

Catalog of
Loma Linda
University

2007-2008

This is a one-year CATALOG,
effective beginning Summer Quarter 2007.

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.

CATALOG OF
LOMA LINDA UNIVERSITY

Volume 97, Number 1, July 30, 2007

Published once a year, July 30, 2007

Loma Linda, CA 92350

UPSPS 0-74-440

LLUPS

printed on recycled paper

Welcome to Loma Linda University

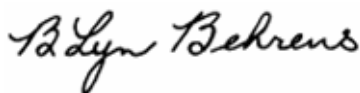
Our health-sciences community is delighted that you have chosen to continue your academic and professional preparation on this campus. We are committed to the education and training of graduates whose competence and caring bring health, healing, wholeness, and hope through a saving knowledge of the transforming love of God to those whom they are privileged to serve.

We are proud of Loma Linda University's global reputation for academic excellence in the Christian context. Here you will engage in the stimulating process of discovering and applying knowledge, testing new models of engagement, and exploring fresh ways to share the diverse resources of this University. You will identify challenges facing society, and will help determine ways in which this University's dialogue with the world it serves can most effectively address and remedy those challenges that most engage your heart, mind, and hands.

We trust that this school year will be an extraordinarily positive experience for you and that you will seize the numerous opportunities presented to continue acquiring the knowledge and skills that will allow you to realize your academic and career goals. We also trust that your individual talents will flourish as you enlist them in the service of God—enlarging His Kingdom as you continue the healing and teaching ministry of Jesus Christ.

May God bless you this year as you pursue personal and professional excellence and as you find in Christ the center of your joy.

Sincerely,



B. Lyn Behrens, M.B., B.S.

President

Loma Linda University

Loma Linda University Adventist Health Sciences Center



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 Dietetic Technology—A.S., certificate
 Emergency Medical Care—B.S.
 Health Information Administration—B.S., PB certificate
 Health Science (Japan)—B.S.
 Health Information Administration (online)—B.S., PB certificate
 Medical Dosimetry—certificate
 Medical Radiography—A.S.
 Nuclear Medicine Technology—certificate
 Nutrition and Dietetics—B.S., certificate
 Occupational Therapy Assistant—A.A.
 Occupational Therapy—Entry-Level M.O.T., Postprofessional M.O.T., O.T.D.
 Phlebotomy—certificate
 Physical Therapist Assistant—A.S.
 Physical Therapy, Master's—M.P.T.
 Physical Therapy, Doctoral—D.P.T., D.Sc.
 Physician Assistant—M.P.A.
 Radiation Sciences—B.S.
 Radiation Technology (Fresno, California)—certificate
 Radiation Therapy Technology—B.S., certificate
 Radiologist Assistant—B.S., PB certificate
 Rehabilitation Science (conjoint doctoral)—Ph.D.
 Respiratory Care—B.S., P.P.B.S., certificate
 Speech-Language Pathology and Audiology—B.S.
 Speech-Language Pathology—Transitional M.S., M.S.
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Implant Dentistry—M.S., post-D.D.S./D.D.M. certificate

Oral and Maxillofacial Surgery—M.S., post-D.D.S./D.D.M. certificate

Orthodontics and Dentofacial Orthopedics—M.S., post-D.D.S./D.D.M. certificate

Pediatric Dentistry—M.S., post-D.D.S./D.D.M. certificate

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B.S. degree

- Standard Generic B.S.
- Accelerated B.S.
- Intensive B.S.
- B.S. or RN (45-unit Licensure Option)—for LVNs
- Four-quarter or Part-time B.S.—for returning RNs

A.S. degree option

Graduate Program

*M.S. degree / 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 Speciality Options
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- Emergency Preparedness and Response
- Environmental and Occupational Health
- Epidemiology
- Epidemiological Research Methods
- Executive Online Program
- Geographic Information Systems
- Global Health (currently closed to new admissions)
- Health Care Administration
- Health Education
- Health Geographics and Biomedical Data Management
- Health Geoinformatics
- Health Policy and Leadership Wellness Management (currently closed to new admissions)
- Lifestyle Intervention Maternal and Child Health
- M.B.A. in Health Administration
- Nutrition
- Preventive Care
- Public Health Practice
- Reproductive Health
- Tobacco-Control Methods
- Wellness Management

School of Science and Technology

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- Case Management
- Child Life Specialist
- Clinical Mediation
- Counseling
- Criminal Justice
- Drug and Alcohol Counseling
- Earth Science
- Environmental and Earth System Science
- Family Counseling
- Family Life Education (Family Studies)
- Family Studies
- Forensic Science
- Geology
- Gerontology
- Health Professions Education
- Marital and Family Therapy, LLU
- Marital and Family Therapy, CaUC
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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
- Nursing
- 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 (Psy.D. or Ph.D. in Clinical Psychology and Ph.D. in Experimental Psychology)
 Rehabilitation Science
 Social Policy and Social Research

Combined-Degrees Programs

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I

INTRODUCTION

Chancellor's Welcome

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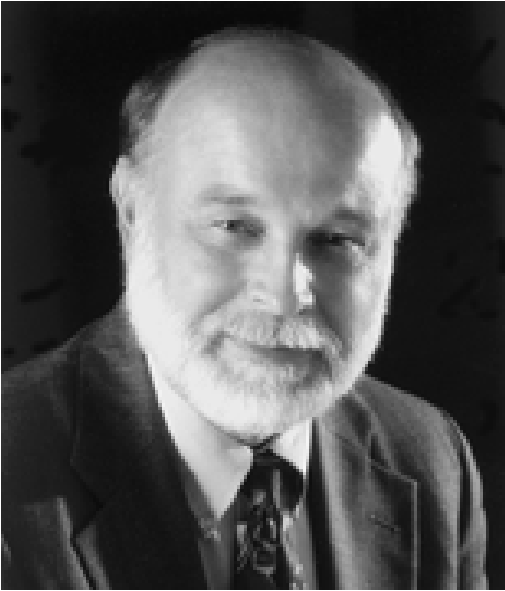
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Chancellor's Welcome



Welcome to Loma Linda University. We are honored to have you join our community of health professionals, scientists, and scholars. Our primary responsibility is to aid in your education. The faculty, staff, and administration desire to assist you in achieving your professional goals.

We celebrate the centrality of Christ in the mission of Loma Linda University. He is our Model, our Mentor, and our Motivation for service. And as He is our Messiah, we are joyous in the assurance of His salvation. Building upon the principles of faith, hope, and love, we embrace the values of compassion, integrity, freedom, justice, excellence, self-control, and humility.

We encourage personal and professional growth through the integrated development of your intellectual, physical, social, and spiritual

dimensions. Competent professional development involves not only the acquisition of knowledge and skills but also the maturation of appropriate personal and professional attitudes and behavior, which are grounded in our core values.

We are united in our pursuit of excellence and in your preparation to enhance the quality of life for individuals and local, regional, and world communities, ever spreading the good news of a loving God. We encourage you to maintain and strengthen your commitment to serve others by remaining sensitive to the hurts and needs of individuals you encounter in your training, and also by participating in service learning through such community outreach programs as the social action clinics in our region and through the Students for International Mission Service.

We are enriched by the ethnic and cultural diversity of our students, faculty, staff, and administration. You, our students, come from many nations throughout the world. We promote an environment that reflects and builds respect for the diversity of humanity as ordained by God.

May you daily experience the excitement of learning, the richness of friendship with peers and mentors, and the joy of God's personal love and care for you as you prepare to bring healing, health, wholeness, and hope to a needy world.

Sincerely,

A handwritten signature in black ink that reads "Richard H. Hart". The signature is written in a cursive, flowing style.

Richard H. Hart, M.D., Dr.P.H.
Chancellor
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	UG	Undergraduate
PH	School of Public Health	PB	Postbaccalaureate
SD	School of Dentistry	PD	Post-D.D.S. or Post-D.D.M.
SM	School of Medicine	PM	Post-master's
SN	School of Nursing	PMD	Post-M.D.
SP	School of Pharmacy	PP	Postprofessional
ST	School of Science and Technology	*	off-campus, Canada
SR	School of Religion	+	off-campus, Cambodia
FGS	Faculty of Graduate Studies	++	off-campus, Chile
IS	Interdisciplinary Studies (LLU diploma, across schools / faculties)	+++	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
Biomedical Data Management	PH	B.S.P.H.
Biomedical Sciences	IS	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

Chinese Studies	ST	UG certificate (for health care professionals— closed to new admission)
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 Programs, Advanced	SD	See: individual programs
Dental Anesthesiology, Advanced	SD	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 & Response	PH	PB certificate
Endodontics, Advanced	SD	M.S. option, PD certificate
Environmental and Occupational Health	PH	M.P.H.
Epidemiological Research Methods	PH	PB certificate
Epidemiology	PH	M.P.H., Dr.P.H., PB certificate (basic, advanced)
Executive Online M.P.H	PH	(See: Online Executive)
Family Counseling	ST	PB certificate
Family Studies ST (Family Life Education)	ST	PB certificate
Family Studies	ST	M.A., Ph.D.
Forensic Science	ST	PB certificate
Geology	ST	B.S., M.S., Ph.D. (See: Earth Science)
Gerontology	ST	M.S.
Global Health	PH	M.P.H., Dr.P.H.
Group Counseling	ST	PB certificate
Health Policy and Leadership	PH	M.P.H.

Health Education	PH	M.P.H., Dr.P.H.
Health Geographics and Biomedical and Data Management	PH	B.S.P.H.
Health Geographics	PH	Certificate
Health Information Administration	AH	B.S., PB certificate
Health Professions Education	ST	PB certificate
Health Professions Education	IS	M.S.
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
Marital and Family Therapy	ST	M.S., D.M.F.T., Ph.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
Medical Sonography	AH	(See: Diagnostic Medical Sonography)
Medicine	SM	M.D.
Microbiology and Molecular Genetics	SM	M.S., Ph.D.
Natural Sciences	ST	M.S.
Nursing	SN	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., PB certificate
Occupational Therapy	AH	M.O.T.
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. option, PD certificate
Orthodontics and Dentofacial Orthopedics, Advanced	SD	M.S. option, PD certificate
Pediatric Dentistry, Advanced	SD	M.S. option, PD certificate
Periodontics, Advanced	SD	M.S. option, PD certificate
Pharmacology	SM	M.S., Ph.D.
Pharmacy	SP	Pharm.D.
Phlebotomy	AH	Certificate

Physical Therapist Assistant	AH	A.S.
Physical Therapy	AH	M.P.T., D.P.T., D.Sc.
Physician Assistant	AH	M.P.A.
Physiology	SM	M.S., Ph.D.
Preventive Care	PH	Dr.P.H.
Program Evaluation	ST	PB certificate
Prosthodontics, Advanced	SD	M.S. option, PD certificate
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.
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
Social Policy and Social Research	ST	Ph.D.
Social Work	ST	M.S.W., Ph.D.
Spanish Studies	ST	UG certificate (for health care professionals)
Special Imaging Technology (CT/MRI)	AH	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
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 Department of Health, Laboratory Field Services
California Department of Health Services, Radiologic Health Branch
California State Department of Health Services
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

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.



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 I, 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.

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.



The Academic Calendar

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		

2007

MAY							JUNE							JULY							AUGUST						
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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6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				26	27	28	29	30	31		
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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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2008

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SUMMER SESSIONS 2007

MAY 22	AH	Cytotechnology certificate registration; instruction begins
MAY 22-JUN 12	U	Registration (standard term and first 5-week session) without a late fee
MAY 22	SM	Freshman required ward experience begins

JUNE

5-AUG 25	AH	PA program second-year summer clerkships
8	U	Spring Quarter ends
8	SD	Dental Board of California Law and Ethics Examination
11	SD	D1 comprehensive examination
11	SD	D2 National Board qualifying examination
12	U	Last day to register and obtain financial clearance for standard term without late fee
12-30	SD	Didactic remediation session
13	U	Grades due from faculty
	U	

JUN 18-AUG 31

18	U	Summer Quarter begins
18-JUL 16	SD	National Dental Board, Part I, examination window
19-JUL 25	U	First 5-week summer session: 27 days
19	U	Instruction begins
	U	Add/withdraw dates for first 5-week sessions as follows—
	U	prior to second class meeting:
	U	Last day to enter a course or change from audit to credit/credit to audit
	U	Last day to withdraw with no record of course

2007

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ur 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 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 (January 1, 2006) indicate that the core of the combined faculties consists of 1,179 full-time teachers. Part-time and voluntary teachers (1,345—largely clinicians in the professional curricula) bring the total to 2,524. As of Autumn Quarter 2006, 705 students from 95 countries outside the United States are represented in the enrollment of 3,970.



This imposing three-story structure—the Loma Linda Resort—and its surrounding acreage were purchased in 1905. Incorporated in August of that year as the Loma Linda Sanitarium, in October it opened its doors to patients and nursing students.

A CENTURY OF SERVICE

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

- three medical facilities, licensed for 785 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

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.



FUNDAMENTAL 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.

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 part of the Loma Linda experience, become evident to first-time students. The first is the concept of 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 wholeness. 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

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 SERVICE-LEARNING OPPORTUNITIES

Students for International Mission Service (SIMS)

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.

SAC Health System

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 managing the clinic; 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.

Mission Institute

The schools provide assistance to the annual world mission institutes—organized by the Seventh-day Adventist Church and conducted at Loma Linda University and at Andrews University in Michigan.

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 (JMLIC),
- 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 2003, the library had a total collection of 353,019 books and bound journals; 165,856 print and electronic books; 8,211 current print and electronic journal titles; and 6,060 media items.

For more information consult <<http://www.llu.edu/llu/library/about/libstats.htm>>.

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 hundreds of online databases, including 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 JMLIC, 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's databases provide access to more than 5,000 full-text and citation databases.

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 14,000 linear feet of 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. 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. 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.

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. 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

A student who discontinues studies at the University for more than two quarters and wishes to return may be required to meet the entrance requirements effective at the time of re-entrance, unless a leave of absence has been granted. Re-entrance applications require an application fee and official transcripts of course work taken and degrees earned since last enrollment at Loma Linda University. Supplementary documents may also be required. Specific information regarding the re-entrance process can be obtained from the Office of Admissions.

PRE-ENTRANCE EXAMINATIONS

Official pre-entrance examination results, as required by each program, should be sent to the Office of Admissions of the school to which the student is applying for acceptance.

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 high school (undergraduate students only) and college levels. Transfer credit is defined as credit completed at another U.S.A. institution accredited with a regional or national 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.

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.

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, provide suitable recommendations, meet minimum pre-entrance examination requirements, furnish English evaluations of all official international transcripts and credentials, and give evidence of their ability to meet estimated living expenses and all financial obligations to the University during their program.

ENGLISH PROFICIENCY

Regardless of nationality or citizenship, an applicant whose native language is not English and whose secondary education has been outside the United States is required to pass the Michigan Test of English Language Proficiency (MTELP) or the

Test of English as a Foreign Language (TOEFL), or their equivalents. It is recommended that prior to admission, all professional programs require the Test of Spoken English (TSE) of all applicants whose native language is not English.

The minimum total score requirements are as follows for TOEFL, unless adjustments are made at the discretion of the individual school:

- undergraduate, 173 (paper based = 500) required of applicants to programs that do not include a clinical component and/or do not lead to licensure in the United States, with a goal of 200 (paper based = 533) upon graduation from a baccalaureate degree program;
- undergraduate, 213 (paper based = 550) required of applicants to programs with a clinical component and/or programs leading to licensure in the United States;
- graduate, 213 (paper based = 550).

For the Michigan test, requirements are as follows:

- undergraduate, a minimum score of 90th percentile;
- graduate (humanities and social sciences), 90th percentile and above;
- graduate (science), 85th percentile and above.
- Test of Written English (TWE): a minimum score of 5; Test of Spoken English (TSE): a minimum score of 50.

Pre-entrance examination results

Official pre-entrance examination results, as required by each program (e.g., TOEFL), should be sent directly to the Office of University Admissions.

Foreign transcripts and credentials

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

Finances and employment

Loma Linda University requires accepted international applicants to pay an advance international student deposit. This deposit is refundable, less any courier/ mailing fees, under the following circumstances: 1) during the student's last quarter of enrollment at Loma Linda University, 2) when a visa is denied by a U.S. embassy or consulate, or 3) when a student terminates his/her program.

United States immigration regulations require a prospective student to document his/her financial resources for tuition, fees, and living expenses. For international students, on-campus employment is allowed but limited by visa regulations (e.g., for F-1 and J-1 students, employment is limited to a maximum of twenty hours per week while school is in session).

Scholarships, assistantships, and living stipends are rarely available at Loma Linda University because it is a small, private university (i.e., not supported by the U.S. or California state government but rather is church sponsored). Employment plans require approval by a designated school official (DSO) in International Student and Scholar Services.

VISAS

F-1 student visas

Loma Linda University is authorized by the United States Department of Homeland Security to issue F-1 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 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.

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 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 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.

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. 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 HUMANITIES (28-32 quarter units)

HUMANITIES

ARTA 205 The Language of Art (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.

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: Mandarin I, except for those who 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 or Concurrent: CHIN 105 or 106 or 305.

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 or concurrent: CHIN 105 or 106 or 305.

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, 112—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 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.

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 (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.

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 consent of instructor.

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 consent of instructor.

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 118 or 119 or 122.

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.

SPAN 129 Practicum in Spanish III (4)

Practicum in the Spanish language and culture in a total immersion environment. Class includes a field trip of total immersion to a Spanish-speaking country, with supervised experiences communicating with the Spanish-speaking population (behavioral and medical vocabulary is included). An immersion travel fee charged.

Prerequisite: SPAN 118 or 119 or 122.

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 (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 consent of instructor.

SPAN 401 Advanced Spanish Composition (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.

RELT 406 Adventist Beliefs and Life (2-3) (meets religion requirement)

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 437 Current Issues in Adventism (2-3) (meets religion requirement)

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 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.

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 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.

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 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 Seventh-day Adventist Heritage and Health (2-3) (meets religion requirement)

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 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 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)

NATURAL SCIENCES

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: A college-level chemistry course.

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.

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 of proteins, carbohydrates, lipids, nucleic acids, and intermediary metabolism. Emphasizes relevant health-related topics.

DNHY 390 Introductory Statistics (3)

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 or Concurrent: STAT 414.

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.

STAT 415 Computer Applications in Biostatistics (1)

Laboratory use of the personal computer in statistical problem solving.

Prerequisite or Concurrent: STAT 414 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 or equivalent.

Cross-listing: STAT 564.

SOCIAL SCIENCES

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.

AHCJ 328 Portfolio Practicum 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.) Health information students given laboratory assignments that consist of the following: management case studies, Visio software training, and office layout development using Visio software.
Per week: lecture 4 hours, laboratory 1-2 hours.

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 Portfolio Practicum 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 Biocultural 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)

This course explores the principles and science behind Geographic Information Systems (GIS) methods and techniques discussed under four sections: GIS principles, concepts and science; data input, edit and management; data display and exploration; and GIS analysis and modeling. Emphasis is placed on the use of technical analysis and software in order to provide you with skills and conceptual base on which you can build further expertise in GIS. Delivery methods include a combination of lectures, class discussions, reading assignments, and hands-on applications.

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 414 Interviewing and Counseling (4)

Procedures, methods, and problems of collecting personal data in a professional interview situation. Theories and techniques of academic, vocational, and therapeutic counseling in various settings designed to improve intra- and interpersonal behavioral patterns for more effective living. Consideration of clinical, educational, and crisis-intervention counseling application.

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.

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 Resources 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 I (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 (2-3)

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 databases with health care data and on-systems design, as needed. Per week: lecture 2 hours, laboratory 1-2 hours.

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 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.

Prerequisite: College writing sequence.

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 College 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 College 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 wholistic 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.

THE STUDENT HEALTH PLAN

Because the health, vitality, and welfare of its students and their dependents are of major concern to the University, Loma Linda University sponsors and funds the Student Health Plan, a health care plan that provides health service and medical coverage to all eligible students. Student Health Service provides free service to students who are enrolled in the Student Health Plan. Full-time students are enrolled automatically. Part-time students must buy in. The plan includes the following benefits: Student Health Service, 24-hour coverage, and generous coverage through preferred providers. The Student Health Plan provides a broad range of medical coverage but does not provide dental or vision coverage.

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.

Supplementary medical-coverage policy

The Student Health Plan is an “excess” policy and only supplements other medical plans that provide benefits to the student. The student first obtains direct-provider payment, or reimbursement for out-of-pocket payments, from all other medical plans that provide benefits for the student; only then does the student submit bills to the Student Health Plan for any remaining balance not covered by the other plans. The student must, therefore, follow all rules of his/her primary insurance in obtaining medical treatment. The student should contact the primary carrier to determine what procedure to follow.

Eligibility

The Student Health Plan automatically covers all full-time students at Loma Linda University in any clinical or academic program. Students are covered when enrolled for 7 units or more per quarter (or clock-hour equivalent, as defined by each school) for which Loma Linda University is receiving tuition and applicable fees (excluding load validation, “in progress” [IP] units, “employee tuition benefit” units, and “audit” units). Students enrolled for field practicum are eligible for coverage if registered for at least 240 hours per quarter.

Coverage during clinicals/rotations

Students who are accidentally injured while performing their clinical rotation duties do not have to pay their co-payment. If a covered student is doing a school-sponsored clinical or rotation out of the area and becomes ill or injured, any health service and medical care received that is covered by the Student Health Plan will still be covered as if the student were in the Loma Linda area.

Effective coverage date

An eligible student's coverage becomes effective on the day of orientation or the first day of class. Any purchased benefits will become effective on the day Risk Management receives the health plan application and payment within the open enrollment period, which is only the first two weeks of each calendar quarter.

Buy-in rules and deadlines

Eligible students are themselves automatically covered by the plan; however, noneligible students—those on summer break and part-time students (e.g., in a clinical program but enrolled for fewer than 7 paid units)—may, if they wish, purchase coverage at the Department of Office of Risk Management.

Those wishing to buy in may enroll in the Student Health Plan only during the first two weeks of each new calendar quarter, that is, during the first two weeks of January, April, July, and October.

For further information about eligibility, the student may refer to the Student Health Plan booklet or call Risk Management.

Buy-in rates per quarter

For current quarterly buy-in rules, please contact Risk Management.

Student responsibility for payment

Neither the Office of Student Finance nor Risk Management bills the student's account or sends out reminders. Funds received for buy-in coverage must be in the form of a check or money order (payable to Risk Management).

Coverage exclusion for “pre-existing” condition

If a student or patient has not maintained a continuous “creditable coverage” under another health plan during the twelve months prior to the coverage-effective date, the pre-existing-condition exclusion that follows 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 months prior to the effective date of health plan

coverage. This exclusion will apply for twelve months from the student's coverage-effective date, unless such an individual remains treatment free during the six-month term beginning with the effective date of coverage. If the individual remains treatment free during the six-month term, the pre-existing-condition exclusion will apply only during that six-month period. This exclusion will not apply to pregnancy-related medical expenses or to medical treatment for a newborn or adopted child. For additional information, the student may contact Risk Management.

Preferred-provider plan, prescriptions, annual term, benefit limits

The Student Health Plan is a PPO preferred-provider plan. A list of preferred physicians and preferred medical facilities is available from Risk Management.

The Student Health Plan covers prescriptions when the Advance PCS prescription-benefit services card is used. At Loma Linda University (LLU) network pharmacies, the student co-pay for a 30-day supply per prescription is \$15 for generic or \$30 for brand name. At non-LLU Advance PCS pharmacies, the student co-pay for a 30-day supply per prescription is \$25 for generic and \$40 for brand name. The Student Health Plan prescription benefit is limited to \$2,500 per plan year.

Benefits are limited by the terms and conditions set forth in the Student Health Plan booklet. The booklet is available from Risk Management. For additional health plan information, telephone 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.

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

As a general rule, the student may not register for a correspondence course that duplicates a course offered at this University. (The School of Nursing makes exceptions when a religion or cognate course conflicts with a clinical course; or when scheduling prevents a student from completing a religion or cognate course during the summer in order to reduce the course load during the regular school year.) If the student is a candidate for graduation, the course must be completed no later than one month before graduation. Information and application for Griggs University Home Study International (the Seventh-day Adventist correspondence school) in Washington, DC, may be obtained from the Web at <www.griggs.edu>. In the School of Pharmacy, permission to take a correspondence course for credit requires both prior approval of the department chair and consent of the dean.

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.
CR	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.
- I 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.
- 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.
- IP 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.
- AU 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.)
- AUW Audit Withdrawal—given for withdrawing from a course, or to indicate that the 80 percent class attendance requirement was not observed.

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

A student wishing to improve his/her grade once grades have been posted for a course 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

Beginning Summer Quarter of 2005, students attending this University will be charged an enrollment fee, based on the criteria indicated below. In the past this fee was included in the total tuition charge. 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 for more than 0 units 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 Student Finance 100 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—loans were not applied for 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 all courses in 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 receive no refund.

Monthly statement

The amount of the monthly statement is due and payable in full within thirty days after 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, the student 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, late fees, other fees, collection costs, attorney costs, and legal costs.

Checks

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 check is returned, there will be a \$25.00 returned-check fee assessed.

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

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

International students must be prepared to provide an advance deposit, as required by the University; 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 chooses to drop the 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 immigration authorities, 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 student enrolled for fewer than 4 units may request and pay for health-plan coverage. 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, P.O. Drawer P, Boulder, CO 80302.

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.

LEARNING OUTCOMES

The University seeks to incorporate these values into the lives of its graduates in the following areas:

INTELLECTUAL/COGNITIVE DOMAIN

- maintain a commitment to lifelong learning;
- think critically and logically, analyze and problem-solve;
- communicate effectively, orally, in writing, and technologically;
- live and work successfully in a diverse world;
- demonstrate basic skills in personal financial management, and where appropriate, in practice management; and
- apply life management skills necessary to a balanced and effective life.

EMOTIONAL/SOCIAL/RELATIONAL DOMAIN

- optimize their personal emotional well-being;
- develop and maintain healthy personal relationships;
- develop and maintain healthy professional relationships with patients, clients, peers, and subordinates;
- identify mental health issues in patients or clients, and refer or provide appropriate interventions; and
- select appropriate personal relationship services when necessary.

PHYSICAL DOMAIN

- enhance personal health and well-being through healthy lifestyle choices;
- assist patients, clients, and community in health-promoting activities;

SPIRITUAL DOMAIN

- develop a Bible-based faith in God relevant to their personal lives and professional ministry;
- operate from a foundation of personal and professional ethics which incorporate the fundamental values espoused by Loma Linda University;
- continue the process of spiritual growth in their own lives; and
- provide spiritual ministry to patients and clients.

THE SEALS OF THE UNIVERSITY

Loma Linda University is comprised of eight schools and one faculty of graduate studies. Each school has its own degree requirements and is headed by a dean, who has final academic authority. Loma Linda University students enroll in the University and in one of the schools described in Section III.



III

ABOUT THE SCHOOLS

Seals of 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

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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., certificate

Phlebotomy—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—M.P.A.

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
Special Imaging Technology: CT/MRI—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.



A handwritten signature in black ink that reads "Craig R. Jackson". The signature is written in a cursive, flowing style.

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 each program 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 for the ideal graduate of the School of Allied Health Professions are to:

1. Demonstrate clinical competence in his/her chosen profession.
2. Operate from a foundation of personal and professional ethics that incorporates the fundamental values espoused by Loma Linda University.
3. Demonstrate compassion for others in the manner of Christ.
4. Clarify his/her values and attitudes of human worth in relationship to his/her understanding of God.
5. Perform effectively within a team setting.
6. Communicate effectively with peers, supervisors, patients, family, and the community—orally and in writing—with sensitivity to nonverbal communication.
7. Analyze and respond to the changing field of health care.
8. Critically analyze data.
9. Read and interpret research papers.
10. Contribute to the chosen health profession through participation in professional organizations.
11. Utilize a theoretical foundation as a basis for treatment or management.
12. Incorporate wholeness into all aspects of personal and professional life.
13. Use sensitivity to accommodate diversity among individuals.
14. Commit to lifelong personal and professional learning.
15. Demonstrate basic skills in personal financial management and, where appropriate, in practice management.

EVALUATION OF MISSION AND GOALS— 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 of Allied Health Professions conducts an evaluation program that includes courses, validation of writing, and standardized measures related to wholeness. The evaluation courses—Portfolio Practicums I and II and Graduate 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 practicum 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 above, Mission and Goals). 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 of 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 haircuts, 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 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 reregister 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

Shigenobu Arakaki
 Kent Chow
 Noha S. Daher
 G. Charles Dart, Jr.
 Intithar S. Elias
 Helen R. Martinez
 Esther M. Huecker
 Craig R. Jackson
 Theresa M. Joseph
 Keiko I. Khoo
 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 Suzaki
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.)

