project required for third unit.

RELR 475 Art of Integrative Care (2, 3)

The integration of psychosocial and spiritual care in the clinical setting. Additional project required for third unit.

RELR 499 Directed Study (1-3)

Prerequisite: Consent of instructor.

RELR 524 Clinical Pastoral Education (6-12)

Twelve-week course that includes supervised experience with patients, lectures by hospital staff, hospital rounds with physicians, seminars, and conferences. Five eight-hour days per week. [Limited enrollment. Credit earned in this course is recognized by the Association for Clinical Pastoral Education, Incorporated.]

RELR 525 Health Care and the Dynamics of Christian Leadership (3, 4)

Christian principles of leadership in the community and in the practice of health care. Additional project required for fourth unit.

RELR 527 Crisis Counseling (3, 4)

Crisis phenomena, current crisis theory, a Christian model of crisis care, and the dynamics and practices of crisis care. Additional project required for fourth unit.

RELR 528 Christian Citizenship and Leadership (3, 4)

Christian principles for fostering healthy communities, transforming the institutions of society, and providing public leadership. Additional project required for fourth unit.

RELR 535 Spirituality and Mental Health (3, 4)

Explores the interrelationship between spirituality and mental health. Seeks to enhance understanding of the term 'spirituality' in the context of religious traditions; considers the therapeutic effects both of spirituality and of religious traditions. Additional project required for fourth unit.

RELR 536 Spirituality and Everyday Life (3, 4)

Explores the place of spirituality in everyday life through assimilation of information drawn from religious theorists, theology, spiritual and religious practices, and occupation. Additional project required for fourth unit.

RELR 537 Issues in Pastoral Counseling (2)

Explores issues in the practice of pastoral counseling, such as pastoral assessment, theological reflections, and spirituality.

RELR 538 Methods in Pastoral Counseling (2)

Explores pastoral counseling methods; the uniqueness, and contributions to the field of religion and mental health.

RELR 564 Religion, Marriage, and the Family (3, 4)

The family in theological, historical, and ethical perspectives--with a Christian assessment of contemporary theories regarding the family. Additional project required for fourth unit.

RELR 565 Pastoral Theology and Methodology (3, 4)

Studies the biblical, theological, and historical foundations for the practice of ministry. Additional project required for fourth unit.

RELR 567 Pastoral Counseling (3, 4)

Provides overview of theology, history, theory, and practice of pastoral counseling. Additional project required for fourth unit.

RELR 568 Care of the Dying and Bereaved (3, 4)

Studies the biblical, theological, cultural, religious, relational, and psychological aspects of dying and death. Additional project required for fourth unit.

RELR 574 Preaching (3, 4)

Explores the why, what, where, and how of Christian proclamation, with emphasis on the development of basic skills for the preparation and delivery of biblical messages in a variety of settings. Additional project required for fourth unit.

RELR 575 Art of Integrative Care (3, 4)

The integration of psychosocial and spiritual care in the clinical setting. Additional project required for fourth unit.

RELR 584 Culture, Psychology, and Religion (3, 4)

Introduces the major contours of Western culture as they relate to various schools of psychological thought and the influence of religious beliefs. Additional project required for fourth unit.

RELR 585 Psychology of Religion (3, 4)

Psychological research of religion from an eclectic approach. Faith development, ethnographic varieties of religious experiences, narrative analysis, and cross-cultural religious experiences. Additional project required for fourth unit.

RELR 586 Psychology of Moral and Faith Development (3, 4)

Studies logical, moral, and faith reasoning from a cognitive-developmental perspective. How cultural and religious norms affect moral thinking. Additional project required for fourth unit.

RELR 587 Religion and the Social Sciences (3, 4)

Introduces classic and contemporary dialogues between religion and the social sciences. Additional project required for fourth unit.

RELR 694 Seminar in Clinical Ministry (3, 4)

Principles and practice of effective interaction with patients, parishioners, inmates, and other populations. Additional project required for fourth unit.

RELR 699 Directed Study (1-6)

Prerequisite: Consent of instructor.

RELR 701 Orientation to Religion and Medicine (2)

Examines the relationship between Scripture and the practice of medicine.

RELR 709 Christian Perspectives on Death and Dying (2)

From a Christian perspective, considers the meaning of death, including: the process of dying, cultural issues regarding death and dying, grief and mourning, suicide, and other related issues.

RELR 715 Christian Dentist in Community (2)

Studies Christian leadership in the local church, surrounding community, and the larger society, emphasizing the practical development of leadership skills.

RELR 717 Diversity and the Christian Health Professional (2)

Facilitates the development of personal and professional understanding and appreciation for the diversity in a multicultural society from a Judeo-Christian perspective.

RELR 725 Wholeness for Physicians (2)

Knowledge, values, attitudes, and skills contributing to the physician's goal of personal wholeness.

RELR 749 Personal and Family Wholeness (2)

Studies personal spiritual development as the center for individual and family life and professional practice, with special attention to balancing healthy family relationships and professional obligations.

RELR 775 Art of Integrative Care (2)

The integration of psychosocial and spiritual care in the clinical setting.

Religion-Theological Studies

RELT 404 New Testament Writings (2, 3)

Interprets selected letters and passages of the New Testament, with a view to their theological and practical significance for today. Additional project required for third unit.

RELT 406 Adventist Beliefs and Life (2, 3)

Fundamental tenets of Seventh-day Adventist faith and the lifestyle that such faith engenders. Additional project required for third unit.

RELT 415 Philosophy of Religion (2, 3)

Philosophical study of religion, including the nature and function of religious language, evidence for the existence of God, the problem of evil, and religious diversity. Additional project required for third unit.

RELT 416 God and Human Suffering (2, 3)

Suffering and evil in relation to the creative and redemptive purposes of God for this world. Additional project required for third unit.

RELT 419 Gospel of John (2, 3)

Key passages and themes in John, with an exploration of its message for today. Additional project required for third unit.

RELT 423 Loma Linda Perspectives (2-3)

History and philosophy of Loma Linda University as a Christian health-sciences institution that fosters human wholeness. Additional project required for third unit.

RELT 424 Biblical Prophets (2, 3)

Selected books, passages, and themes in the Old Testament prophets, with an exploration of their theological and practical significance for today. Additional project required for third unit.

RELT 425 Contemporary Religious Issues (2, 3)

Analyzes prominent topics in religion discussed in contemporary journals. Additional project required for third unit.

RELT 426 Jesus (2, 3)

Studies Jesus as healer and teacher, prophet and reformer, Son of God and Savior. Additional project required for third unit.

RELT 428 Gospel of Mark (2, 3)

Key passages and themes in Mark, with an exploration of its message for today. Additional project required for third unit.

RELT 429 Gospel of Luke (2, 3)

Key passages and themes in Luke, with an exploration of its message for today. Additional project required for third unit.

RELT 436 Adventist Heritage and Health (2, 3)

Origin and development of Seventh-day Adventist interest in health, from the background of nineteenth-century medicine and health reform to the present. Additional project required for third unit.

RELT 437 Current Issues in Adventism (2, 3)

Selected theological, ethical, and organizational questions of current interest in Adventism, with the goal of preparation for active involvement in the life of the Seventh-day Adventist Church. Recommended for students with a Seventh-day Adventist background. Additional project required for third unit.

RELT 439 Gospel of Matthew (2, 3)

Key passages and themes in Matthew, with an exploration of its message for today. Additional project required for third unit.

RELT 440 World Religions (2, 3)

Surveys the origins, beliefs, and contemporary practices of the world's major religious systems. Gives attention to the interaction between specific religions and their cultures; and to similarities, differences, and potential for understanding among the religions. Additional project required for third unit.

RELT 444 Christian Mission (2, 3)

Applies biblical theology to defining the concerns, structures, and methods of Christian mission. Concept of the Church, the definition of missionary, and the priorities of mission. Additional project required for third unit.

RELT 447 Cross-cultural Ministry (2, 3)

Studies the challenges of serving in cross-cultural situations from a Christian mission perspective, using the insights of missiology and cultural anthropology as they relate to personal and professional growth, social change, and effective intercultural communication and service. Additional project required for third unit.

RELT 464 Paul's Message in Romans (2, 3)

Chapter-by-chapter interpretation of Paul's most influential letter, in which the good news of God's salvation is applied to the issues of Christian life and community. Additional project required for third unit.

RELT 468 Daniel (2, 3)

Nature, purpose, and message of the apocalyptic book of Daniel. Additional project required for third unit.

RELT 469 Revelation (2, 3)

Nature, purpose, and message of the apocalyptic book of Revelation. Additional project required for third unit.

RELT 474 Love and Sex in the Bible (2, 3)

Studies Scripture on the reality, nature, and challenges of love, both divine and human; and of key biblical passages on the goodness, meaning, and distortions of human sexuality. Additional project required for third unit.

RELT 475 Spirituality and the Contemporary Christian (2, 3)

Explores the meaning of spirituality in the light of Scripture and Christian thought, and studies practices and disciplines that form and mature an individual's spiritual life. Additional project required for third unit.

RELT 476 The Bible and Ethics (2, 3)

Ways in which the Bible and ethics are related. Major ethical themes in biblical teaching. Additional project required for third unit.

RELT 499 Directed Study (1-3)

Prerequisite: Consent of instructor.

RELT 526 Creation and Cosmology (3, 4)

Explores the similarities and contrasts between biblical and scientific views of the world, with special attention to biblical Creation accounts in their historical context. Additional project required for fourth unit.

RELT 534 Anthropology of Mission (3, 4)

Studies Christian mission, applying the findings of anthropology as they relate to cultural change. Processes of religious development, means of diffusion, factors affecting religious acculturation, and analysis of programs intended to effect changes in religion. Additional project required for fourth unit.

RELT 539 Christian Understanding of God and Humanity (3, 4)

Studies the nature and attributes of God, with special emphasis on God's relation to the world; and the essential dynamics of human existence in light of the central biblical motifs of creature, image of God, and sin. Additional project required for fourth unit.

RELT 540 World Religions and Human Health (3, 4)

Studies the history, beliefs, and practices of major religions of the world, with an emphasis on theological and ethical issues in the practice of health care ministry. Additional project required for fourth unit.

RELT 555 The Adventist Experience (3, 4)

Introduces the beliefs and values that shape the Seventh-day Adventist community. Additional project required for fourth unit.

RELT 556 Spirituality in Seventh-day Adventist Theology (3)

Clarifies the unique role Seventh-day Adventist theology plays in fostering spirituality.

RELT 557 Theology of Human Suffering (3, 4)

Suffering and evil in relation to the creative and redemptive purposes of God for this world. Focus on formation of student's theology of human suffering. Additional project required for fourth unit.

RELT 558 Old Testament Thought (3, 4)

Introduces the literature and key theological themes of the Old Testament. Additional project required for fourth unit.

RELT 559 New Testament Thought (3, 4)

Introduces the literature and key theological themes of the New Testament. Additional project required for fourth unit.

RELT 615 Seminar in Philosophy of Religion (3, 4)

Examines the concept of God, arguments for the existence of God, the relationship of faith and reason, and the nature of religious language. Additional project required for fourth unit.

RELT 617 Seminar in Religion and the Sciences (3, 4)

Explores the interface between religion and the sciences-with attention to the religious origins of modern science, the similarities and contrasts between scientific and religious inquiry, and the particular challenges that the sciences pose for religious belief. Additional project required for fourth unit.

RELT 699 Directed Study (1-6)

Prerequisite: Consent of instructor.

RELT 706 Adventist Beliefs and Life (2)

Fundamental tenets of Seventh-day Adventist faith, and the lifestyle that such faith engenders.

RELT 707 Medicine, Humanity, and God (2)

Role of the practitioner of medicine as a co-worker with God in the healing of humankind.

RELT 713 Christian Spirituality (2)

Study of Scripture and Christian thought on how a person's spiritual life is formed and matured.

RELT 714 Comparative Religious Experiences (2)

Examines the religious experiences held by adherents of various Christian confessions.

RELT 716 God and Human Suffering (2)

Suffering and evil in relation to the creative and redemptive purposes of God for this world.

RELT 717 Christian Beliefs and Life (2)

Introduces basic Christian beliefs and life.

RELT 718 Adventist Heritage and Health (2)

Studies the fundamental beliefs and values that led Seventh-day Adventists to become involved in health care, with particular emphasis on the spiritual story and principles leading to the founding of Loma Linda University.

RELT 726 Jesus (2)

Studies Jesus as healer and teacher, prophet and reformer, Son of God and Savior.

RELT 727 Love and Sex in the Bible (2)

Studies Scripture on the reality, nature, and challenges of love, both divine and human; and of key biblical passages on the goodness, meaning, and distortions of human sexuality.

RELT 734 Anthropology of Mission (2)

Studies Christian mission, applying the findings of anthropology as they relate to cultural change. Processes of religious development, factors affecting religious acculturation, and analysis of programs intended to effect changes in religion.

RELT 740 World Religions and Human Health (3)

Studies the history, beliefs, and practices of major religions of the world, with emphasis on theological and ethical issues in the practice of health care ministry.

RELT 764 Paul's Message in Romans (2)

Chapter-by-chapter interpretation of Paul's most influential letter, in which the good news of God's salvation is applied to the issues of Christian life and community.

RELT 775 Spirituality and the Christian Health Professional (2)

Explores the meaning of spirituality in the light of Scripture and Christian thought. Studies practices and disciplines that form and mature an individual's spiritual life.

Rehabilitation Science

RESC 515 Political and Professional Advocacy in Rehabilitation (3)

Highlights distinctions between the processes and outcomes of legislation and regulation in the health care professions. Emphasizes negotiation strategies that enhance success in self-advocacy, and solutions to ensure agreement by all participants. Focuses on identifying and solving professional concerns.

RESC 516 Practicum in Advocacy (1-3)

Political and professional forums related to grassroots advocacy.

Prerequisite: SPOL 614, AHCJ 515.

RESC 519 Rehabilitation Theories and Applications in Health Care (3)

History of and current trends in health care theory and applications, emphasizing successful approaches to integration of the rehabilitation professions.

RESC 697 Research (1-12)

Twenty units of doctoral research required.

RESC 699 Dissertation (4)

Student prepares and defends doctoral dissertation. Registration during quarter of doctoral defense.

Restorative Dentistry

RESD 701 Restorative Dentistry I Lecture (2)

Terminology, morphologic characteristics, and interrelationship of permanent teeth.

Corequisite: RESD 701L.

RESD 702 Restorative Dentistry II (2)

Introduces mandibular movement. Relationship to the anatomy of teeth. Studies source, use, and manipulation of dental materials; and their physical properties relative to dentistry.

Corequisite: RESD 702L.

RESD 708 Restorative Dentistry III Lecture (2)

Basic principles and techniques of cavity preparation and restoration of teeth with silver alloy and tooth-colored restorative materials. Studies source, use, and manipulation of dental materials; and their physical properties relative to dentistry.

Corequisite: RESD 708L.

RESD 709 Restorative Dentistry IV Lecture (2)

Basic principles and techniques of cavity preparation and restoration of teeth with silver alloy and tooth-colored restorative materials. Introduces basic casting principles and techniques. Studies the source, use, and manipulation of dental materials; and their physical properties relative to dentistry.

Corequisite: RESD 709L.

RESD 764 Removable Prosthodontics (5.5)

Covers the basic concepts of treatment and management of the partially and completely edentulous patient utilizing removable prosthesis. Concepts of anatomy, function, and occlusion are covered. The student receives practical hands-on treatment and simulations of immediate complete dentures, removable partial dentures, and designing and treating the completely edentulous patient. The student observes and performs a simulated treatment of a completely edentulous patient. Removable partial denture design principles and hands-on treatment planning to understand the proper treatment planning and sequencing of a patient requiring a combination of operative, fixed, and removable prosthodontics.

RESD 771 Single-Casting Technique Lecture (2)

Basic tooth preparation for single-cast restorations, including porcelain fused to metal, tissue management, impression techniques, and casting fabrication.

RESD 772 Fixed Prosthodontics Lecture (2)

Indications, treatment planning, design and fabrication of metal and porcelain-fused-to-metal restorations, including single units, fixed partial dentures, and single implant restorations.

RESD 773 Fixed Prosthodontics II Lecture (1, 2)

Continues RESD 772.

RESD 801 Fixed Prosthodontics and Occlusion (1)

Introduces additional techniques for fixed prosthodontics, treatment planning, and repair techniques for prosthetic failures.

RESD 811 Dental Materials II (1)

Selection and uses of current dental materials.

RESD 822 Operative Dentistry II Lecture (1)

Indications, preparations, and placement of the direct core build-up procedures, atypical cast gold, and complex amalgam.

RESD 823 Operative Dentistry III Lecture (1)

Principles of dental aesthetics, adhesion to tooth tissues, preparation and placement of tooth-colored restorations in anterior and posterior teeth.

RESD 844 Restorative Study Club Seminar (0.5)**RESD 854 Implant Dentistry (3)**

Scientific evidence and clinical procedures for implant dentistry—including benefits, diagnosis and treatment planning, materials and biologic response, surgery, clinical complications, postplacement care, and long-term maintenance. Lecture and laboratory course.

RESD 861 Senior Topics in Removable Prosthodontics (2)

Treatment planning and problem solving in removable prosthodontics and combination cases to prepare fourth-year dental students for dental practice and National Dental Board Examination Part II.

RESD 875 Restorative Dentistry Clinic (.5-37.5)

Clinical practice in the restoration of teeth and the replacement of missing teeth—including attendant diagnostic procedures, planning and sequencing of treatment, disease control procedures, and appropriate continuing-care procedures following treatment. Ten quarters must be successfully completed to earn credit.

RESD 701L Restorative Dentistry I Laboratory (2)

Corequisite: RESD 701.

RESD 702L Restorative Dentistry II Laboratory (2)

Corequisite: RESD 702.

RESD 708L Restorative Dentistry III Laboratory (2)

Corequisite: RESD 708.

RESD 709L Restorative Dentistry IV Laboratory (2)

Corequisite: RESD 709.

RESD 771L Single Casting Technique Laboratory (2)

RESD 772L Fixed Prosthodontics Laboratory (2)

RESD 773L Fixed Prosthodontics II Laboratory (1, 2)

RESD 822L Operative Dentistry II Laboratory (1)

RESD 823L Operative Dentistry III Laboratory (1)

Respiratory Therapy

RSTH 301 Advanced Respiratory Therapy Science I (3)

Comprehensive review of patient-care techniques. Presents and discusses clinical application of respiratory therapy devices in-depth, and their influences on patient care. Reports and discussions of current and advanced developments. Integrates experience with current concepts and develops logical courses for proper equipment and technique application for specific patient care. (Not taught every year.)

Cross-listing: RSTH 441.

RSTH 302 Advanced Respiratory Therapy Science II (3)

Comprehensively reviews patient-care techniques. Presents and discusses clinical application of respiratory therapy devices in-depth, and their influences on patient care. Reports and discussions of current and advanced developments. Integrates experience with current concepts and develops logical courses for proper equipment and technique application for specific patient care. (Not taught every year.)

Prerequisite: Junior standing or consent of the department chair.

RSTH 303 Advanced Respiratory Therapy Science III (2)

Comprehensively reviews patient-care techniques. Presents and discusses clinical application of respiratory therapy devices in-depth, and their influences on patient care. Reports and discussions of current and advanced developments. Integrates experience with current concepts and develops logical courses for proper equipment and technique application for specific patient care. (Not taught every year.)

Prerequisite: Junior standing or consent of the department chair.

RSTH 304 Cardiopulmonary Anatomy and Physiology (4)

Anatomic and physiologic components of the cardiovascular and respiratory systems investigated. Emphasizes histology, embryology, diffusion, gases transported in the blood, acid-base balance, lung volumes and capacities, mechanics of ventilation, ventilation perfusion relationships, regulation of respiration, cardiac cell-membrane action potentials, and excitation-contraction coupling.

RSTH 311 Advanced Neonatal Respiratory Care (3)

Neonatal and fetal physiology, diseases, and therapeutic interventions. Emphasizes neonatal respiratory care. Reviews current research related to high-frequency ventilation, extracorporeal membrane oxygenation, and surfactant therapy.

RSTH 315 Pediatric Perinatal Respiratory Care (2)

Pathophysiology of the newborn, prenatal risk factors, pediatric cardiopulmonary diseases, diagnostics, monitoring of clinical indices, and treatments used in perinatal/pediatric respiratory care. Advanced information on surfactant administration, high-frequency ventilation, and ECMO. (May be used toward post-professional B.S. degree in respiratory care in place of RSTH 422.)

RSTH 323 Pulmonary Function Methodology (3)

Evaluates pulmonary function in health and disease through spirometry, plethysmography, helium dilution, nitrogen washout, single-breath nitrogen, volume of isoflow, and diffusing capacity studies, including blood-gas instrumentation, quality control, quality assurance, and current ATS standards. Lecture and laboratory.

RSTH 331 Pharmacology I (2)

Surveys pharmacologic agents currently used in medicine--including their kinetics, dynamics, and therapeutics. Emphasizes drugs and their effects on the respiratory, cardiovascular, and autonomic nervous systems. Topics include the

bronchodilators, anti-inflammatory agents, mucokinetic agents, cardiovascular agents, diuretics, antimicrobials, neuromuscular agents, and agents used to treat nicotine dependence.

RSTH 332 Pharmacology II (2)

Surveys pharmacologic agents currently used in medicine--including their kinetics, dynamics, and therapeutics. Emphasizes drugs and their effects on the respiratory, cardiovascular, and autonomic nervous systems. Topics include the bronchodilators, anti-inflammatory agents, mucokinetic agents, cardiovascular agents, diuretics, antimicrobials, neuromuscular agents, and agents used to treat nicotine dependence.

RSTH 334 Patient Assessment (2)

General introduction to the clinical setting. Assesses and evaluates patients with respiratory disease. Develops clinical practice habits and patient-care techniques. Student must obtain current cardiopulmonary resuscitation (CPR) certification from the American Heart Association before the end of the term.

Corequisite: RSTH 341.

RSTH 341 Respiratory Therapy Science I (5)

Basic principles of respiratory therapy, as related to gas physics; medical-gas storage and therapy; and administration of humidity, aerosol and airway-pressure therapies, artificial airways, and resuscitation devices. Emphasizes methods of administration of the therapy, with special attention placed on the equipment used, as well as applies this information to the clinical setting.

RSTH 342 Respiratory Therapy Science II (5)

Lecture and laboratory presentation of the principles of respiratory therapy related to lung-inflation therapy; use of artificial airways, and their care and complications. Introduces mechanical ventilatory support, including beginning ventilators, support systems, comparison of methods, and respiratory monitoring. Emphasizes application of this information to the clinical setting.

Prerequisite: RSTH 341.

RSTH 343 Respiratory Therapy Science III (4)

Lecture and laboratory presentation of the principles of respiratory therapy related to mechanical ventilatory support, including patient management and ventilatory support systems. Emphasizes methods of ventilatory support, with special attention to the mechanical ventilators commonly used in the students' clinical sites. Applies this information to the clinical setting.

Prerequisite: RSTH 341, RSTH 342.

RSTH 354 Case Studies in Adult Respiratory Care (2)

Adult critical-care concepts presented through a case-study approach. Respiratory care plan used to present diseases, treatment, and procedures relevant to respiratory care. Patient rounds further develop critical-thinking skills in a patient-care setting.

Prerequisite: RSTH 381.

RSTH 366 Diagnostic Techniques (3)

Continues the clinical use of diagnostic tests and procedures. Emphasizes evaluation of chest radiographs, electrocardiography, and monitoring hemodynamics. Lecture and laboratory.

Prerequisite: RSTH 304, RSTH 331.

RSTH 381 Cardiopulmonary Diseases I (2)

Comprehensively studies cardiopulmonary diseases and their adverse effects. Course content includes disease etiology, pathology, pathophysiology, clinical features, prognosis, treatment, and prevention.

Prerequisite: RSTH 304, RSTH 331, RSTH 341. Corequisite: RSTH 323, RSTH 332, RSTH 342, RSTH 366.

RSTH 382 Cardiopulmonary Diseases II (2)

Comprehensively studies cardiopulmonary diseases and their adverse effects. Course content includes disease etiology, pathology, pathophysiology, clinical features, prognosis, treatment, and prevention.

Prerequisite: RSTH 304, RSTH 331, RSTH 341. Corequisite: RSTH 323, RSTH 332, RSTH 342, RSTH 366.

RSTH 391 Respiratory Care Practicum I (2)

General introduction to the clinical setting; assessment of patients with respiratory disease. Develops work habits and patient-care techniques. Students must obtain current cardiopulmonary resuscitation (CPR) certification from the American Heart Association before the end of the quarter.

Prerequisite: RSTH 341. Corequisite: RSTH 342.

RSTH 392 Respiratory Care Practicum II (2)

Applies specific therapeutic techniques, including oxygen and humidity therapy, aerosol therapy, airway management, lung-inflation techniques, and chest physiotherapy.

Prerequisite: RSTH 341, RSTH 391; AHA CPR certification. Corequisite: RSTH 342, RSTH 381, RSTH 392L.

RSTH 393 Respiratory Care Practicum III (4)

Applies therapeutic techniques in continuous mechanical ventilation; special procedures, operation and postanesthesia room, and arterial blood-gas laboratory.

Prerequisite: RSTH 343, RSTH 381, RSTH 392. Corequisite: RSTH 382, RSTH 404.

RSTH 401 Cardiopulmonary Intensive Care (2-4)

Management of the patient with cardiopulmonary failure. Theory and capabilities of various life-support and monitoring systems.

Prerequisite: Postprofessional student, senior standing, or consent of instructor.

RSTH 404 Critical Care (4)

Continues the theory, practice, and knowledge of mechanical ventilation--providing an integrated approach to respiratory care in the critical-care arena. A systems-based approach used to incorporate respiratory care concepts, such as planning and implementing of protocols, best-practice guidelines, etc. Presentations, projects, and critical evaluation used to increase critical-thinking skills and patient-care skills.

Prerequisite: RSTH 354.

RSTH 411 Advanced Cardiac Life Support (2)

Principles and techniques of advanced emergency cardiac care: review of basic CPR, endotracheal intubation, and the use of airway adjuncts. Monitoring and dysrhythmia recognition. Essential and useful drugs for cardiac life support. Intravenous techniques. Appropriate use of devices for elective cardioversion or defibrillation, stabilization, and transportation. Use of circulatory adjuncts. Acid-base balance, drug therapy, and therapeutic interventions.

RSTH 421 Perinatal and Pediatric Respiratory Care (2)

Fetal development and circulation. Prenatal risk factors. Newborn resuscitation; newborn and pediatric assessment. Etiology, pathophysiology, course, treatment, and outcome of respiratory diseases as they relate to problems in pediatrics and neonatology. Discusses ECMO, high-frequency ventilation, and nitric oxide.

Prerequisite: RSTH 304, RSTH 331.

RSTH 422 Advanced Perinatal and Pediatric Respiratory Care (2)

Pathophysiology of newborn and pediatric diseases likely to be encountered by the respiratory-care practitioner. Perinatal risk factors, resuscitation, and research on the transition to extrauterine life. Diagnostics, monitoring of clinical indices, and treatments used in perinatal/pediatric respiratory care. Advanced information on surfactant, high-frequency ventilation, and ECMO.

RSTH 424 Exercise Physiology and Pulmonary Rehabilitation (3)

Metabolism of carbohydrates, lipids, and proteins in energy production, oxygen consumption, carbon dioxide production, and respiratory quotient applied to measurable counterparts of oxygen uptake, carbon dioxide output, and respiratory exchange ratio at rest and during exercise. Metabolic studies, body-fat composition, exercise studies, and malnutrition in chronic obstructive pulmonary disease utilized as a foundation for evaluation and implementation of pulmonary rehabilitation program. Rehabilitation components include team assessment, patient training, exercise, psychosocial intervention, and follow-up.

RSTH 431 Senior Project I (2)

Students required to develop a proposal for a research paper/project. Under the direction of the program director, students assigned to a mentor who will assist them with developing their paper/project.

RSTH 432 Senior Project II (2)

Develops and expands research paper/project begun during previous quarter. Literature search, research question, and data-collection methods developed.

Prerequisite: RSTH 431.

RSTH 433 Senior Project III (2)

Data-collection completed, data analyzed, conclusions and findings written up for publication and for poster presentation.

Prerequisite: RSTH 431, RSTH 432.

RSTH 434 Advanced Patient Assessment (2)

Advanced skills in interviewing, physical examination, and interpretation of laboratory data. Lecture, reading material, and physical-examination procedures. Provides insight for better interview and examination of patients with cardiopulmonary disease. Increases understanding of the pathophysiology behind the symptoms.

Prerequisite: RSTH 334; Does not apply to postprofessional respiratory care students .

RSTH 441 Respiratory Therapy Science IV (3)

Presents and discusses the clinical application of respiratory therapy devices in-depth, and their influences on patient care. Reports and discussions of current and advanced developments. Emphasizes application of this information to the clinical setting. (Not taught every year.)

Prerequisite: RSTH 341, RSTH 342, RSTH 343; or consent of instructor. Cross-listing: RSTH 301.

RSTH 444 Case Studies in Neonatal/Pediatric Respiratory Care (2)

Develops respiratory care-management skills in caring for the neonatal and pediatric patient through the presentation of student case studies. Clinical staff and faculty review current management of the newborn, infant, and child. Student presents patients and explains implications of care. Develops presentation skills.

Prerequisite: RSTH 421; Does not apply to postprofessional respiratory care students .

RSTH 451 Respiratory Care Affiliation I (2)

General care, basic critical care, and advanced critical care in the adult, pediatric, and neonatal setting as practiced at LLUMC. Open to students who are now, or have been recently, employed by LLUMC.

Prerequisite: CA RCP licensure.

RSTH 452 Respiratory Care Affiliation II (2)

Specialty clinical assignments selected from the following areas: adult critical care, cardiopulmonary specialties, pediatrics and neonates, polysomnography, rehabilitation and patient education, research, and special procedures. Limited to students in the postprofessional B.S. degree program in respiratory care.

Prerequisite: AHCJ 461, RSTH 315, RSTH 422.

RSTH 453 Respiratory Care Affiliation III (2)

Specialty clinical assignments selected from the following areas: adult critical care, cardiopulmonary specialties, pediatrics and neonates, polysomnography, rehabilitation and patient education, research, and special procedures. Limited to students in the post-professional B.S. degree program in respiratory care.

Prerequisite: AHCJ 461, RSTH 315, RSTH 452; CA RCP licensure.

RSTH 454 Respiratory Care Affiliation IV (2)

Specialty clinical assignments selected from the following areas: adult critical care, cardiopulmonary specialties, pediatrics and neonates, polysomnography, rehabilitation and patient education, research, and special procedures. Limited to students in the post-professional B.S. degree program in respiratory care.

Prerequisite: AHCJ 461, RSTH 315, RSTH 452; CA RCP licensure.

RSTH 455 Respiratory Care Affiliation V (2)

Specialty clinical assignments selected from the following areas: adult critical care, cardiopulmonary specialties, pediatrics and neonates, polysomnography, rehabilitation and patient education, research, and special procedures. Limited to students in the post-professional B.S. degree program in respiratory care.

Prerequisite: AHCJ 461, RSTH 315, RSTH 452.

RSTH 457 Physical Diagnosis I (2)

Systematic review of bedside assessment techniques utilized in the care of patients with respiratory disease. Student presentations and discussions of selected cases that involve diagnostic and therapeutic modalities of particular interest to respiratory therapists. (Three [3] units required for B.S. degree in respiratory therapy.)

RSTH 458 Physical Diagnosis II (1)

Continues discussion of clinical assessment techniques and interpretation of findings in patients with cardio-pulmonary disease. Emphasizes use of laboratory tests, chest radiographs, arterial blood gases, and other tests used to evaluate the patient. Lecture, reading, and discussion of case studies.

RSTH 462 Management Practicum II (2)

Experience in management of respiratory or emergency medical-care management. Clinical application of the theoretical management skills developed during the didactic portions of the training.

RSTH 463 Management Practicum III (2)

Experience in management of respiratory or emergency medical-care management. Clinical application of the theoretical management skills developed during the didactic portions of the training.

RSTH 464 Case Management in Respiratory Care (2)

Utilizes a case-management approach to patient care in the management and evaluation of treatment and disease. Special emphasis on case management of the respiratory care patient includes discharge planning, utilization review, patient assessment, cost containment, patient education, and integration issues.

Prerequisite: RSTH 334, RSTH 424, RSTH 434; Does not apply to postprofessional respiratory care students .

RSTH 466 Advanced Diagnostic Techniques (2)

Advanced diagnostic theory and practice in the following areas: Holter monitoring, echocardiography, bronchoscopy, sleep studies, and other relevant respiratory care diagnostics.

RSTH 471 Instructional Techniques I (2)

Develops units of instruction, instructional objectives, and evaluation procedures. Students observe and participate in classroom management; and apply teaching principles through experience in various teaching activities, such as community preventive health care programs, in-service and continuing education, and college classroom and clinical teaching. Conferences and individual guidance. Must be taken in sequence with RSTH 472, 473.

RSTH 472 Instructional Techniques II (2)

Develops units of instruction, instructional objectives, and evaluation procedures. Observation and participation in classroom management. Applies teaching principles through experience in various teaching activities, such as community preventive health care programs, in-service and continuing education, and college classroom and clinical teaching. Conferences and individual guidance.

Prerequisite: RSTH 471.

RSTH 473 Instructional Techniques III (2)

Develops units of instruction, instructional objectives, and evaluation procedures. Students observe and participate in classroom management; and apply teaching principles through experience in various teaching activities, such as community preventive health care programs, in-service and continuing education, and college classroom and clinical teaching. Conferences and individual guidance.

Prerequisite: RSTH 472.

RSTH 474 Cardiopulmonary Health Promotion and Disease Prevention (2)

Selected topics dealing with aspects of disease prevention. Includes the relevance of statistics, epidemiology, research designs, and clinical trials; as well as selected disease trends, lifestyle modification, the role of physical activity, nutrition and immunization, and public health approaches to communicable diseases.

Prerequisite: RSTH 424.

RSTH 481 Research in Cardiopulmonary Sciences (1)

Applies the basic concepts of research specific to cardiopulmonary sciences. Student develops a basic research proposal. Strongly recommended that the student complete most of the required core courses before registering for this course.

Prerequisite: AHCJ 351; Does not apply to postprofessional respiratory care students . Corequisite: AHCJ 461.

RSTH 485 Evidenced Based Medicine in Respiratory Care I (4)

Provides basic knowledge and experience in the area of evidenced-based medicine as it relates to respiratory care practice and research.

RSTH 486 Evidenced Based Medicine in Respiratory Care II (4)

Provides advanced knowledge and experience in the area of evidenced-based medicine as it relates to respiratory care practice and research. Emphasizes the neonatal and pediatric areas of respiratory care.

RSTH 487 Evidenced Based Medicine in Respiratory Care III (4)

Provides advanced knowledge and experience in the area of evidenced-based medicine as it relates to respiratory care practice and research. Emphasizes the adult areas of respiratory care.

RSTH 491 Education Practicum I (2)

Provides experience in clinical education, evaluation, and scheduling. Familiarizes student with hospital affiliation agreements and accreditation issues.

Prerequisite: CA RCP licensure.

RSTH 492 Education Practicum II (2)

Provides experience in clinical education, evaluation, and scheduling. Familiarizes student with hospital affiliation agreements and accreditation issues.

Prerequisite: CA RCP licensure.

RSTH 493 Education Practicum III (2)

Provides experience in clinical education, evaluation, and scheduling. Familiarizes student with hospital affiliation agreements and accreditation issues.

Prerequisite: CA RCP licensure.

RSTH 494 Respiratory Care Practicum IV (2)

Students develop professional competence and maturity in the clinical setting. Comprehensive training in all aspects of respiratory care, including the pulmonary function laboratory and home care.

Prerequisite: RSTH 343, RSTH 382, RSTH 393, RSTH 404.

RSTH 495 Respiratory Care Practicum V (2)

Specialty training in respiratory care practice. Students rotate to specialized areas of respiratory care, increasing their proficiency and understanding in the following areas: neonatal/pediatric critical care, adult critical care, cardiopulmonary diagnostics, hyperbaric medicine, sleep disorders medicine, cardiopulmonary rehabilitation, and extended care. In addition, students continue their professional development and competency in the general and critical care settings.

Prerequisite: RSTH 494, RSTH 404.

RSTH 496 Respiratory Care Practicum VI (3)

Continues specialty training in respiratory care practice. Students rotate to specialized areas of respiratory care, increasing their proficiency and understanding in the following areas: neonatal/pediatric critical care, adult critical care, cardiopulmonary diagnostics, hyperbaric medicine, sleep disorders medicine, cardiopulmonary rehabilitation, and extended care. In addition, students continue their professional development and competency in the general and critical care settings.

Prerequisite: RSTH 495.

RSTH 499 Respiratory Therapy Independent Study (.5-2)

Student submits project or paper on a topic of current interest in an area of respiratory therapy. Regular meetings provide student with guidance and evaluation. Elected on the basis of need or interest. The .5 unit of credit designed to offer directed experience in the prevention of AIDS and other communicable diseases in the clinical setting.

Radiation Technology

RTCH 325 Excel Basics for Radiology Managers (2)

Introduces prospective radiology managers and administrators to the basics of EXCEL necessary to create spreadsheets that involve calculation, graphing, and plotting of information. Provides a brief overview of the capabilities of EXCEL in preparation for advanced finance and budgeting courses.

RTCH 385 Radiologic Trends in Health Care (2)

A faculty-facilitated course that includes class discussion, group work, and presentation of projects utilizing the online learning environment. Focuses on current and future trends in the field of radiology.

RTCH 411 Student-Teaching Practicum I (2)

Classroom teaching experience. Student prepares lecture outlines, objectives, and tests; and presents lectures and laboratory sessions. Practical application of teaching techniques.

RTCH 412 Student-Teaching Practicum II (2)

Classroom teaching experience. Student prepares lecture outlines, objectives, and tests; and presents lectures and laboratory sessions. Practical application of teaching techniques.

RTCH 413 Management Practicum I (2)

Observation of and discussion with selected administrative personnel in a radiology service. Emphasizes practical application of management theory. Projects assigned.

RTCH 414 Management Practicum II (2)

Observation of and discussion with selected administrative personnel in a radiology service. Emphasizes practical application of management theory. Projects assigned.

RTCH 418 Health Information Management and Radiology Coding for Radiology Managers (4)

Foundational course for prospective radiology managers and administrators that integrates health information management systems and radiology coding. Familiarizes the student with health information systems and provides them with a sound knowledge of radiology coding--showing how both relate to the smooth running of a radiology department. Introduces the most current guidelines in health information technology and provides students with the tools to better understand the concepts behind accurate coding and policy.

RTCH 464 Moral Leadership (2)

Methods of applying servant leadership to management and educational settings. Concepts of managing learners and professionals, assessing leadership style, the essence of leadership, leadership skill building, and conflict management discussed within a moral framework. Assigned readings, discussions, papers, and personal inventories utilized to aid in assessing the learner's leadership skills.

RTCH 471 Applied Research Methods (2)

Applies research methods to radiation sciences. Directed experience with a research project. Laboratory.

Prerequisite: AH CJ 351, AH CJ 461* (*may be taken concurrently).

RTCH 472 Applied Research Methods (1)

Applies research methods to radiation sciences. Directed experience with a research project. Continues RTCH 471.

Prerequisite: AHCJ 351, AHCJ 461, RTCH 471.

RTCH 475 Curriculum Development in Health Sciences (2)

Applies curriculum-development theories and approaches to the health-science arena. Seminar, course, or curriculum development. Designing assessment tools and procedures, designing a learning experience, selecting appropriate technology, developing a learner-centered handout/syllabus, and cultivating respect for diversity in learning.

RTCH 485 Digital Management in Radiology (2)

A student-centered, faculty-facilitated course that is a continuation of RTCH 385. Class discussion, small-group work, and presentation of student projects/paper. New technology and its impact on the radiology department.

RTCH 494 Senior Project (2, 3)

Project associated with the development of radiologic procedures and techniques. Units chosen in consultation with adviser.

RTCH 497 Advanced Clinical Experience (40 to 480 hours)

Advanced clinical experience in selected areas of professional practice.

RTCH 498 Professional Interactions (2)

Covers survey of communication skills, including appropriate forms of written and verbal communication. Projects/activities--including problem solving; documentation; employee evaluations; and professional presentations. Running a meeting, including the creation of agendas and minutes.

RTCH 499 Radiation Technology Independent Study (.5-2)

Student submits a project or paper on a topic of current interest in an area related to radiation technology. Regular meetings provide the student with guidance and evaluation. Elected on the basis of need or interest. The .5 unit of credit designed to offer directed experience in the prevention of AIDS and other communicable diseases in the clinical setting.

Imaging Informatics

RTII 354 Introduction to Informatics (3)

Provides a basic overview of computer fundamentals, along with in-depth insight regarding the components that comprise a PACS system--including but not limited to: basic terminology, CR, DR, HIS, RIS, HL-7, networking, storage, and workstation design.

RTII 358 PACS Planning and Implementation (3)

Considers the steps needed to successfully launch a PACS system in a radiology department of any size. Focuses on: reason for proposal (RFP), planning, vendor selection, contracts, and cost strategies.

RTII 364 Administrative Issues in Informatics (3)

Considers issues facing a PACS administrator. Provides understanding of the architecture of a PACS system and the details of running the business aspect of a PACS system. Course topics include: relationship in health care, educational concerns, licensing, emergency protocols, legal issues, and forming policy.

RTII 368 Future Management of PACS (3)

Discusses the challenges facing a modern imaging department, and provides understanding of the skills required to maintain a PACS system and prepare for its future successes. Course topics include: the clinical dashboard, breast imaging, 3D imaging, teleradiology, QA, data management, and the electronic health record.

Medical Dosimetry

RTMD 301 Treatment Planning I (3)

Studies in-depth the planning of isodose distributions and dose calculations within different target volumes. Topics covered include IMRT, conformal therapy, and stereotactic radiosurgery.

RTMD 302 Treatment Planning II (2)

Develops the student's ability to construct treatment plans using 3D/IMRT planning techniques. Integrates theory with practice. Students required to complete a number of plans that utilize all the major treatment techniques, based on anatomical tumor sites. Lecture includes discussion and plans related to specific tumors, after which students are expected to produce similar plans, compile a notebook of plans and present plans to the class as a midterm and final examination.

RTMD 305 Special Topics (2)

Studies cutting-edge techniques in depth as they apply to therapy--including radiation oncology and the diagnostic modalities that support them. Topics include IMRT, TBI, USGI, IORT, MLC, dynamic wedging, virtual simulation (CT simulation), stereotactic radiosurgery, HDR, proton therapy, MRI, US, and NRM. Students make a weekly presentation from a peer-review journal or discuss a research paper on one of the studied topics. Class paper on a specific area of study due at the end of the quarter.

RTMD 307 Principles of Brachytherapy (2)

Includes a two-week rotation at Long Beach Memorial Hospital to observe brachytherapy. Principles of radiation protection as they relate to brachytherapy.

RTMD 309 Radiation Therapy Core--Concept Review (1)

Conducted in the seminar/review format. Students research and present information on weekly schedule of core topics and concepts relating to radiation therapy techniques, oncology, radiobiology, and patient care. Students complete assigned readings, and answer general review questions.

RTMD 314 Quality Assurance with Laboratory (2)

General overview of quality-assurance management within a radiation oncology department, with specific emphasis on continuous quality assurance (CQI). Examines the theoretical and practical application of quality-assurance techniques as they relate to treatment planning and other dosimetry functions.

RTMD 355 Physical Principles of Radiation Therapy I (3)

Nature and description of the structure of matter and energy. Radioactive decay schemes and interaction of photons and gamma radiation. Instrumentation involved in measurement of ionizing radiation, beam quality, and dose. Laboratory.

RTMD 356 Physical Principles of Radiation Therapy II (3)

Calibration techniques of photon, particulate, and electron beams. Percentage depth dose, tissue-air ratios, treatment planning, scatter functions, field flatness, and symmetry. Field shaping, arc therapy, and tissue inhomogeneities. Clinical dosimetric considerations. Laboratory.

RTMD 961 Practicum (9)

Practical application of the theoretical knowledge of dosimetry. Includes external beam-treatment planning, monitor-unit calculations, brachytherapy, and quality-assurance procedures as they pertain to dosimetry practice. Students integrated into the dosimetry and physics team, with opportunity to work with various kinds of treatments and treatment beams. Per week: 24 hours.

RTMD 962 Practicum (8)

Practical application of the theoretical knowledge of dosimetry. Includes external beam-treatment planning, monitor-unit calculations, brachytherapy, and quality-assurance procedures as they pertain to dosimetry practice. Students integrated into the dosimetry and physics team, with opportunity to work with various kinds of treatments and treatment beams. Per week: 24 hours.

RTMD 963 Practicum (8)

Practical application of the theoretical knowledge of dosimetry. Includes external beam-treatment planning, monitor-unit calculations, brachytherapy, and quality-assurance procedures as they pertain to dosimetry practice. Students integrated into the dosimetry and physics team, with opportunity to work with various kinds of treatments and treatment beams. Per week: 24 hours.

RTMD 964 Practicum (8)

Practical application of the theoretical knowledge of dosimetry. Includes external beam-treatment planning, monitor-unit calculations, brachytherapy, and quality-assurance procedures as they pertain to dosimetry practice. Students integrated into the dosimetry and physics team, with opportunity to work with various kinds of treatments and treatment beams. Per week: 24 hours.

RTMD 965 Practicum (8)

Practical application of the theoretical knowledge of dosimetry. Includes external beam-treatment planning, monitor-unit calculations, brachytherapy, and quality-assurance procedures as they pertain to dosimetry practice. Students integrated into the dosimetry and physics team, with opportunity to work with various kinds of treatments and treatment beams. Per week: 24 hours.

RTMD 971 Practicum (10)

Practical application of the theoretical knowledge of dosimetry. Includes external beam-treatment planning, monitor-unit calculations, brachytherapy, and quality-assurance procedures as they pertain to dosimetry practice. Students integrated into the dosimetry and physics team, with opportunity to work with various kinds of treatments and treatment beams. Per week: 30 hours.

RTMD 972 Practicum (10)

Practical application of the theoretical knowledge of dosimetry. Includes external beam-treatment planning, monitor-unit calculations, brachytherapy, and quality-assurance procedures as they pertain to dosimetry practice. Students integrated into the dosimetry and physics team, with opportunity to work with various kinds of treatments and treatment beams. Per week: 30 hours.

RTMD 973 Practicum (10)

Practical application of the theoretical knowledge of dosimetry. Includes external beam-treatment planning, monitor-unit calculations, brachytherapy, and quality-assurance procedures as they pertain to dosimetry practice. Students integrated into the dosimetry and physics team, with opportunity to work with various kinds of treatments and treatment beams. Per week: 30 hours.

RTMD 974 Practicum (10)

Practical application of the theoretical knowledge of dosimetry. Includes external beam-treatment planning, monitor-unit calculations, brachytherapy, and quality-assurance procedures as they pertain to dosimetry practice. Students integrated into the dosimetry and physics team, with opportunity to work with various kinds of treatments and treatment beams. Per week: 30 hours.

Medical Radiography

RTMR 202 Orientation Laboratory (1)

Clinical orientation to the functions of radiologic technologists. Laboratory sessions conducted at affiliated clinical sites.

RTMR 221 Radiologic Patient Care (2)

Aspects of patient care in the radiology service. Emphasizes aseptic techniques. Physical and emotional care of the patient in relation to radiologic procedure. Contrast media and other drugs used in the practice of radiology.

RTMR 224 Law and Ethics in Radiologic Sciences (1)

Overview of ethics and the law as they apply to radiologic sciences. Topics include ethics and ethical behavior, standards of care, patient rights, informed consent, torts, legal doctrines, and scope of practice.

RTMR 246 Professional Communications (2)

Focuses on verbal and written communication skills for the medical radiographer—including power point presentations, writing scientific papers, communicating with patients, and interpersonal communication with colleagues.

RTMR 253 Medical Radiography Procedures I (2)

Applies anatomy and physiology to the radiographic situation. Proper patient positioning, equipment usage, and technical film-quality factors.

Corequisite: RTMR 253L.

RTMR 254 Medical Radiography Procedures II (2)

Applies anatomy and physiology to the radiographic situation. Proper patient positioning, equipment usage, and technical film-quality factors.

Corequisite: RTMR 254L.

RTMR 255 Medical Radiography Procedures III (2)

Applies anatomy and physiology to the radiographic situation. Proper patient positioning, equipment usage, and technical film-quality factors.

RTMR 283 Radiologic Physics (3)

Physics of radiation and radioisotopes. Theoretical basis for understanding the nature, production, and interaction of radiation with matter. Requirements of the state radiation-control law. Background for understanding radioactivity and its application in nuclear medicine and radiation therapy. Laboratory. Prerequisite: Pass basic mathematics examination.

RTMR 284 Radiation Protection and Biology (2)

Fundamental concepts of radiation protection and biological effects of radiation on patients and occupationally exposed personnel. Applies radiation-safety laws.

RTMR 285 Principles of Radiography I (3)

Principles of producing the optimum radiograph. Physical factors involved in photographic processing techniques. Instructs in the use of accessory equipment to obtain the optimum radiograph under any situation. Laboratory.

RTMR 286 Principles of Radiography II (4)

Advanced instruction in the principles of radiographic theory and technique. Applies television, cineradiography, and other photographic equipment and principles to medical radiography.

RTMR 287 Principles of Radiography III (2)

Applies fluoroscopy to radiographic imaging. Introduces new digital imaging modalities and discusses their impact on diagnostic radiography. Reviews quality-assurance/quality-control practices in radiography.

RTMR 301 Introduction to Radiographic Procedures I (1-3)

Nature and description of radiologic procedures for the nonradiologic technologist. Principles and medical techniques applied to the radiographic setting. Surveys anatomy and instrumentation. Includes observation laboratory.

RTMR 302 Introduction to Radiographic Procedures II (1-3)

Nature and description of radiologic procedures for the nonradiologic technologist. Principles and medical techniques applied to the radiographic setting. Surveys anatomy and instrumentation. Includes observation laboratory.

RTMR 314 Research/Writing for Radiologic Technologies (1)

Designed to improve the student radiographer's research and writing skills. How to conduct a library search in person or over the computer. Errors in English, principles of comma usage, and thesis-statement writing discussed. In-class writing and writing assignments with stress on revision.

RTMR 321 Radiographic Film Critique (2)

Weekly conference for the critical evaluation of the fine points of the radiographic examination.

RTMR 334 CT and Cross-sectional Anatomy (2)

Recognition of basic anatomical landmarks as visualized in axially created digital images

RTMR 342 Computer Applications in Radiology (1)

Applies computer-generated images in medical radiography. Includes computed tomography, digital subtraction angiography, nuclear medicine, ultrasound, radiation therapy, and magnetic resonance imaging.

Prerequisite: RTMR 285, RTMR 286, RTMR 287.

RTMR 345 Radiologic Pathology (2)

Appearance of common pathologic processes, using radiologic imaging methods.

RTMR 363 Comprehensive Review (1)

Reviews major content areas emphasized on certification examinations. Student evaluation and performance analysis. Time provided to make class presentations, organize study materials, and take simulated registry examinations.

RTMR 371 Medical Radiography Affiliation I (5)

The first of a six-course sequence totaling eighteen months of clinical experience covering a wide variety of technical procedures. Stresses basic patient care, radiation protection, and transmission and prevention of HIV and other communicable diseases--with specific application to medical radiography. Clock hours: 160.

RTMR 372 Medical Radiography Affiliation II (7)

Continues RTMR 371. Clock hours:264

RTMR 373 Medical Radiography Affiliation III (12)

Continues RTMR 371 and 372. Clock hours: 416.

RTMR 374 Medical Radiography Affiliation IV (10)

Continues RTMR 371, 372, and 373. Clock hours: 368.

RTMR 375 Medical Radiography Affiliation V (10)

Continues RTMR 372, 372, 373, and 374. Clock hours: 352.

RTMR 376 Mammography Prep Course (2)

The basics of mammography. Foundational information in the following areas: equipment, patient education and assessment, anatomy, and physiology and pathology of the breast. Techniques and technical factors in mammography, positioning and image evaluation, and quality control. For individuals working toward California state licensure in mammography.

Prerequisite: Certified Radiology Technologist or Proof of completed course work from an accredited Radiography Program. Corequisite: RTMR 377.

RTMR 377 Mammography Laboratory (1)

Co-Requisite: RTMR 376 Mammography Prep Course. Laboratory experience for mammography course.

Prerequisite: Certified Radiology Technologist or proof of graduation from an accredited radiography program. Corequisite: RTMR 376.

RTMR 379 Special Project (1-3)

Project to be submitted in the form of a paper or a visual aid representing a topic of current interest in an area related to radiation sciences. Regular meetings provide guidance to the student.

RTMR 381 Topics in Medical Radiography I (1-3)

Surveys selected topics in medical radiography. Procedure summaries, projects, literature reviews. May be taken concurrently with RTMR 371-375 Radiography Affiliation I, II, III, IV, V for credit toward the baccalaureate degree.

RTMR 382 Topics in Medical Radiography II (1-3)

Surveys selected topics in medical radiography. Procedure summaries, projects, literature reviews. May be taken concurrently with RTMR 371-375 Radiography Affiliation I, II, III, IV, V for credit toward the baccalaureate degree.

RTMR 383 Topics in Medical Radiography III (1-3)

Surveys selected topics in medical radiography. Procedure summaries, projects, literature reviews. May be taken concurrently with RTMR 371-375 Radiography Affiliation I, II, III, IV, V for credit toward the baccalaureate degree.

RTMR 384 Topics in Medical Radiography IV (1-3)

Surveys selected topics in medical radiography. Procedure summaries, projects, literature reviews. May be taken concurrently with RTMR 371-375 Radiography Affiliation I, II, III, IV, V for credit toward the baccalaureate degree.

RTMR 385 Topics in Medical Radiography V (1-3)

Surveys selected topics in medical radiography. Procedure summaries, projects, literature reviews. May be taken concurrently with RTMR 371-375 Radiography Affiliation I, II, III, IV, V for credit toward the baccalaureate degree.

RTMR 386 Medical Radiography Affiliation VI (10)

The last of a six-quarter sequence totaling eighteen months of clinical experience--386 clinical hours that cover a wide variety of technical procedures. Stresses completion of individual clinical requirements needed for ARRT registry eligibility.

RTMR 401 Advanced Clinical Procedures I (1-3)

Credit for clinical experience in an affiliated imaging department covering a wide range of radiographic procedures. Periodic evaluations by the clinical supervisor.

RTMR 402 Advanced Clinical Procedures II (1-3)

Credit for clinical experience in an affiliated imaging department covering a wide variety of radiographic procedures. Periodic evaluations by the clinical supervisor.

RTMR 403 Advanced Clinical Procedures III (1-3)

Credit for clinical experience in an affiliated imaging department covering a wide variety of radiographic procedures. Periodic evaluations by the clinical supervisor.

RTMR 404 Advanced Clinical Procedures IV (1-3)

Credit for clinical experience in an affiliated imaging department covering a wide variety of radiographic procedures. Periodic evaluations by the clinical supervisor.

RTMR 451 Management of a Radiologic Service (3)

Techniques of organization, planning, and management, with specific applications to a hospital radiology service.

RTMR 454 Quality Management in Radiation Sciences (2)

In-depth look at continuous quality management of all aspects in a radiology department, from equipment to personnel.

RTMR 253L Medical Radiography Procedures Laboratory I (1)

Applies principles of patient positioning and radiographic exposure to the laboratory setting. Uses clinical patient simulations and radiographic phantoms to determine optimum techniques.

Corequisite: RTMR 253.

RTMR 254L Medical Radiography Procedures Laboratory II (1)

Applies principles of patient positioning and radiographic exposure to the laboratory setting. Uses clinical patient simulations and radiographic phantoms to determine optimum techniques.

Corequisite: RTMR 254.

RTMR 255L Medical Radiography Procedures Lab III (1)

Applies principles of patient positioning and radiographic exposure to the laboratory setting. Uses clinical patient simulation and radiographic phantoms to determine optimal radiographic techniques.

Corequisite: RTMR 255.

Medical Sonography

RTMS 339 Echocardiography I (4)

Focuses on normal anatomy, scan techniques, cardiac measurement, and new dynamics. Case-study presentations.

RTMS 344 Introduction to Medical Sonography (1, 4)

1 unit: Introduction to cardiac ultrasound. 4 units: Introduction to sonography, including ob-gyn, abdomen, vascular, neurosonography, cardiac, and pediatric. In both 1 and 4 units: terminology and scan techniques for all areas.

RTMS 345 Ob-Gyn Sonography (5)

Ob-Gyn scan techniques, fetal anatomy and pathologies, gynecological anatomy and pathologies. Student case presentations and case studies.

RTMS 346 Vascular Technology/Doppler/Scan Techniques (5)

Covers vascular technology, Doppler, abdomen, and small parts. Continues case studies and case presentations.

RTMS 347 Echocardiography II (4)

Echocardiography, adult and pediatric. Further focuses on anatomy, pathology, hemodynamics, and Doppler. Includes case studies and presentations

RTMS 348 Abdomen/Neurosonography (5)

Sonography of the abdomen and neonatal neurosonography specialties and scan techniques. Visualizes sonography of the abdomen, cross-section scan techniques, and pathologies on ultrasound. Includes neonatal neurosonography, anatomy and pathologies also included.

RTMS 358 Introduction to Ultrasound Physics and Instrumentation (1)

Reviews algebraic and metric systems and physics principles as they relate to ultrasound.

RTMS 379 Ultrasound Physics and Instrumentation I (2)

Studies the basic physical principles and instrumentation of ultrasound production and imaging. Selected case-study presentations, as assigned.

RTMS 381 Topics in Medical Sonography I (1)

Surveys selected topics in medical sonography. Procedure summaries, projects, literature reviews.

RTMS 382 Topics in Medical Sonography II (1)

Surveys selected topics in medical sonography. Procedure summaries, projects, literature reviews.

RTMS 383 Topics in Medical Sonography III (1)

Surveys selected topics in medical sonography. Procedure summaries, projects, literature reviews.

RTMS 384 Topics in Medical Sonography IV (1)

Surveys selected topics in medical sonography. Procedure summaries, projects, literature reviews.

RTMS 385 Topics in Medical Sonography V (1-3)

Selected projects that may be taken concurrently with RTMS 971-978 Medical Sonography for credit toward the B.S. degree.

RTMS 386 Topics in Medical Sonography VI (1-3)

Selected projects that may be taken concurrently with RTMS 971-978 Medical Sonography for credit toward the B.S. degree.

RTMS 387 Ultrasound Physics and Instrumentation II (2)

Study and review of the basic physical principles and instrumentation of ultrasound, with additional emphasis on Doppler and artifacts.

Prerequisite: RTMS 379.

RTMS 401 Advanced Clinical Procedures I (1-3)

Credit for full-time, postcertification clinical practice in a medical sonography service. Periodic evaluations by the clinical supervisor.

RTMS 402 Advanced Clinical Procedures II (1-3)

Credit for full-time, postcertification clinical practice in a medical sonography service. Periodic evaluations by the clinical supervisor.

RTMS 403 Advanced Clinical Procedures III (1-3)

Credit for full-time, postcertification clinical practice in a medical sonography service. Periodic evaluations by the clinical supervisor.

RTMS 404 Advanced Clinical Procedures IV (1-3)

Credit for full-time, postcertification clinical practice in a medical sonography service. Periodic evaluations by the clinical supervisor.

RTMS 961 Vascular Ultrasound Clinical Affiliation (1)

Clinical experience in vascular ultrasound (416 clock hours per quarter) covering a wide variety of technical procedures.

RTMS 962 Vascular Ultrasound Clinical Affiliation (10)

Clinical experience in vascular ultrasound (416 clock hours per quarter) covering a wide variety of technical procedures.

RTMS 963 Vascular Ultrasound Clinical Affiliation (10)

Clinical experience in vascular ultrasound (416 clock hours per quarter) covering a wide variety of technical procedures.

RTMS 964 Vascular Ultrasound Clinical Affiliation (10)

Clinical experience in vascular ultrasound (300 clock hours per quarter) covering a wide variety of technical procedures.

RTMS 965 Cardiac Ultrasound Clinical Affiliation (12)

Clinical experience in cardiac ultrasound (384 clock hours per quarter) covering a wide variety of technical procedures.

RTMS 966 Cardiac Ultrasound Clinical Affiliation (11)

Clinical experience in cardiac ultrasound (352 clock hours per quarter) covering a wide variety of technical procedures.

RTMS 967 Cardiac Ultrasound Clinical Affiliation (11)

Clinical experience in cardiac ultrasound (352 clock hours per quarter) covering a wide variety of technical procedures.

RTMS 968 Cardiac Ultrasound Clinical Affiliation (12)

Clinical experience in cardiac ultrasound (440 clock hours per quarter) covering a wide variety of technical procedures.

RTMS 971 Medical Sonography Clinical Affiliation (11)

A twelve-week week, 384-hour clinical experience in medical sonography, consisting of four days/week rotations covering a wide variety of technical procedures.

RTMS 972 Medical Sonography Clinical Affiliation (11)

Clinical experience in medical sonography (384 clock hours) covering a wide variety of technical procedures.

Prerequisite: RTMS 971.

RTMS 973 Medical Sonography Clinical Affiliation (11)

Clinical experience in medical sonography (352 clock hours) covering a wide variety of technical procedures

Prerequisite: RTMS 972.

RTMS 974 Medical Sonography Clinical Affiliation (11)

Clinical experience in medical sonography (352 clock hours) covering a wide variety of technical procedures.

Prerequisite: RTMS 973.

RTMS 975 Medical Sonography Clinical Affiliation (12)

Clinical experience in medical sonography (384 clock hours) covering a wide variety of technical procedures.

Prerequisite: RTMS 974.

RTMS 976 Medical Sonography Clinical Affiliation (11)

Clinical experience in medical sonography (352 clock hours) covering a wide variety of technical procedures.

Prerequisite: RTMS 975.

RTMS 977 Medical Sonography Clinical Affiliation (11)

Clinical experience in medical sonography (352 clock hours) covering a wide variety of technical procedures.

Prerequisite: RTMS 976.

RTMS 978 Medical Sonography Clinical Affiliation (11)

Clinical experience in medical sonography (352 clock hours) covering a wide variety of technical procedures.

Prerequisite: RTMS 977.

Nuclear Medicine

RTNM 351 Principles of Nuclear Medicine I (3)

Radioactivity and its application in medicine. Atomic and nuclear structure, nuclear reactions, sources of radiation, modes of radioactive decay, dosage calculations, radiation hazards, biological effects, instrumentation, and basic measurements. Laboratory.

RTNM 352 Principles of Nuclear Medicine II (3)

Radioactivity and its application in medicine. Atomic and nuclear structure, nuclear reactions, sources of radiation, modes of radioactive decay, dosage calculations, radiation hazards, biological effects, instrumentation, and basic measurements. Laboratory.

RTNM 353 Nuclear Medicine Procedures I (2)

Clinical applications of the principles discussed in RTNM 351, 352. Transmission and prevention of AIDS and other communicable diseases, with specific application to nuclear medicine. Laboratory.

RTNM 354 Nuclear Medicine Procedures II (2)

Clinical applications of the principles discussed in RTNM 351, 352. Transmission and prevention of AIDS and other communicable diseases, with specific application to nuclear medicine. Laboratory.

RTNM 356 Positron Emission Tomography (2)

Student learns the fundamental physics, instrumentation, and radionuclide requirements of Positron Emission Tomography (PET).

RTNM 381 Topics in Nuclear Medicine I (1-3)

Surveys selected topics in nuclear medicine. Procedure summaries, projects, literature reviews. May be taken concurrently with RTNM 971-974 for credit toward the baccalaureate degree.

RTNM 382 Topics in Nuclear Medicine II (1-3)

Surveys selected topics in nuclear medicine. Procedure summaries, projects, literature reviews. May be taken concurrently with RTNM 971-974 for credit toward the baccalaureate degree.

RTNM 383 Topics in Nuclear Medicine III (1-3)

Surveys selected topics in nuclear medicine. Procedure summaries, projects, literature reviews. May be taken concurrently with RTNM 971-974 for credit toward the baccalaureate degree.

RTNM 384 Topics in Nuclear Medicine IV (1-3)

Surveys selected topics in nuclear medicine. Procedure summaries, projects, literature reviews. May be taken concurrently with RTNM 971-974 for credit toward the baccalaureate degree.

RTNM 401 Advanced Clinical Procedures I (3)

Credit for full-time, postcertification clinical practice in a nuclear medicine service. Periodic evaluations by the clinical supervisor.

RTNM 402 Advanced Clinical Procedures II (3)

Credit for full-time, postcertification clinical practice in a nuclear medicine service. Periodic evaluations by the clinical supervisor.

RTNM 403 Advanced Clinical Procedures III (3)

Credit for full-time, postcertification clinical practice in a nuclear medicine service. Periodic evaluations by the clinical supervisor.

RTNM 404 Advanced Clinical Procedures IV (3)

Credit for full-time, postcertification clinical practice in a nuclear medicine service. Periodic evaluations by the clinical supervisor.

RTNM 971 Nuclear Medicine Affiliation I (11)

Clinical experience of twelve months (352 clock hours per term) covering a wide variety of technical procedures.

RTNM 972 Nuclear Medicine Affiliation II (11)

Clinical experience of twelve months (352 clock hours per term) covering a wide variety of technical procedures.

RTNM 973 Nuclear Medicine Affiliation III (11)

Clinical experience of twelve months (352 clock hours per term) covering a wide variety of technical procedures.

RTNM 974 Nuclear Medicine Affiliation IV (11)

Clinical experience of twelve months (352 clock hours per term) covering a wide variety of technical procedures.

Radiologist Assistant

RTRA 324 Medical-Llegal Issues in Radiology (1)

Introduction to the legal system as it pertains to radiation sciences. Concepts such as malpractice, litigation, informed consent, assault, and battery.

RTRA 331 Pharmacology I (2)

Surveys pharmacological agents currently used in medicine, including their kinetics, dynamics, and therapeutics. Places special emphasis on pharmaceuticals commonly used by and given to radiology patients, including contrast media, antineoplastic agents, and radioactive isotopes.

RTRA 332 Pharmacology II (2)

Surveys pharmacological agents currently used in medicine, including their kinetics, dynamics, and therapeutics. Places special emphasis on pharmaceuticals commonly used by and given to radiology patients, including contrast media, antineoplastic agents, and radioactive isotopes.

RTRA 344 Medical Anatomy and Physiology (2)

Covers the structures and function of human biology. Assists with developing skills of interpreting laboratory data and increasing the understanding of the pathophysiology behind patient care.

RTRA 346 Clinical Management and Education (2)

Focuses on analyzing and interpreting physiological data to assist in patient assessment and management. Utilizes critical thinking, action plans, and protocols. Includes relationship-centered patient care, effective communication, and patient education. Introduces clinical pathways, multidisciplinary clinical practice, and a focus on quality and coordination of care.

RTRA 351 Patient Assessment I (2)

Assists with skills in interviewing, physical examination, and interpreting laboratory data. Increases understanding of the pathophysiology behind patient care. Emphasizes analysis and interpretation of physiological data to assist in patient assessment and management.

RTRA 352 Patient Assessment II (2)

Assists with developing skills in interviewing, physical examination, and interpreting laboratory data. Increases understanding of the pathophysiology behind patient care. Emphasizes analysis and interpretation of physiological data to assist in patient assessment and management.

RTRA 371 Clinical Internship (2)

A twelve-week rotation consisting of one day/week, for a total of 96 hours of clinical experience. A mentored clinical experience during which students complete a wide variety of competencies that prepare them to generate a report stating initial observations of diagnostic images on neonatal, pediatric, adult and geriatric populations. Students utilize clinical contracts and a clinical portfolio.

RTRA 372 Clinical Internship (5)

An eleven-week rotation totaling 168 hours of clinical experience. A mentored clinical experience during which students complete a wide variety of competencies that prepare them to generate a report stating initial observations of diagnostic images on neonatal, pediatric, adult, and geriatric populations. Students utilize clinical contracts and a clinical portfolio.

RTRA 373 Clinical Internship (7)

An eleven-week rotation consisting of three days/week for a total of 264 hours. During the mentored clinical experience students will complete a wide variety of competencies and will be able to generate a report stating initial observations of diagnostic images on neonatal, pediatric, adult and geriatric populations. Students utilize clinical contracts and a clinical portfolio.

RTRA 381 Cross-sectional Anatomy I (1)

Identifies normal and abnormal anatomy in two-dimensional as well as three-dimensional planes. Relates cross-sectional view of anatomy and pathology to radiology procedures.

RTRA 382 Cross-sectional Anatomy II (1)

Identifies normal and abnormal anatomy in two-dimensional as well as three-dimensional planes. Relates cross-sectional view of anatomy and pathology to radiology procedures.

RTRA 384 Radiobiology and Health Physics (3)

Reviews the effects of ionizing and nonionizing radiation and fundamental concepts of radiation protection. Promotes the conscientious operation of radiologic and fluoroscopic devices. Provides a complement to guided practice in operating the fluoroscopic device during clinical mentoring. Procedures and techniques to optimize image quality while reducing radiation exposure to patients, operator, and ancillary personnel

RTRA 385 Radiology Procedures and Image Evaluation I (3)

Provides a framework for various imaging procedures and the role of the radiologist assistant in the radiology department. Provides the framework for systematic observation of static, digital, X-sectional, and dynamic diagnostic images for the purpose of evaluating the presence of abnormalities, anomalies, and pathological conditions.

RTRA 386 Radiology Procedures and Image Evaluation II (3)

Provides a framework for various imaging procedures and the role of the radiologist assistant in the radiology department. Provides the framework for systematic observation of static, digital, X-sectional, and dynamic diagnostic images for the purpose of evaluating the presence of abnormalities, anomalies, and pathological conditions.

RTRA 387 Radiology Procedures and Image Evaluation III (3)

Provides a framework for various imaging procedures and the role of the radiologist assistant in the radiology department. Provides the framework for systematic observation of static, digital, X-sectional, and dynamic diagnostic images for the purpose of evaluating the presence of abnormalities, anomalies, and pathological conditions.

RTRA 388 Radiology Procedures and Image Evaluation IV (3)

Provides a framework for various imaging procedures and the role of the radiologist assistant in the radiology department. Provides the framework for systematic observation of static, digital, X-sectional, and dynamic diagnostic images for the purpose of evaluating the presence of abnormalities, anomalies and pathological conditions.

RTRA 471 Clinical Internship (7)

Clinical internship (minimum of 264 clock hours). During the mentored clinical experience students complete a wide variety of competencies and will be able to generate a report stating initial observations of diagnostic images on neonatal, pediatric, adult and geriatric populations. Students utilize clinical contracts and a clinical portfolio.

RTRA 472 Clinical Internship (7)

Students complete a wide variety of competencies during the mentored clinical experience, enabling them to generate a report stating initial observations of diagnostic images on neonatal, pediatric, adult, and geriatric populations. Students utilize clinical contracts and a clinical portfolio.

RTRA 473 Clinical Internship (7)

An eleven-week, 264-hour rotation consisting of three days/week. A mentored clinical experience during which students complete a wide variety of competencies that prepare them to generate a report stating initial observations of diagnostic images on neonatal, pediatric, adult and geriatric populations. Students utilize clinical contracts and a clinical portfolio.

RTRA 474 Clinical Internship (7)

Clinical internship (minimum of 264 clock hours). During the mentored clinical experience students complete a wide variety of competencies and will be able to generate a report stating initial observations of diagnostic images on neonatal, pediatric, adult and geriatric populations. Students utilize clinical contracts and a clinical portfolio.

RTRA 484 Radiologist Assistant Research Project (2)

Student completes a faculty-facilitated research project related to radiation sciences. Radiation sciences faculty must approve all projects.

RTRA 485 Radiologist Assistant Research Project (2)

The student does a faculty-facilitated research project related to radiation sciences. Radiation sciences faculty must approve all projects.

RTRA 486 Radiologist Assistant Research Project (2)

The student does a faculty-facilitated research project related to radiation sciences. Radiation sciences faculty must approve all projects.

RTRA 488 Comprehensive Review (1)

Review of the major content areas covered in the radiologist assistant program. Student evaluation and performance analysis accomplished.

Special Imaging

RTSI 361 MRI Physics I (2)

Two-part course deals with basic principles, physics, imaging parameters, biological effects, management, and patient protocol of magnetic resonance imaging (MRI)

RTSI 362 MRI Physics II (2)

Basic principles, physics, imaging parameters, biological effects, management, and patient protocol of magnetic resonance imaging (MRI).

Prerequisite: RTSI 361.

RTSI 364 Patient Care in Special Imaging (2)

Overview of patient care in MRI and CT imaging. General aspects of patient care, pharmacology and drug administration, radiation safety. Examines some areas of radiology management. Prepares students for the additional areas required in the National Registry for the specialty areas of CT and MRI.

RTSI 367 Cross-sectional Radiographic Anatomy (2)

Overview of gross anatomy. Identifies normal anatomy in two-dimensional as well as three-dimensional planes. Relation of the structural as well as the physiological functions of the different body systems.

RTSI 369 CT Physics (2)

Basic principles, physics, imaging parameters, radiological effects, management, and patient protocol of computed tomography (CT).

RTSI 381 Topics in Special Imaging I (1-3)

Surveys selected topics in special imaging. Procedure summaries, projects, literature reviews. May be taken concurrently with RTSI 971-973 for credit toward the baccalaureate degree.

RTSI 382 Topics in Special Imaging II (1-3)

Surveys selected topics in special imaging. Procedure summaries, projects, literature reviews. May be taken concurrently with RTSI 971-973 for credit toward the baccalaureate degree.

RTSI 383 Topics in Special Imaging III (1-3)

Surveys selected topics in special imaging. Procedure summaries, projects, literature reviews. May be taken concurrently with RTSI 971-973 for credit toward the baccalaureate degree.

RTSI 389 Special Project (1)

Student submits project in the form of a paper or a visual aid representing a topic of current interest in an area related to radiation sciences. Regular meetings provide guidance to the student.

RTSI 391 CVI Internship I (3)

Advanced clinical training for qualified CRT, ARRT-certified individuals with current CPR and fluoroscopy permit. Three quarters (nine months) of clinical time in the areas of cardiovascular/general angiography and interventional radiography. Full-time clinical-learning experience involving forty hours per week.

RTSI 401 Advanced Clinical Procedures I (3)

Credit for full-time, postcertification clinical practice in a radiology service. Periodic evaluations by the clinical supervisor.

RTSI 402 Advanced Clinical Procedures II (3)

Credit for full-time, postcertification clinical practice in a radiology service. Periodic evaluations by the clinical supervisor.

RTSI 403 Advanced Clinical Procedures III (3)

Credit for full-time, postcertification clinical practice in a radiology service. Periodic evaluations by the clinical supervisor.

RTSI 404 Advanced Clinical Procedures IV (3)

Credit for full-time, postcertification clinical practice in a radiology service. Periodic evaluations by the clinical supervisor.

RTSI 971 Special Imaging (CT/MRI) Affiliation I (10)

A ten-week, 320-hour clinical experience in CT (computerized tomography) and MRI (magnetic resonance imaging) consisting of four-days-per-week rotations covering a wide variety of technical procedures.

RTSI 972 Special Imaging (CT/MRI) Affiliation II (10)

An eleven-week, 320-hour clinical experience in CT (computerized tomography) and MRI (magnetic resonance imaging) consisting of four-days-per-week rotations covering a wide variety of technical procedures.

RTSI 973 Special Imaging (CT/MRI) Affiliation III (10)

A ten-week, 320-hour clinical experience in CT (computerized tomography) and MRI (magnetic resonance imaging) consisting of four-days-per-week rotations covering a wide variety of technical procedures.

RTSI 992 CVI Internship II (12)

Advanced clinical training for qualified CRT, ARRT-certified individuals, with current CPR and fluoroscopy permit. Three quarters (nine months) of clinical time in the areas of cardiovascular/general angiography and interventional radiography. Full-time clinical-learning experience involving forty hours per week.

RTSI 993 CVI Internship III (12)

Advanced clinical training for qualified CRT, ARRT-certified individuals, with current CPR and fluoroscopy permit. Three quarters (nine months) of clinical time in the areas of cardiovascular/general angiography and interventional radiography. Full-time clinical-learning experience involving forty hours per week.

Radiation Therapy

RTTH 332 Radiation Biology (1)

The effects of radiation on living systems

RTTH 342 Patient-Care Practices in Radiation Therapy (2)

Aspects of radiation therapy patient care. Emphasizes equipment, treatment, and psychological support of the patient. Transmission and prevention of AIDS and other communicable diseases, with specific application to radiation therapy.

RTTH 344 Radiation Therapy Procedures (2)

Study and/or practical applications of patient support and immobilization devices. Principles of choosing patient-treatment modalities. Methods of tumor localization. Purposes and utilization of beam direction and modification equipment.

RTTH 345 Quality Assurance in Radiation Therapy (1)

General aspects of continuous quality improvement (CQI) and specific aspects of quality management as they relate to the Department of Radiation Therapy. Examines the comprehensive nature of a quality-management program, and quantification of the radiation therapist's role on the CQI team.

RTTH 348 Radiation Therapy Review (1)

Comprehensively reviews radiation physics, protection, and dosimetry. Applies radioactive materials. Radiobiology. Technical aspects of radiation oncology.

RTTH 353 Psycho-Oncology (2)

Examines potential psychological effects of malignant disease on the patient and family. The patient's emotional responses to the initial diagnosis, and methods of coping and adapting to the disease and its treatment. Role of the radiation therapist as a member of the patient's emotional-support team.

RTTH 355 Physical Principles of Radiation Therapy I (3)

Nature and description of the structure of matter and energy. Radioactive decay schemes and interaction of photons and gamma radiation. Instrumentation involved in measurement of ionizing radiation, beam quality, and dose. Laboratory.

RTTH 356 Physical Principles of Radiation Therapy II (3)

Calibration techniques of photon, particulate, and electron beams. Percentage depth dose, tissue-air ratios, treatment planning, scatter functions, field flatness, and symmetry. Field shaping, arc therapy, and tissue inhomogeneities. Clinical dosimetric considerations. Laboratory.

RTTH 357 Applied Dosimetry (2)

Brachytherapy sources, isotope calibration, protection, and implantation techniques. Teletherapy equipment and protection. Quality assurance for external and brachytherapy procedures. Laboratory.

RTTH 358 Advanced Dosimetry (3)

Develops student's ability to construct treatment plans using the 3-D planning system. Integrates theory with practice. Student completes a number of plans that utilize all major treatment techniques

Prerequisite: RTTH 357; or equivalent.

RTTH 364 Radiation Oncology I (3)

A two-term course covering pathology, etiology, epidemiology, histopathology, metastasis, staging, and treatment of major types of malignant neoplasms. Includes technique/simulation laboratory.

RTTH 365 Radiation Oncology II (3)

A two-term course covering pathology, etiology, epidemiology, histopathology, metastasis, staging, and treatment of major types of malignant neoplasms. Includes technique/simulation laboratory.

RTTH 381 Topics in Radiation Therapy I (1-3)

Surveys selected topics in radiation therapy. Procedure summaries, projects, literature reviews. May be taken concurrently with RTTH 971-974 for credit toward the baccalaureate degree.

RTTH 382 Topics in Radiation Therapy II (1-3)

Surveys selected topics in radiation therapy. Procedure summaries, projects, literature reviews. May be taken concurrently with RTTH 971-974 for credit toward the baccalaureate degree.

RTTH 383 Topics in Radiation Therapy III (1-3)

Surveys selected topics in radiation therapy. Procedure summaries, projects, literature reviews. May be taken concurrently with RTTH 971-974 for credit toward the baccalaureate degree.

RTTH 384 Topics in Radiation Therapy IV (1-3)

Surveys selected topics in radiation therapy. Procedure summaries, projects, literature reviews. May be taken concurrently with RTTH 971-974 for credit toward the baccalaureate degree.

RTTH 401 Advanced Clinical Procedures I (3)

Credit for full-time, postcertification clinical practice in a radiation therapy service. Periodic evaluations by the clinical supervisor.

RTTH 402 Advanced Clinical Procedures II (3)

Credit for full-time, postcertification clinical practice in a radiation therapy service. Periodic evaluations by the clinical supervisor.

RTTH 403 Advanced Clinical Procedures III (3)

Credit for full-time, postcertification clinical practice in a radiation therapy service. Periodic evaluations by the clinical supervisor.

RTTH 404 Advanced Clinical Procedures IV (3)

Credit for full-time, postcertification clinical practice in a radiation therapy service. Periodic evaluations by the clinical supervisor.

RTTH 971 Radiation Therapy Affiliation I (8)

The first of a three-course sequence totaling twelve months of clinical experience covering a wide variety of technical procedures. Clock hours: 288.

RTTH 972 Radiation Therapy Affiliation II (8)

Continues RTTH 971. Clock hours: 264.

RTTH 973 Radiation Therapy Affiliation III (8)

Continues RTTH 971, 972. Clock hours: 264.

RTTH 974 Radiation Therapy Affiliation IV (8)

Continues RTTH 971-973 (264 clock hours).

Pharmacy Practice-Drug Information

RXDI 664 Drug Information and Literature Evaluation (3)

Introduces drug-information resources. Trains students to retrieve and critically evaluate literature related to providing pharmaceutical care to patients. Introduces multiple forms of drug literature including primary, secondary, tertiary, and Internet resources. Trains students to document drug-information requests and report adverse drug reactions. Discusses issues related to herbal medicine and alternative therapeutic options. Uses knowledge obtained through classroom course assignments, students examine published information to answer common drug-information questions.

Pharmacy Practice-Experiential Education

RXEE 562 Pharmacist Guided Self-Care 1 (3)

Familiarizes the student with nonprescription health care products. Emphasizes patient assessment, indicated medical conditions, pharmacology, product selection, self-administration techniques, and patient counseling/follow-up. Lecture/discussion simulates patient encounters.

Prerequisite: P1, Winter Quarter standing.

RXEE 563 Pharmacist Guided Self-Care 2 (3)

Familiarizes the student with nonprescription health care products. Emphasizes patient assessment, indicated medical conditions, pharmacology, product selection, self-administration techniques, and patient counseling/follow-up. Lecture/discussion simulates patient encounters.

Prerequisite: RXEE 562; Successful completion of RXEE 562; and P1, Spring Quarter standing.

RXEE 591 Introduction to Community Pharmacy Practice I (2)

Part of a two-course sequence for practical exposure to community pharmacy practice. Student learns basic skills required in community pharmacy practice through practicum and reflection.

RXEE 592 Introduction to Community Pharmacy Practice II (2)

Part of a two-course sequence for practical exposure to community pharmacy practice. Student learns basic skills required in community pharmacy practice through practicum and reflection.

RXEE 690 Introduction to Hospital Pharmacy Practice (2)

Exposes students to the various clinical, administrative, and distributive roles and responsibilities of a hospital pharmacist.

Prerequisite: P2 Standing.

RXEE 790 Introduction to Clinical Pharmacy Practice (1)

Exposes students to a variety of clinical pharmacy services--including ambulatory care, medicine, and a number of specialty practice areas.

Prerequisite: P3 Standing.

RXEE 856 Medicine (6)

Supervised clinical pharmacy experience emphasizing the development of pharmaceutical care skills in an adult, acute care, inpatient setting.

RXEE 857 Hospital Practice (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care and medication-distribution skills in an inpatient setting.

RXEE 858 Ambulatory Care (6)

Supervised clinical pharmacy experience emphasizing the development of pharmaceutical care skills in ambulatory patient-care setting.

RXEE 859 Clinical Community (6)

Supervised clinical pharmacy experience emphasizing the development of pharmaceutical care skills in a community pharmacy (chain or independent) environment.

RXEE 860 Dermatology (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of dermatology.

RXEE 861 Gastroenterology/Hepatology (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of gastroenterology and hepatology.

RXEE 862 Health Policy (6)

Preceptor-supervised education that provides additional experience in the area of health policy.

RXEE 863 Investigational Drugs (6)

Preceptor-supervised education that provides additional experience in the area of investigational drugs.

RXEE 864 Ophthalmology (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of ophthalmology.

RXEE 865 State/National Pharmacy Associations (6)

Preceptor-supervised education that provides additional experience in the area of state/national pharmacy association administration.

RXEE 868 Drug Information (6)

Supervised education that provides additional experience in the area of drug information.

RXEE 869 Academia (6)

Supervised education that provides additional experience in the area of academia.

RXEE 870 Administration/Management (6)

Supervised education that provides additional experience in the area of administration and/or management in a health-care system or other inpatient environment.

RXEE 871 Cardiology (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of cardiology.

RXEE 872 Research (6)

Preceptor-supervised education that provides additional experience in the area of research.

RXEE 873 Long Term Care (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of long-term care.

RXEE 874 Infectious Disease (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of infectious disease.

RXEE 875 Neurology (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of neurology.

RXEE 876 Nuclear Pharmacy (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of nuclear pharmacy.

RXEE 877 Nutrition (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of nutrition.

RXEE 878 Oncology (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of oncology.

RXEE 879 Obstetrics/Gynecology (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of obstetrics and gynecology.

RXEE 880 Pharmacokinetics (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of pharmacokinetics.

RXEE 881 Pharmaceutical Industry (6)

Preceptor-supervised education that provides additional experience in the area of pharmaceutical industry.

RXEE 882 Pain Management (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of pain management.

RXEE 883 Managed Care (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of managed care.

RXEE 884 Pediatric Transplant (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of pediatric transplant.

RXEE 885 Pediatrics/Neonatology (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of pediatrics and neonatology.

RXEE 886 Home Healthcare (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of home health care.

RXEE 887 Geriatrics (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of geriatrics.

RXEE 888 Compounding (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of compounding.

RXEE 889 Specialty Independent (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of specialty independent practice.

RXEE 890 Psychiatry (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of psychiatry.

RXEE 891 Emergency Medicine & Trauma (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of emergency medicine and trauma.

RXEE 892 Pharmacoeconomics and Outcomes Research (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of pharmacoeconomics and outcomes research.

RXEE 893 Pharmacy Systems/Technology (6)

Preceptor-supervised education that provides additional experience in the area of pharmacy systems and technology.

RXEE 894 Transplant (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of transplant.

RXEE 895 Critical Care (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of critical care.

RXEE 896 Poison Control & Toxicology (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of poison control and toxicology.

RXEE 897 Public Health Service (6)

Preceptor-supervised education that provides additional experience in the area of public health service.

RXEE 898 Nephrology (6)

Preceptor-supervised pharmacy-practice experience that emphasizes the development of pharmaceutical care skills in the specialty area of nephrology.

RXEE 899 Re-Connections (3)

Brings all P4 students back to campus after completion of the APPEs. P4 students reconnect with their fourth-year classmates and interact with and mentor P1, P2, and P3 students. Lectures, seminars, and discussions; in addition to program- evaluation activities. Each student makes a case presentation and a project presentation (podium or poster). Includes a variety of special speakers, chapel services, and feedback and reflection activities; as well as special sessions to prepare for the NAPLEX and CA Board examinations.

Pharmacy Practice-Pharmaceutical Care

RXPC 561 Pharmaceutical Care I (4)

The first in a sequence of three courses that uses early practice experiences to expose students to career opportunities and issues currently shaping the profession. Introduces foundational concepts and attitudes--balanced with real-world observation--necessary to understand the practice of pharmaceutical care, the essence of being a professional, and the challenges of applying these ideals. Designed to instill a sense of professionalism, to promote positive practice philosophies, to develop relationships with practitioners, to evaluate potential career paths, and to foster appreciation for the lifelong-learning nature of pharmacy. Substantial organized, early practice experiences reinforce knowledge and skills taught in didactic course work and encourage reflection. Oral and written communication practice through presentations and class discussions. Students required to learn the top 200 drugs by brand and generic names, therapeutic and drug classifications, and manufacturer.

RXPC 665 Physical Assessment (2)

Develops knowledge in physical assessment, data collection, interpretation, and evaluation of the patient's physical state. Covers additional techniques of patient interviewing, charting, medication profiling, and advisement. Develops objective, structured clinical examination (OSCE) skills in students; and uses these skills as evaluation benchmarks.

RXPC 756 Women's Health (3)

Develops a deeper understanding of issues related specifically to women's health. Reviews anatomy, physiology, pharmacology, pharmacokinetics, pharmacotherapy, and clinical-trial evidence, as they relate to women's health. Enables students to integrate their knowledge of these disciplines in the context of formulating individualized pharmacotherapeutic plans.

RXPC 760 Clinical Pharmacokinetics (2)

Focuses on initiating and adjusting individualized drug dosages for selected medications based on patient demographics, organ function, concomitant medications, disease states, and measured drug plasma levels. Addresses altered drug disposition in special patient populations, i.e., pediatrics, geriatrics, and the obese. Challenges students to critically apply mathematical modeling and clinical pharmacotherapy knowledge at higher levels of sophistication. Students apply knowledge acquired in classroom to longitudinal case study while following patients in the pharmaceutical care laboratory.

Prerequisite: P3 Standing.

RXPC 761 Pharmaceutical Care Laboratory I (4)

The first of three quarters of laboratory course work that familiarizes students with and educates them about major issues in contemporary pharmacy practice. Teaches the important roles of the pharmacist in drug-therapy management--including evaluating patient-medication profiles, monitoring patient outcomes, patient counseling, and disease-state management. Stresses the application of appropriate communication and computer skills in conjunction with these activities. Emphasizes the role of the pharmacist as a health educator. Student gains experience in other practical situations--such as drug-administration techniques, devices, and compounding techniques.

RXPC 762 Pharmaceutical Care Laboratory II (3)

The second of three quarters of laboratory course work that familiarizes students with and educates them about major issues in contemporary pharmacy practice. Teaches the important roles of the pharmacist in drug-therapy management--including evaluating patient medication profiles, monitoring patient outcomes, patient counseling, and disease-state management. Stresses the application of appropriate communication and computer skills in conjunction with these activities. Emphasizes the role of the pharmacist as a health educator. Student gains experience in other practical situations--such as drug-administration techniques, devices, and compounding techniques.

Prerequisite: RXPC 761. Corequisite: RXPS 715, RXTH 771, RXTH 772.

RXPC 763 Pharmaceutical Care Laboratory III (4)

The third of three quarters of laboratory course work that familiarizes students with and educates them about major issues in contemporary pharmacy practice. Teaches the important roles of the pharmacist in drug-therapy management--including evaluating patient medication profiles, monitoring patient outcomes, patient counseling, and disease-state management. Stresses the application of appropriate communication and computer skills in conjunction with these activities. Student gains experience in other practical situations--such as drug-administration techniques, devices, and compounding techniques.

Prerequisite: RXPC 762; P3, SQ standing.

Pharmaceutical Sciences

RXPS 511 Pharmaceutics I (3)

The first in a series of three courses that presents the physicochemical and biological factors affecting the stability, kinetics, bioavailability, and bioequivalence of drugs in dosage forms. Applies this knowledge to dosage-form design, formulation, and drug-delivery systems. Focuses on the theory, technology, formulation, evaluation, and dispensing of solid, semisolid, and liquid dosage forms. Laboratory sessions involve students in the preparation and evaluation of dosage forms.

RXPS 512 Pharmaceutics II (4)

Surveys conventional dosage forms, including oral, topical, and parenteral medications, with emphasis on formulation, preparation, and effectiveness. Continues RXPS 511.

RXPS 513 Pharmaceutics III (3)

Studies the mathematical, physicochemical, and biological principles concerned with the formulation, preparation, and effectiveness of pharmaceutical dosage forms. Continues RXPS 512.

Prerequisite: RXPS 512.

RXPS 515 Pharmaceutics Laboratory I (0.5)

Laboratory designed for the student to apply pharmaceutical principles and to develop proficiency when compounding selected formulations and employing aseptic techniques.

Prerequisite: RXPS 511. Corequisite: RXPS 512.

RXPS 516 Pharmaceutics Laboratory II (0.5)

Continues RXPS 515.

Prerequisite: RXPS 510RXPS 515. Corequisite: RXPS 513.

RXPS 521 Anatomy and Physiology I (3)

The first in a sequence of three courses that provides students of pharmacy with the necessary core knowledge of anatomy and physiology to understand normal body function and to analyze and interpret immediate and long-term compensatory responses to common disease states of excitable cells and all organ systems. Discusses basic and applied terminology, as well as the basic morphology of systems. Teaches concepts that explore the relationship between anatomy and function of the systems, and that integrate physiology and pathophysiology. Introduces a comprehensive medical terminology vocabulary.

RXPS 522 Anatomy and Physiology II (3)

The second in a sequence of three courses that provides students of pharmacy with the necessary core knowledge of anatomy and physiology to understand normal body function and to analyze and interpret immediate and long-term compensatory responses to common disease states of excitable cells and all organ systems. Discusses basic and applied terminology, as well as the basic morphology of systems. Teaches concepts that explore the relationship between anatomy and function of the systems, and that integrate physiology and pathophysiology. Introduces a comprehensive medical terminology vocabulary.

RXPS 523 Anatomy and Physiology III (3)

The third in a sequence of three courses that provides students of pharmacy with the necessary core knowledge of anatomy and physiology to understand normal body function and to analyze and interpret immediate and long-term compensatory responses to common disease states of excitable cells and all organ systems. Discusses basic and applied terminology, as well as the basic morphology of systems. Teaches concepts that explore the relationship between anatomy and function of

the systems, and that integrate physiology and pathophysiology. Introduces a comprehensive medical terminology vocabulary.

Prerequisite: RXPS 522.

RXPS 524 Physiology I (3)

The first in a sequence of three courses. Covers the nervous, endocrine, and urinary systems. Focuses on physiological processes required for maintenance of whole-body homeostasis. Presentation of anatomical relationships and structures serves to support the physiological topics discussed. Emphasizes targets for pharmaceutical intervention and the relationship between biochemical processes and drug metabolism and action.

RXPS 525 Physiology II (3)

The second in a sequence of three courses. Covers the gastrointestinal, cardiovascular, and respiratory systems. Focuses on the physiological processes required for maintenance of whole-body homeostasis. Presentation of anatomical relationships and structures serves to support the physiological topics discussed. Emphasizes targets for pharmaceutical intervention and the relationship between biochemical processes and drug metabolism and action.

RXPS 526 Physiology III (3)

The third in a sequence of three courses. Introduces pathophysiological processes involved in the development and progression of important diseases. Discusses diabetes, metabolic syndrome, cardiovascular disease, HIV infection/AIDS, and cancer. Reviews basic science concepts from a variety of courses completed in previous quarters. Lectures supported with handouts of current scientific literature. Practical training on glucose monitoring and blood pressure screening.

RXPS 530 Molecular Biology (3)

Provides the foundation for the study of molecular biology and genomics. The comprehensive sequence (along with RXPS 581, 582) establishes the biochemical basis for cell structure and emphasizes an integrated approach to understanding cellular metabolism; provides a biochemical, genetic, and molecular basis for understanding disease and drug functioning; and examines the mechanisms for genetic information flow in prokaryotic and eukaryotic cells. Places emphasis on chemical signaling, cell-cycle regulation, principles of gene expression, and basic genetics.

Prerequisite: P1 SQ standing.

RXPS 571 Immunology (3)

The first in a two-course sequence that provides an overview of the host-parasite interaction in infectious diseases. Integrates the basic concepts of the immune response to infectious agents, and the role of immune response in disease; as well as the principles of medical microbiology. Covers basic knowledge of microbial taxonomy, growth, metabolism, reproduction, and genetic variation in sufficient detail for students to understand interactions between host and pathogenic microorganisms in infectious diseases. Emphasizes the rational management, prevention, and control of infectious diseases. Discusses immunologic diseases (e.g., AIDS, SLE, RA) and their therapeutic management. Covers diagnostic procedures.

RXPS 581 Biochemistry I (3)

The first in a two-part series that addresses the structure-function relationships of major biomolecules; enzymes in biochemistry; human-energy metabolism; and major pathways for human protein, carbohydrate, and lipid metabolism. Discusses important organic functional groups, nomenclature and physical properties, characteristic reactions, stereochemistry, and acid-base properties that are important considerations for drug action. Emphasizes principles of biochemistry as they relate to pH and buffers; hemostasis; enzyme functions; regulation of intermediary metabolism; chemical signaling; and interconversions in the living system, including the role of vitamins, hormones, and enzyme inhibitors. Discusses biotechnological advances, when appropriate.

RXPS 582 Biochemistry II (3)

The second in a two-part series that addresses the structure-function relationships of major biomolecules; enzymes in biochemistry; human-energy metabolism; and major pathways for human protein, carbohydrate, and lipid metabolism. Discusses important organic functional groups, nomenclature and physical properties, characteristic reactions,

stereochemistry, and acid-base properties that are important considerations for drug action. Emphasizes principles of biochemistry as they relate to pH and buffers; hemostasis; enzyme functions; regulation of intermediary metabolism; chemical signaling; and interconversions in the living system, including the role of vitamins, hormones, and enzyme inhibitors. Discusses biotechnological advances, when appropriate.

RXPS 610 Pharmacokinetics (5)

Teaches the basic principles of absorption, distribution, metabolism, and elimination of drugs from the body. Focuses on physical, physiological, and biochemical factors that impact these processes. Includes clinical pharmacokinetics principles and practical examples in the recitation periods.

Prerequisite: Successful completion of all P1-level courses and P2; AQ standing.

RXPS 611 Medicinal Chemistry I (3)

The first in a three-course sequence that focuses on the chemistry of natural and synthetic drug entities--their physiochemical properties, methods of synthesis, sources, derivatives, modes of biotransformation, and structure-activity relationships. Links the chemical structure of drugs to their pharmacological/ pharmacokinetic/toxicity profiles.

Prerequisite: Successful completion of all P1-level courses and P2; AQ standing.

RXPS 612 Medicinal Chemistry II (3)

The second in a three-course sequence that focuses on the chemistry of natural and synthetic drug entities--their physiochemical properties, methods of synthesis, sources, derivatives, modes of biotransformation, and structure-activity relationships. Links the chemical structure of drugs to their pharmacological/pharmacokinetic/toxicity profiles.

Prerequisite: RXPS 611.

RXPS 613 Medicinal Chemistry III (3)

Principles governing radiation production and safety relative to radiographic anatomy/dental materials. Fundamentals of intraoral and extraoral techniques, darkroom procedures, and mounting of radiographs. Practical application of techniques.

Prerequisite: RXPS 612. Corequisite: RXTH 683.

RXPS 620 Microbiology (3)

Provides an overview of the host-parasite interaction in infectious diseases. Builds on the concepts developed in immunology, as well as the principles of medicinal microbiology. Covers basic knowledge of microbial taxonomy, growth, metabolism, reproduction, and genetic variation in sufficient detail for the student to understand interactions between the host and pathogenic microorganisms in infectious diseases. Emphasizes rational management, prevention, and control of infectious diseases. Covers diagnostic procedures.

Prerequisite: P2 standing.

RXPS 651 Principles of Medicinal Chemistry I (3)

The first in a three-course sequence that focuses on the chemistry of drug entities. Effects of a drug's chemistry on its various properties, such as pharmacology, toxicology, absorption, distribution, metabolism, excretion, mechanism of action, drug-drug interactions, dosage form formulation(s), stability, cost, and use.

RXPS 652 Principles of Medicinal Chemistry II (4)

The second in a three-course sequence that focuses on the chemistry of drug entities. Effects of a drug's chemistry on its various properties, such as pharmacology, toxicology, absorption, distribution, metabolism, excretion, mechanism of action, drug-drug interactions, dosage form formulation(s), stability, cost, and use.

Prerequisite: RXPS 651.

RXPS 653 Principles of Medicinal Chemistry III (3)

The third in a three-course sequence that focuses on the chemistry of drug entities. Effects of a drug's chemistry on its various properties, such as pharmacology, toxicology, absorption, distribution, metabolism, excretion, mechanism of action, drug-drug interactions, dosage form formulation(s), stability, cost, and use.

Prerequisite: RXPS 652.

RXPS 710 Dietary Supplements (3)

Introduces students to the use of dietary manipulations--including herbals and other supplements--in patient health. Includes legal, biochemical, and formulation issues; benefits and risks of specific agents; and interactions with pharmaceutical treatment.

RXPS 714 Medicinal Chemistry IV (3)

The fourth in a six-course sequence. Focuses over a two-year period on the chemistry of natural and synthetic drug entities--their physiochemical properties, methods of synthesis, sources, derivatives, modes of biotransformation, and structure-activity relationships. Links the chemical structure of drugs to their pharmacological/pharmacokinetic/toxicity profiles.

RXPS 715 Medicinal Chemistry V (2)

Focuses on enzyme and nucleic acid targets for drugs that are involved with various aspects of chemotherapy; antimicrobial, antiviral, antifungal, antiparasitic, and cancer chemotherapy. Emphasizes mechanism of action and aspects of toxicity of these agents.

Prerequisite: RXPS 714 and P3, WQ standing.

RXPS 716 Medicinal Chemistry VI (2)

Completes the consideration of drugs acting on enzyme targets involved with chemotherapy. Considers other drug categories, including drugs interacting with the immune system, both immunostimulants and immunosuppressants; as well as miscellaneous targets involved with diseases, such as osteoarthritis, erectile dysfunction, osteoporosis, and allergic conditions.

Prerequisite: RXPS 715; P3 SQ standing.

RXPS 717 Introduction to Traditional Chinese Medicine (3)

Introduces traditional Chinese medicine--a term used to describe a predominantly preventive system of health care that goes beyond specific medical practices to an integration of wellness with all other aspects of life. Familiarizes the student with this alternative worldview, which may in many ways serve as a model for current, counseling-intensive pharmacy practice.

Prerequisite: P3 standing.

RXPS 718 Clinical Toxicology (3)

Discusses potential toxicity as an intrinsic feature of pharmacy practice. Emphasizes understanding of basic principles of toxicology that can be applied to any toxic emergency that may arise. Focuses on possible toxic effects/consequences, of which the pharmacist should be aware, of drugs and other products sold in pharmacies. Discusses treatment of toxicity, which may require antidotes that the pharmacist will be required to provide.

RXPS 720 Novel Anticancer Drug Targets (1)

Provides insight into newly developed anticancer drugs and novel developments in cancer therapeutics.

RXPS 730 Current Topics in Medicinal Chemistry and Drug Design (1)

Focuses on discovery and design of new drugs for new therapeutic targets, and on development of new approaches for treatment of diseases.

Pharmacy Conjoint

RXRX 501 School of Pharmacy Forum 0

Offered each quarter throughout the four-year program. Weekly meetings to provide opportunity for presentations and discussions on current topics affecting pharmacy, health care, and students' career paths. Serves as a forum for students to network and be informed of activities and developments within the School of Pharmacy and Loma Linda University. Exposes students to leaders within the profession, reputable practitioners from various settings, top researchers, and other renowned individuals who discuss important issues, career opportunities, latest research results, and the practice of pharmacy.

RXRX 506 Introduction to Pharmacy Leadership (1)

Offers academic credit for activities related to leadership development associated with the California Pharmacy Student Leadership Program. Strengthens leadership behavior. Students invited to take part in this program must register for this course and complete it as a condition of their participation. May be repeated once for a maximum of 2 credits.

Prerequisite: Permission of the Office of Student Affairs; PY-1 SQ professional year standing.

RXRX 507 Professional Development 0

Emphasizes the vital role of pharmacy's professional organizations by providing a vehicle within the School of Pharmacy's formal curriculum for student participation. Develops students' leadership abilities and cultivates their input on issues affecting the profession. Offered each quarter throughout the four-year program

Prerequisite: P1 standing.

RXRX 601 School of Pharmacy Forum 0

Weekly meetings provide opportunity for presentations and discussions on topics currently affecting pharmacy, health care, and students' career paths. Serves as a forum for students to network and be informed of activities and developments within the School of Pharmacy and Loma Linda University. Exposes students to leaders within the profession, reputable practitioners from various settings, top researchers, and other renowned individuals who will discuss important issues, career opportunities, latest research results, and the practice of pharmacy. Offered each quarter throughout the four-year program.

Prerequisite: P2; AQ standing.

RXRX 604 Professional Development 0

Emphasizes the vital role of pharmacy's professional organizations by providing a vehicle within the School of Pharmacy's formal curriculum for student participation. Develops students' leadership abilities and cultivates their input on issues affecting the profession. Offered each quarter throughout the four-year program.

Prerequisite: P2 standing.

RXRX 701 School of Pharmacy Forum 0

Required weekly meetings provide opportunity for presentations and discussions on current topics affecting pharmacy, health care, and students' career paths. Serves as a forum for students to network and be informed of activities and developments within the School of Pharmacy and Loma Linda University. Exposes students to leaders within the profession, reputable practitioners from various settings, top researchers, and other renowned individuals who will discuss important issues, career opportunities, latest research results, and the practice of pharmacy. Repeated through the third professional year. Offered each quarter throughout the four-year program.

RXRX 704 Professional Development 0

Emphasizes the vital role of pharmacy's professional organizations by providing a vehicle within the School of Pharmacy's formal curriculum for student participation. Augments the development of students' leadership abilities and cultivates their input on issues affecting the profession. Permits project leaders and committee chairs a set time to meet and to provide an opportunity for all classes to network with each other. Repeated through the third professional year.

RXXRX 711 Formulary Management, Part I (1)

This is Part I of a two-quarter series elective course, designed to introduce students to concepts in formulary management. This course will contain a series of lectures with topics to include: pharmacoeconomics, drug information, clinical biostatistics, and therapeutics.

RXXRX 712 Formulary Management, Part II (2)

Part II of a two-quarter series elective course offered in Winter Quarter, designed to introduce students to applications in formulary management. Consists of independent study in preparation for projects (4) and presentations (2). Assessment based on criteria set forth by specific guidelines and evaluation tools determined by faculty.

Prerequisite: RXXRX 711.

RXXRX 798 Independent Study with Faculty (1-4)

Individual student research or project directly mentored by a faculty member. Must include a half-page description of the research or project and associated budget (if any), and must specify the means of assessment of the student's achievement of the research or project requirements. Requires approval of the respective department chair and the student's faculty adviser. May be repeated to a total of 4 units toward the 9-unit elective requirement.

Prerequisite: P2 standing & approval of the project by the respective dept . chair and the student's faculty advisor.

RXXRX 899 Re-Connections (3)

Provides fourth-year pharmacy students with a formal board-review experience, as well as other didactic content that will assist them in their transition into the professional workforce. Gives students the opportunity to provide formal feedback to the program regarding their experience with the curriculum and other components that comprise the Doctor of Pharmacy Program.

Prerequisite: P4 Year Students Only.

Pharmacy-Social and Administrative Sciences

RXSA 545 Public Health and Lifestyles (3)

Introduces the first-year pharmacy student to fundamental principles of public health and public health practice, as well as how pharmacy practice interfaces with public health delivery in a variety of settings. Student identifies and evaluates public health education and health promotion programs, as well as identifies where the pharmacist plays a significant role in ensuring the conditions in which all peoples can be healthy. Introduces the student to the fundamentals of public health principles and practice, while examining how the pharmacist is an integral player to public health-systems delivery and practice.

RXSA 547 Pharmacy Law (3)

Reviews basic principles of pharmacy law as they relate to the practice under federal, state, and local regulations. Reviews special problems involving the control of narcotics, poisons, and other controlled substances. Discusses laws relative to business activities and professional ethics as related to the law.

RXSA 640 Epidemiology and Biostatistics (3)

Introduces epidemiology, basic statistical concepts, analytical methods, and medical literature-evaluation techniques. Exposes students to biostatistical concepts through clinical application of statistics, using SPSS7 or other currently available statistical packages.

Prerequisite: Successful completion of all P1-level courses; P2; AQ standing.

RXSA 646 Principles of Management (3)

Introduces pharmacy students to the five core managerial sciences, i.e., human resource management, operations management, marketing, accounting, and finance. Particularly emphasizes human resource management and operations management skills. Lectures incorporate real-life management cases for discussion, followed by lecture on the principles of management topics.

RXSA 743 Health Systems, Reimbursement, and Pharmacoeconomics (3)

Presents fundamental concepts of health outcomes research and pharmacoeconomic analysis, and provides a basic framework to optimize health care resource allocation. Discusses principles of measuring and analyzing costs and outcomes and techniques used to evaluate them across drug treatments. Includes various interactive group assignments to illustrate the methodologies discussed in lecture. Reviews current practice guidelines for pharmacoeconomic evaluation and describes 'real world' contexts in which pharmacoeconomic research is conducted. Reviews the structure of the American health system and the role that pharmacists play in it. Presents and evaluates basic concepts of drug reimbursement and clinical pharmacy reimbursement for different pharmacy practice settings.

RXSA 747 Social, Administrative, and Behavioral Sciences Advanced Seminar (3)

Offers opportunity to research a health care administrative principle, concept, and/or trend currently impacting the profession of pharmacy. Exploratory aspects of the course require students to perform and complete a project related to a social, administrative, and behavioral sciences principle, concept, or trend that currently impacts the profession of pharmacy. Analytical aspects of the course require students to participate in weekly briefings that discuss traditional and controversial pharmacy-administration issues.

RXSA 748 Advanced Topics in Pharmacy Law (3)

An elective course that examines specific pharmacy-law topics in depth, using legal case studies and probing class discussions. Explores pharmacists' liability issues, the drug-approval process, pharmacists' moral/ethical obligations, antitrust, drug importation, and scope of practice.

Prerequisite: P3; AQ standing and permission of instructor.

RXSA 749 Cases in the Pharmaceutical Industry (3)

Studies and discusses the pharmaceutical industry in four major areas of business--fundamentals of marketing, corporate finance, management, and leadership. Analyzes the industry's decision-making process for each industry. Provides students with substantial knowledge in business and management topics comparable in depth and breadth to M.B.A. courses in business schools. Teaches the inner workings of the industry with which students will be involved during their careers.

RXSA 750 Wall Street Journal (1)

Students read selected Wall Street Journal health-related articles and discuss the events that have resulted in news coverage each week in the areas of pharmaceutical/biotechnology, providers/insurance, research, policy, and medical products.

RXSA 751 Social-Behavioral Aspects of Pharmacy Practice (3)

The first course of a two-course sequence that examines and focuses on models and theories of behavior change. Particular focus on primary models of behavior change relative to public health, health education, preventive health, health promotion, and pharmacological practice. From a combination of pharmacological and public health practice, student gains a broad understanding of the various models and theories that may enhance understanding of how health-behavior change models and theories can be applied to assessing a patient's level of behavior change. Students use knowledge to meet the individual needs of the patient.

RXSA 754 Social and Behavioral Aspects of Chronic Disease Management (3)

Examines the concepts and constructs of health behavior change models and theories presented in RXSA 751: Social and Behavioral Aspects of Pharmacy Practice. Presents students with real-world clinical cases and scenarios, as well as with integrated clinical rotations in the course--providing them opportunities to apply knowledge from their didactic lecture material to practical hands-on clinical cases they may encounter during clinical rotations. Provides students with practical and functional knowledge of health behavior- change models and theories as they are applied to clinical pharmacy practice.

Prerequisite: RXSA 751.

RXSA 757 Clinical Research and Methodology (CRM) (2)

Builds on the principles of biostatistics and drug information to develop the skills necessary for a practitioner to design and develop a clinical research study worthy of scholarly publication and presentation. Highly recommended for students who wish to pursue a career in managed care, pharmacy practice in an academic setting, or as a clinical coordinator in hospital settings. Offered Spring Quarter of PY3.

Prerequisite: Completion of RXDI 664 & RXSA 640 with a grade of B- or better.

Pharmacy Practice-Therapeutics

RXTH 670 IPDM I: Principles of Pharmacology (2)

Part of a twelve-course sequence taught over two years. Focuses on pathophysiology and management of disease states, pharmacology of the drug classes indicated, and the clinical pharmacokinetics that govern drug administration. Develops an understanding of the basic pharmacologic concepts of therapeutics, receptor theory, drug metabolism, and drug interactions. Covers tools to effectively assess therapy, including interpretation of laboratory values and construction of SOAP notes.

Prerequisite: Successful completion of all P1-level courses and P2; AQ standing.

RXTH 671 IPDM II: Fluids and Electrolytes (2.5)

Part of a twelve-course sequence. Covers the pathophysiology, management, and drug therapy of conditions related to electrolyte and fluid disturbances; as well as dietary requirements and sources of electrolytes. Addresses pathophysiology, management, and drug therapy of anemias. Enables students to manage electrolyte and fluid disorders and anemias, establish and employ rational treatment, and provide parameters to monitor progress of the regimens.

Prerequisite: Successful completion of all P1-level courses and P2; AQ standing.

RXTH 674 IPDM IV: Renal and Respiratory Diseases (3)

Part of a twelve-course sequence. Includes pathophysiology, pharmacology, pharmacokinetics, pharmacotherapy, and clinical-trial evidence as related to renal and respiratory diseases. Enables students to integrate their knowledge of these disciplines to manage renal and respiratory diseases by establishing and employing rational treatment and providing parameters to monitor progress of the regimens.

Prerequisite: RXTH 670, RXTH 671.

RXTH 683 IPDM IV: Endocrine (3.5)

Part of a twelve-course sequence. Introduces students to the pharmacology, pharmacokinetics, and pharmacodynamics of agents used in the treatment of endocrine and GI dysfunction; as well as management (evaluation, treatment, monitoring, and follow-up) of patients with endocrine and GI dysfunctions. Students integrate knowledge, attitudes, and skills in a variety of ways to accomplish course outcomes. Includes pathophysiology, pharmacology, pharmacokinetics, pharmacotherapy, and clinical-trial evidence as they relate to endocrine and GI drugs. Enables students to integrate their knowledge of the disciplines studied in the context of formulating an individualized pharmacotherapeutic plan for a given patient.

Prerequisite: completion of all P1 and AQ P2 courses.

RXTH 684 IPDM III: Cardiovascular I (3.5)

Part of a twelve-course sequence. Introduces students to the pharmacology, pharmacokinetics, and pharmacodynamics of cardiovascular agents; as well as management (evaluation, treatment, monitoring, and follow-up) of patients with common cardiovascular disorders. Students integrate knowledge, attitudes, and skills in a variety of ways to accomplish course outcomes. Includes anatomy, physiology, pharmacology, pharmacokinetics, pharmacotherapy, and clinical-trial evidence as they relate to cardiology. Enables students to integrate their knowledge of the disciplines studied in the context of formulating an individualized pharmacotherapeutic plan for a given patient.

Prerequisite: P2, SQ standing.

RXTH 685 IPDM V: Cardiovascular II (3.5)

Part of a twelve-course sequence. Introduces students to the pharmacology, pharmacokinetics, and pharmacodynamics of agents used in the treatment of endocrine and GI dysfunction; as well as management (evaluation, treatment, monitoring, and follow-up) of patients with endocrine and GI dysfunctions. Students integrate knowledge, attitudes, and skills in a variety of ways to accomplish course outcomes. Includes pathophysiology, pharmacology, pharmacokinetics, pharmacotherapy, and clinical-trial evidence as they relate to endocrine and GI drugs. Enables students to integrate their knowledge of the disciplines studied in the context of formulating an individualized pharmacotherapeutic plan for a given patient.

RXTH 691 Combined Recitation I: Renal/Respiratory/GI/Endocrine (2)

A case-based discussion section that allows students to integrate the knowledge presented in RXPS 612 and in RXTH 674 and RXTH 683 by evaluation of pertinent case studies. Student devises a rational therapeutic plan and determines appropriate monitoring parameters for safety and efficacy. Identifies and addresses patient-education issues surrounding disease and drug therapy

Prerequisite: Completion of all P1 and AQ P2 courses. Corequisite: RXPS 612, RXTH 674, RXTH 683.

RXTH 692 Combined Recitation II (2)

A case-based discussion section that allows students to integrate the knowledge presented in RXTH 684 and in RXPS 613 by evaluation of pertinent case studies. Student devises a rational therapeutic plan and determines appropriate monitoring parameters for safety and efficacy. Identifies and addresses patient-education issues surrounding disease and drug therapy.

Prerequisite: P2 SQ standing. Corequisite: RXPS 613, RXTH 684.

RXTH 755 Advanced Topics in Cardiology: An Evidence Based Approach (4)

Focuses on current and/or controversial topics in the area of cardiology and cardiovascular pharmacotherapy. More detailed focus on the evidence behind some cardiovascular guidelines.

RXTH 756 Internal Medicine Clinical Research (2)

Exposure to and participation in clinical research in internal medicine clinical pharmacy practice.

RXTH 770 IPDM VII: Infectious Diseases I (3.5)

Part of an eleven-course sequence. Introduces students to the pharmacology, pharmacokinetics, and pharmacodynamics of anti-infectives; as well as management (evaluation, treatment, monitoring and follow-up) of patients with neurological diseases. Students integrate knowledge, attitudes and skills in a variety of ways to accomplish course outcomes. Includes anatomy, physiology, pharmacology, pharmacokinetics, pharmacotherapy and clinical-trial evidence as they relate to anti-infectives. Enables students to integrate their knowledge of the disciplines in the context of formulating individualized pharmacotherapeutic plans.

Prerequisite: P3, AQ standing.

RXTH 771 IPDM X: Neurology (4.5)

Part of a twelve-course sequence. Introduces students to the pharmacology, pharmacokinetics, and pharmacodynamics of agents used in the treatment of endocrine and GI dysfunction; as well as management (evaluation, treatment, monitoring, and follow-up) of patients with endocrine and GI dysfunctions. Students integrate knowledge, attitudes, and skills in a variety of ways to accomplish course outcomes. Includes pathophysiology, pharmacology, pharmacokinetics, pharmacotherapy, and clinical-trial evidence as they relate to endocrine and GI drugs. Enables students to integrate their knowledge of the disciplines studied in the context of formulating an individualized pharmacotherapeutic plan for a given patient.

RXTH 772 IPDM IX: Infectious Diseases II (4.5)

Part of a twelve-course sequence. Introduces students to the pharmacology, pharmacokinetics, and pharmacodynamics of agents used in the treatment of endocrine and GI dysfunction; as well as management (evaluation, treatment, monitoring, and follow-up) of patients with endocrine and GI dysfunctions. Students integrate knowledge, attitudes, and skills in a variety of ways to accomplish course outcomes. Includes pathophysiology, pharmacology, pharmacokinetics, pharmacotherapy, and clinical-trial evidence as they relate to endocrine and GI drugs. Enables students to integrate their knowledge of the disciplines studied in the context of formulating an individualized pharmacotherapeutic plan for a given patient.

RXTH 773 IPDM VIII: Psychiatry (4.5)

Part of an eleven-course sequence. Introduces students to the pharmacology, pharmacokinetics, and pharmacodynamics of agents used in the treatment of psychiatric disease and addictions; as well as management (evaluation, treatment, monitoring and follow-up) of patients with these conditions. Students integrate knowledge, attitudes, and skills in a variety of ways to accomplish the course outcomes. Presents pathophysiology, pharmacology, pharmacokinetics, pharmacotherapy and clinical-trial evidence as they relate to the drugs used for these miscellaneous conditions. Enables students to integrate their knowledge of the disciplines in the context of formulating an individualized pharmacotherapeutic plan for a given patient.

Prerequisite: P3, AQ standing.

RXTH 774 IPDM XII: Miscellaneous Conditions (3.5)

Part of a twelve-course sequence. Introduces students to the pharmacology, pharmacokinetics and pharmacodynamics of agents used in the treatment of various conditions--including arthritis, gout, glaucoma, dermal conditions, incontinence, SLE, MS, BPH, and others; as well as management (evaluation, treatment, monitoring and follow-up) of patients with these conditions. Students integrate knowledge, attitudes and skills in a variety of ways to accomplish the course outcomes. Includes pathophysiology, pharmacology, pharmacokinetics, pharmacotherapy, and clinical trial evidence as they relate to the drugs used for the conditions indicated. Enables students to integrate their knowledge of the disciplines studied in the context of formulating an individualized pharmacotherapeutic plan for a given patient.

Prerequisite: P3 SQ standing.

RXTH 775 IPDM XI: Oncology/Transplant (2.5)

Part of a twelve-course sequence. Introduces students to the pharmacology, pharmacokinetics, and pharmacodynamics of oncology agents and agents used in the treatment of transplant recipients; as well as management (evaluation, treatment, monitoring, and follow-up) of patients with these conditions. Students integrate knowledge, attitudes, and skills in a variety of ways to accomplish course outcomes. Includes pathophysiology, pharmacology, pharmacokinetics, pharmacotherapy, and clinical-trial evidence as they relate to the drugs used to treat the conditions indicated. Enables students to integrate their knowledge of the disciplines studied in the context of formulating an individualized pharmacotherapeutic plan for a given patient.

Prerequisite: P3 SQ standing.

RXTH 784 Special Topics in Pharmacy Practice (3)

Discusses the top 200 drugs as they are currently recognized. Emphasizes therapeutic uses, drug interactions, and side effects. Provides practical tips by practitioners for patient counseling.

RXTH 785 Advanced Topics in Diabetes (3)

Focuses on strategies and applications for implementing a diabetes education and management service in an ambulatory care setting. Covers advanced diabetes topics.

RXTH 789 Advances in Community Pharmacy Practice (3)

Introduces students to a variety of topics encountered in community pharmacy practice--including handling of devices, management issues, and third-party processing. Develops an advanced level of knowledge and skills.

Prerequisite: Completion of Pharmaceutical Care II (RXPC 562).

RXTH 793 Combined Recitation III: Infectious Diseases I/Psychiatry (2)

A case-based discussion section that allows students to integrate the knowledge presented in RXPS 714 and in RXTH 770, 773 by evaluating pertinent case studies. Student devises a rational therapeutic plan and determines appropriate monitoring parameters for safety and efficacy. Identifies and addresses patient-education issues surrounding disease and drug therapy.

Corequisite: RXPS 714, RXTH 770, RXTH 773.

RXTH 794 Combined Recitation IV (2)

A case-based discussion section that allows students to integrate the knowledge presented in RXPS 715 and in RXTH 771 and 772 by evaluating pertinent case studies. Student devises a rational therapeutic plan and determines appropriate monitoring parameters for safety and efficacy. Identifies and addresses patient-education issues surrounding disease and drug therapy.

Prerequisite: Successful completion of all P1 and P2 courses. Corequisite: RXTH 771, RXTH 772.

RXTH 795 Combined Recitation V (2)

A case-based discussion section that allows students to integrate the knowledge presented in RXTH 774, 775 and in RXPS 716 by evaluating pertinent case studies. Student devises a rational therapeutic plan and determines appropriate monitoring parameters for safety and efficacy. Identifies and addresses patient-education issues surrounding disease and drug therapy.

Prerequisite: P3 SQ standing. Corequisite: RXPS 716, RXTH 774, RXTH 775.

RXTH 874 Cardiology (6)

Supervised pharmacy experience emphasizing the development of pharmaceutical care skills in the specialty area of cardiology.

School of Dentistry-Conjoint

SDCJ 744 Clinical Training in Advanced Restorative Dentistry (8)

A six-month, full-time certificate program that is predominately clinical in nature. Provides mission support among Seventh-day Adventist international dentists, and provides training for other foreign dentists who reside outside the United States and will return to their own dental clinics/countries after completion of the program. Allows qualified dentists from other countries to study and treat patients at Loma Linda University School of Dentistry. Program generates no academic credit and cannot apply toward any other program in the School of Dentistry.

SDCJ 799 Directed Study (100 to 400 hours)

SDCJ 744A Clinical Training in Advanced Restorative Dentistry (400 hours)

A six-month, full-time certificate program that is predominately clinical in nature. Provides mission support among Seventh-day Adventist international dentists, and provides training for other foreign dentists who reside outside the United States and will return to their own dental clinics/countries after completion of the program. Allows qualified dentists from other countries to study and treat patients at Loma Linda University School of Dentistry. Program generates no academic credit and cannot apply toward any other program in the School of Dentistry.

School of Dentistry-Clinical

SDCL 696 Directed Study (1-4)

A directed study (DS) course that can be used in any graduate program either to further study of a particular subject or subjects, or to remediate academic deficiencies without having to repeat an entire course. Program director or his/her designee develops the specific course content and assignments.

SDCL 711 Clinic Orientation I (1)

Uses clinical simulations to orient students to the clinic computing system. Basic patient-management techniques, treatment planning, and practice in basic tooth preparation on typodonts in preparation for an OSCE examination.

SDCL 712 Clinic Orientation II (2)

Builds on SDCL 712 Clinic Orientation I and continues instruction related to the clinic computing system. Includes intra-oral photography, financial planning for patients, quality assurance and improvement, long-term assessment of care outcomes, and professional relationships.

SDCL 801 Clinical Patient Care (2)

Focuses on the delivery of patient care consistent with the highest standards, which bridges all clinical disciplines and provides a structured setting in which faculty interact to formulate a diagnosis, develop treatment plans, deliver treatment, and maintain patient health. Integrates social, ethical, and humanitarian components through instruction and in-group seminars, and during the delivery of patient care. Emphasizes the comprehensive patient-care system, which focuses on patient care, education, environment, and assessment.

SDCL 802 Clinical Patient Care (2)

Continues SDCL 801.

SDCL 803 Clinical Patient Care (2)

Continues SDCL 801, 802.

SDCL 804 Clinical Patient Care (2)

Continues SDCL 801, 802, 803.

SDCL 805 Clinical Patient Care (2)

Continues SDCL 801, 802, 803, 804.

SDCL 806 Clinical Patient Care (2)

Continues SDCL 801, 802, 803, 804, 805.

SDCL 807 Clinical Patient Care (2)

Continues SDCL 805, 806.

SDCL 808 Clinical Patient Care (2)

Continues SDCL 805, 806, 807.

SDCL 896 Clinical Directed Study (1-4)

A directed study (DS) course that can be used in any graduate program either for advanced clinical activity in selected areas, or to remediate clinical deficiencies without having to repeat an entire course. Program director or his/her designee determines the nature and scope of the clinical activity.

SDCL 899 Clinic - Continuing Registration for Extended Professional (4-8)

Continues registration that allows an extended professional to satisfy clinic requirements for degree completion.

Sociology

SOCI 104 Introduction to Sociology (4)

Introduces the scientific study of human society and behavior in social settings. Course topics include: sociological theory and research, culture and social structure, socialization, groups and organizations, social problems, social institutions, and social change. Assists the student in achieving a greater understanding of self and society, and preparing for successful personal and professional life.

SOCI 477 Intervention Strategies for At-Risk Youth (4)

Psychological and spiritual intervention strategies for working with at-risk youth, taught within the framework of nature retreats known as Operation Jessica. Students learn mentoring, spiritual nurturing, and psychoeducational group leadership skills. Modalities include spiritual transformation activities, group interactions, nature exploration, low and high ropes challenge experiences, drama, music, and art. Theory-based topics covered: dangerous coping methods, spiritual deficiencies, and dysfunctional family systems of at-risk youth. Focuses on understanding gang culture, addictive processes, family and community violence, and spiritual recovery strategies.

SOCI 577 Intervention Strategies for At-Risk Youth (4)

Psychological and spiritual intervention strategies for working with at-risk youth, taught within the framework of nature retreats known as Operation Jessica. Students learn mentoring, spiritual nurturing, and psychoeducational group leadership skills. Modalities include spiritual transformation activities, group interactions, nature exploration, low and high ropes challenge experiences, drama, music, and art. Theory-based topics covered: dangerous coping methods, spiritual deficiencies, and dysfunctional family systems of at-risk youth. Focuses on understanding gang culture, addictive processes, family and community violence, and spiritual recovery strategies.

SOCI 585 Sociology of Communities (4)

Examines classical and contemporary theories of community. Provides a theoretical foundation for applied social science professional programs that require an understanding of the community in contemporary society.

Social Work

SOWK 414 Interviewing and Counseling (4)

Provides students with orientation to the procedures, methods, and problems associated with a clinical interview. Focuses on developing basic interviewing skills used in the collection of personal data, including the use of various verbal and nonverbal forms of expression, active listening, and appreciation of client diversity. Gives attention to the student's development of self-awareness and continuous integration of professional values and ethical conduct in practice.

SOWK 477 Universal Psychiatric Care (1, 2)

Provides an opportunity to participate in an international institute featuring world leaders in psychiatric care. Topics include: world diagnostic guidelines, psychotropic medications and issues in treating ethnic populations, spirituality and psychiatry, transpersonal psychiatry in theory and practice, multidisciplinary teams in the practice of mental health services, and problems of mental health in immigrant populations. Students registering for 1 unit participate in ten hours of lecture, including a pre- and post session. Those taking 2 units also develop a major paper on one of the institute topics.

SOWK 494 Conflict Resolution and Dispute Mediation (2)

Provides cross-disciplinary knowledge and skills needed in conflict resolution and dispute mediation. Course content meets the state of California requirements for mediators and other facilitators. Individuals completing the course are eligible to complete supervised mediation practice with the Riverside County Department of Community Action and receive a mediation certificate from the state of California.

SOWK 511 Human Behavior and Cross-cultural Environment I (3)

First of a three-part sequence that provides the basis for understanding human development and life transitions throughout the life span within an ecological perspective. Orients the student to the generalistic, social work approach to understanding human behavior in a crosscultural context. Focuses on normal behavior from birth through adolescence.

Prerequisite: Program prerequisites in human growth and development, human biology concepts, and crosscultural issues.

SOWK 512 Human Behavior and Cross-cultural Environment II (3)

Second course in a three-part sequence. Explores the dynamic of human behavior from young adulthood to senescence, as affected by and expressed in a cross-cultural context. Provides a foundation of knowledge on which to build social work-practice skills.

Prerequisite: Program prerequisites in human growth and development, man biology concepts, and cross-cultural issues.

SOWK 515 Social Policy I (3)

Orientation to the beliefs, values, and historical foundations of the social work profession. Emphasizes examination of societal, professional, and cross-cultural perspectives and contradictions as these have influenced the development of contemporary social policies and services.

SOWK 517 Foundation Practice I: Individuals (3)

Introduces student to the application of a generalist practice perspective with micro systems. Student learns how to conduct a biopsychosocial-spiritual assessment, along with a full range of beginning intervention strategies for working with individuals. Emphasizes the special problems experienced by populations at risk, women, and minorities; the unique skills necessary for goal-setting and successful interventions; and the cultural values that influence the development and resolution of psychosocial problems. Taken prerequisite to or concurrent with social work practicum.

SOWK 518 Foundation Practice II: Groups (3)

Second course in the practice sequence. Introduces the student to group-work methods. Emphasizes differentiation among the types of individuals, situations, and presenting problems best served by group interviews.

Prerequisite: Program prerequisite in interviewing and counseling.

SOWK 519 Foundation Practice III: Organizations and Communities (3)

Third course in the practice sequence. Incorporates generic concepts of the generalists' approach in organizational and community settings. Provides knowledge and understanding concerning group formation and empowerment. Assists the student in understanding him-/herself as a member of, and an active participant in, community organizations and institutions.

SOWK 520 Foundation Practice IV: Families (3)

Fourth course in the practice sequence. Introduces family interventions. Examines views and issues regarding contemporary family structure and function, and focuses on concepts and techniques used to promote change in family functioning. Course meets state requirement for content in family violence.