GRENNITH 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
Loma Linda University Medical Center

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 Profession

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 Prehospital 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: www.lluems.org or <http://www.llu.edu/lluems/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).
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).
2. 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

Course description

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.

ACLS course materials

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:

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
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ALLIED HEALTH STUDIES

Rehabilitation Science—Doctor of Philosophy

	24	\$11,160	
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CARDIOPULMONARY SCIENCES

Emergency Medical Care—Progression Bachelor of Science

JR	37	\$15,096
SR	37	\$15,096

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)

Polysomnography—Certificate

(Contact department for tuition information.)

Respiratory Care—Certificate

1	45	\$18,360
2	36	\$14,688

Respiratory Care—Bachelor of Science

JR	52	\$21,216
SR	60	\$24,072

Respiratory Care—Postprofessional Bachelor of Science

New	49	\$16,728
Cont	4	\$816

CLINICAL LABORATORY SCIENCE

Phlebotomy—Certificate

AHCJ 105	5	\$306	Per unit Certificate)
		(\$1,455)	
AHCJ 107	2	\$296	Per unit Certificate)
		(\$592)	

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
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Cytotechnology—Certificate; Bachelor of Science

1	48	\$22,032	Certificate
2	16	\$ 5,712	Certificate
JR	48	\$22,032	B.S.
SR	55	\$20,808	B.S.

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

JR	61	\$24,888	
SR	62	\$25,296	Track A, B, C

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

JR	52	\$22,216	B.S.
		\$18,236	Cert.
SR	49	\$19,992	B.S.
		\$16,296	Cert.
Part-time	Units and tuition vary.		

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

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

Coding Specialist—Certificate
\$ 5,670

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

SO	54	\$16,524	
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Dietetic Technology—Certificate

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

Nutrition and Dietetics—Progression Bachelor of Science; Bachelor of Science; Certificate

JR	58.5	\$23,868	B.S.
SR	46.5	\$18,972	B.S.

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

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

1	51	\$15,606	
2	3	\$ 918	

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
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Entry-Level—Master of Occupational Therapy

JR	68	\$27,749	
SR	47	\$19,176	
Grad	30	\$12,240	

Progression—Master of Occupational Therapy

(applies only to graduated LLU OTA students)

	59	\$24,072	
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Postprofessional—Master of Occupational Therapy

JR	64	\$26,112	Track
SR	45	\$18,360	Track
Grad	30	\$12,240	Track
Cert	Units and tuition vary, depending upon units transferred into Loma Linda University.		

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

1	57	\$17,442	regular
2	6	\$ 1,836	regular

Progression—Master of Physical Therapy

1	80	\$32,640	
2	64.5	\$26,316	
3	9	\$ 3,672	

Postprofessional—Master of Physical Therapy

1	33	\$16,830	
2	12	\$ 6,120	

Entry-Level—Doctor of Physical Therapy

1	80	\$35,920	
2	63.5	\$28,512	
3	32.5	\$14,593	

Postprofessional—Doctor of Physical Therapy

1	36	\$18,360	
2	9	\$ 4,590	

Postprofessional—Doctor of Science

1	36	\$16,740	
2	42	\$ 21,420	

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

1	58	\$29,580	
2	59	\$30,090	
3	8	\$ 4,080	

<i>YEAR</i>	<i>UNITS</i>	<i>TUITION</i>	<i>STATUS</i>
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RADIATION TECHNOLOGY**Medical Radiography—Associate in Science**

New	41	\$12,546
Cont	14	\$ 4,284

Radiation Sciences—Bachelor of Science

Units and tuition vary, depending upon Loma Linda University.

New	39	\$15,912
Cont	26	\$10,608

Radiation Therapy Technology—Bachelor of Science; Certificate

New	27	\$13,770
Cont	2	\$ 1,020

Radiologist Assistant—Bachelor of Science; Post-Bachelor of Science—Certificate

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

New	35	\$14,280
Cont	26	\$10,608

Diagnostic Medical Sonography—Certificate

New	17	\$ 8,670	Track 1
Cont 1	19	\$ 9,690	Track 1
Cont 2	3	\$ 1,530	Track 1
New	22	\$11,220	Track 2
Cont	1	\$ 510	Track 2

Medical Dosimetry—Certificate

New	34	\$17,340	Track A
Cont	7	\$ 3,570	Track A
New	26	\$13,260	Track B
Cont	5	\$ 2,550	Track B

Nuclear Medicine Technology—Certificate

New	15	\$ 7,650
Cont	3	\$ 1,530

Special Imaging Technology: CT/MRI Certificate

New	18	\$ 9,180
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SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY**Speech-Language Pathology—Post-Bachelor of Science Certificate**

51	\$20,805
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Speech-Language Pathology and Audiology—Bachelor of Science

JR	48-49	\$19,584 to \$19,992
SR	48-49	\$19,584 to \$19,992

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 rental, per quarter (clinical laboratory science and cytotechnology students)
- 15 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
- 140 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
- 195 Health information management AHIMA registry examination (member)
- 245 Health information management AHIMA registry examination (nonmember)
- 195 Health information management certified coding associate (CCA)
- 250 Health information management certified coding associate (CCA), through AHIMA (nonmember)
- 300 Health information management certified coding specialist (CCS), through AHIMA (member)
- 385 Health information management certified coding specialist (CCS), through AHIMA (nonmember)
- 300 Health information certified coding specialist-physician based (CCS-P), through AHIMA (member)

- 385 Health information certified coding specialist-physician based (CCS-P), through AHIMA (nonmember)
- 125 Medical technology, ASCP Board
- 420 National Board for Certification in Occupational Therapy (NBCOT)
- 420 National Board for Certification in Occupational Therapy Assistant (NBCOT)
- 425 National Commission on Certification of Physician Assistants (NCCPA)
- 80 Phlebotomy technician, ASCP Board of Registry National
- 54 Phlebotomy technician license-California
- 687 Physical therapist assistant, California state board and 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 AWARDS/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.

CPS Scholarship for Clinical Excellence in Respiratory Care

The CPS Scholarship for Clinical Excellence in Respiratory Care is given to a student who demonstrates exceptional clinical skills and knowledge in the care of respiratory patients.

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.

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.

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.

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. One award is given annually to students graduating from the programs in health information administration and health information systems.

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.

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.

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 made 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.)

JAMES M. PAPPAS, Medical Director

RODNEY ROATH, Program Director

KATHERINE G. DAVIS, Clinical Coordinator

FACULTY

Grace Agpaoa

Craig E. Austin

Terry Belcher

James A. Brandt

Linda S. Buckert

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 Patel

Shashank Patel

Rodney M. Roath

Teri J. Ross

Jacqueline S. Sandro

Mojgan Sassounian

Stuart B. Schneider

Linda J. Shain

Benjamin J. Siapco

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 2010, 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 12 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: naaclsinfo@naacls.org; website: 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.

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 66155-289; 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, and graduates are qualified as clinical laboratory scientists.

The program goals

The Department of Clinical Laboratory Science (CLS) is part of the School of Allied Health Professions at Loma Linda University. The goals of the school and the department are as follows:

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 objectives

The Department of Clinical Laboratory Science 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 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 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>. The University CATALOG may also be viewed at <www.llu.edu>. A printed CATALOG may be purchased.

A high school diploma or the GED is required for acceptance. 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.

Regardless of nationality or citizenship, an applicant whose native language is not English is required to pass the Michigan Test of Language Proficiency (MTELP); or the Test of English as a Foreign Language (TOEFL), the Test of Written Language (TWE), and the Test of Spoken English-A; or their equivalents. The requirements are: MTELP 90th percentile, TOEFL 550 (paper based) or 213 (computer based), TWE minimum score of 5, TSE-A minimum score of 5.

Academic progression

A minimum grade of C (2.0) is required for all courses in the program; C- grades are not acceptable. A grade of less than C in any course, or unsatisfactory clinical or professional performance, will be cause for dismissal from the program for the remaining academic year. Readmission to the program will require reapplication.

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.

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).

*Premedical and pre dental students 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	(3)
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	(3)
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	(continued)

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	(continued)

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	

Winter Quarter

CLSM 452	Clinical Laboratory Management II	(2)
CLSM 497	Clinical Laboratory Science Seminar II	(1)
AHCJ 498	Portfolio Practicum II	(continued)
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	(continued)
REL ____	Religion elective	(2)

*Clinical practicum begins concurrently; see section below.

SENIOR YEAR CLINICAL PRACTICUM

CLSM 471	Clinical Practicum I*	(6)
	<i>Corequisite:</i>	(9)
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)
	<i>Corequisite</i>	(9)
CLSM 413	Diagnostic Microbiology	(6)
CLSM 442	Immunohematology III	(3)
CLSM 473	Clinical Practicum III ***	(6)
	<i>Corequisite</i>	(9)
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 made available 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)

DARRYL G. HEUSTIS, Medical Director

MARLENE M. OTA, Program Director

PAMELA J. WAT, Medical Co-director

FACULTY

Darryl G. Heustis

Claro Y. Masangcay

Marlene M. Ota

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 and a mathematics-competency 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. A passing score of 75 percent must be achieved on the mathematics competency examination.

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

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 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:

Bachelor of Science**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)

RUDY CHAI, Associate Clinical Coordinator
 MARIE M. DELANGE, Clinical Program Director
 BRENDA PFEIFFER, Program Coordinator
 GLENN A. ROUSE, Medical Director
 SHEILA WILSON, Clinical Coordinator

FACULTY

Laura L. Alipoon
 Ramseh Bansal
 Rudy Chai
 Marie M. DeLange
 Brenda S. Holden
 Barbara S. Holshouser
 Diana Papa
 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.

Track 1 (General RDMS and RVT)

Track 1 is a twenty-four-month program leading to credentials 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 program has been accredited since 1983 in both general sonography and echocardiography 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

*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 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 (RDCS)

RTMS 339	Introduction to Echocardiography	(4)
RTMS 347	Echocardiography, Adult and Pediatric Specialties	(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: 312/899-0040. 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).

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.

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.

The program objectives

Upon completion of the program, the graduate should be qualified to:

1. Perform competently at the entry level of technical practice.
2. Value life-long learning.
3. Utilize current technology.
4. Participate as a leader in nutrition care.
5. Recognize the option to pursue a bachelor’s degree program upon completion of the Associate in Science degree.
6. Fill the need for registered dietetic technicians, where appropriate, within the health care and educational network of Seventh-day Adventist institutions, as well as local organizations.

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

or

General chemistry with laboratory (one semester or 2 quarters)
 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

Post-summer Session (4 weeks)

DTCH 201	Human Nutrition	(3)
DTCH 202	Food Selection and Preparation	(4)
DTCH 203	The Art of Food Presentation	(3)

Autumn Quarter

DTCH 205	Professional Issues in Nutrition and Dietetics	(1)
DTCH 241	Introduction to Clinical Nutrition Therapy	(5)
DTCH 271	Quantity Food Purchasing, Production, and Service	(5)
AHCJ 407	Financial Management	(2)
AHCJ 305	Infectious Disease and Health Provider	(1)

Winter Quarter

DTCH 242	Medical Nutrition Therapy I	(5)
DTCH 272	Food-Systems Management	(4)
RELE 457	Christian Ethics and Health Care	(2)
AHCJ 408	Health Care Management	(4)

Spring Quarter

DTCH 204	Community Nutrition	(4)
DTCH 243	Medical Nutrition Therapy II	(5)
DTCH 281	Operations Management in Quantity Food Production	(4)
DTCH 291	Dietetic Technology Affiliation	(4)
REL	Religion elective	(2)

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
 Introduction to sociology

or

General chemistry with laboratory (one semester or two quarters)
 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.

Emergency Medical Care—AH

(B.S.)

EHREN B. NGO, Program Director

FACULTY

Allen Bedashi
Noha Daher
James Goss
Jeff Grange
David Lopez
Ehren B. Ngo
Lindsey Simpson

CLINICAL ADJUNCT FACULTY

Jim Holbrook
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Gail Dodge
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Jim T. Holbrook
Craig R. Jackson*
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.

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 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)

MARILYN H. DAVIDIAN, Program Director

PAULINE CALLA, Clinical Coordinator, Recruitment Coordinator

FACULTY

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Cynthia Giltner
Craig Jackson*
Margaret Jackson
Arthur Kroetz
Kristin Krug-Schmidt
Beena Nair
Barbara Pinkowitz
Rita Stiffler

*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.

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 361-363	Health Information Administration Laboratory I, II, III	(1, 1, 1)
HLIN 395	Professional Practice Experience I—Junior Affiliation	(2)
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	(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.

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 program objectives

Upon completion of the program, the graduate should be qualified to:

1. Perform assessment and management of information needs for a variety of health care settings.
2. Design, select, implement, and enhance health care information systems.
3. Protect confidential patient, employee, and administrative information.
4. Effectively manage personnel.
5. Understand financial management requirements for institutions, and their relationship to clinical data.
6. Integrate financial and clinical databases in order to meet the information needs in various health care settings.
7. Produce written and verbal communication with peers, administrative officers, employees, and health care consumers.
8. Promote continuing education and expansion of professional knowledge.
9. Develop personal and professional ethics with a Christian emphasis.
10. Promote the health information-management profession—including professional memberships, recruitment, and mentoring.
11. Participate in research activities that aid in decision-making abilities and quality-outcomes management.

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 two-week practicum during the summer at the end of the junior year. The summer practicum 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 summer practicum 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 the two- and three-week assignments.

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 their 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 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 361-363	Health Information Administration Laboratory I, II, III	(1, 1, 1)
HLIN 395	Professional Practice Experience I—Junior Affiliation	(2)
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 IV, V	(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 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
Craig R. Jackson
Eric G. Johnson
Yoshinori Koide
Everett Lohman III
Karen Mainess
Miyako Murase
Ernest Schwab
Paige Shaughnessy
Takaaki Shimada
Naohito Shingu
Tsuyoshi Soji
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)

CAROL DAVIS, Program Director
DOLLY KISINGER, Program Clinical Coordinator

THE PROGRAM

The Medical Dosimetry Program is designed to train 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:

- AART registration in radiation therapy technology with a minimum of two years postgraduate clinical experience
- or
- a baccalaureate degree in physics from an accredited university.

Program design

The length of the program will depend on the entering qualifications. For ARRT candidates, the course will be four quarters in length. For B.S. degree candidates, the program will be five quarters long.

Instruction will be 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 exception to this will be a two week laboratory session in brachytherapy at Long Beach Memorial Medical Center.

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

56 units

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	(2)

SECOND YEAR

24 units

RTMD 302	Treatment Planning II	(2)
RTMD 305	Special Topics	(1)
RTMD 964, 965	Practicum	(9, 10)
RELF 457	Ethics in Health Care	(2)

ARRT-registered radiation therapy technologist

The program of instruction for students admitted as ARRT-registered radiation therapy technologists:

PREREQUISITE

College algebra

Trigonometry

FIRST YEAR

50 units

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)

SECOND YEAR

24 units

RTMD 302	Treatment Planning II	(2)
RTMD 305	Special Topics	(1)
RTMD 974	Practicum	(9)

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
 Kelly A. Burk
 Mark J. Clements
 Noha S. Daher
 Carol A. Davis
 Marie M. DeLange
 Intithar S. Elias
 Erma P. Ezpeleta
 Brenda S. Holden
 Barbara S. Holshouser
 Helen J. King
 Noriece R. Kisinger
 Arthur W. Kroetz
 Steven L. Leber
 Renee N. S. Mercado
 Terese R. Pfeiffer
 Glenn A. Rouse

The medical radiographer, or radiologic technologist, is responsible for the accurate imaging of body structures on a radiograph or other image receptor. The technologist determines proper exposure factors, manipulates medical imaging equipment, evaluates the radiographic image for quality, and provides for patient protection and comfort.

The technologist frequently assists the physician team member in specialized procedures. These often require the administration of chemical mixtures to the patient for enhanced viewing of the function of body systems.

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, 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 state of California Department of Health Services.

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 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).

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.

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	(1)
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)
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 Coordinator

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.

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., Certificate)

BERTRUM C. CONNELL, Program Director

GEORGIA W. HODGKIN, Associate Program Director

MAXINE J. TAYLOR, Academic Coordinator of Clinical Education

FACULTY

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Cindy L. Kosch

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Louise E. Schneider

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Susan K. Lewis

Carmen G. Llerandi-Phipps

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Merijane T. Malouin

Norman H. Meyer

Patty Watts

Ralph Watts

Grenith J. Zimmerman

*ex officio

NUTRITION AND DIETETICS—B.S.

Dietetics, a vital profession in the field of health promotion, focuses on the sciences of nutrition and management in feeding individuals and groups throughout the life cycle. The coordinated program in dietetics combines supervised professional practice with didactic curriculum to develop professional skills concurrently with cognitive and technical skills to enable the graduate to establish eligibility to become a registered dietitian.

Admission to the program is based on a selective process. To be eligible for consideration, the applicant must meet the following criteria: completion of subject requirements, as indicated, at an accredited college or university; a 3.0 G.P.A. or above; an interview; a letter of application; and recommendations.

Opportunities

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.

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.

Medical nutrition therapy

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.

Administrative dietetics

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 dietitian

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.

THE PROGRAM

The Nutrition and Dietetics Program is established to prepare 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. The program is composed 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 post-summer session of the sophomore year. The applicant will present at least two years of pre-

professional education from an accredited college or university to meet the specific subject requirements for 2007-2008.

The professional program of seven or eight quarters includes theory, laboratory, research, and clinical experiences. Ten weeks of clinical experience are scheduled at the end of the junior year and ten weeks 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.

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, 312/899-0040. Website: <<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 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.

The program goals

1. Prepare graduates to be competent entry-level dietitians.
2. Assure that 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 local, national, or international entities.
4. Serve as a nutrition resource to Seventh-day Adventist Church organizations.

Program objectives

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 intermediate algebra in college

Anatomy and physiology, with laboratory, complete sequence

Introductory chemistry, complete sequence with laboratory

NOTE: General chemistry with laboratory recommended (one semester or 2 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

DTCS 302 Food Selection and Preparation

DTCS 303 The Art of Food Presentation

Electives to meet the

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**JUNIOR YEAR****Post-Summer Session (4 weeks)**

*DTCS 301	Human Nutrition	(3)
*DTCS 302	Food Selection and Preparation	(4)
*DTCS 303	The Art of Food Presentation	(3)

TOTAL

10

*Required only if not completed as a prerequisite.

Autumn Quarter

DTCS 305	Professional Issues in Nutrition and Dietetics	(0.5)
DTCS 341	Introduction to Clinical Nutrition	(5)
DTCS 371	Quantity Food Purchasing, Production and Service	(5)
AHCJ 329	Organic Chemistry with Laboratory	(5)

TOTAL

15.5

Winter Quarter

DTCS 342	Medical Nutrition Therapy I	(5)
DTCS 372	Food-Systems Organization and Management	(4)
RELT 436	Adventist Heritage and Health	(3)
AHCJ 334	Biochemistry	(5)

TOTAL **17**

Spring Quarter

DTCS 304	Community Nutrition	(4)
DTCS 321	Nutrition and Human Metabolism	(4)
DTCS 343	Medical Nutrition Therapy II	(5)
DTCS 442	Nutrition Counseling	(3)
AHCJ 305	Infectious Disease and the Health Care Provider	(1)

TOTAL **17**

SENIOR YEAR**Summer Quarter**

DTCS 395	Nutrition and Dietetics Practicum (10 weeks)	(6)
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TOTAL **6**

Autumn Quarter

DTCS 405	Senior Seminar	(0.5)
DTCS 445	Nutrition-Care Management	(4)
DTCS 452	Advanced Nutrition	(4)
DTCS 476	Exercise Physiology in Medical Nutrition Therapy	(3)
AHCJ 351	Statistics for the Health Professions	(3)
RELE ____	Religion elective	(3)

TOTAL **17.5**

Winter Quarter

DTCS 461	Food Science	(4)
DTCS 491	Orientation to Research in Dietetics Laboratory	(1)
AHCJ 461	Research Methods	(2)
RELE 457	Christian Ethics and Health Care	(2)
DTCS 453	Advanced Medical Nutrition Therapy	(4)
DTCS 474	Advanced Food-Systems Management	(4)

TOTAL **17**

Spring Quarter

DTCS 473 or DTCS 479	Medical Nutrition-Therapy Affiliation (10 weeks) Food Systems-Management Affiliation (10 weeks)	(12) (12)
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NUTRITION AND DIETETICS—CERTIFICATE**Admission**

To be eligible for admission, the applicant must have earned a minimum of a baccalaureate degree at an accredited college or university.

Subject requirements

The applicant must complete the core professional courses required for the B.S. degree.

Residency requirement

A minimum of 18 units of credit in residency is required.

PREREQUISITE

Bachelor's degree from an accredited college or university

Human anatomy and physiology with laboratory, complete sequence

Microbiology with laboratory

Introductory chemistry with laboratory, complete sequence or

General chemistry with laboratory (one semester or two quarters)

NOTE: A minimum grade of C (2.0) is required for all courses in the program.

Program of instruction

An individualized program of instruction will be developed prior to admission, based on the applicant's need and previous courses, to ensure that all program requirements are met. Eligibility to write the registration examination for dietitians of the Commission on Dietetic Registration will be based on completion of program requirements as well as on demonstrated competency in the certificate prerequisites.

Occupational Therapy—AH

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

LIANE H. HEWITT, Department Chair and Program Director for Associate in Arts and
Postprofessional Master of Occupational Therapy

ESTHER M. HUECKER, Program Director for Entry-Level Master of Occupational Therapy

JUDITH A. PALLADINO, Academic Coordinator for Fieldwork Education, Occupational Therapy
Program

SHARON L. PAVLOVICH, Academic Coordinator for Fieldwork Education, Occupational Therapy
Assistant Program

HEATHER A. JAVAHERIAN, Program Director for Doctor of Occupational Therapy Program

FACULTY

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L. Christine Billock
Sheryl L. Clemons
Noha S. Daher
Michael K. Davis
Deborah Enix
Bonnie J. Forrester
Luella M. Grangaard
Kathryn I. Gunderson
Diane S. Hardy
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Joyce W. Hopp
Shu-Chuan Hsu
Esther M. Huecker
Heather A. Javaherian
John W. Kerr, Jr.
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
Sharon L. Pavlovich
Karen M. Pendleton
Ernest R. Schwab
Patricia Shiokari
Diana Su-Erickson
Heather J. Thomas
Donna G. Thorpe
Yvonne C. Trousdale
Tracy G. Uditsky
Christine M. Wietlisbach
Grenith J. Zimmerman

ADVISORY COMMITTEE

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LeRoy Nattress

Madge Oh
Christine O'Hagan
Annette Richardson
Clarissa Saunders-Newton

*ex officio

The occupational therapist and occupational therapy assistant work with persons who find it difficult to cope with psychological or physiological dysfunction.

The primary concern of both therapist and assistant 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 and occupational therapy assistants 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

Both the Occupational Therapy Program and Occupational Therapy Assistant Program are 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 A.A. or 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), or a certified occupational therapy assistant (COTA).

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. 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 ASSISTANT—A.A.

The program

The second year of the Occupational Therapy Assistant (OTA) Program, leading to the Associate in Arts degree, is based on the completion of one year of prerequisite course work at any accredited college or university. The five quarters of course work at Loma Linda University begin with the Autumn Quarter of the sophomore year. For the two ten-week clinicals during the summer and autumn at the end of the program, the student is assigned for experience at approved hospitals and in various community health care programs. Level II fieldwork must be completed within eighteen months following academic preparation.

Transportation

Students are required to have their own transportation to and from fieldwork sites and other class-related activities.

Admission

To be eligible for admission, the applicant must have completed a minimum of 48 quarter units or 32 semester units at an accredited college or university.

Please note: grades of C- are not transferable for credit.

PREREQUISITE

Religion required, 4 units per year of attendance at a Seventh-day Adventist college or university

Fine arts or music appreciation

U.S. history

Human anatomy and physiology with laboratory, one quarter/semester

Introductory chemistry or introductory physics (one quarter/semester)

Two years high school mathematics with grades of C or better or intermediate algebra in college

Sociology or anthropology

General psychology

English composition, complete sequence

Speech (public speaking recommended)

Introduction to computers

College-level studio arts class

Electives to meet the minimum total requirement of 48 quarter units or 32 semester units

Work experience

A minimum of forty hours of documented observation hours in an occupational therapy department of the applicant's choice is required before applicant will be considered for admission.

The program objectives

Upon completion of the program, the graduate should be qualified to:

1. Demonstrate a basic level of knowledge and skills for safe and effective delivery of occupational therapy services.
2. Exhibit Christian and ethical values in clinical practice.
3. Implement and reassess appropriate occupational therapy treatment plans that are focused on client needs.
4. Function as an effective member of an interdisciplinary team.

5. Incorporate clinical reasoning and problem-solving skills into professional practice.
6. Commit to life-long learning as it pertains to both professional and personal growth. Commit to advancing the philosophy of the Seventh-day Adventist Church to achieve its global mission.

PROGRAM OF INSTRUCTION

AUTUMN QUARTER

OCTA 201	Introduction to Occupational Therapy	(1)
OCTA 215	Introduction to Functional Neuroanatomy	(2)
OCTA 224	Therapeutic Activities I	(2)
OCTA 228	Intervention Techniques	(2)
OCTA 233	Occupational Therapy Practice I	(5)
OCTA 241	Principles of Occupational Therapy Practice	(2)
OCTA 251	Human Pathology I	(2)

WINTER QUARTER

OCTA 214	Applied Anatomy	(2)
OCTA 217	Occupational Therapy Assistant Practicum I	(2)
OCTA 225	Therapeutic Activities II	(2)
OCTA 234	Occupational Therapy Practice II	(5)
OCTA 252	Human Pathology II	(2)
OCTA 271	Group Dynamics	(2)
REL_ ___	Religion elective	(2)

SPRING QUARTER

OCTA 218	Occupational Therapy Assistant Practicum II	(2)
OCTA 226	Occupational Therapy Assistant Seminar	(2)
OCTA 235	Occupational Therapy Practice III	(5)
OCTA 253	Human Pathology III	(2)
OCTA 256	Professional Self-Management	(2)
OCTA 261	Aging	(2)
AHCJ 305	Infectious Disease and the Health Provider	(1)
RELE 457	Christian Ethics and Health Care	(2)

SUMMER QUARTER

OCTA 291	Occupational Therapy Assistant Affiliation I	(12)
OCTA 292	Occupational Therapy Assistant Affiliation II	(12)

A minimum grade of C (2.0) is required for all courses in the program.

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 objectives

Upon completion of the program, the graduate should be qualified to:

1. Support the mission of the University to make humankind whole through the healing ministry of Jesus Christ.
2. Practice lifelong learning as it pertains to professional and personal growth.
3. Integrate Christian and ethical values in personal living and professional practice, with respect for diversity.
4. Promote occupation and client-centered practice.
5. Engage in global critical thinking and envision future possibilities for the profession.
6. Demonstrate an entry-level competency in knowledge and skills for safe and effective delivery of occupational therapy services.

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.

PREREQUISITE

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

Three years high school mathematics with grades of C or better or college 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	Neuroanatomy	(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)
*RELRL 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 RELRL 536. Option One (MOT track) students will take all REL_, RELE, and RELRL 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.

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 begins each July and 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.

Program objectives

Upon completion of the program, the graduate should be qualified to:

- Demonstrate in-depth knowledge of occupational therapy advanced practice skills.
- Integrate occupational science perspectives in professional practice.
- Exercise reflective reasoning in personal and professional experiences.
- Embrace the role of spirituality in promoting health and well-being through occupation.
- Serve the community promoting health and integration of the mind, body and spirit.
- Promote occupational justice at individual, community, and international levels.
- Engage in program development to serve the needs of the community.
- Apply principles of ethical behavior in all areas of practice and decision making.
- Assume leadership roles at local, state, and/or national levels.
- Contribute to the profession's body of knowledge through written dissemination of research and oral presentations.
- Engage in public policy making to impact legislation and promote client rights.
- Advocate for the profession, client, and those in need in the community and greater society.
- 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)

Phlebotomy—AH

(Certificate)

MONIQUE K. GILBERT, 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, for currently employed phlebotomists, or for those interested in a profession in laboratory medicine, this training program is approved by the California Department of 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, capillary puncture, and CPR; 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 accredited by the California Department of Health, Laboratory Field Services, 850 Marina Bay Parkway, Richmond, CA 94804-6403, telephone: 510/620-3792; and by the National Accrediting Agency for Clinical Laboratory Science (NAACLS), 8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631-3415.