Prerequisite: Program prerequisite in interviewing and counseling.

SOWK 547 Research Methods I (3)

Reviews the quantitative and qualitative methodological techniques used in designing and analyzing social work research and practice. Emphasizes preparing students for practice evaluation.

SOWK 549 Research Methods II (3)

Provides students with a didactic laboratory exploration of computer-based statistical analysis. Includes review of statistical techniques such as correlation, chi-square, analysis of variance, and multiple regression. Emphasizes using and interpreting statistics most common to research designs employed in social work research and practice evaluation.

Prerequisite: Introduction to computing, and introductory statistics.

SOWK 578 Field Orientation (1)

Provides students with the policies and procedures for completing the program's practicum requirements. Begins the process of examining social work values and ethics as students are introduced to the NASW Code of Ethics and fundamental principles of professional behavior prior to beginning their field practicum.

Prerequisite: Program prerequisite in interviewing and counseling.

SOWK 595 Professional Development (2-4)

Tutorial course work aimed at ameliorating difficulties associated with meeting the professional performance competencies of the M.S.W. degree program (see M.S.W. Student Handbook). Students enrolled in the course as a result of a corrective action plan developed with the Department of Social Work's Academic Standards Committee.

SOWK 599 Directed Study (1-4)

Limited to matriculating master's of social work students who wish to pursue independent investigations in social work practice or policy under the direction of a department faculty member.

SOWK 613 Human Behavior in a Cross-cultural Environment III (3)

Third course in a three-part sequence. Provides a shift from the previous normative developmental perspective to an analysis of behavioral health challenges. Focuses on the review and application of the DSM-IV-TR and Mental Status Examination to enhance person-in-the-environment assessment. Scope of practice perspectives regarding multidisciplinary team treatment in the use of psychopharmacology. Enhances awareness of sociocultural needs and issues of populations at risk. Facilitates increased application and respect for social work values, ethics, and policies.

Prerequisite: SOWK 511, SOWK 512; and qualifying review; or permission of Academic Standards Committee.

SOWK 615 Social Policy II (3)

Examines the structure and processes of social programs, and reviews methodologies for the analysis and development of social policies as applied to social welfare programs. Addresses the professional values and ethics of social change through political and social actions.

SOWK 648 Co-occurring Diagnosis: Substance Abuse with Mental Illness (2)

Builds on the practice experiences and foundation courses of the first year by increasing competency in the assessment, diagnosis, and treatment of individuals experiencing mental, emotional, and/or behavioral disturbances with co-occurring chemical dependency. Student learns to utilize behavioral health-treatment strategies and substance-abuse counseling techniques from within a biopsychosocial-spiritual paradigm.

SOWK 649 Social Work and Health Care (2)

Considers the physiological, psychological, and social components of various illnesses/conditions encountered in health care settings. Themes include: the effect of these components on social functioning or rehabilitative and habilitative processes; the common psychological reactions of people to medical treatment; the medical team's respective roles and value orientation, and the impact of these on the patient and his/her family; and issues of loss and death. Gives special attention to interventions specific to health care settings versus those of traditional agencies, and to methods appropriate to interdisciplinary practice.

SOWK 650 Children and Adolescents in Trauma (2)

Provides students with a comprehensive understanding of assessing, intervening with, and treating children and adolescents experiencing trauma. Examines traumatic events to be examined are those associated with sexual abuse, life-threatening conditions, and severe familial disruption. Examines the processes of assessing and diagnosing the source and severity of commonly associated behaviors, conduct, and mood disorders examined. Explores applicable intervention and treatment strategies.

SOWK 651 Health Care Interventions with High-Risk Families and Communities (2)

Special health care needs of high-risk populations (including the poor, ethnic and racial minorities, recent immigrants, and children in high-risk environments). Primary causes of poor health among these groups, and development of realistic goals and strategies for responding to health care systems. Reviews social work's role in the development of interdisciplinary community health care systems services.

SOWK 653 Interventions with Special-Needs Children (2)

Focuses on practice with children and families in relationship to environmental stability. Examines how the physical and mental health of children are directly associated with family and environmental permanency. Emphasizes development of parental and social support capacities, as well as the requisite professional knowledge and skills to help children deal with identity issues and concerns of joining a new family. Addresses the impacts of race, ethnicity, gender, economic deprivation, physical illness, and disability.

SOWK 656 Religion and Spirituality in Direct Practice (2)

Acquaints students with predominant theories regarding religion and spirituality from the 'person-in-the-situation' perspective. Theoretical orientations include psycho-dynamic, philosophical, and sociocultural. Examines the implications of these theories in terms of their impact on professional practice.

SOWK 658 Children's Psychotherapy (2)

Considers treatment techniques appropriate for young children with a wide range of diagnoses and behavior problems. Emphasizes the integration of theory and practice of psychotherapy with the ecological perspective of social work practice. Discusses diagnosis, phases of treatment, and special communication issues. Research, ethical, and value issues addressed.

SOWK 659 Interventions with Persons with Severe Mental Illness (2)

Provides students with an understanding of theories and techniques of direct interventions useful in helping those with major mental disorders to cope with their illnesses and aspects of their life situations. Topics include dangerous behavior, acute psychotic episodes, definitions of long-term chronic disability, enhancing social skills and social support systems, case management, and the interaction of medication and social functioning.

SOWK 660 Advanced Theory and Practice with Ethnically Diverse Clients (3)

Explores theories and concepts of ethnicity, with particular focus on their usefulness for understanding ethnic diversity in psychosocial functioning. Examines norms, values, and adaptive coping styles; generational and gender issues in the formation of ethnic identity; the impact of social, political, and economic deprivation on development; attitudes toward health and mental health; degrees of acculturation; styles in the use of help; and other patterns. Students explore their own ethnicity-related styles and identities as well as the potential 'fit' between worker and client values and beliefs. Students learn how to apply ethnicity concepts in case situations, including the exploration of ethnic factors in the assessment of functioning and in the development of the therapeutic relationship. Gives particular attention to practice with people of color and recent immigrants. Critically examines prevailing models of social work practice in terms of their sensitivity to issues of ethnic diversity.

SOWK 661 Time-Limited Services and Interventions (3)

Examines the rationales and assumptions of brief treatment, presenting the techniques and strategies of time-limited services, as compared with extended models of treatment. Examines the nature and characteristics of crisis versus traumatic events for their long-term effects on psychosocial functioning. Examines continuum, as it guides assessment, treatment modalities and settings, and interdisciplinary interactions.

Prerequisite: Pass qualifying examination, or permission of Academic Standards Committee.

SOWK 663 Advanced Social Work Practice with Individuals (3)

Focuses on enhancing student's knowledge and skills in advanced clinical social work with individuals. Integrates assessing and diagnosing for the purpose of planning short- and long-term treatment goals. Emphasizing evidence-based approaches, student learns advanced biopsychosocial-spiritual treatment interventions. Gives attention to imparting a strengths perspective of advanced practice that addresses the challenge of integrating the recovery process within practice environments that are oriented to the application of psychodynamic formulation. Addresses self-regulation to maintain an ethical scope of practice in treatment and consideration of the client's cultural values.

Prerequisite: Pass qualifying examination, or permission of Academic Standards Committee.

SOWK 665 Advanced Social Work Practice with Groups (3)

Deepens knowledge of group processes and treatment. Through lecture, discussion, use of case material, and experiential learning in the classroom, group is examined for its therapeutic impact on individual members. Emphasizes assessment and interventional skills in relation to the development of the group and to the ego functioning of individuals in therapeutic groups.

Prerequisite: Pass qualifying examination, or permission of Academic Standards Committee.

SOWK 667 Advanced Integrative Practice (3)

Provides students in the clinical concentration an opportunity to deepen their knowledge and integration of advanced theories and treatment modalities. Emphasizes developing students' skill in selecting practice methods appropriate for working with client populations presenting complex, multidimensional considerations for diagnosis and treatment. Special attention given to furthering students' appreciation for practice evaluation and interdisciplinary interactions as guided by an 'autonomy in collegiality' perspective. Underscores the responsibilities of clinical social workers to anticipate and respond to social, political, and other environmental factors changing the nature and availability of services.

Prerequisite: Pass qualifying examination, or permission of the Academic Standards Committee.

SOWK 671 Foundation Practice V: Social Work Administration (3)

Provides macropractice knowledge, skills, and perspectives of administrative practices with which to develop, support, and maintain effective service delivery. Topics include role identification and development, situational leadership, strategic planning, levels and types of decision making, management of organizational behavior, use of information systems, budgeting, documentation and reporting, resource development and utilization, and community networking.

SOWK 672 Theories of Organizations and Systems (3)

Explores the complexities of large organizations and bureaucratic systems. Examines formal and informal structures, communication patterns, and philosophical approaches as these affect the effectiveness and efficiency of services delivery, worker motivation, and resource procurement and allocation. Accomplishes the objectives of the course through the application of diverse organizational and diffusion theories and perspectives as a means to increase students' understanding of their practicum experiences in the policy, planning, and administration concentration.

Prerequisite: Passing Qualifying Review or permission of Academic Standards Committee.

SOWK 673 Program Planning and Evaluation (3)

Introduces students to the range of issues, knowledge, and skills required in designing, planning, implementing, monitoring, and evaluating programs. Students build on knowledge obtained in other concentration courses. Integrates the course focus through the development of a comprehensive program proposal for the students' practicum agency or other identified community group.

Prerequisite: Pass qualifying examination, or permission of the Academic Standards Committee.

SOWK 675 Supervision (3)

Examines the supervisory process in relation to clinical, administrative, educational, and supportive functions. Emphasizes supervisory knowledge, skills, and techniques necessary for the development of staff capable of functioning creatively and independently.

SOWK 677 Advanced Integrative Seminar in Psychotherapy (2)

Provides an opportunity to integrate advanced courses with individuals (SOWK 663) and groups (SOWK 665) by furthering the application of in-depth psychodynamic analysis of mentally ill individuals. Identifies specific themes of intrapsychic dilemmas and treatment interventions. Students enhance their analytic writing and verbal skills via presentations based on the bio-psycho-social-spiritual perspective of psychopathologies to be encountered as a clinical social worker. Expands the body of knowledge of social work students who are interested in cultivating expertise in clinical social work via advanced training institutes and/or a doctoral program.

Prerequisite: SOWK 663, SOWK 665.

SOWK 678 Integrative Generalist Practice and Seminar (2)

Required of students with advanced standing. Students complete 200 hours of practicum and 20 hours of practicum seminar. Designed to provide a bridge quarter to integrate the B.S.W. degree experience with the second year of the M.S.W. degree program. Emphasizes reviewing the knowledge, values, and skills of generalist social work practice; and defines the additional competencies required for advanced practice. Assists instructor and students in identifying and addressing individualized needs for further development, including application of professional ethics and judgment, use of self as a therapeutic tool, and self-awareness. At the culmination of this course, students also formulate conceptual and experiential learning objectives for their second year of study.

SOWK 679 Universal Psychiatric Care (1, 2)

Provides an opportunity to participate in an international institute featuring world leaders in psychiatric care. Topics include: world diagnostic guidelines, psychotropic medications and issues in treating ethnic populations, spirituality and psychiatry, transpersonal psychiatry in theory and practice, multidisciplinary teams in the practice of mental health services, and problems of mental health in immigrant populations. Students registering for 1 unit participate in ten hours of lecture including a pre- and post-session. Those taking 2 units also develop a major paper on one of the institute topics.

SOWK 680 Children and Families Policies and Services (2)

Provides students with an understanding of the major social-policy issues affecting the current organization and delivery of human services for children and families. Analyzes current debates about the tensions between social policy and the doctrine of family privacy, with attention to the legal basis of state interventions and judicial decisions affecting family relationships, including parent to parent and child to parent.

SOWK 681 Health and Mental Health Policy and Services (2)

Provides a conceptual understanding of the development and organization of the health and mental health systems within institutional and community-based settings as they stem from national and local policy perspectives. Considers major issues dealing with the economics of health, health planning, and health legislation. Reviews health and mental health programs based on selected cross-national comparisons.

SOWK 682 Legal and Ethical Aspects in Health and Mental Health Services (3)

Focuses on those instances when legal mandates or concerns interact with and affect the practice of social work. Overviews the sources of legal authority, the judicial system, and the legal standards applicable to particular proceedings. Examines the legal implications of the social worker/client relationship. Emphasizes consent to treatment. Examines the statutes and judicial decisions that govern the confidentiality implicit in a social worker/client relationship. Examines the statutes and judicial decisions that permit or place an obligation on social workers to breach client confidentiality. Explores course content in the context of common and high-risk situations.

SOWK 683 Advanced Policy Analysis (3)

Deepens students' understanding of both the conceptual and analytical requirements of policy analysis through the integration of behavioral, political, economic, and sociometric frameworks for understanding human conditions. Students gain experience in structuring and defining policy problems, establishing criteria for policy choices, mapping alternative strategies, and applying appropriate analytical and research methods to policy questions. Use of cost-benefit analysis, cost-effectiveness analysis, and decision analysis as means toward developing formal augmentation toward sustained change.

Prerequisite: Passing Qualifying Exam or permission of Academic Standards Committee.

SOWK 684 Advanced Policy Projects (2, 3)

Enhances understanding of the interconnections between politics, policy-making, and policy analysis through first-hand participation in a political-action campaign. Choices for projects may focus on local initiatives or those coordinated annually through the California chapter of NASW.

SOWK 685 Understanding Global Cultures (2)

Explores the social, cultural, political, and economic factors impacting public policies and the delivery of services in Third-World, developing, industrial, and postindustrial societies. Explores models for conceptualizing the differences and commonalities of infrastructure development in these various settings to enhance students' appreciation for creating and implementing policies and programs sensitive to the unique characteristics of the host environment.

SOWK 697 Applied Research (2)

Supports students choosing to complete the thesis option. Provides research matriculation in the collection and analysis of data for the thesis. Students required to register for two quarters, or a total of 4 units.

Prerequisite: SOWK 547, SOWK 549.

SOWK 698 Thesis (2)

The culminating work of the students' independent research, under the direction of the research adviser. Registration during the quarter in which student defends research and submits the final document to the department and School of Science and Technology.

SOWK 701 Professional Colloquium: Spousal or Partner Abuse (1)

Provides subject content in spousal or partner abuse, as required by the state of California licensure as a licensed clinical social worker (LCSW).

SOWK 702 Professional Colloquium: HIV/AIDS (1)

Provides subject content in HIV/AIDS, as required by the state of California for licensure as a licensed clinical social worker (LCSW).

SOWK 703 Professional Colloquium: Substance Abuse (1)

Provides subject content in substance abuse, as required by the state of California for licensure as a licensed clinical social worker (LCSW).

SOWK 654A Therapeutic Interventions with Older Adults I (3)

Provides an intensive examination of clinical issues related to social work practice with older adults and their families. Students gain increased understanding of the developmental tasks of later life; and the needs, strengths, and diversity of empowered and active older adults. Prepares students to examine and implement evidenced-based interventions at the clinical level with an understanding of how organizational and community-level factors can influence interventions and outcomes. Gives attention to issues related to culturally-competent practice and the interplay of race, ethnicity, and culture.

SOWK 654B Therapeutic Interventions with Older Adults II (3)

Provides students with knowledge and skills related to working with frail and vulnerable older adults. Reviews mental disorders as they are uniquely characterized in late adulthood, emphasizing assessment. Addresses loss and institutionalization, adjustment problems related to illness, cultural variations related to illness, advanced directives, alcohol and substance abuse, sleep disorders, and barriers to quality care.

SOWK 676A Human Resources Planning and Development (3)

Examines the complexities of human-resources management in large organizations and/or with diverse employee populations. Strengthens students' knowledge and professional decision-making relative to the implementation of federal, state, and local policies (i.e., affirmative action, nondiscrimination, sexual harassment, etc.). Permission of instructor required for students not in the policy/administration concentration.

Prerequisite: Pass qualifying examination, or permission of the Academic Standards Committee.

SOWK 676B Human Resources Planning and Development Seminar (3)

Selective course, taken to supplement SOWK 676A, deepens students' exposure to leading-edge discussions on the legal and ethical aspects of human-resources management and contemporary issues affecting morale and productivity in today's work environments (e.g., familial dysfunction of employees, single-parent families, care-provider roles of employees, and co-worker violence). Learning supported through guest speakers and panel discussions. Permission of instructor required for registration by students not in the policy, planning, and administration concentration.

SOWK 695A Advanced Research Methods (2)

The first course in a three-quarter sequence that supports the student who chooses to advance his/her knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods used in professional practice settings. Didactic and laboratory experiences draw on the student's advanced practice. Develops student's capacity to differentiate and apply the most appropriate and widely used research designs and methods of practice evaluation and renewal. Gives continuous attention to current federal and state requirements for assessing intervention effectiveness. Emphasizes self-evaluation and evaluation of practice effectiveness with individuals and families.

SOWK 695B Advanced Research Methods (2)

The second course in a three-quarter sequence that supports the student who chooses to advance his/her knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods used in professional

practice settings. Didactic and laboratory experiences draw on the student's advanced practice. Develops the student's capacity to differentiate and apply the most appropriate and widely used research designs and methods of practice evaluation and renewal. Gives continuous attention to current federal and state requirements for assessing intervention effectiveness. Emphasizes practice evaluation groups as well as the design and implementation of quality assurance studies for monitoring work with specific populations.

SOWK 695C Advanced Research Methods (2)

The third course in a three-quarter sequence that supports the student who chooses to advance his/her knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods used in professional practice settings. Didactic and laboratory experiences draw on the student's advanced practice. Develops the student's capacity to differentiate and apply the most appropriate and widely used research designs and methods of practice evaluation and renewal. Gives continuous attention to current federal and state requirements for assessing intervention effectiveness. Emphasizes evaluation at the program, organizational, and community levels.

SOWK 757A Professional Foundation Practicum and Seminar (3)

Provides student with experiential learning opportunities in foundation social work practice through practica arranged by the program's director of field education. Student completes 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. A block practicum option is available to qualified students.

Prerequisite: SOWK 578* (*may be taken concurrently). Corequisite: SOWK 578.

SOWK 757B Professional Foundation Practicum and Seminar (3)

Provides student with experiential learning opportunities in foundation social work practice through practica arranged by the program's director of field education. Student completes 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. A block practicum option is available to qualified students.

Prerequisite: SOWK 578.

SOWK 757C Professional Foundation Practicum and Seminar (3)

Provides student with experiential learning opportunities in foundation social work practice through practica arranged by the program's director of field education. Student completes 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. A block practicum option is available to qualified students.

Prerequisite: SOWK 578.

SOWK 787A Advanced Professional Practicum and Seminar (4)

Provides student with advanced social work experience in his/her selected concentration. Advanced practica arranged by the program's director of field education. Student required to complete 200 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters.

Prerequisite: (SOWK 578, SOWK 757A, SOWK 757B, SOWK 757C) or SOWK 678.

SOWK 787B Advanced Professional Practicum and Seminar (4)

Provides student with advanced social work experience in his/her selected concentration. Advanced practica arranged by the program's director of field education. Student required to complete 200 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters.

Prerequisite: (SOWK 578, SOWK 757A, SOWK 757B, SOWK 757C) or SOWK 678.

SOWK 787C Advanced Professional Practicum and Seminar (4)

Provides student with advanced social work experience in his/her selected concentration. Advanced practica arranged by the program's director of field education. Student required to complete 200 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters.

Prerequisite: (SOWK 578, SOWK 757A, SOWK 757B, SOWK 757C) or SOWK 678.

Spanish

SPAN 99 Conversational Spanish I (3)

Introduces students to basic conversational Spanish. Content includes oral comprehension drills, pronunciation exercises and vocabulary designed to develop language skills in Spanish (listening and speaking).

SPAN 101 Elementary Spanish I (2, 4)

Introduces Spanish culture and language, providing the fundamentals of language: pronunciation, intonation, and grammatical structures. Covers beginning-level grammar and communication (medical and general), designed for students and professionals having little or no previous exposure to the Spanish language. Includes a three-hour language laboratory for the 4-unit course. The 2-unit course covers the beginning level of medical Spanish communication for the Physician Assistant Program and for professionals having little or no previous exposure to the Spanish

SPAN 102 Elementary Spanish II (4)

Continues SPAN 101, with emphasis on reflexive, preterite, present perfect, and imperfect verbs. Focuses on conversational skills. Includes medical and social vocabulary.

Prerequisite: SPAN 101; or equivalent with instructor's approval.

SPAN 103 Elementary Spanish III (4)

Further study of the fundamentals of pronunciation, composition, and structure of the Spanish language and culture. Continues SPAN 102.

Prerequisite: SPAN 102; or equivalent.

SPAN 118 Spanish Literature I (4)

Surveys literature from the peninsular Spanish writers. Includes a directed study project covering a review of short stories, discussions of worldview issues of literature and cultural perspectives. Taught in English.

SPAN 119 Spain: Culture and Civilization (4)

Introduces and reviews the culture and language of Spain; summarizes and analyzes Spain's achievements in the new world. A directed study project that includes spending time with a Spanish family and writing an eight-page report. Taught in English.

SPAN 122 Tradition and Paradox of Latin American Women (4)

Provides health care providers, through literature, with knowledge of the Latina growing population; their cultural needs and experiences in social, academic and family life activities, and how they strike a balance between their old and new worlds. Taught in English.

SPAN 123 Practicum in Spanish I (4)

Practicum in the Spanish language and culture in a total immersion environment. Part of the total cost of tuition may include a trip to a Spanish-speaking country. Supervised experiences communicating with the Spanish-speaking population (behavioral and medical vocabulary included).

Prerequisite: SPAN 101 or SPAN 118 or SPAN 119 or SPAN 122; or Spanish language class or equivalent (40 hours/contact lectures).

SPAN 128 Practicum in Spanish II (4)

Practicum in the Spanish language and culture in a total immersion environment. Part of the total cost of tuition may include a trip to a Spanish-speaking country. Supervised experiences communicating with the Spanish-speaking population (behavioral and medical vocabulary included).

Prerequisite: SPAN 118 or SPAN 119 or SPAN 123; or Spanish language class or equivalent.

SPAN 201 Intermediate Spanish I (4)

Enables students and professionals to interview Spanish-speaking patients in a cross-cultural context and to communicate orally in the Spanish language. Covers the reflexive verbs, present, preterite, imperfect, and future tenses. The subjective in nouns and adverbial clauses, comparatives and superlatives.

Prerequisite: SPAN 103.

SPAN 202 Intermediate Spanish II (4)

Reviews and continues SPAN 201. Uses an interactive, communicative approach in which students learn clinical and social vocabulary and are tested at the end of the quarter. Four clinical interviews in Spanish (recording and transcribing); 30-60 minutes of language laboratory; future, conditional, past subjunctive, conditional perfect, and compound tenses.

Prerequisite: SPAN 201; or equivalent.

SPAN 203 Intermediate Spanish III (4)

Designed for students in the advanced intermediate level to further study and practice reading comprehension, vocabulary building, conversation, and writing in a cultural context. Conducted in Spanish.

Prerequisite: SPAN 202; or equivalent.

SPAN 301 Advanced Medical Spanish I (4)

Focuses on advanced medical terminology and the application of language to patient care, including comprehension and communication between professional and patient. Explores intercultural issues. Includes skills and vocabulary useful in clinical settings as well as phrases and commands used during physical assessments. Conducted entirely in Spanish.

Prerequisite: SPAN 203; or equivalent.

SPAN 401 Advanced Spanish Composition I (4)

Designed for Spanish speakers or for students at the advanced level of Spanish.. Students must have previous experience in composition classes, SPAN 203 or equivalent. Course covers activities to explore ideas and find a theme for the writing task, various prewriting techniques, methods of organizing compositions, defining the purpose of the piece, and identifying the reader for whom they will write. Course taught entirely in Spanish.

Prerequisite: SPAN 203; or equivalent.

SPAN 430 Diversity in the 21st Century (4)

Discusses the philosophy of diversity, including language and culture, taking into account the larger group of immigrants to California--including the Latino and Asian perspective, as compared with the mainstream and the African American group. Explores practical and philosophical ways for promoting personal and social unity in diversity.

Social Policy

SPOL 554 Environment, Resources, and Development Policy (3)

Provides an advanced interdisciplinary analysis of the sustainability framework in both urban and rural contexts of the developing and developed world. Policy issues of focus selected from: geoinformation science for development, biotechnology and genetic resources, poverty reduction and trade competitiveness, human health and disease, global environmental governance, natural hazards and disaster mitigation, and natural resource management issues such as agroforestry, drylands goods and services, mountain development, integrated water-resource management, and sustainable tourism. Seminar discussions enhanced with case studies, computer-simulation games, laboratory exercises, and student presentations.

Prerequisite: Consent of instructor.

SPOL 599 Independent Study (1-8)

Limited to Ph.D. degree students who wish to pursue independent investigations in social policy and/or social research under the direction of a department faculty member.

SPOL 613 Social Science Concepts I (4)

Part one of a two-part sequence. Reviews key theories, writers, conceptual frameworks, and seminal ideas from social science at large (economics, sociology, psychology, geography, political science, social work) that have laid the foundation for contemporary social policy analysis and social research--particularly applied social science. Students expected to read a wide selection of material under faculty guidance; and extract concepts, tools, methods, and applications useful to social policy analysis or practice. Multiple faculty and guests lead in the discussion and reading, as well as critique writing.

SPOL 614 Social Science Concepts II (4)

Part two of a two-part sequence. Reviews key theories, writers, conceptual frameworks, and seminal ideas from social science at large (economics, sociology, psychology, geography, political science, social work) that have laid the foundation for contemporary social policy analysis and social research--particularly applied social science. Students expected to read a wide selection of material under faculty guidance; and extract concepts, tools, methods, and applications useful to social policy analysis or practice. Multiple faculty and guests lead in the discussion and reading, as well as critique writing.

SPOL 615 Economic Theory and Social Policy (4)

Presents the basic ideas and concepts of macroeconomic theory and applies them to understanding current and recent developments in social policy. Student learn to evaluate macroeconomic conditions--such as unemployment, inflation, growth wages, and income distribution--and gain understanding of how such conditions impact the provision of health and human services.

SPOL 624 Nature/Society Thought and Social Policy (4)

Explores fundamental integrative theories and ideas that explore nature/society interactions and change--including key contributions from systems science, economics, sociology, demography, political science; as well as political, social, and cultural ecology. Focuses on learning how to assess the complex interactions between natural and built environments, technology, institutions, social groups and individuals, and value/ethical systems that shape the context for social-policy analysis and decision-making in a rapidly changing world. Emphasizes integrative habits of thought and practice that promote sustainable development both at the community and national/international levels from a Christian perspective. Considers a wide range of issues, such as population growth, food production, natural resources management, globalization and technology, energy policy, and socioeconomic restructuring and sustainable development planning.

SPOL 654 Research Methods I (4)

Advanced quantitative research methods. Emphasizes experimental and quasi-experimental designs, and examines specific methodologies used in conducting research in the area of social policy and social research. Topics include measurement issues, research design, sampling, and statistical interpretation. Addresses survey research, time-series designs, and more advanced techniques.

SPOL 655 Research Methods II (4)

Advanced course in qualitative and mixed research methods. Emphasizes selected qualitative and mixed research methodologies specific to social policy and social research. Topics covered include theoretical bases for conducting qualitative research; research design; data gathering, including interviewing, observation, archival and historical research, and data analysis and writing. Addresses various methods for integrating qualitative and quantitative methodologies.

SPOL 656 Organizational Theory & Policy (4)

Explores the complexities of large organizations; how organizations are born, evolve, and survive. Examines bureaucratic systems, formal and informal structures, communication patterns, and philosophical approaches that influence effectiveness and efficiency of services delivery. Implications of these on the development and implementation of social policies explored.

SPOL 658 Methods of Policy Analysis & Research (4)

Examines approaches to policy analysis and assesses the strengths and limitations of various methods. Explores a range of theoretical frameworks and analytical methods used for understanding and analyzing contemporary policy challenges. Addresses ethical issues and the role of values in shaping analysis. Incorporates the empirical methods used to support policy analysis and structure policy research.

SPOL 664 Applied Research for Social Policy (2)

Provides students with a series of formal exercises simulating primary applied social research strategies used in the development of social policy. Explores the contributions of social research to social policy through studies of public records and data bases; clinical contexts; social experimentation; program planning, development, and evaluation; and action research.

SPOL 665 Information Technologies and Decision Science (4)

Surveys key concepts and tools from information science; operations research; systems science; dynamic modeling; and visualization theory within the social, behavioral and natural sciences. Focuses on knowledge management in the public and private sector, i.e., design and application of decision-support tools; database creation and management; and communications tools for health, social welfare, public administration, sustainable development, and human services management. Includes computer laboratory experience both in class and on-line.

SPOL 671 Applied/Structured Research I (2-4)

Provides students the opportunity to advance knowledge and skills in a specialized area of study. Part of a year long sequence that culminates in an applied research product at the end of SPOL 673. Research mentor develops with the student a plan for the year, with objectives for each quarter. Research plan approved by the Program Committee. Evaluation based on accomplishment of quarterly objective.

SPOL 672 Applied/Structured Research II (2-4)

Provides students the opportunity to advance knowledge and skills in a specialized area of study. Part of a year long sequence that culminates in an applied research product at the end of SPOL 673. Research mentor develops with the student a plan for the year, with objectives for each quarter. Research plan approved by the Program Committee. Evaluation based on accomplishment of quarterly objectives.

SPOL 673 Applied/Structured Research III (2-4)

Provides students the opportunity to advance knowledge and skills in a specialized area of study. Part of a year long sequence that culminates in an applied research product at the end of SPOL 673. Research mentor develops with the student a plan for the year, with objectives for each quarter. Research plan approved by the Program Committee. Evaluation based on accomplishment of quarterly objectives.

SPOL 681 Dissertation Proposal I (2)

Development of the dissertation proposal. Research adviser develops with the student mutually agreed-upon objectives. Evaluation based on accomplishment of these objectives.

SPOL 682 Dissertation Proposal II (2)

Development of the dissertation proposal. Research adviser develops with the student mutually agreed-upon objectives. Evaluation based on accomplishment of these objectives.

Prerequisite: SPOL 681.

SPOL 683 Dissertation Proposal III (2)

Development of the dissertation proposal. Research adviser develops with the student mutually agreed-upon objectives. Evaluation based on accomplishment of these objectives. In addition, student must successfully defend a dissertation proposal according to program and Faculty of Graduate Studies guidelines.

Prerequisite: SPOL 681, SPOL 682.

SPOL 697 Research (4, 8)

Credit for dissertation research. Total of 20 credits required. May be repeated for credit.

SPOL 699 Dissertation (12)

Should be taken during the last quarter of registration prior to completion and defense.

Speech-Language Pathology and Audiology

SPPA 216 Deaf Bicultural Bilingual Development (2)

Issues important to speech, language, and literacy development. Clinicianship that is sensitive to deaf culture. Course may not be taught every year.

SPPA 217 Beginning Sign Language (3)

Focuses on learning American Sign Language (ASL) for conversational purposes. Finger spelling, a sign vocabulary of approximately 500 words, and acquisition of the basic grammatical rules of ASL. ASL contrasted with the various sign systems currently being used in educational settings in this country.

SPPA 267 Speech-Language Pathology Assistant Fieldwork (2)

Guided observation of clinical management of individuals with communication disorders. Supervised clinical experience in assisting the speech-language pathologist in a school and hospital setting. Course may not be taught every year.

SPPA 276 Communication Across the Lifespan (4)

Overview of language development and normal changes over the lifespan. Development of language from infancy to adolescence, and the effects of aging on communication. Includes study of hearing.

SPPA 284 Introduction to Speech-Language Pathology and Audiology (3)

Major types of disorders. Etiology and treatment. Survey course for students majoring in speech-language pathology and audiology, prospective teachers, and others who may encounter speech-language or hearing disorders in their professions.

SPPA 304 Hearing Science (4)

Introduces basic theories and laboratory exercises in acoustics, psychoacoustics, and physiological acoustics.

SPPA 314 Language Analysis for Speech-Language Pathology (4)

Introduces techniques of linguistic analyses used in the study of phonology, morphology, syntax, and semantics.

SPPA 317 Acoustic and Physiological Phonetics (2)

Acoustic and physiological correlates of speech-sound production.

SPPA 318 Transcription Phonetics (3)

Student develops transcription skills using the International Phonetic Alphabet.

SPPA 324 Language Disorders of Children (4)

Impairments of language development in children. Formal and informal assessment of children. Program planning and remediation procedures.

Prerequisite: SPPA 276.

SPPA 334 Phonological and Articulation Disorders (4)

Definition, classification, etiology, diagnosis, and treatment of phonological/articulation disorders.

Prerequisite: SPPA 318.

SPPA 375 Assistive Technology (2)

Introduces the development and use of assistive technology. Use of assistive technology for individuals in need of augmentative or alternative means of communication.

SPPA 376 Anatomy of Speech-Hearing Mechanism (4)

Anatomy and physiology of auditory-vocal communicative process.

SPPA 377 Bilingualism and Biculturalism I (2)

Explores theories and issues of bilingualism and biculturalism, introducing the literature that gives insights into the experiences and achievements of minority college students and young adults. Opportunities given to examine students' own identity and competence when faced with another culture or language. Critiques the efficacy of various bilingual/dual language education practices based on psycholinguistic models.

SPPA 424 Adult Language Pathology (4)

Impairment of language and speech related to organic neuropathology.

SPPA 426 Behavior Management Applications with Special Populations (2)

Addresses the principles of behavior modification and discrete-trials training as they apply to persons with autism, developmental delays, congenital syndromes, and attention deficit hyperactivity disorders.

SPPA 434 Disorders of Fluency (2)

Characteristics, theories of etiology, and principles of management of stuttering and other fluency disorders.

SPPA 435 Voice Disorders (2)

Definition, classification, etiology, diagnosis, and treatment of voice disorders. Pitch, intensity, quality, and resonance.

SPPA 444 Organic Speech Disorders (4)

Introduces the classification, cause, manifestations, assessment, and treatment of craniofacial disorders/cleft palate, tongue thrust, dysarthria, apraxia of speech, and dysphagia.

SPPA 445 Techniques for ESL and Accent Modification (2)

Principles and procedures for teaching English as a second language (ESL) and accent modification to bilingual speakers of English.

SPPA 454 Hearing Problems and Basic Audiometry (4)

Anatomy and physiology of the auditory mechanism. Nature of the acoustic stimulus, disorders of the ear, problems of the hard-of-hearing. Pure-tone audiometry. Applicable toward California audiometric certification.

SPPA 467 Speech-Language Pathology and Audiology Practicum (1-4)

Supervised practice in diagnosis and therapy.

SPPA 477 Bilingualism and Biculturalism II (2)

Addresses the clinical competencies and cultural sensitivity needed in dealing with bicultural and bilingual clients. Discusses the impact of such knowledge on assessment and intervention.

SPPA 485 Clinical Methods in Speech-Language Pathology (4)

Principles and procedures of speech-language therapy within and across disorders. Methods of determining treatment effectiveness. Regulations governing public school services.

SPPA 486 Diagnostic Methods in Speech-Language Pathology (4)

Purposes for assessment. Procedures employed in describing and diagnosing speech-language impairments.

SPPA 496 Workshops in Speech-Language Pathology and Audiology (1-4)

May be repeated with new content for additional credit.

SPPA 499 Speech-Language Pathology and Audiology Independent Study (1-2)

Student submits a project or paper on a topic of current interest in an area related to speech-language pathology and audiology. Regular meetings to provide the student with guidance and evaluation. Elected on the basis of need or interest.

SPPA 511 Graduate Portfolio I (1)

The first in a series of two courses designed specifically to provide students with a format for demonstrating that they have acquired the knowledge and skills that prepare them for entry into the profession. Students learn the requirements for professional accreditation and certification, and of licensing entities; and develop a professional portfolio.

SPPA 512 Graduate Portfolio II (1)

The second in a series of two courses designed to teach students the requirements for professional accreditation and certification, and of licensing entities; and to help them continue to develop an organized means of demonstrating the knowledge and skills acquired during their graduate program. Requires development of a professional portfolio.

SPPA 523 Seminar in Early Childhood Language Disorders (3)

Seminar addressing the principles and procedures in assessment and interventions of language disorders in children. Emphasizes early-language learners (birth to 3 years).

SPPA 525 Seminar in School-Aged Child Language Disorders (3)

Seminar addressing the principles and procedures of assessment and intervention of preschool, primary, and adolescent school-age child with language disorders. Emphasizes school-age learning in the areas of semantics, syntax, pragmatics, narrative, and phonological awareness.

SPPA 535 Voice Disorders (3)

Discusses diagnosis and intervention techniques used with children and adults displaying a variety of voice disorders. Includes demonstration and operation of instrumentation used for physiological and acoustic analysis of abnormal voice production.

SPPA 545 Issues in School Speech-Language Pathology (3)

Addresses issues confronted by school speech-language pathologists, including: PL 94-142, IDEA, NCLB, planning for and conducting IEPs, scheduling and caseload management, evaluating and assessing students from diverse backgrounds, due process and advocating for students.

SPPA 554 Swallowing Disorders (3)

Lecture and discussion of the speech-language pathologist's role in the diagnosis and treatment of swallowing disorders in children and adults. Addresses ethical and cultural issues. Emphasizes analysis of current literature and clinical applications. Selected laboratory experiences.

SPPA 564 Auditory Rehabilitation and Hearing Aids (3)

Studies the mechanisms for achieving hearing rehabilitation--including amplification, speech reading, auditory training, hearing-aid orientation, and speech conservation. Considers hearing-aid function and philosophies of rehabilitation for the hearing impaired (e.g., auditory, aural, manual, and total communication).

SPPA 567 Clinical Practice in Speech-Language Pathology and Audiology, Advanced (1)

Supervised practice in diagnosis and therapy.

SPPA 575 Instrumentation in Speech and Hearing (1)

Lecture, discussion, and laboratory experience in the areas of speech acoustics, speech production and perception, psychoacoustics, and speech and hearing physiology.

SPPA 576 Instrumentation II (1)

Follows SPPA 575, and is designed to guide students through practical application of theoretical information already acquired regarding speech instrumentation. Individually paced, with guided assistance, so that student can complete competency on selected speech instrumentation.

SPPA 585 Seminar in Professional Aspects of Speech-Language Pathology (3)

Emphasizes ethical, business, and legislative considerations in speech-language pathology. Students develop a professional resume and practice interviewing. Professional issues, such as advocacy, clinical supervision, and diversity are covered.

SPPA 587 Counseling in Communication Disorders (3)

Explores the counseling role of the speech-language pathologist and identifies clinician responsibilities in working with individuals of different cultures, ethnicity, gender, age, and belief systems.

SPPA 588 Directed Teaching in Speech-Language Pathology (8)

Supervised therapy on the elementary and/or secondary level and/or in a classroom for the severely language-handicapped child.

SPPA 597 Externship in Speech-Language Pathology (8)

Supervised clinical practice in a medical center, rehabilitation facility, or skilled-nursing facility.

SPPA 598 Research Methods and Professional Literature in Speech-Language Pathology (3)

Lecture and discussion designed to facilitate the student's ability to read and interpret professional literature, develop research ideas, and develop professional writing skills.

SPPA 679 Seminar: Motor Speech Disorders/Augmentative Communication (3)**SPPA 682 Seminar: Traumatic Brain Injury (3)**

Explores pathophysiology, diagnosis, and rehabilitation of cognitive communication disorders in children and adults with traumatic closed-head injuries. Lecture and discussion format emphasizes reading current professional literature and developing skills in formal and informal assessment and functional treatment.

SPPA 684 Seminar: Adult Language Disorders (3)

SPPA 685 Seminar: Stuttering (3)

SPPA 687 Seminar: Open Seminar (1-3)

SPPA 688 Seminar: Articulation (3)

SPPA 697 Research (1-4)

SPPA 698 Thesis (1-6)

SPPA 699 Directed Study (1-3)

Independent study on a research project selected in consultation with the adviser. For advanced students. May be repeated once. Student's transcript will show specific area of study, for example: SPPA 699 Directed Study: Adult Language Disorders.

Biostatistics

STAT 414 Introduction to Biostatistics I (3)

Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting data. Measures of central tendency and variation. Investigates binomial and normal probability distributions. Topics include: probability; confidence intervals; and hypothesis testing using t-tests, chi-square, correlation, and regression. Briefly introduces ANOVA and multivariate analysis. Emphasizes practical application. Laboratory use of the personal computer in statistical problem solving.

Prerequisite: Competency in algebra. Corequisite: STAT 415.

STAT 415 Computer Applications in Biostatistics (1)

Laboratory use of the personal computer in statistical problem solving.

Prerequisite: STAT 414* (*may be taken concurrently); or equivalent.

STAT 416 Introduction to Biostatistics II (4)

Continues STAT 414, including a more in-depth examination of hypothesis testing, power, and sample size. One-way analysis of variance. Introduces nonparametric analysis. Additional experience in evaluating bioresearch literature.

Prerequisite: STAT 414, STAT 415.

STAT 417 Biomedical Data Management I (4)

Software designed for data collection, entry, and management. Develops skills in the use of relational databases and spreadsheets.

Corequisite: STAT 416.

STAT 418 Biomedical Data Management II (4)

Student designs questionnaires and data-abstraction forms. Data collection, entry, and verification. Data cleaning.

Prerequisite: STAT 417.

STAT 419 Biomedical Data Management III (4)

Deployment and maintenance of client/server databases in a research/health care setting.

Prerequisite: STAT 418.

STAT 421 Data Presentation (3)

Student summarizes and presents biomedical research data. Explores several application-software packages for graphing, summarizing, and presenting data explored.

Prerequisite: STAT 419.

STAT 439 Fundamentals of Microcomputer Usage (1)

Fundamental principles of microcomputer use. Introduces DOS and Windows commands and features. Lectures and in-class demonstrations emphasizing how to create, organize, manage, and protect files on diskettes and hard disks. Laboratory homework required. Not applicable toward a graduate degree in the School of Public Health.

STAT 441 Word Processing Fundamentals (1)

Word processing principles and practice featuring current version of Microsoft Word. Laboratory homework required. Not applicable toward a graduate degree in the School of Public Health.

Prerequisite: STAT 439.

STAT 443 Database Fundamentals (1)

Database principles and practice featuring current version of FoxPRO. Laboratory homework required.

Prerequisite: College algebra.

STAT 448 Analytical Applications of SAS (3)

Features of SAS computer package for analysis of statistical data. Decisions regarding choice of statistical procedures and interpretation of computer output to answer specific research questions.

Prerequisite: STAT 414*, STAT 415* (*may be taken concurrently); or a passing score on the computer competency examination and a previous/concurrent statistical course. Cross-listing: STAT 548.

STAT 449 Analytical Applications of SPSS (3)

Familiarizes student with features of the SPSS computer package for analysis of statistical data. Includes decisions regarding choice of statistical procedures and interpretation of computer output to answer specific research questions.

Prerequisite: STAT 414*, STAT 415* (*may be taken concurrently); or passing score on the computer competency examination. Cross-listing: STAT 549.

STAT 464 Survey and Advanced Research Methods (4)

Principles and procedures of surveys as applied to the health sciences. Survey and research designs, questionnaire construction, interviewing techniques, sampling techniques, sample-size determination, non-response problems. Data collection, coding, processing, and evaluation. Presentation of results. Practical experience gained by completing a survey project.

Prerequisite: STAT 414, STAT 415. Cross-listing: STAT 564.

STAT 468 Data Analysis (4)

Concepts and applications of the most common data-analysis methods: correlation and regression, contingency tables, t-tests, analysis of variance, nonparametric methods, and multivariate analyses. Selection of appropriate method of analysis and reporting results. Emphasis placed on individual analysis of real-data sets. Lecture-demonstrations and laboratory work. Data analysis assignments to be completed in SPSS. Cross-listed as STAT 568.

Prerequisite: STAT 414, STAT 415, (STAT 448 or STAT 449).

STAT 498 Senior Project (5)

Under faculty direction, student participates in on-the-job experience in data collection, management, and presentation. Requires written summary and oral presentation.

STAT 499 Directed Study/Special Project (1-4)

Individual arrangements for undergraduate, upper-division students to study under the guidance of a program faculty member. May include readings, literature review, or other special projects. Minimum of thirty hours required for each unit of credit. Maximum of 4 units applicable to any undergraduate degree program.

STAT 505 Statistics in Health Administration (3)

Exposes students to basic descriptive statistical concepts such as measures of central tendency and dispersion, frequency distributions and graphing. Students will also be exposed to inferential concepts such as p-values and tests of statistical significance: t-tests, correlation, regression, ANOVA and chi-square. Probability, sample size calculation, sampling, and surveys, particularly market surveys, will also be covered.

STAT 509 General Statistics (4)

Fundamental procedures of collecting, summarizing, presenting, analyzing, and interpreting data. Sampling, measures of central tendency and variation, probability, normal distribution, sampling distribution and standard error, confidence intervals, hypothesis testing, t-test, chi-square, and correlation. Interpretation of computer output for solution of statistical problems. Use and application of the computer to conduct analyses using a statistical package.

Prerequisite: Competency examination in mathematics.

STAT 514 Intermediate Statistics for Health-Science Data (3)

Selected topics in multiple regression, logistic regression, ANOVA, ANCOVA, and nonparametric tests. Emphasizes understanding, selection, and application of statistical procedures and interpretation of computer output.

Prerequisite: STAT 549.

STAT 515 Grant- and Contract-Proposal Writing (3)

Basic grantsmanship skills, sources of funding information, use of a prospectus, and preparation of a competitive proposal for grants and contracts. Applies aspects of research design, objectives and methodology, data management, evaluation, budget development, and peer-review procedures to the preparation of an actual proposal.

STAT 521 Biostatistics I (4)

Fundamental procedures of collecting, tabulating, and presenting data. Measures of central tendency and variation, normal distribution, sampling, t-test, confidence intervals, chi-square, correlation, and regression. Emphasis on statistical inference.

Prerequisite: STAT 548* or STAT 549* (*may be taken concurrently); or consent of instructor.

STAT 522 Biostatistics II (4)

Analysis of variance (fixed-effects model S) with multiple comparisons, including orthogonal contrasts, factorial designs, analysis of covariance, multiple and partial correlation, log transformations, and polynomial regression. Power analysis and sample-size determination for these models.

Prerequisite: STAT 521.

STAT 523 Biostatistics III (4)

Applies the general linear model to a number of analysis-of-variance, regression, and multivariate procedures, including repeated measures and mixed models. Power and sample-size determination of these models. Research-design issues. Computer implementation.

Prerequisite: STAT 522.

STAT 525 Applied Multivariate Analysis (3)

Multivariate normal distribution, discriminant analysis, principal-components analysis, factor analysis, and canonical correlation. Emphasizes application of these analyses and interpretation of results.

Prerequisite: STAT 522.

STAT 530 Special Topics in Biostatistics (1-4)

Lecture and discussion on a current topic in biostatistics. May be repeated for a maximum of 4 units applicable to degree program.

Prerequisite: STAT 509* or STAT 521* (*may be taken concurrently).

STAT 534 Quantitative Data Presentation (3)

Quantitative data summaries and presentation. Uses selected software programs for graphing, summarizing, and presenting data.

STAT 535 Introduction to Nonparametric Statistics (3)

Includes application and theory of nonparametric methods for analysis of nominal and ordinal data and distribution-free tests, including rank tests for matched and independent samples, chi-square and goodness-of-fit tests, McNemar's test, rank correlation, k-sample tests, randomizations tests, Komogorov-Smirnov statistics.

Prerequisite: STAT 509 or STAT 521.

STAT 538 Probability and Statistical Theory I (3)

Statistical regularity, probability spaces. Fundamental theorems in discrete probability. Bayes' Theorem. Random variables, densities, and distribution functions.

Prerequisite: STAT 521.

STAT 539 Probability and Statistical Theory II (3)

Continuous distributions. Transformations of random variables. Central-limit theorem. Distributions of sample statistics. Statistical inference, estimation, hypothesis testing, chi-square tests. Correlation.

Prerequisite: STAT 521, STAT 538.

STAT 545 Survival Analysis (3)

Statistical methods for analysis of survival data. Censoring mechanisms. Concepts of failure rates and different classes of life distributions under parametric and nonparametric settings. Statistical properties of competing survival-functions estimators. Kaplan-Meyer estimator, piecewise exponential estimator, and other equivalent estimators. Cox proportional hazard model and associated statistical inferences.

Prerequisite: STAT 522.

STAT 548 Analytical Applications of SAS (1.5)

Features of SAS computer package for analysis of statistical data. Includes decisions regarding choice of statistical procedures and interpretation of computer output to answer specific research questions.

Prerequisite: STAT 509* or STAT 521* (*may be taken concurrently); or passing score on the computer-competency examination. Cross-listing: STAT 448.

STAT 549 Analytical Applications of SPSS (2)

Features of SPSS computer package for analysis of statistical data. Includes decisions regarding choice of statistical procedures and interpretation of computer output to answer specific research questions.

Prerequisite: STAT 509* or STAT 521* (*may be taken concurrently); or passing score on the computer-competency examination. Cross-listing: STAT 449.

STAT 554 Applied Bayesian Data Analysis (2)

Bayesian statistical analysis, with focus on applications. Compares Bayesian and frequentist methods. Bayesian model specification; choice of priors; and computational methods using appropriate software, such as WinBUGS--a free software--as a tool for Bayesian data analysis.

Prerequisite: STAT 539); or equivalent.

STAT 555 Time Series & More Longitudinal Data Analysis (2)

Analyses of time series models. Covers stationary and nonstationary models--including ARMA and ARIMA, auto-covariance and auto-correlation functions. Statistical tests for white noise. Introduces forecasting, including: use of regression in forecasting; removal and estimation of trend and seasonality; exponential smoothing; stochastic time series models .

Prerequisite: STAT 522; or equivalent.

STAT 556 Categorical Data Analysis (2)

Topics include basic goodness-of-fit measures, such as Pearson's chi-square statistics, Mantel and Haenszel test, contingency tables, log-linear analysis of multidimensional contingency tables, and logistic regression. Techniques for analysis of count data, such as Poisson regression; and analysis of matched case-control studies and clustered categorical data.

Prerequisite: STAT 522* (*may be taken concurrently); or equivalent.

STAT 557 Research Data Management (2, 3)

Basic data and file manipulation using database-management systems for health research. Uses several applications, with emphasis on Microsoft Access. Topics include: importing, exporting, merging, and linking files for a variety of applications; creating, updating, and querying databases; and basic programming, application development, and data entry. General computer skills expected, but no prior computer programming experience necessary.

Prerequisite: (STAT 509 or STAT 521), (STAT 548 or STAT 549); Prerequisite for 3 units: STAT 509 or 521, 548 or 549. For 2-3 units: General computer skills expected, but no prior computer programming experience necessary.

STAT 558 Advanced Statistical Packages (3)

Computer applications to advanced statistical procedures using SAS, SPSS, and other statistical software. Advanced techniques facilitating statistical analysis useful to biostatisticians, epidemiologists, health planners, and others transferring data files between software packages, combining and matching files, modifying data, and creating graphical presentations of data.

Prerequisite: (STAT 548 or STAT 549), STAT 521, STAT 522.

STAT 564 Survey and Advanced Research Methods (3)

Principles and procedures of surveys as applied to the health sciences. Topics covered include: survey and research designs, questionnaire construction, validity techniques, sampling methods, sample-size determination, non-response problems, data collection, coding, processing, evaluation, and presentation of results. Hands-on experience presented as a combination of lecture and laboratory activities.

Prerequisite: STAT 509* or STAT 521* (*may be taken concurrently). Cross-listing: STAT 464.

STAT 568 Data Analysis (3)

Concepts and applications of the most common data-analysis methods: correlation and regression, contingency tables, t-tests, analysis-of-variance, nonparametric methods, and multivariate analyses. Student selects appropriate method of analysis and reporting results. Emphasizes individual analysis of real-data sets. Lecture-demonstrations and laboratory work. All data-analysis assignments to be completed in SPSS.

Prerequisite: (STAT 509 or STAT 521), (STAT 548 or STAT 549). Cross-listing: STAT 468.

STAT 569 Advanced Data Analysis (3)

Brings together other biostatistics courses in a unified, applied approach. Specifically provides practical experience with real-world biostatistical data, using a wide variety of statistical procedures--including general linear models, generalized linear models, and nonparametric alternatives. Includes guidelines for choosing statistical procedures, model building, validation, and written presentation of results.

Prerequisite: STAT 522.

STAT 594 Statistical Consulting (1-4)

Advanced students participate in statistical consultation with senior staff members. Statement of the problem, design of the experiment, definition of response variables, appropriate analysis of data, statistical inferences, and interpretation of data.

Prerequisite: Consent of instructor.

STAT 605 Seminar in Biostatistics (1)

Presents and discusses area of interest. Individual research and report.

STAT 692 Research Consultation (1-8)

Individual consultation on project design and data collection, analysis, evaluation, and interpretation.

Prerequisite: Consent of instructor.

STAT 695 Thesis (2-8)

Student prepares report of individual guided experimental research study in biostatistics, under direct faculty supervision. Limited to graduate students whose thesis projects have been approved by their research committee.

STAT 696 Directed Study/Special Project (1-4)

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit. Maximum of 4 units applicable to any master's degree program.

Prerequisite: Consent of instructor responsible for supervision and of program adviser.

STAT 694A Research (1)

Independent research. Research program arranged with faculty member(s) involved. Written report and oral presentation required.

STAT 694B Research III (1)

Independent epidemiologic research. Research program arranged with faculty member(s) involved. Written report and oral presentation required.

STAT 694C Research III (1)

Independent epidemiologic research. Research program arranged with faculty member(s) involved. Written report and oral presentation required.

STAT 694D Research IV (1)

Independent epidemiologic research. Research program arranged with faculty member(s) involved. Written report and oral presentation required.

Science and Technology-Conjoint

STCJ 303 Cultural Learning (4)

Students develop skills in learning a culture by applying principles from two modes of inquiry: ethnography and ethnology. Practice gathering cultural information and data through ethnographic interviews, as well as through research in the human relations area files. Focuses on developing knowledge of a particular culture in which the student has an interest.

STCJ 501 Critical Thinking (4)

Develops in post-baccalaureate students critical thinking skills, including: evaluating ideas, using dialogical learning for deep reliable knowledge, thinking inductively and deductively, accurately conceptualizing for better decision making and behavioral choices, applying critical thinking to academic success and life-long learning.

STCJ 502 Classroom Teaching Strategies (3)

Addresses pedagogical issues including, but not limited to: developing a healthy learning environment in the classroom, developing effective teaching strategies, fostering effective learning strategies in students, preparing syllabi, lecturing, managing classroom discussion, evaluating students' performance.

STCJ 514 Editing, Style, and Grammar for Academic Writing and Publication (2)

Focuses on mastery of the editing stage of academic manuscript preparation. Applicable to all academic works, including publishable research results, term papers, dissertations, theses, and proposals. Covers the self-editing option, editing techniques, grammar, punctuation, and style. Addresses APA and other styles.

STCJ 515 Researching and Writing Graduate-Level Papers (2-4)

Provides skills for critical writing, including organization, development of idea, and presentation of conclusion. Develops skills applicable to the preparation of term papers in the students' disciplines.

STCJ 615 Writing for Thesis/Dissertation (2-4)

Develops skills necessary for researching and writing theses and dissertations. Includes researching literature in electronic and library sources; and collecting, filtering, paraphrasing, and organizing data from literature. Develops editing skills that may be applied to any prose writing involved in producing a thesis or dissertation--including proposals, abstracts, introductions, reviews of literature, write-ups of data analyses, and conclusions.

STCJ 905 Preparation for Comprehensive Examinations 0

Provides degree-seeking graduate students registration on a continuing basis in order to maintain active status in the School of Science and Technology while preparing for comprehensive examinations. Students work with their primary adviser to outline a plan to review their progress during the term.

Surgery

SURG 599 Surgery Directed Study (1.5-18)

SURG 701 Surgery Clerkship (1.5-18)

Includes one week on each service: anesthesiology, emergency medicine, neurosurgery, otolaryngology, ophthalmology, orthopaedic surgery, plastic surgery, and urology; and one month of general surgery.

SURG 821 Surgery Sub-Internship (1.5-18)

A sub-internship in surgery in which the student to performs in the intern's role as part of a team in the clinical care of surgical patients. Subinterns expected to take responsibility for the daily care of individual patients, to practice procedural skills, and to assist and participate in the surgical procedures at a level appropriate to their training. Subterns participate in overnight in-house calls, and respond to in-house emergencies and requests for routine consultations and for evaluation of patients in the emergency department. Duty hours and hours of responsibility for night call will not exceed the guidelines set for the junior house staff by the respective institutions where rotations occur and by the guidelines set forth for medical students on surgery.

SURG 822 Surgery ICU (1.5-3)

Includes two-week service on a surgical intensive-care unit.

Prerequisite: SURG 701.

SURG 891 Surgery Elective (1.5-18)

May include pediatric surgery, vascular surgery, trauma surgery, general surgery, cardiothoracic surgery, plastic surgery, neurosurgery, otolaryngology, surgical intensive care, and urology.

Urology

UROL 891 Urology Elective (1.5-18)

Writing

WRIT 77 Basic Writing I (2)

This course will include instruction in grammar, sentence structure, and vocabulary usage.

WRIT 84 Guerilla Grammar (1)

Polishes and fine-tunes writing fluency by building on grammar and punctuation basics for immediate results. A user-friendly, laser-focused, light-hearted format that enlightens students in the mechanics of written English. Highly recommended to meet ESL needs.

WRIT 117 Writing I (2)

Basic writing techniques essential for academic success, developed in three major areas: understanding of concepts within writing; understanding and following the overall writing process; and building specific grammar skills on a conceptual framework of language structure. Course develops specific skills: building vocabulary; spelling; understanding the special and peculiar words, idioms, and expressions of American culture; building sentences; structuring paragraphs; organizing content; creating logical arguments; and clarifying thoughts (writing what the student means to express). Emphasizes correct use of punctuation, capitalization, and the general mechanics of writing.

WRIT 177 Writing II (2)

Academic and research writing, formatting, and fluency with styles.

WRIT 317 Writing II (2)

Advanced writing. Combines creative and affective procedures (visualization skills, music, the visual arts) in a proactive, lateral-thinking process to enrich traditional academic/logical/cognitive learning approaches and to develop highly conceptual, high-level critical-thinking/cognitive skills essential for successful academic writing. Skills include: preplanning techniques; organizing, prioritizing, and structuring ideas; revising and editing; using a consistent personal style; citing sources with correct footnote and bibliographic content and format; applying metalingual understanding to grammar, English language concepts, and English metaphors. Applies these skills to quality writing of expository compositions, assignments, projects, clinical reports, observation reports, and case studies.

WRIT 319 Writing for Health Professionals--Short Course (1)

A truncated version of WRIT 317 that includes the basics of genre structure, language structure, prewriting techniques, and self-editing techniques. Emphasizes development of logic through argument and causal factors for purposes of writing clear reports, literature reviews, and research essays. Incorporate basic strategies for reducing writer's block.

WRIT 324 Writing for Healthcare Professionals (2)

Students learn to write term papers and publishable articles from research in the health care literature.

WRIT 417 WRITING III: Research Writing (2)

Advanced technical writing. Provides advanced skills for technical/scientific writing of research assignments, major projects, clinical reports, observation reports, case studies, etc. Highly conceptual writing combines technical skills with creative/critical-thinking skills. Combines traditional cognitive learning with enriching affective learning styles and methods. Specific skills include: prewriting techniques; organizing, prioritizing, and structuring of ideas; revising and editing; correct annotation style (e.g., APA, MLA, etc.); and applying metalingual understanding to grammar and English language concepts.

WRIT 425 Critical Thinking and Writing (1)

Assists and guides students through the writing process of drafting an orderly, coherent and acceptable final modality position paper, thesis statement, dissertation abstract, and/or dissertation proposal. A straightforward, intensive, accelerated

teaching and learning approach to scholarly writing. Approaches writing as a critical, creative-thinking process. Taught in sections, according to students' needs as s/he learns by working on his/her own project.

WRIT 451 Writing for Publication I (2)

Focuses on producing writing that leads to publication. Emphasizes individual writing processes, revision strategies, and polishing drafts prior to sending out for publication. Open to faculty and others by permission of instructor.

WRIT 452 Writing for Publication II (2)

Focuses on producing writing that leads to publication. Emphasizes individual writing processes, revision strategies, and polishing drafts prior to sending out for publication. Open to faculty and others by permission of instructor.

Prerequisite: WRIT 451.

WRIT 453 Writing for Publication III (2)

Focuses on producing writing that leads to publication. Emphasizes individual writing processes, revision strategies, and polishing drafts prior to sending out for publication. Open to faculty and others by permission of instructor.

Prerequisite: WRIT 452.

WRIT 486 Graduate's Guide to Resumes, CVs, and Cover Letters (0.5)

Takes an in-depth look at the anatomy of a resume and CV, and explains how they differ. Discusses what makes a good cover letter, and how cover letters can undermine even the best resume or CV. Discusses the latest on computerized resume scanning, including a hands-on, roundtable tutorial to create, edit, or revitalize one's personal resume, CV, or cover letter.

WRIT 499 Directed Study (1-4)

Provides graduate students the opportunity to pursue advanced study under the guidance and tutelage of a faculty member in an area related to their graduate study and relevant to their writing skills and needs. Students design an individualized program in professional writing. The developed study program may include attending specified classes, library research, relevant literature review, or interviews and discussions with resource persons who have the expertise in the desired specialty area.

V

THE FACULTY

Key to Codes

In the alphabetical listing below, the two-letter code following the department name indicates the school or faculty in which the faculty member holds academic appointment. The two-letter symbols are:

AH	School of Allied Health Professions
PH	Public Health
SD	School of Dentistry
SM	School of Medicine
SN	School of Nursing
SP	School of Pharmacy
ST	School of Science and Technology
SR	School of Religion
FGS	Faculty of Graduate Studies

ABBATE, MATTY F. Professor, Department of Restorative Dentistry SD

D.D.S. University of California (San Francisco) 1958

ABBEY, DAVID E. Professor, Department of Preventive Medicine SM and of Department of Epidemiology and Biostatistics PH

Ph.D. University of California (Los Angeles) 1972

ABBOUD, CARLOS S. Clinical Instructor, Department of Periodontics SD

D.M.D. University of Louisville 1993

ABBOY, RAMADAS. Assistant Clinical Professor, Department of Medicine SM

M.B.B.S. Stanley Medical College (India) 1967

ABD-ALLAH, SHAMEL A. Associate Professor, Department of Pediatrics SM; Assistant Professor, Department of Emergency Medicine SM

M.D. Loyola Stritch Medical School 1989

ABDOLLAHI, KARIM. Assistant Clinical Professor, Department of Orthopedic Surgery SM

M.D. University of Health Sciences, Chicago Medical School 1990

ABIDIN, CAROL J. Clinical Instructor, Department of Nutrition PH

B.S. California State Polytechnic University 1991

ABOGADO, ELVA J. Clinical Instructor SN

B.S.N. California State University (Dominguez Hills) 1998

M.H.A. California State University (San Bernardino) 2000

ABOU-ZAMZAM, AHMED MOHAMMED, JR. Associate Professor, Department of Surgery SM

M.D. Yale University School of Medicine 1992

ACACIO, BRIAN D. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM

M.D. George Washington University 1993

ACOSTA, ABRAHAM A. Assistant Professor, Department of Health Promotion and Education PH

M.D. Cartagena University (Colombia) 1980

M.P.H. Loma Linda University PH 1989

ADAMICH, THOMAS S. Assistant Professor, Department of Periodontics SD

D.D.S. Case Western Reserve University 1983

ADAMS, JANE E. Assistant Professor, Department of Health Administration PH

M.H.A. University of La Verne 1991

ADAMS, TRACY R. Assistant Professor, Department of Dental Hygiene, SD

B.S. Loma Linda University 2005

ADELMAN, TRAVIS B. Instructor, Department of Family Medicine SM

M.P.A. Loma Linda University 2007

AFIFI, GHADA YOUSSEF. Assistant Clinical Professor, Department of Surgery SM

M.D. Albany Medical College 1990

AFSARI, ALAN M. Assistant Professor, Department of Medicine SM

M.D. American University of the Caribbean 2000

AGARWAL, MADHU R. Assistant Professor, Department of Ophthalmology SM

M.D. University of California (Los Angeles) 1999

AGPAOA, GRACE T. Instructor, Department of Clinical Laboratory Science AH

B.S. University of California (Riverside) 1991

AHMAD, BORHAAN S. Assistant Professor, Department of Pediatrics SM

M.D. Kabul University 1981

AHMAD, IMDAD. Assistant Professor, Department of Medicine SM

M.B.B.S. University of the Punjabi 1969

AIYAR, SHOBHA S. Assistant Professor, Department of Medicine SM

M.B.B.S. Mahatma Gandhi Memorial Medical College 1989

AKA, PAUL KOJI. Assistant Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1986

AKAMINE-DAVIDSON, SANDRA M. Clinical Instructor, Department of Ophthalmology SM

O.D. Southern California College of Optometry 1989

AKIN, MARIE-ROSE MINHTAM LEVAN. Adjunct Assistant Professor, Department of Pathology and Human Anatomy SM

M.D. Indiana University SM 1981

AL FAGIH, MOHAMMED RASHID. Adjunct Clinical Professor, Department of Cardiopulmonary Sciences AH
M.B.Ch.B. Baghdad Medical College 1971

AL-ARDAH, ALADDIN JAMAL. Assistant Professor, Department of Restorative Dentistry SD
B.D.S. Jordan University of Science and Technology 1999

ALBANO, FELIX A. Assistant Clinical Professor, Department of Physician Assistant Sciences, AH
M.D. University of Santo Tomas 1966

ALBERT, JULIE C. Associate Professor, Department of Psychiatry SM
D.S.W. University of Southern California 1978

ALBERTSON STEWART R. Assistant Professor, Department of Health Administration PH
J.D. Loyola University New Orleans Law School 2002

ALBRECHT, EDWARD G. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University 1980

ALCAIDE, JEFF G. Clinical Instructor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 2000

ALEXANDER, WIL. Emeritus Professor, School of Religion; Professor, Department of Family Medicine SM
Ph.D. Michigan State University 1962
M.Th. Edinburg University 1966

ALI, HARIS. Instructor, Department of Medicine SM
M.D. Rawalpindi Medical College (Pakistan)

ALIPOON, LAURA LYNN. Professor, Department of Radiation Technology AH
Ed.D. La Sierra University 2001

ALLARD, MARTIN W. Professor, Department of Anesthesiology SM
M.B.Ch.B. University of Capetown 1971

ALOIA, ROLAND C. Clinical Professor, Department of Anesthesiology SM
Ph.D. University of California (Riverside) 1970

ALTMAN, ALAN F. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1982

ALVAREZ, LOUIS R. Clinical Instructor, Department of Psychiatry SM
M.D. Autonomous University of Guadalajara 1986

ALVAREZ, RICARDO. Assistant Clinical Professor, Department of Restorative Dentistry SD
D.D.S. Universidad Autonoma Baja California 1989

ALVES, DANIEL. Assistant Clinical Professor, Department of Environmental and Occupational Health PH

M.D. Loma Linda University SM

M.P.H. Loma Linda University PH 1996

ALZAYAT, SAMEH F. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University 2004

AMAAR, YOUSEF G. Associate Research Professor, Department of Surgery SM

Ph.D. Simon Fraser University (British Columbia, Canada) 1997

AMINIKHARRAZI, TAHER. Assistant Clinical Professor, Department of Restorative Dentistry SD

D.M.D. Boston University 2001

ANDERSEN, BRADLEY T. Instructor, Department of Medicine SM

M.D. Loma Linda University 2003

ANDERSON, DAVID V. Assistant Clinical Professor, Department of Orthopedic Surgery SM

M.D. Michigan State University 1977

ANDERSON, DENNIS K. Assistant Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1966

ANDERSON, DONALD LEE. Associate Professor, Department of Psychiatry SM

M.D. Loma Linda University SM 1971

ANDERSON, DONALD LYNN. Associate Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1973

ANDERSON, JEANNIE. Clinical Instructor, Department of Radiation Technology AH

M.S. University of California (Riverside) 2005

ANDERSON, NANCY J. Professor, Department of Medicine SM

M.D. Loma Linda University SM 1976

ANDERSON, ROGER M. Clinical Instructor, Department of Periodontics SD

D.D.S. Loma Linda University 2005

ANDERSON, S. ERIC. Associate Professor, Department of Health Administration PH

Ph.D. University of North Texas 1992

ANDO, NAOKI. Adjunct Instructor, Department of Allied Health Studies AH

M.A. Nagoya University (Japan) 1997

ANDREANA, SEBASTIANO. Professor, Department of Periodontics, SD

D.D.S. University of Rome 1990

M.Sc. University of New York (Buffalo) 1995

ANDREASEN, TROY J. Assistant Clinical Professor, Department of Surgery SM

M.D. University of Utah Medical School 1995

ANDREIKO, CRAIG A. Assistant Professor, Department of Orthodontics SD

D.D.S. Loma Linda University SD 1988

ANDREWS, D. JEANNE. Associate Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1950

ANDREWS, JENNIFER. Adjunct Associate Professor, Department of Counseling and Family Science ST

Ph.D. The Union Institute of Cincinnati 1989

ANGELES, DANILYN MAG-AKAT. Assistant Professor, School of Nursing SN

Ph.D. Loma Linda University GS 2000

ANGELOV, NIKOLA. Associate Professor, Department of Periodontics SD

D.D.S. University of St. Cyril and Methodius 1993

ANHOLM, J. MILFORD. Professor, Department of Orthodontics SD

D.D.S. University of the Pacific 1946

ANHOLM, JAMES D. Associate Professor, Department of Medicine SM

D.D.S. Loma Linda University SD 1976

AOYAGI, PAUL Y. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1973

APPEL, JAMES ERIC. Assistant Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 2000

APPLEGATE, PATRICIA JEAN. Associate Professor, Department of Medicine SM

M.D. University of Southern California 1980

APPLEGATE, RICHARD LEE II. Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1982

APPLETON, CAROL J. MUTH. Assistant Professor, Department of Physical Therapy AH

M.P.H. Loma Linda University PH 1974

APPLETON, STANTON SHERWOOD. Clinical Professor, Department of Oral Diagnosis, Radiology, and Pathology SD

D.D.S. Loma Linda University SD 1972

M.P.H. Loma Linda University PH 1973

AQEEL, ADNAN AL. Assistant professor, Department of Cardiopulmonary Sciences, AH

M.H. I.S. King Saudi bin Abdulaziz College 2005

ARANA, MARIA T. Instructor, Department of Health Promotion and Education PH

M.P.H. Universidad Peruana Cayetano Heredia 2002

ARAKAKI, SHIGENOBU. Adjunct Assistant Professor, Department of Allied Health Studies AH and Adjunct Assistant Professor, School of Religion SR

D.Min. San Francisco Theological Seminary 1974

ARAKAKI, TAKIKO N. Adjunct Assistant Professor, School of Nursing SN

M.S.N Loma Linda University GS 1982

ARCHAMBEAU, JOHN O. Professor, Department of Radiation Medicine SM

M.D. Stanford University School of Medicine 1955

ARECHIGA, ADAM L. Assistant Professor, Department of Psychology ST

Psy.D.

ARIUE, BARBARA K. Assistant Professor, Department of Pediatrics SM

M.D. University of Vermont 1993

ARMJO, JAVIER ALONSO. Assistant Clinical Professor, Department of Family Medicine SM

M.D. University of California (Irvine) 1991

ARMSTRONG, DANIEL REID. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1972

ARMSTRONG, DARLENE A. Assistant Professor, Department of Dental Hygiene SD

M.A. Azusa Pacific University 2005

ARNETT, WILLIAM G. Assistant Professor, Department of Orthodontics SD

D.D.S. University of Southern California 1972

ARNETT, R. LESLIE, JR. Associate Professor, Department of Periodontics SD

D.D.S. University of Southern California 1959

M.S.N Loma Linda University GS 1968

ARNETT, MARJORIE R. Assistant Professor, Department of Dental Educational Services SD

M.S. California State University (Fullerton) 1997

ARNOLD, LORI. Assistant Clinical Professor, Department of Pharmacotherapy and Outcomes Science SP

Pharm. D. University of Montana School of Pharmacy 2000

ASAI, YUJI. Adjunct Assistant Professor, Department of Allied Health Studies AH

B.S. National Institution for Academics 2000

ASGARZADIE, FARBOD. Assistant Professor, Department of Neurosurgery SM

M.D. University of Chicago 1999

ASGEIRSSON, ARNI G. Adjunct Assistant Clinical Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University SD 1964

B.A. Atlantic Union College 1959

ASHLEY, EDD J. Professor, Department of Physical Therapy AH

Ed.D. Boston University 1971

ASHWAL, STEPHEN. Distinguished Professor, Department of Pediatrics SM

M.D. New York University 1970

ASK, MIHRAN N. Assistant Professor, Department of Medicine SM, Department of Preventive Medicine SM, and Department of Health Promotion and Education PH

M.D. Loma Linda University SM 1979

ATHISON, MARVIN J. Assistant Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1998

ATKIN, ROY D. Assistant Professor, Department of Orthodontics SD

D.D.S. Marquette University 1966

ATKINS, GORDON J. Adjunct Assistant Professor, Department of Earth and Biological Sciences ST

Ph.D. McGill University 1987

AUNE-NELSON BETH. Clinical Instructor, Occupational Therapy AH

B.S. Loma Linda University AH 1998

AUSTIN, BRUCE T. Assistant Professor, Department of Radiology SM

Ph.D. University of Iowa 1973

AUSTIN, CRAIG EUGENE. Instructor, Department of Clinical Laboratory Science AH

B.S. Loma Linda University AH 1983

AVANTS, TERESA PFIEFLE. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1984

AVELING, D. LEIGH. Associate Professor, School of Religion SR

D.Min. Claremont School of Theology 1996

AVILA, KAROLE S. Assistant Professor, Department of Psychiatry SM

M.D. Albany Medical College 1978

AVILA-GNAU, VIVIANA D. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Javeriana University 1997

D.D.S. Loma Linda University 2007

AVINA, ROBERT L. Assistant Professor, Department of Family Medicine SM

M.D. University of California (San Diego) 1977

AZER, SHERIF A. Associate Professor, Department of Anesthesiology SM

M.D. Assuit University Faculty of Medicine 1972

BABA, NADIM. Associate Professor, Department of Restorative Dentistry SD

D.M.D. University of Montreal (Quebec) 1996

M.S. Boston University 1999

BACKSTROM-GONZALES, MELISSA KATHERINE. Clinical Instructor, Department of Speech-Language Pathology and Audiology AH

M.S. University of Redlands 1987

BADA, MARCELO VILLALOBOS. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2004

BADAUT, JEROME. Adjunct Professor, Department of Physiology and Pharmacology SM

Ph.D. University Pierre Et Marie Curie (Paris) 1999

BAE, MOON SOON. Assistant Professor, Department of Physical Medicine SM

M.D. Medical School of Ewha Women's University 1965

BAE, WON-CHUL. Assistant Professor, Department of Radiology SM

M.D. Medical College, Busan National University 1963

BAEK, HESUK H. Assistant Professor, Department of Medicine SM

M.D. Medical College of Georgia 2000

BAERG, JOANNE E. Assistant Professor, Department of Surgery SM and Department of Pediatrics SM

M.D. University of British Columbia 1990

BAEZ, MERCEDES. Adjunct Assistant Professor, Department of Health Promotion and Education PH

M.P.H. Universidad de Chile 1959

BAHK, THOMAS. Assistant Professor, Department of Pediatrics SM

M.D. University of California (Los Angeles) 1997

BAIER SCHMIDT, ILSE I. Assistant Professor, Department of Health Promotion and Education PH

M.P.H. Loma Linda University 2000

BAILEY, LEONARD L. Distinguished Professor, Department of Surgery SM

M.D. Loma Linda University SM 1969

BAINTER, BRIAN. Adjunct Assistant Professor, Department of Pharmacotherapy and Outcomes Science SP

Pharm. B. Ferris State University 2000

BAKER, CAROL S. Assistant Clinical Professor, Department of Nutrition and Dietetics AH

M.S. Loma Linda University GS 1983

M.B.A. University of Redlands 2002

BAKER, SUSAN M. Adjunct Assistant Clinical Professor, Department of Physical Therapy AH

D.P.T.Sc. Loma Linda University AH 1999

BAKLAND, LEIF KRISTIAN. Professor, Department of Endodontics SD

D.D.S. Loma Linda University SD 1963

BALAGOPALAN, MOHAN. Clinical Instructor, Department of Environmental and Occupational Health PH

M.B.A. Azusa Pacific University 1984

BALASUBRANANIAM, KUMARAVELU. Associate Clinical Professor, Department of Medicine SM

M.B.B.S. Madras Medical College 1973

BALDWIN, DALTON D. Associate Professor, Department of Surgery SM

M.D. Loma Linda University SM 1991

BALGUMA, FREDDIE B. Associate Clinical Professor, Department of Pediatrics SM

M.D. University of Santo Tomas 1962

BALLI, KEVIN C. Assistant Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1998

BANGASSER, RONALD P. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Chicago Medical School 1975

BANSAL, DALJEET BHATA. Assistant Professor, Department of Medicine SM

M.D. Delhi University 1968

BANSAL, RAMESH C. Professor, Department of Medicine SM

M.B.B.S. All India Institute of Medical Sciences 1972

BANTA, JIMMIE E., JR. Assistant Professor, Department of Health Administration PH

Ph.D. University of California (Los Angeles) 2004

BARBARAN, THELMA R. Assistant Professor, Department of Global Health PH

M.A. Universidad Nacional Federico Villareal 1994

M.S. Universidad Nacional Federico Villareal 1994

BARCEGA, BESH R. Assistant Professor, Department of Emergency Medicine SM and Department of Pediatrics SM

M.D. Loma Linda University SM 1990

BARILLA, DORA J. Instructor, Department of Health Administration PH

M.P.H.

BARKER, GARY R. Assistant Professor, Department of Surgery SM

M.D. Loma Linda University SM 1980

BARNES, DONALD T. Assistant Professor, Department of Radiology SM

M.D. Howard University 1971

BARNHART, DIANE L. Clinical Instructor, Department of Nutrition PH

B.S. Loma Linda University PH 1982

BARON, PEDRO W. Professor, Department of Surgery SM

M.D. University of Antioquia School of Medicine 1977

BARRERA, MARCO. Clinical Instructor, Department of Ophthalmology SM

M.D. Montemorelos University 1995

BARTNIK, BRENDA L. Assistant Professor, Department of Radiology SM

Ph.D. University of Saskatchewan 2002

BARTON, LORAYNE. Adjunct Associate Professor, Department of Health Promotion and Education PH

M.D. University of California (Irvine) 1996

M.P.H. Loma Linda University PH 2000

BARTOS, REBEKAH. Instructor, Department of Medicine SM

M.S.N. Azusa Pacific 2001

BASHKIROV, VLADIMIR. Associate Research Professor, Department of Radiation Medicine

Ph.D. Moscow Institute of Physics 1997

BASICAL-OLIVER, NOVE A. Instructor, Department of Clinical Laboratory Science AH

B.S. Loma Linda University 1986

BASTA, SAEDA H. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Damascus University Dental School 1994

BATESOLE, MARK KENNETH. Assistant Professor, Department of Orthodontics SD

D.D.S. University of Southern California 1998

BATES, NERIDA T. Assistant Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1997

BAUGH, WILSON B., JR. Assistant Clinical Professor, Department of Oral and Maxillofacial Surgery SD

D.D.S. University of Southern California 1981

BAUM, MARTI F. Assistant Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1979

BAYLINK, DAVID J. Distinguished Professor, Department of Medicine SM

M.D. Loma Linda University SM 1957

BAZ, SAMUEL. Assistant Professor, Department of Medicine SM

M.D. University of Southern California School of Medicine 1997

BEAL, WILLIAM S. Instructor, Department of Orthopedic Surgery SM

D.P.M. California College of Podiatric Medicine 1976

BEARDSLEY, LISA M. Professor, Department of Health Promotion and Education PH; Adjunct Assistant Professor, School of Religion SR

M.P.H. Loma Linda University PH 1983

Ph.D. University of Hawaii (Manoa) 1989

BECK, JIMMY B. Instructor, Department of Pediatrics SM

M.D. University of Washington 2004

BECKNER, ARDIS S. Assistant Clinical Professor, Department of Nutrition PH; Clinical Instructor, Department of Nutrition and Dietetics AH

M.S. Loma Linda University GS 1963

BECKNER, JEANNE. Assistant Professor, School of Nursing SN

M.S.N. Azusa Pacific University

BECKWITH, J. BRUCE. Adjunct Professor, Department of Pathology and Human Anatomy SM, Department of Surgery SM, and Department of Pediatrics SM

M.D. University of Washington School of Medicine 1958

BEDASHI, ALLAN M. Assistant Professor, Department of Physician Assistant Sciences AH

M.S. Western University of Health Sciences 1997

BEDDOE, RANDY A. Adjunct Assistant Professor, Department of Family Medicine SM

M.D. Loma Linda University 1984

BEDROS, ANTRANIK A. Associate Professor, Department of Pediatrics SM

M.D. University of Damascus 1970

BEE, DAVID M. Assistant Professor, Department of Medicine SM

M.D. University of Southern California 1967

BEELER, LAUREN M. Clinical Instructor, Department of Physical Therapy AH

B.S. Indiana University 1979

BEESON, W. LAWRENCE. Associate Professor, Department of Epidemiology and Biostatistics PH

Dr.P.H. Loma Linda University PH

BEHRENS, B. LYN. Professor, Department of Pediatrics SM

M.B.B.S. Sydney University (Australia) 1963

BEKENDAM, PAMELA Y. Assistant Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1994

BELCHER, TERRY K. Clinical Instructor, Department of Clinical Laboratory Science AH

B.S. University of Washington 1971

BELEN, NENITA P. Assistant Clinical Professor, Department of Psychiatry SM

M.D. University of Santo Tomas 1967

BELIN, LYNNA SUE. Adjunct Assistant Professor, Department of Health Administration PH

Ph.D. Claremont Graduate School 1994

BELLIARD, JUAN C. Assistant Professor, Department of Global Health PH and Department of Environmental and Occupational Health PH

Ph.D. Loma Linda University GS 1996

BELLINGER, DENISE L. Associate Research Professor, Department of Pathology and Human Anatomy SM

Ph.D. Indiana State University 1985

BELOTE, JAMES H. Assistant Clinical Professor, Department of Pediatrics SM

M.D. Emory University 1961

BENCH, RUEL WATSON. Associate Professor, Department of Orthodontics SD

D.D.S. University of the Pacific 1953

BENJAMIN, YONAN K. Clinical Instructor, Department of Environmental and Occupational Health PH

B.S. Loma Linda University PH 1982

BENNETT, DONNA L. Assistant Professor, Department of Health Policy and Management PH

J.D. Massachusetts School of Law 2005

BENNETT, JACK L. Clinical Instructor, Department of Surgery SM

M.D. Loma Linda University SM 1962

BERGENDAHL, KELLIE R. Assistant Professor, Department of Dental Hygiene SD

B.S. Loma Linda University SD 2002

BERGEY, DARREN L. Instructor, Department of Orthopedic Surgery SM

M.D. Loma Linda University SM 1996

BERK, LEE S. Associate Research Professor, Department of Pathology and Human Anatomy SM; Associate Professor, Department of Health Promotion and Education PH

Dr.P.H. Loma Linda University PH 1981

BERNAL, GUILLERMO D. Professor, Department of Restorative Dentistry SD

D.D.S. San Cristobel Hospital 1988

BERNUS, ANNA. Assistant Professor, Department of Pediatrics SM

M.D. New York Medical College 2001

BERRIMAN, DIANE J. Assistant Professor, Department of Medicine SM

M.D. Oral Roberts University School of Medicine 1988

BERRY, FREDERICK A. Professor, Department of Restorative Dentistry SD

D.D.S. University of Pennsylvania 1962

BESTARD, EDUARDO A. Instructor, Department of Orthopedic Surgery SM

M.D. Facultad de Medical (Paraguay) 1945

BETANCOURT, HECTOR M. Professor, Department of Psychology ST

Ph.D. University of California (Los Angeles) 1983

BHASKERRAO, SOFIA. Assistant Professor, Department of Medicine SM

M.B.B.S. Andhra Medical College 1994

BHAT, VENKATESH G. Associate Professor, Department of Psychiatry SM

M.B.B.S. University of Mysore (India) 1979

BHATT, DILIP R. Assistant Clinical Professor, Department of Pediatrics SM

M.B.B.S. Baroda Medical College (India) 1963

BIAGGI, ROBERTO E. Adjunct Assistant Professor, Department of Earth and Biological Sciences, ST

Ph.D. Loma Linda University GS 2002

BIANCHI, CHRISTIAN. Assistant Professor, Department of Surgery SM

M.D. University of Buenos Aires School of Medicine 1993

BIGELOW-PRICE, SHAYNE MICHELINE. Clinical Instructor, School of Nursing SN

M.S.N. University of Phoenix 1998

BILLIMORIA, PHIROZE E. Professor, Department of Radiology SM

M.B.B.S. Grant Medical College, Bombay University 1951

BILLOCK, L. CHRISTINE. Assistant Professor, Department of Occupational Therapy AH

M.A. University of Southern California 1998

Ph.D. University of Southern California 2005

BINGGELI, AMY L. Adjunct Assistant Professor, Department of Global Health PH

Dr.P.H.

BISCHOFF, FREDERICK M. Assistant Clinical Professor, Department of Health Promotion and Education PH and Department of Preventive Medicine SM

M.D. Loma Linda University SM 1979

M.P.H. Loma Linda University PH 1983

BISCHOFF, JOAN K. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1981

BISHARA, MICHAEL F. Assistant Clinical Professor, Department of Medicine SM

M.B.B.Ch. Ain Shams University (Egypt) 1981

BIVONA-TELLEZ, CHRISTINA M. Assistant Clinical Professor, School of Nursing SN

M.P.H. University of North Carolina 1983

BLACHARSKI, PAUL A. Associate Clinical Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1976

BLACK, BRIAN PHILIP. Associate Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2000

BLACKWELDER, J. TIMOTHY. Assistant Clinical Professor, Department of Radiology SM

M.D. Loma Linda University SM 1973

BLAINE, ANDREW C. Assistant Clinical Professor, Department of Psychiatry SM

M.D. New York University School of Medicine 1989

BLAKELY, ELEANOR A. Adjunct Research Professor, Department of Radiation Medicine SM

Ph.D. University of Illinois (Champaign–Urbana) 1975

BLAKELY, PATRICIA. Assistant Professor, Department of Medicine SM

M.D. University of Southern California 1988

BLANCO, RICHARD. Instructor, Department of Health Policy and Management PH

M.B.A.

BLAND, DAVID K. Associate Professor, Department of Medicine SM

M.B.B.S. University of South Wales (Australia) 1976

BLANKENSHIP, JAMES W. Adjunct Professor, Department of Nutrition PH

Ph.D. University of Wyoming 1969

BLASEIO, GUNTHER WALTER ANDREAS. Assistant Professor, Department of Orthodontics SD

D.D.S. University of Erlangen (Germany) 1977

BLAYLOCK, ANDRE V. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1980

BLAZEN, IVAN T. Professor, School of Religion SR

Ph.D. Princeton Theological Seminary 1979

BLISS, JESSE C. Instructor, Department of Environmental and Occupational Health, PH

M.P.H. Loma Linda University PH 2005

BLOCK, BARRY S. Associate Professor, Department of Gynecology and Obstetrics SM

M.D. Temple University 1975

BLOMQUIST, INGRID K. Associate Professor, Department of Medicine SM

M.D. Loma Linda University SM 1981

BLOUNT, GEORGE A. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1977

BLURTON, DOMINIC J. Assistant Professor, Department of Pediatrics SM

M.D. Ross University School of Medicine 1999

BOCACHICA, JOHN H. Assistant Clinical Professor, Department of Medicine SM

M.D. State University of New York (Stony Brook) 1976

BOGLE, GARY CLARK. Associate Professor, Department of Periodontics SD

D.D.S. Loma Linda University SD 1969

M.S. Loma Linda University GS 1973

BOHR, THOMAS W. Associate Professor, Department of Neurology SM

M.D. University of California (San Francisco) 1984

BOLING, EUGENE P. Assistant Clinical Professor, Department of Medicine SM

M.D. University of California (Los Angeles) 1976

BOLLA, LISA DAWN. Instructor, Department of Family Medicine SM

M.S. Loma Linda University GS 2002

BOLTON, STEPHANIE L. Instructor, Department of Psychiatry SM

M.D. Loma Linda University 2003

BONNET, REINER B. Adjunct Professor, Department of Preventive Medicine SM

M.D. Loma Linda University SM 1981

BONYANPOOR, SHAHNAZ. Assistant Professor, Department of Pediatric Dentistry SD

D.M.D. Shiraz University 1977

BOOTH-WILLIAMS, MARY M. Clinical Instructor, Department of Nutrition and Dietetics AH

B.A. San Diego State University 1970

BORK, JANE N. Associate Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1979

BORUT, DANIELLE L. Assistant Clinical Professor, Department of Pediatrics SM

M.D. University of Southern California 1969

BOSKOVIC, DANILO. Assistant Professor, Department of Biochemistry and Microbiology SM

Ph.D. Queen's University (Canada) 1997

BOSSERT, ELIZABETH ANNE. Associate Dean Graduate Program, School of Nursing SN

D.N.S. University of California (San Francisco) 1990

BOULAND, DANIEL L. Associate Clinical Professor, Department of Medicine SM

M.D. Loma Linda University SM 1982

BOUNDS, JEFFREY ALLEN. Associate Professor, Department of Neurology SM

M.D. Loma Linda University SM 1972

BOURNE, KENRICK CARLYLE. Assistant Professor, Department of Physician Assistant Sciences AH
Dr.P.H. Loma Linda University PH 1997

BOWEN, JANA D. Clinical Instructor, Department of Nutrition and Dietetics AH
B.S. Loma Linda University AH 2002

BOWEN, WILLIAM W. Assistant Clinical Professor, Department of Surgery SM
M.D. Loma Linda University SM 1973

BOWES, LARRY D. Assistant Professor, Department of Ophthalmology SM
M.D. Loma Linda University 1971

BOWSHER, JOHN G. Assistant Research Professor, Department of Orthopaedic Surgery SM
Ph.D. University of London 2001

BOYD, KENDAL C. Assistant Professor, Department of Psychology ST
Ph.D. Fuller Theological Seminary 1999

BOYKO, MICHAEL PETER. Assistant Professor, Department of Oral and Maxillofacial Surgery SD
D.D.S. Loma Linda University SD 1975
M.P.H. Loma Linda University PH 1975

BOYNE, PHILIP J. Emeritus Professor, Department of Oral and Maxillofacial Surgery SD
D.M.D. Tufts University 1947

BRACHO, YASMIN. Clinical Instructor, Department of Physician Assistant Sciences AH
M.P.A. Loma Linda University AH 2002

BRADLEY, BRUCE D. Assistant Professor, Department of Physical Therapy AH
D.P.T.Sc. Loma Linda University AH 2001

BRAMAN, MARCUS A. Adjunct Assistant Professor, Department of Preventive Medicine SM
M.D. Loma Linda University SM 1995
M.P.H. Loma Linda University PH 2003

BRAND, LEONARD R. Professor, Department of Earth and Biological Sciences ST
Ph.D. Cornell University 1970

BRANDSTATER, BERNARD JOHN. Clinical Professor, Department of Anesthesiology SM
M.B.B.S. Adelaide University (Australia) 1951

BRANDSTATER, MURRAY E. Professor, Department of Physical Medicine and Rehabilitation SM and
Department of Neurology SM
M.B.B.S. Melbourne University 1957
Ph.D. University of Minnesota 1972

BRANSON, ROY. Adjunct Assistant Professor, School of Religion SR
Ph.D. Harvard 1968

BRANDT, ALLEN L. Associate Clinical Professor, Department of Anesthesiology SM

M.D. College of Medical Evangelists 1952

BRANDT, JAMES ALLAN. Assistant Professor, Department of Clinical Laboratory Science AH

M.S. Loma Linda University GS 1982

BRANTLEY, EILEEN J. Assistant Professor, Department of Physiology and Pharmacology, SM; Department of Pharmaceutical Sciences SP

Ph.D. Meharry Medical College 1999

BRAR, HARBINDER S. Associate Clinical Professor, Department of Pediatrics SM

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BRASLOW, LAWRENCE. Associate Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1940

BRATLUND, CHRISTINA V. Assistant Professor, Department of Speech-Language Pathology and Audiology

M.S. Loma Linda University GS 2001

BRAUER, STANLEY D. Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1980

BRENES, EUGENIO J. Clinical Instructor, Department of Restorative Dentistry SD

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BRESSLER, SUSAN HUTCHERSON. Clinical Instructor, Department of Clinical Laboratory Science AH

B.S. Loma Linda University AH 1979

BRIGGS, BURTON A. Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1966

BRIGGS, ROGER ALLEN. Adjunct Assistant Professor, Department of Restorative Dentistry SD

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BRINEGAR, CHARLES, HOWARD, JR. Emeritus Associate Professor, Department of Medicine SM

M.D. Loma Linda University SM 1963

BRISTOL, SHIRLEY T. Associate Professor of Nursing, SN

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BRITT, WILLIAM, G. III. Associate Professor, Department of Psychiatry SM

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BRITTON, DOUGLAS R. Assistant Professor, Department of Earth and Biological Sciences ST

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BROCKMANN, DOUGLAS C. Assistant Clinical Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM1978

BRODEUR, DAVID C. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1971

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BROOME, DALE R. Associate Professor, Department of Radiology SM

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BROWN, DOUGLAS. Assistant Professor, Department of Orthodontics SD

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M.D., M.P.H. Harvard University 1994

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BROWN-HARRELL, VICKIE D. Assistant Professor, Department of Medicine SM

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BRUCE-LYLE, LESLIE A. Assistant Clinical Professor, Department of Ophthalmology SM

M.B.Ch.B. University of Ghana Medical School 1976

BRUCKNER, EVERT A. Associate Clinical Professor, Department of Medicine SM

M.D. Stanford University 1958

BRUNO, RICHARD. Assistant Clinical Professor, Department of Health Administration PH

M.B.A. Woodbury University 1972

BRUNT, JOHN C. Professor, School of Religion SR

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BRUTTOMESSO, SAMUEL D. Assistant Clinical Professor, Department of Pediatrics SM

M.D. Hahneman Medical College 1970

BRYAN, PATRICK J. Associate Clinical Professor, Department of Radiology SM

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BUCHHEIM, H. PAUL. Professor, Department of Earth and Biological Sciences ST

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BUCHHOLZ, JOHN N. Professor, Department of Physiology and Pharmacology SM

Ph.D. Loma Linda University GS 1989

BUCKERT, LINDA SCUDDER. Instructor, Department of Clinical Laboratory Science AH

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BUCKLES, BEVERLY J. Professor, Department of Social Work and Social Ecology ST

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BUI, HONG DANG. Assistant Clinical Professor, Department of Pediatrics SM

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BULL, BERYL HEATHER. Assistant Professor, Department of Physical Medicine and Rehabilitation SM

M.D. Loma Linda University SM 1994

BULL, BRIAN S. Professor, Department of Pathology and Human Anatomy SM

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BUNNELL, WILLIAM P. Professor, Department of Orthopedic Surgery SM and Department of Pediatrics SM

M.D. Temple University 1968

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BURGOS, AUREA ESCOBAR. Instructor, Department of Nutrition and Dietetics AH

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BURNHAM, GILBERT M. Adjunct Associate Professor, Department of Global Health PH and Department of Preventive Medicine SM

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M.D. University of North Carolina 2004

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BUSH, DAVID A. Associate Professor, Department of Radiation Medicine SM

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CABANSAG, ROGER J. Assistant Professor, Department of Psychiatry SM

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CABRERA, JOYCE A. Instructor, Department of Occupational Therapy.

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CAFFREY, ANGELES S. Assistant Professor, Department of Gynecology and Obstetrics SM

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CANTIN, EDOUARD M. Adjunct Associate Research Professor, Department of Biochemistry and Microbiology SM

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CAO, JEFFREY D. Professor, Department of Pathology and Human Anatomy SM

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CARPIO, MOISES R. Assistant Professor, Department of Medicine SM

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CARR, MARK F. Associate Professor, School of Religion SR

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CARRIGG, KAREN GRIGSBY. Associate Professor, School of Nursing SN

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CARSON, MARGIE INDRAJIT. Clinical Instructor, Department of Nutrition and Dietetics AH

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CARTER, ETHELRED E. Assistant Clinical Professor, Department of Medicine SM

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CARTER, RONALD L. Professor, Department of Earth and Biological Sciences ST and Professor of Religion SR

Ph.D. Loma Linda University GS 1977

CARUSO, JOSEPH MICHAEL. Associate Professor, Department of Orthodontics SD

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CARUSO, MICHAEL A. Instructor, Department of Preventive Medicine SM

M.D. Loma Linda University 2000

CARVALHO, JULIANA. Assistant Professor, Department of Periodontics SD

B.D.S. Federal University of Minas Gerais (Brazil) 1997

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M.D.T. Swiss Dental Tech College 1976

CASH, ZACHARY J. Instructor, Department of Family Medicine SM

M.S. Western University of Health Sciences

California State University (Fullerton) 1999

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Ph.D. University of California (Davis) 1992

CASSIMY, CLYDE P. Assistant Professor, School of Religion SR

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M.Div. Andrews University 1978

CASTANOTTO, DANIELA. Adjunct Associate Research Professor, Department of Biochemistry and Microbiology SM

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CASTILLO, ROMEO C. Adjunct Assistant Professor, Department of Family Medicine SM

M.D. Lyceum Northwestern University (Philippines) 1998

CASTILLO-YETTER, GLENDA M. Clinical Instructor, School of Nursing SN

B.S.N. Loma Linda University SN 1979

CASTRO, DANIEL. Associate Professor, Department of Medicine SM

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CASTRO, YVAN. Assistant Professor, Department of Epidemiology and Biostatistics PH

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CATALANO, RICHARD D. Professor, Department of Surgery SM and Department of Emergency Medicine SM

M.D. Loma Linda University SM 1976

CATALON, SAMUEL R. Assistant Clinical Professor, Department of Pediatrics SM

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CAVINDER, JUANA R. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.M.D.

CESTERO, GRETCHEN ELIZABETH. Assistant Professor, Department of Dental Hygiene SD

B.S. Loma Linda University SD 2002

CHA, CHUL C. Associate Clinical Professor, Department of Pediatrics SM

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D.D.S. Loma Linda University 2002

CHA, YOUNG H. Assistant Professor, Department of Restorative Dentistry SD

D.M.D. Kyung Hee University 1989

CHADWICK, ROBERT B. Assistant Research Professor, Department of Medicine SM

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CHAKKA, SEKHAR N. Assistant Professor, Department of Restorative Dentistry SD

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D.D.S. University of Southern California 1969

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CHAN, BOBBY S. Assistant Professor, Department of Medicine SM

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CHAN, CLEMENT KAR-MAN. Associate Clinical Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1980

CHAN, CHRIS H. Assistant Clinical Professor, Department of Pharmacotherapy and Outcomes Science SP
Pharm. D.

CHAN, FRANCIS D. Associate Professor, Department of Pediatrics SM and Department of Medicine SM
M.D. Loma Linda University SM 1994

CHAN, GARY H. Assistant Clinical Professor, Department of Dental Anesthesiology SD
D.D.S. Loma Linda University SD 1989

CHAN, JACQUELINE. Assistant Research Professor, Department of Epidemiology and Biostatistics PH
Dr.P.H. Loma Linda University PH 1999

CHAN PHILIP J. Professor, Department of Gynecology and Obstetrics SM and Department of Physiology and Pharmacology SM
Ph.D. Michigan State University 1983

CHAND, IAN P. Professor, Department of Counseling and Family Science ST
Ph.D. Pennsylvania State University 1980

CHANDWANI, DEEPAK N. Assistant Professor, Department of Emergency Medicine SM
M.D. Chicago Medical School 1999

CHANG, EDDIE. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 1999

CHANG, RICHARD M. Instructor, Department of Medicine SM
M.D. Manila Central University 1999

CHANG, SUZANNE E. Assistant Clinical Professor, Department of Medicine SM
M.D. Northeastern Ohio University 1997

CHANG, WILLIAM. Assistant Clinical Professor, Department of Medicine SM
D.O. Michigan State University 2000

CHARLES-MARCEL, ZENO L. Adjunct Associate Professor, Department of Medicine SM
M.D. Harvard University 1980

CHASE, DONALD R. Professor, Department of Pathology and Human Anatomy SM
M.D. Loma Linda University SM 1977

CHASE, RESA C. Professor, Department of Pathology and Human Anatomy SM
M.D. Loma Linda University SM 1977

CHAVEZ, CARLOS E. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Universidad Nacional Federico Villareal

CHAVEZ, DAVID V. Adjunct Assistant Professor, Department of Psychology ST
Ph.D. University of California at Berkeley 1993

CHEEK, D. DARLENE. Assistant Professor, Department of Dental Hygiene SD

M.P.H. Loma Linda University PH 1978

CHEEK, GREGORY A. B. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1987

CHEE, VINCENT K. Assistant Clinical Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University 1992

CHEE-WATKINS, AI-MAE. Assistant Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1993

CHEN, CHIEN-SHING. Associate Professor, Department of Medicine SM

M.D. China Medical College (Taiwan) 1985

Ph.D. University of Minnesota 1992

CHEN, JACK J. Associate Professor, Department of Pharmacy Practice SP and Associate Professor, Department of Neurology SM

Pharm.D. University of Utah 1995

CHEN, JOEY TING-YUEH. Adjunct Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Northwestern University 2001

CHEN, KENNETH G. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2005

B.A. Rollins College 2000

CHEN, SHIN-TAI. Associate Research Professor, Department of Biochemistry and Microbiology SM

Ph.D. University of Texas (Dallas) 1986

CHEN, SHAW S. Assistant Professor, Department of Medicine SM

M.D. Rush University (Chicago) 1989

CHEN, THOMAS J. Assistant Professor, Department of Pediatrics SM

M.D. Loma Linda University 2002

CHEN, TOM T. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University SD 1977

CHENG, WAYNE K. Assistant Professor, Department of Orthopedic Surgery SM

M.D. Loma Linda University SM 1995

CHEREL, FABRICE. Adjunct Assistant Professor, Department of Periodontics SD

D.D.S. University of Paris 1996

M.S. University of Paris 1998

CHEUNG, REBECCA J. Assistant Professor, Department of Pharmacy Practice SP

Pharm.D. University of Southern California 2002

CHHABRA, GURBIR. Assistant Clinical Professor, Department of Orthopedic Surgery SM

M.B.B.S. GS VM Medical College (India) 1968

M.S. University of Kanpuri 1971

CHI, ESMOND. Assistant Professor, Department of Surgery SM

M.D. Loma Linda University SM 1996

CHI-LUM, BONNIE. Assistant Professor, Department of Health Administration

M.D. Loma Linda University SM 1991

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CHIAPASCO, MATTEO. Visiting Professor Department of Restorative Dentistry SD

M.D. University of Milan 1984

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CHICK, WILSON K. W. Assistant Clinical Professor, Department of Pathology and Human Anatomy SM

M.B.B.S. University of Hong Kong

D.D.S. University of Illinois (Chicago) 1996

CHIEN, ALEXANDER. Assistant Professor, Department of Radiology SM

M.D. University of Michigan 1997

CHINNOCK, LAWRENCE E. Associate Professor, Department of Physical Therapy AH

Ed.D. La Sierra University 1996

CHINNOCK, RICHARD E. Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1982

CHIONG, JUN R. Associate Professor, Department of Medicine SM

M.D. Cebu Philippines 1994

CHINTE, ZANDY W. Instructor, Clinical Laboratory Science AH

B.S. Loma Linda University 2005

CHITSAZAN, MORTEZA. Assistant Professor, Department of Medicine SM

D.O. Western University 1991

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Ph.D. Yonsei University (Seoul, Korea) 1992

CHONKICH, GEORGE D. Associate Professor, Department of Surgery SM

M.D. Loma Linda University SM 1960

CHO, EUN-HWI, ELIZABETH. Assistant Professor, Department of Oral and Maxillofacial Surgery SD

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CHOI, CHUL. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM

M.D. Seoul National University 1968

CHOI, DONGRAK. Associate Professor, Department of Radiation Medicine SM

Ph.D. Yonsei Graduate School 1992

CHOI, KYUNG-SOO. Adjunct Instructor, Department of Restorative Dentistry SD

D.D.S. University of Illinois (Chicago) 1996

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D.D.S. Seoul National University 1985

M.S. Loma Linda University 1995

Ph.D. Catholic University of Korea 1999

CHOO, EVELYN BEE IMM. Assistant Professor, Department of Pathology and Human Anatomy SM

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CHOQUE, JUAN. Assistant Professor, Department of Health Promotion and Education PH

M.P.H. Universidad Adventiste de Chile 2001

CHOW, KENT. Assistant Professor, Department of Allied Health Studies AH

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CHOW, LORI J. Assistant Clinical Professor, Department of Surgery SM

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CHOW, TONY K. Assistant Professor, Department of Emergency Medicine SM

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CHRISLER, JOHN M. Instructor, Department of Orthopedic Surgery SM

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CHRISPENS, JERE E. Assistant Clinical Professor, Department of Health Information Management AH

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CHRISTENSEN, HEIDI LAVERNE. Associate Professor, Department of Oral Diagnosis Radiology and Pathology SD

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CHRISTISON, CARON SHIZUE. Assistant Clinical Professor, Department of Psychiatry SM

M.D. University of California (San Diego) 1982

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M.Div. Andrews University 1970

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M.D. Hahnemann University 1993

CHUN, BRAD E. Adjunct Assistant Professor, Department of Dental Educational Services SD

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D.D.S. Loma Linda University 2002

CHUN, TEDMUND T. Adjunct Assistant Professor, Department of Dental Educational Services SD

CHUNG, DEBORAH MICHELLE. Assistant Professor, Department of Anesthesiology SM

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CHUNG, DANIEL J. Assistant Professor, Department of Restorative Dentistry SD

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B.A. Andrews University 1999

CHUNG, KWANG-SU S. Adjunct Assistant Professor, Department of Restorative Dentistry SD

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CHUNG, PAUL Y. Assistant Clinical Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1991

CHUNG, SEUNG-HWAN. Clinical Instructor, Department of Restorative Dentistry SD

M.S. Chonnam National University (Korea) 2000

CHURCH, CHRISTOPHER A. Associate Professor, Department of Surgery SM

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CHURG, WARREN, B. Assistant Clinical Professor, Department of Family Medicine SM

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CLAUSEN, BENJAMIN LEROY. Adjunct Associate Professor, Department of Earth and Biological Sciences ST

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CLEEK, N. EUGENE. Assistant Professor, Department of Surgery SM

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CLEMENTS, HERMAN R. Assistant Professor, Department of Psychiatry SM

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CLEMENTS, MARK JAN. Assistant Professor, Department of Radiation Technology AH

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CLEMONS, SHERYL LYNN. Clinical Instructor, Department of Occupational Therapy AH

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CLINE, DENIS J. Assistant Clinical Professor, Department of Ophthalmology SM

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COCHRAN, RYAN M. Assistant Professor, Department of Dental Hygiene SD

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COEN, MICHAEL J. Assistant Professor, Department of Orthopedic Surgery SM

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COGGIN, C. JOAN. Emeritus Professor, Department of Medicine SM

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COHEN, JOSEPH I. Assistant Clinical Professor, Department of Pathology and Human Anatomy SM

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COORAY, DILRUKSHIE. Clinical Instructor, Department of Medicine SM

M.D. American University of the Caribbean 1999

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COVRIG, DUANE M. Adjunct Assistant Professor, School of Religion SR

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CRAIG-MILLER, LORALEE ILA. Assistant Professor, Department of Dental Hygiene SD

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CRUDO, RONALD P. Assistant Professor, Department of Restorative Dentistry SD

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M.D. Ross University (New York) 2002

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Dr.P.H. Loma Linda University 1999

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M.D. Brazil 1978

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DOVICH, JESSE A. Clinical Instructor, Department of Ophthalmology SM

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DRINKARD, JAMES PHILLIP. Clinical Professor, Department of Medicine SM

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DUCSAY, CHARLES A. Professor, Department of Physiology and Pharmacology SM

Ph.D. University of Florida 1980

DUERKSEN-HUGHES, PENELOPE J. Associate Professor, Department of Biochemistry and Microbiology SM

Ph.D. Emory University 1987

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B.S. Loma Linda University 1981

DUFFIN, R. MICHAEL. Assistant Clinical Professor, Department of Ophthalmology SM

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DUNBAR, JENNIFER A. Assistant Professor, Department of Ophthalmology SM

M.D. Loma Linda University 1991

DUNBAR, MARCIA A. Assistant Professor, School of Nursing SN

M.S. Loma Linda University 1962

DUNBAR, RICHARD D. Associate Professor, Department of Radiology SM

M.D. Loma Linda University 1962

DUNBAR, SABINE S. Assistant Professor, School of Nursing SN

M.S. Central Queensland University 2002

DUNBAR, STEPHEN G. Assistant Professor, Department of Earth and Biological Sciences ST

Ph.D. Central Queensland University 2002

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DUPPER, GILBERT L. Associate Professor, Department of Restorative Dentistry SD

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DUWAL, RAMILA D. Assistant Clinical Professor, Department of Psychiatry SM

M.D. Loma Linda University 1998

DYJACK, ANGELA B. Clinical Professor, Department of Environmental and Occupational Health PH

M.P.H. Loma Linda University 1981

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Dr.P.H. University of Michigan 1996

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DYSINGER, WAYNE S. Associate Professor, Department of Family Medicine SM; Assistant Professor, Department of Preventive Medicine SM and Department of Health Administration PH

M.D. Loma Linda University 1986

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EACHUS, H. TODD. Clinical Instructor, Department of Pediatrics SM

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M.D. Loma Linda University 1992

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ELIAS, GRACE SALIM. Assistant Clinical Professor, Department of Surgery SM

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ELIAS, INTITHAR S. M. Assistant Professor, Department of Allied Health Studies AH

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M.B.A. University of Texas (Austin) 1992

FISHER, FRANZ P. Assistant Professor, Department of Medicine SM

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FLETCHER, WILLIAM. Professor, Department of Pathology and Human Anatomy SM

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D.D.S. Loma Linda University 1982

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D.D.S. Universidad de San Carlos de Guatemala 1972

FLORES, MARIO M. Assistant Professor, Department of Periodontics SD

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M.D.

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Ph.D. University of California (Riverside) 1982

FORDE, RONALD E. Assistant Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University 1983

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Pharm.D. University of California (San Francisco) 1974

FORRESTER, BONNIE JO. Associate Professor, Department of Physical Therapy AH

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FRITZ, HELMUTH F. Assistant Clinical Professor, Department of Medicine SM

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GOLDSTEIN, MITCHELL R. Associate Professor, Department of Pediatrics SM <M.D. University of Miami 1988

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GOLLIN, GERALD. Associate Professor, Department of Surgery SM and Department of Pediatrics SM

M.D. University of California at San Francisco 1987

GOLLIN, YVONNE G. Assistant Professor, Department of Gynecology and Obstetrics SM

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GOMER, PERIN D. Assistant Clinical Professor, Department of Neurology SM

M.D. Loma Linda University SM 1986

GOMES, MARSHALL E. Assistant Professor, Department of Medicine SM

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GONZAGA, ALMA ALMARIO. Assistant Professor, Department of Medicine SM

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GONZALEZ, JAIME E. Assistant Professor, Department of Emergency Medicine SM

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GORENBERG, DANIEL. Associate Clinical Professor, Department of Medicine SM

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B.S. Loma Linda University AH 2002

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GREENBECK, SALLY PALANOS. Assistant Professor, Department of Clinical Laboratory Science AH
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HARDER, SHERI L. Adjunct Assistant Professor, Department of Radiology SM

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HARDESTY, JEFFREY STEVEN. Assistant Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1980

HARDESTY, ROBERT A. Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1978

HARDIN, STEVEN BARTON. Assistant Clinical Professor, Department of Medicine SM

M.D. Loma Linda University SM 1985

HARDING, GEORGE T. IV. Professor, Department of Psychiatry SM

M.D. Loma Linda University SM 1953

HARDT, WILLIAM HARRY. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1994

HARDY, DIANE D. Clinical Instructor, Department of Occupational Therapy AH

B.S. Loma Linda University AH 1979

HARMS, LAWRENCE A. Assistant Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1983

HARPER, BRENT A. Clinical Instructor, Department of Physical Therapy AH

D.P.T. Western University of Health Sciences 2005

HARRIS, DP Assistant Professor, Division of General Studies ST

Ph.D. Claremont Graduate University 1995

HARRIS, MELVYN LEWIS. Assistant Professor, Department of Emergency Medicine SM

M.D. University of Oklahoma Medical Center 1977

HARRIS, SHEILA ANN. Assistant Professor, Department of Pediatric Dentistry SD

D.D.S. Loma Linda University SD 1998

HART, DYNNETTE. Associate Dean Undergraduate Program, School of Nursing SN

Dr.P.H. Loma Linda University PH 1994

HART, ELAINE A. Instructor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 2000

HART, JUDITH A. Clinical Instructor, School of Nursing SN

M.S. Loma Linda University GS 1969

HART, KENNETH W. Assistant Professor, Department of Global Health PH and Department of Preventive Medicine SM

M.D. Loma Linda University SM 1969

HART, RICHARD H. Professor, Department of Global Health PH, Department of Health Promotion and Education PH, and Department of Preventive Medicine SM

M.D. Loma Linda University SM 1970

Dr.P.H. John Hopkins University 1977

HARTMAN, RICHARD E. Assistant Professor, Department of Psychology ST

Ph.D. Washington University (St. Louis, Missouri) 2001

HASANIYA, NAHIDH W. Associate Professor, Department of Surgery SM

M.D. Kuwait School of Medicine 1987

Ph.D. University of Hawaii

HASHIMOTO, MASAHIRO. Adjunct Instructor, Department of Allied Health Studies AH

B.A. National Mie University 1983

HASHMI, AIJAZ. Assistant Professor, Department of Pediatrics SM

M.D. University of Ottawa 1989

HASSAN, MOHAMED AMIN. Assistant Professor, Department of Periodontics SD

B.D.S. Cairo University Dental School 1991

HASSO, ANTON. Clinical Professor, Department of Radiology SM

M.D. Loma Linda University SM 1967

HATHOUT, EBA H. Professor, Department of Pediatrics SM

M.D. Faculty of Medicine at Kuwait 1985

HATTIS, RONALD P. Associate Clinical Professor, Department of Preventive Medicine SM and Department of Health Administration PH

M.D. University of California at San Francisco 1968

HAU, BENNY. Assistant Professor, Department of Physician Assistant Sciences AH

M.D. Loma Linda University SM 1991

HAUCK, ARTHUR J. Adjunct Associate Professor, Department of Pathology and Human Anatomy SM

M.D. Loma Linda University SM 1976

HAVILAND, MARK G. Professor, Department of Psychiatry SM and Professor of Nursing SN

Ph.D. University of Northern Colorado 1979

HAYASAKA, RUBY A. Clinical Instructor, Department of Nutrition and Dietetics AH

M.A. University of Redlands 1986

HAYCOCK, KORBIN H. Assistant Professor, Department of Emergency Medicine SM

M.D. Loma Linda University SM 2000

HAYDEN, JONATHAN M. Assistant Professor, Department of Emergency Medicine SM

M.D. Loma Linda University SM 1994

HAYES, WILLIAM K. Professor, Department of Earth and Biological Sciences ST

Ph.D. University of Wyoming 1991

HAYNES-LEE, JOAN E. Assistant Professor, Department of Family Medicine SM

M.D. Howard University 1994

HAYWOOD, L. JULIAN. Clinical Professor, Department of Medicine SM

M.D. Howard University 1952

HEART, JOYA. Assistant Professor, Department of Pediatrics SM

M.D. Michigan State University College of Human Medicine 1992

HEGARTY, THOMAS J. Associate Clinical Professor, Department of Radiation Medicine SM

M.D. Loma Linda University SM 1982

HEGSTAD, DOUGLAS R. Associate Professor, Department of Medicine SM

M.D. Loma Linda University SM 1980

HEIGHT, VICKIE Y. Assistant Clinical Professor, Department of Medicine SM

M.D. Albert Einstein College of Medicine 1981

HEINE, NANCY J. Assistant Professor, Department of Medicine SM

M.Ed. University of Southern California 1996

HEINRICH, BRUCE SCOTT. Assistant Professor, Department of Orthodontics SD

D.D.S. Loma Linda University SD 1984

HEISKELL, LAWRENCE E. Assistant Clinical Professor, Department of Surgery SM

M.D. University of Guadalajara 1985

HEISLER, WILLIAM HENRY. Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1959

HENDERSON, SONDRÁ DIMAYO. Clinical Instructor, Department of Nutrition and Dietetics AH

M.P.H. Loma Linda University PH 1981

HENKIN, JEFFREY M. Associate Professor, Department of Periodontics SD

D.D.S. University of Illinois 1971

M.S. University of Missouri 1976

HENRIQUEZ, JORGE A. Professor, Department of Health Promotion and Education PH

Ph.D. Universidade Federal Sao Paulo/EPM 1993

HENRY-SAVAJOL, OLIVIER. Assistant Clinical Professor, Department of Restorative Dentistry SD

D.D.S. University of the Mediterranean, School of Dentistry (France) 2001

HERBER, MARILYN D. Instructor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1958

HERBER, RAYMOND A. Professor, Department of Medicine SM

M.D. Loma Linda University SM 1957

HEREDIA-MILLER, FROYLANA. Assistant Professor, Department of Social Work and Social Ecology ST

M.S.W. University of Southern California 1993

HERFORD ALAN S. Associate Professor, Department of Oral and Maxillofacial Surgery SD and Department of Surgery SM

D.D.S. Loma Linda University SD 1994

M.D. University of Texas 1997

HERINGTON, DIANA LYNN. Clinical Instructor, Department of Nutrition PH

B.S. Northern Michigan University 1974

HERNANDEZ, BARBARA A. Associate Professor, Department of Counseling and Family Science ST

M.S. Loma Linda University GS

Ph.D. University of Minnesota 2003

HERNANDEZ, ELVIN ABUEG. Assistant Professor, Department of Social and Administrative Sciences SP

Dr.P.H. Loma Linda University PH 2005

D.D.S. Loma Linda University SD 2004

HERNANDO-RIVERA, INHERLA. Assistant Clinical Professor, Department of Nutrition PH; Instructor, Department of Nutrition and Dietetics AH

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HERRICK, KEVIN RAY. Assistant Clinical Professor, Department of Family Medicine SM

Ph.D. University of Davis 1992

M.D. University of Colorado 1998

HERRING, ROSA PATRICIA. Associate Professor, Department of Health Promotion and Education PH

Ph.D. Texas Women's University 1992

HERRINGTON, VALERIE ROSE. Assistant Professor, Department of Neurology SM

D.O. Michigan State University College of Osteopathic Medicine at Lansing 1987

HERRMAN, JAN M. Assistant Clinical Professor, Department of Medicine SM

M.D. Louisiana State University 1980

HERRMANN, E. CLIFFORD. Emeritus Associate Professor, Department of Biochemistry and Microbiology SM

Ph.D. Virginia Polytechnic Institute 1970

HERRMANN, MARILYN MURDOCH. Dean, School of Nursing SN

Ph.D. Claremont Graduate University 1992

HERSH, H. MICHAEL. Assistant Professor, Department of Periodontics SD

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HERZBERGER, KATHY A. Instructor, Department of Medicine SM

B.S.N. University of Phoenix 2000

HESSINGER, DAVID A. Professor, Department of Physiology and Pharmacology SM

Ph.D. University of Miami at Coral Gables 1970

HEUSTIS, DARRYL G. Professor, Department of Pathology and Human Anatomy SM and Department of Clinical Laboratory Science AH

M.D. Loma Linda University SM 1973

HEWES, GORDON E. Assistant Professor, Department of Health Administration PH

M.B.A. University of La Verne 1992

HEWITT, LIANE HINAZUMI. Assistant Professor, Department of Occupational Therapy AH

M.P.H. Loma Linda University PH 1985

HEYDE, MARILYNN GOULARD. Assistant Clinical Professor, Department of Dental Hygiene SD

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HEYWOOD, J. THOMAS. Clinical Professor, Department of Medicine SM

M.D. University of California at San Diego 1980

HICKMAN, DONALD MAC. Assistant Professor, Department of Restorative Dentistry SD

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HICKS, JAMES B. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S. Meharry Medical College 1980

HIGUCHI, SHAWN K. Assistant Professor, Department of Neurology SM

M.D. Loma Linda University SM 2001

HILGERS, JAMES J. Associate Professor, Department of Orthodontics SD

D.D.S. Loyola University Chicago Dental School 1969

HILLEBRAND, DONALD J. Associate Clinical Professor, Department of Medicine SM

M.D. University of Iowa 1990

HILLIARD, DENNIS A. Assistant Clinical Professor, Department of Medicine SM

M.D. Loma Linda University SM 1975

HILLIKER, SANDRA R. Instructor, Department of Biochemistry and Microbiology SM

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HILLOCK, RONALD H. Associate Professor, Department of Clinical Laboratory Science AH; Assistant Research Professor, Department of Pathology and Human Anatomy SM

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HILLOCK, RONALD W. Assistant Professor, Department of Orthopaedic Surgery SM

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HILLS, RENEE L. Assistant Clinical Professor, Department of Health Administration PH

M.S. Loma Linda University GS 1981

HINDMAN, BERNARD W. Associate Professor, Department of Radiology SM

M.D. University of Miami 1963

HINGULA, MELISSA INGRAM. Clinical Instructor, Department of Health Information Management AH

A.S. Cypress College 1987

HINKLEMAN, LORRAINE L. Assistant Clinical Professor, Department of Nutrition PH and Department of Health Promotion and Education PH

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HINSHAW, DAVID B., JR. Professor, Department of Radiology SM

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HINTON, SHAWN J. Adjunct Assistant Professor, Department of Dental Educational Services SD

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HISADA, PAUL A. Assistant Professor, Department of Health Administration PH

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HOAG, E. PATRICK. Associate Clinical Professor, Department of Restorative Dentistry SD

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HOANG, THANH X. Assistant Professor, Department of Medicine SM

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HOCKO, JANET M. Assistant Professor, Department of Radiation Medicine SM

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HODGKIN, GEORGIA W. Professor, Department of Nutrition and Dietetics AH

Ed.D. Loma Linda University SE 1991

HODGKINS, MARIE E. Assistant Clinical Professor, School of Nursing SN

M.B.A. University of La Verne 1991

HOFFER, JENNIFER LIANE. Assistant Professor, Department of Pediatric Dentistry SD

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HOFFMAN, CHARLES D. Adjunct Professor, Department of Psychology ST

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HOFFMAN, WILLIAM C. Adjunct Assistant Professor, Department of Environmental and Occupational Health PH

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HOFFMANN, KEITH DAVID. Associate Clinical Professor, Department of Oral and Maxillofacial Surgery SD

D.D.S. Loma Linda University SD 1983

HOFFMANN, OLIVER C. Associate Professor, Department of Periodontics SD

D.D.S. Universidad Wunborg 1997

HOFMEISTER, ELIZABETH M. Adjunct Associate Professor, Department of Ophthalmology SM

M.D. Uniformed Services University 1993

HOLDEN, BRENDA HOATSON. Clinical Instructor, Department of Radiation Technology AH

M.B.A. University of Redlands 1989

HOLLANDS, J. KAPUA. Clinical Instructor, Department of Clinical Laboratory Science AH

B.S. California State University at Pomona 1984

HOLMAN, CHARLES MICHEAL. Assistant Professor, Department of Endodontics SD

D.D.S. Loma Linda University SD 1963

HOLMES, TROY ANDREW. Assistant Professor, Department of Health Administration PH

M.H.A. Chapman University 1991

HOLMES-ENIX, DEBORAH B. Clinical Instructor, Department of Occupational Therapy AH

M.P.H. Loma Linda University 1984

HOLNESS, YVETTE ADRIENNE. Assistant Professor, Department of Physical Medicine SM

M.D. Loma Linda University SM 1981

HOLSHOUSER, BARBARA A. Associate Professor, Department of Radiology SM; Instructor Department of Radiation Technology AH

Ph.D. Loma Linda University GS 1983

HOLT, DAVID LYNN. Assistant Clinical Professor, Department of Health Administration PH

M.B.A. University of Redlands 1989

HOLT, ROBERT, JR. Associate Professor, Department of Periodontics SD

D.D.S. Meharry Medical College 1979

HOM, WENDELL. Adjunct Assistant Professor, School of Nursing SN

B.S. University of California at Berkeley 1972

HOMER, ROBERT JACKSON. Assistant Professor, Department of Orthodontics SD

D.D.S. Loma Linda University SD 1957

HONG, KELLY E. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University 2004

HONGO, KUMIKO. Assistant Professor of Nursing, SN

M.S.N. Chiba University 1998

HONNY, JEAN M. Assistant Professor, Department of Dental Hygiene SD

B.S. Loma Linda University SD 1997

HOOKE, WILLIAM M. Associate Professor, Department of Pathology and Human Anatomy SM and Department of Dental Educational Services SD

Ph.D. Loma Linda University GS 1969

HOPEWELL, WILLIAM J. III. Assistant Professor, Department of Surgery SM

M.D. State University of New York at Syracuse 1970

HOPKINS, GAIL E. Instructor, Department of Orthopaedic Surgery SM

M.D. University of Alabama 1997

HOPKINS, GARY L. Adjunct Assistant Professor, Department of Health Promotion and Education PH

M.D. Universidad Autonoma de Guadalajara 1975

Dr.P.H. Universidad Autonoma de Guadalajara 1975

HOPMANN, STEVEN M. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University SD 1983

HOPP, JOYCE WILSON. Dean Emerita and Distinguished Professor Emerita AH; Professor, PH

Ph. D. University of Southern California 1974

HOPPER, ANDREW O. Professor, Department of Pediatrics SM

M.D. University of Texas Medical School 1977

HORINOUCHI, CATHERINE KAZUE. Assistant Professor, School of Nursing SN

M.S. California State University at Los Angeles 1983

HORRICKS, DONALD. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University SD 1980

HORSTMANN, JONATHAN WILLIAM. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Washington University at St. Louis 1977

HOTCHNER, BRADLEY R. Assistant Clinical Professor, Department of Orthopedic Surgery SM

M.D. St. Louis University 1981

HOUCHIN, KENNETH W. Assistant Clinical Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1985

HOWARD, FRANK D. Assistant Clinical Professor, Department of Medicine SM

Ph.D. Stanford University 1981

M.D. Harvard Medical School 1985

HOWARD, THORA F. Assistant Professor, Department of Radiology SM

M.D. Loma Linda University SM

HOXIE, RUSSELL EVAN, JR. Associate Professor, Department of Medicine SM

M.D. Loma Linda University SM 1988

HOYLE, JERRY D. Associate Clinical Professor, Department of Psychiatry SM

Ph.D. California School of Professional Psychology 1980

HSU, FRANK P. K. Associate Professor, Department of Neurosurgery SM

Ph.D. University of Maryland 1994

M.D. University of Maryland 1985

HSU, SHU-CHUAN CHEN. Clinical Instructor, Department of Occupational Therapy AH

M.A. Texas Women's University 1979

HSUEH, CHUNG-TSEH. Associate Professor, Department of Medicine SM

M.D. Tai Pei Medical College 1993

Ph.D. State University (New York)

HTOY, SALLY L. Assistant Clinical Professor, Department of Pharmacotherapy and Outcomes Science SP

Pharm.D. University of the Pacific 1997

HU, CHARLES K. Assistant Professor, Department of Surgery SM

M.D. Wayne State University 1998

M.S. Columbia University (New York) 1994

HUANG, GALEN C. L. Assistant Clinical Professor, Department of Medicine SM

M.D. University of Miami School of Medicine 1975

HUANG, JAMES JUE-TE. Assistant Professor, Department of Medicine SM

M.D. Boston University Medical School 1990

HUANG, WEN-HSIUNG LUKE. Assistant Clinical Professor, Department of Pediatrics SM

M.D. Kaosiung Medical College 1968

HUARINGA, ARMANDO J. Professor, Department of Medicine SM

M.D. National Major University of San Marcos 1979

HUBBARD, IONELA O. Assistant Clinical Professor, Department of Preventive Medicine SM, and Assistant Professor, Department of Physical Medicine and Rehabilitation SM

M.D. School of Medicine and Pharmacology (Romania) 1982

HUBBARD, RICHARD W. Associate Research Professor, Department of Pathology and Human Anatomy SM and Department of Nutrition PH

Ph.D. Purdue University 1961

HUECKER, ESTHER. Assistant Professor, Department of Occupational Therapy AH

M.A. University of Southern California 1993

Ph.D. University of Southern California 2005

HUENERGARDT, DOUGLAS W. Professor, Department of Counseling and Family Science ST

Ph.D. Northwestern University 1967

HUFFAKER, GARY G. Assistant Clinical Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1973

HUFFAKER, SUSAN MATTOON. Assistant Professor, Department of Physical Therapy AH

M.P.T. Loma Linda University AH 1996

HUGHES, W. WILLIAM, III. Professor, Department of Pharmaceutical Studies and Department of Pathology and Human Anatomy SM; and Division of General Studies ST

Ph.D. Loma Linda University GS 1978

HUI, NOEL T. Assistant Professor, Department of Surgery SM

M.D. National Defense Medical Center, Taipei, Taiwan 1970

HUMPHRIES, VALERIE JEAN. Clinical Instructor, Clinical Laboratory Science AH

M.S. California State University at Dominguez Hills 1981

HUNG, YUAN-LUNG. Clinical Instructor, Department of Restorative Dentistry SD

D.M.D. Centro Escobar University 1998

HUNT, ENACIO G. Assistant Professor, Department of Medicine SM

M.D. State University of New York, Downstate 1984

HURLBUTT, MICHELLE THERESIA. Assistant Professor, Department of Dental Hygiene SD

B.S. University of Nebraska 1979

HURLEY, MARY E. Assistant Clinical Professor, Department of Orthopedic Surgery SM

M.D. University of Colorado Health Science Center 1990

HUSSAIN, FARABI M. Assistant Professor, Department of Surgery SM

M.D. Loma Linda University SM 1994

HUSSEIN, GAMAL I. Associate Professor, Department of Pharmacy Practice SP

Pharm.D. University of Texas at Austin and San Antonio 1991

HUYNH, VU Q. Assistant Professor, Department of Restorative Dentistry SD

D.M.D. Boston University Dental School 2003

HWANG, BESSIE L. Assistant Clinical Professor, Department of Epidemiology and Biostatistics PH

M.D. Loma Linda University SM 1968

M.P.H. Loma Linda University PH 1993

HYMAN, CHARLES J. Clinical Professor, Department of Pediatrics SM

M.D. University of Pittsburgh School of Medicine 1967

IBRAHIM, RAOUF A. Associate Clinical Professor, Department of Pediatrics SM

M.B.Ch.B. Faculty of Medicine at Alexandria (Egypt) 1954

IHDE, JANET K. Associate Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1977

IM, CAROL Y. Assistant Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 2001

IMES, CHERYL L. Assistant Clinical Professor, Department of Physical Medicine SM

Ph.D. Indiana University–Purdue University 1990

ING, JEFFREY J. Assistant Clinical Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1992

ING, MICHAEL B. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1990

INGERSOLL, LEE R. Associate Clinical Professor, Department of Endodontics SD

D.D.S. Loma Linda University SD 1970

INGRAM, KATHIE M. Assistant Professor, School of Nursing SN

M.S.N. Loma Linda University GS 1970

IORIO, MICHAEL. Instructor, Department of Radiation Technology AH

B.A. California State University, San Bernardino 2002

IRWIN, BERNADINE L. Associate Professor, School of Nursing SN

Ph.D. United States International University 1984

ISAAC, GEORGE M. Associate Professor, Department of Medicine SM

M.D. Loma Linda University SM 1989

ISAAC, IZABELLA. Assistant Clinical Professor, Department of Neurology SM

M.D. Loma Linda University SM 1995

ISAEFF, DALE M. Professor, Department of Medicine SM

M.D. Loma Linda University SM 1965

ISAEFF, WAYNE B. Associate Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1962

ISHIBASHI, FUSAE. Adjunct Instructor, Department of allied Health Studies, AH

M.O.T. Loma Linda University AH 2002

ISINHUE, MING C. Assistant Clinical Professor, Department of Family Medicine SM

M.D. University of California San Francisco 1984

ISMAIL, MOHAMED H. Assistant Professor, Department of Medicine SM

M.B.B.Ch. Cairo, Egypt 1999

ITOH, TAKEO. Adjunct Professor, Department of Allied Health Studies AH

Ph.D. Kyushu University 1983

IVANOVICH, DANIZA. Assistant Professor, Department of Nutrition, PH

M.Sc. University of Chile 1981

IWAKI, YUICHI. Professor, Department of Pathology and Human Anatomy SM

M.D. Sapporo Medical School (Sapporo, Japan) 1975

Ph.D. Sapporo Medical School 1984

IWATA, LUKE H. Assistant Clinical Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1977

IYER, VAISHNAVI R. Assistant Professor, Department of Restorative Dentistry SD

B.D.S. Sri Ramachandra Dental College, India 2002

JABOLA, B. RODNEY. Instructor, Department of Radiation Medicine SM

M.D. Loma Linda University SM 1980

JACELDO-SIEGL, KAREN. Assistant Research Professor, Department of Nutrition PH

Dr.P.H. Loma Linda University PH 2003

JACKNIK, MICHELE A. Assistant Clinical Professor, Department of Health Promotion and Education PH

M.S.Ed. Southern Illinois University at Carbondale 1977

JACKSON, CHRISTIAN. Assistant Professor, Department of Medicine SM

M.D. University of Chicago 1999

JACKSON, COURTNEY. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1991

JACKSON, CRAIG R. Associate Professor, Department of Social Work and Social Ecology GS and Department of Allied Health Studies AH

M.S.W. Wayne State University 1976

J.D. Western State University College of Law 1993

JACKSON, G VICTORIA. Assistant Professor, Department of Social Work and Social Ecology ST

M.S.W. University of Michigan 1972

JACKSON, MICHAEL H. Assistant Professor, Department of Health Administration PH

M.P.H. University of California at Los Angeles 1968

JACOBS, DURAND F. Clinical Professor, Department of Psychiatry SM

Ph.D. Michigan State University 1953

JACOBS, RICHARD A. Clinical Instructor, Department of Nutrition and Dietetics AH

Ph.D. University of Michigan 1971

JACOBSON, ALAN K. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1981

JACOBSON, HAROLD L. Assistant Professor, Department of Endodontics SD

D.D.S. University of the Pacific 1980

JACOBSON, J. PAUL. Assistant Professor, Department of Radiology SM

M.D. University of California School of Medicine 1997

JACOBSON, JOHN D. Associate Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1970

JAEGER, RICH W. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University SD 1980

JAFFER, ALI M. Assistant Professor, Department of Pharmacotherapy and Outcomes Science SP

Pharm.D. University of Southern California 2002

JAHROMI, MARJON B. Assistant Professor, Department of Dental Anesthesiology SD

D.D.S. University of Michigan Dental School 2001

JAIPAUL, NAVIN. Assistant Professor, Department of Medicine SM

M.D. University of Iowa 2000

JAMES, PATRICIA L. Assistant Professor, Department of Emergency Medicine SM

M.D. University of Michigan 1976

JAMES, SIGRID. Associate Professor, Department of Social Work and Social Ecology ST

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JAMISON, BRADLEY. Assistant Professor, Department of Health Administration and Department of Global Health PH

Ph. D., M.A.