Professional registration

Upon successful completion of the certificate program, participants receive a certificate in phlebotomy and are eligible to take 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. Successful participants are also eligible to be licensed 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)
AHCJ 107	Advanced Phlebotomy	(2)

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

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.

The program objectives

Upon completion of the program, graduates should be qualified to:

1. Demonstrate a basic level of knowledge and skills appropriate for safe and effective practice as a physical therapist assistant.
2. Perform selected components of physical therapy care under the direction and supervision of a physical therapist.
3. Demonstrate Christian values, attitudes, and behaviors
4. Demonstrate ethical and legal accountability in the provision of physical therapy care.
5. Commit to proactive, long-term involvement in professional and personal growth.

In addition, the physical therapist assistant faculty and staff have identified four core objectives that are being addressed in each class each quarter. The student will:

- Demonstrate effective written, verbal, and nonverbal communication with instructors, classmates, and clinical personnel.
- Demonstrate effective problem-solving skills.
- Exhibit professionalism to instructors, classmates, and clinical personnel.
- Demonstrate ability to work effectively in a team setting.

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

FACULTY

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Joyce W. Hopp
Norma C. Huckaby
Susan M. Huffaker
Eric G. Johnson
Robert F. Landel
Everett B. Lohman III
Trudi L. Maaskant
Helen H. Marshak
Bradford D. Martin
Jeannine Stuart Mendes
Steven D. Newton
Melvin A. Orser
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Gail A. Polvoorde
Ronald M. Rea
Gail T. Rice
Ernest R. Schwab
Howard W. Sulzle
Robert W. Swen
James M. Syms
Desmyrna R. Taylor
Donna G. Thorpe
Antonio Valenzuela
William E. Walthall
Ardis E. Wazdatskey
Melanie A. Westberg
Lily L. Young
Grenith J. Zimmerman

ADVISORY COMMITTEE

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Theresa O. DeLao
Liane H. Hewitt
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,
- 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 of 2007 and 2008, after which it will be discontinued. The progression Doctor of Physical Therapy degree will be offered beginning with the incoming class of 2007. 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.

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. Required only if applicant attended an Adventist institution. Four quarter units of religion per year. Up to 8 quarter credits may apply towards the 20 credits needed in Domain 1.

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 below C 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	(3, 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	Portfolio Practicum 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	Portfolio Practicum II	(1)
RELE 457	Christian Ethics and Health Care	(3)
RELT 406	Adventist Beliefs and Life	(2)
HPRO 508	Aspects of Health Promotion	(2)

YEAR THREE

PMPT 584, 585	Physical Therapy Affiliation II, III	(4, 5)
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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 and PTA professional 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

Required only if applicant attended an Adventist institution. Four quarter units of religion per year. Up to 8 quarter credits may apply towards the 20 credits needed in Domain 1.

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

8 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

** 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.

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 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 two 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	Hydrotherapy/Massage	(3)
PHTH 436	Kinesiology	(3)
PHTH 437	Therapeutic Procedures	(3)
PHTH 438	Manual Muscle Testing	(3)
PHTH 439	Human Life Sequence	(3)
PHTH 451, 452	Scientific Inquiry I, II	(3, 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	Portfolio Practicum 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 445	Biostatistics	(3)
AHCJ 538	Histology	(3)
RELT 406	Adventist Beliefs and Life	(2)
RELT 440	World Religions	(2)

YEAR TWO

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)
PHTH 581	Research Applications I	(2)
AHCJ 404	Pharmacology	(2)
AHCJ 498	Portfolio Practicum II	(1)
AHCJ 516	Clinical Imaging	(3)
HPRO 508	Aspects of Health Promotion	(2)
RELE 524	Christian Bioethics	(3-4)
RELT 557	Theology of Suffering	(2)

YEAR THREE

PHTH 573	PT Practicum III	(1.5)
PHTH 582	Research Applications II	(2)
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.

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 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. Post-professional education cannot be used for this purpose.

PROGRAM OF INSTRUCTION

PHTH 529	Pathokinesiology of Gait	(3)
PHTH 531	Soft-Tissue Mobilization	(3)
PHTH 545	Orthopaedic Interventions: Mobilization of Peripheral Nerves and Diarthroidal Joints of the Extremities	(3)
PHTH 548	Function-Based Rehabilitation	(3)
PHTH 598	Advanced Specialty Tracks	(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 Care Profession	(3)
AHCJ 591	Research I	(3)
AHCJ 592	Research II	(3)
MFAM 558	Advanced Human Growth and Development	(3)
RELR 575	Art of Integrative Care	(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.

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 below C 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 is required to have taken four quarter units of religion from an Adventist institution for each year of attendance at an Adventist college.

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

Also—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**

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 .

****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 below C 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 two 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	Hydrotherapy and Massage	(3)
PHTH 436	Kinesiology	(3)
PHTH 437	Therapeutic Procedures	(3)
PHTH 438	Manual Muscle Testing	(3)
PHTH 439	Human-Life Sequence	(3)

PHTH 451, 452	Scientific Inquiry I, II	(3,2)
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	Portfolio Practicum 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 445	Biostatistics	(3)
AHCJ 538	Histology	(3)
RELF 406	Adventist Beliefs and Life	(2)
RELF 440	World Religions	(2)

YEAR TWO

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 561	Physical Therapy Administration	(4)
PHTH 572	Physical Therapy Practicum II	(1.5)
PHTH 575	Orthopaedic IV	(1)
PHTH 581	Research Applications I	(2)
PHTH 555	Differential Diagnosis	(2)
AHCJ 404	Pharmacology	(2)
AHCJ 498	Portfolio Practicum 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 582	Research Applications II	(3)
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 Postprofessional 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. The applicant must have completed a full research project. 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.

Since some courses are Web based, students admitted into the program must have access to a personal computer (minimum 300 MHz multimedia) with Internet access (minimum 56 kbs [v.90 standard]).

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)

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: 56 kbs [connected at 44+kbps]).

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)
AHCJ 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)

Physician Assistant Sciences—AH

(M.P.A.)

KENRICK C. BOURNE, Program Director
 BENNY HAU, Medical Director
 ALLAN M. BEDASHI, 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

ADVISORY COMMITTEE

Allan M. Bedashi
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 Kent Chow
 Gerald A. Glavaz
 Helen R. Greenwood
 Benny Hau
 Craig R. Jackson*
 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.

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

Cultural anthropology

College algebra

English, one year (freshman composition and literature)

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

Beverley Stocker

909/558-7295

bstocker@llu.edu

or visit the SAHP Web site at <www.llu.edu/sahp/llu/pa>.

PROGRAM OF INSTRUCTION

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	(in progress)

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	Complete

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	(in progress)
PAST 523	Research III	(in progress)
PAST ____	Clinical Rotations V, VI, VII	(12)

Seventh Quarter (Spring)**

PAST 516	PA Professional Issues	(complete)
PAST 523	Research III	(complete)
PAST ____	Clinical Rotations VIII, IX, X	(12)

Eighth Quarter (Summer)

PAST ____	Clinical Rotations XI, XII	(8)
Incomplete work		(complete)

** Research projects presented during this quarter.

Radiation Sciences—AH

(B.S.)

MARK J. CLEMENTS, Program Coordinator

FACULTY

Laura L. Alipoon
 Kelly Burk
 Mark J. Clements
 Noha S. Daher
 Carol A. Davis
 Marie M. DeLange
 Erma Ezpeleta
 Brenda S. Holden
 Barbara Holshouser
 Norice R. Kisinger
 Arthur W. Kroetz
 Steven L. Leber
 Renee N. S. Mercado
 Terese R. Pfeiffer
 Glenn A. Rouse
 Andrew L. Sheppard

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

Upon completion of the program, the graduate should be qualified to:

1. Demonstrate leadership skills through advanced and multilevel thinking in the areas of administration and education, science, and clinical practice.
2. Develop and refine critical thinking skills to enhance his/her ability to analyze and develop the most effective means of care for patients, to manage a department, or to educate students.
3. Behave in a professional manner in all interactions, including communicating appropriately with patients, colleagues, and others with whom s/he comes in contact.
4. 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.
5. Continue to improve knowledge and skills by participating in educational and professional
6. activities, sharing knowledge with colleagues, and investigating new and innovative aspects of professional practice.
7. Support the profession's code of ethics and comply with the profession's scope of practice.
8. Utilize Loma Linda University's program as a linkage to other programs and disciplines, as desired.

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. 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 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;
- and an area of emphasis (administration and education, clinical practice, or science).

Electives to meet the needs of the individual student are selected from existing courses after consultation with the program director.

PREREQUISITE/COREQUISITE

Humanities—20 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

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

Two years high school mathematics with grades of C or above,
or intermediate algebra in college

Cultural anthropology
or an approved course dealing with cultural diversity

Select 8 quarter units from:

economics, geography, political science, psychology, sociology, or anthropology

English composition, complete sequence

Personal health

or nutrition

Two physical activity courses

Electives to meet the

minimum total requirements:

42 quarter units

PROGRAM OF INSTRUCTION

Core courses and religion studies

(33 units)

RTCH 385	Current Issues in Radiation Sciences I	(2)
RTCH 464	Moral Leadership	(2)
RTCH 471	Applied Research Methods	(1)
RTCH 485	Current Issues in Radiation Sciences II	(2)
RTCH 494	Senior Project	(2-3)
RTMR 451	Management of a Radiologic Service	(3)
AHCJ 305	HIV/AIDS and the Health Provider	(1)
AHCJ 308	Professional Communications	(1-2)
AHCJ 328	Portfolio Practicum I	(1)
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)
REL_ ____	Religion electives	(8)

Area of emphasis

A. ADMINISTRATION AND EDUCATION

(10 units)

RTCH 411-412	Student-Teaching Practicum I, II	(2, 2)*
RTCH 413-414	Radiologic Management Practicum I, II	(2, 2)*
RTCH 475	Curriculum Development in Health Sciences	(2)
RTMR 454	Quality Management in Radiation Sciences	(2)
RSTH 471	Instructional Techniques I	(2)

A minimum grade of C (2.0) is required for all classes.

*Total of 4 units to be chosen from RTCH 411, 412, 413, 414.

B. CLINICAL PRACTICE

(18-41 units)

A six-to-twenty-four month, full-time internship in a second clinical specialty selected from the following areas:

CLINICAL SPECIALTY	UNITS EARNED TOWARD B.S. DEGREE
Medical sonography	38 units
Echocardiography	18 units
Nuclear medicine technology	18 units
Special imaging technology	18 units
Radiation therapy technology	26-41 units

Clinical specialty certificate programs

Acceptance into these specialties is separate from acceptance into the baccalaureate program. For more detailed information about admission requirements and the program of instruction, request an outline of the certificate programs in these specialties.

C. SCIENCE

(12-15 units)

Selected from the natural sciences in the areas of: biology, anatomy, physiology, medical terminology, and physics.

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 important, 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 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.

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

Intermediate 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 314	Introduction to 12-Lead ECG Interpretation	(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 Moral Leadership	(2) (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 Autumn 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 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**PREREQUISITE**

To be admitted into the Radiation Therapy Technology Program and to become certified and registered, the applicant *must fulfill one of the following two prerequisites:*

- Be an ARRT-registered radiologic technologist; and/or
- 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
- Intermediate algebra in college
- Radiation protection (available in professional program for those who have not taken it)

Patient-care methods

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

Intermediate algebra in college

Medical terminology

Patient-care methods

Radiation physics

Radiation protection (available in professional program for those who have not taken it)

Principles of radiography

Computers

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 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

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.

RADIOLOGIST ASSISTANT—B.S.

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 they have not already been taken.*

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 freshmen English

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 58 units.

FIRST YEAR**(48 units)**

RTCH 464	Moral Leadership	(2)
RTRA 324	Medical-Legal Issues in Radiology	(1)
RTRA 331	Pharmacology I	(2)
RTRA 332	Pharmacology II	(2)
RTRA 344	Medical Anatomy and Physiology	(2)
RTRA 346	Clinical Management and Education	(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)(4)
RTRA 387	Radiology Procedures and Image Evaluation III	(3)(4)
AHCJ 328	Portfolio II	(1)
AHCJ 402	Pathology I	(4)
AHCJ 403	Pathology II	(3)
RELT 423	Religion—Loma Linda Perspectives	(3)
REL _____	Religion elective	(3)

CLINICAL YEAR**(26 units)**

ACLS	Advanced Cardiac Life Support	
RTCH 498	Professional Interactions	(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)

To take research methods at LLU, the student must have taken statistics at LLU or must pass a statistics test.

RADIOLOGIST ASSISTANT—CERTIFICATE

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

(44 units)

RTRA 331	Pharmacology I	(2)
RTRA 332	Pharmacology II	(2)
RTRA 344	Medical Anatomy and Physiology	(2)
RTRA 346	Clinical Management and Education	(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 971	Clinical Internship	(1)
RTRA 972	Clinical Internship	(1)
RTRA 973	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	(4)
RTRA 387	Radiology Procedures and Image Evaluation III	(4)
RTMR 464	Moral Leadership	(2)
AHCJ 402	Pathology I	(4)
AHCJ 403	Pathology II	(3)
REL _____	Religion elective	(3)

CLINICAL YEAR

(21 units)

ACLS	Advanced Cardiac Life Support	
RTCH 498	Professional Interactions	(2)
RTRA 324	Medical Legal	(1)
RTRA 388	Radiology Procedures and Image Evaluation IV	(3)
RTRA 971	Clinical Internship	(2)
RTRA 972	Clinical Internship	(2)
RTRA 973	Clinical Internship	(2)
RTRA 974	Clinical Internship	(2)
RTRA 484, 485, 486	Radiologist Assistant Research Project	(2, 2, 2)
RTRA 488	Comprehensive Review	(1)

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.)

GRENGTH 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 profession 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)
NRSJ 544	Teaching and Learning Theory	(3)
NRSJ 546	Curriculum Development in Higher Education	(3)
NRSJ 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)
PHTH 536	Research and Statistics II	(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 (20 units)

RESC 697	Research	(1-12)
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Dissertation registration (4 units)

RESC 699	Dissertation	(4)
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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 M. STANTON, Program Director, B.S., Certificate
ARTHUR B. MARSHAK, Director of Clinical Education, B.S.
DAVID LOPEZ, Department Chair; Program Director, Postprofessional B.S.
DAVID M. STANTON, Program Director for Certificate
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

Raquel M. Calderone-Vizcaino
Leif Erickson
Dennis Graham
Michael Hagelgantz
Tony Hilton
Linda Houston-Feenstra
Leo M. Langga
Michael Lum
Traci L. Marin
Leslie Morales
Richard D. Nelson
Ehren Ngo
Curtis Powell
Mark S. Rogers
Richard N. Sample
J. Randall Scott
Loreen K. Scott
Lindsey Simpson
Marites Solitaria
Marco Soto
Thomas W. Taylor, Jr.

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>>.

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 1800 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

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 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—General psychology or sociology; cultural anthropology or an approved course dealing with cultural diversity

Select 4 more quarter units from sociology, economics, geography, political science, psychology

Communications—English composition, complete sequence; speech

Computers

Health and Wellness—Personal health or nutrition

Two physical activity courses

Electives to meet minimum total requirements of 80 quarter 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 354	Case Studies in Adult Respiratory Care	(2)
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)
RSTH 393	Respiratory Therapy Practicum III	(4)
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 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)
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—POSTPROFESSIONAL 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 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.

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 two 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

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 requirements 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: <nbrc-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 354	Case Studies in Adult Respiratory Care	(2)
RSTH 366	Diagnostic Techniques	(3)
RSTH 381	Cardiopulmonary Diseases I	(2)
RSTH 382	Cardiopulmonary Diseases II	(2)
RSTH 392	Respiratory Care Practicum II	(2)
RSTH 393	Respiratory Care Practicum III	(4)
RSTH 404	Critical Care	(4)
AHCJ 305	HIV/AIDS and the Health Provider	(1)
AHCJ 311	Medical Terminology I	(2)
AHCJ 326	Patient-Care Methods	(2)
EMMC 316	12-Lead ECG Interpretation	(2)

YEAR TWO

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)
RELE 457	Christian Ethics and Health Care	(2)

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.)

Special Imaging Technology—AH

(CT/MRI certificate)

STEVEN L. LEBER, Program Coordinator

The Special Imaging Technology Program (computed tomography/magnetic resonance imaging) is nine months in length. Technologists spend forty hours per week in a combination of clinical and didactic training.

Computed tomography (CT)/magnetic resonance imaging (MRI)

Each student spends four and one-half months in each of the modalities. The program begins once a year, in Autumn Quarter (near the end of September). The clinical portion of the program consists of practical demonstrations in the use of CT and MRI equipment and an opportunity to participate, in doing CT and MRI procedures. The didactic portion includes CT and MRI physics, patient care, and cross-sectional anatomy.

PREREQUISITE

Be an ARRT-registered radiologic technologist
 Be a certified radiologic technologist (CRT, state of California)
 Have current CPR certification

Observation experience

Sixteen hours of observation, eight hours each in CT and MRI, are required. A form to document this experience is provided in the application packet or may be obtained by calling the Department of Radiation Technology.

Schedule

The program is full time and requires forty hours per week of the student's time in clinical and didactic learning experience. Clinical rotations are normally scheduled during daytime hours, Monday through Friday; but several four-week evening rotations are required. Didactic classes are held once each week during daytime hours at Loma Linda University. Students at affiliated sites will be required to drive to the campus for classes each week. Students are given sick time appropriate to the total length of the program. Holiday and quarter breaks are also honored.

Professional registration and certification

Upon completion of the didactic and clinical requirements of the program, students will receive their certificate of completion. Once the student has completed the competency requirements for the American Registry of Radiologic Technologists (ARRT), the student is eligible to write the qualifying examination for computed tomography and/or magnetic resonance imaging of the ARRT. It is possible that a student may not be able to complete all of the competencies now required by the ARRT. If this is the case, it is the responsibility of the student to find an appropriate site to finish the required competencies after completing the program before writing the ARRT examination.

PROGRAM OF INSTRUCTION

RTSI 361, 362	MRI Physics I, II	(2, 3)
RTSI 364	Patient Care in Special Imaging	(2)
RTSI 367	Cross-sectional Radiographic Anatomy	(3)
RTSI 369	CT Physics	(3)
RTSI 971-973	Special Imaging Affiliation I, II, III	(11, 11, 11)
RELE 457	Christian Ethics and Health Care	(2)

A minimum grade of C (2.0) is required for all courses in the program.

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 SHAUGNESSY, 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, Speech Language Pathology Assistant

FACULTY

Melissa K. Backstrom-Gonzales

Noha S. Daher

Keiko I. Khoo

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.

Speech-language pathology assistants work under the direction of a qualified speech-language pathologist. The assistant's duties include conducting non-skilled therapeutic activities and assisting in therapy, as directed by the supervising speech-language pathologist.

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.

The program objectives

Upon completion of the program, the graduate should be qualified to:

1. Demonstrate a basic knowledge of the human communication processes, including: the anatomic and physiologic bases for the normal development and use of speech, language and hearing; the physical bases and processes of the production and perception of speech, language, and hearing; the linguistic variables related to normal development of speech, language, and hearing.
2. Demonstrate a basic knowledge of the major types of human communication disorders.
3. Demonstrate ethical behavior in his/her personal and professional life.
4. Demonstrate a commitment to the communicatively handicapped community and to the betterment of humankind.

and

5. Seek employment for positions that require a college degree or are indirectly related to speech-language pathology and audiology.
- or**
6. 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 and Pathology Board.
 7. Seek admission to a graduate program in speech-language pathology or audiology or related disciplines.

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 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 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)

Select from:

SPPA 217	Beginning Sign Language	(3)
SPPA 375	Assistive Technology	(2)
SPPA 377	Bilingualism and Biculturalism I	(2)
SPPA 426	Behavior Management Applications with Special Populations	(2)
SPPA 445	Techniques for ESL and Accent Modification	(2)
SPPA 467	Speech-Language Pathology and Audiology Practicum	(1-4)

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.**PREREQUISITE**

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.

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 audiology, 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 facilities provide opportunity to obtain breadth of experience in a variety of settings. Study in related disciplines at the advanced level is available through course offerings in the professional schools of the University.

Admission

Acceptable undergraduate preparation includes a bachelor's degree in speech-language pathology and audiology or in communicative disorders. 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.

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)
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 of Dentistry

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School Foundations

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 Endodontics— M.S., post-D.D.S./D.D.M. certificate
 Implant Dentistry—M.S., post-D.D.S./D.D.M certificate
 Oral and Maxillofacial Surgery—M.S., post-D.D.S./D.D.M certificate
 Orthodontics and Dentofacial Orthopedics—M.S., post-D.D.S./D.D.M certificate
 Pediatric Dentistry—M.S., post-D.D.S./D.D.M certificate
 Periodontics —M.S., post-D.D.S./D.D.M certificate
 Prosthodontics—M.S., post-D.D.S./D.D.M certificate

Combined-Degrees Programs

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 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.

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 and Master of Science 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 applications and additional information, interested applicants should contact the individual program director.

Advanced dental education programs leading to a professional certificate with an option to also pursue the Master of Science degree are:

- Dental Anesthesiology*
- Endodontics
- Implant Dentistry
- Oral and Maxillofacial Surgery
- Orthodontics and Dentofacial Orthopedics
- Pediatric Dentistry
- Periodontics
- Prosthodontics

*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:

W. Patrick Naylor
Associate Dean, Advanced Dental Education Coordinator,
Graduate Programs in Dentistry, Faculty of Graduate Studies
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 (in addition to the advanced program certificate). For the purpose of the Faculty of Graduate Studies application, a Graduate Record Examination (GRE) certificate is required at the time of application to the Faculty of Graduate Studies.

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 2007-2008.

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.

General requirements

For information about requirements and practices to which all graduate students are subject, the student should consult Section II of this CATALOG.

Summary of admissions criteria for advanced dental education programs

Effective January 1, 2007 applications to all advanced dental education programs must be submitted online through Loma Linda University Admissions:

ADVANCED DENTAL EDUCATION PROGRAM	OFFICIAL TRANSCRIPT(S)¹	CUMULATIVE GPA²	GRE³	NATIONAL BOARDS PART 1⁴	TOEFL⁵	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
–Undergraduate school –PASS and MATCH participant	Required	3.0		(>90%)		
Orthodontics and Dentofacial Orthopedics	Required	3.0	Required	Required Part II – if available	Required	3
Pediatric Dentistry –PASS participant	Required	3.0	See #3	Required	Required	3
Periodontics ⁶	Required	3.0	See #3	Required Part II – if available	Required	3
Prosthodontics	Required	3.0	See #3	Required	Required	3

¹Transcripts: Transcripts from each professional school the applicant may have attended must be submitted directly to Loma Linda University Admissions. Non-U.S.-trained applicants must have a course-by-course evaluation of their transcripts by a U.S.-based evaluation center approved by the National Association of Credential Evaluation Services. The evaluation service should directly submit the transcript evaluation report to Loma Linda University Admissions.

²Grade-point average (G.P.A.): A cumulative G.P.A. of 3.0 (on a 4.0 scale) is required for admission.

³GRE (Graduate Record Examination) criteria: Although the Graduate Record Examination (GRE) may not be required by all programs for admission, it is required of all students who wish to apply for admission to the Faculty of Graduate Studies to pursue a Master of Science (M.S.) degree. The *minimum* admissions criteria are: 1000—combined Verbal and Quantitative sections and 4.0 for the Critical Writing section.

⁴National Boards, Part I: Refers to Part I of the two-part U.S. National Dental Board Examinations. Part II should also be submitted with Part I, if available.

⁵English-language skills: Non-U.S. 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.

⁶Experience: The advanced dental education program in periodontics requires at least one year of postdoctoral study or employment. This requirement can be met by the successful completion of an advanced education in general dentistry (AEGD) program or general practice residency (GPR).

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.

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

Vertebrate physiology

Histology

Anatomy

Psychology

Basic human nutrition

Basic accounting

Principles of management

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, English composition, and biochemistry (one semester or a minimum of 4 units; 2 quarters or a minimum of 6 units) *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. Or 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 no later than 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, 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 pre-dental and dental school courses completed;
- Dental Admission Test results.

INTERNATIONAL DENTIST PROGRAM

Application and admission

Application forms are available from the School of Dentistry Office of Admissions. Requests for applications are accepted by mail, email, 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 National Association of Credential Evaluation Services).

Other documentation is required, as outlined in the application. An application fee of \$75 is required—with the application and accompanying documentation—by September 15. 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 scheduled on the Monday immediately following the dexterity test.
Dexterity test: Dexterity testing is conducted on one Sunday 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 applicants are accepted each year for enrollment in the International Dentist Program the following year.
3. **Transcripts.** When an applicant becomes an accepted student, official transcripts—mailed directly from all colleges/universities attended by the student—are required.
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 diploma or its equivalent from a four-year secondary school, and must meet college-entrance requirements. After successful completion of the prescribed pre-entrance course work in an accredited college or university, admission to the Dental Hygiene Program is in the junior year.

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 2.5 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 3.0 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.

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.

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.

Student Life

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 the individual serve the public and the profession in an enlightened manner. The Code of Ethics of the School of Dentistry as found in its entirety in the *Student Handbook* shall apply 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 advanced-education programs shall also be subject to all 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 include recording information on forms furnished by the Office of University Records, clearing financial arrangements with Student Finance, completing requirements of the Student Health Service, and having student identification pictures taken.

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.

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**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.

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. International Dentist Program candidates who complete the program in December will march in the Spring Quarter commencement prior to completing their requirements.

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.

International Dentist Program

A candidate for the Doctor of Dental Surgery degree must be at least twenty-one years of age and must have:

1. Completed all requirements for admission to the chosen curriculum.
2. Graduated from a recognized foreign dental school with a degree in dentistry.
3. Satisfactorily completed all requirements of the curriculum, including specified attendance, level of scholarship, length of academic residence, and number of credit units.
4. Completed special examinations as required by the faculty.
5. Demonstrated evidence of satisfactory moral and professional conduct, of due regard for Christian citizenship, and of consistent responsiveness to the established aims of Loma Linda University.
6. Discharged financial obligations to the University.
7. 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. These 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 the Summer Quarter 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 the Autumn Quarter 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

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. Unsatisfactory (D+/D) or failing (U/F) 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.

Level of academic probation

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 that 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.

Conditions 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

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.
- 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 DH senior year by the end of the DH junior year.

Dental hygiene seniors

- 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.

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

The Service Learning Program 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 will be local, of which at least 28 hours will be from block assignments. The 80 remaining hours can be international trips, local trips with up to 30 hours in nondental 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 DEPARTMENTS 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 (2007-2008)

(subject to change by Board of Trustees action)

DENTISTRY

TUITION

First Year:	\$40,367	Fall, Winter, Spring quarters
Second Year	:\$48,901	Rates effective beginning Summer Quarter
Third Year:	\$48,901	Rates effective beginning Summer Quarter
Fourth Year:	\$48,901	Rates effective beginning Summer Quarter

ENROLLMENT FEES

First Year: \$1,515 Fall, Winter, Spring quarters
 Second Year: \$2,020 Effective beginning Summer Quarter
 Third Year: \$2,020 Effective beginning Summer Quarter
 Fourth Year: \$2,020 Effective beginning Summer Quarter

SCHOOL OF DENTISTRY FEES

First Year: \$495
 Second Year: \$660
 Third Year: \$660
 Fourth Year: \$660

IDP

TUITION:

Per Year: \$64,859

ENROLLMENT FEES:

Per Year: \$2,020

SCHOOL OF DENTISTRY FEES:

Per Year: \$660

DENTAL HYGIENE

TUITION

Junior Year: \$21,870 Fall, Winter, Spring quarters
 Senior Year: \$29,160 Effective beginning Summer Quarter

ENROLLMENT FEES

Junior Year: \$1,461 Fall, Winter, Spring quarters
 Senior Year: \$1,948 Effective beginning Summer Quarter

SCHOOL OF DENTISTRY FEES

Junior Year: \$495
 Senior Year: \$660

NOTE: Tuition and enrollment fees are actual figures for the 2007-2008 school year. Students should plan on an annual increase consistent with inflation in the education sector. Figures in all other categories are estimates based on the best information available at this time and are subject to change.

*Includes the cost of gold, which is variable, depending on actual usage and market value.