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Ph.D. Texas Women's University

JANG, G. DAVID. Professor, Department of Medicine SM

M.D. Korea University College of Medicine 1965

JANNER, DONALD L. Associate Professor, Department of Pediatrics SM

M.D. Georgetown School of Medicine 1986

JANSEN, CARL. Associate Professor, Department of Radiology SM

M.D. Loma Linda University SM 1963

JANZ, MARK R. Assistant Clinical Professor, Department of Global Health PH

M.P.S. Cornell University 1989

JARAMILLO, DAVID E. Assistant Professor, Department of Endodontics SD

D.D.S. Universidad Altonoma Guadalajara 1989

JAVAHERIAN, HEATHER A. Assistant Professor, Department of Occupational Therapy AH

O.T.D. Creighton University, 2004

JAVOR, GEORGE T. Emeritus Research Professor, Department of Biochemistry and Microbiology SM

Ph.D. Columbia University 1967

JAWOR, RONALD WALTER. Assistant Professor, Department of Orthodontics SD

D.D.S. Loyola University at Chicago 1969

JAYARAMAN, MADHANGI. Assistant Professor, Department of Pediatrics SM

M.D. University of California at Irvine 2000

JEFFREY, RONALD LEE. Assistant Clinical Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1980

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B.D.S. Baghdad University 1994

JEKKI, RAMI R. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2006

JELSING, PRISCILLA J. Assistant Professor, Department of Periodontics SD

D.D.S. University Dalgado de Oliveira 2004

JEN, TRISHA. Assistant Professor, Department of Dental Anesthesiology SD

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JENG, CHESTER C. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. University of the Pacific 1998

J.D. Pacific West College of Law 2004

JENG, LEO C. Assistant Professor, Department of Pediatrics SM

M.D. New York Medical College 2000

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M.D. National Taiwan University 1979

JENKINS, LOUIS E. Professor, Department of Psychology ST

Ph.D. Pennsylvania State University 1973

JENNINGS, JOHN C. Associate Professor, Department of Medicine SM

M.D. Northwestern University 1970

JENNINGS-NUNEZ, CHASITY D. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM

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JESSE, JAMES THOMAS. Assistant Professor, Department of Restorative Dentistry SD

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JIFFRY, KATHY. Assistant Professor, Department of Pediatrics SM

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M.D. Albany Medical College 1999

JIMENEZ, DANIEL. Professor, Department of Environmental and Occupational Health PH

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JOB, LEELA. Associate Professor, Department of Pediatrics SM
M.D. Christian Medical College (India) 1975

JOB, CHRISTOPHER MALLORY. Professor, Department of Orthopedic Surgery SM and Department of Pathology and Human Anatomy SM
M.D. Baylor College of Medicine 1975

JOE, VICTOR C. Assistant Professor, Department of Surgery SM
M.D. Medical College of Virginia 1995

JOHNA, SAMIR D. Associate Professor, Department of Surgery SM
M.D. University of Baghdad 1983

JOHNS, WARREN. Associate Professor, University Libraries
Ph.D.

JOHNSON, CAMERON J. Assistant Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1989

JOHNSON, ERIC. Associate Professor, Department of Physical Therapy AH

D.P.T.Sc. Loma Linda University 2001

JOHNSON, D. ROBERT. Associate Clinical Professor, Department of Orthopedic Surgery SM

M.D. Loma Linda University SM 1961

JOHNSON, EBENEZER. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1988

JOHNSON, JAMES P. Instructor, Department of Psychiatry SM

Ph.D. California School of Professional Psychology at San Diego 1998

JOHNSON, JOHN L. Clinical Professor, Department of Pediatrics SM

M.D. Hahnemann Medical College 1946

JOHNSON, MARK S. Associate Research Professor, Department of Biochemistry and Microbiology SM

Ph.D. University of Utah 1984

JOHNSON, MICHELLE M. Assistant Professor, Department of Dental Hygiene SD

B.S. Loma Linda University SD 1993

JOHNSON, NEAL A. Assistant Professor, Department of Dental Educational Services SD

Ph.D. Loma Linda University GS 2004

JOHNSON, RON SCOTT. Clinical Instructor, Department of Clinical Laboratory Science AH

B.S. University of California at Riverside 1981

JOHNSON, RONALD B. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1984

JOHNSON, SUSIE M. Instructor, Department of Clinical Laboratory Science AH

B.S. Loma Linda University AH 1981

JOHNSON, WALTER D. Professor, Department of Neurosurgery SM and Department of Radiation SM

M.D. Loma Linda University SM 1983

JOHNSTON, GEORGE E. Associate Professor, Department of Environmental and Occupational Health PH

Ph.D. Loma Linda University GS 1977

JOHNSTONE, DALE R. Assistant Professor, Department of Periodontics SD

D.D.S. University of Southern California 1971

JONES, ANGELA MARY. Clinical Instructor, School of Nursing SN

M.A. California State University at San Bernardino 1996

JONES, BRUCE D. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. University of California at San Francisco 1972

JONES, JOHN S. Assistant Professor, Department of Emergency Medicine SM

M.D. Universidade Autonoma Guadalajara 1972

JONES, LADONNA M. Assistant Professor, Department of Pharmacy Practice SP

Pharm.D. Purdue University 2003

JONES, PATRICIA SADIE. Professor, School of Nursing SN

Ph.D. George Peabody College 1977

JONES, WILLIAM GUY. Assistant Clinical Professor, Department of Radiology SM

M.D. Loma Linda University SM 1972

JORETEG, TORBJORN I. Assistant Clinical Professor, Department of Medicine SM

M.D. University of Kiel (West Germany) 1976

Ph.D. Karolinska Institute 1986

JOSEPH, JAMES P. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S. University of Illinois 1967

JOSEPH, THERESA M. Assistant Professor, Department of Allied Health Studies AH

M.B.A. California State University at San Bernardino 1993

JUNCAJ, JENNY. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. University of Detroit Mercy 2001

JUNG, TIMOTHY T. K. Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1974

JUTZY, KENNETH ROY. Associate Professor, Department of Medicine SM

M.D. Loma Linda University SM 1977

JUTZY, ROY V. Emeritus Professor, Department of Medicine SM

M.D. Loma Linda University SM 1952

KACHENMEISTER, ROBERT M. Assistant Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1988

KAFROUNI, GEORGE I. Assistant Professor, Department of Surgery SM

M.D. Loma Linda University SM 1961

KAIRIS, LISA A. Assistant Professor, Department of Gynecology and Obstetrics SM

M.D. University of Illinois (Chicago) 1996

KAISERSHOT, MONICA CECILIA. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Colombian School of Dentistry 1984

KALBERMATTER, OLGA R. Instructor, Department of Pediatrics SM

B.S. Loma Linda University 1975

KALEITA, THOMAS A. Assistant Clinical Professor, Department of Pediatrics SM

Ph.D. California School of Professional Psychology 1980

KALINA, SHARON L. Associate Clinical Professor, Department of Surgery SM

M.D. University Bordeaux II 1982

KALOSHIAN, JASMINE H. Clinical Instructor, Department of Clinical Laboratory Science AH

B.S. Loma Linda University AH 1984

KAMDAR, VIKRAM V. Assistant Professor, Department of Medicine SM

M.D. Seth GS Medical College at the University of Bombay 1971

KAN, JOSEPH YUN KWONG. Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1990

KANACKI, LANA SUE MCLOUTH. Assistant Professor, School of Nursing SN

M.S. Loma Linda University GS 1991

KANG, JOANNE. Assistant Professor, Department of Medicine SM

M.D. New York Medical College 1997

M.S. Massachusetts Institute of Technology 1994

KAO, CECILIA C. Assistant Professor, Department of Pediatric Dentistry SD

D.D.S. University of California at San Francisco 2001

KARADOTTIR, HILDUR. Adjunct Instructor, Department of Dental Hygiene SD

Dental Educational College (Sweden) 1988

KARAGYOZYAN, YREVAN M. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. UP Ival Petrovich Pavlov 1988

D.D.S. Loma Linda University 2007

KARUNIA, MARTINA I. Assistant Professor, Department of Nutrition and Dietetics AH

M.S. University of California, Davis 1999

M.P.H. Loma Linda University PH 2002

KASISCHKE, FRED CLARE. Assistant Professor of Religion, School of Religion SR and Assistant Professor, Department of Dental Educational Services SD

D.Min. Fuller Theological Seminary 1988

KATIRAEI, PEJMAN. Instructor, Department of Pediatrics SM

D.O. Western University of Health Sciences 2003

KATRIB, GHINA G. Assistant Professor, Department of Physician Assistant Sciences AH

M.P.A. Loma Linda University 2003

KATSAROS, EMMANUEL P. Assistant Professor, Department of Medicine SM

D.O. Midwestern University 1995

KATTADIYIL, MATHEW THOMAS. Associate Professor, Department of Restorative Dentistry SD

B.D.S. College of Dental Surgery at Manipal 1990

KATZ, JEFFREY M. Assistant Professor, Department of Medicine SM

M.D. University of Minnesota 1967

KAWAHARA, NANCY E. Associate Professor, Department of Pharmacy Practice SP

Pharm.D. University of Southern California 1982

KAY, BRENT W. Assistant Clinical Professor, Department of Medicine SM

M.D. Oregon Health Sciences University 1991

KAYALI, ZEID. Assistant Professor, Department of Medicine SM

M.D. Aleppo University (Syria) 1995

KEDLAYA, DIVAKARA. Associate Professor, Department of Physical Medicine SM

M.D. Government Medical College at Mysore University (India) 1991

KEENEY, ELDEN D. Associate Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1960

KEIDEL, MARK T. Assistant Professor, Department of Family Medicine SM

M.D. Tulane University 2000

KEJRIWAL, KAMAL. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Sawai-Man-Sing Medical College 1995

KELLN, KENNETH L. Adjunct Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1964

KELLOGG, DONALD R. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University SD 1972

KELLY, JOHN H., JR. Assistant Research Professor, Department of Nutrition PH; Assistant Professor,
Department of Preventive Medicine SM

M.D. Loma Linda University SM 2000

M.P.H. Loma Linda University PH 2002

KENDRICK, LORNA D. Associate Professor of Nursing SN

Ph.D. University of California at Los Angeles, 2003

KENNEDY, CASEY M. C. Assistant Clinical Professor, Department of Medicine SM

M.D. Loma Linda University SM 1990

KENNEDY, WILLIAM A. Associate Professor, Department of Pediatrics SM

M.D. 1981

KERR, JAY D. Adjunct Assistant Professor, Department of Family Medicine SM

M.D. George Washington University 1996

KERR, JOHN W., JR. Assistant Professor, Department of Occupational Therapy AH

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KERSHNER, JOHN W. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University SD 1970

KESSLER, TODD S. Assistant Professor, Department of Medicine SM

M.D. Michigan State College of Human Medicine 1996

KETTERING, JAMES D. Emeritus Professor, Department of Biochemistry and Microbiology SM and
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Ph.D. Loma Linda University GS 1974

KETTLER, SHARMEL O. Adjunct Assistant Professor, Department of Family Medicine SM

D.O. Touro Osteopathic University 2002

KEUSHKERIAN, SIMON M. Assistant Clinical Professor, Department of Surgery SM

M.D. American University of Beirut 1981

KEVORKIAN, GARY K. Assistant Professor, Department of Orthodontics SD

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KHALIL, SHERIF FOUAD. Assistant Clinical Professor, Department of Medicine SM

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KHAN, AQEEL S. Assistant Professor, Department of Emergency Medicine SM and Department of Pediatrics SM

M.B.B.S. Bhau Din Zakria University at Ultan (Pakistan) 1986

KHAN, FAISAL A. Associate Clinical Professor, Department of Surgery SM

M.D. University of Southern California 1980

KHAN, IMRAN A. Clinical Instructor, Department of Orthopaedic Surgery SM

M.D. Jefferson Medical College 1999

KHATAMI, AMIR H. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Azad Tehran University 1996

KHAZAENI, LEILA M. Assistant Professor, Department of Ophthalmology SM

M.D. University of Michigan Medical School 2000

KHEHRA, BALRAM S. Assistant Professor, Department of Medicine SM

M.B.B.S. Government Medical College at Patiala (India) 1988

KHIRKHAHI, ELHAM. Assistant Professor, Department of Periodontics SD

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KHERADPOUR, ALBERT. Assistant Professor, Department of Pediatrics SM

M.D. Tehran University (Iran) 1980

KHOO, KEIKO INADA. Associate Professor, Department of Speech-Language Pathology and Audiology AH

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KHUBESRIAN, MARINA. Assistant Clinical Professor, Department of Family Medicine SM

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KIDDER, MELISSA M. Assistant Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1994

KIDO, DANIEL K. Professor, Department of Radiology SM

M.D. Loma Linda University SM 1965

KIEF-GARCIA, MONIKA L. Assistant Clinical Professor, Department of Radiology SM

M.D. Baylor College of Medicine 1987

KIGER, ROBERT D. Professor, Department of Periodontics SD

D.D.S. Loma Linda University SD 1970

KILLEEN, J. DAVID, JR. Professor, Department of Surgery SM

M.D. Loma Linda University SM 1975

KIM, DANIEL IL-SUN. Assistant Clinical Professor, Department of Medicine SM

M.D. Hahnemann University at Philadelphia 1994

KIM, DENNIS Y. Assistant Clinical Professor, Department of Medicine SM

M.D. Loma Linda University SM 1997

KIM, GRACE JEE-EUN. Assistant Professor, Department of Emergency Medicine SM and Department of Pediatrics SM

M.D. Loma Linda University SM 1990

KIM, JAY S. Professor, Department of Dental Educational Services SD

Ph.D. Florida State University 1982

KIM, JIEN SUP. Assistant Clinical Professor, Department of Physical Medicine SM and Department of Anesthesiology SM

M.D. Loma Linda University SM 1991

KIM, JOHN J. Instructor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1999

KIM, JOHN Y. Assistant Professor, Department of Surgery SM

M.D. University of Michigan 1994

KIM, MI YE. Assistant Professor, Department of Medicine SM

D.O. Southeastern University of Health Sciences 1990

KIM, PAUL D. Assistant Professor, Department of Surgery SM

M.D. Loma Linda University SM 1998

KIM, RICHARD SEONG EUI. Assistant Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1983

KIM, SOO YOUN. Assistant Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1995

KIM, TAE EUNG J. Assistant Professor, Department of Emergency Medicine SM

M.D. University of Michigan Medical School 2000

KIM, TOMMY Y.H. Assistant Professor, Department of Emergency Medicine SM and Department of Pediatrics SM

M.D. Loma Linda University SM 1999

KIM, Y. WILLIAM. Assistant Professor, Department of Psychiatry SM

M.D. Korea University Medical Center 1966

KIM, YANG H. Adjunct Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2001

KIM, YOON J. Assistant Professor, Department of Periodontics SD

D.D.S. Seoul National University 1993

KIMBALL-JONES, PENNY L. Associate Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1985

KIMBER, TONIA ANNETTE. Clinical Instructor, Department of Occupational Therapy AH

B.S. Loma Linda University AH 1992

KIMURA, MARILYN H. Assistant Clinical Professor, Department of Psychiatry SM

M.D. Loma Linda University SM 1991

KINBACK, KEVIN M. Assistant Clinical Professor, Department of Psychiatry SM

M.D. Loma Linda University SM 1992

KING, HELEN E. Emeritus Dean and Emeritus Professor, School of Nursing SN

Ph.D. Boston University Graduate School 1973

KINGERY, JULIE D. Assistant Professor, Department of Pathology and Human Anatomy SM

M.D. Loma Linda University SM 2003

KINJO, RUTSUKO. Adjunct Assistant Professor, School of Nursing SN

M.P.H. Loma Linda University PH 2002

KINOSHITA, KENNETH E. Assistant Clinical Professor, Department of Pharmacotherapy and Outcomes Science SP

Pharm.D. University of Southern California 1977

KINSEY, DAVID J. Assistant Professor, Department of Health Administration PH

M.A. Wright State University 1979

KIRBY, MICHAEL A. Professor, Department of Pathology and Human Anatomy SM and Department of Pediatrics SM; Associate Professor, Department of Surgery SM

Ph.D. University of California at Riverside 1984

KIRK, GERALD A. Associate Professor, Department of Radiology SM

M.D. Loma Linda University SM 1967

KIRK, SHANNON RICHARD. Assistant Professor, Department of Radiology SM

M.D. Loma Linda University SM 1994

KIRSCH, WOLFF M. Professor, Department of Neurosurgery SM and Department of Biochemistry and Microbiology SM

M.D. Washington University at St. Louis 1955

KISHAN, SHYAM. Assistant Professor, Department of Orthopaedic Surgery SM

M.B.B.S. J.I.P.M.E.R., India 1991

KISINGER, NORIECE R. Instructor, Department of Radiation Technology AH

B.S. University of Redlands 1989

KJELLIN, INGRID B. Associate Professor, Department of Radiology SM

M.D. Uppsala University (Sweden) 1989

KLEIN, EMMANUEL. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2005

KLEIN, ROBERT ALLEN. Assistant Clinical Professor, Department of Neurology SM

M.D. West Virginia University 1972

KLEINMAN, S. ALEJANDRO. Associate Professor, Department of Restorative Dentistry SD

D.D.S. University of Chile 1967

KLOEFFLER, GALE DAVIS. Assistant Clinical Professor, Department of Restorative Dentistry SD

D.D.S. University of Nebraska 1953

KLOMPUS, STEVE J. Assistant Clinical Professor, Department of Physician Assistant Sciences AH

M.P.A. University of Southern California 1975

KLOOSTER, MARQUELLE J. Assistant Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1977

KLOP, WINIFRED J. Assistant Professor, Department of Psychiatry SM

M.S.W. University of Southern California 1993

KNECHT, KATHRYN T. Associate Professor, Department of Pharmaceutical Sciences SP

Ph.D. University of North Carolina at Chapel Hill 1990

KNUDSON-MARTIN, CARMEN. Professor, Department of Counseling and Family Science ST

Ph.D. University of Southern California 1987

KNUTSEN, RAYMOND. Associate Professor, Department of Epidemiology and Biostatistics PH and Preventive Medicine SM; Associate Professor, Department of Epidemiology and Biostatistics PH

M.D. University of Oslo (Norway) 1972

KNUTSEN, SYNNOVE. Professor, Department of Epidemiology and Biostatistics PH and Department of Preventive Medicine SM

M.D. University of Oslo (Norway) 1972

M.P.H. Loma Linda University PH 1977

Ph.D. University of Torso (Norway) 1991

KO, EDWARD S. C. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1985

KOFFMAN, MARTIN. Associate Clinical Professor, Department of Orthopedic Surgery SM

M.D. University of California at San Francisco 1960

KOFOED, NANCY A. Assistant Professor, School of Nursing SN

D.N.Sc. Catholic University of America at Washington D.C. 2004

KOGA, CLAIRE H. Assistant Clinical Professor, Department of Family Medicine SM

M.D. University of Southern California 1980

KOH, ALEXANDER YOO-AHNG. Assistant Professor, Department of Periodontics SD

D.D.S. University of California at Los Angeles 1992

KOHLI, GURMANDER S. Assistant Professor, Department of Surgery SM

M.D. University of Glasgow School of Medicine 1973

KOHLTFARBER, HEIDI B. Assistant Professor, Department of Oral Diagnosis, Radiology and Pathology SD

D.D.S. Loma Linda University SD 2003

KOIDE, YOSHINORI. Adjunct Instructor, Department of Allied Health Studies AH

M.S. National Institution for Academics (Japan) 2003

KOMOROWSKA-TIMEK, EWA D. Instructor, Department of Surgery SM

M.D. Stanford University School of Medicine 1998

KONDO, EUNICE K. Adjunct Assistant Professor, School of Nursing SN

M.S.N. Loma Linda University GS 1992

KONNO, REIKO L. Adjunct Assistant Professor, School of Nursing SN

M.S.N. Loma Linda University GS 1998

KONO, GREGORY M. Assistant Clinical Professor, Department of Health Administration PH

M.H.A. Loma Linda University PH 1998

KOPILOFF, GEORGE. Assistant Professor, Department of Psychiatry SM

M.D. University of Republic School of Medicine 1969

KORE, ARPUTHARAJ H. Assistant Professor, Department of Surgery SM

M.B.B.S. Christian Medical College (India) 1979

KORE, DORIS R. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2001

KORPMAN, RALPH A. Professor, Department of Pathology and Human Anatomy SM

M.D. Loma Linda University SM 1974

KOSCH, CINDY LODER. Assistant Professor, Department of Nutrition and Dietetics AH

M.S. Loma Linda University GS 1986

KOTEIRA, FAHER ELIAS. Assistant Professor, Department of Medicine SM

M.D. Medical Academy at Sofia (Bulgaria) 1990

KOTTAL, SHAILESH. Assistant Professor, Department of Oral Diagnosis, Radiology and Pathology SD

B.D.S. Bapuji Dental College, India 2000

KOUMJIAN, JACK H. Adjunct Associate Clinical Professor, Department of Restorative Dentistry SD

D.D.S. Indiana University 1984

KOUNANG, ROBERTUS HASAN. Assistant Clinical Professor, Department of Physical Medicine SM

M.D. Airlangga University Medical School (Indonesia) 1977

KOUROSHNIA, MANDANA. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. University of the Pacific 2004

KOZMAN, MAHER SHAWKY. Assistant Clinical Professor, Department of Psychiatry SM

M.B.B.Ch. Ain Shams University School of Medicine 1980

KRAFT, MARILYN SUE. Assistant Clinical Professor, Department of Environmental and Occupational Health
PH

M.B.A. Claremont Graduate School 1994

KRAHN, DOUGLAS M. Assistant Clinical Professor, Department of Surgery SM

M.D. University of California at Davis 1996

KRALL, BARRY K. Assistant Professor, Department of Dental Anesthesiology SD

D.D.S. Loma Linda University SD 1990

KRAUSE, RENATE RITTER. Assistant Professor, Department of Allied Health Studies AH; Assistant Professor, Department of Health Promotion and Education PH

Ph.D. University of Alberta 1991

KRICK, EDWIN HARRY, SR. Associate Professor, Department of Medicine SM

M.D. Loma Linda University SM 1961

KRIDER, SUSAN JONES. Assistant Clinical Professor, School of Nursing SN

M.S. Loma Linda University GS 1983

KRIEGER, ROBERT I. Clinical Professor, Department of Environmental and Occupational Health PH

Ph.D. Cornell University 1970

KRIENGPRARTHANA, ROSARIN. Assistant Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1998

KRISHNAN, RAJAGOPAL. Assistant Professor, Department of Medicine SM

M.B.B.S. Maduvai Medical College, Maduvai, Southern India 1973

KROETZ, ARTHUR W. Associate Professor, Department of Radiation Technology AH

Ph.D. University of Southern California 1999

KROETZ, JANET M. Assistant Professor, School of Nursing SN

M.N. University of the Pacific 1993

KRSTENANSKY, JOHN L. Associate Professor, Department of Pharmaceutical Sciences SP

Ph.D. University of Chicago 1983

KU, SIN SONG JAMES. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1995

KUCK, GLEN ROBERT. Assistant Clinical Professor, Department of Cardiopulmonary Sciences AH

M.S. University of Southern California 1999

KUESTER, EVERT E. Assistant Professor, Department of Radiology SM

M.D. Loma Linda University SM 1958

KUHN, IRVIN N. Professor, Department of Medicine SM

M.D. Loma Linda University SM 1955

KUHN, MICHAEL ALLAN. Associate Professor, Department of Pediatrics SM

M.D. University of Texas Southwestern Medical School 1988

KUNIHIRA, DANIEL M. Assistant Professor, Department of Periodontics SD

D.D.S. Loma Linda University SD 1974

KUNIHIRA, RICHARD Y. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1986

KURTH, DONALD J. Associate Professor, Department of Psychiatry SM and Associate Professor, Department of Preventive Medicine SM

M.D. Columbia University 1979

KWON, DANIEL M. Assistant Professor, Department of Physical Medicine and Rehabilitation SM

M.D.

KYLE, JAMES L. II. Assistant Clinical Professor, Department of Health Administration PH

M.D. University of California at Los Angeles School of Medicine 1987

LACOUNT, ANISSA Y. Instructor, Department of Family Medicine SM

M.D. Loma Linda University SM 2000

LAI, MEI Y. Instructor, Department of Medicine SM

M.D. Federal Fluminense University 1987

LAL, SATISH K. Assistant Clinical Professor, Department of Orthopedic Surgery SM

M.B.B.S. All India Institute of Medical School 1963

LALEZARZADEH, FARIBORZ. Instructor, Department of Surgery SM

D.O. Western university of Health Science 2001

LAM, EDUARDO D. Instructor, Department of Emergency Medicine SM

M.D. UCLA/Charles Drew University 2004

LAM, JERIKA T. Assistant Professor, Department of Pharmacotherapy and Outcomes Science SP

Pharm. D. University of Southern California 2003

LAM, MARY P. Assistant Professor, Department of Pediatrics SM

M.D. John A. Burns School of Medicine 1983

LAM, TRANG T. Assistant Professor, Department of Medicine SM

M.D. Creighton University SM 1995

LAMB, DIANA T. Clinical Instructor, Department of Nutrition PH

B.S. California State University at Long Beach 1993

LAMBERTON, HENRY H. Associate Professor, Department of Psychiatry SM; Associate Professor, School of Religion SR

Psy.D. Fuller Theological Seminary 1992

LAMIN, VICTOR K. Assistant Professor, Department of Medicine SM

M.D. University of California at Los Angeles 1987

LAMPKIN, ANDY. Assistant Professor, School of Religion SR

Ph.D. Vanderbilt University 2000

LANDA, HOWARD M. Associate Professor, Department of Surgery SM

M.D. University of Medicine and Dentistry of New Jersey 1983

LANDEL, ROBERT F. Adjunct Associate Professor, Department of Physical Therapy AH

D.P.T. University of Southern California 1996

LANDLESS, PETER N. Adjunct Assistant Professor, Department of Global Health PH

M.D. University of Witwatersrand, South Africa 1974

LANE, CARTER ALAN. Clinical Instructor, Department of Orthodontics SD

D.D.S. Loma Linda University SD 2000

LANGGA, EULY MAYPA. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1985

LANGGA, LEO MAYPA. Clinical Instructor, Department of Cardiopulmonary Sciences AH

B.S. Loma Linda University AH 1988

LANGRIDGE, WILLIAM HENRY RUSSELL. Professor, Department of Biochemistry and Microbiology SM

Ph.D. University of Massachusetts at Amherst 1973

LANZISERA, PHILIP J. Clinical Professor, Department of Psychology ST

Ph.D. University of Detroit 1975

LAO, WILSON D. Instructor, Department of Medicine SM

M.D. Southwestern University (Philippines) 1984

LARSEN, JAMES PETER. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1982

LARSEN, RANAE L. Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1982

LARSON, DAVID R. Professor, School of Religion SR

D.Min. Claremont School of Theology 1973

Ph.D. Claremont Graduate University 1982

LARSON, LAWRENCE B. Assistant Clinical Professor, Department of Pharmacotherapy and Outcomes Science SP

Pharm. D. University of Southern California 1983

LARSON, STEVEN EDWIN. Assistant Clinical Professor, Department of Medicine SM

M.D. Medical College of Wisconsin 1975

LASHIER, HARVEY M. Assistant Professor, Department of Ophthalmology SM

M.D. Loma Linda University 1963

LAU, ALAN C. K. Assistant Professor, Department of Medicine SM

M.B.B.S. University of Hong Kong 1976

LAU, CAROL A. Assistant Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1979

LAU, CECILIA S. Assistant Clinical Professor, Department of Pharmacotherapy and Outcomes Science SP

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LAU, FRANCIS Y. Professor, Department of Medicine SM

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LAU, K. H. WILLIAM. Research Professor, Department of Medicine SM

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LAU, KATHLEEN M. Assistant Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1982

LAU, SUSIE HUNG. Assistant Professor, Department of Medicine SM

M.D. Medical College of Georgia 1986

LAUER, HEATHER H. Adjunct Assistant Professor, Department of Pediatric Dentistry SD

D.D.S. Loma Linda University SD 2003

LAWRENCE, DAVE C. Assistant Professor, Department of Health Policy and Management PH

Ed.S. La Sierra University 2005

M.B.A. California State University 1993

LAWRENCE, LARRY C. Assistant Clinical Professor, Department of Psychiatry SM

M.D. Hahnemann Medical College 1974

LAWRENCE, WILLIAM A. Assistant Clinical Professor, Department of Psychiatry SM

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LAZAR, SHELLEE R. Instructor, Department of Surgery SM

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LE, TUYHOA THI. Clinical Instructor, Department of Clinical Laboratory Science AH

B.S. Philippine Union College 1971

LEBER, STEVEN LAMAR. Instructor, Department of Radiation Technology AH

B.S. Loma Linda University 1985

LEDoux, JANINE M. Instructor, Department of Nutrition and Dietetics AH

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LEE, CAROLINE H. Assistant Professor, Department of Pediatrics SM

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LEE, CHARLES. Assistant Professor, Department of Anesthesiology SM

M. D. Loma Linda University SM 1993

LEE, CHARLES PETERS. Assistant Professor, Department of Oral Diagnosis, Radiology and Pathology SD

D.D.S. Loma Linda University SD 1976

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D.D.S. Columbia University 1991

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LEE, GILBERT H. Assistant Clinical Professor, Department of Family Medicine SM

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LEE, JERRY WINFIELD. Professor, Department of Health Promotion and Education PH

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LEE, JOHN KWANG CHUL. Assistant Clinical Professor, Department of Physical Medicine SM

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LEE, JOSEPH JYH-CHUNG. Assistant Clinical Professor, Department of Medicine SM

M.D. National Taiwan University School of Medicine 1971

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MESSINA, VIRGINIA LOUISE. Adjunct Assistant Professor, Department of Nutrition PH

M.P.H. University of Michigan 1981

MEYER, BONNIE LEE. Assistant Professor, School of Nursing SN

M.S. Loma Linda University GS 1972

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M.D. Loma Linda University SM 1958

MICHEL, ALAN W. Assistant Clinical Professor, Department of Medicine SM

M.D. Montemorelos, Mexico 2001

MICHELSON, DAVID J. Assistant Professor, Department of Pediatrics SM

M.D. University of California at Los Angeles 1998

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M.B.A. California State University at San Bernardino 1985

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M.D. Loma Linda University SM 1963

MILLANAO, JUAN E. Assistant Professor of Religion, School of ReligionSR

D.Min. Andrews University 1992

MILLEDGE, J. TODD. Associate Professor, Department of Pediatric Dentistry SD

D.D.S. Loma Linda University SD 1988

MILLER, DANIEL WILLIAM. Professor, Department of Radiation Medicine SM

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MILLER, DONALD R. Professor, Department of Neurology SM

M.D. Loma Linda University SM 1964

MILLER, JON M. Assistant Professor, Department of Radiology SM

M.D. Loma Linda University SM 1990

MILLER, F. PENELOPE. Associate Professor, School of Nursing SN

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MILLER, THEODORE R. Assistant Professor, Department of Radiology SM

M.D. Loma Linda University SM 1964

MILLS, DANIEL C. II. Assistant Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1982

MINASYAN, LILIT. Instructor, Department of Medicine SM

M.D. St. Louis University 2001

MINEAR-MORTON, ALISA LYNN. Assistant Clinical Professor, Department of Nutrition PH

M.S. Loma Linda University PH 1980

MIRSHAHIDI, HAMID R. Assistant Professor, Department of Medicine SM

M.D. Marmara University School of Medicine (Istanbul, Turkey) 1992

MIRZA, FARRUKH. Assistant Professor, Department of Pediatrics SM

M.D. Dow Medical College 1989

MISHRA, MAHAVIR B. Associate Professor, Department of Periodontics SD

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MITCHELL, GREGORY D. Assistant Professor, Department of Restorative Dentistry

D.D.S. Loma Linda University 1984

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MITTAL, RENU. Assistant Clinical Professor, Department of Family Medicine SM

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MODY, AMEER P. Instructor, Department of Medicine SM

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Ph.D. Bangalore University 1978

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M.D. Ohio State College of Medicine 1977

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M.D. Loma Linda University SM 1996

MOHR, LESTER L. Assistant Professor, Department of Surgery SM

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M.P.H. Loma Linda University PH 1975

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M.D. Howard University 199

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MOORHEAD, J. DAVID. Adjunct Associate Professor, Department of Surgery SM

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Dr.P.H. Loma Linda University PH 2006

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Dr.P.H. Loma Linda University PH 1994

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NELSON, ALAN A. Adjunct Associate Professor, Department of Psychiatry SM

M.D. Loma Linda University SM 1979

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NELSON, GREGORY A. Professor, Department of Radiation Medicine SM

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M.D. Loma Linda University SM 1996

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M.D. Bicol Christian College of Medicine (Philippines) 1988

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M.D. Drexel University 2001

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M.D. University of Southern California 1983

NETHERY, W. JAMES. Assistant Professor, Department of Radiation Medicine SM

D.D.S. Loma Linda University SD 1965

NEUENDORFF, HAROLD THOMAS. Clinical Instructor, Department of Occupational Therapy AH

B.S. Loma Linda University AH 1992

NEUFELD, ROLAND DELMER WARREN. Assistant Professor, Department of Orthodontics SD

D.D.S. Loma Linda University SD 1974

NEUFELD, TIMOTHY E. Associate Clinical Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1970

NEUMANN, MONICA M. Associate Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1974

NEVINS, MYRON. Adjunct Assistant Professor, Department of Oral and Maxillofacial Surgery SD

D.D.S. Temple University 1965

NEWBOLD, DANIEL D. Assistant Professor, Department of Periodontics SD

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NEWBOLD, JEAN L. Assistant Clinical Professor, Department of Nursing SN

M.S. Loma Linda University GS 1985

NEWELL, DANIEL W.H. Assistant Professor, Department of Counseling and Family Science ST

NEWTON, FREDERICK A. Adjunct Professor, Department of Psychology GS

Ph.D. University of Houston 1975

NEWTON, STEVEN DOUGLAS. Assistant Clinical Professor, Department of Physical Therapy AH

M.B.A. University of Redlands 1992

NG, SHERALENE H. C. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1990

NGO, EHREN BRENT. Assistant Professor, Department of Cardiopulmonary Sciences AH

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NGO, ERIC. Associate Clinical Professor, Department of Preventive Medicine SM and Department of Health Promotion and Education PH

M.D. Loma Linda University SM 1963

NGO, PHAT H. Assistant Professor, Department of Medicine SM

M.D. Tufts University 2000

NGUYEN, ANDRE. Instructor, Department of Surgery SM

M.D. Albert Einstein College of Medicine 1998

NGUYEN, ANH. Instructor, Department of Family Medicine SM

M.D. Loma Linda University 2006

NGUYEN, H. BRYANT. Assistant Professor, Department of Emergency Medicine SM

M.D. University of California at Irvine 1998

NGUYEN, HIEU T.M. Assistant Professor, Department of Family Medicine SM

D.O. Western University of Health Sciences 2001

NGUYEN, HOA T. Assistant Professor, Department of Medicine SM

M.D. University of California (Los Angeles) 1999

NGUYEN, LEE H. Assistant Professor, Department of Pharmacy Practice SP

Pharm.D. University of California, San Francisco 2004

NGUYEN, SON C. Assistant Professor, Department of Radiology SM

M.D. University of California at Los Angeles 1997

NGUYEN, THAO. Assistant Clinical Professor, Department of Pharmacotherapy and Outcomes Science SP

Pharm. D. University of Arkansas Medical Sciences 2000

NGUYEN, THIEU P. Assistant Professor, Department of Pediatrics SM

M.D. University of Washington 2000

NGUYEN, THUAN HUU. Instructor, Department of Clinical Laboratory Science AH

M.P.H. Loma Linda University PH 1975

NGUYEN, THUY-HUYNH. Assistant Clinical Professor, Department of Psychiatry SM

M.D. American University of the Caribbean 1991

NGUYEN, VAN H.T. Assistant Clinical Professor, Department of Physician Assistant Sciences, AH

M.P.A. Marietta College 2005

NICHOLS, RICK JASON. Assistant Clinical Professor, Department of Pediatric Dentistry SD

D.D.S. Loma Linda University SD 1993

NICK, DOYLE R. Associate Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1978

NICK, JAN M. Associate Professor, School of Nursing SN

Ph.D. Texas Women's University 1997

NICK, KEVIN E. Associate Professor, Department of Earth and Biological Sciences ST

Ph.D. University of Oklahoma at Norman 1990

NICKSON, KENNETH L. Assistant Professor, Department of Emergency Medicine SM

M.D. University of Tennessee 1971

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D.D.S. Loma Linda University SD 1973

NICOLA, QUINTES PERRY. Assistant Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University SD 1969

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M.D. 1977 U of A College of Medicine 1977

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M.D. Loma Linda University SM 1995

NITTA, ANNETTE TSUGIE. Assistant Clinical Professor, Department of Medicine SM

M.D. Loma Linda University SM 1985

NOGUCHI, THOMAS T. Clinical Professor, Department of Pathology and Human Anatomy SM

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NOORVASH, SHAHAB. Assistant Professor, Department of Endodontics SD

D.D.S. Northwestern University 1987

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NORRIS, PAUL M. Professor, Department of Pharmacotherapy and Outcomes Science SP

Pharm. D. University of the Pacific, Stockton 1980

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B.S. Loma Linda University PH 1993

M.S. Rosalind Franklin University 2006

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D.D.S. Loma Linda University SD 2006

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M.B.B.S. Darbhanga Medical College 1978

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NYIRADY, LAURA F. Assistant Professor, School of Nursing SN

M.S.N. Boston University 1977

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M.D. Loma Linda University SM 1991

OBIOCHA, IKECHI. Assistant Professor, Department of Medicine SM

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OCHOA, HUMBERTO R. Assistant Professor, Department of Emergency Medicine SM

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D.D.S. Loyola University 1983

OKUMURA, WESLEY KENT. Assistant Professor, Department of Pediatric Dentistry SD

D.D.S. Loma Linda University SD 1994

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M.D. University of Iceland 1978

O-LEE, TSUNGJU. Instructor, Department of Surgery SM

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OLIVA, PATRICIO S. Associate Professor, Department of Nutrition PH

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OLIVERIO, MICHAEL R., JR. Assistant Clinical Professor, Department of Family Medicine SM

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M.D.

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OPSAHL, MICHELLE T. Assistant Professor, Department of Family Medicine SM

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OPSIMOS, CHARALAMBOS. Assistant Professor, Department of Pediatrics SM

M.D. St. George University 1999

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D.M.D. Shiraz University 1979

PATCHIN, REBECCA J. Assistant Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1989

PATEL, ASHISH. Instructor, Department of Clinical Laboratory Science AH

B.S. Loma Linda University AH 2004

PATEL, BIPIN L. Assistant Clinical Professor, Department of Psychiatry SM

M.B.B.S. BJ Medical College (India) 1979

PATEL, HITEN. Clinical Instructor, Department of Physician Assistant Sciences AH

Pharm.D. University of California (San Francisco) 2001

PATEL, JIGAR D. Assistant Clinical Professor, Department of Medicine SM

D.O. University of North Texas Health Sciences Center 1998

PATEL, MATILAL C. Assistant Professor, Department of Orthopedic Surgery SM

M.B.B.S. MS University at Baroda (India) 1966

PATEL, RISHI. Clinical Instructor, Department of Restorative Dentistry SD

D.D.S. University of Bristol (England) 2002

PATEL, SHASHANK. Clinical Instructor, Department of Clinical Laboratory Science AH

B.S. Long Beach State University 1984

PATTERSON, STEPHEN C. Assistant Professor, Department of Emergency Medicine SM

M.D. University of California (Irvine) 1999

PATTON, WILLIAM C. Associate Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1969

PATYAL, BALDEV RAJ. Associate Professor, Department of Radiation Medicine SM

Ph.D. Washington State 1988

PAULIEN, JON. Professor of Religion, School of Religion SR

Ph.D. Andrews University 1987

PAULO, CYNTHIA ANN. Clinical Instructor, Department of Environmental and Occupational Health PH

M.S. California State University at San Bernardino 1992

PAVLOVICH, SHARON. Instructor, Department of Occupational Therapy AH

A.A. Loma Linda University 1992

B.A. California State University at San Bernardino 2006

PAYNE, KIMBERLY J. Assistant Professor, Department of Pathology and Human Anatomy SM

Ph.D. University of Oklahoma Health Sciences Center 1998

PEARCE, RONALD G. Assistant Clinical Professor, Department of Pediatrics SM

M.D. University of Washington 1965

PEARCE, WILLIAM. Professor, Department of Physiology and Pharmacology SM and Department of Biochemistry and Microbiology SM

Ph.D. University of Michigan 1979

PECAUT, MICHAEL JAMES. Associate Research Professor, Department of Radiation Medicine SM and Department of Biochemistry and Microbiology SM

Ph.D. University of Colorado at Boulder 1999

PECKHAM, NORMAN H. Associate Professor, Department of Pathology and Human Anatomy SM

M.D. Loma Linda University SM 1962

PENA, DULCE L. Assistant Professor, Department of Allied Health Studies AH

J.D. Pepperdine University 1990

PENDLETON, KAREN S. Assistant Professor, Department of Occupational Therapy AH

M.A. La Sierra University 1997

PENG, WEI-PING PENNY. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1999

PENNIECOOK, TRICIA Y. Assistant Professor, Department of Epidemiology and Biostatistics PH

M.D. University of Montemorelos 1994

M.P.H. University of Montemorelos 1996

PEPPERS, TIMOTHY A. Assistant Clinical Professor, Department of Orthopedic Surgery SM

M.D. Loma Linda University SM 1992

PEREIRA, CARLINDO DA REITZ. Assistant Professor, Department of Ophthalmology SM

M.D. University of Stellenbosch (South Africa) 1995

PEREIRA, VALERIA R. S. Assistant Professor, Department of Pediatric Dentistry SD

D.D.S. Universidade Federal de Santa Catarina 1985

PEREYRA-SUAREZ, ROBERT. Assistant Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1976

PEREZ, DEBORAH. Clinical Instructor, Department of Clinical Laboratory Science, AH

B.S. California State University at Sacramento 1978

PEREZ, MIA C. Assistant Professor, Department of Pathology and Human Anatomy SM

M.D. University of the Philippines 1992

PEREZ, YACZAIRA. Assistant Clinical Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University 2002

PERROTTE, JUDITH P. Clinical Instructor, School of Nursing SN

M.S. Loma Linda University GS 1997

PERSICHINO, JON G. Instructor, Department of Medicine SM

D.O. Western University 2003

PESAVENTO, RICHARD D. Assistant Clinical Professor, Department of Ophthalmology SM

M.D. University of California at Irvine 1980

PETER, MARLON C. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University SD 2003

PETERS, DONALD L. Professor, Department of Endodontics SD

D.D.S. Loma Linda University SD 1961

PETERS, JUDITH MILLER. Associate Professor, School of Nursing SN

Ed.D. Loma Linda University SE 1968

PETERS, WARREN R. Assistant Professor, Department of Preventive Medicine SM and Department of Epidemiology and Biostatistics PH

M.D. Loma Linda University SM 1969

PETERSEN ANNE BERRIT. Assistant Professor SN

M.S. Loma Linda University SN 2005

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PETERSEN, DARRELL K. Instructor, Department of Pathology and Human Anatomy SM

B.Arch. Andrews University 1997

PETERSEN, FLOYD R. Assistant Professor, Department of Epidemiology and Biostatistics PH and Department of Preventive Medicine SM and School of Nursing SN

M.P.H. Loma Linda University PH 1977

PETERSON, DONALD I. Clinical Professor, Department of Neurology SM

M.D. College of Medical Evangelists 1947

PETERSON, GORDON WILLARD. Professor, Department of Neurology SM and Department of Physical Medicine SM

M.D. Loma Linda University SM 1974

PETERSON, JOHN ERIC, JR. Emeritus Professor, Department of Pediatric Dentistry SD

D.D.S. Loma Linda University SD 1970

PETROFSKY, JERROLD S. Professor, Department of Physical Therapy AH

Ph.D. St. Louis University 1976

PETTI, GEORGE HYACINTH, JR. Professor, Department of Surgery SM

M.D. Loma Linda University SM 1962

PEVERINI, RICARDO L. Associate Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1984

PEZZOTTI, GIUSEPPE. Adjunct Professor, Department of Orthopaedic Surgery SM

Ph.D. Osaka University 1991

PFEIFFER, BRENDA L. Instructor, Department of Radiation Technology AH

M.A. University of Phoenix 1998

PFEIFFER, TERESE RENE. Instructor, Department of Radiation Technology AH

B.S. Loma Linda University AH 1983

PHAM, LIEN TRAN. Assistant Clinical Professor, Department of Family Medicine SM

M.D. University of Saigon 1978

PHANG, ROBERT M. Adjunct Assistant Professor, Department of Dental Educational Services SD

D.D.S.

PHATAK, PRASHANT V. Assistant Professor, Department of Medicine SM

M.D. University of California at Los Angeles School of Medicine 1999

PHILIP, SHAILENDRI E. Assistant Professor, Department of Radiology SM

M.D. University of Maryland 1996

PHILLIPS, BARRATT L. Assistant Clinical Professor, Department of Ophthalmology SM

M.D. University of Utah 1995

PHILLIPS, GORDON D. Clinical Instructor, Department of Family Medicine SM

M.D. Loma Linda University SM 1981

PHIPATANAKUL, WESLEY P. Assistant Professor, Department of Orthopedic Surgery SM

M.D. Loma Linda University SM 1998

PIEDRA-MUNOZ, ISABELLA. Assistant Professor, Department of Pediatric Dentistry SD

D.D.S. Universidad del Valle 1990

PIERSON, CRYSTAL A. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2005

PILLAR, EDWARD A. Assistant Professor, Department of Emergency Medicine SM

D.O. Coloste Med Pacific 1988

PINCHEIRA RODRIGUEZ, TERESA. Assistant Professor, Department of Health Promotion and Education PH

M.P.H. Universidad de Chile 1982

PLUNK, LESLIE B. Clinical Instructor, Department of Pediatric Dentistry SD

D.D.S. Loma Linda University 2007

POHOST, GERALD M. Professor, Department of Medicine SM

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POKORNY, CORINNA M. Instructor, Department of Ophtalmology SM

M.D. Dreyel university 2003

POLLARD, LESLIE N. Associate Professor, School of Religion SR

D.Min. School of Theology (Claremont) 1992

POLVOORDE, GAIL ANN. Assistant Clinical Professor, Department of Physical Therapy AH

M.P.T. Loma Linda University AH 2003

POLYCARPE, MARTINE Y. Adjunct Instructor, Department of Global Health PH

M.P.H. Loma Linda University PH 2001

POME CARDENAS, NEDA. Instructor, Department of Health Promotion and Education PH

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POMEROY, JONNEL. Instructor, Department of Pediatrics SM

B.S. Loma Linda University SN 1977

PORTER, CORWIN. Assistant Clinical Professor, Department of Environmental and Occupational Health PH

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POTHIER, PATRICIA KATHLEEN. Associate Professor, Department of SN

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POTTS, MICHAEL L. Adjunct Assistant Professor, Department of Restorative Dentistry SD

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POURSHAHMIR, MOHAMMAD A. P. Assistant Clinical Professor, Department of Surgery SM

M.D. Georgetown University School of Medicine 1996

POWER, GORDON. Professor, Department of Physiology and Pharmacology SM

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PRENDERGAST, THOMAS J., JR. Associate Clinical Professor, Department of Preventive Medicine SM and
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PRESTON, WILLIAM. Associate Professor, Department of Radiation Medicine SM

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PRIETO, CLAUDIA V. Assistant Professor, Department of Endodontics SD

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PROCHAZKA, ERNEST J. Associate Clinical Professor, Department of Preventive Medicine SM

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D.D.S. Loma Linda University SD 1994

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PROCTOR, GEORGE JASON. Assistant Clinical Professor, Department of Psychiatry SM

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PROCTOR, STOY E. Adjunct Assistant Professor, Department of Health Promotion and Education PH

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PUERTO, SOFIA. Assistant Clinical Professor, School of Nursing SN

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PULIDO, EMMELINE R. Assistant Professor, Department of Pediatrics SM

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PULSIPHER, DAVID ALLEN. Assistant Clinical Professor, Department of Oral and Maxillofacial Surgery SD

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M.D. University of Texas Southwestern Medical Center at Dallas 1997

PULVERMAN, R. STEVEN. Assistant Clinical Professor, Department of Family Medicine SM

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PUMPHREY, CHARLES D. Assistant Clinical Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1985

PUNJABI, ANIL P. Associate Clinical Professor, Department of Surgery SM; Associate Professor, Department of Oral and Maxillofacial Surgery SD

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M.D. Case Western Reserve University School of Medicine 1993

PUNJABI, BINDOO. Assistant Professor, Department of Dental Anesthesiology SD

B.D.S. Bombay University Nair Dental College 1984

PURSLEY, DONALD G. Adjunct Associate Professor, Department of Health Administration PH

D.B.A. George Washington University 1978

PUTERMAN, ISRAEL. Clinical Instructor, Department of Restorative Dentistry SD

D.M.D. Boston University 2002

PUTNOKY, GILBERT JOHN. Associate Clinical Professor, Department of Medicine SM

M.D. St. Louis University School of Medicine 1973

QIN, XUE ZHONG. Associate Research Professor, Department of Medicine SM

Ph.D. West Virginia University 1992

QUANSAH, ALFRED K. Assistant Professor, Department of Preventive Medicine SM

M.D.

QUIGLEY, M. ELIZABETH. Clinical Instructor, Department of Nutrition PH and Department of Nutrition and Dietetics

M.S. Tufts University 1977

QUIJADA, EARL B. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1995

QUILICHE, RUTH B. Assistant Professor, Department of Nutrition PH

Doct/Eqv San Martin de Porres University 2006

QUISHENBERRY, MARY CLAIRE. Instructor, Department of Dental Hygiene SD

B.S. Loma Linda University SD 1962

QURESHI, SONEA I. Assistant Professor, Department of Pediatrics SM

M.B.B.S.

RACINE, HAROLD V. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1968

RADOVICH, PATRICIA ANN. Assistant Clinical Professor, School of Nursing SN

M.S.N California State University at Long Beach 1995

RAGHAVAN, RAVI. Associate Professor, Department of Pathology and Human Anatomy SM

M.B.B.S. Calicut Medical College (India) 1980

RAINS, SHASTIN. Instructor, Department of Pharmacotherapy and Outcomes Science SP

B.S. Southwestern Adventist University 2004

RAIS, SHIRLEY MARIE. Assistant Librarian, Library Faculty

M.L.S. San Jose State University 1992

RAISZADEH, MOUSSA. Assistant Professor, Department of Radiology SM

Pharm.D. University of Tabriz 1971

RAJARAM, SUJATHA. Assistant Professor, Department of Nutrition PH

Ph.D. Purdue University 1993

RAJPOOT, DEEPAK K. Assistant Clinical Professor, Department of Pediatrics SM

M.B.B.S. MGM Medical College (India) 1977

RAMAL, EDELWEISS R. Assistant Professor, School of Nursing SN

Ph.D. Andrews University 2002

RAMBHAROSE, JOHN ANTHONY. Assistant Clinical Professor, Department of Medicine SM

M.D. Loma Linda University SM 1989

RAMIREZ, CLARA M. Assistant Professor, Division of General Studies ST

Ph.D. American University of Asturias (Spain) 2000

RAMIREZ, JOHNNY. Professor, School of Religion SR

Ed.D. Harvard University 1993

M.A. Andrews University 1979

RAO, RAVINDRA. Professor, Department of Pediatrics SM

M.B.B.S. Karnataka University MR Medical College (India) 1975

RASI, ALFREDO. Associate Professor, Department of Surgery SM

M.D. Buenos Aires Medical School 1961

RASMUSSEN, THOMAS. Assistant Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1974

RATHBUN, W. EUGENE. Professor, Department of Periodontics SD

D.D.S. Loma Linda University SD 1965

Ph.D. University of California at Los Angeles 1970

RAUSER, MICHAEL EDWARD. Assistant Professor, Department of Ophthalmology SM

M.D. University of Maryland 1990

RAY, ANDREA O. Assistant Professor, Department of Surgery SM

M.D. Hahnemann School of Medicine 1994

RAZA, ANWAR S. Associate Professor, Department of Pathology and Human Anatomy SM

M.B.B.S. SIND Medical College 1983

RAZA, SYED J. Assistant Clinical Professor, Department of Medicine SM

M.B.B.S. Dow Medical College 1989

RAZZOUK, ANEES J. Professor, Department of Surgery SM

M.D. Loma Linda University SM 1982

REA, BRENDA L. Assistant Clinical Professor, Department of Health Promotion and Education PH

M.P.T. Loma Linda University AH 1995

REA, RONALD MILTON. Assistant Professor, Department of Physical Therapy AH

M.P.T. Loma Linda University AH 1994

REDDY, VISWANATHAJ. Assistant Clinical Professor, Department of Psychiatry, SM

M.D. American University of the Caribbean 1998

REDELL, MARK A. Adjunct Associate Professor, Department of Pharmacy Practice SP

Pharm.D. University of Southern California 1985

REESE, LEROY A. Assistant Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1972

REEVE, IVAN L. Assistant Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1961

REEVES, CLIFTON D. Professor, Department of Surgery SM

M.D. Loma Linda University SM 1960

REEVES, MARK E. Assistant Professor, Department of Surgery SM

Ph.D. University of California at Los Angeles 1990

M.D. Loma Linda University SM 1992

REEVES, MICHELLE E. Assistant Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1986

REHNGREN-MCCOY, CHRISTINA SUE. Clinical Instructor, Department of Nutrition PH

B.S. Loma Linda University PH 1980

REILEY, DAVID G. Instructor, Department of Emergency Medicine SM

M.D. University of Arizona 2001

REINHOLD, ESKILD A. Associate Clinical Professor, Department of Orthopedic Surgery SM

M.D. Loma Linda University SM 1968

REISCHE, SUSAN E. Assistant Clinical Professor, Department of Health Promotion and Education PH

Dr.P.H. Loma Linda University PH 1989

REISWIG, PHILIP H. Associate Professor, Department of Orthopedic Surgery SM

M.D. Loma Linda University SM 1961

RENDON, STEWART E. Assistant Professor, Department of Surgery SM

M.D. University of California at Los Angeles 1998

RESCH, CHARLOTTE SUSANNA. Assistant Clinical Professor, Department of Surgery SM

M.D. Dalhousie University Medical School 1980

RETAMOZO, BONNIE J. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2005

B.S. Southern Adventist University 1996

REYNOLDS, LOWELL W. Professor, Department of Physical Medicine and Rehabilitation SM and Department of Anesthesiology SM

M.D. Loma Linda University SM 1991

REZKALLA, MAHER A. Assistant Professor, Department of Medicine SM

M.B.B.Ch. Zagazig University Hospital School of Medicine (Egypt) 1978

RHEE, JOON W. Assistant Professor, Department of Health Promotion and Education PH and Department of Environmental and Occupational Health PH; Clinical Instructor, Department of Preventive Medicine SM

M.D. Loma Linda University SM 1998

Ph.D. Loma Linda University GS 1998

RICE, GAIL TAYLOR. Professor, Department of Allied Health Studies AH

Ed.D. Loma Linda University SE 1983

RICE, T. RICHARD. Professor, School of Religion SR

Ph.D. University of Chicago Divinity School 1974

RICHARD, DANIEL W. Assistant Professor, Department of Health Promotion and Education PH

M.Th. Peruvian Union University 2001

M.P.H Chile Adventist University 2004

RICHARDS, DOUGLAS C. Assistant Clinical Professor, Department of Preventive Medicine SM and Department of Health Promotion and Education PH

M.D. Oral Roberts University 1989

RICHARDS, SUSAN CLONINGER. Associate Professor, Department of Oral Diagnosis, Radiology, and Pathology SD

D.D.S. Loma Linda University SD 1984

RICHARDSON, PAUL L. Associate Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1972

RICHARDSON, RAYMOND G. Assistant Clinical Professor, Department of Surgery SM

M.D. Washington University 1960

RICK, GORDON M. Adjunct Associate Professor, Department of Oral Diagnosis, Radiology and Pathology SD

D.D.S. Loma Linda University SD 1968

RICKETTS, HERMAN H. L. Associate Clinical Professor, Department of Medicine SM

M.D. Loma Linda University SM 1962

RIESEN, SHARON K. Associate Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1982

RIESENMAN, JOHN P. Associate Clinical Professor, Department of Psychiatry SM

M.D. Loma Linda University SM 1981

RIGGS, MATT L. Adjunct Professor, Department of Psychology ST

Ph.D. Kansas State University 1989

RIGSBY, RHODES LANE. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1987

RIMMER, STEVEN O. Assistant Clinical Professor, Department of Ophthalmology SM

M.D. University of California at San Diego 1989

RINGER, JACK. Assistant Clinical Professor, Department of Restorative Dentistry SD

D.D.S. University of the Witwatersrand (South Africa) 1978

Ph.D. Case Western Reserve University 1969

RIPLEY, KAREN. Assistant Professor of Nursing, SN

M.S. Loma Linda University SN 2006

RIRIE, CRAIG M. Associate Professor, Department of Periodontics SD

D.D.S. Creighton University Dental School 1972

RITCHIE, LOIS A. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1963

RITER, HOLLI C. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1998

RIVERA, JORGE L. Assistant Professor, Department of Surgery SM and Department of Family Medicine SM

M.D. Loma Linda University SM 1979

RIVERA, MARTHA E. Assistant Professor, Department of Pediatrics SM

M.D. University of California (Irvine) 1985

RIZKALLA, SUZANNE S. Assistant Clinical Professor, Department of Medicine SM

M.D. Ain Shams University (Egypt) 1985

ROATH, RODNEY MARK. Instructor, Department of Clinical Laboratory Science AH

M.B.A. California State University at San Bernardino 1991

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D.D.S. Loma Linda University 2006

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ROBERTS, DOUGLASS B. Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1966

ROBERTS, GLYNIS. Clinical Instructor, Department of Health Information Administration AH

B.S. Loma Linda University AH 1982

ROBERTS, RANDALL LEE. Associate Professor, School of Religion SR

D.Min. Fuller Theological Seminary 1996

ROBERTS, WENDY EILEEN. Assistant Clinical Professor, Department of Medicine SM

M.D. Stanford Medical School 1984

ROBINSON, JEFFREY GLENN. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2004

ROBINSON, LIA M. Clinical Instructor, Department of Nutrition PH

B.S. California State University at Los Angeles 1976

ROBINSON, MAGDA L. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Universidad de Montemorelos 1973

ROBLES, ANTONIO E. Professor, Department of Surgery SM

M.D. Buenos Aires University 1972

ROCHE, SUSAN. Associate Professor, Department of Oral Diagnosis, Radiology, and Pathology SD

D.D.S. Loma Linda University SD 1993

RODDY, SARAH M. Associate Professor, Department of Pediatrics SM and Associate Professor, Department of Neurology SM

M.D. Loma Linda University SM 1980

RODRIGUEZ, MIGUEL A. Assistant Professor, Department of Health Promotion and Education PH

M.P.H. Chile Adventist University/Bio Bio University 1995

RODRIGUEZ LOPEZ, SOFIA I. Assistant Clinical Professor, Department of Endodontics SD

D.D.S. University of Quetzacoalt at Mexico 1997

ROE, PHILLIP. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 2003

ROGERS, FRANK ROBERT. Associate Professor, Department of Surgery SM

M.D. Loma Linda University SM 1974

ROGERS, MARK. Clinical Instructor, Department of Cardiopulmonary Sciences AH

B.S. Loma Linda University AH 1988

ROGERS, THOMAS CHARLES. Associate Professor, Department of Dental Educational Services SD

D.D.S. Loma Linda University SD 1983

ROGGENKAMP, CLYDE L. Associate Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1970

ROGHAIR, GARRY DARRELL. Assistant Clinical Professor, Department of Radiology SM

M.D. State University of Iowa 1964

ROJAS ALARCON, MARIA C. Assistant Professor, Department of Health Promotion and Education PH

M.D. University of Chile 1983

ROJAS, HEATHER L. Assistant Professor, Department of Pathology and Human Anatomy SM

M.D. Loma Linda University 2003

ROLAND, DAVID DARYL. Assistant Professor, Department of Endodontics SD

D.D.S. Loma Linda University SD 1978

ROMAN, MAHER ABDELSAYED. Assistant Professor, Department of Medicine SM

M.D. Cairo University 1984

ROMANO, THOMAS J. Assistant Professor, Department of Medicine SM

M.D. Yale University 1973

RONAN, ANN M. Clinical Instructor, Department of Family Medicine SM

M.A. University of Rhode Island 1995

ROOS, PHILIP J. Associate Professor, Department of Medicine SM and Department of Physiology and Pharmacology SM

M.D. Loma Linda University SM 1976

ROPACKI, MICHAEL T. Adjunct Assistant Professor, Department of Neurology SM

Ph.D. Texas Technical University 2000

ROPACKI, SUSAN A. Assistant Professor, Department of Psychology ST

Ph.D. University of Rhode Island 2003

ROSARIO, CAROLAN R. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1988

ROSAASEN, HEATHER A. Assistant Professor, Department of Dental Hygiene SD

B.S. Loma Linda University SD 2003

ROSENQUIST, ROBERT C., JR. Assistant Clinical Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1977

ROSS, TERI HAINES. Instructor, Department of Clinical Laboratory Science AH

B.S. Loma Linda University AH 1982

ROSSI, CARL J., JR. Associate Professor, Department of Radiation Medicine SM

M.D. Loyola University Stritch School of Medicine 1988

ROSSI, JOHN JOSEPH. Adjunct Professor, Department of Biochemistry and Microbiology SM

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ROTH, ARIEL A. Adjunct Professor, Department of Earth and Biological Sciences ST

Ph.D. University of Michigan 1955

ROTH, KENNETH. Associate Clinical Professor, Department of Orthopedic Surgery SM

M.D. Marquette Medical School 1963

ROTH, PATRICIA J. Assistant Clinical Professor, Department of Psychiatry SM

Ph.D. Trinity School of Graduate Studies 2000

ROTH, WILLIAM G. Associate Professor, Department of Psychiatry SM

Psy.D. Biola University 1986

ROUSE, GLENN ALLEN. Associate Professor, Department of Radiology SM; Associate Clinical Professor, Department of Radiation Technology AH

M.D. Loma Linda University SM 1976

ROUSE, TERRI LYNNE. Instructor, Department of Health Information Management AH

B.S. Loma Linda University AH 1994

ROWE, MARK ROBERT. Assistant Professor, Department of Surgery SM and Department of Pediatrics SM;
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M.D. Loma Linda University SM 1994

ROWSELL, EDWARD H. Assistant Professor, Department of Pathology and Human Anatomy SM

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Ph.D. Loma Linda University GS 1994

RUBENSTEIN, ISRAEL. Associate Clinical Professor, Department of Pediatrics SM

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RUCKLE, HERBERT C. Professor, Department of Surgery SM

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RUDATSIKIRA, EMMANUEL MITSINDO. Associate Professor, Department of Global Health PH

M.D. Kinshasa University 1978

RUDICH, MARC D. Assistant Clinical Professor, Department of Surgery SM

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RUH, KATJA. Assistant Professor, Department of Medicine SM

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RUIZ, CYNTHIA CHAVEZ. Assistant Clinical Professor, Department of Medicine SM

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RUNDLE, CHARLES H. Assistant Research Professor, Department of Medicine SM

Ph.D. University of Alabama 1996

RUNGCHARASSAENG, KITICHAJ. Associate Professor, Department of Orthodontics SD

D.D.S. Chulalongkorn University 1991

RUNYON, BRUCE A. Professor, Department of Medicine SM

M.D. University of Iowa 1976

RUSCH, ROY M. Assistant Clinical Professor, Department of Orthopedic Surgery SM

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RUSSELL, FINDLAY E. Research Professor, Department of Surgery SM

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Ph.D. Laurence University 1974

RUTEBUKA, OBED BASHORA. Assistant Professor, Department of Environmental and Occupational Health PH
Ph.D. Loma Linda University GS 1996

RYNEARSON, R. DAVID. Associate Professor, Department of Orthodontics SD
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SAATY, HANS P. Assistant Professor, Department of Radiology SM
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SADJADI, SEYED-ALI. Associate Professor, Department of Medicine SM
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SADRIEH, KIARASH. Instructor, Department of Pediatrics SM
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SAHEEBA, NEETA C. Assistant Clinical Professor, Department of Psychiatry SM
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SAKS, GERALD. Clinical Professor, Department of Pediatrics SM
M.D. New York University at Buffalo 1960

SALAMAT, AREZOU. Instructor, Department of Occupational Therapy AH
M.O.T. Pacific Union (Oregon) 1982

SALARY, TISHA L. Instructor, Department of Medicine SM
M.D. Loma Linda University SM 2001

SALCEDO, LORENA D. Clinical Instructor, Department of Pediatric Dentistry SD
D.D.S. University of Texas Health Science Center 2002

SALEMI, CHARLES S. Assistant Clinical Professor, Department of Epidemiology and Biostatistics PH
M.D. Tufts University School of Medicine 1965

SALERNO, SIMON A. Assistant Professor, Department of Neurosurgery SM
M.D. Albany Medical college 1999

SALIH, W. AHMAD. Assistant Professor, Department of Emergency Medicine SM

M.D. University of California at Irvine 1985

SALVADOR, HERMINIA S. Associate Professor, Department of Gynecology and Obstetrics SM

M.D. Far Eastern University 1961

SALZMAN, STEVE. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Autonomous University of Guadalajara 1982

SAMADY, ABDUL R. Assistant Professor, Department of Anesthesiology SM

M.D. Kabul University Medical School (Afghanistan) 1965

SAMARZA, ALANE M. Assistant Professor, Department of Family Medicine SM and Department of Psychiatry SM

Ph.D. California School of Professional Psychology 1986

SANCHEZ, ALBERT S. Adjunct Professor, Department of Nutrition PH

Dr.P.H. University of California at Los Angeles 1968

SANDBERG, LAWRENCE. Clinical Research Professor, Department of Pathology and Human Anatomy SM and Department of Medicine SM

M.D. University of Illinois 1957

Ph.D. University of Oregon School of Health Sciences 1966

SANDERS, ISAAC. Emeritus Professor, Department of Radiology SM

M.D. State University College of Medicine at New York 1955

SANDERS, JOYCE HYUNA. Assistant Professor, Department of Dental Hygiene SD

B.S. Loma Linda University SD 2003

SANDLIN, CONSTANCE P. Associate Clinical Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1971

SANDQUUIST DOUGLAS D. Adjunct Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University 1997

SANDRO, JACQUELIN S. Clinical Instructor, Department of Clinical Laboratory Science AH

B.S. University of California at Los Angeles 1967

SANDY, GISELLA L. Assistant Professor, Department of Surgery SM

M.D. Loma Linda University 1998

SANDY, HANNAH P. Assistant Professor of Nursing SN

M.S.N. University of Colorado Health Sciences Center 2006

N.D. University of Colorado Health Sciences Center 2004

M.P.H. Loma Linda University 1998

SANFORD, MICHAEL A. Assistant Clinical Professor, Department of Surgery SM

M.D. New York Medical College 1994

B.S. Loma Linda University AH 1983

SANTANA, RUBEN R. Instructor, Department of Restorative Dentistry SD

D.M.D. University of the Philippines 1985

D.D.S. Loma Linda University SD 2002

SANTIMALAPONG, AMY. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1990

SAPHYAKHAJON, PHISIT. Associate Clinical Professor, Department of Pediatrics SM

M.D. Chiang Mai Medical School (Thailand) 1964

SARPY, NANCY LOUISE. Assistant Professor, School of Nursing SN

M.S. Loma Linda University GS

SASAKI, GORDON H. Clinical Professor, Department of Surgery SM

M.D. Yale University 1968

SASSOUNIAN, MOJGAN. Clinical Instructor, Department of Clinical Laboratory Science AH

B.S. University of California, Irvine 1982

SAUKEL, G. WILLIAM. Associate Professor, Department of Pathology and Human Anatomy SM

M.D. Medical University of South Carolina 1980

SAVEDRA, MARILYN K. Adjunct Professor, School of Nursing SN

D.N.S. University of California at San Francisco 1973

SCAFIDI, DAVID E. Assistant Clinical Professor, Department of Radiology SM

M.D. University of Health Sciences/Chicago Medical School 1993

SCARIATI, PAULA D. Associate Clinical Professor, Department of Preventive Medicine SM

D.O. New York College of Osteopathic Medicine 1989

SCHAEPPER, MARY A. Associate Professor, Department of Psychiatry SM

M.D. Loma Linda University SM 1996

SCHANTZ, BORGE. Professor, Department of Allied Health Studies AH

Ph.D. Fuller Theological Seminary 1983

SCHARFFENBERG, JOHN A. Adjunct Professor, Department of Nutrition PH

M.D. Loma Linda University SM 1948

SCHEER, PETER MATTHIAS. Assistant Clinical Professor, Department of Oral and Maxillofacial Surgery SD

D.D.S. Loma Linda University SD 1984

SCHEIBE, DANIELLA F. Assistant Clinical Professor, Department of Pediatric Dentistry SD

D.D.S. Federal University Santa Catarina 1989

SCHILLING, LAURA J. Instructor, Department of Pediatrics SM

M.D. Loma Linda University SM 2001

SCHLAERTH, KATHERINE R. Associate Professor, Department of Family Medicine SM

M.D. State University of New York at Buffalo School of Medicine 1968

SCHLENKER, WILLIS LLOYD. Associate Professor, Department of Orthodontics SD

D.D.S. Loma Linda University SD 1957

SCHLUNT MICHELLE L. Assistant Professor, Department of Anesthesiology SM

M. D. Loma Linda University SM 1993

SCHMIDT, MERRILL E. Associate Clinical Professor, Department of Endodontics SD

D.D.S. Loma Linda University SD 1962

SCHNEIDER, KIMBER L. Assistant Clinical Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1971

SCHNEIDER, LOUISE E. Assistant Clinical Professor, Department of Nutrition PH and Department of Nutrition and Dietetics AH

Dr.P.H. Loma Linda University PH 1976

SCHNEIDER, STUART BENJAMIN. Clinical Instructor, Department of Clinical Laboratory Science AH

M.B.A. University of Laverne 1991

SCHNEPPER, HAROLD. Emeritus Professor, Department of Restorative Dentistry SD

D.M.D.

SCHOENE, HERMAN R. Associate Clinical Professor, Department of Orthopedic Surgery SM

M.D. University of Buffalo 1956

SCHRODER, HOBE J. Associate Research Professor, Department of Physiology and Pharmacology SM

Ph.D. University of Hamburg 1976

SCHULTE, REINHARD W. Associate Professor, Department of Radiation Medicine SM

M.D. Cologne University (Germany) 1984

SCHULTZ, DAVID E. Assistant Clinical Professor, Department of Psychiatry SM

M.D. Loma Linda University SM 1991

SCHULTZ, GERALD. Associate Clinical Professor, Department of Ophthalmology SM

M.D. New York Medical College 1963

SCHULZ, ELOY E. Professor, Department of Radiology SM

M.D. National University at Cordoba (Argentina) 1966

SCHWAB, ERNEST ROE III. Associate Professor, Department of Allied Health Studies AH

Ph.D. Loma Linda University GS 1989

SCHWANDT, ALLEN L. Associate Professor, Department of Medicine SM

M.D. Loma Linda University SM 1954

SCHWARTZ, ELAINE BENAKSAS. Adjunct Assistant Research Professor, Department of Medicine SM

Ph.D. University of California at Los Angeles 1989

SCOFIELD, N. MICHAEL. Adjunct Assistant Professor, Department of Health Information Management AH

M.B.A. University of California at Los Angeles 1973

SCOTT, J. RANDALL. Clinical Instructor, Department of Cardiopulmonary Sciences AH

B.S. Loma Linda University AH 1988

SCOTT, KENDALL G. Assistant Clinical Professor, Department of Family Medicine SM

M.D. University of Southern California 1979

SCOTT, LOREEN KAY. Clinical Instructor, Department of Cardiopulmonary Sciences AH

B.A. California State University at San Bernardino 1996

SEABAUGH, VALERIE A. Assistant Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1998

SECOR, RONALD J. Assistant Professor, Department of Dental Educational Services SD

M.B.A. University of LaVerne 1997

SEDRAK, JOSEPH F. Assistant Professor, Department of Medicine SM

M.D. University of South Alabama 1976

SEGURA, GEORGE A. Assistant Professor, Department of Pediatrics SM

M.D. Universidad de Montemorelos (Mexico) 1981

SEGURA, STEWART D. Clinical Instructor, Department of Pediatric Dentistry SD

D.D.S. Loma Linda University 2007

SEGURA, THOMAS R. JR. Assistant Professor, Department of Restorative Dentistry SD

D.D.S. University of Southern California 1985

SEHDEV, MOHAN K. Assistant Professor, Department of Surgery SM

M.D. University of Bombay 1963

SEHEULT, ROGER D. Instructor, Department of Medicine SM

M.D. Loma Linda University SM 2000

SEIBLY, WILLIAM S. Professor, Department of Restorative Dentistry SD

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Ph.D. Loma Linda University GS 1981

SENTENN, GREGG A. Assistant Clinical Professor, Department of Psychiatry SM

M.D. Loma Linda University SM 1972

SERABYN, CYNTHIA L. Assistant Professor, Department of Medicine SM

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SERRAO, STEVE. Assistant Professor, Department of Health Policy and Management PH

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SERROS, EDWARD R. Associate Clinical Professor, Department of Medicine SM

M.D.

SEVILLA, CONRADO C. Assistant Clinical Professor, Department of Psychiatry SM

M.D. De La Salle University College of Medicine 1987

SHABAHANG, SHAHROKH. Associate Professor, Department of Endodontics SD

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SHAFFER, AUDREY JEANNE. Assistant Clinical Professor, Department of Health Information Management AH

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SHAH, MANOJ C. Associate Professor, Department of Pediatrics SM

M.B.B.S. University of Baroda (India) 1978

SHAH, PRAFUL C. Assistant Clinical Professor, Department of Pediatrics SM

M.B.B.S. Grant Medical College 1976

SHAIN, LINDA J. Instructor, Department of Clinical Laboratory Science AH

B.S. Loma Linda University AH 1981

SHAKESPEARE, BRENT E. Assistant Clinical Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1988

SHANK, AUDREY CHAPIN FISHER. Assistant Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 2001

SHANK, GREGORY SCOTT. Assistant Professor, Department of Surgery SM

M.D. Loma Linda University SM 1999

SHANKEL, TAMARA MICHELLE. Associate Professor, Department of Pediatrics SM and Department of Medicine SM

M.D. Loma Linda University SM 1988

SHARBINI, WAYEL A. Assistant Professor, Department of Cardiopulmonary Sciences, AH

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SHAREEF, TAHSEEN N. Assistant Professor, Department of Medicine SM

M.D. Medical College of Pennsylvania 1993

SHARKEY, JEANNINE. Adjunct Assistant Professor of Nursing, SN

M.S.N. California State University at Long Beach 1995

SHARP, BRIAN D. Assistant Professor, Department of Speech-Language Pathology and Audiology AH

M.S. University of Redlands 1995

SHARPE, LAWRENCE D. Assistant Clinical Professor, Department of Pediatrics SM

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SHAUGHNESSY, PAIGE HINERMAN. Associate Professor, Department of Speech-Language Pathology and Audiology AH

Ph.D. University of Utah 1985

SHAVLIK, DAVID JOSEPH. Assistant Professor, Department of Epidemiology and Biostatistics PH

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SHAVLIK, GERALD W. Adjunct Assistant Professor, Department of Epidemiology and Biostatistics PH

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SHAW, KATHRYN J. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM

M.D. University of Southern California 1983

SHEARER, MANDY L. Assistant Professor, Department of Restorative Dentistry SD

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SHELDON, RICHARD L. Clinical Professor, Department of Medicine SM

M.D. Loma Linda University SM 1968

SHELLARD, EDWARD R. Adjunct Associate Professor, Department of Restorative Dentistry SD

D.D.S. Case Western Reserve University 1987

SHENG, MATILDA. Assistant Research Professor, Department of Medicine SM

Ph.D. Virginia Polytechnic Institute and State University 1996

M.S. Indiana University of Pennsylvania 1992

SHEPARD, ANDREW. Instructor, Department of Radiation Technology AH

B.S. Loma Linda University AH 1998

SHEPERD, MICHAEL D. Assistant Clinical Professor, Department of Family Medicine SM

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SHEPPARD, ASHER R. Adjunct Assistant Research Professor, Department of Physiology and Pharmacology SM
Ph.D. State University of New York at Buffalo 1975

SHERIDAN, ALLAN. Assistant Professor, Department of Orthodontics SD
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SHERIDAN, CLARE M. Associate Professor, Department of Pediatrics SM and Department of Emergency Medicine SM
M.B.Ch.B. University College at Dublin (Ireland) 1973

SHERIDAN, FRANK P. Assistant Clinical Professor, Department of Pathology and Human Anatomy SM
M.B.Ch.B. University College at Dublin (Ireland) 1971

SHERMAN, MARK D. Assistant Professor, Department of Ophthalmology SM
M.D. Albert Einstein Medical College 1985

SHERWIN, THOMAS S. Associate Professor, Department of Emergency Medicine SM; Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1989

SHEU, AUDREY T. Clinical Instructor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 2003
B.S. University of California at Los Angeles 1999

SHEU, MARIA MIAO-YIN. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 1994

SHI, WEI-XING. Professor, Department of Pharmacotherapy and Outcomes Science SP
Ph.D. Yale University School of Medicine 1990

SHIMADA, TAKAAKI. Adjunct Instructor, Department of Allied Health Studies AH
B.H.Sc. National Institution Academics

SHIN, ANTHONY S. Assistant Professor, Department of Psychiatry SM
M.D. Seoul National University 1983

SHINGU, NAOHITO. Adjunct Instructor, Department of Allied Health Studies AH
M.S. Hiroshima University-Japan 2000

SHIOKARI, PATRICIA. Clinical Instructor, Department of Occupational Therapy AH
A.A. West Los Angeles College 2005

SHIU, WILFRED W. Assistant Clinical Professor, Department of Preventive Medicine SM
M.D. Loma Linda University SM 1990

SHOJI, HIROMU. Clinical Professor, Department of Orthopedic Surgery SM
M.D. University of Tokyo Faculty of Medicine 1964

SHOOK, JAMES E. Associate Professor, Department of Orthopedic Surgery SM

M.D. Loma Linda University SM 1977

SHOVER, HEATHER T. Assistant Clinical Professor, Department of Preventive Medicine SM

M.D. University of California at Los Angeles 1996

SHU, STANFORD K. Assistant Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1992

SHUM, TERENCE HOKCHAM. Assistant Clinical Professor, Department of Medicine SM

M.D. University of California at Davis 1985

SHUTTER, LORI A. Associate Clinical Professor, Department of Neurology SM Department of Anesthesiology SM, and Department of Physical Medicine SM

M.D. Emory University 1990

SHVARTSMAN, HYUN S. Assistant Professor, Department of Gynecology and Obstetrics SM

M.D. New York Medical College 1996

SIAPCO, BENJAMIN J. Instructor, Department of Clinical Laboratory Science AH

M.S. Los Angeles County/University of Southern California Medical College 1971

SICCAMA, MELISSA D. Instructor, Department of Pediatrics SM

M.D. Loma Linda University 2004

SIDDIQUI, KHWAJA A. Clinical Instructor, Department of Family Medicine SM

M.D. Kabal University School of Medicine 1962

SILBERSTEIN, JEANNE F. Assistant Clinical Professor, Department of Nutrition PH

M.S. University of Hawaii 1984

SILSTON, STEPHEN MICHAEL. Assistant Professor, Department of Periodontics SD

D.D.S. Indiana University 1971

SILVA, VASTHI VIVIAN. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1979

SILVET, HELME. Assistant Professor, Department of Medicine SM

M.D. Tartu University, Estonia 1993

SILVIA, MARY. Assistant Professor, Department of Pediatrics SM

M.D. Harvard Medical School 2001

SIMENTAL, ALFRED A., JR. Assistant Professor, Department of Surgery SM; Assistant Professor, Department of Pediatrics SM

M.D. Loma Linda University SM 1995

SIMJEE, RASHEED. Assistant Professor, Department of Periodontics SD

D.M.D. Harvard University 1998

SIMMS, PAUL B. Adjunct Assistant Professor, Department of Health Administration PH

M.P.H. University of Michigan 1993

SIMMS, RICHARD A. Professor, Department of Orthodontics SD

D.D.S. Howard University 1953

SIMON, DIANNA J. Associate Clinical Professor, Department of Social Work and Social Ecology ST and
Department of Psychiatry SM

Ph.D. University of Southern California 1993

SIMON, JAMES H. Lecturer, Department of Endodontics SD

D.D.S. Temple University 1961

SIMON, LAUREN MERYL. Associate Professor, Department of Family Medicine SM

M.D. Hahnemann University 1990

SIMPSON, CHERYL J. Professor, Department of Counseling and Family Science ST

Ph.D. University of Oregon 1980

SIMPSON, KAREN ANN. Associate Professor, Department of Dental Hygiene SD

M.P.H. Loma Linda University GS 1978

SIMPSON, LINDSEY M. Instructor, Department of Cardiopulmonary Sciences AH

B.S. Loma Linda University SAHP 2006

SIMPSON, WILLIAM ROBERT. Assistant Professor, Department of Psychiatry SM

M.A. University of Maryland 1974

SING, PRAMIL. Associate Professor, Department of Epidemiology and Biostatistics PH

SINGHVI, AJEET RAJ. Assistant Clinical Professor, Department of Medicine SM

M.B.B.S. SMS Medical School, University of Rajasthan 1973

SKORETZ, LYNNETTA E.S. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1995

SKORETZ, RANDALL WAYNE DANIEL. Adjunct Assistant Professor, School of Religion SR

D.Min. School of Theology at Claremont 1956

SLATER, JAMES M. Professor, Department of Radiation Medicine SM

M.D. Loma Linda University SM 1963

SLATER, JAMES B. Assistant Clinical Professor, Department of Radiology SM and Department of Radiation
Medicine

Ph.D. University of Southern California 1983

SLATER, JERRY D. Professor, Department of Radiation Medicine SM

M.D. Loma Linda University SM 1982

SLATER, LEE J. Lecturer, Department of Oral and Maxillofacial Surgery SD

D.D.S. University of California (Los Angeles) 1975

M.S. Indiana University 1982

SLATER, SHELLEY K. Clinical Instructor, Department of Dental Hygiene SD

B.S. Loma Linda University SD 1980

SLJUKA, KATHERINE E. Instructor, Department of Preventive Medicine SM

M.D. Loma Linda University SM 2000

SLOOP, R. RICHARD. Adjunct Associate Clinical Professor, Department of Neurology SM

M.D. Loma Linda University SM 1986

SMALL, MARY L. Associate Clinical Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1966

SMITH, BRUCE E. Assistant Clinical Professor, Department of Preventive Medicine SM and Department of Global Health PH

M.D. University of Texas at San Antonio 1975

SMITH, DOUGLAS C. Professor, Department of Radiology SM

M.D. Loma Linda University SM 1966

SMITH, DUSTIN DAVID. Assistant Professor, Department of Emergency Medicine SM

M.D. Texas Technical University Health Sciences Center 1998

SMITH, JASON C. Assistant Professor, Department of Radiology SM

M.D. Loma Linda University SM 1996

SMITH, JODI O. Assistant Clinical Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1994

SNIDER, DOUGLAS H. Assistant Professor, Department of Endodontics SD

D.D.S. Loma Linda University SD 1983

SODERBLOM, ROBERT E. Associate Professor, Department of Medicine SM

M.D. Loma Linda University SM 1963

SOEPRONO, FRED F. Assistant Professor, Department of Medicine SM

M.D. Loma Linda University SM 1973

SOGIOKA, NORMAN Y. Assistant Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1973

SOJI, TSUYOSHI. Adjunct Professor, Department of Allied Health Studies AH

Ph.D. Jikei University 1978

SOLONIUK, VICTOR J. Assistant Clinical Professor, Department of Anesthesiology SM

M.D. College of Medical Evangelists 1952

SONAWALA, MEHUL S. Instructor, Department of Medicine SM

M.B.B.S. Grant Medical College 1992

SONG, GRACE E. Clinical Instructor, Department of Family Medicine SM

M.D. Loma Linda University SM 1999

SONNE, JANET L. Clinical Professor, Department of Psychology ST

Ph.D. University of California at Los Angeles 1981

SOOD, SATISH M. Assistant Research Professor, Department of Biochemistry and Microbiology SM

Ph.D. Punjabi University (India) 1978

SORAJJAKOOL, SIROJ. Professor, School of Religion SR

Ph.D. Claremont School of Theology 1999

SORENSEN, PATRICIA M. Assistant Clinical Professor, School of Nursing SN

M.S.N. University of California at Los Angeles 1982

SORET, SAMUEL. Associate Professor, Department of Environmental and Occupation Health PH

Ph.D. Loma Linda University GS 1993

SOTO, RITA C. Assistant Professor, Department of Pediatric Dentistry SD

D.D.S. University of Iowa 1995

B.S. University of California at Irvine 1998

SOTO-WEGNER, UBALDO A. Assistant Research Professor, Department of Biochemistry and Microbiology SM

Ph.D. Catholic University of Chile 1994

SOWERS, LAWRENCE C. Professor, Department of Biochemistry and Microbiology SM and Department of Medicine SM

Ph.D. Duke University 1983

SPARKS, STEVEN R. Associate Professor, Department of Surgery SM

M.D. University of Cincinnati Medical School

SPEARMAN, CHARLES B. Assistant Professor, Department of Cardiopulmonary Sciences AH

M.S. University of Southern California 1994

SPECHT, NORMAN L. Assistant Professor, Department of Medicine SM and Department of Cardiopulmonary Sciences AH

M.D. Loma Linda University SM 1983

M.D. Autonomous Universidad Barcelona 1978 Delhi University (India) 1969

Dr.P.H. University of California at Los Angeles 1968

SPENCER-SAFIER, MICHELLE M. Assistant Professor, Department of Pharmacy Practice SP

Pharm. D. University of Michigan 1995

SPENCER-SMITH, E. LAURENCE. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM

M.D. Loma Linda University SM 1982

SPINT, KENNETH RILEY. Assistant Professor, Department of Oral and Maxillofacial Surgery SD

D.M.D. University of Oregon Dental School 1962

SPRENGEL, JEAN E. Assistant Clinical Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1981

SRINIVASAN, BALACHANDRAN D. Adjunct Professor, Department of Ophthalmology SM

M.D. Columbia University 1967

SRIVASTAVA, APURVA K. Associate Research Professor, Department of Medicine SM

Ph.D. Lucknow University at Lucknow (India) 1992

STACEY, DESMOND GRAHAM CHARLES. Assistant Professor, School of Religion SR and Assistant Professor, Department of Dental Educational Services SD

Ph.D. Loma Linda University GS 1999

M.A. Loma Linda University GS 1998

STAKER, RODNEY L. Adjunct Assistant professor, Department of Dental Educational Services, SD

D.D.S. Ohio State University 1979

STANHISER, RUTH S. Assistant Clinical Professor, Department of Family Medicine SM

M.D. Loma Linda University SM 1975

STANISAI, KHUSHAL A. Assistant Clinical Professor, Department of Medicine SM

M.D. Faculty of Medicine (Afghanistan) 1967

STANLEY, AILEEN N. Clinical Instructor, Department of Nutrition and Dietetics AH

B.S. Loma Linda University AH 1982

STANTON, DAVID MORGAN. Assistant Professor, Department of Cardiopulmonary Sciences AH

M.S. Loma Linda University GS 1991

STAPLES-EVANS, HELEN MURIEL. Assistant Clinical Professor, School of Nursing SN

M.S. Loma Linda University GS 1984

STEELE, ROBERT. Assistant Professor, Department of Emergency Medicine SM

M.D. Wayne State University 1996

B.S. Loma Linda University SD 1997

STEINER, ANN LESLIE. Assistant Professor, Department of Dental Educational Services SD

D.M.D. University of Florida 1980

STEINMANN, JOHN C. Assistant Clinical Professor, Department of Orthopedic Surgery SM

D.O. College of Osteopathic Medicine of the Pacific 1986

STELMACH, DEBRA JEANNE. Clinical Instructor, School of Nursing SN

M.S.N University of California at Los Angeles 1997

STEPHENS, JONELLE ANN. Professor, Department of Dental Hygiene SD

Ed.S. Loma Linda University SE 1982

M.S. Columbia University 1971

STEPHENSON, CHARLES M., SR. Clinical Professor, Department of Ophthalmology SM

M.D. Loma Linda University SM 1956

STEPIEN, BETTY. Assistant Professor, Department of Medicine SM

M.D. University of California at Los Angeles Medical School 1999

STEVENS, TIMOTHY W. Assistant Professor, Department of Oral and Maxillofacial Surgery SD

D.D.S. Loma Linda University 2003

STEVENS, WESLEY T. Assistant Professor, Department of Pathology and Human Anatomy SM

M.D. Loma Linda University 2000

STEWART, CHARLES E. Assistant Professor, Department of Surgery SM

M.D. Loma Linda university 1970

STEWART CHARLES EUGENE III. Associate Professor, Department of Surgery SM

M.D. Loma Linda University SM 1970

STEWART, GAIL MARIE. Associate Professor, Department of Emergency Medicine SM and Department of Pediatrics

D.O. Michigan State University 1980

STEWART, GAIL MARIE. Associate Professor, Department of Emergency Medicine SM and Department of Pediatrics SM

D.O. Michigan State University 1980

STEWART, STEVEN C. Professor, Department of Surgery SM

M.D. Loma Linda University SM 1971

STEWART, SYLVIA DIANNE. Assistant Professor, School of Nursing SN

Ph.D. Claremont Graduate School 1993

STIER, GARY R. Associate Professor, Department of Anesthesiology SM

M.D. Loma Linda University SM 1983

STIFFLER, RITA M. Instructor, Department of Health Information Management AH

B.S. Loma Linda University AH 1966

STILSON, CARL B. Assistant Professor, Department of Emergency Medicine SM

M.D. University of California (Irvine) 1974

STILSON, DONALD L. Assistant Clinical Professor, Department of Anesthesiology SM

M.D. College of Medical Evangelists 1945

STILSON, MATTHEW K. Assistant Professor, Department of Emergency Medicine SM

M.D. University of California (Irvine) 2002

STIREWALT-BOGGS, SHARON A. Instructor, Department of Dental Hygiene SD

B.S. Loma Linda University SD 1993

STOCKDALE, JOHN C. Assistant Clinical Professor, Department of Psychiatry SM

M.D. Loma Linda University SM 1958

STOLETNIY, LISET N. Assistant Professor, Department of Medicine SM

M.D. Facultad de Medicina Montevideo (Uruguay) 1985

STONE, CORA (PENNY) WEISE. Assistant Clinical Professor, School of Nursing SN

M.P.H. Loma Linda University PH 1988

STORKERSEN, KRIS J. Assistant Professor, Department of Ophthalmology SM

M.D. University of California at Davis 1989

STOTTLEMYER, DEBRA D. Assistant Professor, Department of Medicine SM

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STOUT, CHARLES E. Assistant Research Professor, Department of Radiology SM

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Ph.D. Loma Linda University GS 2002

STRAND, PETER F. Assistant Clinical Professor, Department of Orthodontics SD

D.D.S. University of California at Los Angeles 1972

STRINGER, DALE E. Associate Professor, Department of Oral and Maxillofacial Surgery SD

D.D.S. University of Iowa at Iowa City 1972

STROMBERG, ANN H. Adjunct Professor, Department of Global Health PH

Ph.D. Cornell University 1980

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STRONG, DONNA DEE. Research Professor, Department of Medicine SM

Ph.D. University of California at Los Angeles 1977

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M.D. University of California at Irvine 1975

STRUM, SCOTT RUSSELL. Associate Professor, Department of Physical Medicine SM

M.D. Loma Linda University SM 1990

STRUTZ, JUDITH M. Associate Professor, Department of Restorative Dentistry SD

D.D.S. Loma Linda University SD 1985

STULLER, CHARLES B. Associate Clinical Professor, Department of Oral and Maxillofacial Surgery SD

D.D.S. Temple University 1972

STURZ, KURT W. Clinical Instructor, Department of Pediatric Dentistry SD

D.M.D. Oregon Health Science University 2004

SUAREZ, SANDY. Assistant Professor, Department of Social Work and Social Ecology ST

M.S.W. Loma Linda University 2002

SUBRAMANIAM, SHRUTI. Instructor, Department of Biochemistry and Microbiology SM

M.S. Georgia Institute of Technology 2004

M.S. Eastern Michigan University 2002

M.S. University of Pune (India) 2000

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SU-ERICKSON, DIANA B. Clinical Instructor, Department of Occupational Therapy AH

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SUGIYAMA, RAYMOND. Assistant Professor, Department of Orthodontics SD

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SUH, YOUNG I. Associate Professor, Department of Periodontics SD

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Ph.D. Shanghai 2nd Medical University 1998

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D.D.S. University of California at Los Angeles 1985

SUTJITA, MADE. Assistant Professor, Department of Medicine SM

M.D. Udayana University 1980

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SUZUKI, SHIGEYUKI. Adjunct Professor, Department of Allied Health Studies AH

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SWEN, R. WESLEY. Clinical Instructor, Department of Physical Therapy AH

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SWENSON, TERRY R. Assistant Professor, School of Religion SR

M.Div. Andrews University 1987

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SWISHER, LARRY G. Assistant Professor, Department of Oral and Maxillofacial Surgery SD

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TAMESIS, RICHARD R. Assistant Professor, Department of Ophthalmology SM

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TAN, SHIRLEY L. Assistant Professor, Department of Anesthesiology SM

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TANZER, DAVID J. Adjunct Associate Professor, Department of Ophthalmology SM

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TUPAS, WILFREDO M. Assistant Clinical Professor, Department of Medicine SM

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TWEED, ROSEMARIE. Assistant Clinical Professor, Department of Pediatrics SM

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TYLER, RICHARD PAUL. Associate Clinical Professor, Department of Pediatrics SM

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D.O. UMDNJ School of Osteopathic Medicine 1995

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M.D. Loma Linda University SM 1997

ULLOA-MICHAELIS, JULIE A. Assistant Clinical Professor, Department of Medicine SM

M.D. Loma Linda University SM 2000

UMAKANTHAN, BRANAVAN. Assistant Professor, Department of Medicine SM

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D.D.S. Nippon Dental University 1997

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M.D. Loma Linda University 1992

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M.D. Northwestern University 1980

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M.D. University of Nebraska 1970

UNWALLA, KHUSHRO B. Assistant Clinical Professor, Department of Psychiatry SM

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UPPAL, GURVINDER S. Clinical Instructor, Department of Orthopedic Surgery SM

M.D. Albany Medical College 1986

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M.D. SOTE School of Medicine (Hungary) 1996

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VALENTINI, PASCAL. Adjunct Associate Professor, Department of Restorative Dentistry SD

D.D.S. University of Paris 1981

VALENZUELA, ANTONIO. Assistant Professor, Department of Physical Therapy AH

Ed.D. Loma Linda University SE 1990

VALENZUELA, P. ESTHER. Assistant Professor, Department of Dental Educational Services SD

M.B.A.

VALLEJOS, MARIA. Assistant Professor, Department of Epidemiology and Biostatistics PH

M.S. Garcilazo de la Vega University 2001

VALVERDE, ROCIO A. Assistant Professor, Department of Health Promotion and Education PH

M.P.H. Universidad Peruana Cayetano Heredia 2000

VAN CLEVE, LOIS H. Emeritus Professor, School of Nursing SN

Ph.D. Claremont Graduate School 1986

VAN NIEUWENHUYSEN, NICHOLAAS-JOHN. Assistant Professor, Department of Psychiatry SM

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VANNIX, DAVID L. Assistant Clinical Professor, Department of Surgery SM

M.D. Loma Linda University SM 1986

VANNIX, ROBERT S. Assistant Clinical Professor, Department of Surgery SM

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VAN STRALEN, DAVED W. Assistant Professor, Department of Pediatrics SM

M.D. University of California (Irvine) 1984

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VATNITSKY, STANISLAV. Professor, Department of Radiation Medicine SM

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VAUGHAN, DARRELL L. Adjunct Assistant Professor, Department of Gynecology and Obstetrics SM

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VENDEN, LOUIS. Emeritus Professor, School of Religion SR

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VERDE, E. RAY. Associate Professor, Department of Psychiatry SM

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M.B.B.S. Osmania Medical College (India) 2002

VILLALOBOS, RICARDO E. Assistant Professor, Department of Epidemiology and Biostatistics PH

M.S. Universidad de Chile 1991

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B.S. Loma Linda University AH 1985

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WATKINS, GREGORY EUGENE. Associate Professor, Department of Radiology SM

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M.A. Loma Linda University GS 1980

WILL, BRIAN R. Assistant Clinical Professor, Department of Ophthalmology SM

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M.D. Montemorelos University 1990

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VI

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School of Medicine

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Faculty of Graduate Studies

School Alumni Associations

Accreditation Status

Accrediting Agencies

To Communicate with LLU Personnel by Telephone, FAX, Web site, Mail, Email...

Maps and Legends

Index

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SD	School of Dentistry
SM	School of Medicine
SN	School of Nursing
SP	School of Pharmacy
PH	School of Public Health
SR	School of Religion
ST	School of Science and Technology
FGS	Faculty of Graduate Studies

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Adventist Health, St. Helena Hospital and Health Center, Deer Park

Advance Rehabilitation & Physical Therapy, Sun City

Adventist Health System, Feather River Hospital, Paradise

Adventist Health System, Florida Hospital Waterman, Tamares/Eustis, FL

Adventist Health System, Loma Linda University Behavioral Health Center, Loma Linda

Adventist Health System, Loma Linda University Medical Center, Loma Linda

Adventist Health System, Tennessee Christian Medical Center, Madison, TN

Adventist Health System, Walla Walla, WA

Adventist Health Systems, San Joaquin Community Hospital, Bakersfield

Adventist HealthCare, Inc., Shady Grove Adventist Hospital, Rockville, MD

Adventist HealthCare Mid-Atlantic (Shady Grove), Rockville, MD

Adventist HealthCare, Paradise Valley Hospital, National City

Adventist HealthCare, Simi Valley Hospital, Simi Valley

Adventist HealthCare, South Coast Medical Center, Laguna Beach

Adventist HealthCare, White Memorial, Los Angeles

Adventist Health Systems, Inc., Sunbelt, Orlando, _FL

Adventist Medical Center, Glendale

Adventist Medical Center, Portland, OR

Adventist Nursing Home, Livingston, NY

Adventist Wellness Center, Guam SDA Wellness Centers Tamuning, Guam

Advocate Schools and Group Homes, Grand Terrace

Affiliated Health Services, Mt. Vernon, WA
 Affiliated Physical Therapy, Inc., Blue Springs, MO
 Agoura Hills Physical Therapy, Agoura Hills
 AHM CGH, Inc., Chapman Medical Center, Orange
 Aim Hi—A Division of Orthopaedic Medical Group, San Bernardino
 Akami Physical Therapy, Inc., Honolulu, HI
 Alaska Center for Children & Adults, Fairbanks, AK
 Alexandria Hospital, Alexandria, VA
 All Med Rehabilitation Center, Bronx, NY
 All Saints Saint Mary's Medical Center, Racine, WI
 All Sports Therapy Athletic Rehabilitation, Hanford
 All Star Physical Therapy, Denver, CO
 Allcare Therapy Services, Ridgecrest
 Allentown Sports Medicine & Human Performance Center, Allentown, PA
 Alliance Imaging, Anaheim
 Alliant Health Systems, dba Alliant Medical Pavilion, Louisville, KY
 Allied Services Skilled Nursing Center, Scranton, PA
 Almaden Health and Rehab Center, San Jose
 Alpine Physical Therapy and Wellness Center, Alpine
 Alpine Special Treatment Center, Alpine
 Alta Loma Medical Group, Alta Loma
 Alta Loma School District, Alta Loma
 Alternatives to Domestic Violence (ADV), Riverside
 Alvarado Hospital Medical Center & San Diego Rehab (Tenet Health System), San Diego
 Alvarado Parkway Institute, La Mesa
 Alvord School District, Riverside
 AM Health, Riverside
 American Ambulance, Fresno
 American Ambulance and American Medical Response, Riverside
 Anberry Rehabilitation Hospital, Atwater
 Anderson Baim, PT, Inc., Modesto
 Ando and Aston Physical Therapy, Anaheim Hills
 Andrews County Hospital District, Permian Regional Medical Center, Andrews, TX
 AngMo Kio Community Hospital, Singapore
 Anleiter Physical Therapy, Gilbert, AZ
 Ann Marie Stauble/San Bernardino Scottish Rite Childhood Language Center, Grand Terrace
 Annette Levy (see Orthopedic Hospital)
 Antelope Valley Hospital Medical Center, Lancaster

Anza Nursing and Rehabilitation, El Cajon

Apple Valley Care Center, Apple Valley

Apple Valley Physical Therapy, Apple Valley

Arbor Village, Fresno

Ardmore P.T., Inc., Ardmore, OK

Arrowback Medical Group, Colton

Arrowhead Orthopaedic & PT, San Bernardino

Arrowhead Regional Medical Center, Colton

Arroyo Grande Community Hospital (Vista Hospital System, Inc.), Arroyo Grande

Arthritis and Orthopedic Medical Center, Los Gatos

Asante Health System, dba Three Rivers Community Hospital, Medford, OR

Ascent Physical Therapy, Omak, WA

Ashland Community Hospital, Ashland, OR

Aspire Physical Therapy, San Luis Obispo

Associated Physical and Occupational Therapy, Kenmore, NY

Ather Sports Injury Clinic, Castro Valley

Athletic & Industrial Rehab, Modesto

Athletic Rehab Center, West Covina

Athletic Training Department, University of Nebraska, Lincoln, NE

Atiga, Jon, M.D.

Atiga, Roland M.D.

ATS Physical Therapy, Las Vegas, NV

Augusta Medical Center, Fishersville, VA

Avalon Municipal Hospital and Clinic, Avalon

Avista Therapy Clinic, Louisville, CO

Back and Sports Injury PT, Inc., Denver, CO

Back on Track, Barstow Bakersfield Memorial Hospital, Catholic HealthCare West, Central California, Bakersfield

Ballard and Associates, Raleigh, NC

Banner Health System, Mesa, AZ

Banner Health Systems, Phoenix, AZ

Banning Unified School District, Banning

Baptist Hospital Affiliate of the Voluntary Hospital, Nashville, TN

Baptist Montclair, a division of Baptist Health Systems, Inc., Birmingham, AL

Barton Memorial Hospital, South Lake Tahoe

Bauer Physical Therapy, Laguna Hills

Bay Rehabilitation, Montebello

Bayati, Semira M.D.

Baylor University Medical Center, Dallas, TX
Bear and Associates, Redlands
Bear Valley Community Healthcare, Big Bear Lake
Beaver Medical Clinic, Inc., Redlands
Behavioral Medicine Center, Loma Linda University, Redlands
Bella Vista Hospital, Mayaguez, Puerto Rico
Bellview-Redmond Physical Therapy Center, Redmond, WA
Bertolucci Physical Therapy and Rehabilitation, Citrus Heights
Beverly Health Care Center, Monterey
Beverly Hospital, Montebello
Beverly Manor Convalescent, La Mesa
Beverly Manor Nursing & Rehabilitation, Burbank
BHC Canyon Ridge Hospital, Inc., Chino
BHC Fairfax Hospital, Kirkland, WA
Black Hills Wellness Center, Hermosa, SD
Blood Bank of San Bernardino-Riverside Counties, San Bernardino
Blossomland Learning Center/Berrien County Intermediate School District, Berrien Springs, MI
Blue Jay Physical Therapy, Blue Jay
Blue Mountain Valley PT Clinic, Milton, Freewater, OR
Bob Nye Physical Therapy, Lompoc
Boca Raton Rehabilitation Center, Boca Raton, Florida
Body Rx Physical Therapy, Glendale
Boone Hospital Center, Columbia, MO
Borden Physical Therapy, Flagstaff, AZ
Bothwell Regional Health Center, Sedalia, MO
Bradley, R. Ralph, M.D., Salt Lake City, UT
Bradley Rehab Center, Cleveland, TN
Brea Community Hospital, Brea
Breech Medical Center, Lebanon, MO
Brooktrails P.T., Willits
Brotman Medical Center (Tenet Health System), Culver City
Broughton Hospital, Morgantown, NC
Bryan LGN Medical Center, Lincoln, NE
Burbank Airport Hilton and Convention Center, Burbank
Burbank Unified School District, Burbank
Burgard Physical Therapy, Huntington Beach
Burger Physical Therapy and Rehabilitation Agency, Folsom

Cabrini Medical Center, New York, NY
 California Pacific Medical Center, San Francisco
 California Rehab Center, Camarillo
 California School for the Deaf, Riverside
 California (State of) University, Fullerton
 California (State of) Fairview Developmental Center, Costa Mesa
 California (University of) Irvine Medical Center, Orange
 California (University of) Los Angeles Hospital, Los Angeles
 California Therapy Solutions, Fountain Valley
 California (University of) Los Angeles Neuropsychiatric, Los Angeles
 California (University of) San Diego, La Jolla
 Campbell Clinic, Memphis, TN
 Canyon Lake Physical Therapy, Canyon Lake
 Cardenas & Associates, Studio City
 Caremark Kingsridge Center for Physical Therapy, Dayton, OH
 Caribou Physical Therapy, Sandpoint, ID
 Carillion Health Systems, Roanoke, VA
 Caring Hands Pediatric Therapy, Winston-Salem, NC
 Carle Clinic Association, Urbana, IL
 Carlsbad Physical Therapy, Carlsbad
 Carmel Orthopedics & Sport Therapy, Carmel
 Carnahan Therapy/The Work Center, Lompoc
 Carter Physical Therapy, Covina
 Casa Colina Hospital for Rehabilitative Medicine, Pomona
 Cascada PT & Sports, Sedro Wooley, WA
 Cascade Healthcare Community, Inc. Bend, OR
 Cass Medical Center, Harrisonville, MO
 Castle Medical Center, Kailua, HI
 Castillo, Reuben, MD, Family Practice, Perris
 Catawba Memorial Hospital, Hickory, NC
 Catholic Healthcare West, So Cal
 Catholic Healthcare West–Central California, Bakersfield Memorial Hospital, Bakersfield
 Catholic Healthcare West–Central California, Mercy Hospital–Bakersfield, Bakersfield
 Catholic Healthcare West–Glendale, Glendale Memorial Hospital, Glendale
 Catholic HealthCare West–Sacramento, Mercy Healthcare Sacramento, Sacramento
 Catholic HealthCare West–Sacramento, Mercy Hospital of Folsom, Sacramento
 Catholic HealthCare West–Sacramento, Methodist Hospital of Sacramento, Sacramento
 Catholic Healthcare West, So Cal, Northridge Hospital Medical Center, Northridge

Catholic HealthCare West–San Bernardino, St. Bernardine Medical Center and
 Community Hospital of San Bernardino, San Bernardino
 Catholic HealthCare West–San Gabriel, San Gabriel Valley Medical Center, San Gabriel
 Catholic HealthCare West–Southern California Hospital, Methodist Hospital–So, Arcadia
 Catholic HealthCare West–Southern California, Northridge Hospital Medical, Northridge
 Catholic HealthCare West–Southern California, St. Mary Medical Center, Long Beach
 Catholic HealthCare West/St. John’s Regional, St. John’s Regional Medical Center, S.F./Oxnard
 CCS Parkard, Torrance
 Cedars Cardiovascular, Prescott, AZ
 Cedars-Sinai Medical Center, Los Angeles
 Center for Comprehensive Rehab, Tampa, FL
 Center for Developing Kids, Pasadena
 Center for Rehab Excellence, Longview, TX
 Center for Sports & Wellness, Mission Viejo
 Center for Rehabilitative Medicine Watson Clinic, Lakeland, FL
 Centinela Hospital Medical Center (Tenet Health System), Inglewood
 Central Peninsula General Hospital, Soldotna, AK
 Central Unified School District, Fresno
 Central Washington Hospital, Wenatchee, WA
 Centre for Neuro Skills, Bakersfield
 Centre for Plastic Surgery, San Bernardino
 Centro de Desarrollo y Servicios Especializados, Inc., Mayaguez, Puerto Rico
 Century City Hospital, Los Angeles
 Chancellor Health Care, Santa Rosa
 Chaparral Medical Group, Pomona
 Chaparral Physical Therapy, Barstow
 Chapin Center/Genesis Rehab Services, Springfield, MA
 Chapman Convalescent, Riverside
 Chapman, Susan, M.D.
 Chehalis Valley PT, Chehalis, WA
 Cherry Valley Health Care, Banning
 Child Development Institute, Woodland Hills
 Child Health Disability Prevention Program, San Diego
 Child Nutrition Services, Norco
 Children’s Center of Riverside, Riverside
 Children’s Healthcare of Atlanta at Egleston, Atlanta, GA
 Children’s Hospital Central California (formerly Valley Children’s Hospital), Fresno
 Children’s Hospital and Health Center, San Diego

Children's Hospital of Los Angeles at USC, Los Angeles
Children's Hospital of Orange County, Orange
Children's Medical Center, Dayton, OH
Children's Medical Services CCS-Ventura, Ventura
Children's Mercy Hospital, Kansas City, MO
Children's Therapy Center, Camarillo
Children's Therapy Center, (The) Garden Grove
Children's Therapy Center, Las Vegas
Child's Play Physical Therapy, Anchorage, AK
Chino Valley Medical Center, Chino
Christ Hospital (The), Cincinnati, OH
Citrus Valley Medical Center/Queen of Angels, Covina
City of Hope National Medical Center, Duarte
Cleburne PT & Fitness Center, Cleburne, TX
Cleveland Community Hospital, Cleveland, TN
Clinicas Del Camino Real, Inc., Ojai/Oxnard
CMPT Associates PT, Greenville, PA
Coast Physical Therapy, La Jolla
Coastal Communities Hospital (Tenet Health System), Santa Ana
Coastal Physical Therapy, Heritage Gardens, Loma Linda
Coastal Physical Therapy, Valley Healthcare Center, San Bernardino
Coastal Physical Therapy, Brookings, OR
Coasttherapy, Huntington Beach
College Hospital of Costa Mesa, Costa Mesa
Colorado Physical Therapy Institute, Broomfield, CO
Colorado River Medical Center, Needles
Colorado Sports and Spine Center, Colorado Springs, CO
Colton Joint Unified School District, Colton
Columbia Chugach PT & Health Center, Anchorage, AK
Columbia Rehab, Longview, WA
Combined Therapy Specialists, Ashland, NC
Commonwealth Physical Therapy, Lexington, KY
Community Convalescent Center, Riverside
Community Convalescent of San Bernardino/Premier Health, Orange
Community Health Center of King County, Kent, WA
Community Hospital, Santa Rosa
Community Hospital of Central California, Fresno
Community Hospital of Chula Vista, Chula Vista

Community Hospital of Onaga, Onaga, KS
 Community Hospital of Los Gatos, Los Gatos
 Community Hospital of San Bernardino, a Catholic Healthcare West facility, San Bernardino
 Community Hospitals of Central California, Fresno
 Community Medical Center, Clovis
 Community Medical Center, Fresno
 Community Medical Center, Missoula, MT
 Community Medical Group of Riverside, Riverside
 Community Memorial Hospital of Buena Ventura, Ventura
 Community Physical Therapy, Riverside
 Comprehensive Cancer Center, Palm Springs
 Comprehensive PT and Aquatic Center, Victorville
 Comprehensive PT and Sports Medicine, Coon Rapids, MN
 Comprehensive Rehabilitation, Hendersonville, TN
 Computerized Diagnostic Imaging Center, Riverside
 Concentra Health Services, Carrollton, TX
 Condry, Pilar, M.D.
 Continental Regency Rehab Hospital, San Diego
 Contour Aesthetic Surgery Center, Upland
 Cook Children's Medical Center, Fort Worth, TX
 Cook County Hospital, Chicago, IL
 Cooper Health System, Camden, NJ
 Cooper University Hospital, Camden, NJ
 Cooper Wellness Program, Dallas, TX
 Cornerstone Medical Group, San Bernardino
 Cornerstone Therapy, Huntington Beach
 Corona/Norco Unified School District (Child Nutrition Services), Norco
 Corona Physical Therapy, Corona
 Corona-Temecula Orthopedic Association, Corona, CA
 Cottonwood Hospital Back Institute, Murray, UT
 Cottrells's Sports Physical Therapy, Kappa, HI
 County of Los Angeles-Children's Medical Center, El Monte
 County of Orange Health Care Agency, Orange
 County of Riverside Department of Public Health, Riverside
 County of San Bernardino Department of Public Health, San Bernardino
 County of San Luis Obispo CCS, San Luis Obispo
 County of San Mateo Health Services Agency, San Mateo
 County of Ventura-California Children's Services, Ventura

County Villa Rehabilitation Center, Los Angeles
 Covenant Healthcare (19 sites), Milwaukee, WI
 Cox Health Systems, Springfield, MO
 CPC Fairfax Hospital, Kirkland, WA
 CPC Millwood Hospital, Arlington, TX
 CPC Sierra Vista Hospital, Sacramento
 CPR Comprehensive Physical Rehabilitation, Lakewood/Palm, CO
 CPR Therapy Services, Lakewood, CO
 Crawford Long Hospital, Physical Therapy, Atlanta, GA
 Crestwood Medical Center, Huntsville, AL
 Crofts, Kimball, M.D., Linden, UT
 Cucamonga Unified School District, Rancho Cucamonga
 Cumberland County Hospital System, Inc., Fayette, NC
 CVE, Inc., San Francisco
 CVPH Medical Center, Plattsburg, NY
 Cypress Gardens, Riverside

Dallmeyer Physical Therapy, Santa Barbara
 Dan Wyand PT & Associates/Northeastern Vermont Regional Hospital, Lyndonville, VT
 Daughters of Charity, Seton Medical Center, Daly City
 Davis, Beverly, M.D., Long Beach
 Davis, Karen, M.D., Long Beach
 Davita, Inc., Torrance
 Deaconess Rehabilitation Institute, Spokane, WA
 DeGuzman, Rosalie, M.D., Corona
 DeKalb Medical Center, Decatur, GA
 Deloitte & Touche, Costa Mesa
 Department of the Army Community Hospital, Fort Benning, GA
 Department of the Navy, Naval Medical Center, San Diego
 DePaul Medical Center, Norfolk, VA
 Desert Family Medical Center, Palm Springs
 Desert Knolls Convalescent, Premier Healthcare, Inc., Victorville
 Desert Life Rehabilitation and Care Center, Tucson, AZ
 Desert Medical Group, Inc., Palm Springs
 Desert Regional Medical Center (Tenet Health System), Palm Springs
 Desert Sands Unified School District, La Quinta
 Desert Springs Therapy Center, Desert Hot Springs
 Desert Valley Hospital, Victorville

De Soto Memorial Hospital, Arcadia
 Detroit Medical Center, Detroit, MI
 Developing Aging Solutions with Heart, dba DASH, Redlands
 Developmental Pathway for Kids, Detroit, MI
 Devonshire Care Center/Locomotion Therapy, Hemet
 Dewitt Physical Therapy, Merced
 Diamondback Physical Therapy, Gilbert, AZ
 Dimensions in Food and Nutrition, Inc., Burtonsville, MD
 Doctors Hospital Medical Center, Montclair
 Doctors Hospital of Sarasota, Sarasota, FL
 Dolphin Human Therapy, Miami, FL
 Dominican Hospital, Santa Cruz
 Dos Caminos Physical Therapy and Sports Rehab, Camarillo
 Downey Regional Medical Center, Downey
 Downey Unified School District, Downey
 Drayer Physical Therapy Institute, Hummelstow, PA
 Dr. McDougall's Right Foods/Veggie Life Magazine, Concorde
 Drs. Hayashi, Sakai, and Dahms, Thousand Oaks
 Durango Sports Club PT, Durango, CO
 Dynamic Performances Therapy, Huntsville, AL
 Dynamics Spinal Cord Rehab Center, Los Angeles

East Jefferson General Hospital, Metairie, LA
 East Pasco Medical Center, Zephyrillis, FL
 East Valley, SELPA, Colton
 Easter Seal Children's Guild Therapy Center, Salem, OR
 Easter Seal Society, Sacramento
 Easter Seal Society of Inland Counties, San Bernardino
 Easter Seals—Central California, Fresno
 Eclipse Therapies, Inc., San Rafael
 Ed Ayub Ortho and Sports, San Diego
 Egleston's Children's Hospital at Emory University, Inc., Atlanta, GA
 Eisenhower Memorial Hospital, Rancho Mirage
 El Centro Regional Medical Center, El Centro
 El Paso Physical Therapy Services, El Paso, TX
 Elite Performance, Newport Beach
 Elkin's Park Hospital (Tenet Health System) Elkin's Park, PA
 Elks Rehabilitation Hospital, Boise, ID

Elmhurst Memorial Hospital, Elmhurst, IL
 Ember Healthcare, Pomona
 Emerald Bay Physical Therapy, South Lake Tahoe
 Emilie Gamelin Institute, Portland, OR
 England Physical Therapy, Garden Grove
 Enloe Medical Center, Chico
 Etiwanda School District, Etiwanda
 Eureka Physical Therapy, Inc., Eureka
 Evergreen Ancillary Services, LLC, Vancouver, WA
 Evergreen Hospital Medical Center, Kirkland, WA
 Excel Physical Therapy, Walla Walla, WA
 Explorabilities, Albuquerque, NM

 Fairbanks Memorial Hospital, Fairbanks, AK
 Fairview Training Center, Physical Medicine Department, Salem, OR
 Fallbrook Hospital, Fallbrook
 Fallbrook Physical & Occupational Therapy, Fallbrook
 Fayetteville Therapy Services, Fayetteville, NC
 Feather River Rehabilitation Center, Paradise
 Felder Physical Therapy, Inc., Santa Ana
 First Healthcare Corporation, Tacoma, WA
 Fit for Life, Riverside
 Fitness Center Health Park East, Brandenton, FL
 Flagstaff Medical Center and Northern Arizona Rehab Center, Flagstaff, AZ
 Flanders Physical Therapy Portland, OR
 Florida Hospital Waterman, Tamares, FL
 Focus on Health, Newport Beach
 Focus Physical Therapy, Rancho Santa Marguerita
 Fontana Family Medical Center, Fontana
 Fontana Unified School District, Fontana
 Foothills Ortho & Sports Therapy, Loveland, CO
 Foothills Provincial General Hospital, Calgary, Alberta, Canada
 Fort Sanders Regional Medical Center, Knoxville, TN
 Fortenase and Associates, Arcadia
 Fountain Valley Regional Hospital and Medical Center, Fountain Valley
 Fox Occupational Medicine Center, San Bernardino
 Franciscan Health System–West, Tacoma, WA
 Freeman Ortho and Sports Medicine Center, Joplin, MO

Fresno Community Hospital and Medical Center, dba California Cancer Care, Fresno
Fresno Fire Department, Fresno
Friends of Jefferson House, Riverside
Function Junction Rehabilitation Center, Crescent City
Future Rehabilitation, Santa Rosa
Futures Rehab and Heritage Healthcare, St. Helena
Fysiocur NV, Curacao, Netherlands

Galen of Kansas, Overland Park, KS
Galesburg Cottage Hospital, Galesburg, Illinois
Gambro Healthcare, San Bernardino
Gambro Health Care, Upland
Garfield Medical Center (Tenet Health System), Monterey Park
Gaspar Physical Therapy, Encinitas
Gateway Hospital & Mental Health Center, Los Angeles
Gateway Therapy Center, Poway
Gateways Hospital, Los Angeles
General Hospital, Eureka
Genesys Regional Medical Center Health Park, Grand Blanc, MI
Gentilly Physical Therapy & Sports Rehab, New Orleans, LA
Geri Care, Newport Beach
Gerontic Therapy Services, Seal Beach
Gila Regional Medical Center PT Department, Silver City, NM
Glendale Adventist Medical Center, Glendale
Glendale Memorial Hospital, Catholic Healthcare West, So Cal, Glendale
Glendale Unified School District, Glendale
Global Medical Center, Montclair
Glynn & Giordano PT, Bakersfield
Good Samaritan Hospital, San Jose
Good Samaritan Hospital and Rehabilitation Center, Puyallup, WA
Goodfellow Occupational Therapy, Fresno
Goral, William, M.D.
Graciela Esquivel-Aguilar, MD, Fresno
Granada Hills Community Hospital, Granada Hills
Great Lakes Sports Medicine & Orthopaedics, Battle Creek, MI
Greater Victoria Hospital Society, Victoria, British Columbia, Canada
Green Hospital of Scripps, La Jolla
Gresham Sports Care PT, Gresham, OR

Guam Memorial Hospital, Tamuning, Guam

Guam SDA Wellness Center, Tamuning, Guam

Guardian Healthcare Group, Modesto

Guardian Rehabilitation Hospital, Modesto

H & W Therapy, Pueblo, CO

H & W Therapy, Soldotna, AK

Hairston and Daley Physical Therapy, Orange

Hale Makua, Kahului, HI

Hallmark Outpatient Surgery Center, San Bernardino

Hallmark Rehabilitation, Foothill Ranch

Hamilton Physical Therapy, Hamilton, MT

Hand Rehabilitation Clinic, Beverly Hills

Hands on Hands Rehabilitation Center, Costa Mesa

Hanford Community Hospital, Hanford

Harbor View Medical Center, Seattle, WA

Hardee PT/Rehab Service, Inc., Wauchula, FL

Hawaii State Hospital, Kaneohe, Oahu, HI

Hawaiian Electric Company, Honolulu, HI

Hawaiian Rehabilitation Services, Kailua-Kona, HI

HCA Healthcare-Good Samaritan, San Jose

Health Pro Physical Therapy, Walnut Creek

Health Services Agency, Modesto

Health South Corporation, Birmingham, AL

Health South Corporation, Las Vegas, NV

Health South Rehabilitation, Willowbrook, IL

Health South Western Rehabilitation Institute, Sandy, UT

HealthAlliance Hospital, Leominster, MA

Healthcare Partners Medical Group, Torrance

HealthSouth Community Re-Entry Center of South Florida, Ft. Lauderdale, FL

HealthSouth Community Re-Entry Center of Texas, Dallas, TX

HealthSouth Comprehensive Rehabilitation Unit, Birmingham, AL

HealthSouth Corporation—multiple sites

HealthSouth Dallas Rehabilitation Institute, Dallas, TX

HealthSouth Doctor's Hospital, Coral Gables, FL

HealthSouth Head Injury Rehabilitation Center, St. Louis, MO

HealthSouth Rehabilitation Center of Tucson, Tucson, AZ

HealthSouth Rehabilitation Center of Van Nuys, Van Nuys

HealthSouth Rehabilitation Corporation, dba Sea Pines, Birmingham, AL

HealthSouth Sub-Acute Hospital of North Houston, Conroe, TX

HealthSouth Sunrise Rehabilitation Hospital, Ft. Lauderdale, FL

HealthSouth Treasure Coast Rehabilitation Hospital, Vero Beach, FL

HealthSouth, Tustin Rehabilitation, Tustin

Healthwin Hospital–St. Clair Darden Health Systems, South Bend, IN

Heart Institute of the Desert, Rancho Mirage

Helix Healthcare, Inc, La Mesa

Hemet Healthcare, Hemet

Hemet Unified School District, Hemet

Hendrick Medical Center, Abilene, TX

Hesperia Physical Therapy, Hesperia

Hi Desert Medical Center, Joshua Tree

High Desert Physical Therapy, Victorville

Highland Physical Therapy, San Bernardino

Hillcrest Baptist Medical Center, Waco, TX

Hillcrest Medical Center, Tulsa, OK

Hillhaven–Alta Vista, Riverside

Hillhaven Fair Oaks, Carmichael

Hoag Hospital, Newport Beach

Hollywood Medical Center, Hollywood, FL

Hollywood Physical Therapy, Los Angeles

Holmes Regional Nursing Home, Melbourne, FL

Holy Family Hospital, Spokane, WA

Holy Rosary Medical Center, Ontario, OR

Horizon Physical Therapy, Redlands

Hospitale Maternidade de Jundiai, San Paulo, Brazil

Houston Rehabilitation Institution, Houston, TX

Howard Memorial Hospital, Willits

Hudson and Walker PT, Apple Valley

Huguley Memorial Medical Center, Ft. Worth, TX

Huntington Beach Hospital & Medical Center, Huntington Beach

Huntington Drive Skilled Nursing Center, Arcadia

Huntington East Valley Hospital, Glendora

Huntington Memorial Hospital, Pasadena

Huntsville Pool and Land Therapy, Huntsville, AL

Hurley Medical Center, Flint, MI

Hy-Lond Convalescent, Modesto

Idaho Physical Therapy, Nampa, ID
 IHC Health Services/Primary Children's Medical Center, Salt Lake City, UT
 IHC Rehab Services of St. George, St. George, UT
 Immanuel Medical Center, Omaha, NE
 Imperial Valley Therapy Centers, El Centro
 In Balance, A Woman's Health & Wellness, San Juan
 Independent PT-Torrance, Torrance
 Indian Health, Inc., Banning
 English & Petersen PT, Mesa, AZ
 Inland Empire Physical Therapy, Corona
 Inland Hand Therapy, Rancho Cucamonga
 Inland Heart Doctors, Corona
 Inland Mental Health Associates, Inc., Chino
 Inland Surgery Center, Redlands
 Inland Temporary Homes, Loma Linda
 Inland Urgent Care, Wildomar
 Inland Valley Regional Medical Center, Wildomar
 Innovative Health Systems, Inc., Sacramento
 Integris Baptist Medical Center, Oklahoma City, OK
 Intergro Rehab Services, Huntington Beach
 Interlink Rehabilitation, Van Nuys
 Intermountain Health Care, Orem, UT
 Ironwood Family Practice, Coeur D' Alene, ID
 Island Physical Therapy Center, Anacortes, WA