ON- AND OFF-CAMPUS STUDENT HOUSING

Students may go to <www.llu.edu/llu/housing> 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 General Dentistry
Academy of Operative Dentistry
Alpha Omega Scholarship
American Academy of Dental Practice Administration
American Academy of Gold Foil Operators
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
California Dental Association
CDA Foundation Scholarships
Delta Dental Student Leadership Award
Dental Foundation of California
Dentsply Student Clinician Award
Fixed Prosthodontics Department Award
G. Hartzell Clinician Award
Graduate Implant Dentistry Award
International College of Dentists
LLU Center for Dental Research
Omicron Kappa Upsilon William S. Kramer Award
Oral Surgery Department Award
Organization of Teachers of Oral Diagnosis
Pierre Fauchard Academy
Preclinical Basic Science Award
Service Learning Award
Southern California Academy of Endodontics
Southern California Academy of Oral Pathology
Southern California Society of Dentistry for Children
School of Dentistry awards
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

Clinic Group Awards

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 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 to the student who demonstrates a spirit of giving, kindness, and enthusiasm. Selection is by vote of the faculty.

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 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

ADDITIONAL POLICIES AND 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.



Dental Hygiene—SD

(B.S.)

JONI A. STEPHENS, Chair

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
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 and meets the general education (GE) requirements for a Bachelor of Science 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 3322	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 324	Preclinical Dental Hygiene IV Lecture	(2)
DNHY 324L	Preclinical Dental Hygiene IV Laboratory	(1)
DNHY 375	Dental Hygiene Clinic	(1)
DNHY 376	Dental Hygiene Clinic	(2)
DNHY 380	Medically Compromised Patients	(2)
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 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 423	Research III	(1)
DNHY 431	Dental Public Health	(3)
DNHY 435	Special Topics in Periodontal Therapy	(2)
DNHY 451	Clinical Seminar/Dental Hygiene Topics	(3)
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 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

C L O C K H O U R S

Lec./Semr. Lab. Clin. Total UNITS

Autumn Quarter

†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
†RELF	406	Adventist Beliefs and Life	22	–	–	22	2
		TOTALS	143	193	–	336	18

Winter Quarter

†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
†PHRM	411	Pharmacology*	11	–	–	11	1
		TOTALS	132	141	44	317	17

Spring Quarter

†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
†PHRM	411	Pharmacology*	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

C L O C K H O U R S**Lec./Semr. Lab. Clin. Total UNITS****Summer Quarter**

†DNES	305	Etiology and Management of Dental Caries	19	2	–	21	2
†DNHY	324	Preclinical Dental Hygiene, Lecture	22	–	–	22	2
†DNHY	324L	Preclinical Dental Hygiene, Laboratory	–	33	–	33	1
†DNHY	376	Dental Hygiene Clinic*	–	–	176	176	4
†DNHY	390	Introductory Statistics	33	—	—	33	3
†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
		TOTALS	115	65	176	356	17

Autumn Quarter

†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/Dental Hygiene Topics	33	–	–	33	3
†DNHY	475	Dental Hygiene Clinic I	–	–	176	176	4
†RELE	475	The Art of Integrative Care	22	–	–	22	2
		TOTALS	132	22	176	330	17

Winter Quarter

†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	423	Research III	–	33	–	33	1
†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	77	–	–	77	2
		TOTALS	187	33	176	396	17

Spring Quarter

†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)	962	494	836	2292	116

*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.

NOTE: Consult adviser regarding other courses that may be applied to the program.

PENDING BOARD APPROVAL**DEGREE COMPLETION PROGRAM**

- Dental Hygiene

Core Courses		
Course	Title	Units
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 Teaching Techniques	3
DNHY 498	Dental Hygiene Directed Study	3
DNHY 499	Research Writing	2
RELR 475	Art of Integrative Care	2
RELT 406	Adventist Beliefs & Life	2
	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	4
	TOTAL TRACK UNITS	14
	CUMULATIVE TOTAL UNITS	46 or 47

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**

C L O C K H O U R S Units
Lec./Semr. Lab. Clin. Total

Autumn Quarter

ANAT	511	Human Anatomy I for the Dentist	46	24	8	78	5.0
BCHM	509	Biochemistry of the Human Body	58	–	–	58	5.0
DNES	708	Introduction to the Dental Profession	10	–	–	10	1.0
DNES	711	Introduction to Clinical Experience	5	15	20	40	2.0
RESD	701	Restorative Dentistry I, Lecture	22	–	–	22	2.0
RESD	701	Restorative Dentistry I, Laboratory	–	56	–	56	2.0
RELT	775	Spirituality and the Christian Health Professional	22	–	–	22	2.0
		TOTALS	163	95	28	286	19.0

Winter Quarter

ANAT	512	Human Anatomy II for the Dentist	50	53	–	103	7.0
DNES	712	Introduction to Clinical Experience	–	–	12	12	0.5
PHSL	504	Physiological Systems of the Human Body	48	–	–	48	5.0
PERI	705	Introduction to Periodontics	21	–	–	21	2.0
RESD	702	Restorative Dentistry II, Lecture	22	–	–	22	2.0
RESD	702L	Restorative Dentistry II, Laboratory	–	56	–	56	2.0
RELE	734	Christian Ethics for Dentists	22	–	–	22	2.0
		TOTALS	163	109	12	284	20.5

Spring Quarter

ANAT	513	Human Anatomy III for the Dentist	62	49	–	111	8.0
DNES	705	Etiology and Management of Dental Caries	18	–	–	18	2.0
DNES	707	Personal Development	22	–	–	22	2.0
DNES	713	Introduction to Clinical Experience	–	–	12	12	0.5
PHSL	505	Homeostatic Mechanisms of the Human Body	39	–	–	39	4.0
RESD	708	Restorative Dentistry III, Lecture	22	–	–	22	2.0
RESD	708L	Restorative Dentistry III, Laboratory	–	56	–	56	2.0
		TOTALS	163	105	12	280	20.5

YEAR D2**C L O C K H O U R S U N I T S**
Lec./Semr. Lab. Clin. Total**Summer Quarter**

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	156	94	10	260	17.5

Autumn Quarter

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	754	Orientation to Restorative Clinic Protocol	8	8	–	16	1.0
RESD	764	Removable Prosthodontics*	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
		TOTALS	189	143	–	332	22

Winter Quarter

DNES	775	Clinic Orientation II	22	–	–	22	1.0
ODRP	761	Oral Pathology and Diagnosis	64	–	–	64	6.0
PERI	741	Essential Periodontal Therapy, Lecture	19	–	–	19	2.0
RESD	772	Fixed Prosthodontics, Lecture	22	–	–	22	2.0
RESD	772L	Fixed Prosthodontics, Laboratory	–	59	–	59	2.0
RESD	875	Restorative Dentistry Clinic*	–	–	var.	–	0.5
		TOTALS	127	59	var.	186	13.5

Spring Quarter

DNES	789	National Board Part I Review	20	–	–	20	1.0
ENDN	831	Endodontics I	11	–	–	11	1.0
ENDN	832	Endodontics II	4	44	–	48	1.0
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	875	Restorative Dentistry Clinic*	–	–	var.	–	1.0
		TOTALS	116	80	var	196	13.0

* Grade given at end of multiple-quarter course

YEAR D3**C L O C K H O U R S U N I T S**
Lec./Semr. Lab. Clin. Total**Summer Quarter**

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	833	Endodontics III	3	44	–	47	1.0
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*	–	–	var.	–	0.5
RELR	749	Personal and Family Wholeness	22	–	–	22	2.0
RESL	773	Fixed Prosthodontics II, Lecture*	21	–	–	21	2.0
RESL	773L	Fixed Prosthodontics II, Laboratory*	–	64	–	64	2.0
RESL	811	Dental Materials II	11	–	–	11	1.0
RESL	875	Restorative Dentistry Clinic*	–	–	Var.	–	2.0
SDCL	801	Clinical Patient Care	–	–	var.	–	2.0
		TOTALS	128	112	var.	240	20.5

Autumn Quarter

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*	–	–	var.	–	0.5
ORDN	801	Minor Tooth Movement	10	22	–	32	2.0
OMFS	811	Oral Surgery II*	19	–	–	19	1.0
OMFS	825	Oral Surgery Clinic I	–	–	var.	–	1.0
PEDN	825	Pediatric Dentistry Clinic*	–	–	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
RESL	875	Restorative Dentistry Clinic*	–	–	var.	–	2.0
SDCL	802	Clinical Patient Care	–	–	var.	–	2.0
		TOTALS	114	40	var.	154	17.5

Winter Quarter

ODRP	808	Oral Medicine II	22	–	–	22	2.0
ODRP	825	ODRP Clinic*	–	–	var.	–	0.5
ORDN	811	Principles of Orthodontics II	12	–	–	12	1.0
OMFS	811	Oral Surgery II*	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
RESL	854	Implant Dentistry	11	–	–	11	1.0
RESL	822	Operative Dentistry II, Lecture	11	–	–	11	1.0
RESL	822L	Operative Dentistry II, Laboratory	–	27	–	27	1.0
REL	_____	Religion selective	22	–	–	22	2.0
RESL	875	Restorative Dentistry Clinic*	–	–	var.	–	2.0
SDCL	803	Clinical Patient Care	–	–	var.	–	2.0
		TOTALS	114	27	var.	141	16.5

Spring Quarter

DNES	794	Public Health Dentistry	18	-	-	18	2.0
ODRP	811	Oral Medicine III	12	-	-	12	1.0
ODRP	825	ODRP Clinic*	-	-	var.	-	1.0
PEDN	825	Pediatric Dentistry Clinic*	-	-	var.	-	1.0
PHRM	503	Clinical Pharmacology in Dentistry	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	RESD Clinic*	-	-	var.	-	2.0
SDCL	804	Clinical Patient Care	-	-	var.	-	2.0
		TOTALS	88	16	var.	104	14.0

* Grade given at end of multiple-quarter course

YEAR D4**C L O C K H O U R S U N I T S**
Lec./Semr. Lab. Clin. Total**Summer Quarter**

ODRP	826	Oral Medicine IV	22	–	–	22	2.0
ODRP	875	ODRP Clinic*	–	–	var.	–	1.0
PEDN	875	Pediatric Dentistry Clinic*	–	–	var.	–	0.5
PERI	875	Periodontics Clinic*	–	–	var.	–	2.0
RESD	875	Restorative Dentistry Clinic*	–	–	var.	–	7.0
SDCL	805	Clinical Patient Care	–	–	var.	–	2.0
		TOTALS	22	–	var.	22	14.5

Autumn Quarter

DNES	807	Practice Management I	28	–	–	28	2.0
DNES	889	National Board Part II Review	28	–	–	28	2.0
ODRP	875	ODRP Clinic*	–	–	var.	–	1.0
PEDN	875	Pediatric Dentistry Clinic*	–	–	var.	–	0.5
PERI	875	Periodontics Clinic *	–	–	var.	–	2.0
RESD	861	Senior Lecture in Removable Prosthodontics	18	–	–	18	2.0
RESD	875	Restorative Dentistry Clinic*	–	–	var.	–	7.0
SDCL	806	Clinical Patient Care	–	–	var.	–	2.0
		TOTALS	74	–	var.	74	18.5

Winter Quarter

DNES	809	Practice Management II	22	–	–	22	2.0
DNES	851	The Dentist and the Law	18	–	–	18	2.0
ODRP	875	ODRP Clinic*	–	–	var.	–	1.0
PEDN	875	Pediatric Dentistry Clinic*	–	–	var.	–	1.0
PERI	875	Periodontics Clinic *	–	–	var.	–	2.0
RESD	875	Restorative Dentistry Clinic*	–	–	var.	–	7.0
RELR	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

ENDN	875	Endodontics Clinic	–	–	var.	–	1.0
ODRP	875	ODRP Clinic*	–	–	var.	–	1.0
ORDN	875	Orthodontics Clinic	–	–	var.	–	1.0
OMFS	875	Oral Surgery Clinic II	–	–	var.	–	1.0
PEDN	875	Pediatric Dentistry Clinic*	–	–	var.	–	1.0
PERI	875	Periodontics Clinic*	–	–	var.	–	1.5
RESD	844	Restorative Study Club Seminar	6	–	var.	6	0.5
RESD	875	Restorative Dentistry Clinic*	–	–	var.	–	7.0
SDCL	808	Clinical Patient Care	–	–	var.	–	2.0
		TOTALS	6	–	var.	6	16.0
		TOTALS (D1, D2, D3, D4)	1685	880	var.	2627	262.5

* 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

Arash Aghakhani
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
 Edna M. Loveless
 William A. Loveless
 H. Maynard Lowry
 Kathleen L. Moore
 W. Patrick Naylor
 Quinton P. Nicola
 Paul L. Richardson
 Thomas C. Rogers
 Ronald J. Secor
 Yanina C. Toledo
 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 705	Etiology and Management of Dental Caries	(2)
DNES 707	Personal Development	(2)
DNES 708	Introduction to the Dental Profession (1)	(1)
DNES 711	Introduction to Clinical Experience	(2)
DNES 712	Introduction to Clinical Experience	(0.5)
DNES 713	Introduction to Clinical Experience	(0.5)
DNES 775	Clinic Orientation	(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	(11)
ENDN 833	Endodontics III	(11)
ENDN 834	Endodontics IV	(1)
ENDN 875	Endodontics Clinic	(1)

ORAL DIAGNOSIS, RADIOLOGY, AND PATHOLOGY

LANE C. THOMSEN, Chair

FACULTY

Garth W. Brown
Heidi B. Kohlfarber
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
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
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
OMFS 805	Oral and Maxillofacial Surgery I	(1)
OMFS 811	Oral and Maxillofacial Surgery II	(1)
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 ORTHOPEDICS

JOSEPH M. CARUSO, Chair; Director, Advanced Education Program

V. Leroy Leggitt, Associate Director, Advanced Education Program

FACULTY

Joseph M. Caruso

James R. Farrage

Gabriela E. Garcia

V. Leroy Leggitt

Roland D. W. Neufeld

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	Minor Tooth Movement Principles of Orthodontics I	(1)
ORDN 801	Principles of Orthodontics II Minor Tooth Movement	(2)
ORDN 811	Principles of Orthodontics II	(1)
ORDN 875	Orthodontics Clinic	(1)

PEDIATRIC DENTISTRY

BONNIE A. NELSON, Chair

JOHN E. PETERSON, Jr., Director, Advanced Education Program

FACULTY

Joseph A. Curtin

Richard L. Grabowsky

J. Todd Milledge

Bonnie A. Nelson

Wesley K. Okumura

John E. Peterson, 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
PEDN 753	Pediatric Dentistry I Lecture	(2)
PEDN 7753L	Pediatric Dentistry I Laboratory	(1)
PEDN 821	Pediatric Dentistry II	(1)
PEDN 825	Pediatric Dentistry Clinic I	(.5-3.5)
PEDN 875	Pediatric Dentistry Clinic II	(.5-3)

PERIODONTICS

CRAIG M. RIRIE, Interim Chair, Department of Periodontics; Director, Predoctoral Program

BERNARD G. GANTES, Interim Director, Advanced Education Program

FACULTY

Nikola Angelov

R. Leslie Arnett, Jr.

Gary C. Bogle

Max Crigger

Bernard G. Gantes

Oliver C. Hoffmann

Robert Holt, Jr.

Yoon J. Kim

Scott S. Sangmoo Lee

Leticia C. Lenoir

Adrian Mobilia

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
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)

RESTORATIVE DENTISTRY

DOUGLASS B. ROBERTS, Chair

MATHEW T. KATTADIYIL, Acting Director, Advanced Education Program in Prosthodontics

JAIME L. LOZADA, Director, Advanced Education Program in Implant Dentistry

FACULTY

Daniel R. Armstrong

Nadim Baba

Frederick A. Berry

Brian P. Black

George A. Blount

David C. Brodeur

James R. Dunn

Mark E. Estey

Michael J. Fitzpatrick

Belen G. Geach

Gary J. Golden

Charles J. Goodacre

B. Dan Hall

William H. Heisler

Rami R. Jekki

Joseph Y. K. Kan

Mathew T. Kattadiyil

Emmanuel Klein

S. Alejandro Kleinman

Edward S. C. Ko

Sean C. Lee

Monica C. Lehnhof

Yiming Li

Jaime L. Lozada

Huan Lu

Steven G. Morrow

Luminita S. Narita

W. Patrick Naylor

Doyle R. Nick

Brian B. Novy

Mac-Rey L. Ojano

Bonnie J. Retamozo

Paul L. Richardson

Holli C. Riter

Douglass B. Roberts

Elizabeth B. Robbins

Clyde L. Roggenkamp

Eric F. Sahl

Marianne Shehata

Jung Hwa Suh

Daniel E. Tan

L. Parnell Taylor

Anthony G. Theodorou

Marcelo G. Toledo

F. Joseidel Torres

Julian C. Tsai

R. Bruce Walter

John M. Whittaker

Myron S. Winer

Ronald L. Young
Wu Zhang

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
RESD 701	Restorative Dentistry I Lecture	(2)
RESD 701L	Restorative Dentistry I Laboratory	(2)
RESD 7012	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 754	Orientation to Restorative Clinic Protocol and Procedures	(1)
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, 12)
RESD 773L	Fixed Prosthodontics II Laboratory	(1, 12)
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	(1)
RESD 861	Senior Lecture in Removable Prosthodontics	(2)
RESD 875	Restorative Clinic (37.5 units required)	(.5-7)
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)

Dentist, International Program—SD

(D.D.S.)

MICHAEL J. FITZPATRICK, Program Director

FACULTY

B. Dan Hall
 William H. Heisler
 Emmanuel Klein
 John Neary IV
 Mac-Rey Ojano
 John M. Whittaker
 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-one 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
IDPC 815	IDP Clinic Orientation (4 units required)	(2)
IDPC 825	General Clinics (16 units required)	(8)
IDPC 835	General Clinics (16 units required)	(8)
IDPC 845	General Clinics (16 units required)	(8)
IDPG 750	Review of General Dentistry	(14)
IDPG 845	Evidence-Based Dentistry and Information Sciences	(2)
IDPO 534	Oral Medicine—Orofacial Pain and TMD	(2)
IDPO 533	Oral Pathology and Diagnosis	(2)
IDPO 826	Oral and Maxillofacial Surgery	(1)
IDPP 754	Clinical Periodontics	(1)
IDPP 755	Pediatric Dentistry Clinic	(.5, 1)
IDPP 759	Special Topics in Periodontal Therapy	(2)
IDPR 846	Restorative Dentistry I	(2)
IDPR 847	Restorative Dentistry II	(2)
IDPR 848	Restorative Dentistry III	(2)
IDPT 754	Advanced Topics in Dentistry	(2)

INTERNATIONAL DENTIST PROGRAM DISTRIBUTION OF INSTRUCTION

IDP 1

C L O C K H O U R S U N I T S
Lec./Semr. Lab. Clin. Total

SPRING QUARTER

DNES	707	Personal Development	22	-	-	22	2.0
ENDN	831	Endodontics I	11	-	-	11	1.0
ENDN	832	Endodontics II	4	44	-	48	1.0
IDPC	815	IDP Clinic Orientation*	10	30	-	40	2.0
IDPG	750	Review of General Dentistry	123	167	-	290	14.0
IDPO	826	Oral and Maxillofacial Surgery	12	-	4	16	1.0
IDPP	759	Special Topics in Periodontal Therapy	22	-	-	22	2.0
		TOTALS	204	241	var.	449	23.0

SUMMER QUARTER

ENDN	833	Endodontics III	3	44	-	47	1.0
IDPC	815	IDP Clinic Orientation	10	30	-	40	2.0
IDPG	750	Review of General Dentistry*	123	167	-	290	-
IDPP	754	Clinical Periodontics	14	-	-	14	1.0
IDPR	846	Restorative Dentistry I	16	8	4	28	2.0
		TOTALS	166	249	var.	419	6.0

IDP 2**AUTUMN QUARTER**

IDPC	825	General Clinic	-	-	var.	var.	8.0
IDPR	847	Restorative Dentistry II	24	-	-	24	2.0
ORDN	801	Minor Tooth Movement	10	22	-	32	2.0
RELE	734	Christian Ethics for Dentists	22	-	-	22	2.0
		TOTALS	56	22	var.	78	14.0

WINTER QUARTER

IDPC	825	General Clinic	-	-	var.	var.	8.0
IDPO	535	Oral Pathology and Diagnosis	22	-	-	22	2.0
ORDN	811	Principles of Orthodontics II	12	-	-	12	1.0
		TOTALS	34	-	var.	34	11.0

IDP 3**C L O C K H O U R S U N I T S**
Lec./Semr. Lab. Clin. Total**SPRING QUARTER**

IDPC	835	General Clinic	-	-	var.	var.	8.0
IDPR	848	Restorative Dentistry III	24	-	-	24	2.0
PEDN	753	Pediatric Dentistry I	19	-	-	19	2.0
PEDN	753L	Pediatric Dentistry I Lab	-	36	-	36	1.0
		TOTALS	43	36	var.	79	13.0

SUMMER QUARTER

IDPC	835	General Clinic	-	-	var.	var.	8.0
IDPO	534	Oral Medicine-Orofacial Pain and TMD	22	-	-	22	2.0
IDPP	755	Pediatric Dentistry Clinic*	-	-	var.	var.	0.5
REL R	749	Personal and Family Wholeness	22	-	-	22	2.0
		TOTALS	44	-	var.	44	12.5

IDP 4**AUTUMN QUARTER**

DNES	817	Practice Management I for IDP	Self-Study Course				1.0
IDPC	845	General Clinic	-	-	var.	var.	8.0
IDPP	755	Pediatric Dentistry Clinic*	-	-	var.	var.	0.5
IDPT	754	Advanced Topics in Dentistry	22	-	2	24	2.0
RES D	861	Senior Lecture in Removable Prosthodontics	18	-	-	18	2.0
		TOTALS	40	-	var.	32	13.5

WINTER QUARTER

DNES	818	Practice Management II for IDP	Self-Study Course				1.0
IDPC	845	General Clinic	-	-	var.	var.	8.0
IDPG	845	Evidence-based Dentistry and Information Science	6	16	-	22	2.0
REL T	717	Christian Beliefs and Life	22	-	-	22	2.0
		TOTALS	28	16	var.	44	13.0

		TOTALS	779	564	var.	1596	106.0
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*Grade given at end of multiple-quarter course

Dental Anesthesiology, Advanced—SD (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. Students attend an anesthesiology lecture series and weekly grand rounds at Loma Linda University Medical Center. In addition, regular meetings of the dental anesthesiology students are held, during which a variety of contemporary topics are discussed—including a review of the current literature. Students 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.

Application deadline

Application for admission should be submitted no later than October 1 of the year prior to the summer of intended enrollment.

Tuition (2007-2008)

No additional tuition required.

Insurance and fees (2007-2008)

\$ 360 Insurance, per academic quarter.
\$ 110 Student-service fees, per quarter.
\$ 165 Information technology support fee, per quarter.

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 654	Practice Teaching in Anesthesia (6 units required)	(1-2)
ANES 697	Research	(1)
ANES 746	General Anesthesia (72 units/2160 clock hours)	(9)

INTERDISCIPLINARY REQUIRED COURSES

REL_	Religion selective	(3)
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Endodontics, Advanced—SD

(M.S., PD certificate)

MAHMOUD TORABINEJAD, Director, Advanced Education Program

FACULTY

Leif K. Bakland
Robert A. Handysides
David E. Jaramillo
Gerardo Toledo
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 the Master of Science (M.S.) 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 a letter of recommendation from the program director. The Graduate Record Examination (GRE) will be required for those who elect to pursue admission into the master's degree program. Acceptance into the M.S. degree program may extend the length of study; the additional time must be in residence.

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 October 15 of the year prior to the summer of intended enrollment.

Tuition

Tuition for the 2007-2008 school year is \$9,676 per academic quarter. In addition, fees for each academic quarter include: insurance, \$360; student services, \$110; and information-technology support, \$165.

A separate fee of \$1,400 is charged for GRDN 632 Basic Microsurgery Technique (2 units). This fee does not include instruments and textbooks.

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/2160 clock hours)	(8)

INTERDISCIPLINARY REQUIRED COURSES

GRDN 514	Introduction to Biomedical Research	(4)
GRDN 531	Applied Surgical Anatomy	(2)
GRDN 535	Clinical Oral Pathology	(2)
GRDN 601	Practice Management	(2)
GRDN 604	Topics in Medicine and Hospital Protocol	(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)
REL_ ____	Religion elective	(3)

Implant Dentistry, Advanced—SD

(M.S., PD certificate)

JAIME L. LOZADA, Director, Advanced Education Program

FACULTY

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 the Master of Science (M.S.) 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 a letter of recommendation from the program director. Acceptance into the M.S. degree program may extend the length of study to complete a research project and a thesis. The additional time must be in residence.

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.

During the first quarter of the program, before the academic year begins, residents rotate through the anesthesia department. For that reason, only insurance and fees are charged (insurance and fees are \$635). Students will pay regular tuition for the remainder of the program.

Tuition for the 2007-2008 school year is \$9,676 per academic quarter. Additional fees for each academic quarter include insurance, \$360; student services, \$110; and information-technology support, \$165.

Spring Quarter 2007-2008: 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 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/1200 clock hours)	(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/600 clock hours)	(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 531	Applied Surgical Anatomy	(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/180 clock hours)	(1)
PROS 500	Current Prosthodontic Literature Review (6 units/60 clock hours)	(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., PD certificate)

ALAN S. HERFORD, Director, Advanced Education Program

FACULTY

Philip J. Boyne
Liviu F. Eftimie
Alan S. Herford
Wayne K. Tanaka

The advanced dental education program in oral and maxillofacial surgery is designed to prepare the student 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 student 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. Students 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, students may apply for acceptance to the Master of Science (M.S.) 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 a letter of recommendation from the program director. Acceptance into the M.S. degree program may extend the length of study; the additional time must be in residence.

Application deadline

Application for admission should be submitted by October 15 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 531	Applied Surgical Anatomy	(2)
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, Director, Advanced Education Program
V. LEROY LEGGITT, Associate Director, Advanced Education Program

FACULTY

Joseph M. Caruso
James R. Farrage
Gabriela E. Garcia
V. Leroy Leggitt
Roland D. W. Neufeld
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.

Application deadline

All applications for admission should be submitted to the school by August 1 of the year prior to the summer of intended enrollment.

Tuition

Tuition for the 2007-2008 school year is \$9,676 per academic quarter. Additional fees for each academic quarter include: insurance, \$360; student services, \$110; 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)	(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)
OMFS 616	The Application of Surgical Principles to Orthognathic Surgery	(1)
REL_ ____	Religion elective	(3)

Pediatric Dentistry, Advanced—SD

(M.S., PD certificate)

JOHN E. PETERSON, 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
John E. Peterson, Jr.

The advanced dental education program in pediatric dentistry is designed to prepare the student 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 student 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, students may apply for acceptance to the Master of Science (M.S.) 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 a letter of recommendation from the program director. Acceptance into the M.S. degree program may extend the length of study; the additional time must be in residence.

Application deadline

Application for admission should be submitted by November 1 of the year prior to the summer of intended enrollment.

Tuition

Tuition for the 2007-2008 school year is \$9,676 per academic quarter. Additional fees for each academic quarter include: insurance, \$360; student services, \$110; and information technology support, \$165.

DEPARTMENTAL REQUIRED COURSES

PEDN 503	Pediatric Dental Seminar	(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	(1-2)
PEDN 601	Pediatric Dental Practice Management	(2)
PEDN 604	Pediatric Dental Literature	(2)
PEDN 654	Pediatric Dental Teaching (5 units required)	(1-5)
PEDN 680	Elective Study (10 units required)	(1-10)
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)	(8)

INTERDISCIPLINARY REQUIRED COURSES

GRDN 514	Introduction to Biomedical Research	(4)
GRDN 531	Applied Surgical Anatomy	(2)
GRDN 535	Clinical Oral Pathology	(2)
GRDN 609	Professional Ethics	(2)
GRDN 622	Biomedical Sciences I	(4)
GRDN 623	Biomedical Sciences II (4 units required)	(4-5)
ORDN 545	Growth and Development	(3)
ORDN 606	Craniofacial Genetics	(2)
ORDN 608	Physiology and Pathology of Speech	(1)
ORPA 533	Radiology	(2)
REL_ ____	Religion elective	(3)

Periodontics, Advanced—SD

(M.S., PD certificate)

BERNARD G. GANTES, Interim Program Director, Advanced Education Program

FACULTY

Nikola Angelov
 R. Leslie Arnett
 Gary C. Bogle
 Max Crigger
 Bernard G. Gantes
 Oliver C. Hoffmann
 Robert Holt, Jr.
 Yoon J. Kim
 Scott S. Sangmoo 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, a Master of Science 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 of Science degree prepares the student for academic careers in periodontal research and teaching. The program includes 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.

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 15 of the year prior to the summer of intended enrollment. The Graduate Record Examination (GRE) is required for admission into the advanced dental education program in periodontics.