Jack D. Close & Associates, Las Vegas, NV
 Jacobs, Randy, M.D.
 Jayne Shover Easter Seal Rehabilitation Center, Elgin, IL
 Jean Hanna Clark Rehabilitation Center, Las Vegas, NV
 Jefferson County Health Department, Louisville, KY
 Jefferson County Public Schools, Golden, CO
 Jennie Edmundson Hospital, Council Bluffs, IA
 J. F. Kennedy Memorial Hospital (Tenet Health System), Indio
 Jim Thorp Rehabilitation, Oklahoma City, OK
 John Breuer Rehab Services, Coos Bay, OR
 Johns Hopkins Hospital, Baltimore, MD
 Joyner Sports Medicine Institute, Division of Novacare, Harrisburg, PA

JP Therapy and Magnolia Rehabilitation and Nursing, Riverside

JP Therapy Villa Rehab Hospital, Riverside

Jump Start, Colton

June Weinstein and Associates, Villa Park

Jurupa Unified School District, Riverside

Kadlec Medical Center, Richland, WA

Kaiser Foundation Hospital–Baldwin Park, Baldwin Park

Kaiser Foundation Hospital–Bellflower, Bellflower

Kaiser Foundation Hospital–Fontana, Fontana

Kaiser Foundation Hospital–Los Angeles, Los Angeles

Kaiser Foundation Hospital–Panorama City

Kaiser Foundation Hospital–Riverside, Riverside

Kaiser Foundation Hospital–San Diego, San Diego

Kaiser Foundation Hospital–Woodland Hills

Kaiser Foundation Hospitals, Honolulu, HI

Kaiser Permanente Hospitals and the Permanente Medical Group, Oakland

Kaiser Permanente, Fresno Medical Center, Fresno

Kaiser Permanente Medical Group–North

Kaiser Permanente–Southern California Region, Pasadena

Kansas Rehabilitation Hospital, Topeka, KS

Kaweah Delta Healthcare District, Visalia

Keen Medical Group, Victorville

Kennebec Valley Medical Center, Augusta, ME

Kennewick General Hospital, Kennewick, WA

Kensington Physical Therapy, Inc., Gaithersburg, MD

Kentfield Rehabilitation Hospital, Kentfield

Kern Radiology, Bakersfield

Kern Valley Health District, Mt. Mesa

Kettering Medical Center, Kettering, OH

Keystone Vocational Services, San Francisco

Kid's Care, Phoenix, AZ

Kimbrow Medical Center, Cleburne, TX

Kindred Hospital, Vencor, Ontario

Kindred Hospital, Rehabilitation, Brea

Kingman Community Hospital, Kingman, KS

Kingston Hospital, Kingston, NY

Kitsap PT and Sports Clinic, Poulsbo, WA

Knight Physical Therapy, Garden Grove

Knollwood Psychiatric Center, Riverside

Knox Community Hospital, Mt. Vernon, OH

Kodiak Island Hospital and Care Center, Kodiak, AK

Kona Hospital, Kealahou, HI

Kootenai Medical Center, Coeur d'Alene, ID

Kornhill Physiotherapy Centre, Quarry Bay, Hong Kong

PMG Peat Marwick, Long Beach

Kruppa Physical Therapy/Rimrock Villa Convalescent, Barstow

Kyrene Elementary School District, Tempe, AZ

L & J Telesmanic & Associate (Horizon Subacute), Fresno

La Jolla Spine and Sport, La Jolla

La Palma Intercommunity Hospital, La Palma

La Pine Physical Therapy, La Pine, OR

Lake Arrowhead Physical Therapy/Mountains Community Hospital, Lake Arrowhead

Lake Centre for Rehabilitation, Leesburg, FL

Lake Chelan Community Hospital, Lake Chelan, WA

Lake Chelan Physical Therapy, Chelan, WA

Lake City Orthopedic & Sports Physical Therapy, Coeur d'Alene, ID

Lake Elsinore Unified School District, Lake Elsinore

Lake Forest Hospital, Lake Forest, WA

Lakeland Regional Health System, Berrien Center, MI

Lakeland Regional Health System, St. Joseph, MI

Lancaster Community Hospital, Lancaster

Lanternman Developmental Center, Pomona

LaPalma Intercommunity Hospital, La Palma

Las Encinitas Hospital, Pasadena

Las Virgenes Unified School District, Calabasas

LaSalle Medical Associates, San Bernardino

Laurie Lewis/Therapy 4 U, San Jacinto

Lawrence Hospital, Bronxville, NY

LDS Hospital Rehabilitation Center, Salt Lake City, UT

Learning Service Corp., Gilroy

LeBouheur Children's Medical Center, Memphis, TN

Legacy Rehabilitation Services, Portland, OR

Lehigh Valley Physical Therapy and Rehabilitation, Walnutport, PA

Lester E. Cox Medical Center, Springfield, MO

Lewis, Bower & Associates, Claremont
 Life Care Center of Kennewick, Kennewick, WA
 Life Care of Corona, Corona
 Lifecare Center of Hawaii, Hilo, HI
 Lifespan Wellness Clinic, Fullerton
 Lifestyle Center of America, Sulphur, OK
 Lihue PT & Sports Rehab of T.O.R.C.H., Hilo, HI
 Lincoln Regional Center, Lincoln, NE
 Linda Brown and Associates, Visalia
 Linda Valley Care Center, Loma Linda
 Locomotion Therapy, Covina
 Locomotion Therapy, Inc., 3-Way Hemet Convalescent, Los Angeles
 Loma Linda Fire Department, Loma Linda
 Loma Linda University Behavioral Medical Center, Loma Linda
 Loma Linda University Medical Center, Loma Linda
 Long Beach Memorial Medical Center, Long Beach
 Long Beach WIC Program, Long Beach
 Lorien Columbia Nursing & Rehabilitation Center, Columbia, MD
 Los Alamitos Medical Center, Los Alamitos
 Los Angeles (County of) Children's Medical Services, El Monte
 Los Angeles (County of) University of Southern California Medical Center, Los Angeles
 Los Robles Regional Medical Center, Thousand Oaks
 Louis A. Weiss Memorial Hospital, Chicago, IL
 Lourdes Medical Center, Pasco, WA
 Lutheran Community Health Services, dba Lutheran Rehab, Wheat Ridge, CO
 Lutheran Social Services of Southern California, Riverside
 Lynne K. Nishikawa, M.S., Inc., Colton

Macon Health Care, Macon, MO
 Madera Community Hospital, Madera
 Madonna Rehabilitation Hospital, Lincoln, NE
 Magan Clinic, Covina
 Magic Valley Regional Medical Center, Twin Falls, ID
 Magnolia Physical Therapy, Huntington Beach
 Magnolia Rehabilitation & Nursery Center, Riverside
 Magro, Joseph, Do, San Bernardino
 Manor Care Nursing & Rehabilitation Center, Hemet
 Manor Care Nursing Center, Palm Desert

Marcus Daly Memorial Hospital, Hamilton, MT
 Marguerite Physical Therapy Clinic, Inc., Mission Viejo
 Marian Medical Center, Santa Maria
 Mariners Rehabilitation, Costa Mesa
 Mariposa Women's Center, Orange
 Marshall Hospital, Placerville
 Martin Army Community Hospital, Ft. Benning, GA
 Martin Luther Hospital, Anaheim
 Masada Homes, Gardena
 Mater Misericordiae Hospital-Mercy Hospital, Merced
 Matrix, Lodi
 Matrix-Long Beach Sports Rehab, Long Beach
 Maywood Health Care, Oxnard
 Meadowbrook Rehabilitation Hospital, Tulsa, OK
 Medford Sports Injury & Therapy Center, Medford, OR
 Medical Arts Physical Therapy, Honolulu, HI
 Medical Center of Central Massachusetts, Worcester, MA
 Meeting Street Center, East Providence, RI
 Memorial HealthCare, Worcester, MA
 Memorial Hospital, Chatanooga, TN
 Memorial Hospital, Modesto
 Memorial Hospital of Carbondale, Carbondale, IL
 Menifee Valley Medical Center, Sun City
 Mental Health Association of San Mateo County, Redwood City
 Mental Health Association of San Mateo County, San Mateo
 Mercy Air Services, Inc., Fontana
 Mercy Air Services, Rialto
 Mercy Cancer Center, Merced
 Mercy Healthcare, Sacramento
 Mercy Hospital and Health Services, Merced
 Mercy Hospital and Medical Center, Des Moines, IO
 Mercy Hospital and Medical Center, San Diego
 Mercy Hospital Catholic Healthcare West, Central California, Bakersfield
 Mercy Medical Center, Nampa, ID
 Mercy Medical Center, Redding
 Mercy Medical Center, Roseburg, OR
 Methodist Hospital of Southern California, Arcadia
 Methodist Hospitals of Memphis, Memphis, TN

Methodist Medical Center, Jacksonville, FL
Metro Ortho & Sports Therapy, Silver Spring, MD
Michael DeVitt Physical Therapy, Boise, ID
Mid Coast Hospital, Brunswick, ME
Mid-America Rehabilitation, Overland Park, KS
Middle Tennessee Medical Center, Inc., Murfreesboro, TN
Middleton Village Nursing and Rehabilitation Center, Middleton, WI
MidMichigan Medical Center, Midland, MI
MidValley Hospital, Omak, WA
Midwestern State University, Wichita Falls, TX
Mills–Peninsula Hospitals (2 sites), Burlingame
Mills, Dan, M.D.
Milpitas Physical Therapy, Milpitas
Mintz Therapy Services, Los Olivas
Mission Hospital Regional Medical Center, Mission Viejo
Mission Orthopedic Physical Therapy, Mission Viejo
Missouri Rehabilitation Center, Mt. Vernon, MO
Mobile P.E.T. Systems, Inc., San Diego
Modesto Back School, Modesto
Mohave Physical Therapy & Sports Medicine, Victorville
Monett Physical Therapy, Monett, MO
Montefiore Hospital, Bronx, NY
Montrose Memorial Hospital, Montrose, CO
Moreno Valley Physical Therapy, Moreno Valley
Moreno Valley Unified School District, Moreno Valley
Morongo Basin Ambulance, Joshua Tree
Morrison’s Healthcare Inc., Smyrna, GA
Morton Plant Mease Healthcare, Clear Water, FL
Mount Alvernia Hospital, Singapore
Mount San Antonio Gardens, Pomona
Mount Shasta Physical Therapy, Mt. Shasta
Mount Washington Pediatric Hospital, Baltimore, MD
Mountain Land Rehabilitation, Salt Lake City, UT
Mountain View Child Care Center, Loma Linda
Mountain View Physical Center, Upland
Mountains Community Hospital, Lake Arrowhead
Murietta Valley Unified School District, Murrieta
Muskogee Rehabilitation & Sports Medicine, Muskogee, OK

Myers & Associates, Mammoth Lake

Myopoint, San Diego

Napa County Health and Human Services, Napa

Napa State Hospital, Napa

Napa Valley Physical Therapy Center, Napa

Nashville Sports Therapy, Hermitage, TN

National Center for Equine-Facilitated Therapy, Woodside

National Guard Health Affairs, Riyadh, Saudi Arabia

National Medical Specialty Hospital of Redding, Redding

Neuro Sports Rehab Associates, Fremont

New England Rehabilitation Hospital, Inc., Danvers, MA

New River Wellness, Christiansburg, VA

Newport Language-Speech Centers, Mission Viejo

Nordstrom Rehabilitation Services, Palo Alto

North Adams Regional Hospital, North Adams

North American Computer College, Glendale

North East Georgia Health System, Inc., Gainesville, GA

North East Oregon Physical Therapy, La Grande, OR

North Georgia Pediatric Therapies, Ringgold, Georgia

North Idaho P.T., Coeur d'Alene, ID

North Kansas City Hospital, North Kansas City, MO

North River Hand Therapy Clinics, Hickson, TN

North Santa Rosa Physical Therapy, Santa Rosa

North Western Memorial Health South Sports Medicine, Chicago, IL

Northbay Health Care Services, Fairfield

Northeast Community Clinic, Alhambra

Northeast Oklahoma Rehabilitation Hospital, Tulsa, OK

Northern Michigan Hospital, Petosky, MI

Northern Star Therapy, Limited, St. Cloud, MN

Northridge Hospital Medical Center, Catholic Healthcare West, So Cal, Northridge

Northwest Country Place, Inc., McMinnville, OR

Northwest Hospital, Seattle, WA

Northwest Kidney Centers, Seattle, WA, Northwest Physical Therapy, Bellingham, WA

Northwest Physical Therapy, Mt. Vernon, WA

Northwest Rehab Institute, Vancouver, WA

Northwest Therapy and Fitness, Pontiac, MI

Northwoods Rehab Associates/Howard Young Medical Center, Woodruff, WI

Norton Hospitals, Inc., Louisville, KY
 NOTAMI Hospitals of California, Inc., San Jose
 NOVA CARE Contract Division, Genesco, IL
 Nutrition and Lifestyle Medical Clinic, Calimesa
 Nutrition Consultation (Margaret K. Heath), Loma Linda

Oaks Surgical Center, Murrieta
 Oasis Physical Therapy, Pasco, WA
 O'Conner Hospital–Physical Medicine, San Jose
 Occupational Therapy Training Program, Torrance
 Oceania, Palo Alto
 Odessa Physical Therapy, Odessa, TX
 Ojai Unified School District, Ojai
 Okanogan-Douglas District Hospital, Brewster, WA
 Old Town Physical Therapy Forrest Grove, OR
 Ontario-Montclair School District, Ontario
 Orange County Health Care Agency, Santa Ana
 Orange County Therapy Services, Laguna Hills
 Orange Unified School District, Orange
 Options, San Diego
 Oregon Health Sciences University, Human Performance Laboratory, University Hospital, Portland, OR
 Ortho Sports Physical Therapy, Mission Viejo
 Orthopaedic and Neurological Rehabilitation, Inc., Sacramento
 Orthopaedic Hospital, Los Angeles
 Orthopaedic Sports, Inc., Stillwater, MN
 Orthopedic & Sports PT, Santa Rosa
 Orthopedic Associates, Silver Spring, MD
 Orthopedic Hospital, Ltd., Houston, TX
 Orthopedic Physical Therapy Institute, Riverside
 Orthopedic Surgery and Sports Medicine Physical, La Habra
 Osteopathic Medical Center of Texas, Ft. Worth, TX
 OT for Kids, Belmont
 Our Lady of Victory Home of Charity–Baker Victory Services, Buffalo, NV
 Outback Physiotherapy, Redlands
 Outreach Therapy Consultants, Spokane, WA

P.O.S.T. Rehabilitation Clinic, Moreno Valley
 PACE Therapy–Christian Heritage, Upland

PACE Therapy–Claremont Care Center, Pomona
 PACE Therapy, Inc.–Heritage Garden, Loma Linda
 PACE Therapy–Las Villas Del Norte Health Professions, Escondido
 PACE Therapy–Parkmont Care Center, Paramount
 PACE Therapy–Rancho Encinitas, Encinitas
 PACE Therapy–Vista Del Mar, Vista
 PACE Therapy–Western Care Center, Pomona
 Pacific Care Insurance Company, Cypress
 Pacific Coast Healthcare, Encino
 Pacific Gardens, Fresno
 Pacific Health Education Center, Bakersfield
 Pacific Physical Therapy, Monterey
 Pacific Southwest Therapies, Inc., Las Vegas, NV
 Pacific Therapies, Inc., Huntington Beach
 Pain Management Clinic of Hawaii, Inc., Honolulu, HI
 Paliwal, Yogesh, M.D., Pomona
 Palm Beach Medical Center, Palm Beach, FL
 Palm Beach Medical Center, West Palm Beach, FL
 Palm Springs Health Care, Palm Springs
 Palm Springs Unified School District, Palm Springs
 Palomar Pomerado Health System, San Diego
 Paradise Valley Hospital SouthBay Rehab Center, National City
 Park Manor Rehabilitation Center, Walla Walla, WA
 Parkridge Centre, Saskatoon, Canada
 Parkridge Hospital, Fletcher, NC
 Parkview Community Hospital (Soderno Marriot), Riverside
 Parkview Episcopal Medical Center, Pueblo, CO
 Parkview Memorial Hospital, Brunswick, ME
 Partners in Therapy, LLP, Ft. Worth, TX
 Pasadena Department of Health WIC Program, Pasadena
 Pasadena Rehabilitation Institute, Pasadena
 Pass Physical Therapy, Beaumont
 Paul Chang’s Rehabilitation Services, Blue Springs, MO
 Peace Arch Hospital, White Rock, British Columbia, Canada
 PeaceHealth, Eugene, OR
 Peachwood PT Sports and Spine Center, Glendora
 Peak Performance, Chino
 Pediatric Building Blocks, San Ramon

Pediatric Intervention Inc., San Jose
 Pediatric Therapy Associates, Shrewsbury, MA
 Pediatric Therapy Association, Plantation, FL
 Performance Physical Therapy, Orem, UT
 Performax PT, Littleton, CO
 Perspective Therapy, Oceanside
 Permian Regional Medical Center, Andrews, TX
 Phoenix Memorial Hospital and NOVACARE, Phoenix, AZ
 PhyCor, Inc., Honolulu, HI
 Physical Rehabilitation Center of Orange, Westminster
 Physical Therapy & Sports Rehabilitation Services, Sunnyside, WA
 Physical Therapy Associates, Worcester, MA
 Physical Therapy Center, Rialto
 Physical Therapy Institute, Inc., Poway
 Physical Therapy, Northwest, Salem, OR
 Physical Therapy Services, Tyler, TX
 Physical Therapy Specialists, Lovieville, KY
 Physical Therapy Sports Institute, Hemet
 Physiotherapy Associates, Madison, TN
 Physiotherapy Associates, Glen Burnie, MD
 Physiotherapy Associates, Holland, MI
 Physiotherapy Associates, Madison, TN
 Physiotherapy Associates—Corporate Office, Memphis, TN
 Physiotherapy Associates—Northside, San Diego
 Pinecrest Rehabilitation Hospital, (Tenet Health System), Delray Beach, FL
 Pinnacle Rehabilitation, Nashville, TN
 Pioneer Valley Hospital, West Valley City, UT
 Pioneers Memorial Hospital, Brawley
 Pisgah PT & Sports Rehabilitation, Hendersonville, NC
 Pleasant Valley School District, Pleasant Valley
 Point West Physical Therapy, Santa Rosa
 Pollock Physical Therapy, Upland
 Pomona Unified School District, Pomona
 Pomona Valley Hospital, Pomona
 Portals, Los Angeles Portercare Memorial Hospital, Denver, CO
 Portland VA Medical Center, Portland, OR
 PPTS of Blythe, Blythe
 Premier Healthcare, Orange

Premier Healthcare, San Bernardino
 Premier Healthcare, Victorville
 Premier Healthcare, Whittier
 Premier Healthcare, Inc., Orange
 Presbyterian Intercommunity Hospital, Whittier
 Priority Rehabilitation, San Bernardino
 Pro Rehab, St. Louis, MO
 ProCare Physical Therapy, Redlands
 Professional Orthopedic & Sports Care, Fontana
 Professional Physical Therapy Association, Whittier
 Professional Physical Therapy Services, Anchorage, AK
 Professional Therapy Associates, Inc., Strongsville, OH
 Professional Therapy Systems, Chattanooga, TN
 Progressive Rehabilitation Options, Minneapolis, MN
 Progressive Therapy, Columbia, SC
 Pro-Health Rehab and Sports Medicine, Lawndale
 Providence Alaska Medical Center, Anchorage, AK
 Providence Centralia Hospital, Centralia, WA
 Providence Health Systems, Everett, WA
 Providence Health Systems Southern California Burbank
 Providence Health Systems, Los Angeles
 Providence Health Systems Regional Rehabilitation, Portland, OR
 Providence Hospital–Chehalis and Black Hills PT, Chehalis, WA
 Providence Seattle Medical Center, Seattle, WA
 Providence Speech & Hearing Center, Orange
 Providence St. Peter Hospital, Olympia, WA
 Provider Health Services & Good Samaritan, Addison, TX
 Public Health Foundation WIC Program, Irwindale

QuadraMed, Seal Beach

Queen of Angels-Hollywood Presbyterian Medical Center, Los Angeles
 Queen of the Valley Hospital-Napa, Napa
 Queen’s Medical Center, Honolulu, HI

R. J. Therapy, Long Beach

Radiation Therapy Medical Group, Riverside

Redlands Community Hospital, Redlands

Ralph K. Davies Medical Center, San Francisco

Ramona Physical Therapy, Ramona
Rancho Physical Therapy, Murrietta
Ranier Vista Care Center, Puyallup, WA
Rasco and Associates, Blue Jay
RCI Image Systems, El Segundo
Reading Rehabilitation Hospital, Reading, PA
Rebound Orthopedic & Sports Medicine, Portland, OR
Rebound Physical Therapy, Bend, OR
Reche Canyon Convalescent, Colton
Redding Medical Center, Inc., Redding
Redding Physical Therapy, Redding
Redhawk Physical Therapy, Redding
Redington Fairview General Hospital, Skowhegan, ME
Redlands Community Hospital, Redlands
Redlands Ortho & Sports Clinic, Redlands
Redlands Unified School District, Redlands
Redlands Yucaipa Guidance Clinic Association, Redlands
Regency Care Center, Spokane, WA
Regency Care Center at Walla Walla, Walla Walla, WA
Regional Medical Center of Orangeburg and Calhoun, Orangeburg, SC
Rehab Associates, LLC, Hermiston, OR
Rehab Hospital of the Pacific, Honolulu, HI
Rehab Plus, Placentia
Rehab Specialists, Inc., Portland, OR
Rehab Visions, Omaha, NE
Rehabaccess, Decatur, AL
Rehabilitation and Sport Medicine Center, Bradentown, FL
Rehabilitation Dynamics, Inc., New Florence, MO
Rehabilitation Hospital of Nevada, Las Vegas, NV
Rehabilitation Hospital of Nevada, Reno, NV
Rehabilitation Hospital of the Pacific, Honolulu, HI
Rehabilitation Institute at Santa Barbara (The), Santa Barbara
Rehabilitation Institute of Chicago, Chicago, IL
Rehabilitation Institute of Orange, Santa Ana
Rehabilitation Institute of Santa Barbara, Santa Barbara
Rehabilitation Network, Salem, OR
Rehabilitation Providers, Monterey
Rehabilitation Services of Columbus, Inc., Columbus, GA

Rehabilitation Technology Works, San Bernardino
 Reability, Smyrna, TN
 Reability Center, Harlingen, TX
 Reability Corporation, Wharton, TX
 Rehabnet, Inc., Tustin
 Restorative Care Center, Seattle, WA
 Results Rehabilitation, Inc., Coronado
 Return to Work Center, North Quincy, MA
 Reuben Carlos Castillo, MD, Perris
 Reykjavik Hospital, Iceland
 Rialto Unified School District, Rialto
 Richards HealthCare, Inc., Houston, TX
 Ridgecrest Community Hospital, Ridgecrest
 Ridgecrest Physical Therapy, Ridgecrest
 Riverside Community Hospital, Riverside
 Riverside County Department of Public Health, Riverside
 Riverside County Office on Aging, Riverside
 Riverside County Regional Medical Center, Moreno Valley
 Riverside Physical Therapy Center, Riverside
 Riverside Unified School District, Riverside
 Robert F. Kennedy Medical Center, Hawthorne
 Robert H. Ballard Rehabilitation Hospital, San Bernardino
 Robert J. Yahne Physical Therapy Corp., Hanford
 Robert Packer Hospital, Sayre, PA
 Robin Irwin Physical Therapy Services, Decatur, AL
 Rockwood Ortho and Sports PT, Portland, OR
 Rogue Valley Manor, Medford, OR
 Rosemary Johnson and Associates, Monrovia
 Rosenberry PT Center for Sports Medicine and Spine, Solvang
 Rusk Rehabilitation Center, Columbia, MO

S.C.O.R.E., Tucson, Arizona
 Saddleback Memorial Medical Center, Laguna Hills
 Saddleback Unified School District, Moreno Valley
 Saguaro Pediatrics, Phoenix, AZ
 Saini, Surinder, M.D., Fountain Valley
 Salinas Valley Memorial Healthcare System, Salinas
 Salle, Nadine, M.D., Honolulu, HI

Salt Lake City County Health Department, Salt Lake City, UT
 Samaritan Health Services, Inc., Corvallis, OR
 Samaritan Health System, Mesa, AZ
 San Antonio Community Hospital, Upland
 San Antonio Urology Medical Group, Inc., Upland
 San Bernardino City Fire Department, San Bernardino
 San Bernardino City Unified School District, San Bernardino
 San Bernardino County Medical Center, San Bernardino
 San Bernardino (County of) Mental Health Department, San Bernardino
 San Bernardino (County of) Office of Aging, San Bernardino
 San Bernardino County Preschool Services Department, San Bernardino
 San Bernardino (County of) Public Health Department, San Bernardino
 San Bernardino (County of) Superintendent of Schools, Colton
 San Diego (County of) California Children's Services, San Diego
 San Diego Hospital Association, San Diego
 San Gabriel Valley Medical Center, San Gabriel
 San Geronio Memorial Hospital, Banning
 San Joaquin Community Hospital (an Adventist Hospital), Bakersfield
 San Joaquin General Hospital, Stockton
 San Joaquin Valley Rehabilitation Hospital, Fresno
 San Jose Medical Center, San Jose
 San Pedro Peninsula Hospital, San Pedro
 Sanchez, Elias, M.D., Riverside
 Santa Ana Tustin Physical Therapy, Santa Ana
 Santa Barbara County California Children's Center, Santa Barbara
 Santa Monica Orthopedic Sports Medical Group, Santa Monica
 Scottish Rite Children's Healthcare, Atlanta, GA
 Scripps Clinic Wellness Program, La Jolla
 Scripps Health Ornish Program, La Jolla
 Scripps Memorial Hospital, Chula Vista
 Scripps Memorial Hospital, Encinitas
 Scripps Memorial Hospital, La Jolla
 Scripps Memorial Hospital, San Diego
 Scripps Mercy Hospital, San Diego
 Seattle–King County Department of Public Health, Seattle, WA
 Seattle Medical and Rehabilitation Center, Seattle, WA
 Seattle Physical Therapy, Seattle, WA
 Select Therapy, Inc., & Corona Meadows, Irvine

Sentara Bayside Hospital, Virginia Beach, VA
 Sequoia Regional Cancer Center, Visalia
 Seton Medical Center, Daly City
 Shady Grove Adventist Hospital, Rockville, MD
 Shady Grove Center for Sports Medicine & Rehabilitation, Rockville, MD
 Shapewell, Inc., Palm Desert
 Sharp Cabrillo Hospital, San Diego
 Sharp Chula Vista Medical Center, San Diego
 Sharp Coronado Hospital & Healthcare Center, San Diego
 Sharp Grossmont Hospital, San Diego
 Sharp Healthcare, Hospital Association, San Diego
 Sharp Home Care, San Diego
 Shawnee Mission Medical Center, Shawnee Mission, KS
 Shea Health Center, San Bernardino
 Shelley Cooper Physical Therapy, Palm Desert
 Shoroye, Adeyinka, MD, Pediatrics, Riverside
 Shrivvers Hospital for Children, Los Angeles
 Shriners Hospital for Crippled Children, Lexington, KY
 Shriners Hospital for Crippled Children, Northern California, Sacramento
 Sierra Ortho & Athletic Rehabilitation, Diamond Springs
 Sierra Pediatric Clinic, Roseville
 Silverlake Youth Services, Yucaipa
 Simi Valley Adventist Hospital, Simi Valley
 Simonean Pediatric Center for Child Development, San Jose
 Siskin Hospital for Physical Rehabilitation, Chattanooga, TN
 Sisters of Providence in California, Burbank
 Sisters of Providence in Washington, Olympia, WA
 Sisters of Saint Joseph of Orange Corp., Mission Viejo
 Sky Life Ambulance, Fresno
 SO CA Center for Sports Medicine, Long Beach
 Sodexo Health Care Services at Desert Regional, Palm Springs
 Sodexo Health Care Services at Good Samaritan, Los Angeles
 Soeprono, Fred, M.D., Loma Linda
 Sonoma Valley Hospital, Sonoma
 Sonora Community Hospital, Sonora
 Sonora Physical Therapy Center, Sonora
 South Bay Spine and Physical Therapy, Torrance
 South Coast Medical Center, Laguna Beach

South County Orthopedic Specialists, Laguna Hills
 South Haven Community Hospital, South Haven, MI
 South Pacific Rehab Services, Encino
 South Peninsula Hospital Homer, AK
 South Umpqua Physical Therapy, Roseburg, OR
 South Walton Physical Therapy & Rehabilitation, Santa Rosa Beach, FL
 Southcentral Counseling Center Anchorage, AK
 Southeast Rehabilitation Hospital, Dothan, AL
 Southern Hills Medical Center, Nashville, TN
 Southern Utah Physical Therapy, Cedar City, UT
 Southhill Physical Therapy/Sports Rehabilitation, Spokane, WA
 Southside Regional Medical Center, Petersburg, VA
 Southside Rehab Services, Colonial Heights, VA
 Southwest Palm Control & Sports Therapy, Palm Desert
 Southwest Physical Therapy, Littleton, CO
 Southwest Texas Methodist Hospital, San Antonio, TX
 Speech and Language Development Center, La Mirada
 Special Kids, Murfreesboro, TN
 Specialized PT Center, Orange City, FL
 Specialty Hospital of Southern California, La Mirada
 Spectrum Health East Campus, Grand Rapids, MI
 Spectrum MRI Imaging Center, Chino
 Speech and Language Development Center, Buena Park
 Spine & Sports Medicine Institute, Concord
 Spooner Physical Therapy, Scottsdale, AZ
 Sport and Spine Physical Therapy, San Bernardino
 Sports & Orthopedic Physical Therapy, Inc., Minneapolis, MN
 Sports & Orthopedic Therapy Services, Silver Spring, MD
 Sports Care of San Francisco Physical Therapy, San Francisco
 Sports Fit P.T., San Ramon
 Sports Medicine and Ortho Rehab Center, Vienna, VA
 Sports Medicine Giant, Columbus, OH
 Sports Medicine Hawaii Ltd., Honolulu, HI
 Sports Medicine Institute, Orange
 Sports Medicine Institute of Sinai Samaritan Medical Center, Mequon, WI
 Sports Orthopedics and Rehabilitation, Tamuning, Guam
 Sports Performance, Pleasant
 Springdale Village, Mesa, AZ

Square One Rehabilitation, Kansas City, KS
SSM Health Care of Oklahoma, OK
St. Agnes Cancer Center, Fresno
St. Alexis Hospital and Medical Center, Cleveland, OH
St. Alphonsus Regional Medical Center, Boise, ID
St. Anthony Hospital, Oklahoma City, OK
St. Bernardine Medical Center/Community Hospital, San Bernardino
St. Charles Hospital, Port Jefferson, NY
St. Charles Medical Center, Bend, OR
St. Elizabeth Community Health Center, Lincoln, NE
St. Francis Healthcare Network, Honolulu, HI
St. Francis Medical Center, Lynwood
St. Francis Medical Center–West, Ewa Beach, HI
St. George Care & Rehab Center, St. George, UT
St. George Physical Therapy, Charlotte, NC
St. Helena Hospital and Health Center—an Adventist Hospital, Deer Park
St. John’s Health System, Lebanon, MO
St. John’s Hospital & Health Center, Santa Monica
St. John’s Medical Center, Tulsa, OK
St. John’s Mercy Hospital, Washington, MO
St. John’s Regional Medical Center, Oxnard
St. Joseph Health System, Eureka
St. Joseph Health Systems, Santa Rosa
St. Joseph Hospital, Lexington, KY
St. Joseph Hospital of Orange, Orange
St. Joseph Medical Center, Burbank
St. Joseph Regional Medical Center, Lewiston, ID
St. Joseph’s Hospital of Atlanta, Atlanta, GA
St. Joseph’s Medical Center of Stockton, Stockton
St. Jude Medical Center, Fullerton
St. Louis Health Care Network, St. Louis, MO
St. Luke’s Hospital, Kansas City, MO
St. Luke’s Hospital, Phoenix, AZ
St. Luke’s Rehabilitation Institute, Spokane, WA
St. Mary Medical Center, Apple Valley
St. Mary Medical Center, Catholic Healthcare West, So Cal, Long Beach
St. Mary Medical Center and Turning Point Rehab, Walla Walla, WA
St. Mary Regional Medical Center, Apple Valley

St. Patrick Hospital, Missoula, MT
St. Rose Hospital, Hayward
St. Vincent Information Medical Center, Little Rock, AR
Salinas Valley Memorial Medical Center, Salinas
Sisters of Providence in California
Sisters of Providence in Washington
Stanford Hospitals & Clinics, Stanford
Star Rehabilitation, Corona
State of Alaska, Department of Health and Social Services, Division of Public Health, Anchorage, AK
Stein Education Center, San Diego
Stevens Memorial Hospital, Edmond, WA
Stewart Rehabilitation Center, McKay Dee Hospital, Ogden, UT
Storm Physical Therapy, Medford, OR
Strategic Health Services, Riverside
Straub Clinics Hospital, Lihue, HI
Summit Medical Center, Hermitage, TN
Summit Physical Therapy, Claremore, OK
Sun City Cancer Care Center, Sun City
Sun Health Corporation/Sundance, San Diego
Sun Healthcare Group, Fresno
Sunbelt East/Rehab Works, Orlando, FL
Sunbelt Therapy Management Services, Ocean Springs, MS
Sunbelt Therapy Management Services, Decatur, AL
Sundance Corp/Sun Health Care Group, Carlsbad
Sundance Rehab Corporation, Walla Walla, WA
Sundance Rehabilitation, Seattle, WA
SunDance Rehabilitation Corp., Concord
Sundance Rehabilitation Corporation, Houston, TX
Sunplus Home Health Services, Upland
Sunrise Hospital and Medical Center Therapy Management, Las Vegas, NV
Susan Jane Smyth, Eureka
Sutter Auburn Faith Community Hospital, Auburn
Sutter Davis Hospital, Davis
Sutter Health Central, Sacramento
Sutter Merced Medical Center, Merced
Sutter Roseville Medical Center, Roseville
Swanson Sports Training & PT, Franklin, TN
Swedish Covenant Hospital, Chicago, IL

Symphony Rehab Services, Inc., & Christian Heritage, Upland

Symphony Rehabilitation Services–Willow Care Center, Hannibal, MO

Symphony Rehabilitation, Inc., & Center Health Care, Colton

Syncor International Corporation, Woodland Hills

Tahlequah City Hospital, Tahlequah, OK

Tarzana Regional Medical Center, Tarzana

Team Physical Therapy, Alta Loma

Team Physical Therapy, Auburn

Telecare Corporation, Santa Maria

Tenet California Health System, Santa Ana

Tenet California HealthSystem, Whittier Hospital Medical Center, Whittier

Tenet Healthcare Corporation, Daniel Freeman Memorial Hospital, Inglewood

Tenet Healthcare Corporation, Garfield Medical Center, Monterey Park

Tenet HealthSystem, Alvarado HMC & San Diego, San Diego

Tenet Health System, Brotman Medical Center, Culver City

Tenet Health System, Coastal Communities Hospital, Santa Ana

Tenet Health System Desert, Inc., Desert Regional Medical Center, Palm Springs

Tenet Health System, Doctors Medical Center of Modesto, Modesto

Tenet Health System, Elkins Park Hospital, Elkins Park

Tenet Health System, J. F. Kennedy Memorial Hospital, Indio

Tenet Health System, Pinecrest Rehabilitation Hospital, Delray Beach

Tenet Health System Hospitals, Inc., Monterey Park Hospital, Monterey Park

Tenet Health System Hospitals, Inc., USC University Hospital, Los Angeles

Tenet Health Systems, AQ, Inc., Queen of Angels–Hollywood Presbyterian Hospital, Los Angeles

Tenet Western Division, Centinela Hospital Medical Center, Inglewood

Tennessee Christian Medical Center—an Adventist healthcare facility, Madison, TN

Terrebonne General Hospital, Houma, LA

The Aspen Club Sports Medicine Institute, Aspen, CO

The Huntsville Hospital, Huntsville, AL

The Institute for Rehabilitation and Research, Houston, TX

The Jewish Hospital of St. Louis, St. Louis, MO

The Physical Therapy Clinic, Inc, Citrus Heights

The Therapy Source, P.A., Boise, ID

Thera TX & Lake Forest Nursing Home, Lake Forest

Therapy Center (The), Knoxville, TN

Therapy in Action, Tarzana

Therapy Source PA, Boise, ID

Therapy Specialists, San Diego
 Therasport North West, Spokane, WA
 Theratx, San Diego
 Think Physical Therapy, Santa Ana
 Thompson Physical Therapy Associates, Inc., Yuba City
 Three Rivers Area Hospital, Three Rivers, MI
 Tokos Medical Corporation, Santa Ana
 Torrance Memorial Hospital Medical Center, Torrance
 Totally Kids Speciality Healthcare, Loma Linda
 Total Fitness Physical Therapy, Honolulu, HI
 Total Rehab Care, Fullerton
 Total Rehabilitation and Conditioning, Anaheim
 Totally Kids Specialty Healthcare, Loma Linda
 Tri-Cities Physical Therapy, Kennewick, WA
 Tri-City Medical Center, Oceanside
 Tri-City Mental Health, Pomona
 Tripler Army Medical Center, Honolulu, HI
 Tuality Community Hospital, Hillsboro, OR
 Tulare District Hospital, Tulare
 Tuomey Regional Medical Center, Sumter, SC
 Turner, Natalie, Fresno
 Tustin Rehab Hospital, Tustin

UCSF Stanford Health Services, Stanford
 UMass Memorial Hospital, Leominster, MA
 Unilab, Riverside
 United Cerebral Palsy Association of Central Arizona, Phoenix, AZ
 United Cerebral Palsy, Dallas, TX
 United Therapy Network, Inc., Colton
 Universal Health Systems, Marietta
 Universal Health Systems, Rancho Springs
 Universidad de Montemorelos, Nuevo Leon, Mexico
 University Hospital, Denver, CO
 University Medical Center, Fresno
 University Medical Center of Southern Nevada, Las Vegas
 University of California–Davis Medical Center, Davis
 University of California–Irvine, Irvine
 University of California–Los Angeles, Los Angeles

University of California Medical Center, Los Angeles
University of California, San Diego Medical Center, San Diego
University of California-Stanford Hospital, Stanford
University of Connecticut Health Center, Farmington, CT
University of Kentucky Metabolic Research Group, Lexington, KY
Upper Valley Medical Center, Troy, OH
US Health Work Medical Group, Ontario
US Spine & Sport, San Diego
USC University Hospitals (Tenet Health System), Los Angeles
Utah Valley Regional Medical Center, Provo, UT

Val Verde Unified School District, Perris
Valley Children's Hospital, Fresno
Valley Health Systems, dba Hemet Valley Hospital, Hemet
Valley Medical Center, Renton, WA
Valley Physical Therapy, Alamosa, CO
Valley Physical Therapy and Rehabilitation, Yakima, WA
Valley PT, Walla Walla, WA
Valley View Sports Medicine & Rehabilitation, Cedar City, UT
Vancouver Children's Therapy Center, Vancouver, WA
Vanderbilt Sports Medicine Center, Nashville, TN
Vanderbilt University, Nashville, TN
Vartabedian & Associates Designs for Wellness, Loma Linda
Vegetarian Institute of Nutrition & Culinary Art, Columbia, MD
Vencor-Hillhaven Corporation, Concord
Vencor, Inc., Puyallup, WA
Vencore Hospital–Ontario, Ontario
Ventura County Public Health, Ventura
Veranda Nursing & Rehab Center, Orlando, FL
Veritas Health Services, Inc., Chino
Veterans Administration Hospital–San Diego, San Diego
Veterans Administration Medical Center, Lexington, KY
Veterans Administration Medical Center–Long Beach, Long Beach
Veteran Administration Medical Center, Portland, OR
Veterans Administration Medical Center, Salt Lake City, UT
Veterans Administration Northern Indiana Health Care, Fort Wayne, IN
Veterans Affairs, Palo Alto Health Care System, Palo Alto
Veterans Affairs Medical Center, Fresno

Veterans Affairs Medical Center, Phoenix
 Veterans Medical Center, Jerry L. Pettis Memorial, Loma Linda
 Victor Valley Community Hospital, Victorville
 Virginia Baptist Hospital, Lynchburg, VA
 Virginia Mason Medical Center, Seattle, WA
 Virginia Rehab, Staunton, VA
 Vista Hospital Systems, Inc., Arroyo Grande
 Vitas Healthcare Corp., San Bernardino
 VNA-Ramona, Sun City
 Volunteer Center, Santa Cruz

Wahiawa General Hospital, Honolulu, HI
 Walker Physical Therapy, Sun City
 Walters Physical Therapy, Claremont
 Warburton Hospital, Warburton, Victoria, Australia
 Washington Hospital Center, Washington, DC
 Washington Physical Therapy, Pasco, WA
 Waterman Physical Therapy Services, San Bernardino
 Way Station, Inc., Frederick, MD
 Wayne L. Shelton, PT, Spanish Fork, UT
 Weed Army Community Hospital, Ft. Irwin
 Well Tone Aquatics & Physical Therapy Centers, Riverside
 Wellmont Health System, Bristol, TN
 Wellton Health Systems, Bristol, TN
 Wesley Woods Geriatric Hospital, Atlanta, GA
 West Allis Memorial Hospital, Peak Performance Clinic, West Allis, WI
 West Anaheim Extended Care, Anaheim
 West Coast Spine Restoration Center, Riverside
 West Covina PET Medical Center, West Covina
 West Dermatology Medical Group, Redlands
 West Gate Convalescent Center, San Jose
 West Tennessee Rehabilitation Center, Jackson, TN
 Western Medical Center–Santa Ana, Santa Ana
 Westlake Physical Therapy, Westlake Village
 Westminster Therapeutic Residential, Westminster
 Western Medical Center Hospital–Anaheim, Anaheim
 Western Rehabilitation NOVA Care and Phoenix Baptist Hospital Medical Center, Phoenix, AZ
 Westside Physical Therapy Clinic, Yakima, WA

West-Star Physical Therapy, City of Industry

White Memorial Medical Center—an Adventist health care facility, Los Angeles

Whittier Hospital Medical Center, Whittier

Wilcox Memorial Hospital, Lihue, HI

Wilcox Physical Therapy Center, Anaheim

William Beaumont Hospital, Troy, MI

Williamstown Physical Therapy, Williamstown, MA

Wimbledon Park Physical Therapy, Victorville

Winways-Interface Environment, Orange

Wood River Medical Center, Sun Valley, ID

Worthington Foods, Inc., Worth

Xtreme Physical Therapy, Downey

Yavapai Regional Medical Center, Prescott, AZ

Yonemoto PT Services, Alhambra

Yonkers General Hospital, Yonkers, NY

Yuma Rehabilitation, Yuma, AZ

Zelda Billings, M.D., Montebello

Ziprick, Schlitz, Heinrich, & Cramer, Redlands

SCHOOL OF DENTISTRY

ADMINISTRATION—SD

CHARLES J. GOODACRE, D.D.S., M.S.D., Dean

RONALD J. DAILEY, M.A., Ph.D., Associate Dean for Academic Affairs

PAUL L. RICHARDSON, D.D.S., M.S., Associate Dean for Clinic Administration

W. PATRICK NAYLOR, D.D.S., M.P.H., Associate Dean for Advanced Dental Education

D. GRAHAM STACEY, M.S., M.A., Ph.D., Associate Dean for Student Affairs

FRED C. KASISCHKE, D.Min., Associate Dean for Admissions, Pastoral Ministry and Service Learning

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KATHLEEN MOORE, M.H.I.S., Assistant Dean for Educational Support Services

RACHEL TERWILLEGAR, B.A., Director of Development

H. MAYNARD LOWRY, Ph.D., Special Gifts and Planned Giving

COMMITTEES—SD

ACADEMIC REVIEW

ADMISSIONS

AWARDS

CLINIC ACTIVITIES

CURRICULUM

DENTAL RESEARCH

DIVERSITY

EXECUTIVE

FACULTY COUNCIL

FACULTY DEVELOPMENT

FACULTY PROMOTIONS

GRADUATE

NOMINATING

OUTCOMES ASSESSMENT

SAFETY

SERVICE LEARNING AND INTERNATIONAL AFFAIRS

SPIRITUAL LIFE AND WHOLENESS

STRATEGIC PLANNING

STUDENT CONDUCT

SCHOOL OF MEDICINE

ADMINISTRATION—SM

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DANIEL W. GIANG, M.D., Associate Dean for Graduate Medical Education

HENRY L. LAMBERTON, Psy.D., Associate Dean for Student Affairs

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STEPHEN A. NYIRADY, Ph. D., Associate Dean for Recruitment and Admissions

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SPIRITUAL LIFE AND WHOLENESS

TENURE

ACADEMIC REVIEW

BASIC SCIENCE AND TRANSLATIONAL RESEARCH EXECUTIVE

CLINICAL FACULTY EXECUTIVE

PROMOTIONS

BASIC SCIENCE FACULTY ADVISORY COUNCIL

CLINICAL SCIENCE FACULTY ADVISORY COUNCIL

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ZELNE L. ZAMORA, MSN, Coordinator, Student Services, Undergraduate Nursing

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PATRICIA S. JONES, Chair

Selected School of Nursing faculty and Medical Center nursing administrators

SCHOOL OF NURSING COUNCILS

FACULTY COUNCIL

Dean, Chair

All full-time and part-time faculty

Invitees: GFT and voluntary faculty

GRADUATE FACULTY COUNCIL

Associate Dean, Chair

All full-time and part-time graduate faculty

UNDERGRADUATE FACULTY COUNCIL

Associate Dean, Chair

All full-time and part-time undergraduate faculty

STANDING FACULTY COMMITTEES

ADMISSIONS

CURRICULUM

DIVERSITY

FACULTY AFFAIRS

RANK AND TENURE

RESEARCH

SPIRITUAL LIFE AND WHOLENESS

TODAY'S NURSING TECHNOLOGY (TNT)

CLINICAL FACILITIES—SN

ACTS, Loma Linda

American Primary Care Medical Clinic, Riverside

Arrowhead Regional Medical Center, Colton

Asian-American Resource Center, San Bernardino

Beaver Medical Clinic, Redlands

California State University - San Bernardino

Catholic Healthcare West, Pasadena

Children's Hospital of LA, Los Angeles

Children's Hospital of Orange, Orange

Children's Hospital of San Diego, San Diego

Choice Medical Group, Apple Valley

Colton Joint Unified School, Bloomington

Coram Healthcare, Ontario

Cornerstone Hospice, Inc, Colton

Co of Riverside - Dept of Mental Health, Riverside

Co of Riverside - Dept of Public Health, Riverside

Co of Riverside Human Resources Wellness, Riverside

DASH, The Other Place, Redlands

Desert Valley Hospital, Victorville

Edgar Ardila, MD, Yorba Linda

Eisenhower Hospital, Rancho Mirage

Etiwanda School District, Etiwanda

Fontana Family Medical Center, Fontana

Fontana Unified School District, Fontana

Fort Irwin - Weed Army Community Hospital, Fort Irwin

Glendale Adventist Medical Center, Glendale

Headstart/Preschool Program, San Bernardino

Healthsouth Corporation, Birmingham, AL

Heartland Home Health Care, Riverside

Hemet Unified School District, Hemet

Heritage Gardens, Loma Linda

Hoag Memorial Hospital Presbyterian, Newport Beach

Indio Emergency Medical Group, Indio

Inland Regional Center, San Bernardino

Inland Temporary Homes, Loma Linda

Inland Valley Hospice, Riverside

Inland Valley Medical Center, Wildomar

Inland Valley Urgent Care Clinic, Wildomar

JFK Memorial Hospital, Indio

Johns Hopkins School of Nursing, Baltimore, MD

Jose Limon, MD, Internal Medicine, Moreno Valley

Jurupa Unified School District, Riverside

Kaiser Permanente Pasadena, Pasadena

Kaiser Permanente Fontana, Fontana

Kaiser Permanente Riverside, Riverside

Keen Medical Group, Victorville

Kenneth K. Tye, MD, West Covina

Kindred Hospital, Ontario

Knollwood Psychiatric & Chemical Dependency, Riverside

Knotts Family & Parenting Institute for Child, San Bernardino

Loma Valley Care Center, Loma Linda

Loma Valley Villa, Loma Linda

Loma Linda Child & Adolescent Clinic, Loma Linda

LLU Behavioral Medical Center, Redlands

LLU Children's Hospital, Loma Linda

LLU East Campus, Loma Linda

LLU Family Medical Group, Loma Linda

LLU Home Care Services, Loma Linda

LLU Medical Center Adult Day Health Services, Loma Linda

LLU Medical Center, Loma Linda

LLU Pediatrics, Loma Linda

LLU SAC Health System, San Bernardino
Loma Linda Academy, Loma Linda
Lone Tree Family Practice, Lone Tree, CO

Mario Carcamo, Riverside
Mary's Mercy Center, Inc, San Bernardino

Naval Hospital - Camp Pendleton
Naval Hospital - 29 Palms, Twentynine Palms
Naval School of Health Sciences-Bethesda

Olusola Oyemade MD, Inc., Rancho Cucamonga

Paradise Valley Hospital, National City
Parent Care Management Services, Highland
Parkview Adventist Medical Center, Brunswick
Parkview Community Hospital Medical Center, Riverside
Pomona Unified School District, Pomona
Pomona Valley Hospital Medical Center, Pomona

Ramona VNA & Hospice Hemet, Hemet
Rancho Paseo Medical Group, Banning
Reche Canyon Rehab & Health Care Inc, Colton
Redlands Community Hospital, Redlands
Redlands Unified School District, Redlands
Rialto Unified School District, Rialto
Riverside Community Hospital, Riverside
Riverside Co Regional Medical Center, Moreno Valley
Riverside Medical Clinic, Riverside
Riverside/San Bernardino Indian Health, Inc, Banning

San Antonio Community Hospital, Upland
San Gorgonio Memorial Hospital, Banning
San Joaquin Community Hospital, Bakersfield
San Bernardino City Unified School District, San Bernardino
San Bernardino Co Dept of Public Health, San Bernardino
San Bernardino Co Probation Department, San Bernardino
Sharp Healthcare, San Diego

Shriners Hospital for Children, Los Angeles
Silverlake Youth Services, Yucaipa
Southern Cal Occupational Health Services, San Bernardino
St Joseph Hospital, Orange
St. Mary's Medical Clinic, Riverside

Talal R. Muhtaseb, MD, San Bernardino
Tender Loving Care Staff Builders, Riverside
Tenet Health System Desert Inc, Palm Springs
The Palms at Loma Linda, Loma Linda
Dr. Tonda Bradshaw, DO, Inc, Yucaipa
Totally Kids, Loma Linda

Veterans Hospital, Loma Linda
Vista Community Clinic, Vista
Visiting Nurse Association of Inland Counties, Riverside
Vistas Innovative Hospice Care - Inland Empire, San Bernardino
VNA of Southern California, Claremont
White Memorial Medical Center, Los Angeles

SCHOOL OF PHARMACY

ADMINISTRATION—SP

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ERIC J. MACK, Ph.D., Associate Dean for Academic Affairs
NANCY E. KAWAHARA, Pharm.D., MEd, Associate Dean for Assessment and Professional Affairs
PAUL M. NORRIS, Pharm.D., Associate Dean for Clinical Affairs
ALAN C. CONNELLY, M.B.A., Assistant Dean for Finance
RASHID MOSAVIN, Ph.D., Chair, Department of Pharmaceutical Sciences
S. REZA TAHERI, Chair, Department of Pharmacotherapy and Outcomes Science
ANH-VUONG N. LY, Pharm.D., Director, Drug Information Center
LORI B. MENDOZA, Pharm.D., Director of Institutional Practice, Division of Experiential Education
HYMA P. GOGINENI, Pharm.D., Director of Outpatient Practice, Division of Experiential Education
GAMAL I. HUSSEIN, Pharm.D., Director, Division of Pharmaceutical Care
REBECCA J. GRYKA, Pharm.D., Director, Division of Therapeutics
LINDA G. WILLIAMS, B.S., Director, Office of Student Affairs

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ACADEMIC STANDING AND PROFESSIONALISM

ADMISSIONS

CURRICULUM

EXECUTIVE COUNCIL

HONORS AND AWARDS

PROGRAM ASSESSMENT

PROMOTION AND TENURE

AFFILIATED / CLINICAL FACILITIES—SP

Allergan Sales, Irvine, California

Arrowhead Regional Medical Center, Colton, California

Cardinal Health, NPS

Caremark, Inc.

Central Valley General Hospital

Catholic Health Care West

Cherokee Indian Hospital

Chino Valley Medical Center, Chino, California

Citrus Valley Medical Center, Covina, California

City of Hope, Duarte, California

Costco Wholesale Corporation

CVS Pharmacy, Inc.

Desert Medical Group & Oasis IPA, Cathedral City, California

Desert Regional Medical Center, Palm Springs, California

Dominguez Pharmacy

Florida Hospital, Maitland, Florida

Food & Drug Administration (FDA)

Gemmel Pharmacy, Ontario, California

Glendale Adventist Medical Center, Glendale, California

Hanford Community Medical Center

Health South Corporation, Anaheim, California

Hi-Desert Medical Center, Yucca Valley, California

Indian Health Service (IHS), Morongo, Soboba, California

Inland Empire Health Provider (IEHP)

Inland Compounding Pharmacy, Loma Linda, California

Irvine Medical Pharmacy, Irvine, California

Kaiser Permanente - Southern California

Loma Linda University Medical Center, Loma Linda, California

Loma Linda Veterans Administration Health Care System, Loma Linda, California

Long Beach Memorial Medical Center

Longs Drugstores - Inland Empire, California

Mallinckrodt, Inc.

Med Specialties, Yorba Linda, California

National Institutes of Health (NIH), Bethesda, Maryland

OB Medical Supplies and Pharmacy, San Bernardino, California

Prescription Solutions

Professional Compounding Centers of America (PCCA), Houston, Texas

Ralphs Grocery Stores - Student Agreement

Redlands Community Hospital Pharmacy, Redlands, California

Rite-Aid Corporation - Inland Empire, California

Riverside Community Hospital, Riverside, California

Salinas Valley Memorial Health Care System

San Geronio Memorial Hospital, Banning, California

San Joaquin Community Hospital

Shriners Children's Hospital of Los Angeles, Los Angeles, California

Social Action Community Health System (SACHS) - LLU Medical Center Affiliate, San Bernardino, California

Target Corporation - Inland Empire, California

Town Center Compounding Pharmacy, Palm Desert, California

Vons Corporation - Inland Empire, California

Wal-Mart, Inc. - Inland Empire, California

Walgreens Corporation - Inland Empire, California

Watson Laboratories, Inc.

White Memorial Medical Center, Los Angeles, California

SCHOOL OF PUBLIC HEALTH

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 TRICIA PENNIECOOK, M.P.H., MD, Associate Dean for Academic Affairs
 GORDON E. HEWES, M.B.A., Associate Dean for Finance
 RICHARD BLANCO, M.B.A., Director of Student Services
 JESSE BLISS, M.P.H., Director for Office of Public Health Practice
 RAFAEL MOLINA, M.Ed, Director of Distance Learning
 RANDALL W. D. SKORETZ, D. Min., Director for Advancement
 ELIEZE STRYDOM, Director of Admissions and Academic Records
 _____, Director of Marketing and Recruitment

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ERIC ANDERSON, Ph.D, MBA, Interim Chair, Health Administration
 SYNNOVE M. F. KNUITSEN, M.D., Dr.P.H., Chair, Epidemiology and Biostatistics
 RONALD H. MATAYA, M.D., Chair, Global Health
 NAOMI N. MODESTE, Dr.P.H., Chair, Health Promotion and Education
 SAMUEL SORET, Ph.D., Environmental and Occupational Health
 JOAN SABATE, M.D., Dr.P.H., Chair, Nutrition

COMMITTEES—PH

ADMISSIONS COMMITTEE
 ADMINISTRATIVE COMMITTEE
 Dr.P.H. ADVISORY COMMITTEE
 B.S.P.H. ADVISORY COMMITTEE
 CHR OPERATING COMMITTEE
 CONTINUING PROFESSIONAL-EDUCATION COMMITTEE
 DISTANT CAMPUS CURRICULA COMMITTEE
 DIVERSITY COMMITTEE
 FACULTY RANK, PROMOTION, AND TENURE COMMITTEE
 STUDENT ASSOCIATION ADVISERS
 MARKETING AND RECRUITMENT COMMITTEE
 POLICIES AND PROCEDURES COMMITTEE
 SCHOLARSHIP POLICY COMMITTEE
 WHOLENESS ENHANCEMENT COMMITTEE

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 Taryn Rechenmacher, Secretary
 Richard Blanco
 Allan Darnell
 Gordon Hewes
 Synnove Knutsen

Renate Krause

Ronald Mayata

Naomi Modeste

Rafael Molina

Susanne Montgomery

Warren Peters

Joan Sabate

Samuel Soret

Elieze Strydom

Seth Wiafe, Faculty representative

Director of Marketing and Recruitment

Larry Beeson, IFAC representative

Lee Berk, IFAC representative

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Naomi Modeste

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Sujatha Rajaram

Samuel Soret

Serena Tonstad

Michelle Wien

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Loretta Wilber

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Juan Carlos Belliard

William Colwell

David Dyjack

Gary Hopkins

Synnove Knutsen

Naomi Modeste

Susanne Montgomery

Tricia Penniecook

Joan Sabate

Seth Wiafe

Student representative

AWARDS AND TRAINEESHIP COMMITTEE

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Eric Anderson

Kristen Blakney

Richard Blanco

Elaine Fleming

Donn Gaede

Patti Herring

Gordon Hewes

CLINICAL FACILITIES—PH

Center for Health Promotion, Preventive Medicine Clinic
Evans Hall, Loma Linda University
Loma Linda, CA 92350
909/558-4594

AFFILIATED INSTITUTIONS—PH

Adventist Development and Relief Agency, Washington, D.C.

American Cancer Society (Inland Empire), Riverside, California

Asian Health Project, T.H.E. Clinic, Los Angeles, California

Atlantic Union College, South Lancaster, Massachusetts

Baptist Hospital, Care Unit Chemical Dependency Program and Center for Health Promotion, Nashville, Tennessee

California Conference of Directors of Environmental Health, Cameron Park, California

California Department of Public Health, Sacramento, California

California State University, Health Science Department, San Bernardino, California

California State University, San Bernardino, California

Castle Medical Center, Kailua, Hawaii

Centers for Disease Control and Prevention, Atlanta, Georgia

Centinela National Athletic Health Institute, Los Angeles, California

Clinica de Medicina Deportiva del Caribe, Santurce, Puerto Rico

Cooper Aerobic Center, In-Residence Program, Dallas, Texas

County of Orange, Health Care Agency, Santa Ana, California

County of San Bernardino, Health Department, San Bernardino, California

County of San Diego, Department of Health Services, San Diego, California

Dine College, New Mexico

Drinking Driver Program Services, San Bernardino, California

Eisenhower Medical Center, Rancho Mirage, California

El Progreso del Desierto, Inc., Coachella, California

Foothill Aids Project, San Bernardino, California

General Dynamics, Ontario, California

Guam SDA Clinic

Health Resources and Services Administration,

Hinsdale Sanitarium and Hospital, Hinsdale, Illinois

Inland Empire Health Plan

Inland AIDS Project, Riverside, California

Institute of Stress Medicine, Denver, Colorado

Inter-American Division of Seventh-day Adventists, Miami, Florida

International Institute of Health, Philippine Union College, Manila, Philippines

Jerry L. Pettis Memorial Veterans Administration Hospital, Loma Linda, California

Kahili Mountain School, Kauai, Hawaii

Kaiser Foundation Hospitals, Fontana, California (Southern California Kaiser Permanente Medical Center)

Loma Linda University Medical Center East Campus, Loma Linda, California

Loma Linda University Medical Center, Loma Linda, California

Los Angeles County Department of Health Services, Los Angeles, California

Martin Luther King, Jr./Charles Drew Medical Center, Los Angeles, California

Native American Coalition, Temecula, California

People's Choice, Inc., San Bernardino, California

Philippine Union College, Manila, Philippines

Pomona Unified School District, Pomona, California

Portland Adventist Medical Center, Portland, Oregon

Redlands Community Hospital, Redlands, California

Riverside County, Department of Public Health, Riverside, California

Riverside-San Bernardino County, Indian Health, Inc.

San Bernardino County Department of Environmental Health Services, San Bernardino, California

San Bernardino County Medical Center, San Bernardino, California

San Bernardino County Public Health Department, San Bernardino, California

San Diego State University, San Diego, California

San Joaquin Hospital, Bakersfield, California

Scripps Clinic and Research Foundation, Green Hospital, La Jolla, California

Sid Richardson Cardiovascular Rehabilitation Institute, Methodist Hospital, Houston, Texas

St. Helena Hospital and Health Center, Deer Park, California

State of California, Department of Public Health, Sacramento, California

Taiwan Adventist Hospital, Taipei, Taiwan

University of California Berkeley, Berkeley, California

University of California Center for Health Promotion, Riverside, California

University of California Los Angeles, Los Angeles, California

University of Hawaii, Honolulu, Hawaii

Washington Adventist Hospital, Takoma Park, Maryland

Westminster Medical Group, Westminster, California

World Vision, International, Monrovia, California

SCHOOL OF RELIGION

ADMINISTRATION—SR

JON PAULIEN, Dean

DAVID L. TAYLOR, Associate Dean

MARK F. CARR, Theological Co-director, Center for Christian Bioethics

CARLA G. GOBER, Director, Center for Spiritual Life and Wholeness

COMMITTEES—SR

CENTER FOR CHRISTIAN BIOETHICS

Dean of School of Religion, Chair

Dean of School of Medicine, Vice chair

Dean of School of Allied Health Professions

Dean of School of Dentistry

Dean of Faculty of Graduate Studies

Dean of School of Nursing

Dean of School of Public Health

Dean of School of Pharmacy

Dean of School of Science and Technology

Dean of School of Science and Technology

Chief Executive Officer, School of Medicine Faculty Practice Group

Representatives-at-Large (2)

Theological Co-director

Clinical Co-director

Ex officio officers:

Chancellor of Loma Linda University

CEO of Loma Linda University Adventist Health Sciences Center

CENTER FOR SPIRITUAL LIFE AND WHOLENESS

LLUAHSC Vice President for Mission and Culture, Chair

Dean of the LLU School of Religion, Vice chair

Director of the Center, Secretary

LLUAHSC Vice President for Educational Affairs

LLUAHSC Vice President for Research Affairs

LLU Assistant Vice Chancellor for Student Services

Deans of LLU Schools

School of Allied Health Professions

School of Dentistry

School of Medicine

School of Nursing

School of Pharmacy

School of Public Health

School of Science and Technology

Faculty of Graduate Studies

Director of the LLUMC Chaplaincy Department

Director of the LLUMC Employee Spiritual Care Department

Representative from the LLU School of Religion

Representative from the clinical area of medicine in a LLUAHSC health care entity

Representative from the clinical area of nursing in a LLUAHSC health care entity

Representative from the clinical area of allied health professions in a LLUAHSC health care entity

Representative(s) from the community

M.A. IN BIOMEDICAL AND CLINICAL ETHICS

Mark Carr, Chair

Ivan Blazen

Roy Branson

Debra Craig

Andy Lampkin

David Larson

Jon Paulien

Richard Rice

James Walters

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M.A. IN CLINICAL MINISTRY

Siroj Sorajjakool, Chair

Mark Carr

Carla Gober

James Greek

Johnny Ramirez

Randy Roberts

David Taylor

M.A. IN RELIGION AND THE SCIENCES

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Ivan Blazen

Ben Clausen

Ronald Carter

David Larson

James Walters

Gerald Winslow

RANK AND TENURE

Ivan Blazen, Chair

Mark Carr

Richard Rice

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DANA CARRINGTON, Ed.S., Assistant Dean for Administration

SUSAN A. WALTERS, M.Ed., Assistant Dean for Academic Affairs

MIRIAM A. DOMINGO, M.B.A., Assistant Dean for Finance

MINERVA SITOMPUL, B.S., Director of Student Services

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LEONARD BRAND, Ph.D., Chair, Earth and Biological Sciences

LOUIS JENKENS, Ph. D., Chair, Psychology

MARY MOLINE, M.P.H., Dr.P.H., Ph.D., Chair, Counseling and Family Sciences

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Stephen Dunbar

Kimberly Freeman

Karen Lesniak

Froylana Miller

Michelle Minyard-Widmann

Mary Moline

Susan Walters

Ignatius Yacoub

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Ian Chand

Kim Freeman

Paul Haerich

Louis Jenkins

Synnove Knutsen

Mary Moline

Christine Neish

Ignatius Yacoub

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ANTHONY J. ZUCCARELLI, Ph.D., Interim Dean

RAFAEL A. CANIZALES, Ph.D., Assistant Dean for Administrative Affairs

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Curtis Fox

Ella Haddad

Louis Jenkins

Everett Lohman

Patrick Naylor

Kevin Nick

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Ignatius Yacoub

Bruce Wilcox

Steven Yellon

Grenith Zimmerman

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Paul Buchheim

Beverly Buckles

Ian Chand

Paul Haerich

Louis Jenkins

Mary Moline

Christine Neish

Robert Teel

Ignatius Yacoub

Accreditation Status

THE UNIVERSITY

Founded as College of Evangelists 1905-06. Chartered as College of Medical Evangelists by the state of California December 13, 1909. Accredited by Northwest Association of Secondary and Higher Schools April 7, 1937. Accredited by WASC (Western Association of Schools and Colleges) (prior to January 1962, Western College Association) February 24, 1960. Became Loma Linda University July 1, 1961. Professional curricula started and approved as indicated.

THE PROFESSIONS

FACULTY OF GRADUATE STUDIES

Started in 1954 as the Graduate School, with accreditation through the University accreditation; continued through 2004; restructured as the Faculty of Graduate Studies in 2005.

SCHOOL OF ALLIED HEALTH PROFESSIONS

CLINICAL LABORATORY SCIENCE (formerly, Medical Technology): Started in 1937. Approved by the Council on Medical Education of the American Medical Association since August 28, 1937. Currently accredited by the National Accrediting Agency for Clinical Laboratory Sciences. Currently approved by the California Department of Public Health, Laboratory Field Services.

CYTOTECHNOLOGY: Started in 1982. Initial approval January 20, 1983, by the Commission on Accreditation of Allied Health Education Programs in collaboration with the Cytotechnology Programs Review Committee.

DIAGNOSTIC MEDICAL SONOGRAPHY: Started in 1976 as diagnostic medical sonography. Approved by the Joint Review Committee on Education in Diagnostic Medical Sonography October 24, 1985.

DIETETIC TECHNOLOGY: Started in 1988. The Dietetic Technology Program is currently granted continuing accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association April 25, 1988.

EMERGENCY MEDICAL CARE: Started in 1993 as a baccalaureate degree program for paramedics, respiratory therapists, and other allied health professionals desiring education, science, or management credentials in emergency medical services.

HEALTH INFORMATION MANAGEMENT: Started as medical record administration in 1963. Approved by the Council on Medical Education of the American Medical Association since December 1, 1963. Currently approved by the Commission on Accreditation of Allied Health Education Programs in collaboration with the American Health Information Management Association.

MEDICAL RADIOGRAPHY: Started in 1941 as radiological technology. Approved by the Council on Medical Education of the American Medical Association November 19, 1944. Currently approved by the Joint Review Committee on Education in Radiologic Technology and the California State Department of Public Health.

NUCLEAR MEDICINE TECHNOLOGY: Started in 1970. Approved by the Council on Medical Education of the American Medical Association June 23, 1973. Currently approved by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology.

NUTRITION AND DIETETICS: Started in 1922 as a certificate program; baccalaureate degree conferred 1932-54; graduate program offered since 1954. Internship program continuously approved by The American Dietetic Association from 1957 through 1974; reestablishment of baccalaureate degree program authorized October 1971. Since 1974 the Coordinated Program in Dietetics has been granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association.

OCCUPATIONAL THERAPY: Started in 1959. Initial approval by the Council on Medical Education of the American Medical Association June 10, 1960. Full approval March 30, 1962. Currently approved by the Accreditation Council for Occupational Therapy Education.

OCCUPATIONAL THERAPY ASSISTANT: Started in 1988. Approved by the Commission on Accreditation of Allied Health Education Programs in collaboration with The American Occupational Therapy Association (AOTA) April 13, 1989. Currently accredited by the Accreditation Council for Occupational Therapy Education of the AOTA.

PHLEBOTOMY: Started in 1994. Accredited/Approved April 1997 both by the California Department of Health, Laboratory Field Services and by the National Accrediting Agency for Clinical Laboratory Science (NAACLS); with continuing state approval, reaccredited April 2001 by NAACLS.

PHYSICAL THERAPIST ASSISTANT: Started in 1989. currently approved by the American Physical Therapy Association via the Commission on Accreditation in Physical Therapy Education (CAPTE).

PHYSICAL THERAPY: Started in 1941. Initial approval by the Council on Medical Education of the American Medical Association June 6, 1942. Currently approved by the American Physical Therapy Association.

PHYSICIAN ASSISTANT sciences: Started in 2000. Provisional accreditation granted October 20, 2000, by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Effective January 1, 2001, CAAHEP was succeeded by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Accredited March 2002 by ARC-PA.

RADIATION THERAPY: Approved by the Council on Medical Education of the American Medical Association December 1, 1974. Currently approved by the Joint Review Committee on Education in Radiologic Technology.

RESPIRATORY CARE: Started in 1971. Initial approval by the Council on Medical Education of the American Medical Association September 1972. Full approval June 1973. Currently approved by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in collaboration with the Committee on Accreditation for Respiratory Care (CoARC) (formerly known as: Joint Review Committee for Respiratory Therapy Education [JRCRTE]).

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY: Approved by the American Speech-Language-Hearing Association June 1, 1991.

Programs offered through the School of Allied Health Professions in conjunction with the Faculty of Graduate Studies are accredited through University accreditation.

SCHOOL OF DENTISTRY

Started in 1953. Approved by the Commission on Dental Accreditation of the American Dental Association since May 23, 1957.

DENTAL HYGIENE: Started in 1959. Approved by the Commission on Dental Accreditation of the American Dental Association since September 7, 1961. Degree Completion Program began January 7, 2008.

ENDODONTICS: Started in 1967. Approved by the Commission on Dental Accreditation of the American Dental Association since December 1969.

ORAL AND MAXILLOFACIAL SURGERY: Started in 1964. Approved by the Commission on Dental Accreditation of the American Dental Association since 1967.

ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS: Started in 1960. Approved by the Commission on Dental Accreditation of the American Dental Association since May 1965.

PEDIATRIC DENTISTRY: Started in 1993. Approved by the Commission on Dental Accreditation of the American Dental Association since December 1993.

PERIODONTICS: Started in 1961. Approved by the Commission on Dental Accreditation of the American Dental Association since December 1967.

PROSTHODONTICS: Started in 1993. Approved by the Commission on Dental Accreditation of the American Dental Association since February 1995.

Programs offered through the School of Dentistry in conjunction with the Faculty of Graduate Studies are accredited through University accreditation.

SCHOOL OF MEDICINE

Started in 1909. Approved by the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association since November 16, 1922.

Programs offered through the School of Medicine in conjunction with the Faculty of Graduate Studies are accredited through University accreditation.

SCHOOL OF NURSING

Hospital school started at Loma Linda in 1905. Hospital school added at Los Angeles in 1924. Collegiate program in nursing organized in 1948. Accredited by the National Nursing Accrediting Service December 10, 1951, with approval continuing under the National League for Nursing until 2001. Initial 1917 approval of the California State Board of Health extended until college program approved July 1, 1952, by the California Board of Registered Nursing. California Board of Registered Nursing approval since 1952. Public health nursing preparation recognized in 1959. School accredited by the Commission on Collegiate Nursing Education (CCNE) since 1999.

Programs offered through the School of Nursing in conjunction with the Faculty of Graduate Studies are accredited through University accreditation.

SCHOOL OF PHARMACY

Started in 2002. Approved by the Accreditation Council for Pharmaceutical Education since June 23, 2007.

SCHOOL OF PUBLIC HEALTH

Started in 1948; reorganized in 1964. Approved by the American Public Health Association June 23, 1967. Currently accredited by the Council on Education for Public Health.

SCHOOL OF RELIGION

Started in 1961 as the Division of Religion; organized as School of Religion (1987-1990), Faculty of Religion (1990-2006), School of Religion 2007. Programs accredited through University accreditation.

SCHOOL OF SCIENCE AND TECHNOLOGY

Started in 2004, combining programs established one- to-five decades ago. Programs accredited through the University accreditation and/or through their professional accrediting bodies.

Programs offered through the School of Science and Technology in conjunction with the Faculty of Graduate Studies are accredited through University accreditation.

Accrediting Agencies

THE UNIVERSITY

Loma Linda University is accredited by WASC: Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone: 510/748-9001

FAX: 510/748-9797

Web site: <www.wascweb.org>

Email: <wascsr@wascsenior.org>

WASC is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

All entry-level degrees are accredited by their respective professional accrediting associations.

In addition to WASC, the following agencies accredit specific University schools or programs*:

SCHOOL OF ALLIED HEALTH PROFESSIONS

CARDIOPULMONARY SCIENCES

Respiratory Care

Committee on Accreditation for Respiratory Care

1248 Harwood Road

Bedford, TX 76021-4244

Phone: 800/874-5615 or 817/283-2835

FAX: 817/354-8519 or 817/252-0773

Web site: <www.coarc.com>

Email: <richwalker@coarc.com>

CLINICAL LABORATORY SCIENCE

Phlebotomy Certificate

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

8410 West Bryn Mawr Avenue, Suite 670

Chicago, IL 60631-3415

Phone: 773/714-8880

FAX: 773/714-8886

Web site: <www.naacls.org>

Email: <naaclsinfo@naacls.org>

California Department of Public Health

Laboratory Field Services

Northern California Office

850 Marina Bay Parkway

Bldg. P, 1st Floor

Richmond, CA 94804-6403

Phone: 510/620-3800

Clinical Laboratory Science (formerly medical technology)

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

8410 West Bryn Mawr Avenue, Suite 670

Chicago, IL 60631-3415

Phone: 773/714-8880

FAX: 773/714-8886

Web site: <www.naacls.org>

Email: <naaclsinfo@naacls.org>

California Department of Public Health
Laboratory Field Services
850 Marina Bay Parkway
Bldg. P, 1st Floor
Richmond, CA 94804-6403
Phone: 510/620-3800

Cytotechnology

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
35 East Wacker Drive, Suite 1970
Chicago, IL 60601-2208
Phone: 312/553-9355
FAX: 312/553-9616
Web site: <www.caahep.org>
Email: <caahep@caahep.org>

HEALTH INFORMATION MANAGEMENT

Health Information Administration

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
35 East Wacker Drive, Suite 1970
Chicago, IL 60601-2208
Phone: 312/553-9355
FAX: 312/553-9616
Web site: <www.caahep.org>
Email: <caahep@caahep.org>

NUTRITION AND DIETETICS

Dietetic Technician Program—A.S.

Nutrition and Dietetics Program—B.S.

Nutrition and Dietetics Program- M.S.

Nutrition Care Management Online Program-M.S.

Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
Phone: 312/899-0040, ext. 5400 or 800/877-1600, ext. 5400
FAX: 312/899-4817
Web site: <www.eatright.org/cade>
Email: <education@eatright.org>

OCCUPATIONAL THERAPY

The Accreditation Council for Occupational Therapy Education (ACOTE)
American Occupational Therapy Association, Inc. (AOTA)
P.O. Box 31220
Bethesda, MD 20824-1220
Phone: 301/652-2682 or toll free 800/377-8555
FAX: 301/652-7711
Web site: <www.aota.org>
Email: <accred@aota.org>

PHYSICAL THERAPY

Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association (APTA)
1111 North Fairfax Street
Alexandria, VA 22314
Phone: 703/706-3245
FAX: 703/838-8910
Web site: <www.apta.org>
Email: see Web site

PHYSICIAN ASSISTANT SCIENCES

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
 Medical Education Department 1R6
 1000 North Oak Avenue
 Marshfield, WI 54449-5778
 Phone: 715/389-3785
 FAX: 715/387-5163
 Web site: <www.arc-pa.org>
 Email: <mccartyj@mfldclin.edu>

RADIATION TECHNOLOGY**Medical Radiography—A.S.****Radiation Therapy Technology—Certificate**

Joint Review Committee on Education in Radiologic Technology (JRCERT)
 20 North Wacker Drive, Suite 900
 Chicago, IL 60606-2901
 Phone: 312/704-5300
 FAX: 312/704-5304
 Web site: <www.jrcert.org>

Diagnostic Medical Sonography—Certificate

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
 35 East Wacker Drive, Suite 1970
 Chicago, IL 60601-2208
 Phone: 312/553-9355
 FAX: 312/553-9616
 Web site: <www.caahep.org>
 Email: <caahep@caahep.org>

Joint Review Committee on Education in Diagnostic Medical Sonography (JRCE-DMS)
 1248 Harwood Road
 Bedford, TX 76021-4244 Phone: 817/685-6629
 FAX: 817/354-8519
 Web site: <www.jrcdms.org>
 Email: <sharonworthing@coarc.com>

Nuclear Medicine Technology—Certificate

California Department of Public Health Radiologic Health Branch
 P.O. Box 997414, MS 7610
 Sacramento, CA 95899-7414
 Phone: 916/327-5106
 FAX: 916/440-7999
 Web site: <www.cdph.ca.gov/programs/Pages/RadiologicHealthBranch.aspx>
 Email: <RKubiak@dhs.ca.gov>

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

American Speech-Language-Hearing Association
 10801 Rockville Pike
 Rockville, MD 20852
 Phone: 301/897-5700
 FAX: 301/571-0481
 Web site: <www.asha.org>
 Email: <accreditation@asha.org>

Speech-Language Pathology

Speech-Language Pathology Educational Standards Board
American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
Phone: 301/897-5700
FAX: 301/571-0457
Web site: <www.asha.org>
Email: <accreditation@asha.org>

SCHOOL OF DENTISTRY

Commission on Dental Accreditation of the American Dental Association
211 East Chicago Avenue
Chicago, IL 60611
Phone: 800/621-8099
FAX: 312/440-2915
Web site: <www.ada.org>
Email: <accreditation@ada.org>

SCHOOL OF MEDICINE

Liaison Committee on Medical Education
Association of American Medical Colleges
2450 N Street NW
Washington, DC 20037
Phone: 202/828-0596
FAX: 202/828-1125
Web sites: <www.lcme.org>; <www.aamc.org>
Email: <lcme@aamc.org>

SCHOOL OF NURSING

Board of Registered Nursing
1170 Durfee Avenue, Suite G
South El Monte, CA 91733
Phone: 626/575-7080
FAX: 626/575-7090
Web site: <www.rm.ca.gov>

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle NW, Suite 530
Washington, DC 20036-1120
Phone: 202/887-6791
FAX: 202/887-8476
Web site: <www.aacn.nche.edu/accreditation>

SCHOOL OF PHARMACY

Accreditation Council for Pharmacy Education
20 North Clark Street, Suite 2500
Chicago, IL 60602-5109
Phone: 312/664-3575
FAX: 312/664-4652
Email: <info@acpe-accredit.org>

SCHOOL OF PUBLIC HEALTH

Council on Education for Public Health
800 Eye Street NW, Suite 202
Washington, DC 20001-3710
Phone: 202/789-1050
FAX: 202/789-1895
Web site: <www.ceph.org>
Email: <jconklin@ceph.org>

HEALTH PROMOTION AND EDUCATION**Certified Health Education Specialist (CHES)**

National Commission for Health Education Credentialing, Inc.
 1541 Alta Drive, Suite 303
 Whitehall, PA 18052-5642
 Phone: toll free 888/624-3248
 FAX: 800/813-0727
 Web site: <www.nchec.org>
 Email: <dherman@nchec.org>

ENVIRONMENTAL AND OCCUPATIONAL HEALTH**Registered Environmental Health Specialist, State of California**

Environmental Health Specialist
 Registration Program
 1616 Capital Avenue 2nd Floor
 P.O. Box 997413
 MS7404
 Sacramento, CA 95899-7413
 Phone: 916/449-5663
 FAX: 916/449-5665
 Web site: <www.dhs.ca.gov> or <www.dhs.cahwnet.gov>
 Email: <rehsprog@dhs.ca.gov>

NUTRITION

Nutrition Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
 120 South Riverside Plaza, Suite 2000
 Chicago, IL 60606-6995
 Phone: 312/899-0040, ext. 5400 or 800/877-1600, ext. 5400
 FAX: 312/899-4817
 Web site: <www.eatright.org/cade>
 Email: <education@eatright.org>

SCHOOL OF SCIENCE AND TECHNOLOGY**COUNSELING AND FAMILY SCIENCES****Drug and Alcohol Counseling**

California Association of Alcoholism and Drug Abuse Counselors (CAADAC)
 3400 Bradshaw Road, Suite A5
 Sacramento, CA 95827
 Phone: 916/368-9412
 FAX: 916/368-9424
 Web site: <www.caadac.org>
 Email: <caadac@jps.net>

MARITAL AND FAMILY THERAPY

Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy
 1133 15th Street NW, Suite 300
 Washington, DC 20005-2710
 Phone: 202/467-5111 or 452-0109
 FAX: 202/223-2329
 Web site: <www.aamft.org>
 Email: <coamfte@aamft.org>

PUPIL PERSONNEL SERVICES CREDENTIAL

California Commission on Teacher Credentialing (CTC)
 California State Department of Education

PSYCHOLOGY

American Psychological Association
750 First Street NE
Washington, DC 20002-4242
Phone: 202/336-5500
FAX: 202/336-5978
Web site: <www.apa.org>
Email: <education@apa.org>

SOCIAL WORK

Council on Social Work Education
Division of Standards and Accreditation
1600 Duke Street, Suite 500
Alexandria, VA 22314-3457
Phone: 703/683-8080
FAX: 703/683-8099
Web site: <www.cswe.org>
Email: <info@cswe.org>

CLINICAL AFFILIATES—ST

Albany Psychology Internship Consortium, VA Albany Medical College
Anaheim School, Anaheim, California
Arroyo High School, San Bernardino, California
Assessment and Treatment Services Center

Bilingual Family Counseling, Ontario, California
Boys and Girls Club, Redlands, California

Canyon Ridge Hospital, Chino, California
Casa Pacifica Clinical Services
Catholic Charities Psychological Services
Chaffey College, Rancho Cucamonga, California
Cherokee Health System
Child and Family Guidance Center, Northridge, California
Child Welfare Training, Riverside, California
Children's Hospital, Los Angeles, California
Children's Hospital of Orange County
Community Hospice of Victor Valley, Apple Valley, California

Doctors Hospital of West Covina, California

East Valley SELPA

Family Services Association, Riverside, California
Family Solutions Collaborative, Ontario, California

Forest Institute of Professional Psychology
Foster Family Network, San Bernardino, California

Growing Fit

Harbor-UCLA Medical Center
Health and Human Services Department of Aging, San Bernardino County, California
Hesperia Unified School District, Hesperia, California
Highlander Children's Services, Riverside, California
Huntington Memorial Hospital, Pasadena, California

Illinois School of Professional Psychology
Inland Regional Center, Colton, California
Inland Temporary Homes, Loma Linda, California

Jerry L. Pettis Memorial VA Medical Center
JFK Memorial Hospital, Indio, California
Jurupa Unified School District, Riverside, California

Kaiser Permanente Hospital, Riverside, California
Kaiser Permanente Medical Care Program, Psychiatry Department

Lackland Air Force Base, San Antonio, Texas
Loma Linda University Adult Day Services
Loma Linda University Marriage and Family Therapy Clinic
Loma Linda University Medical Chaplain's Office
Loma Linda University Neuropsychology Department
Loma Linda University Psychiatric Medical Group
Los Angeles city Department of Child Assessment Center
Los Angeles County Child Services
Los Angeles Department of Mental Health
Lutheran Social Services, Apple Valley, California

Moreno Valley Community Hospital, Moreno Valley, California
Morongo Inland Health, Banning, California

Oasis Counseling Center, Victorville, California
Office of Aging, Riverside, California

Office of Aging, San Bernardino, California
Ontario Montclair School District
Orange County Department of Child Services

Pacific Clinics Institute
Patton State Hospital
Pediatric Neuroassessment Program

Redlands Community Hospital, Redlands, California
Rim Family Services, Sky Forest, California
River Oak County Adult Protection Service
Riverside County Department of Mental Health, Riverside, California
Riverside Department of Social Services, Riverside, California

SACH-Norton Mental Health Clinic
San Bernardino City Unified School District
San Bernardino County Department of Behavioral Health
San Bernardino County Department of Mental Health, Colton, California
San Bernardino Department of Social Services, San Bernardino, California
San Bernardino Public Defender, San Bernardino, California
San Diego Hospice and Palliative Care, San Diego, California
Santa Ana College Health and Wellness Center Psychology Services
Senior Care Network, Glendora, California
Serenity Infant Care Homes
Sharper Future
Shasta County Mental Health Services
Southern Arizona VA health Care System
Spokane Mental Health Psychology Services
St. Annes Hospice, Glendale, California
Su Casa, Artesia, California

University of Riverside
USCD VA Psychology Internship Program

VA Los Angeles Ambulatory Care Center
VA Sierra Nevada Health Care System
Verdugo Hills Hospital, Glendale, California
Veterans Affairs Hospital, Loma Linda, California

Village of Child Hope, Beaumont, California

Vitas Innovative Hospice Care, San Bernardino, California

Warm Springs Counseling Center, Boise, Idaho

West End Valley Counseling, Ontario, California

Western Youth Service, Fullerton, California

Wilford Hall Medical Center, Lackland Air Force Base

Youth Service Center, Riverside, California

Yucaipa Guidance, Redlands, California

Alumni Associations

SCHOOL OF DENTISTRY

Graduates of the School of Dentistry organized the Alumni Association in 1957. Membership is extended to those who have earned degrees at this School. Student membership is extended to students of the School.

The primary purposes of the association are to promote the interests of the School, to secure unity among alumni, to foster an attachment to its alma mater, to enlist members as continuing participants in the association and as active participants in Christian activities and interests, to aid members in attaining to the highest ethical and scientific standards in the practice of their profession, and to aid in general charitable and educational purposes. Major interests of the association include:

1. Hosting the Alumni-Student Convention, including continuing education programs, class reunions, and spiritual events.
2. Advancing the Century Club. Members include alumni and others of the dental profession who contribute a qualifying amount annually to promote and support interests of the alumni and the School.
3. Preparing and distributing alumni and School news to faculty, staff, students, donors, and alumni via the biannual Dentistry Journal, the monthly Dentalgram, and continuous electronic media such as the internet and email communications.

The School of Dentistry Alumni Association has made an ongoing commitment to students at the School by supporting a student loan fund and a scholarship endowment fund, both of which are administered by the University.

SCHOOL OF MEDICINE

Graduates of the School of Medicine organized their Alumni Association in 1915 when only two classes totaling eighteen members had been graduated, and the organization has functioned continuously since that time. Membership is extended to alumni who have graduated with the Doctor of Medicine degree from this University and to graduates of the American Medical Missionary College, operated by Seventh-day Adventists in Battle Creek, Michigan, from 1895 to 1910. Associate membership is extended to students of the School of Medicine, and affiliate membership is extended to faculty who have earned degrees from other institutions. During the 1986-87 school year, membership was extended to the basic science faculty.

Statement of mission and purpose

The Alumni Association of the School of Medicine of Loma Linda University is a nonprofit organization composed both of alumni and affiliate members. The association is organized to support the School, to promote excellence in worldwide health care, and to serve its members in the following ways:

1. **EDUCATION**—To encourage continuing education among its members by organizing and offering graduate education and related programs at the Annual Postgraduate Convention and at other health care seminars.
2. **COMMUNICATION**—To publish newsworthy, factual information about alumni and developments at the School of Medicine in the alumni journal, in the annual directory, and in journals of organizations under the umbrella of the association.
3. **HEALTH CARE**—To foster improved health care and preventive medicine throughout the world by conducting postgraduate seminars; demonstrations; and people-to-people, health care interactions with Christian concern and compassion.
4. **PHILANTHROPY**—To encourage the contribution of funds for the support of undergraduate and graduate education at the School, including funds for student loans, research, and professorial chair endowments; and funds to provide for improvement in the School's physical plant. To encourage donations of money, equipment, and supplies for educational centers and health care facilities in areas of need worldwide.
5. **MEDICAL RESEARCH**—To support medical research among the faculty and students of the School, thereby enhancing the association's ability to respond to the needs of its alumni and to advance medical knowledge.
6. **FRATERNITY**—To promote and provide gatherings, in an atmosphere of Christian and professional friendship, which foster unity and advance the foregoing objectives.

SCHOOL OF NURSING

The Loma Linda University School of Nursing Alumni Association (LLUSNAA) has an office in West Hall. A board of officers and directors carries out the goals and ongoing activities of the association. At the time of graduation, new graduates are welcomed into the association. Associate membership may be extended to graduates of other accredited schools who are members of the profession in good standing and who share the interests, ideals, and purposes of the alumni association.

Purpose

The purpose of the LLUSNAA is to foster alumni unity, mobilize their support, and assist in an organized fashion to encourage continued interest in and commitment to the programs of the School of Nursing. The association promotes the missions of the Seventh-day Adventist church, the School of Nursing, and the University. The goals of the association are to:

1. Promote communication among alumni of the School of Nursing and Graduate School nursing majors.
2. Foster the advancement of education and science within the programs of the School of Nursing.
3. Support alumni nurses in mission programs at home and abroad.

To communicate with LLU...

MAIL:

Loma Linda University
11060 Anderson Street
Loma Linda, CA 92350

PHONE:

Switchboard: 909/558-1000, 909/558-4300
Area code: 909/

WORLDWIDE WEB:

<<http://www.llu.edu>>

For information about LLU 1/800/422-4LLU
Dialing from Canada 1/800/548-7114

Phone:			Fax:	
Off-campus	On-campus		Off-campus	On-campus
558-4540	44540	Chancellor	558-0242	80242
558-4787	44787	Diversity	558-0140	80140
558-4510	44510	Student Affairs Student welfare, housing, visas	558-4879	44879
558-4955	44955	International Student Services	558-4879	44879
558-4520	44520	Student Finance	558-7904	87904
558-4509	44509	Student Financial Aid	558-4879	44879
558-4508	44508	University Records	558-4879	44879
558-8770	88770	Student Health Service	558-0433	80433
558-6028	66028	Student Counseling	558-6090	66090
558-6050	66050	Student Assistance Program Spiritual Counseling	558-6051	66051
558-8348	88348	Campus Chaplain/Campus Ministries	558-0347	80347
558-4570	44570	University Church	558-4186	44186
809-1049	44270	Campus Hill Church	796-1992	
558-9200	39200	LLU Behavioral Medicine Center	558-9243	39243
Faculty of Graduate Studies				
558-1800	81800	Admissions	558-4528	44528
558-9485	83374	Dean	558-0908	80908
The Schools				
Allied Health Professions				
558-4599	44599	Admissions	558-4291	44291 attn. Admissions
558-4545	44545	Dean	558-4291	44291 attn. Dean
558-4932	44932	Cardiopulmonary Sciences	558-4701	44701 attn. CPSC
558-4966	44966	Clinical Laboratory Science	558-0458	80458 attn. CLSC
558-4976	44976	Health Information Management	558-0404	80404 attn. HLIN
558-7389	87389	Health Science (B.S., Japan only)	558-0982	80982 attn. HSCI
558-4593	44593	Nutrition and Dietetics	558-4291	44291 attn. DTCS
558-4628	44628	Occupational Therapy	558-0239	80239 attn. OCH
558-4948	44948	Occupational Therapy Assistant	558-0239	80239 attn. OCTA

558-4632	44632	Physical Therapy	558-0459	80459 attn. PTH
558-4634	44634	Physical Therapist Assistant	558-0459	80459 attn. PTA
558-7295	87295	Physician Assistant Sciences	558-0495	80495 attn. PAST
558-4931	44931	Radiation Technology	558-4291	44291 attn. RTCH
558-4998	44998	Speech-Language Pathology/Audiology	558-4291	44291 attn. SPPA
558-4998	47224	Speech-Language Pathology Assistant	558-4291	44291 attn. SLPA
Dentistry				
558-4222	44222	Dentistry		
558-4621	44621	Admissions	558-0195	80195
558-4683	44683	Dean	558-0483	80483
558-8624	88624	Advanced Dental Education Programs	558-0122	80122
558-4621	44621	Dentistry Program	558-0195	80195
558-4631	44631	Dental Hygiene Program	558-0313	80313
558-4669	44669	International Dentist Program	558-0133	80133
558-4790	44790	SD Student Affairs	558-4790	44790
558-4601	44601	SD Academic Affairs	558-0730	80730
Medicine				
558-4462	44462	Medicine	558-4146	44146
558-4467	44467	Admissions	558-0359	80359
558-4481	44481	Dean	558-4146	44146
Nursing				
558-1000	44360	Nursing	558-4134	44134
558-4923	44923	Admissions	558-0175	80175
558-4517	44517	Dean	558-0225	80225
558-8061	88061	Graduate	558-0719	80719
558-8060	88060	Undergraduate	558-0643	80643
558-7122	87122	International Nursing	558-0224	80224
Pharmacy				
558-1300	41300	Pharmacy	558-4859	44859
558-1300	41300	Admissions	558-4859	44859
558-4745	44745	Dean	558-7973	87973
Public Health				
558-4546	44546	Public Health	558-4087	44087
558-4918	44918	Addiction Medicine Fellowship	558-4087	44087
558-4694	44694	Admissions/Academic Records	558-4087	44087 attn. Admissions
558-4578	44578	Dean	558-4087	44087 attn. Dean
558-8750	88750	Environmental and Occupational Health	558-0493	84493 attn. ENVH
558-8750	44590	Epidemiology and Biostatistics	558-0326	80326 attn. EPDM/STAT
558-4902	44902	Global Health	558-0389	80389 attn. GLBH
558-4573	44573	Health Policy and Management	558-0469	80469 attn. HADM

558-4741	44741	Health Promotion and Education	558-0471	80471 attn. HPRO
558-4575	44741	Maternal and Child Health	558-0471	
558-4598	44598	Nutrition	558-4095	44095 attn. NUTR
558-4918	44918	Occupational Medicine Residency Program	558-4087	44087
558-4918	44918	Preventive Medicine Residency Program	558-4087	44087 attn. PMR
Religion				
651-5952	15952	Admissions and Academic Records	558-4856	44856
558-8434	88434	Dean	558-4856	44856
558-4956	44956	Biomedical and Clinical Ethics	558-0336	80336
558-4956	44956	Center for Christian Bioethics	558-0336	80336
558-7786	87786	Center for Spiritual Life and Wholeness	558-7988	87988
558-8433	88433	Clinical Ministry	558-4856	44856
558-8433	88433	Religion and the Sciences	558-4856	44856
5584536	44536	Division of Humanities	558-4856	44856
Science and Technology				
558-1900	41900	Admissions and Records	558-7967	87967
558-4528	44528	Dean	558-0441	80441

	Web Site	E-mail
Student Services	< http://www.llu.edu/ssweb >	
University Records		< registrar@univ.llu.edu >
Faculty of Graduate Studies	< http://www.llu.edu/llu/grad/ >	< azuccarelli@llu.edu >
Admissions	< http://www.llu.edu/llu/grad/ >	< admissions.gs@llu.edu >
The Schools		
Allied Health Professions	< http://www.llu.edu/llu/sahp/ >	
Admissions		< admissions@sahp.llu.edu > attn. Admissions
Cardiopulmonary Sciences		< admissions@sahp.llu.edu > attn. CPSC
Clinical Laboratory Science		< clin.sahp@llu.edu > attn. CLSC
Health Information Management		< admissions@sahp.llu.edu > attn. HLIN
Nutrition and Dietetics		< nutrition@sahp.llu.edu > attn. DTCS
Occupational Therapy		< admissions@sahp.llu.edu > attn. OCH
Physical Therapy		< admissions@sahp.llu.edu > attn. PHTH
Physical Therapy Assistant		< admissions@sahp.llu.edu > attn. PTA
Physical Assistant Sciences		< admissions@sahp.llu.edu > attn. PAST
Radiation Technology		< admissions@sahp.llu.edu > attn. RTCH
Speech-Language Pathology/Audiology		< admissions@sahp.llu.edu > attn. SPPA

Dentistry	< http://www.llu.edu/llu/dentistry/ >	
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Graduate Programs	< http://www.llu.edu/llu/dentistry/ >	<advanceddental@llu.edu>
Medicine	< http://www.llu.edu/llu/medicine/ >	<ledwards@llu.edu>
Nursing	< http://www.llu.edu/llu/nursing/ >	<admissions_sn@sn.llu.edu>
Pharmacy	< http://www.llu.edu/llu/sps/ >	
Admissions		<rxadmissions@llu.edu>
Public Health	< http://www.llu.edu/llu/sph >	
Admissions and Academic Records	< http://www.llu.edu/llu/sph >	<admissions.sph@llu.edu>
Distance Learning		<distancelearning@llu.edu>
Environmental and Occupational Health	< http://www.llu.edu/llu/sph/envh >	<envhdept@llu.edu>
Epidemiology and Biostatistics	< http://www.llu.edu/llu/sph/epibio >	<epibidept@llu.edu>
Global Health	< http://www.llu.edu/llu/sph/glbh >	<globalhealthdept@llu.edu>
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Center for Christian Bioethics	< http://www.llu.edu/llu/bioethics/ >	<bioethics@llu.edu>
Center for Spiritual Life and Wholeness	< http://www.llu.edu/llu/wholeness/ >	<innerweave@llu.edu>
Chair, Division of Humanities		<jwalters@llu.edu>
Science and Technology	< http://www.llu.edu/llu/sst/ >	<admissions.sst@llu.edu>



Index

About the Schools, Section III, 83

About the University—Section II, 26

Academic authority, 71

Academic calendar—2008-2009, 21

Academic integrity, 71

Academic policies and information, 73

Academic residence, 79

Academic standing, 77

Acceptance deposit, 81

Accommodation for disability, 19

Accreditation overview, 16

Accreditation status, 1396

Accrediting agencies, 16, 1399

Admission policies and information, University, 41

Admissions classifications, 44

Advance payments/refunds, 80

Advisement, student, 45

Affirmative action, 18

Alumni associations, 1408

Application and admissions, University policies, 41

Attendance at appointments (e.g., class, clinic, laboratory, chapel), 74

Background check, 74

Buy-in provision, student health plan, 67

Cars and transportation, 70

Catalog in effect, 79

Century of service, A (Loma Linda University), 34

Certificates offered, 13

Chancellor's welcome, 12

Change in registration, 73

Chapel services, 36

Check made payable to Loma Linda University, 81

CLEP (College-Level Examination Program), 74

Coat of arms, University, 32

Codes, key to program, 13

College-Level Examination Program (CLEP), 74

Combined-degrees programs of the University, 44, 753

Commencement exercises, 79

Communication devices, 72

Conduct, expectations for students, 71

Confidentiality (HIPAA), 70

Continuous enrollment, 42

Copyright violations, 72

Core values, University, 30

Correspondence course, 75

Counseling and health services, University, 68

Course changes, 73

Course numbers, 74

Course waiver, 75

Courses, The—Section IV, 784

Credit by examination, 75

Criteria for general education courses, University, 48
Cultural studies certificates, 62

Deferred-payment plans, 81
Degrees, 13
Deposits, 81
Diplomas, 79
Disability insurance, 68
Division of General Studies, 47
Drayson Center (recreation/wellness), 65

Eligibility, student health plan, 67
Employment for international students, 71
Employment, general policy, 71
English composition requirements in non-Seventh-day Adventist colleges, 63
English composition requirements in Seventh-day Adventist colleges, 62
English proficiency, 45
Extension study, 76

Facilitating the transfer of currently registered student, 78

Faculty of Graduate Studies, 745

Academic information, 751
Dean's welcome, 747
Financial information, 752
Foundations of graduate study, 748
General regulations, 749
Application and admissions, 749
From master's to Ph.D. degree, 749
Scholarship, 749
Student life, 750

Faculty, The [University]—Section V, 1158

Financial aid applications, 82
Financial clearance, 80
Financial policies and information, 80
Foundations, University, 33
From University to student, 64

General education requirements, 47
General education courses offered at Loma Linda University, 49
General education courses—online and booklet, 63
Communication, 60
Electives, 62
Health and wellness, 61
Humanities and religion, 49
Scientific inquiry and analysis, 55

General Information—Section VI, 1335

General practices, financial, 80
Governing practices, University, 69
Grade change, 78
Grades and grade points, 76
Graduation, 79
Grievance procedure, 72

Health service, 81
Health/Immunizations, 44
HIPPA (Health Insurance, Portability, and Accountability Act), 66

- History, University, 33
- Housing, student, 81

- Identification card, 69
- Identification number, 69
- Independent study, 75
- International students, 45, 81
- Introduction—Section I, 11**

- Key deposit, 81
- Key to program codes, 13

- Learning environment, University, 37
- Learning outcomes, 31
- Learning resources, University, 40
- Leave of absence, personal, 78
- Legal notice, 2
- Libraries, University, 38
- LLUAHSC (Loma Linda University Adventist Health Sciences Center) centers, 40
- LLUAHSC institutes, 40
- LLU school centers, 40
- Loans, 81

- Mace, University ceremonial, 32
- Malpractice coverage, 68
- Maps and legends, 1415
- Marriage, 69
- Mission, University, 28
- Monthly financial statement, 80

- Name change, student, 70
- Nondiscrimination policy, 20
- Non-LLU courses as part of total load for financial aid, academic policies and information, 73

- Officers of the University Board of Trustees, 1336
- On-campus housing, 81

- Payments, 81
- Personal appearance, 70
- Personal leave of absence, 78
- Personal property, 70
- Personal qualities, 41
- Philosophy, University, 29
- Philosophy of general education, University, 47
- Pre-entrance examinations, 43
- Prescription drug coverage, student health plan, 67
- President's welcome, 12
- Privacy rights of students in academic records, 77
- Professional apparel, 70
- Programs offered by the University, 13

- Recreation/Wellness (Drayson Center), 65
- Re-entrance, 43
- Refunds, 80
- Registration, 73

Religion classes, 36
 Repeating a course, 78
 Residence hall, 69
 Room deposit, 81

Scholastic standing, 76
 School administrations, committees, and affiliations, 1338
 Faculty of Graduate Studies, 1394
 School of Allied of Health Professions, 1338
 School of Dentistry, 1378
 School of Medicine, 1379
 School of Nursing, 1380
 School of Pharmacy, 1384
 School of Public Health, 1386
 School of Religion, 1391
 School of Science and Technology, 1393
 School and program-specific GE requirements, 63

School of Allied Health Professions, 84

 Academic policies and information, 93
 Academic probation, 91
 Academic residence, 93
 ACLS (advanced cardiac life support) course, 98
 ACLS continuing-education units, 98
 ACLS course objectives, 98
 ACLS prerequisites, 98
 ACLS registration, 98
 Additional ACLS fees, 98
 Refund policy, 98
 Additional requirements, 109
 Admissions policies and information, 90
 Allied Health Studies, department of, 95
 Applicant's records, 90
 Application and acceptance, 94
 Application-review process, 90
 Apply early, 90
 Awards and scholarships, 105
 CPCER (Center for Prehospital Care, Education, and Research) information, 96
 CPCER courses and programs, 96
 Dean's welcome, 86
 Entrance requirements, 91
 Evaluation of mission and goals, 88
 Extended campus programs, 95
 Fees, 103
 Financial policies and information, 99
 General financial policies, 99
 General regulations, 90
 Goals, 88
 Grade requirement for entrance, 91
 Graduation ceremonies, 93
 Learning resource/center, 95
 Life Support Education, 97
 Mission, 88
 Online application, 91
 Procedure, application, 90
 Professional standards (personal grooming), 92

Programs, degrees, and certificates offered

- Certificate in Computed Tomography (CT)—certificate, 225
- Certificate in Magnetic Resonance Imaging (MRI)—certificate, 229
- Clinical Laboratory Science—B.S., 110
- Coding Specialist—certificate, 116
- Cytotechnology—B.S., certificate, 118
- Diagnostic Medical Sonography—certificate, 123
- Dietetic Technology—A.S., certificate, 126
- Emergency Medical Care—B.S., 130
- Health Information Administration—B.S., PB certificate, HIT-Progression, 134
- Health Science (Japan)—B.S., 140
- Imaging Informatics—on-line program, 228
- Medical Dosimetry—certificate, 141
- Medical Radiography—A.S., 144
- Nuclear Medicine Technology—certificate, 147
- Nutrition and Dietetics—B.S., certificate, 149
- Occupational Therapy—M.O.T., O.T.D., 158
- Phlebotomy—certificate, 232
- Physical Therapy—M.P.T., D.P.T., D.Sc., 169
- Physician Assistant Sciences—M.P.A., 185
- Radiation Sciences—B.S., 189
- Radiation Therapy Technology—B.S., certificate, 195
- Radiologist Assistant—B.S., PB certificate, 200
- Rehabilitation Science—Ph.D., 205
- Respiratory Care—B.S., PP B.S. certificate, 209
- Speech-Language Pathology and Audiology—B.S., M.S., 218
- Combined-degrees programs (See end of Section III.)

Promotion and probation, 94

Rehabilitation Science (conjoint doctoral)—Ph.D.,

Repeating a course, 93

Schedule of charges, 99

- Allied health sciences, 99
- Cardiopulmonary sciences, 99
- Clinical laboratory science, 100
- CPCER, 99
- Health information management, 100
- Miscellaneous expenses, 104
- Nutrition and dietetics, 100
- Occupational therapy, 101
- On- and off-campus student housing, 104
- Physical therapy, 101
- Physician assistant sciences, 102
- Radiation technology, 102
- Special charges, 103
- Special tuition charges, 103
- Speech-language pathology and audiology, 103
- Supplies, 103

Scholastic standing, 93

School foundations, 87

Standard of student progress (time framework), 94

Student life, 92

Subject/diploma requirements, 91

Transcripts, 91

Where to write, 90

Wholeness portfolio-development practicum, 88

School of Dentistry, 233

- Academic criteria for promotion, 253
 - Dental hygiene, 253
 - Dentistry, 253
- Academic disciplinary policy, 255
- Academic discontinuation, 257
- Academic information, 252
- Academic leave of absence, 257
- Academic probation, 255
- Academic requirements for graduation, 253
 - Dental Hygiene, 254
 - Dentistry, 253
- Admissions criteria for advanced dental education programs, Summary of, 242
- Advanced dental education programs, 240
- Advanced dental education programs-learning outcomes, 249
- Alumni-student convention, 251
- Attendance, 252
- Awards, 261
- Basic sciences departments serving the school, 259
- Behavioral and social attributes, 250
- Charges, 260
- Code of ethics, 250
- Cognitive abilities, 249
- Combined degrees programs, 239
- Communication, 250
- Conditions for a student on academic probation, 257
- Continuation, 257
- Conventions, 251
- Core values, 238
- Course waiver, 252
- Criteria for advisory notice of potential for academic probation, 256
- Criteria for placement on academic probation, 255, 256
- Dean's list, 252
- Dean's welcome, 236
- Dental Hygiene Program, 247
- Disabled applicants and students, 250
- Disciplinary actions available, 256
- Discontinuation, 257
- Doctor of Dental Surgery Program, 243
- Fees, 260
- Financial information, 260
- Financial policies, 260
- General financial practices, 260
- General information, 239
- General policies, 252
- General regulations, 239
- Graduation requirements, academic, 253
 - Dental Hygiene, 254
 - Dentistry, 253
- History, 237
- International Dentist Program, 246
- Learning environment, 259
- Learning outcomes for the new dental graduate, 248
- Learning outcomes, advanced dental education programs, 248
- Length of academic residence, 252
- Level of academic probation, 255

- Mission, 238
- Motor skills, 250
- National dental boards, 254
- Observation, 249
- On- and off-campus student housing, 261
- Policies for this school, 250
- Probation, academic, 256
- Procedures for academic review, 255
- Programs, degrees, and certificates offered, 264
 - Advanced Dental Education—M.S., post-D.D.S./D.D.M certificate
 - Dental Anesthesiology, advanced—certificate, 264
 - Endodontics, advanced—M.S., M.S.D., certificate, 295
 - Implant Dentistry, advanced—M.S., M.S.D., certificate, 297
 - Oral and Maxillofacial Surgery, advanced—M.S., M.S.D., certificate, 299
 - Orthodontics and Dentofacial Orthopedics, advanced—M.S., certificate, 301
 - Pediatric Dentistry, advanced—M.S., M.S.D., certificate, 303
 - Periodontics, advanced—M.S., M.S.D., certificate, 305
 - Prosthodontics, advanced—M.S., M.S.D., certificate, 307
 - Combined-degrees programs, advanced, 309 (See also end of Section III)
 - Dental Hygiene—B.S., 284
 - Dentist, International Program—D.D.S., 291
 - Dentistry, General—D.D.S., 265
 - Master of science in dentistry degree, advanced—M.S.D., 311
- Registration, 252
- Remedial action (remediation), 257
- Repeating/remediating a course, 252
- Restrictions for a student on academic probation, 257
- Schedule of charges, 260
- School foundations, 237
- Service learning, 259
- Special examination, 252
- Special opportunities, 251
- Specific program requirements, 239
- Student association, 251
- Student financial aid, 260
- Student housing, on- and off-campus, 261
- Student life, 249
- Student-initiated grievance procedure, 258
- Technical standards, 249
- Tuition, 260
- Vision, 238

School of Medicine, 312

- Academic information, 324
 - Communications, 324
 - Practices and regulations, 324
- Academic probation, 325
- Additional requirements, 332
- Application and admissions, 318
- Application procedure and acceptance, 319
 - AMCAS deadline, 319
 - Application procedure, 319
 - Deadlines, 320
 - Early decision program, 320
 - Fees, 319
 - Pre-entrance health requirement and health insurance, 320

- Transfer from another school of medicine, 320
- Where to write, 319
- Awards, 331
- Center for Health Disparities and Molecular Medicine, 329
- Center for Perinatal Biology, 329
- Class standing, 325
- Clinical facilities, 327
- Continuing medical education, 327
- Course exemptions, 324
- Curriculum, 323
- Deadlines, 320
- Dean's Welcome, 314
- Doctor of Medicine degree requirements, 325
- Doctor of Medicine/Oral and maxillofacial surgery degree requirements, 326
- Examinations, 324
- Fees, 330
- Financial Information, 330
- General entrance information, 318
- General financial practices, 330
- General Regulations, 317
- Grading policy, 325
- Graduate combined-degrees programs, 326
- Graduate specialty medical education residencies, 326
- History, 315
- Instructional resources, The, 327
- Learning outcomes for medical student education, 323
- Length of academic residence, 324
- Licensing examinations, 326
- Living expenses, 330
- Mission, 315
- Postgraduate training, 327
- Pre-entrance health requirement and health insurance, 320
- Programs, degrees and certificates offered
 - Medicine—M.D., 343
 - Anatomy—M.S., Ph.D., 333
 - Biochemistry—M.S., Ph.D., 337
 - Medical Scientist—M.D. with Ph.D., 341
 - Microbiology and Molecular Genetics—M.S., Ph.D., 369
 - Pharmacology—M.S., Ph.D., 373
 - Physiology—M.S., Ph.D., 377
 - Combined-degrees programs (See end of Section III.)
- Promotion, 325
- Required supplies, 324
- Research centers, 329
- Schedule of charges, 330
- School Foundations, 315
- Special Charges, 2008-2009, 331
- Student life, 322
- Student organizations, 322
- Study of medicine, The, 318
- Technical standards, 320
- Transfer from another school of medicine, 320
- Tuition, 330
- USMLE Steps I and II policy, 325
- Veterans benefits, 330
- Whole-person formation, 323

Withdrawal, 325

School of Nursing, 381

- Academic policies and practices, 394
 - Academic residence, graduate, 396
 - Academic residence, undergraduate, 394
 - Academic standing, graduate, 396
 - Graduation department, 396
 - Percentage breakdown for grading, 394
 - Undergraduate department, 395
- Academic progression, academic policies and practices for, 395
 - Probation status, nursing students, undergraduate, 395
 - Repeating a course, nursing students, undergraduate, 395
 - Withdrawing from a course, nursing students, undergraduate, 395
- Accelerated B.S. degree, 408
- Additional requirements/policies, 401
- Admission requirements, 390
- Advanced placement program, 395
- Adult nurse practitioner (PM certificate), 415
- Adult nurse practitioner (M.S.), 414
- Agency membership, 384
- Application and admissions, 389
 - Application deadlines, undergraduate department, 389
 - Application deadlines, graduate department, 389
 - Application fees, 389
 - Essential skills, 389
- Application and class scheduling, graduate department, 414
- Application for candidacy, graduate, 396
- Awards honoring excellence, 400
- B.S. degree/A.S. degree program options, 402
 - Accelerated B.S. degree, 408
 - B.S. degree or 45-unit RN licensure option, 410
 - B.S. degree program for the returning RN, 412
 - Four-quarter or part-time B.S. degree program, 412
 - Intensive B.S. degree, 408
 - Standard generic B.S. degree, 404
 - Transitional RN to M.S. degree, 413
- B.S. degree or 45-unit RN licensure option, 410
- Bridge courses for the RN with B.S./B.A. degree, 408
- Challenge/equivalency examinations, 395
- Charges, 399
- Clinical laboratory, nursing courses, 394
- Clinical nurse specialist: Adult and aging family (PM certificate), 421
- Clinical nurse specialist: Adult and aging family (M.S.), 420
- Clinical nurse specialist: Growing family (certificate), 422
- Clinical nurse specialist: Growing family (M.S.), 421
- Clinical probation, graduate, 396
- Combined-degrees programs (See end of Section III.)
- Comprehensive examination, graduate program academic policies for, 397
- Credit by examination, academic policies and practices for, 395
- Curriculum change, graduate department, 414
- Dean's welcome, 383
- Dual degree M.S./M.A., 425
- Education loan repayment program, nursing, 400
- Entrance requirements, transitional RN to M.S. degree, 413
- Family nurse practitioner (PM certificate), 417

- Family nurse practitioner (M.S.), 416
- Fees, 399
- Financial information, 399
- Four-quarter or part-time B.S. degree program, 412
- General financial practices, 399
- General regulations, 388
- General requirements, graduate program, 414
- Grade scale, graduate program academic policies for, 397
- Graduate department admissions criteria, 391
 - Doctor of philosophy program admissions criteria, 392
 - Master of science degree admissions criteria, 391
 - Post-master's certificate programs admissions criteria, 392
- Graduate program, 413
 - Application and class scheduling, 414
 - Curriculum change, 414
 - General requirements, 414
 - Nursing M.S., 414
 - M.S. degree and post-master's certificate options, 414
 - Adult nurse practitioner (PM certificate), 415
 - Adult nurse practitioner (M.S.), 414
 - Application and class scheduling, 414
 - Clinical nurse specialist: Adult and aging family (PM certificate), 421
 - Clinical nurse specialist: Adult and aging family (M.S.), 420
 - Clinical nurse specialist: Growing family (certificate), 422
 - Clinical nurse specialist: Growing family (M.S.), 421
 - Family nurse practitioner (PM certificate), 417
 - Family nurse practitioner (M.S.), 416
 - Neonatal nurse practitioner (PM certificate), 419
 - Neonatal nurse practitioner (M.S.), 419
 - Nurse educator concentration area, 424
 - Nurse educator: Adult and aging family, 425
 - Nurse educator: Growing family, 424
 - Nursing administration, (M.S.), 423
 - Pediatric nurse practitioner (certificate), 418
 - Pediatric nurse practitioner (M.S.), 417
 - Dual degree M.S./M.A., 425
 - Ph.D. degree, 427
 - Combined-degrees programs (See end of Section III.)
- Graduate department, academic policies and regulations for, 396
- Graduation requirements, academic policies for, 395
- Graduation requirements, graduate program academic policies for, 398
- History, 384
- Intensive B.S. degree, 408
- Learning outcomes, undergraduate department, 385
- Learning outcomes, graduate department, 386
- Licensure, nursing courses, 394
- Loans, nursing and government, 400
- Mission, 385
- M.S. degree and post-master's certificate options, 414
- Neonatal nurse practitioner (PM certificate), 419
- Neonatal nurse practitioner (M.S.), 419
- Nondegree student credit, graduate program academic policies for, 396
- Nurse educator concentration area, 424
- Nurse educator: Adult and aging family, 425
- Nurse educator: Growing family, 425
- Nursing administration, (M.S.), 423

- Nursing and government loans, 400
- Nursing course grades, 394
- Nursing courses, academic policies and practices for, 394
 - Clinical laboratory, 394
 - Licensure, 394
 - Nursing course grades, 394
- Nursing education loan repayment program, 400
- Nursing M.S., 414
- Nursing Ph.D. degree, 427
- Nursing programs, degrees, and certificates offered, 402
- On- and off-campus student housing, 400
- Our mission, 385
- Pediatric nurse practitioner (certificate), 418
- Pediatric nurse practitioner (M.S.) 417
- Ph.D. degree in nursing, 427
- Philosophy, 387
- Practicum experiences, graduate program academic policies for, 397
- Probation status, nursing students, undergraduate, 395
- Programs/Application and admission requirements for students with nursing licenses, 391
 - Graduate department admissions criteria, 391
 - Master of Science program admission criteria, 391
 - Post-master's certificate programs admission criteria, 392
 - Doctor of Philosophy program admission criteria, 392
 - Licensed vocational nurse, 391
 - Registered nurse, 391
 - Transitional RN to M.S., 371
- Programs, degrees and certificates offered
 - Nursing—A.S., B.S., M.S., Ph.D., certificate, 402
- Repeating a course, nursing students, undergraduate, 395
- Schedule of charges, 399
- Scholarships, 400
- Scholastic standing, graduate program academic policies for, 397
- School foundations, 384
- Standard (generic) B.S. degree, 407
- Statistics and research prerequisites, graduate program academic policies, 397
- Student housing, 400
- Student life, 393
 - Honor society, 393
 - Programs of study, 393
 - Student involvement, 393
 - Student organizations, 393
- Student policies, 388
- Thesis and dissertation, graduate program academic policies for, 397
- Time limits, graduate program academic policies for, 397
- Transfer credits, graduate program academic policies for, 396
- Tuition, 399
- Undergraduate department admission criteria, 390
- Undergraduate program, 403
 - A.S. degree graduation requirements, 405
 - B.S. degree/A.S. degree program options, 406
 - B.S. degree graduation requirements, 404

Undergraduate students, academic policies and practices for, 394

Academic residence, 394

Percentage breakdown for grading, 394

Probation status, 395

Repeating a course, 395

Withdrawing from a course, 395

School of Pharmacy, 429

Academic dismissal, 443

Academic policies and procedures, 439

Academic probation, 442

Academic warning, 442

Additional requirements, financial practices, 447

Admission deadline, 435

Advanced pharmacy practice experience, 444

Application and admissions—general entrance information, 434

Application procedure and acceptance, 434

Awards honoring excellence, 447

Background checks, 435

Chapel, 438

Class attendance, 438

Class leadership, 439

Code of conduct, 438

Computer competency examination, 436

CPR and first aid certification, 438

Curriculum outcome objectives, 439

Dean's list and honor roll, 442

Dean's welcome, 431

Degree offered: Pharm.D., 448

Deposits, 447

End-of-year assessment examinations, 440

Experiential education requirements, 444

Experiential education, 443

Financial information, 447

General expectations and academic policies, 438

General financial practices, 447

General regulations, 434

Goals, 433

Good academic standing, 442

Grade appeals, 441

Grade changes, 441

Grades and grade points, 440

Grading system, 440

Graduation requirements, 445

History, 432

Honors and awards, 442

Immunizations, 435

Incomplete grade, 440

Intern pharmacist hours, 445

Intern pharmacist license, 445

International applicants, 435

Introductory pharmacy practice experience, 444

Licensing, 445

Mission, goals, and values, 433

Mission, 433

On- and off-campus student housing, 447

- Organization membership by invitation, 439
- Performance levels, 442
- Pharm.D. degree, 448
- Pharmacy forum, 438
- Pharmacy-practice experience, 444
- Physical exam, 435
- Pre-entrance health and background requirement, 435
- Prerequisites for advanced pharmacy practice experiences, 444
- Professional development, 439
- Professional integrity, 438
- Professional organizations, 439
- Program and degree offered: Pharmacy—Pharm.D., 448
- Readmission of dismissed students, 443
- Recommended courses, 434
- Recommended experience, 434
- Rolling admission program, 436
- Schedule of charges, 447
- School foundations, 432
- Student grade appeal process, 441
- Student life, 437
- Student organizations, 439
- Student progression, 439
- Transfer credit hours, 436
- Values, 433
- Withdrawal from the program, 443

School of Public Health, 452

- Academic policies and regulations, 466
- Academic probation, 466
- Accreditation, 457
- Advanced standing, 466
- Application and admissions, 464
 - Bachelor of Science in Public Health, 464
 - Doctor of Public Health, 465
 - Graduate-degree programs—M.B.A., M.P.H., M.S.P.H., 464
 - Master of Science, 464
- Bachelor of Science in Public Health, 464
- Bachelor's degree program, academic policies and regulations, 468
 - Bachelor of Science in Public Health, 468
- Campus facilities, 459
- Certificate programs, academic policies and regulations, 473
 - Biostatistics and Epidemiology, 473
 - Emergency preparedness and response, 474
 - Health geoinformatics, 473
 - Reproductive health, 474
 - Tobacco-control methods, 474
- Combined-degrees programs, 477
- Combined-degrees programs (See end of Section III.)
- Computer literacy, 466
- Continuing education and extension programs, 467
- Convocation attendance, 466
- Course attendance, 466
- Dean's welcome, 455
- Degrees offered, 467

- Departments and centers, 459
 - Center for Health Promotion, 462
 - Center for Health Research, 462
 - Computer Center, 462
 - Department of Environmental and Occupational Health, 459
 - Department of Epidemiology and Biostatistics, 460
 - Department of Global Health, 460
 - Department of Health Policy and Management, 461
 - Department of Health Promotion and Education, 461
 - Department of Nutrition, 462
 - Health Geoinformatics Resource Laboratory, 463
- Distance learning financial information, 471
- Doctoral degree programs, 475
 - Doctor of Public Health, 475
- Financial Information, 478
 - Additional requirements, 480
 - Application for financial aid, 478
 - Assistantships, 478
 - Awards and honors, 479
 - Graduation with honors, 480
 - Loans, 478
 - Refund policy, 479
 - Schedule of charges, 478
 - Student housing, on- and off-campus, 479
 - Traineeships, 478
- General certificate information, 472
- General certificate requirements, 472
- General regulations, 458
- Goals, 456
- Graduation requirements, 467
- Grievance policy, 467
- History, 457
- Individual doctoral degree programs, 476
- International programs, 472
 - Pacific M.B.A., 472
 - Peru M.P.H., 472
 - Russia M.P.H., 472
- Learning environment, 459
- Master's degree programs, 468
 - Master of Business Administration, 469
 - Master of Public Health, 468
 - Master of Science, 470
 - Master of Science in Public Health, 470
- Medical/Dental leadership program, 470
- Mission, 456
- Mission, goals, and values, 456
- Online Executive Master of Public Health, 471
- Programs and degrees, 467
- Programs, degrees and certificates offered
 - Biostatistics—M.P.H., M.S.P.H., certificates, 481
 - Emergency Preparedness and Response—PB certificate, 487
 - Environmental and Occupational Health—M.P.H. and interdepartmental option, 489
 - Epidemiological Research Method—certificate, 504
 - Epidemiology—M.P.H., Dr.P.H., certificates, 506
 - Global Health—M.P.H., Dr.P.H., certificates, 522
 - Healthcare Administration—M.B.A., M.B.A. with GIS certificate, 533

- Healthcare Administration—B.S.P.H., 538
- Health Education—M.P.H., Dr.P.H., 540
- Health Geographics and Biomedical Data Management—B.S.P.H., 547
- Health Geoinformatics—certificate, 550
- Health Policy and Leadership—M.P.H., 552
- Lifestyle Intervention—certificate, 554
- Lifestyle Medicine—M.P.H., 556
- Maternal and Child Health—M.P.H., 559
- Nutrition—M.P.H., M.S., Dr.P.H., 563
- Online Master of Public Health—online M.P.H., 571
- Peace Corps Master's International Program/Master of Public Health—M.P.H., 576
- Preventive Care—Dr.P.H., 577
- Public Health Practice—M.P.H., 580
- Reproductive Health—certificate, 582
- Tobacco-Control Methods—online and on-campus certificate, 583
- Wellness Management—B.S.P.H., 585
- Combined-degrees programs (See end of Section III.)
- Religion course requirement, 466
- Residency requirements, 467
- School foundations, 457
- Shared units, 466
- Student classification, 466
- Technology facilities, 459
- Time limit, 466
- University email accounts, 458
- Values, 456

School of Religion, 587

- Admission requirements, 591
 - Academic probation, 591
 - Concurrent admission, 591
 - Scholarship, 591
- Application and acceptance, 591
 - Application and acceptance, 591
 - Application procedure, 591
 - Where to write, 591
- Application and admissions, 591
- Combined-degrees programs (See end of Section III.)
- Dean's welcome, 588
- Division of Humanities, 601
- Financial information, 592
 - Additional requirements, 592
 - Student housing, on- and off-campus, 592
- General regulations, 590
- Programs, degrees, and certificates offered
 - Biomedical and Clinical Ethics—M.A., PB certificate, 593
 - Clinical Ministry—M.A., PB certificate, 598
 - Division of Humanities, 601
 - Religion and the Sciences—M.A., 599
 - Combined-degrees programs (See end of Section III.)
- School foundations, 589
 - History, 589
 - Mission statement, 589
 - Philosophy, 589

School of Science and Technology, 602

- Academic information, 617
 - Academic probation, 617
 - Academic residence, 617
 - Conditions of registration, residence, attendance, 617
 - Transfer credits, 617
- Acceptance procedure, 608
- Application and acceptance, 608
- Application and admissions, 608
 - Graduate degree requirements, 609
 - Admission requirements, 609
 - English competence, 610
 - Graduate record examination, 609
 - Re-entrance, 610
 - Scholarship, 609
 - Undergraduate programs, 608
 - Admission requirements, 608
 - General studies requirements, 608
 - High school graduation requirement, 608
 - Transcripts, 608
 - Undergraduate degree requirements, 608
- Application procedure, 608
- Combined-degrees programs, 614
- Dean's welcome, 605
- Doctor of Philosophy, 612
 - Adviser and guidance committee, 612
 - Candidacy, 614
 - Comprehensive examinations, 613
 - Dissertation, 614
 - Final oral examination, 614
 - Minimum required grade-point average, 613
 - Professional performance probation, 613
 - Project, 613
 - Religion requirement, 614
 - Residence, 612
 - Scholarly competence, 613
 - Specific program requirements, 614
 - Study plan, 612
 - Subject prerequisites and deficiencies, 612
 - Time limit, 612
- Financial information, 618
 - Charges, 618
 - Schedule of charges, 618
 - Tuition, 618
- Master's to Ph.D. degree, From, 610
 - Bypassing master's degree, 610
 - Certificate programs, 610
 - Combined degrees, 610
 - Concurrent admission, 610
 - Second master's degree, 610
- Master of Arts/Master of Science/Master of Social Work, 610
 - Adviser and guidance committee, 610
 - Candidacy, 611
 - Combined-degrees programs, 612
 - Comprehensive and final examinations, 611

- Minimum required grade-point average, 611
- Professional performance probation, 611
- Religion requirement, 612
- Research competence, 611
- Residence, 611
- Specific program requirements, 612
- Study plan, 611
- Subject prerequisites and deficiencies, 610
- Thesis, 611
- Time limit, 611
- Objectives, school, 607
- Philosophy, school, 606
- Programs, degrees, and certificates offered
 - Biology—M.S., Ph.D., 619
 - Case Management—PB certificate, 624
 - Child Life Specialist—M.S., 630
 - Child Life Specialist—PB certificate, 626
 - Clinical Mediation—PH certificate, 634
 - Counseling—M.S., 636
 - Criminal Justice—M.S., 641
 - Drug and Alcohol Counseling—PB certificate, 646
 - Earth Science—Ph.D., 648
 - Environmental and Earth System Science—B.S., 651
 - Family Counseling—PH certificate, 657
 - Family Life Education—PB certificate, 659
 - Family Studies—M.A., 661
 - Family Studies—Ph.D., 665
 - Forensic Science—PB certificate, 669
 - Geology—B.S., M.S., 671
 - Gerontology—M.S., 678
 - Marital and Family Therapy, California and Canadian campuses—M.S., 682
 - Marital and Family Therapy—D.M.F.T., 689
 - Marital and Family Therapy—Ph.D., 697
 - Natural Sciences—M.S., 705
 - Program Evaluation and Research—PB certificate, 707
 - Psychology—M.A., Psy.D., Ph.D., 709
 - Public Administration—D.P.A., 718
 - School Counseling—PM certificate, PPS credential, 722
 - Social Policy and Social Research—Ph.D., 727
 - Social Work—M.S.W., 730
 - Social Work, Clinical—Ph.D., 739
 - Spanish Studies for Health Care Professionals—certificate, 743
- Student life, 616
- Thesis and dissertation, 612
 - Format guide, 612
 - Binding, 612
- Schedule of charges, 618
- School foundations, 606
- Seal, University, 32
- Section I—Introduction, 11**
- Section II—About the University, 26**
- Section III—About the Schools, 83**
- Section IV—The Courses, 784**
- Section V—The Faculty, 1158**
- Section VI—General Information, 1335**

Seventh-day Adventist heritage, 35
 Sexual harassment, 71
 Spiritual life, 36
 Student aid, 81
 Student classification (according to level of course work), 74
 Student fees, 80
 Student Health Plan, 66
 Buy-in provision, 67
 Eligibility, 67
 Enrollment, 66
 Plan year, 66
 Pre-existing condition exclusion, 66
 Preferred provider plan, 66
 Prescription drug coverage, 67
 Student health service, 66
 Student learning outcomes, 31
 Student level, 74
 Student life, 64
 Student mission-focused learning opportunity, University, 38
 Study deferral, 43
 Study load, 73
 Substance abuse, 70

To communicate with LLU... 1410
 Transcripts, 42
 Transfer credit, 43
 Transfer of currently registered students, 78
 Transportation, 70

Unique features of the University, 35
 Chapel services, 36
 Religion classes, 36
 Learning environment, University, 37
 Seventh-day Adventist heritage, 35
 Spiritual life, 36
 Student service-learning opportunities, University, 38
 Unit of credit, 74
 University administration, 1336
 University board and administration, 1336
 University Board of Trustees, 1336
 University coat of arms, 32
 University core values, 30
 University foundations, 33
 University history, 33
 University learning resources, 40
 University libraries, 38
 University ceremonial mace, 32
 University mission, 28
 University philosophy, 29
 University seal, 32
 University student service-learning opportunities, 38

Values of the University, Fundamental, 30
 Veterans benefits, 77, 82

Visas, international students, 46

Vision, University, 28

Whole-person health, 65

WICHE, 82

Withdrawal from a course(s), 78

Withdrawal, administrative, 78

Work-study program, 82