Tuition

Tuition for the 2007-2008 school year is \$9,676 per academic quarter. Additional fees for each academic quarter include: insurance, \$360; student services, \$110; and information technology support, \$165.

DEPARTMENTAL REQUIRED COURSES

PERI 524	The Periodontium	(2)
PERI 531	Periodontal Pathology (10 units required)	(2)
PERI 601	Periodontal Therapy (12 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/2160 clock hours)	(6)
PERI 726	Clinical Practice in Implant Surgery (24 units/720 clock hours)	(2)
PERI 746	General Anesthesia Clinic (3 units/90 clock hours)	(3)

INTERDISCIPLINARY REQUIRED COURSES

ANES 548	Anesthesia Residents Seminar	(2)
ANES 604	Anesthesia Literature Review	(1)
GRDN 514	Introduction to Biomedical Research	(4)
GRDN 535	Clinical Oral Pathology	(2)
GRDN 609	Professional Ethics	(2)
GRDN 632	Basic Microsurgery Technique	(2)
REL_ ____	Religion elective	(3)

Prosthodontics, Advanced—SD

(M.S., PD certificate)

MATHEW T. KATTADIYIL, Interim Director, Advanced Education Program

FACULTY

Charles J. Goodacre
Joseph Y. K. Kan
Mathew T. Kattadiyil
S. Alejandro Kleinman
Jaime L. Lozada
Paul L. Richardson
F. Joseidel 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.

After admission into the program, students may apply for a Master of Science degree in addition to the specialty certificate. The application must be supported by a letter of recommendation from the program director. Acceptance into the M.S. degree program may extend the length of study.

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 2007-2008 school year is \$9,676 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) (12 units required)	(1)
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 (20 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 (72 units/2160 clock hours)	(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)







School of Medicine

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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
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Master of Science–SM *with* Medicine–SM
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Doctor of Philosophy–SM *with* Medicine–SM
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Master of Science–SM *with* Medicine–SM
M.S./M.D.

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Medicine–SM *with* Anatomy–SM
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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
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(*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.*)

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M.D./M.P.H.

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(*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.



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 evaluated 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.

In summary, the Admissions Office requests the following:

- 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.

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.

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 and 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.

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 associate dean of educational affairs, 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 amount extra, 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 PASS 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 Associate Dean for Educational Affairs 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 tries.

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 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: Thomas Zirkle, M.D., Assistant Dean for Continuing Medical Education Loma Linda University Medical Center, Room A537 Loma Linda, CA 92350; or telephone, 909/558-4963.

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 (FMO)

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 Medical 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.

MUSCULOSKELETAL DISEASE CENTER

The Musculoskeletal Disease Center (MDC) pursues research in molecular medicine, including gene therapy and molecular genetics, as its primary approach to diseases of the musculoskeletal system. The gene-therapy research involves local and systemic therapy for musculoskeletal diseases, particularly osteoporosis. The Osteoporosis Research Clinic, which is a part of the MDC, offers state-of-the-art x-ray imaging for bone-density scans; and conducts clinical research studies in numerous areas other than osteoporosis.

Areas of research interest relevant to the MDC include:

- Signal transduction mechanisms involved in mediating the effects of mechanical strain to culminate in increased bone formation.
- Molecular mechanism of action of anabolic agents—including fluoride, a bone-cell mitogen.
- Role of the IGF system in the pathogenesis of bone loss and hip fracture.
- Identification of and functional studies of genes involved in the musculoskeletal system.

Medical students and postdoctoral fellows from around the world receive training in the MDC laboratories, and participate, often with honors, at local and national basic research and clinical research meetings. They

are given many opportunities for collaboration with other research laboratories, nationally and internationally.

NEUROSURGERY CENTER FOR RESEARCH, TRAINING, AND EDUCATION

The Neurosurgery Center for Research, Training, and Education has as its primary focus the improvement of patient care. These goals are met by the development of new biologically and technologically advanced diagnostic procedures, minimally invasive surgical techniques, and innovative instrumentation. The center functions in collaboration with the School of Public Health through its clinical and basic science departments and its Center for Health Research [biostatistical services] Consulting Group.

Currently the center is the recipient of a five-year NIH competitive grant to determine the role of iron perturbations in metabolism in the pathogenesis of Alzheimer's disease. This multidisciplinary study involves the Departments of Biochemistry, Radiology, Cell and Molecular Biology, Radiobiology, Psychiatry, Geriatric Medicine, and Biostatistics. The center is also interested in the development of new hemostatic agents that involve the control of hemorrhage. To this end it has developed new procoagulants and surgical devices in collaboration with industry. The center works in close collaboration with industrial resources for both testing and development of new surgical instrumentation. The director and associate director of the center hold numerous international and United States patents on surgical instruments and other surgical devices. The center provides:

- Research and training resources for education in general surgery, vascular surgery, and neurosurgery; as well as continuing-medical education (CME) approval to provide preceptorships for medical students, surgical residents, faculty, outside physicians, and national and international visiting scholars on sabbatical.
- Opportunities for predoctoral and postdoctoral training in both biochemistry and cell biology, particularly as it relates to neurodegenerative disease.
- A curriculum for training in laparoscopic surgery.
- Instrumentation and laboratories for endoscopic experience.
- A computerized data bank, which is currently accessing cases of mild cognitive impairment, looking for determinants that lead to the development of Alzheimer's disease.
- CME-approved training in sutureless vascular anastomosis techniques.
- A video network connecting LLU operating rooms with other institutions that are a part of the Center of Excellence Program.

The Neurosurgery Center for Research, Training, and Education plays an important role in multidisciplinary research, interfacing with many other departments within the school as well as with outside institutions—such as the National Institutes of Health; the MRI Institute of Biomedical Research in Detroit; and foreign medical institutions, including the Free University of Berlin and Nanjing University.

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 2007-2008

Tuition

\$34,590	Full time
\$8,647.50	Full time, per quarter

Fees \$589 per quarter: student services, health insurance, etc.

Supplies and instruments (estimated)

\$3,200	Per school-calendar year
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LIVING EXPENSES (ESTIMATED)

\$11,652	Dormitory student, per school-calendar year
\$7,680	Off-campus student living with parent or relative, per school-calendar year
\$15,360	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 2007-2008

\$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)
\$20	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. Chinnock Award

The Robert F. Chinnock 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 (formerly the President'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.

Leonard Marmor Surgical Arthritis Foundation Award

The Marmor Award is given to an outstanding student who has demonstrated academic excellence, leadership, and a desire to contribute to the medical profession.

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.

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)

ANAT 511	Gross Anatomy	
MNES 501	Orientation to Medicine	
PHSL 511	Medical Physiology I	
MDCJ 566	Evidence-Based Medicine and Information Science	
MDCJ 553	Cell Structure and Function	
MDCJ 561	Physical Diagnosis and Interviewing	
MDCJ 515	Medical Biochemistry, Molecular Biology, Genetics	
MDCJ 543	Medical Neuroscience	
REL	Religion	

Second Quarter (Fall)

	Gross Anatomy	
PHSL 512	Medical Physiology II	
MDCJ 562	Physical Diagnosis and Interviewing	
MDCJ 554	Cell Structure and Function	
MDCJ 516	Medical Biochemistry, Molecular Biology, Genetics	
MDCJ 567	Evidence-Based Medicine and Information Science	
REL	Religion	

Third Quarter (Winter)

	Gross Anatomy	
MDCJ 568	Evidence-Based Medicine and Information Science	
MDCJ 563	Physical Diagnosis and Interviewing	
MDCJ 555	Cell Structure and Function	
PHSL 513	Medical Physiology	
MDCJ 517	Medical Biochemistry, Molecular Biology, Genetics III	
MDCJ 544	Medical Neuroscience	
PSYT 521	Understanding Your Patient	
REL	Religion	

Fourth Quarter (Spring)

MNES 502	Orientation to Medicine	
MDCJ 518	Medical Biochemistry, Molecular Biology, Genetics IV	
PSYT 522	Understanding Your Patient	
MDCJ 556	Cell Structure and Function	
	Gross Anatomy	
MDCJ 569	Evidence-Based Medicine and Information Science	
PHSL 514	Medical Physiology	
MDCJ 564	Physical Diagnosis and Interviewing	
	Medical Neuroscience	
REL	Religion	

YEAR 2

First Quarter (Summer)

MICR 511	Medical Microbiology	
	Psychopathology	
MDCJ 524	Pathophysiology and Applied Physical Diagnosis	
	Pathology	
	Medical Pharmacology	

Second Quarter (Fall)

MICR 512	Medical Microbiology	
MDCJ 525	Pathophysiology and Applied Physical Diagnosis	
	Psychopathology	
	Pathology	
PRVM 514	Clinical Preventive Medicine	
MDCJ 571	Diseases of Neuroscience	
	Medical Pharmacology	
REL	Religion	

Third Quarter (Winter)

MICR 513	Medical Microbiology	
MDCJ 526	Pathophysiology and Applied Physical Diagnosis	
	Medical Pharmacology	
	Pathology	
PRVM 515	Clinical Preventive Medicine	
REL	Religion	

Fourth Quarter (Spring)

PRVM 516	Clinical Preventive Medicine	
MICR 514	Medical Microbiology	
	Pathophysiology and Applied Physical Diagnosis	
	Pathology	
	Medical Pharmacology	
MDCJ 572	Diseases of Neuroscience	

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)
Ambulatory and Community Clerkship	(4 weeks)
Family Medicine or Neurology	(4 weeks)
Electives	(18 weeks)
Subinternships:	(4 weeks)
Internal Medicine or Surgery or Pediatrics or Family Medicine	
Intensive Care	(2 weeks)
Pediatrics or Internal Medicine or Surgery	

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 515, 516, 517, 518	Medical Biochemistry, Molecular Biology, and Genetics	(1, 2, 1, 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	Ambulatory Care Clerkship	(6)
MDCJ 891	Whole-Person Care	(3-6)

Residency programs

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, orthopaedic 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.

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:

Thomas Zirkle, M.D., Assistant Dean for Continuing Medical Education
 Loma Linda University Medical Center, Room A537
 Loma Linda, CA 92350;
 or telephone 909/558-4963.

THE DEPARTMENTS OF THE SCHOOL OF MEDICINE

The eighteen departments of the School of Medicine are:

- Anesthesiology
- Biochemistry and Microbiology
- Emergency Medicine
- Family Medicine
- Gynecology and Obstetrics
- Medicine
- Neurology
- Neurosurgery
- Ophthalmology
- Orthopaedic Surgery
- Pathology and Human Anatomy
- Pediatrics
- Physical Medicine and Rehabilitation
- Physiology and Pharmacology
- Psychiatry
- Preventive Medicine
- Radiation Medicine
- Radiology
- Surgery

ANESTHESIOLOGY

ROBERT D. MARTIN, Chair
RICHARD L. APPLGATE, Vice Chair

DIVISIONS

CRITICAL CARE

GARY STIER, Head

PAIN CONTROL

LOWELL W. REYNOLDS, Head

PEDIATRICS

LINDA MASON, Head

CARDIAC

STANLEY BRAUER, Head

FACULTY

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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.

BIOCHEMISTRY AND MICROBIOLOGY

LAWRENCE C. SOWERS, Chair

DIVISIONS

BIOCHEMISTRY

PENELOPE J. DUERKSEN-HUGHES, Associate Chair

MICROBIOLOGY

HANSEL H. FLETCHER, Associate Chair

FACULTY

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 Shin Tai Chen
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 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
 John Leonora

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

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 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

STEPHEN W. CORBETT, Interim Chair

PEDIATRIC EMERGENCY MEDICINE DIVISION

LANCE E. BROWN, Head

FACULTY

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 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

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 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

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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

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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

THOMAS E. GODFREY, Head

PULMONARY AND CRITICAL CARE MEDICINE

PHILIP M. GOLD, Head

RHEUMATOLOGY AND IMMUNOLOGY

KEITH K. COLBURN, Head

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 Mihran H. Ask
 H. Helen Baek
 Kumaravelu Balasubramaniam
 Ramesh C. Bansal
 Daljeet B. Bansal
 Rebekah Bartos
 David J. Baylink
 David M. Bee
 Jesus G. Berdeja
 Diane J. Berriman
 Sofia Bhaskerrao
 Joann K. Bischoff
 Michael F. Bishara
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 Cyril D. Blaine
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 Ethelred E. Carter
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 Daniel Castro
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 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
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 Milton G. Crane
 Raymond B. Crawford
 Ralph E. Cutler
 Nagamani Dandamudi
 Vishvanath V. Date
 Lino J. DeGuzman
 Zemin Deng
 Thomas K. Denmark
 Titus Devendra
 James R. Dexter
 Kenneth D. Doran
 Ralph Downey III
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 Bertram H. Eckmann
 Laila M. Elkeeb
 Harvey A. Elder
 Dwight C. Evans
 J. Robert Evans
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 Mary A. Flowers
 Steven C. Forland
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 Gary E. Fraser
 Gerald S. Friedman
 Helmuth F. Fritz
 Geir P. Frivold
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 Philip M. Gold
 Linda Golkar
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 Ronald Griffin

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Jocelyn Gunnarsson
Reinhard Gysin
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Arnando J. Huaringa
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Waleed A. Ibrahim
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Alan K. Jacobson
Mehdi S. Jahromi
G. David Jang
Geun C. Jang
John C. Jennings
Donald L. John
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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
John Leonora
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
Keshab D. Pant
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
 John W. Samples
 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. Škoretz
 Chauncey L. Smith
 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
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 Shirley M. Tan
 Stanley A. Tan
 Siegmund Teichman
 Douglas W. Teller
 Kim M. Thomas
 Gary J. Thompson
 Gordon W. Thompson
 Bhoodev Tiwari
 Vilma Torres
 Charles R. Tourtellotte
 Denise L. Jackson Townsend
 Leah A. Tುದtud-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

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 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
 Edwin T. Wright

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

DANIEL W. GIANG, 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
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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

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
Renatta J. Osterdock
Findlay E. Russell
Shokei Yamada
John H. Zhang
Yong Hua Zhu
Alexander Zouros

OPHTHALMOLOGY

HOWARD V. GIMBEL, Chair

ERNEST S. ZANE, Vice Chair

FACULTY

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Sandra M. Akamine
Marco Barrera
Pamela Y. Bekendam
Paul A. Blacharski
Christopher L. Blanton
Leslie A. Bruce-Lyle
John P. Carlson
Clement K. Chan
David Choi
Paul Y. Chung
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Denis J. Cline
Jan L. Cooper
Carlindo da Reitz Pereira
James L. Davidian
Loren L. Denler
Robert M. Duffin

Jennifer A. Dunbar
Joseph Fan
Christina J. Flaxel
Eric J. Friedrichsen
Arthur W. Giebel
Howard V. Gimbel
James Guzek
Kenneth Houchin
Gary G. Huffaker
Jeffrey J. Ing
Wayne B. Isaeff
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. Wieseeman
 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., Head

PATHOLOGY DIVISION

ANATOMIC PATHOLOGY

G. WILLIAM SAUKEL, Head

PEDIATRIC PATHOLOGY

CRAIG W. ZUPPAN, Head

LABORATORY MEDICINE

JAMES M. PAPPAS, 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
Weldon J. Bullock
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
Dick H. Koobs

Ralph A. Korpman
John E. Lewis
Robert E. Moncrieff
Jerald C. Nelson
Thomas T. Noguchi
Kerby C. Oberg
Albert Olson
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

FORENSIC MEDICINE

CLARE M. SHERIDAN, Head

GASTROENTEROLOGY

MANOJ C. SHAH, Head

GENERAL PEDIATRICS

RAVINDRA RAO, Head

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

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
 Bruck 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. Naez
 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
 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

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, Acting Chair

DIVISIONS

PHARMACOLOGY

JOHN BUCHHOLZ, Associate Chair

PHYSIOLOGY

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
George Maeda

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
 Pramil 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 Namihias
 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, Co-Head

WON BAE, Co-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

INGRID KJELLIN, Head

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. Llaurado
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.

SURGERY

LEONARD L. BAILEY, Chair

DIVISIONS

CARDIOTHORACIC

ANEES J. RAZZOUK, Head

GENERAL

RICHARD D. CATALANO, Head

HEAD AND NECK (Otolaryngology)

ALFRED A. SIMENTAL, Head

ORAL

ALAN S. HERFORD, Head

PEDIATRIC

DONALD C. MOORES, Head

PLASTIC AND RECONSTRUCTIVE

SUBHAS GUPTA, Head

TRANSPLANTATION

OKECHUKWU N. OJOHGO, Head

UROLOGY

HERBERT C. RUCKLE, 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

CARDIOTHORACIC

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

GENERAL

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. Longerbeam
 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

HEAD AND NECK (Otolaryngology)

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

ORAL

Philip J. Boyne

Alan S. Herford

PEDIATRIC

H. Gibb Andrews
Joanne E. Baerg

Gerald Gollin
Donald C. Moores

PLASTIC AND RECONSTRUCTIVE

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
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

TRANSPLANTATION

Pedro Baron
Waldo Concepcion

Edson S. Franco
Okechukwu N. Ojogho

UROLOGY

D. Duane Baldwin
Gary A. Barker
Marc A. Beaghtler
Victor C. Ching
H. Roger Hadley
Howard Landa
Paul Lui

J. David Moorhead
Herbert C. Ruckle
Michael A. Sanford
Steven C. Stewart
Robert R. Torrey, Jr.
Christopher Tsai

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

Anatomy—SM

(M.S., Ph.D.)

KENNETH R. WRIGHT, Program Coordinator

FACULTY

Denise L. Bellinger
 Brad A. Cole
 Marino De Leon
 Bertha C. Escobar-Poni
 William H. Fletcher
 William M. Hooker
 Michael A. Kirby
 Anissa Y. LaCount
 Paul J. McMillan
 Pedro B. Nava
 Kerby Oberg
 Kimberly J. Payne
 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 interest. 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 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.

Prerequisites for acceptance include results of the GRE General Test. Scores on the Test of English as a Foreign Language (TOEFL) are required from students whose native language is not English.

Applicants should have a bachelor's degree or equivalent from a foreign university, with a strong undergraduate preparation in the biological and physical sciences—including a full year each of general biology, general chemistry, organic chemistry, and physics. Other upper-division sciences and calculus are strongly recommended. Exceptions are considered by the faculty on an individual basis. The program reserves the right to decide on the equivalence of courses presented by the applicant.

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 literature and laboratory, while working on a significant 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. Details of these programs are available in the *Anatomy Program Guide*.

The Anatomy Program encourages the student to build a career in biomedicine on a solid foundation of basic medical sciences. Four specialty areas are available for the M.S. degree thesis or Ph.D. degree dissertation research:

1. **CELL BIOLOGY** includes advanced study in cellular and molecular biology, electron microscopy, histochemistry, tissue culture, and quantitative image analysis. Research emphases are cell-cell communication, regulation and modeling of bone-cell activities, receptor biology in development, in vitro fertilization, and elucidation of the molecular and cellular bases of developmental anomalies.
2. **DEVELOPMENTAL BIOLOGY** approaches human anatomy from a developmental perspective, emphasizing the genetic basis of morphogenesis and final structure. Comparative developmental approaches are used to understand the mechanisms employed that regulate structure and function.
3. **NEUROBIOLOGY** is an integrated program with advanced courses in neuroanatomy and neurophysiology. Research emphases include neural systems in the regulation of biorhythms; neurocytology; and electron microscopy and sensory systems in development, aging, and diabetes.
4. **RADIATION BIOLOGY** builds on advanced courses in quantitative morphology and cell, molecular, and radiation biology.

The proton accelerator at Loma Linda University Medical Center provides a unique opportunity to study functional responses of normal and cancerous tissue to proton and other radiations.

Anatomy program guide

Further details of the Anatomy Program are found in the *Anatomy Program Guide*.

ANATOMY—M.S.

Students must complete at least 46 units (including a required religion course) with an overall G.P.A. of at least 3.0. Required courses for which no grade less than 3.0 is accepted include:

ANAT 516	Neuroscience GS	(1)
ANAT 541	Gross Anatomy	(4, 6)
ANAT 542	Cell, Tissue, and Organ Biology	(5)
ANAT 544	Human Embryology Lecture	(2)

For each year in residence, the student will complete 1 unit of IBGS 605 Integrative Biology Seminar. The remaining units for this degree must include at least 5 units in other basic science courses. When the student writes a thesis, up to 10 units in ANAT 697 Anatomy Research, and 3 units in ANAT 698 Thesis may be included in the 46 units. In lieu of a thesis, 13 units of additional courses (approved by the faculty and not to include more than 3 units of research) may be presented to meet the requirements for this degree. Students who pursue a nonthesis master's degree must also demonstrate satisfactory performance on a comprehensive examination over the required core courses.

ANATOMY—PH.D.

The purpose of the Anatomy Program leading to the Doctor of Philosophy degree is to give individuals the preparation needed and the opportunity to pursue an in-depth, independent investigation under conditions favorable for the maturation of scholarly attitudes and habits. Admission to this program is based on a demonstration of superior qualifications, either in undergraduate or graduate studies.

Courses

Students earning the Ph.D. degree will have a B (3.0) grade or better in each of the core anatomy courses:

ANAT 516	Neuroscience GS	(1)
ANAT 541	Gross Anatomy	(4, 6)
ANAT 542	Cell, Tissue, and Organ Biology	(5)
ANAT 544	Human Embryology Lecture	(2)

In addition, they will take the integrated biomedical graduate courses—

IBGS 511	Cellular Mechanisms and Integrated Systems I	(10)
IBGS 512	Cellular Mechanisms and Integrated Systems II	(10)
IBGS 513	Cellular Mechanisms and Integrated Systems III	(10)

and the cognate courses—

IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)
IBGS 503	Biomedical Grant Writing	(2)

Students will take 1 unit of IBGS 605 Integrative Biology Presentation Seminar for each year in residence. Additionally, they will enroll in IBGS 607 Biomedical Graduate Seminar each quarter; but these units will not be counted toward the fulfillment of the total unit requirement. Students must also satisfy the religion requirement (500 level or higher) as listed in the General Regulations (Section II) in this CATALOG. Final approval of the student's total program will be given by the student's committee in consultation with the anatomy faculty. A minimum of 90 units beyond the bachelor's degree is required for the Ph.D. degree in anatomy. Teaching experience is required.

Language requirement

Although there is no specific language requirement, students with competencies in natural languages, in addition to English and/or computer languages, have a definite advantage. Depending on their research, some students may be expected to have one or more of these competencies.

Comprehensive examinations

The written and oral comprehensive examinations are designed to establish that the student has a broad understanding of structure and function. The student's ability to use that knowledge to identify and design experiments to resolve problems is also tested. Familiarity with the scientific literature and the ability to use that literature to defend the dissertation research proposal are important components of the oral examination.

Advancement to candidacy

The student may apply for admission to doctoral candidacy after:

- passing the comprehensive examinations;
- passing any other examinations, such as demonstrated proficiency in the use of computers and statistics, required by the department; and
- securing the support of his/her advisory committee by presentation of a dissertation proposal that must be defended orally.

Dissertation

The candidate's capacity for independent investigation and scholarly achievement must be demonstrated by the completion and oral defense of an acceptable dissertation, usually resulting in one-to-three publications.

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 Medicine introduction in Section III of this CATALOG.

Combined-degrees programs

Combined-degrees programs allow qualified students to work on combined M.D./Ph.D. (medicine/anatomy) or D.D.S./Ph.D. (dentistry/anatomy) degrees. Details are provided in the Combined-Degrees Programs discussed at the end of Section (III) in this CATALOG.

Biochemistry—SM

(M.S., Ph.D.)

PENELOPE DUERKSEN-HUGHES, Program Adviser

FACULTY

Danilo Boskovic
 Carlos A. Casiano
 Penelope Duerksen-Hughes
 Hansel M. Fletcher
 Ailene C. Gonzales
 Clifford Herrmann
 David A. Hessinger
 Wolff M. Kirsch
 Mark S. Johnson
 William H. R. Langridge
 Kin-Hing William Lau
 Thomas A. Linkhart
 Subburaman Mohan
 Jonathan W. Neidigh
 William J. Pearce
 John J. Rossi
 Lawrence B. Sandberg
 Lawrence C. Sowers
 Donna D. Strong
 Barry L. Taylor
 R. Bruce Wilcox

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 interest. 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 goals and specific objectives of the Biochemistry Program in the School of Medicine are to:

1. Provide a high-quality graduate biochemistry program leading to the M.S. and Ph.D. degrees in the context of a Seventh-day Adventist Christian campus.
2. Provide course work in biochemistry at levels appropriate for the various professional curricula.
3. Conduct and publish scholarly research in biochemistry, contributing to knowledge in biomedical areas.
4. Interface with researchers, educators, and clinicians at Loma Linda University—providing them with biochemical expertise where needed in their research projects, classroom instruction, and clinical practice.

M.S. and Ph.D. degrees

The School of Medicine's Division of Biochemistry in the Department of Biochemistry and Microbiology 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 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 in teaching and in independent research.

Combined degrees

Combined-degrees options—D.D.S./M.S., D.D.S./Ph.D., M.D./M.S., M.D./Ph.D., and Medical Scientist Program (M.D./Ph.D.)—are offered. 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

Prerequisites for acceptance include results of the GRE General Test. Scores on the Test of English as a Foreign Language (TOEFL) are required from students whose native language is not English. Applicants should have a bachelor's degree or equivalent from a foreign university, with a strong undergraduate preparation in the biological and physical sciences—including a full year each of general biology, general chemistry, organic chemistry, and physics. Other upper-division sciences—including biochemistry and cell biology—and calculus are strongly recommended. The program reserves the right to decide on the equivalence of courses presented by the applicant.

Core requirements

Students will maintain a B (3.0) grade average. Core courses include the integrated biomedical graduate course IBGS 511, 512, 513 Cellular Mechanisms and Integrated Systems; and the cognate courses IBGS 501 and 502. Students will take one unit of IBGS 605 Integrative Biology Presentation Seminar for each year in residence. Additionally, they will enroll in IBGS 607 Biomedical Graduate Seminar each quarter; but these units will not be counted toward the fulfillment of the total unit requirement. Three units of upper-division religion credit are also required.

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 52 units is required for the M.S. degree, including core requirements, according to one of the two options described below.

Research-emphasis track

Under this plan, the student fulfills the core requirements and also carries out research (10 units of BCHM 697) that culminates in a thesis (3 units of BCHM 698). 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 an additional 13 units of biochemistry electives. The student takes a comprehensive written examination over the graduate course work in lieu of preparing a thesis.

BIOCHEMISTRY—PH.D.

For the Ph.D. degree, students must complete a minimum of 80 units, including those listed in the core requirements above. Additionally, they must take IBGS 503 Biomedical Grant Writing. At least 12 units of advanced courses in biochemistry must be included. These can be divided between techniques and didactic literature-based courses, but must include at least 2 units of each type. The student will carry out research (20 units of BCHM 697) that culminates in a dissertation (5 units of BCHM 699). 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.

Combined degrees

The student may pursue two degrees simultaneously. The academic/professional degrees of combined-degrees programs are described at the end of Section III in this CATALOG.

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.

For information regarding tuition waivers and scholarships, contact the director of the Medical Scientist Program.

Microbiology and Molecular Genetics—SM

(M.S., Ph.D.)

HANSEL M. FLETCHER, Program Coordinator

FACULTY

Edouard M. Cantin
 Carlos A. Casiano
 Daniela Castanotto
 Alan P. Escher
 Istvan Fodor
 Aileen Gonzales
 Lora M. Green
 Daila S. Gridley
 Sandra Hilliker
 Mark S. Johnson
 William H. R. Langridge
 John E. Lewis

Yiming Li
 Michael B. Lilly
 Ren-Jang Lin
 Giuseppe A. Molinaro
 John J. Rossi
 Junichi Ryu
 Ubaldo Soto
 Lawrence Sowers
 Donna D. Strong
 Barry L. Taylor
 Kyle Watts
 Anthony J. Zuccarelli

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 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 (Department of Biochemistry and Microbiology) 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 goals and specific objectives of the Division of Microbiology and Molecular Genetics in the School of Medicine are to:

1. Provide course work in microbiology and molecular genetics at levels appropriate for the various professional curricula.
2. Supply students with applications of microbiology to problems in medicine, dentistry, pharmacy, etc., so that an understanding of the place of this discipline in each field may be attained.
3. Interface with other educators at Loma Linda University, providing them with microbiological expertise where needed in their research projects or classroom instruction.
4. Offer the Microbiology and Molecular Genetics Program leading to a master's or doctoral degree in microbiology to qualified individuals who have appropriately mastered microbiology and demonstrated the necessary skills of independent judgment and the ability to undertake original biomedical research.
5. Provide a high-quality graduate microbiology program on a Seventh-day Adventist Christian campus for any committed Christian who would feel more comfortable in such an environment.
6. Conduct and publish scholarly research in the field of microbiology and molecular genetics.

7. Provide an expertise in microbiology and infectious diseases for medical, dental, pharmacy, and graduate students.
8. Provide professional consultation and participation with all departments—basic science and clinical.
9. Exhibit professional behaviors expected of biomedical scientists at Loma Linda University School of Medicine: honesty, integrity, compassion, reliability, responsibility, accountability, professional demeanor and appearance.

M.S. and Ph.D. degrees

The School of Medicine's Division of Microbiology and Molecular Genetics in the Department of Biochemistry and Microbiology 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, yet allow the student to develop fully a special area of 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-degrees options—D.D.S./M.S., D.D.S./Ph.D., M.D./M.S., M.D./Ph.D., and Medical Scientist Program (M.D./Ph.D.)—are offered. 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 (see sections on Combined-Degrees Programs and on the Medical Scientist Program).

Prerequisite courses

Prerequisites for acceptance include results of the GRE General Test. Scores on the Test of English as a Foreign Language (TOEFL) are required from students whose native language is not English. Applicants should have a bachelor's degree, or equivalent from a foreign university, with a strong undergraduate preparation in the biological and physical sciences—including a full year each of general biology, general chemistry, organic chemistry, and physics. Other upper-division sciences and calculus are strongly recommended. Exceptions are considered by the faculty on an individual basis. The program reserves the right to decide on the equivalence of courses presented by the applicant.

Core requirements

Students earning this degree must maintain a B (3.0) grade average. Core courses include the integrated biomedical graduate course IBGS 511, 512, 513 Cellular Mechanisms and Integrated Systems; and the cognate courses IBGS 501 and 502. Students will take 1 unit of IBGS 605 Integrative Biology Presentation Seminar for each year in residence. Additionally, they will enroll in IBGS 607 Biomedical Graduate Seminar each quarter; but these units will not be counted toward the fulfillment of the total unit requirement.

MICROBIOLOGY AND MOLECULAR GENETICS—M.S.

A minimum of 52 units is required for the M.S. degree, including core requirements, according to one of the two options described below. Also required are 3 units of religion.

Thesis (research-emphasis) track

Under this plan, a student takes 2 units of cognate courses, in addition to the core requirement; and carries out research (10 units of MICR 697)—which culminates in a thesis or a publishable paper (3 units of MICR 698). The student must pass an oral examination given by his/her graduate guidance committee after the thesis or publishable paper has been completed.

Nonthesis (course work-emphasis) track

Under this plan, the student fulfills the total unit requirement by taking an additional 13 units of biochemistry electives. The student takes a comprehensive written examination over the graduate course work in lieu of preparing a thesis or publishable paper.

M.S. REQUIREMENTS EFFECTIVE SEPTEMBER 2007**Core basic science courses****Units**

IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	30
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. NOTE: Registration and attendance is required every quarter in residence, but the units do not count toward the total required for graduation.	(1)
IBGS 605	This is a weekly seminar series for student presentations. Student registers for 1 unit and receives an IP grade until s/he gives a presentation, at which time s/he will receive a letter grade. Weekly attendance is required. A total of 2 units is required for the M.S. degree program.	(2)

Religion

Religion units must be at the 500 level or higher.	(3)
----------------------------------------------------	-----

Research/Thesis option

MICR 697	Research A student will at all times be registered in research units. An IP will be assigned until the student registers for new units. The 10 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.	(10)
MICR 698	Thesis	(3)

Course work option

This option requires a comprehensive examination.

Elective courses in microbiology to equal 13 units; at least 2 units in a didactic, literature-based course.

MICR 537	Selected Topics in Molecular Biology	
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TOTAL UNITS REQUIRED**52**

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.

MICROBIOLOGY AND MOLECULAR GENETICS—PH.D.

For the Ph.D. degree, students must complete a minimum of 86 units, including those listed in the core requirements above. Additionally, they must take IBGS 503 Biomedical Grant Writing and 3 units of religion. At least 12 units of advanced courses in microbiology must be included. As part of these microbiology advanced courses, at least 4 units must be an immunology course and 6 units in other didactic, literature-based courses. The student will carry out research (20 units of MICR 697) that culminates in a dissertation and several publishable papers (5 units of MICR 699). 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.

IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(30)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)
IBGS 503	Biomedical Grant Writing	(2)
IBGS 605	Integrative Biology Presentation Seminar	(4)
MICR ____	Microbiology-specific advanced courses	(12)
MICR 697	Research	(20)
MICR 699	Dissertation	(5)
REL ____	Religion	(3)

Combined degrees

The student may pursue two degrees simultaneously. The academic/professional degrees of combined degrees programs are described in this CATALOG (see the Medical Scientist Program and Combined-Degrees Programs).

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 (12 units) in microbiology and molecular genetics continue to broaden and be integrated into a meaningful understanding of the clinical consequences of cellular and microbiological events. The student will carry out research (20 units of MICR 697) that culminates in a dissertation (5 units of MICR 699) and several publishable papers. The research is integrated throughout the course of the combined-degrees program. Doctoral students are required to pass both a written and an oral comprehensive examination in order to advance to candidacy. They must successfully defend the dissertation to their guidance committee before being awarded the Ph.D. degree.

PH.D. REQUIREMENTS EFFECTIVE SEPTEMBER 2007

Core basic science courses

Units

IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(30)
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. NOTE: Units do not count toward the total required for graduation.	(1)
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 s/he gives a presentation, at which time s/he will receive a letter grade. Weekly attendance is required. A total of 4 units is required for the Ph.D. degree program.	(4)

Research/Dissertation

MICR 697	Research A student will at all times be registered in research units. An IP will be assigned until the student registers for new units. The 20 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.	(20)
MICR 699	Dissertation	(5)

Religion

Religion units must be at the 500 level or higher.	(3)
----------------------------------------------------	-----

TOTAL UNITS REQUIRED**80**

NOTE: Ph.D. degree students are required to pass both written and oral comprehensive examinations to advance to candidacy. They must successfully defend a dissertation 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.

Pharmacology—SM

(M.S., Ph.D.)

JOHN BUCHHOLZ, Associate Chair

FACULTY

John Buchholz
C. Raymond Cress
Lincoln P. Edwards
David A. Hessinger
Shimin Liu
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, 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 interest. 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.

Admission

A student may be admitted to a program of study toward the Doctor of Philosophy degree in pharmacology after having completed an undergraduate program or after successfully completing a master's degree in one of the natural sciences.

Prerequisite

Prerequisites for acceptance include results of the GRE General Test. Scores on the Test of English as a Foreign Language (TOEFL) are required from students whose native language is not English. Applicants should have a bachelor's degree, or equivalent from a foreign university, with a strong undergraduate preparation in the biological and physical sciences, including a full year each of general biology, general chemistry, organic chemistry, and physics. Other upper-division sciences and calculus are strongly recommended. Exceptions are considered by the faculty on an individual basis. The program reserves the right to decide on the equivalence of courses presented by the applicant.

The incoming student must have completed the prerequisites or have made suitable arrangements to do so, as stated below and in the Programs and Degrees and the Academic Practices sections of this CATALOG.

The optimum undergraduate preparation for a student to do well in graduate pharmacology is a major in chemistry with a minor in biology, or a biology major with a chemistry minor. Either combination should include a good background in elementary physics.

Applicants to a graduate-degree program in pharmacology are expected to have a baccalaureate degree with the following minimum prerequisites in their undergraduate preparation (quarter units):

Biology	(8)
Chemistry (including general, quantitative, and organic)	(20)
Physics	(8)

With the consent of the department, applicants who do not meet the foregoing requirements may be admitted to the Faculty of Graduate Studies on a provisional basis until the deficiencies are removed.

Financial aid

Applications for admission requesting financial support should be completed by March 1.

Master's degree credit toward doctoral degree

Applicants having completed a master's degree previously at another institution may receive up to 48 quarter units of academic credit toward the doctoral degree. The amount of credit eligible for transfer will depend on the courses taken during the master's degree program and must be approved by the program coordinator.

Terminal master's degree

Applicants will not be accepted into the program with the intent of completing a master's degree only. However, if a student pursuing a Ph.D. degree finds it impossible or undesirable to continue, a terminal master's degree may be awarded, providing s/he has completed a minimum of 48 quarter units, including 3 units of upper-division religion. Of this total, 23 units must be in pharmacology.

PROGRAM REQUIREMENTS

A maximum of 25 units of pharmacology may be in research leading to the preparation and successful oral defense of a formal thesis, or the results may be in the form of a publishable scientific paper.

Ph.D. degree

For the Ph.D. degree, students must complete a minimum of 80 units, including those listed in the core requirements below. Three units of upper-division religion credit are also required. Additionally, they must take IBGS 503 Biomedical Grant Writing. At least 10 units of advanced courses in pharmacology must be included. Students will carry out research (20 units of PHRM 697), which culminates in a dissertation or several publishable papers (5 units of PHRM 699). Doctoral students are required to pass both written and oral comprehensive examinations in order to advance to candidacy. The candidate must take comprehensive written and oral examinations over the major field of study and prepare an acceptable dissertation based on the research program. The dissertation must successfully be defended to the student's guidance committee before the Ph.D. degree is awarded.

Combined-degrees program

In the combined-degrees program, some courses taken in the M.D. or D.D.S. curriculum may be credited toward the Ph.D. degree in pharmacology. Consent for such credit must be obtained from the Pharmacology Program and from the Faculty of Graduate Studies after the courses are completed with satisfactory grades. For a course taken in a professional curriculum to be accepted for graduate credit, the student must maintain the competence required for the respective graduate level.

General requirements

For information about requirements and practices to which all graduate students are subject, the student should consult Section II, as well as the School of Medicine and the Faculty of Graduate Studies general information in Section III of this CATALOG.

CORE REQUIREMENTS

Students earning this degree will maintain a B (3.0) grade average. Core courses include the integrated biomedical graduate course IBGS 511, 512, 513 Cellular Mechanisms and Integrated Systems; and the cognate course IBGS 501, 502, 503. Students will take 1 unit of IBGS 605 Integrative Biology Presentation Seminar for each year in residence. Additionally, they will enroll in IBGS 607 Biomedical Graduate Seminar each quarter; but these units will not be counted toward the fulfillment of the total unit requirement.

Core basic science courses

IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(30)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)
IBGS 503	Biomedical Grant Writing	(2)
IBGS 607	Biomedical Graduate Seminar	(X)
IBGS 605	Integrative Biology Presentation Seminar	(X)

Program courses

Courses are to be selected in consultation with the adviser.

PHRM 534	Topics in Pharmacology for Dentistry	(2)
PHRM 554	Neuropharmacology	(4)
PHRM 564	Cardiovascular and Renal Pharmacology	(3)
PHRM 584	Drug Metabolism and Biochemical Pharmacology	(3)
PHRM 605	Integrative Biology Graduate Seminar	(1)
IBGS 607	Biomedical Seminar	(1)
PHRM 684	Special Problems in Pharmacology	(2-6)
PHRM 697	Research	(1-6)
PHRM 698	Thesis	(1-6)
PHRM 699	Dissertation	(1-6)

Physiology—SM

(M.S., Ph.D.)

JOHN H. ZHANG, Program Coordinator

FACULTY

Danilyn M. Angeles
 Eileen Brantley
 John N. Buchholz
 C. Raymond Cress
 Daisy De Leon
 Marino De Leon
 Charles A. Ducsay
 Lincoln P. Edwards
 Raymond D. Gilbert
 Raymond G. Hall, Jr.
 David A. Hessinger
 Lawrence D. Longo
 Subburaman Mohan
 William J. Pearce
 Gordon G. Power
 Philip J. Roos
 Jiping Tang
 Steven M. Yellon
 John Zhang
 Lubo Zhang

Loma Linda University School of Medicine offers a broad variety of educational opportunities to students seeking doctor of philosophy degrees in the basic sciences. These degrees are currently offered in the disciplines of physiology, pharmacology, microbiology, biochemistry, anatomy, and neuroscience. In each of these disciplines, basic science faculty of the School of Medicine teach students in numerous programs across campus, including those in medicine, dentistry, pharmacy, public health, and the allied health sciences. These teaching responsibilities offer many opportunities for students and faculty from different disciplines to meet and interact with one another, which serve to strengthen the science community on campus. In addition, all basic science doctoral students typically follow a common core curriculum during their first year, which helps create a solid foundation for multidisciplinary approaches to contemporary research problems. The common first-year curriculum also helps build familiarity and friendships among peers in the graduate student community.

The School of Medicine's Division of Physiology (Department of Physiology and Pharmacology) 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.

M.S. AND PH.D. DEGREES

The School of Medicine's Division of Physiology in the Department of Physiology and Pharmacology 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 M.D./Ph.D., M.D./M.S., D.D.S./M.S., and D.D.S./Ph.D. degrees are also offered.

Prerequisite courses

Prerequisites for acceptance include results of the GRE General Test. Scores on the Test of English as a Foreign Language (TOEFL) are required from students whose native language is not English. Applicants should have a bachelor's degree, or equivalent from a foreign university, with a strong undergraduate preparation in the biological and physical sciences, including a full year each of general biology, general chemistry, organic chemistry, and physics. Other upper-division sciences and calculus are strongly recommended. Exceptions are considered by the faculty on an individual basis. The program reserves the right to decide on the equivalence of courses presented by the applicant.

Prerequisite to the Ph.D. degree in physiology is the equivalent of an undergraduate major in one field of science or mathematics and a minor in another.

CORE REQUIREMENTS

Students earning this degree will maintain a B (3.0) grade average. Core courses include the integrated biomedical graduate course IBGS 511, 512, 513 Cellular Mechanisms and Integrated Systems; and the cognate courses IBGS 501, 502. Students will take 1 unit of IBGS 605 Integrative Biology Presentation Seminar for each year in residence. Additionally, they will enroll in IBGS 607 Biomedical Graduate Seminar each quarter; but these units will not be counted toward the fulfillment of the total unit requirement.

PHYSIOLOGY—M.S.

A minimum of 52 units is required for the M.S. degree, including the core requirements, according to one of the two options described below.

Research-emphasis track

Under this plan, the student carries out research (10 units of PHSL 697) that culminates in a thesis or publishable paper (3 units of PHSL 698). The student must pass an oral examination given by his/her graduate guidance committee after the thesis or publishable paper has been completed.

Course work-emphasis track

Under this plan, the student fulfills the total unit requirement by taking an additional 13 units of physiology and/or statistics courses. The student takes a comprehensive written examination over the graduate course work, in lieu of preparing a thesis or publishable paper.

PHYSIOLOGY—PH.D.

For the Ph.D. degree, students must complete a minimum of 78 units, including those listed in the core requirements. Additionally, they must take IBGS 503 Biomedical Grant Writing. At least 10 units of advanced courses in physiology, as well as a course in statistics, must be included. The student will carry out research (20 units of PHSL 697) that culminates in a dissertation or several publishable papers (5 units of PHSL 699). 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.

Courses

Courses are to be selected in consultation with the adviser.

REQUIREMENTS FOR PH.D. IN PHYSIOLOGY**Core basic science courses****Units**

IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(30)
IBGS 501	Biomedical Communication and Integrity	(2)
IBGS 502	Biomedical Information and Statistics	(2)
IBGS 503	Biomedical Grant Writing	(2)

Physiology-specific courses**(10)**

Elective courses in physiology to equal 10 units.

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

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 20 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.	(20)
PHSL 699	Dissertation	(5)

Religion

Religion units must be at the 500 level or greater	(3)
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TOTAL UNITS REQUIRED**78**

REQUIREMENTS FOR M.S. IN PHYSIOLOGY

Core basic science courses		Units
IBGS 511, 512, 513	Cellular Mechanisms and Integrated Systems I, II, III	(30)
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)

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 10 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.	(10)
PHSL 698	Thesis	(3)

Course work option

This option requires a comprehensive examination.

_____	Elective courses in microbiology to equal 13 units.	(13)
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TOTAL UNITS REQUIRED

52







School of Nursing

Dean's Welcome

School Foundations

Our Mission

- Undergraduate program
- Graduate programs
 - Master's program
 - Doctor of philosophy

Philosophy

- Philosophy of nursing education
- Agency membership

General Regulations

- Student policies

Application and Admissions—Undergraduate and graduate

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- Admission requirements
- Undergraduate program admission criteria for basic nursing program
 - Requirements for student with nursing licenses—LVN, RN, Bridge
- Graduate programs admission criteria
 - Master of Science program admission criteria
 - Post-master's certificate program admission criteria
 - Doctor of Philosophy program admission criteria

Student Life

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- Student involvement
- Student organizations
- Honor society

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- Nursing education loan repayment program
- Awards honoring excellence
- Scholarships
- Additional requirements/policies

Programs, Degrees and Certificates

UNDERGRADUATE PROGRAM

- B.S. degree*
 - Standard Generic B.S.
 - Accelerated B.S.
 - Intensive B.S.

B.S. or RN (45-unit Licensure Option)—for LVNs
Four-quarter or Part-time B.S.—for returning RNs

A.S. degree option

GRADUATE PROGRAM

*M.S. degree / 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 Speciality Options

Nursing Administration

Nurse Educator: Adult and Aging Family

Nurse Educator: Growing Family

Ph.D. degree

Doctoral Program

Combined-Degrees Programs

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.)

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 M. Herrmann

Marilyn Herrmann, 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.

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.

UNDERGRADUATE PROGRAM

Goal

The goal of the undergraduate program is to prepare competent nurses who are committed to compassionate, Christian service. Upon completion of the baccalaureate degree program, the nurse will be able to:

1. Think critically and use systematic planning processes in assisting clients to achieve and maintain optimal wellness.
2. Respect the uniqueness of individuals from physiological, psychological, sociocultural, developmental, and spiritual perspectives; and recognize the individual's right of self-determination.
3. Synthesize principles and concepts from nursing, the sciences, and the humanities to provide appropriate and effective client care in a variety of settings.
4. Provide optimum nursing care to clients through effective leadership and management and through collaboration with other members of the health care team.
5. Demonstrate professional competence; technical skills; and appropriate functioning in roles essential for implementing primary, secondary, and tertiary interventions in a variety of clinical settings.
6. Promote optimal wellness for self and clients.
7. Participate in efforts to improve professional nursing and health care delivery.
8. Critically evaluate and utilize research knowledge in nursing practice.
9. Contribute to society by demonstrating continued growth in personal and professional competence and Christian values.
10. Demonstrate an academic foundation for graduate study.

GRADUATE PROGRAMS

The goal of the master's program is to prepare nurse leaders with a Christian perspective who will contribute to professional nursing through clinical practice, teaching, administration, and research.

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, clinical practice and research within a global community. Upon completion of the Ph.D. degree program, the nurse 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.

Further, upon completion of the Doctor of Philosophy program, the nurse will have become a nurse-scholar-scientist:

1. Prepared for leadership in education, health care administration, clinical practice, and research within a global community.
2. Committed to the generation and dissemination of knowledge relevant to the development of nursing science and practice.
3. Ready to meet challenges with a wholistic perspective that encompasses social, cultural, political, ethical, and spiritual dimensions in the practice of scholarship.
4. Ready to engage in interdisciplinary discourse and scholarship.

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 programs. It is important to review specific program 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

Applicants seeking admission need to have the application process completed by the dates indicated in the following.

Application deadlines

- Fall Quarter March 31
- Winter Quarter September 1
- Spring Quarter December 1

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.

Application fees—Undergraduate

An application fee of \$60 and a testing fee of \$60 are charged. 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, hearing.
- Cognitive (thinking) skills
 - ~ Perform mental cognition tasks, including problem solving, prioritizing, and accurate measuring; follow instruction; 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 the health requirements, including immunizations and background checks as listed in Section II of this CATALOG. In addition, all School of Nursing students are required to have a valid cardiopulmonary resuscitation certificate in order to take clinical nursing courses. Students are responsible for the annual renewal of their CPR cards. Before starting the clinical sequence, students must have taken first aid and have a current card.

UNDERGRADUATE PROGRAM ADMISSION CRITERIA

Basic nursing program

The following are considered prerequisites for admission to the undergraduate program in nursing:

1. A high school diploma or its equivalent from an accredited secondary school.

2. Clear health requirements, including immunizations and background checks 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
 - Introduction to Organic and Biochemistry
 - Microbiology
 - Freshman English (1 year)
 - General psychology
 - Introduction to sociology
 - Physical education (2 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 taken more than five years ago may not be accepted for transfer.
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. International students, see “International Students” in Section II.
9. Entrance testing, 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 undergraduate program without a previous college degree, the following requirements apply:

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. International students, see “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.

A Bridge Program is available for the RN with a B.S. or B.A. degree in another area.

In addition to the above requirements the following must be met.

1. Grade-point average: Minimum cumulative G.P.A. of 3.0 is required on all college course work.
2. Current California RN license required.
3. Current experience as an RN required.

GRADUATE PROGRAMS ADMISSIONS CRITERIA

Master of Science program admission 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. The GRE general test (recommended).
5. Current California registered nurse license before enrollment in clinical nursing courses.
6. Nursing experience in the area of the desired major is required before beginning graduate study. A minimum of 2 years current experience in a Level III NICU for Neonatal Nurse Practitioner applicants.
7. Prerequisites: Undergraduate statistics and research.

Post-master's certificate programs admission 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. Minimum of one year full-time experience in a tertiary or community setting. A minimum of 2 years current experience in a Level III NICU for Neonatal Nurse Practitioner applicants. Each applicant's clinical experience will be individually evaluated.
4. Prerequisites: Graduate level physiology and advanced physical assessment.

Doctor of Philosophy program admission 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 level.
3. The Graduate Record Examination 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. A minimum TOEFL score of 213 must be earned by international students.
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 the student 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, Curriculum Committee, and Spiritual Life and Wholeness Committee. They 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 class level organize, elect officers, and promote such projects and activities as constitute their major interests and concerns.

HONOR SOCIETY

Through the Nursing Honor Society, which was established in 1973, the School of Nursing further fosters academic excellence and the pursuit of Christian graces. In 1975, in recognition of the school's aim of excellence, this honor society, by vote of the national society, became an official chapter of Sigma Theta Tau, International—the international honor society for nursing. Installation of the Loma Linda University School of Nursing's Gamma Alpha Chapter occurred on April 11, 1976. Students and faculty of the School of Nursing, and other nurses of excellence, upon meeting the established criteria and eligibility requirements may, by invitation, become members of the Gamma Alpha Chapter of Sigma Theta Tau, Incorporated.

Academic Policies and Practices

UNDERGRADUATE 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% on examinations within that course. A grade of C- or below places the student on provisional status and the course must be repeated.

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. Absences due to extenuating circumstances (e.g., personal illness or death in the family) must be made up. When a clinical laboratory is made up during nonclinical time, there is a \$50 make-up fee.

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 examinations**

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. 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. A fee is charged for a challenge examination. For further information, see the "Schedule of Charges."

Advanced Placement Program

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) Program with a score of 3, 4, or 5. Records for AP courses must be sent directly from the Advanced Placement Program to University Records.

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: biochemistry, developmental psychology, epidemiology, ethics, nutrition, sociology, 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 NRS 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.

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 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 PROGRAM

POLICIES AND REGULATIONS

Academic residence

To qualify for a degree from the graduate program in nursing at Loma Linda University, the student must take a minimum of 80 percent of the academic program 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.

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.

Extramural study

When a student begins a degree program, it is understood that courses taken must be conducted on a campus of the University unless, upon petition for extramural study, the student obtains consent from the program coordinator and the dean. In such instances, the student must arrange with the program coordinator for evaluation of the study and, at its completion, recommendation as to credit and grade.

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.

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%) in all the clinical focus courses. 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 subsequent quarter, 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 follow the policies of the Faculty of Graduate Studies in applying for candidacy.

Time limits

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 doctor's degree is nullified eight years from the date when the course was completed.

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 doctor's 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 program.

Statistics and research prerequisites

Statistics is required as a prerequisite to entry. The courses STAT 414, 415, 509and NRSB 429—described in the University CATALOG —fulfill the prerequisite requirement.

SCHOLASTIC STANDING

Grade scale

The graduate program 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

The graduate student is expected to maintain a consistently high level of performance. The dean receives reports on the quality of work done in order to determine the eligibility of the student for advancement.

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.

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.

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 copies to the Faculty of Graduate Studies office in final approved form is published in the University Academic calendar (available on line).

Binding

A fee will be assessed to cover the cost of binding copies of thesis or dissertation to be deposited in the University library and 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 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.

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 2007-2008

The charges that follow are subject to change without notice.

TUITION

Tuition charge—undergraduate nonclinical, special, certificate, and part-time students

\$495 Credit, per unit

248 Audit, per unit

Tuition charge—graduate

\$555 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

\$294.50 Per unit credit (challenge, equivalency)

50 Early examination

Special fees

\$430 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

\$1,500 Estimated annual expense for items such as textbooks, supplies, student uniforms, equipment, etc.

Licensing examinations

\$105 Application (subject to change)

32 Fingerprinting (required)

30 Interim permit to practice nursing before NCLEX-RN results. Testing fee is additional.

OTHER CHARGES

\$50 Laboratory make-up fee

ON- AND OFF-CAMPUS STUDENT HOUSING

Students may go to <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.

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.

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.

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.

Professional leadership award

The Helen Emori King Professional Leadership Award is presented to a graduate student who demonstrates outstanding leadership ability in nursing.

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.

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.

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
- Black Student Scholarship
- Catherine Christiansen 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

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, or Ph.D.
in nursing)**

MARILYN M. HERRMANN, Dean

DYNNETTE HART, Associate Dean, Undergraduate Program

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
Marcia Dunbar
Sabine Dunbar
June N. Dysinger
Judy A. Earp
Donna Edmundson
Kari Firestone
Patricia J. Foster
Katty Joy French
Marion Gamundoy
Patricia L. Garvin
Marilyn Christian Gearing
Anne M. Gillespie
Sharon Goodrich
Dynnnette 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
Helen E. King
Rutsuko Kinjo
Nancy A. Kofoed
Eunice Kondo
Reiko Konno
Susan L. Krider
Janet M. Kroetz
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
 L. Frances Pride
 Sofia Puerto
 Patricia A. Radovich
 Edelweiss Ramal
 Karen Ripley
 Nancy L. Sarpy
 Marilyn Savedra
 Jeannine Sharkey
 Patricia Sorenson
 Helen Staples-Evans
 Debra J. Stelmach
 Sylvia D. Stewart
 Cora (Penny) Stone
 Elizabeth Johnston Taylor
 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 PROGRAM

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 undergraduate 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 a registered nurse 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 program sequence

The undergraduate program 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—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 PROGRAM IN NURSING)

BACHELOR OF SCIENCE DEGREE**193 quarter units****Scientific Inquiry and Analysis****40**

NATURAL SCIENCES

(28)

Anatomy and Physiology	(8)
Introduction to Organic Chemistry and Biochemistry	(8)
Medical Microbiology	(5)
Statistics	(4)
Epidemiology	(3)

SOCIAL SCIENCES

(12)

General Psychology	(4)
Introduction to Sociology or Anthropology	(4)
Developmental Psychology	(4)

Communication Skills**15**

Freshman English	(9)
Speech	(4)
Writing for Health Care Professionals	(2)

Health and Well-Being**5**

Physical Education 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 PROGRAM IN NURSING)

ASSOCIATE IN SCIENCE DEGREE**141 quarter units****Scientific Inquiry and Analysis****33**

NATURAL SCIENCES

(21)

Anatomy and Physiology	(8)
Introduction to Organic Chemistry and Biochemistry	(8)
Medical Microbiology	(5)

SOCIAL SCIENCES

(12)

General Psychology	(4)
Introduction to Sociology or Anthropology	(4)
Developmental Psychology	(4)

Communication Skills**15**

Freshman English	(9)
Speech	(4)
Writing	(2)

Health and Well-Being**5**

Physical Education	(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.

NRSNG 214	Fundamentals of Professional Nursing	(8)
NRSNG 216	Basic Nursing Skills and Health Assessment	(4)
*NRSNG 217	Psychiatric Mental Health Nursing	(6)
NRSNG 224	Nursing Pathophysiology	(4)
NRSNG 225	LVN Bridge Course	(4)
NRSNG 244	Skills for Academic Success	(1)
NRSNG 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:
NRSNG 214, 216, 224.

NRSNG 305	Nursing Pharmacology	(3)
NRSNG 308	Nursing of the Adult and Aging Client	(8)
NRSNG 309	Nursing of the Older Adult	(4)
NRSNG 314	Nursing of the Childbearing Family	(6)
NRSNG 315	Child-Health Nursing	(6)
NRSNG 316	Health Promotion across the Lifespan	(4)
NRSNG 317	Nursing of the Adult and Aging Family I	(8)
NRSNG 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.

NRSNG 407	Integration of Essential Concepts	(6)
NRSNG 408	Nursing of the Adult and Aging Family II	(6)
NRSNG 409	Home Health	(3)
NRSNG 410	Professional Nursing Issues	(2)
NRSNG 414	Nursing Management	(6)
NRSNG 415	Community Mental Health Nursing	(4)
NRSNG 416	Community Health Nursing	(8)
NRSNG 417	Professional Nursing Practice Elective	(7)
NRSNG 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	(8)
Introduction to physics (or high school physics)	(4)
Basic medical microbiology	(5)
Sociology or Anthropology	(4)
Freshman English	(9)
General psychology	(4)
Speech	(4)
Physical education (2 activity classes)	
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 319	Writing for Health Care 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)
REL_____	Religion	(2)
	TOTAL	17

Quarter 4

*DTCS 311	Human and Clinical Nutrition for Nursing	(4)
*NRSG 316	Health Promotion across the Lifespan	(4)

*NRS 317	Nursing of the Adult and Aging Family I	(8)
**REL 4	Religion	(2)
*NRS 314	Nursing of the Childbearing Family	(6)

Quarter 5

*NRS 314	Nursing of the Childbearing Family	(6)
*NRS 315	Child Health Nursing	(6)
STAT 414, 415	Statistics	(4)

SENIOR YEAR

Quarter 6

NRS 408	Nursing of the Adult and Aging Family II CC*	(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 (RELT) from the 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 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 bridge courses. 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 program, applicants will need the following:

Bachelor's degree with a 3.0 G.P.A.

Statistics

Research (may be taken at LLUSN)

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)
*REL_ ___		
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)
*REL_ ___	Religion	(2)
	TOTAL	18

Quarter 5

NRSG 408	Nursing of the Adult and Aging Family	(6)
NRSG 409	Home Health	(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

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-program student

Overall G.P.A. of 3.0

Developmental psychology

An LVN license (skills will need to be validated)

PROGRAM**Quarter 1**

NRSG 217	Psychiatric Mental Health Nursing	(6)
NRSG 224	Nursing Pathophysiology	(4)
**NRSG 225	LVN Bridge Course	(4)
*REL_ ___		(3)

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 325	Writing for the Health Care Professional	(2)

Quarter 3

NRSG 316	Health Promotion across the Life Span	(4)
NRSG 317	Nursing of the Adult and Aging Family I	(8)
*REL_ ___		(4)

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)

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_ ___		(2)

Quarter 6

NRSG 415	Community Mental Health Nursing	(4)
NRSG 416	Community Health Nursing	(8)
*REL_ ___		(4)

Quarter 7

NRSG 414	Nursing Management	(6)
NRSG 417	Professional Nursing Practice-Elective	(7)
NRSG 429	Clinical Nursing Research	(4)

- * Religion units must include RELR, 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 program 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

PROGRAM**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 Life Span	(4)
NRSG 318	Nursing of the Adult and Aging Family II	(6)
NRSG 319	Home Health	(3)
REL		(3)

+Upon completion of this course, students are credited with NRSB 214 (8 units), NRSB 216 (2 units), and NRSB 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.

FOUR-QUARTER OR PART-TIME 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
- Introduction to chemistry
- Microbiology
- Science elective units
- General psychology
- Freshman English
- Developmental psychology
- Sociology
- Physical education
- Speech
- Humanities and or Religion, 20 units
- Elective(s)
- Nutrition (usually integrated into the nursing classes)

Program courses include:

NRSB 337	Strategies for Professional Transition	(4)
NRSB 407	Integration of Essential Concepts	(6)
#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)
STAT 414	Introduction to Biostatistics I and Computer Applications in Biostatistics	(3)
STAT 415		(1)
EPDM 414	Introduction to Epidemiology	(3)
*REL_____		(10)
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 graduate nursing program, 7 units of the graduate nursing course work may be substituted for NRSB 417.

BRIDGE COURSES FOR THE RN WITH B.S./B.A. DEGREE

These courses are required for the registered nurse who has a bachelor's degree in another area who is seeking admission to the Graduate Program.

PREREQUISITE

A.S. degree in nursing

Current RN license

Bachelor's degree with a 3.0 G.P.A.

Statistics*

Research*

Epidemiology*

Required undergraduate nursing courses

Course		Units
NRSG 416	Community Health Nursing	(8)
NRSG 337	Transition to Professional Nursing	(4)
+NRSG 414	Clinical Management	(6)
	TOTAL	18

* These courses may be taken at Loma Linda University or transferred in from another university or college. The course descriptions must be equivalent to courses taught at LLU

+ If the RN has previous experience or course work in clinical management, this may be evaluated and a Directed Study, NRSG 499 Directed Study (in clinical management) may be taken instead of NRSG 414.

GRADUATE PROGRAM**Overview**

The sections that follow describe the Master's and Doctor of Philosophy 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 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.

NURSING—M.S.

A program of study leading to a Master of Science degree with preparation for advanced nursing practice, nursing education, or nursing administration is offered through the School of Nursing of Loma Linda University. One dual-degree program 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

Introduction to statistics (descriptive and beginning inferential)	3 quarter units
Introduction to research methods	2 quarter units

(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)

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	Physiology I	(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 program 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 physiology

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)

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)

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)

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 program 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 physiology

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)

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 in Advanced Practice Nursing	(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)
**NRSG 645	Growing Family I	(2)
PHSL 533	Physiology I	(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 program 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 physiology

Advanced physical assessment

Core and concentration courses

NRSG 517 or *NRSG 645	Theoretical Foundations in Advanced Practice Nursing 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)

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)****

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

NRS 517	Theoretical Foundations in Advanced Practice Nursing	(4)
NRS 515	Health Policy: Issues and Process	(2)
NRS 516	Advanced Practice Role Development	(2)
NRS 547	Management: Principles and Practices	(3)
NRS 680	Intermediate Statistics	(3)
NRS 684	Research Methods	(4)
RELE 524	Christian Bioethics	(3)

Concentration courses

NRS 544	Teaching and Learning Theory	(3)
NRS 555	Pharmacology in Advanced Practice I	(3)
NRS 560	Neonatal Pharmacology	(2)
PHSL 533	Physiology I	(4)

Clinical courses

*NRS 619	Neonatal Nurse Practitioner I: Physical Assessment	(3)
*NRS 620	Neonatal Nurse Practitioner II	(5)
*NRS 621	Neonatal Nurse Practitioner III	(8)
*NRS 622	Neonatal Nurse Practitioner IV	(9)
*NRS 623	Neonatal Nurse Practitioner Critical Care V: Practicum	(13)

Thesis Option

NRS 697	Research	(3)
NRS 698	Thesis	(2)

NEONATAL NURSE PRACTITIONER—POST-MASTER'S CERTIFICATE (43 units)

The Neonatal Nurse Practitioner post-master's certificate program is designed to prepare the nurse with a master's degree in parent/child nursing (or equivalent to the LLU 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 physiology and pharmacology

Core and concentration courses

RELE 524 Christian Bioethics (3)

Clinical courses

NRS 560	Neonatal Pharmacology	(2)
**NRS 619	Neonatal Critical Care I: Physical Assessment	(3)
**NRS 620	Neonatal Critical Care II	(5)
**NRS 621	Neonatal Critical Care III	(8)
**NRS 622	Neonatal Critical Care IV: Practicum	(9)
**NRS 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 includes 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 Found in Advanced Practice Nursing	(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	Physiology II	(3)

Clinical courses

*NRSG 624	The Adult and Aging Family I	(4)
*NRSG 626	The Adult and Aging Family II	(3)
*NRSG 628	Clinical Practicum: Adult and Aging Family	(12)
NRSG 651	Advanced Physical Assessment	(3)

Thesis Option

NRSG 697	Research	(3)
NRSG 698	Thesis	(2)

**CLINICAL NURSE SPECIALIST:
ADULT AND AGING FAMILY—POST MASTER’S CERTIFICATE (36 units)**

PREREQUISITE

Graduate-level physiology
Advanced physical assessment

Core and concentration courses

NRSG 516	Advanced Practice Role Development	(2)
NRSG 517	Theoretical Foundations in Advanced Practice Nursing	(4)
RELE 524	Christian Bioethics	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)

Clinical courses

NRSG 624	Adult and Aging Family I	(4)
NRSG 626	Adult and Aging Family II	(3)
NRSG 628	Clinical Practicum: Adult and Aging Family	(15)

**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

NRSG 517	Theoretical Foundations in Advanced Practice Nursing	(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	Physiology 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 physiology

Advanced physical assessment

Core and concentration courses

NRSG 516	Advanced Practice Role Development	(2)
NRSG 517	Theoretical Found in Advanced Practice Nursing	(4)
RELE 524	Christian Bioethics	(3)
NRSG 555	Pharmacology in Advanced Practice I	(3)
NRSG 556	Pharmacology in Advanced Practice II	(2)

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 in Advanced Practice Nursing	(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

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 541	Nursing Administration Practicum I	(4)
**NRSG 542	Nursing Administration Practicum II	(4)

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 in Advanced Practice Nursing	(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)

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	Physiology I	(4)

Take one of the following courses:

NRSG 556	Pharmacology in Advanced Practice II	(2)
PHSL 534	Physiology 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 in Advanced Practice Nursing	(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 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	Physiology I	(4)

Take one of the following courses

NRSG 556	Pharmacology in Advanced Practice II	(2)
PHSL 534	Physiology 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 Found in Advanced Practice Nursing	(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	Physiology I	(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 program of study 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****(93-95 units)**

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 and Policies

- General regulations
- Admission information

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 - Good academic standing
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Financial Information

- General financial practices
- Schedule of charges, tuition, and fees (2007-2008)
- On- and off-campus student housing
- Awards honoring excellence

Additional policies and requirements

Degree Offered

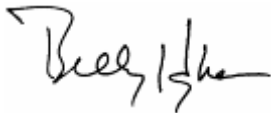
- Pharm.D.

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 will be 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 will be 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 newest 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 proud 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 pharmaceutical education 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 join our program and begin the journey towards a rewarding and fulfilling professional career.



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—a program that had been included in earlier University strategic planning initiatives. The board voted in 1995 "to continue to approve in principle the establishment of a School of Pharmacy at Loma Linda University and to authorize administration to continue with plans for such a school."

The first dean was appointed in 1996, and a pharmacy advisory committee began reviewing curriculum proposals and drafting a mission statement for the new school. In 2001 an executive associate dean was added to the administrative roster.

The primary work of 2001-2002 centered on formulation of program plans, curriculum development, and preparation of documentation for the Accreditation Council for Pharmacy Education (ACPE). In addition, recruitment began for faculty and administrative and staff positions, as well as for students who would enter the inaugural class.

On September 19, 2002, orientation began for the first class of the School of Pharmacy. These thirty-four students, “the pioneering class of 2006,” adopted as their theme “working to be patient advocates.”

June 27, 2003, marked a milestone in the history of the school. The Accreditation Council for Pharmacy Education awarded Candidate status to the program, with a school goal of full accreditation status by 2006. Candidate status allowed the School of Pharmacy full membership in the American Association of Colleges of Pharmacy (AACP). The school's first administrative and faculty delegates were welcomed and seated in the 2003 House of Delegates session.

The 34 students of the class of 2006 were joined by 42 students in the class of 2007 and 55 in the class of 2008. The Class of 2009 adds 65 students, which is the intended size of each subsequent class. As of the 2005-2006 school year, the school's three departments—the Departments of Pharmaceutical Sciences, Social and Administrative Sciences, and Pharmacy Practice—were served by twenty-five full-time faculty members, twelve staff, and numerous contract and voluntary educators.

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 nine values. These are:

- Competence
- Scholarship
- Integrity
- Global outreach
- Service
- Leadership
- Lifelong learning
- Wholeness
- Spirituality

General Regulations and Policies

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.

ADMISSIONS 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.

Prerequisites for admission

Applicants given preference will have successfully completed a baccalaureate degree in chemistry, biology, physics, or a related scientific field. The minimum requirement for acceptance without a B.S. or B.A. degree is completion of the 72 semester unit or 109 quarter unit prepharmacy program (see PREREQUISITE COURSE REQUIREMENTS below).

Students who already have a bachelor's degree must insure that all of the prepharmacy requirements have been completed. In order for a course to fulfill the biology and chemistry prerequisites, it must be at the level of those required for a major in the field. Introductory courses are not acceptable.

PREREQUISITE COURSE REQUIREMENTS	SEMESTER/QUARTER UNITS
General biology, with laboratory	8/12
General chemistry, with laboratory	8/12
Organic chemistry, with laboratory	8/12
General physics, with laboratory	8/12
Calculus (integral and differential)	4/8
Anatomy	3/4
English composition	6/9
Speech communication	3/4
Economics (macro or micro)	3/4
Psychology	3/4

Students without a bachelor's degree must insure that all prepharmacy requirements are met. In addition, the following humanities/fine arts and social science/behavioral science units are required.

	SEMESTER/QUARTER UNITS
Humanities/Fine arts	12/18
Social or behavioral sciences	12/18

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* 2006 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

GENERAL EXPECTATIONS

Professional integrity

Loma Linda University seeks to educate ethical and proficient pharmacists in a Christian paradigm. Fundamental core values of compassion, integrity, 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 certified in cardiopulmonary resuscitation (CPR) and in first aid during their enrollment in the School of Pharmacy. The school will provide one training program for students during orientation week. If students fail to obtain the certification at that time, they are responsible for the additional costs required for certification.

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 educational experience 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. Forum 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 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 graduates of the Loma Linda University School of Pharmacy will be able to:

- Apply fundamental scientific and mathematical principles to pharmacy practice.
- Demonstrate an understanding of health care systems.
- Demonstrate the ability to provide pharmaceutical care.
- Demonstrate effective communication, interpersonal, and collaborative skills.
- Think critically, solve problems, and reach decisions when given a set of circumstances related to health care.
- Manage and analyze information or data.
- Design, implement, manage, and evaluate appropriate treatment strategies for individual patients and diverse patient populations.
- Demonstrate professionalism, personal responsibility, and ethical behavior.
- Demonstrate cultural sensitivity when interacting with peers, health care professionals, and patients and their families.
- Engage in continuous professional development.
- Demonstrate leadership that results in positive change.
- Demonstrate an individual spiritual philosophy that guides personal development and professional practice.

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.

The student must repeat the entire academic term upon return to the program. Petitions for exceptions to this policy must be submitted in writing to the chair of the Academic Standing and Professionalism Committee at 12:00 pm of the first week of the next academic term undertaken by the students. Both the original and repeat course grades are entered on the permanent transcript record; however, only the second (repeat) course grade is used to compute the grade-point average (G.P.A.). A course may be repeated only once.

A student will have a maximum of six (6) calendar years from the initial date of matriculation to complete the Doctor of Pharmacy degree.

Progression appeals

The Academic Standing and Professionalism Committee will hear student appeals regarding academic progression. The committee's decisions may be appealed to the dean of the School of Pharmacy. All

appeals must be in writing, must follow the proper grievance procedures, and must be filed by the established/stated deadlines. Decisions by the dean of the School of Pharmacy regarding academic progression are final and are not subject to further appeal.

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, under the leadership of members of the School of Pharmacy Assessment Committee and under the supervision of the entire School of Pharmacy Assessment Committee. 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 retake) 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

Grades 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 chapel, 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 Chapel.
U		0.0	Unsatisfactory performance in Pharmacy Forum or Chapel.

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

A student has the right to file an appeal if there is disagreement regarding the score received on an individual test, final examination, or assignment. The appeal must be in writing using the procedures outlined in the section on STUDENT GRIEVANCE PROCEDURES. Appeals must be filed within 7 business days following the return of the examination or assignment in question. For final examination-grade appeals, the appeal must be filed within 7 days after the end of finals week. Appeals of final course grades must be filed within 21 days after the published date indicating that grades are due at the end of an academic term. The steps outlined in the STUDENT GRIEVANCE PROCEDURES section must be followed. Any examination or assignment returned to the instructor for specific question(s)/review or for an appeal is subject to further review of other questions.

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 at the end of 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 Academic Standing and Professionalism Committee. 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

Students will be monitored closely for academic progression. Faculty members are asked to file mid-quarter grade reports/warnings with the Office of Academic Affairs for any student at a C or C- level at midquarter—which is the end of the fifth week or as soon thereafter as possible. The tentative grades provided by the faculty at midquarter will serve as an early alert to the Office of Academic Affairs.

A student receiving a midquarter warning from a faculty member will receive notification from the Office of Academic Affairs by letter or email. This notification will request that the student meet with his/her faculty adviser as soon as possible during that quarter. Students are expected to monitor their personal academic performance in every course in order to ensure successful completion of course requirements at a C- or better level. A student receiving two or more midquarter warnings will be placed on academic warning status and will receive a letter or email copied to the student's faculty adviser. A student placed on academic warning will be required (as stipulated in the letter) to meet with his/her faculty adviser within one week (5 school days) in order to develop a plan for improvement.

A student risks academic warning when:

- A faculty member reports a midquarter grade of C or below.
- Grades of less than C+ are earned on a consistent basis (monitored by the Office of Academic Affairs, and reviewed by the Academic Standing and Professionalism Committee).

There is no appeal process associated with academic warning.

ACADEMIC PROBATION

Each student's academic status will be reviewed at the end of each 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 assistant dean 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, which will report to the Academic Standing and Professionalism Committee. The faculty adviser is expected to inform the Office of Academic Affairs of the student's compliance with this policy and of the student's academic progress. Updates will then be provided to the Academic Standing and Professionalism Committee. 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.

A student risks academic probation when:

- the cumulative G.P.A. is less than 2.30 for one quarter.
- s/he fails (less than C-) an APPE during the PY4.

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

As each student's academic status is reviewed at the end of each academic quarter, including the cumulative G.P.A., if it is determined that a student has had a cumulative G.P.A. below 2.30 for two successive academic quarters, the student's case will be brought to the Academic Standing and Professionalism Committee for consideration of dismissal. If previously stipulated probationary requirements have not been met, the student's case will be brought to the Academic Standing and Professionalism Committee for consideration of 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 also 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 the law examination, 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) that support students' growth, strengthen their self-confidence, and prepare them to function as self-directed learners. The advanced pharmacy practice experiences (APPE) 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, 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. Although the student will generally be off campus, Loma Linda University's code of conduct and the guidelines found in the *School of Pharmacy Student Handbook* 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 is not encouraged and does not exclude or excuse students from any responsibilities associated with course requirements.

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.
- **Intern hours:** Students must have completed at least 150 intern hours prior to the start of 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 \$65 payment by check to the California Board of Pharmacy. The Office of Student Affairs submits these applications to the California Intern Pharmacist Board. 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.

Pharmacist intern hours

The California State Board of Pharmacy requires each student to accrue 1,500 hours of acceptable intern experience. The School of Pharmacy's introductory and advanced pharmacy practice experiences 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.

A School of Pharmacy graduate is eligible to take the North American Pharmacist Licensure Examination (NAPLEX) after completing 1,000 Internship hours; but the entire 1,500-hour requirement must be completed before licensure can be obtained. Most students begin earning intern hours during the summer after the first professional year (PY1). It is the student's responsibility to ensure that all requirements for licensure are met and that all forms are properly completed and sent to the California Board of Pharmacy within the specified timelines. Beginning with the second professional year of study (PY2), internship hours may be earned during quarter breaks and the summer. Hours may also be earned after graduation.

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 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.

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 2007-2008

The charges that follow are subject to change without notice.

TUITION

\$32, 100	Annual block tuition
10,700	Per quarter

FEES

\$470	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.

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.

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.

Pharmacy—SP

(Pharm.D.)

W. WILLIAM HUGHES, Ph.D., Dean

FACULTY

Eileen J. Brantley
Jack J. Chen
Rebecca J. Cheung
Michael P. Coronado
Bruce L. Currie
Willie L. Davis
Naomi R. Florea
Yvonne J. Furr
Hyma P. Gogineni
Rebecca J. Gryka
Sharlyn R. Guillema
Odette de Guzman
Norman M. Hamada
Elvin A. Hernandez
Gamal I. Hussein
LaDonna M. Jones
Nancy E. Kawahara
Kathryn T. Knecht
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Kelly C. Lee
Anh-Vuong Ngoc Ly
Eric J. Mack
Jocelyn A. Mallari
Richard Maskiewicz
Rashid Mosavin
Lee H. Nguyen
Nathan A. Painter
Mark A. Redell
Michelle M. Spencer-Safier
S. Reza Taheri
Robert Tan
Sompon Wanwimolruk
Linda M. Williams
Gerald R. Winslow

The curriculum at Loma Linda University School of Pharmacy is dynamic. This is due partly to the newness of the program and partly to the changing nature of the profession. 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)
RXEE 561	Pharmaceutical Care I	(4)
RXPS 511	Pharmaceutics I	(3)
RXRX 501	School of Pharmacy Forum	(0)
RXSA 545	Public Health and Lifestyles	(3)
RELT 706	Introduction to Adventist Belief Systems	(2)
RXRX 507	Professional Development	(0)
	Chapel	(0)
TOTAL		18

WINTER QUARTER

RXPS 525	Physiology II	(3)
RXPS 582	Biochemistry II	(3)
RELE 705	Ethics in Pharmacy Practice	(2)
RXPS 571	Immunology	(3)
RXEE 562	Pharmacist Guided Self-Care I	(3)
RXPS 512	Pharmaceutics II	(4)
RXPS 515	Pharmaceutics Laboratory I	(0.5)
RXRX 501	School of Pharmacy Forum	(0)
RXRX 507	Professional Development	(0)
	Chapel	(0)
TOTAL		18.5

SPRING QUARTER

RXPS 523	Physiology III	(3)
RXPS 530	Molecular Biology/Genomics	(3)
RXEE 563	Pharmacist Guided Self-Care II	(3)
RXPS 513	Pharmaceutics III	(3)
RXPS 516	Pharmaceutics Laboratory II	(0.5)
RXSA 547	Pharmacy Law	(3)
RELT 540	World Religions	(3)
RXRX 501	School of Pharmacy Forum	(0)
RXRX 507	Professional Development	(0)
	Chapel	(0)
TOTAL		18.5

**PROGRAM OF INSTRUCTION
FOR PROFESSIONAL YEAR (PY) 2**

AUTUMN QUARTER

RXPS 610	Pharmacokinetics	(4)
RXSA 640	Epidemiology and Biostatistics	(3)
RXTH 670	IPDM I: Introduction to Pharmacology and Therapeutics	(3)
RXTH 671	IPDM II: Electrolytes, Fluids, and Nutritional Balance	(3)
RXPS 611	Medicinal Chemistry I	(3)
RXPC 665	Physical Assessment	(2)
RXRX 607	Professional Development	(0)
RXRX 601	School of Pharmacy Forum	(0)
	Chapel	(0)
TOTAL		18

WINTER QUARTER

RXTH 691	Combined Recitation I	(2)
RXSA 646	Principles of Management	(3)
RXTH 683	IPDM III: GI/Endocrine	(4)
RXTH 674	IPDM IV: Renal and Respiratory Disease	(3)
RXPS 612	Medicinal Chemistry II	(3)
RXDI 664	Drug Information and Literature Evaluation	(3)
RXRX 607	Professional Development	(0)
RXRX 601	School of Pharmacy Forum	(0)
	Chapel	(0)
TOTAL		18

SPRING QUARTER

RXTH 684	IPDM V: Cardiology	(6)
RXTH 692	Combined Recitation II	(2)
RXPS 613	Medicinal Chemistry III	(3)
RELR 709	Christian Perspectives on Death and Dying	(2)
RXPS 620	Microbiology	(3)
RXSA 751	Social Behavioral Pharmacy	(3)
RXRX 607	Professional Development	(0)
RXRX 601	School of Pharmacy Forum	(0)
	Chapel	(0)
TOTAL		19

**PROGRAM OF INSTRUCTION
FOR PROFESSIONAL YEAR (PY) 3**

AUTUMN QUARTER

RXTH 773	IPDM IX: Psychiatry	(4)
RXTH 770	IPDM VI: Infectious Diseases	(3)
RXPS 714	Medicinal Chemistry IV	(3)
RXTH 793	Combined Recitation III	(2)
RXPC 761	Pharmaceutical Care Laboratory I	(4)
RELE 706	Advanced Pharmacy Ethics	(2)
	Professional elective	(3)
RXRX 704	Professional Development	(0)
RXRX 701	School of Pharmacy Forum	(0)
	Chapel	(0)
TOTAL		21

WINTER QUARTER

RXTH 794	Combined Recitation IV	(2)
RXPS 715	Medicinal Chemistry V	(2)
RXPC 762	Pharmaceutical Care Laboratory II	(3)
RXTH 772	IPDM VIII: Infectious Diseases II	(4)
RXTH 771	IPDM VII: Neurology	(3)
RXPC 760	Clinical Pharmacokinetics	(2)
	Professional elective	(3)
RXRX 704	Professional Development	(0)
RXRX 702	School of Pharmacy Forum	(0)
	Chapel	(0)
TOTAL		19

SPRING QUARTER

RXTH 795	Combined Recitation V	(2)
RXPC 763	Pharmaceutical Care Laboratory III	(4)
RXTH 774	IPDM X: Oncology/Transplant	(2)
RXTH 775	IPDM XI: Miscellaneous	(3)
RXPC 760	Pharmacoeconomics	(3)
	Professional elective	(3)
RXRX 701	School of Pharmacy Forum	(0)
RXRX 704	Professional Development	(0)
	Chapel	(0)
TOTAL		18

**PROGRAM OF INSTRUCTION
FOR PROFESSIONAL YEAR (PY)4**

SUMMER QUARTER

Advanced Practice Rotations (1)	(6)
TOTAL	(6)

AUTUMN QUARTER

Advanced Practice Rotations (2)	(12)
TOTAL	(12)

WINTER QUARTER

Advanced Practice Rotations (2)	(12)
TOTAL	(12)

SPRING QUARTER

Advanced Practice Rotations (1)	(6)
Reconnections	(3)
TOTAL	(9)

CUMULATIVE TOTAL FOR PY 1-4

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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)
Center for Health and Development (CHD)
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

Peru M.P.H. degree
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 (not available for 2007-2008)

MASTER'S DEGREE PROGRAMS

Biostatistics
Environmental and Occupational Health
Epidemiology
Geographic Information Systems for Environmental Health
Geographic Information Systems for Global Health and Development
Global Health
M.B.A. in Health Administration
Health Education
Health Policy and Leadership
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

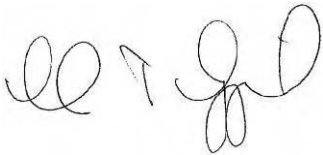
- Master of Public Health (M.P.H.) *with* Master of Science (M.S.)
 - Health Education/Marital and Family Therapy
 - Health Education/Advanced Practice Nursing (not available for 2007-2008)
- Master of Public Health (M.P.H.) *with* Doctor of Psychology (Psy.D.)
 - Health Education/Clinical Psychology
- 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 our school's catalog. 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 myself 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,



David T. Dyjack, Dr.P.H, CIH
Dean



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

The departments of the School of Public Health are as follows: Environmental and Occupational Health, Epidemiology and Biostatistics, Health Policy and Management, Health Promotion and Education, Global Health, and Nutrition.

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). Because of its strong tradition and national leadership in geospatial technologies, the Department serves as the academic home of the graduate-level Certificate in Health Geoinformatics and the BSPH in Health Geographics and Biomedical Data Management. Both programs are open to all students and professionals interested in entering the emerging field of Health Geoinformatics.

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.

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:

- Practice excellence in teaching through continual review and improvement of methods and materials.
- Actively participate in scholarly activities and attain our full professional potential.
- Provide sound academic, professional, and personal advisement to our student body.
- Contribute public health service to the local, national, and international community.
- Provide professional leadership in our respective technical fields.
- Create an atmosphere in the department that promotes and encourages the environmental health profession as a career option.

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

The Department of Global Health offers programs leading to the Master of Public Health (M.P.H.) degree in community health and development; the Doctor of Public Health (Dr.P.H.) degree in global health, which is not currently accepting new admissions; and certificates in Emergency Preparedness and Response and Tobacco Control. These programs prepare international public health specialists capable of working in the complex field of global health and development. Global health graduates are a diverse group of individuals who provide service in government, nongovernmental organizations (NGOs), educational institutions, and faith-based organizations nationally and internationally.

The primary goal of the Department of Global Health is to contribute to an enhanced quality of life for all people through sustainable health and development programming.

The Department of Global Health:

1. Prepares competent global health specialists able to work both nationally and internationally.
2. Conducts applied research that addresses global health and development issues.
3. Provides faculty consultations in the design, implementation, and evaluation of national and international programs targeting vulnerable populations.
4. Facilitates where possible, placement of students for their field practicum.

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 programs in the Department of Health Policy and Management will have the skills necessary to:

1. Analyze the structure, environment, and function of health care systems.
2. Discuss the policy process for improving the health status of populations
3. Analyze complex organizational situations and develop viable alternatives.
4. Demonstrate leadership skills for building partnerships.
5. Evaluate alternative courses of action in a multidimensional value framework.

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 provides programs leading to the Master of Public Health (M.P.H.) and the Doctor of Public Health (Dr.P.H.) degrees. These programs prepare public health nutritionists who can combine knowledge of nutrition science with competencies in education, behavioral science, management, and public policy to enhance the nutritional status of individuals, groups, and populations. Public health nutrition uses the science of nutrition and related disciplines to identify and solve nutrition-related health problems.

The department maintains links to nutrition-service providers and programs that allow students the opportunity to be exposed to various nutrition services and to work with professionals in a variety of disciplines and settings.

The M.P.H. degree program in nutrition is approved by the Faculties of Graduate Programs in Public Health Nutrition and conforms to the high standards established by this national organization.

Additionally, the Department of Nutrition, in collaboration with other departments of the University, offers the Master of Science (M.S.) degree in nutrition to meet the specific needs of prospective students who desire advanced training in nutrition. This program is suitable for persons pursuing a doctoral degree in nutrition or other related areas and for persons preparing to teach at the secondary or college level. It provides background experience to those interested in research careers in academia or industry and provides advanced training in basic nutrition for those who wish to become dietitians or who currently are either physicians or other health professionals.

The Department of Nutrition will:

- Train individuals to be competent in the science and application of nutrition.
- Contribute to the body of nutrition knowledge through active research, emphasizing issues related to vegetarian nutrition, plant-based diets, prevention of disease, and promotion of health.
- Serve as a resource for the Seventh-day Adventist Church and others, with special attention to vegetarian nutrition.
- Collaborate with local agencies in various activities for improvement of the nutritional status of the community.
- Provide opportunity within a graduate program to meet the didactic and professional practice requirements for registration by the Commission on Dietetic Registration of the American Dietetic Association.

THE CENTERS

The three centers of the School of Public Health are: the Center for Health Promotion, the Center for Health Research, and the Center for Health and Development. 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 as they are 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.

Center for Health and Development (CHD)

The center facilitates the development of global and cross-cultural consultation and training activities for the School of Public Health, which has been designated a World Health Organization (WHO) Collaborating Center for Primary Health Care and Human Resource Development. It assists the school in adapting its programs to the needs of international students, visiting scholars, and students who intend to pursue a global health career. Programs in global health draw upon the spectrum of expertise available in the University to produce services especially adapted to the needs of people in resource-scarce areas, including refugees, people in the inner cities, the rural poor, and people in the developing world. The school has provided leadership in both service and training to programs for underserved populations in the United States, as well as international ones in Africa, Asia (including the People's Republic of China and the Indian subcontinent), Latin America, the Caribbean, eastern and southern Europe, and Oceania; as well as

with underserved populations in the United States. Through a network of international schools of public health and medicine and through health care institutions, the School of Public Health also facilitates the exchange of curricular information, program planning, and faculty interaction to further enhance professional public health education globally. The CHD serves the wider University community and the world as a primary resource center.

Computer Center

The school maintains two state-of-the-art computer laboratories. The Computer Center assists students in utilizing a variety of software programs and accessing online services relevant to students in all programs. Word processing, spreadsheet, graphics, statistical, nutritional, and other types of software are available for use. Workstations are capable of running Internet software to allow the user direct access to the Internet, including the capability to use File Transfer Protocol, the World Wide Web, newsreaders, Gopher, and Telnet. Training in using computers is available through courses offered by the Department of Epidemiology and Biostatistics.

Health Geoinformatics Resource Laboratory

The Health Geoinformatics Laboratory is located in the Del Webb Memorial Library, giving 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

Students are strongly encouraged to develop their computer skills and literacy prior to coming to the school. Computer literacy is a prerequisite for some courses.

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 program 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 General 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 director of admissions and academic records in 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 ten approved public health seminars for each master's degree sought, and a minimum of twenty approved public health seminars for each bachelor's and doctoral degree sought.
5. Submitted a graduation petition two-to-four quarters before graduation, as specified by the degree program.
6. Given evidence of responsiveness to the established aims of the University and of the school.
7. 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 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. 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 and health geographics and biomedical data management.

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 twenty (ten per year) 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. Specific information about these programs may be found at the end of Section III of this CATALOG.

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.

MEDICAL RESIDENCIES

Preventive medicine and occupational medicine residencies

Residency training in the two specialties, general preventive medicine and public health, and occupational medicine, is available for qualified physicians at the School of Public Health. Both programs are accredited by the Accreditation Council for Graduate Medical Education (ACGME) and prepare residents for certification by the American Board of Preventive Medicine (ABPM). Both specialties require the successful completion of an accredited MPH degree.

Those applicants who have completed an accredited internship year but not an MPH degree need to apply for the two-year integrated academic and practicum program, while those who have completed an accredited internship year and an MPH degree need to inquire regarding application for the practicum year only.

Those interested in applying to either 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>.

Preventive medicine residency

The three year program consists of an internship year followed by two years of integrated academic and practicum experiences. Two internship positions are offered through the NRMP Match each year.

The program combines the academic and practicum experience over two years. During this time, residents will complete their MPH degree and rotate at the community training sites. They are encouraged to major in epidemiology, health administration, or health care practice, but are not required to do so. Practice sites include the Center for Health Promotion, the Jerry L. Pettis VA Medical Center, Patton State Hospital, Kaiser Permanente Medical Center in Fontana, San Bernardino County Department of Public Health, and the Inland Empire Health Plan. A wide variety of intervention programs to reduce health risks and promote healthful living practices are integrated into the second and third year rotations, and an international health emphasis is available for interested residents, including involvement with international projects in developing countries.

During the senior year, each resident conducts a research project on a topic of choice, under the guidance of the residency and faculty members at the School of Public Health.

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 to reduce risk and prevent or postpone disease and injury.

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.

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.

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 to 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.

CERTIFICATE PROGRAMS

The School of Public Health offers certificates in various programs to meet the needs of qualified individuals seeking to develop competencies in specialties in public health but who for a variety of reasons do not choose to become full-time, degree-seeking students.

Instruction for the certificate program is primarily provided by regular School of Public Health faculty members on campus during regular quarter terms. Students are responsible to follow regular registration procedures during regularly scheduled time periods.

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 must be submitted by January 15 to be considered at the March Admissions Committee meeting. Applications must be submitted by March 15 to be considered at the June Admissions Committee meeting. Foreign applicants should submit applications at least one month earlier.

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 Dr.P.H. 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 is to 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 (currently closed to new admissions)
- 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):

TUITION

Bachelor's Degree

\$ 485 Per unit: credit

\$ 242.50 Per unit: audit

Master's and Doctoral Degrees

\$ 570 Per unit: credit (on and off campus)

\$ 285 Per unit: audit (on and off campus)

SPECIAL Tuition Charges

Variable Field practicum and internship

SPECIAL FEE

\$477.50 "Special fee" now charged by each school

SPECIAL CHARGES

\$60	Application (nonrefundable)
\$100	Acceptance deposit for bachelor's degree
\$100	Acceptance deposit for master's degree students (applied on tuition, nonrefundable; not required for off-campus students)
\$250	Acceptance deposit for doctoral degree students (applied on tuition, nonrefundable)
\$50	Late-payment fee
\$10	Returned check fee
\$50	Late-registration fee
\$2	Transcript of credit
\$25	Examination, other than regularly scheduled
\$50	Equivalency examination

MISCELLANEOUS EXPENSES

cost	Health care items not covered by health fee or 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 a housing 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 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
MARK M. GHAMSARY, Program Director

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
Grenith J. Zimmerman

BIostatistics—M.P.H.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Apply basic statistical theory to the solution of applied statistical problems.
2. Formulate research questions and select appropriate study designs, sample size, sampling scheme, and data-collection methods for a scientific study.
3. Apply data-collection strategies and data-processing and statistical techniques.
4. Design and implement studies for collection of data from original sources, such as field surveys.
5. Critically review literature relevant to statistical methods and interpretation of statistical findings and identify strengths and weaknesses of design.
6. Communicate the results of analyses and write the statistical methods and results sections of a research project.
7. Select appropriate statistical methods and analyze data using current computer statistical packages (e.g., SAS, SPLUS, and SPSS).
8. Use computer software to establish and manage databases.
9. Serve as statistical consultant to health professionals who conduct research.

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.

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. 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 basic statistical theory to the solution of applied statistical problems.
2. Formulate research questions and select appropriate study designs, sample size, sampling scheme, and data-collection methods for a scientific study.
3. Apply data-collection strategies and data-processing and statistical techniques.
4. Design and implement studies for collection of data from original sources, such as field surveys.
5. Critically review literature relevant to statistical methods and interpretation of statistical findings, and identify strengths and weaknesses of design.
6. Communicate the results of analyses and write the statistical methods and results sections of a research project.
7. Select appropriate statistical methods and analyze data using current computer statistical packages (e.g., SAS, SPLUS, and SPSS).
8. Use computer software to establish and manage databases.
9. Serve as statistical consultant to health professionals who conduct research.
10. Apply advanced statistical theory and methods for translating biomedical research findings.
11. Advance the biomedical sciences by developing new methods and applications.
13. Implement theoretical modeling, statistical techniques and quantitative as well as computational methods.
14. Apply to Ph.D. degree programs in statistics or biostatistics.

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 findings in the scientific literature that have used basic statistical techniques.
3. Assemble data and create a database ready for analysis.
4. Select appropriate statistical analysis using basic statistical tests and current statistical software (e.g., SAS or SPSS).
5. Communicate results of analyses and write the statistical methods section when using basic statistical techniques.

Indicators of educational effectiveness

1. Class project
2. Oral presentation

PREREQUISITE

U.S. baccalaureate degree or its equivalent

College algebra

Computer literacy

Certificate requirements

Units

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 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 questionnaire design.
3. Assemble data and create and manage databases.
4. Select appropriate statistical tests for data analyses.
5. Perform appropriate statistical analyses using current statistical software (e.g., SAS or SPSS).
6. 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

Units

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)
	TOTAL	(27)

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)

EMMANUEL RUDATSIKIRA, Program Director

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

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

Mohan Balagopalan
Yonan Benjamin
Jesse Bliss
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
Mark Stewart
Steve Uhlman
Padma P. Uppala
Seth A. Wiafe

ENVIRONMENTAL AND OCCUPATIONAL HEALTH—M.P.H.

This M.P.H. degree program is designed for individuals with professional practitioner career objectives in the area of environmental and occupational health.

Learner outcomes

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, including:

1. Understanding and characterizing the effects on human health of the biological, chemical, and physical hazards that individuals encounter in the environment.
2. Applying program knowledge to anticipate, recognize, evaluate, and develop control strategies for environmental health hazards, health hazards in communities, and health hazards in places of employment.
3. Conceptualizing, implementing, and evaluating management programs and policies aimed at protecting and promoting environmental health quality.
4. Critically interpreting and communicating scientific findings in the field of environmental and occupational health science to technical and nontechnical audiences.
5. Gaining an understanding of the synergistic relationship between applied environmental and public health issues.

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. Assess environmental exposures to working and nonworking populations.
2. Conduct field surveys and analyze and evaluate environmental sampling data.
3. Conduct applied environmental health research.
4. Lead an interdisciplinary team to resolve environmental issues and contribute to conflict resolution and mediation.
5. Direct environmental projects, as well as provide suitable consultation to stakeholders.
6. Describe key environmental and occupational health legislation.
7. Make policy recommendations and influence legislators on key environmental and occupational health issues.
8. Conduct environmental health-risk assessments and contribute to a cost-benefit analysis process.
9. Meet the eligibility requirements to sit for the California Registered Environmental Health Specialist (REHS) Examination.
10. Demonstrate basic familiarity with the application of 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)

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. Anticipate and recognize environmental exposures to working and nonworking populations.
2. Evaluate environmental sampling data.
3. Interpret environmental health risk assessments and cost-benefit analyses.
4. Describe key environmental and occupational health legislation.
5. Lead an interdisciplinary team to resolve environmental issues.
6. Contribute to conflict resolution and mediation.
7. Make policy recommendations and influence legislators on key environmental and occupational health issues.

PREREQUISITE

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. Display geospatial data while producing and publishing customized maps and other visual displays of environmental health data.
2. Employ GIS-based methods and techniques of spatial analysis that support research and decision-making in environmental health.
3. Manage environmental health GIS projects in government, academia, and community settings.
4. Apply geospatial information technology and methods innovatively to re-engineer environmental health practice and policy.

PREREQUISITE

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 course (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 course work, including at least two geoinformatics specialty courses chosen in consultation with academic adviser; students pursuing REHS certification take at least 5 units of elective course work, including ENVH 515 and one geoinformatics specialty course

Culminating activity (all tracks)

A formal, oral presentation on a topic of current environmental health importance is required as a culminating activity. Student presentations are evaluated on the basis of professionalism, scientific merit, and thoroughness.

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.

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 see "Environmental Epidemiology M.P.H. (Track III)" under the 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 August to conveniently complete some or all required GIS courses in an intensive format.

Learner outcomes

Upon successful completion of the program, 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 tools and methods to conduct high-quality epidemiologic research and clinical trials.
2. Incorporate spatial techniques to conduct disease surveillance and facilitate identification of geographical areas and population groups that present a greater disease or health risk.
3. Apply knowledge of disease mechanisms and information from the biological disciplines to interpretation of statistical findings in biomedical research.
4. Implement effective geospatial data display while producing and publishing customized maps and other visual displays of epidemiological study and assessment.
5. Facilitate identification of geographical areas and population groups that present a greater disease or health risk.

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)
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 twenty 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

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.

Upon receipt of their degree, students can opt to return to international work or seek employment as fully environmental 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. The M.P.H. degree must include the following course work:

ENVH 567	Hazardous Materials and Solid-Waste Management	(3)
ENVH 581	Principles of Industrial Hygiene	(3)
ENVH 587	Environmental Toxicology	(3)

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. 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 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 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/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 Program 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 knowledge in 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
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 provide universities, colleges and their students with a way to validate their geospatial program 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 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 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 CHG may apply online at <<http://www.llu.edu/apply>>. Click on: "Apply now" and, after successful login, 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

Telephone: 909/558-7596

Email: swiafe@llu.edu

Epidemiological Research Methods—PH

(certificate)

SYNNOVE M. F. KNUTSEN, Program Director

FACULTY

Instruction for the certificate program 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 end of this program, 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

W. LAWRENCE BEESON, Program Director

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
Warren R. Peters
Thomas J. Prendergast, Jr.
Joan Sabaté
Charles S. Salemi
Pramil N. Singh
Maria Vallejos
Ricardo E. Villalobos
Loretta J. Wilber

EPIDEMIOLOGY—M.P.H

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. Evaluate and conduct clinical trials.
2. Extend existing clinical skills with the addition of epidemiologic training in the interpretation of statistical findings in biomedical research.
3. Conduct high-quality epidemiologic research—including appropriate design, statistical analyses, and interpretation and reporting of results.
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 by providing technical expertise with regard to literature review, study design, data analysis, and interpretation and reporting of results.
2. Conduct high-quality epidemiologic research—including appropriate design, statistical analyses, and interpretation and reporting of results.
3. Conduct disease surveillance as practiced in state, county, and national health agencies/departments.
4. Critically review the 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 program in environmental epidemiology will have the skills necessary to:

1. Conduct high-quality environmental epidemiology research.
2. Develop valid instruments for assessing environmental exposure, choose appropriate study design, determine sample size and data-collection methods, and analyze data.
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 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 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)
±REL 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 (44 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 xxx	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	Applied Research	(2)
and		
ENVH 699	Applied Research	(2)

MINIMUM UNITS REQUIRED:

69 + 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 program in health services research will have the skills necessary to:

1. Evaluate health care organization and management, using epidemiologic research methods and health administration knowledge.
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.

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 (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)
±REL534	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 program in nutritional epidemiology will have the skills necessary to:

1. Conduct high-quality nutritional epidemiology research.
2. Develop valid instruments for assessing nutritional intake and nutritional 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 or serve as a research consultant to health professionals or nutrition experts 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

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)
±REL_ 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 (TRACK VI)—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 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 (TRACK VII)—M.P.H.

This double major is administered jointly by the Department of Environmental Health and the Department of Epidemiology and Biostatistics. 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 major 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 that they have met the learning objectives for the M.P.H. program in epidemiology.
2. Demonstrate knowledge of disease etiology, progression and prevention as relevant to public health.
3. Identify public health issues and design relevant research proposals including:
 - a. critical synthesis of available data and literature.
 - b. design specific aims that address relevant problems.
 - c. evaluate the relative importance of public health issues.

4. Conduct epidemiologic research including:
 - a. design and implementation of both observational and experimental epidemiologic studies
 - b. design and implementation of data collection methods.
 - c. design and implementation of quality control procedures during all phases of research.
 - d. design and implementation of data entry, cleaning and management methods.
 - e. ensuring protection of human subjects.
5. Discuss biases that may affect the validity of the study results and plans to minimize the impact of these biases.
6. Select appropriate and valid analysis methods for evaluation of specific aims. This may include: stratified analysis and various regression methods, e.g., linear, logistic and survival analysis.
7. Perform appropriate analyses and evaluate, interpret and discuss results including potential impact of random and systematic error, effect measure modification and relevancy.
8. Communicate study results orally and in peer-reviewed publications including evaluation of precision and applicability to public health.

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)

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

NOTE: 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.

Forums

Doctoral students are required to attend a minimum of twenty Department of Epidemiology and Biostatistics forums and/or Center for Health Research forums during 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 program, 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 or STAT 509	Biostatistics I General Statistics	(4) (4)
STAT 548 or STAT 549	Analytical Applications of SAS Analytical Applications of SPSS	(2) (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 program, 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.

Geographic Information Systems for Global Health and Development (GISGHD)—PH (M.P.H.)

Seth Wiafe, Program Director

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 program 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)

Global Epidemiology—PH

(M.P.H.)

JAYAKARAN S. JOB, Program Director

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 Program will have the skills necessary to:

1. Conduct high-quality operational research in international settings.
2. Design, implement, monitor, and evaluate programs.
3. Critically review current trends in global health.
4. Train and supervise community health workers to monitor and evaluate community-based programs.
5. Critically review the literature and identify strengths and weaknesses of design, analyses, and conclusions.
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 and organizations by providing technical expertise with regard to literature review, study design, data analysis, and interpretation and reporting of results.

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 Applied Research	(2) (2)
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*(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.)

Ronald Mataya, Program Director

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 program 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 degree program, 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 UNITS

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)

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.

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.

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

Master of Public Health degree with a 400-clock-hour field practicum

This program 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 program 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 Program 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.

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	(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 Master’s International Peace Corps (MIP internship)	(6-12 months) (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. (currently closed to new admissions)

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. Determine relevant demographic, sociocultural, economic, environmental, and other epidemiologic factors that relate to the health status of population groups.
2. Design, implement, and evaluate sustainable health and development programs in the context of local community, national, and global public health principles, practices, resources, and policies.
3. Develop, refine, and use professional leadership and administrative skills, communication techniques, and operational/ evaluation methodologies in planning programs, assessing interventions, and conducting applied research in public health academic and practice settings.
4. Function independently as a qualified global public health academician, researcher, and/or practitioner.

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)**
Required *(12 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 *(7 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	Analytical Applications	(2)
or STAT 549	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 (9 units)**TOTAL 102--106**

Health 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
Robert D. Blair, Jr.
Richard Bruno
John Carney
Bonnie I. Chi-Lum
James M. Crawford
Wayne S. Dysinger
Dwight C. Evans
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
Greg Kono
Dave Lawrence
Karl J. McCleary
Donald G. Pursley
Sharon Rushing
Paul Simms
Teri S. Tamayose
C. Torben Thomsen
Abel Torres

HEALTH 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. Analyze the structure, environment, and function of health care organizations.
2. Apply administrative skills to lead health care organizations.
3. Analyze complex organizational situations and develop viable alternatives.
4. Provide direction to the management of health-service agencies through use of principles of finance, operations, information systems, and economics.

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.

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.

Public health core**(10 units)**

EPDM 509	Principles of Epidemiology 1	(3)
PHCJ 605	Overview of Public Health	(1)
RELE 534	Ethical Issues in Public Health	(3)
STAT 505	Statistics in Health Management	(3)

Health administration core**(39 units)**

HADM 514	Health Care 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	Health Care-Delivery Systems	(3)
HADM 559	Health Care Marketing	(3)
HADM 564	Health Care 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	Health Care 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**49****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:

- Analyze the structure, environment, and function of health care organizations.
- Apply administrative skills to lead health care organizations.
- Analyze complex organizational situations and develop viable alternatives.
- Provide direction to the management of health-services agencies through use of principles, finance, operations, information systems, and economics.
- 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 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.

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****(10 units)**

EPDM 509	Principles of Epidemiology 1	(3)
PHCJ 605	Overview of Public Health	(1)
RELE 534	Ethical Issues in Public Health	(3)
STAT 505	Statistics in Health Management	(3)

Health administration core**(30 units)**

HADM 514	Health Care 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	Health Care Marketing	(3)
HADM 564	Health Care 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	Health Care 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).

Health Care 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
Robert D. Blair, Jr.
Richard Bruno
John Carney
Bonnie I. Chi-Lum
James M. Crawford
Wayne S. Dysinger
Dwight C. Evans
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
Greg Kono
Dave Lawrence
Karl J. McCleary
Donald G. Pursley
Sharon Rushing
Paul Simms
Teri S. Tamayose
C. Torben Thomsen
Abel Torres

The Health Care 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**Health care administration core****(44)**

HADM 305	Health Care 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)

¹ until course is active, HADM 425 Topic: Economics for Health Care Managers, HADM 314, or HADM 315 may be substituted

² until course is active, HADM 425 Topic: Legal Environment of Health Care , HADM 334, or HADM 335 may be substituted

³ until course is active, HADM 425 Topic: Accounting for Health Care Managers, HADM 444, or HADM 445 may be substituted

Senior project**(4)**

HADM 498	Health Care Policy and Strategy	(4)
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TOTAL**192**

Health Education—PH (M.P.H., Dr.P.H.)

NAOMI MODESTE, Program Coordinator

FACULTY

Lee Berk
Edward Fujimoto
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
Brenda Rea
Miguel A. Rodriguez

The Master of Public Health (M.P.H.) degree programs are built around 68-70 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.

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
- 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; 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:

- 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.

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

(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	General Statistics	(4)
or STAT 521	Biostatistics I	(4)

Health education core courses (25 units)

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 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 following course list)

HPRO 524	Adolescent Health	(3)
HPRO 526	Lifestyle Diseases and Risk Reduction	(3)
HPRO 527	Obesity and Disordered Eating	(3)
HPRO 567	Reproductive Health	(3)
HPRO 573	Exercise Physiology I	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)
STAT 549	Analytical Applications of SPSS	(2)

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)
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TOTAL 62 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.

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.
- Analyze methodologies and interventions for their effectiveness in reaching program objectives and outcomes.
- Demonstrate educational leadership skills, policy development, and strategic planning for organizations and agencies.
- Write and submit manuscripts to professional journals for publication.
- Effectively communicate health-education concerns and needs, including social marketing and other communication theories.

Educational effectiveness indicators

- Comprehensive examination
- Qualifying examination
- 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 536	Program Planning and Evaluation (prerequisite: HPRO 509)	(2)
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 (taken after HPRO 536)	(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 (28 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 ___	Additional statistics course, chosen in consultation with adviser	(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**104 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)
HPRO 536	Program Planning and Evaluation (prerequisite: HPRO 509)	(2)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
STAT 509	General Statistics	(4)
or STAT ____	A statistics course	(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)**

XXXX ____	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	Intermediate Statistics (taken after STAT 549)	(3)
or STAT ____	An advanced statistics course	(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 UNITS 93 units

Health Geographics and Biomedical Data Management—PH

(B.S.P.H.)

Seth Wiafe, Program Coordinator

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)

HEALTH GEOGRAPHICS AND BIOMEDICAL DATA MANAGEMENT—PH 527

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)

_____, Program Director

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
Robert D. Blair, Jr.
Richard Bruno
John Carney
Bonnie I. Chi-Lum
James M. Crawford
Wayne S. Dysinger
Dwight C. Evans
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
Greg Kono
Dave Lawrence
Karl J. McCleary
Donald G. Pursley
Sharon Rushing
Paul Simms
Teri S. Tamayose
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. Discuss the policy process for improving the health status of populations.
2. Communicate health policy and management issues effectively.
3. Assume leadership in health policy and advocacy for public health issues.
4. Describe the legal and ethical bases for public health.
5. Apply systems thinking to solve the current challenges in the health system.
6. Demonstrate basic negotiation and conflict-management skills in the analysis and creation of health policy.

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)
REL_ 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 program is administered jointly by the Department of Health Policy and Management and the Department 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. See “Health-Services Research (Track IV)—M.P.H.” in the Epidemiology Program.

Lifestyle Intervention—PH

(Certificate)

LEE BERK, Program 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 program, 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.

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)
NUTR 509 or NUTR 510	Public Health Nutrition Advanced Public Health Nutrition	(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**

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.

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)
±REL 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 (26 units)

EPDM 534	Epidemiology of Maternal and Child Health	(3)
HPRO 523	Maternal and Child Health: Policy and Programs	(3)
HPRO 550	Women in Development	(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)

Recommended electives (6 units)

HPRO 524	Adolescent Health	(3)
HPRO 553	Addiction Theory and Program Development	(3)
NUTR 585	Topics in International Nutrition	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)
STAT 564	Survey and Advanced Research Methods	(3)

Field experience

HPRO 797 or HPRO 798A/B/D	MIP Internship in Health Education (U.S. Peace Corps) Field Practicum (100 clock hours)	(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

(28 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)
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	General Statistics	(4)
or		
STAT 521	Biostatistics I	(4)

Core courses for health education and maternal and child health

(36 units)

EPDM 534	Epidemiology of Maternal and Child Health	(3)
HPRO 523	Maternal and Child Health: Policy and Programs	(3)
HPRO 535	Health Education Program Administration	(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 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	Maternal and Child Nutrition	(3)
or		
NUTR 585	Topics in Global Nutrition	(3)

Recommended electives

(6 units)

HPRO 524	Adolescent Health	(3)
HPRO 543	Writing for Health Professionals	(3)
HPRO 550	Women in Development	(3)
HPRO 553	Addiction Theory and Program Development	(3)
STAT 515	Grant- and Contract-Proposal Writing	(3)
STAT 549	Analytical Applications of SPSS	(2)

Field experience

HPRO 797 or HPRO 798D	MIP Internship in Health Education (U.S. Peace Corps) Field Practicum (400 clock hours)	(0) (0)
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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; M.S., Dr.P.H. in nutrition)

JOAN SABATE, Program Coordinator

FACULTY

Carol Abidin
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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
Constance L. Garrett
Dottie Gibson
Ella H. Haddad
Joanne Heilman
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

Learner outcomes

To help students acquire the body of knowledge and develop the skills required of nutrition professionals, the public health-nutrition curriculum provides for both didactic and field experiences.

Graduates from the M.P.H. degree program in public health nutrition will be able to:

1. Apply nutrition and public health sciences to improve nutritional status and health.
2. Plan, conduct, and evaluate dietary studies nutritional assessment studies, and surveillance activities.
3. Lead nutrition-education programs, food-assistance efforts, and related projects.

4. Create, select, and evaluate educational materials to disseminate nutrition information to professionals and consumers.
5. Monitor and recommend public policies to protect and promote nutritional status and health.

Admission

Applicants must meet the general admission requirements of the school as well as those specific to the program in nutrition, as stated below.

PUBLIC HEALTH NUTRITION—M.P.H.

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.

Learner outcomes

Upon satisfactory completion of the program, graduates will be able to:

1. Identify and evaluate physiological mechanisms linking diet and nutrition to disease risk.
2. Identify and address emerging and controversial food and nutrition issues that impact public health.
3. Evaluate the role of vegetarian dietary practices on human health, the environment, and ecology.
4. Apply the science of food and human nutrition to optimize nutritional status and prevent disease in populations across the life span.
5. Select and use appropriate tools and strategies to assess nutritional status and prioritize nutritional problems of individuals and groups.
6. Apply effective management principles in the administration of nutrition programs and services, including human and financial resources.
7. Identify national and regional governmental structures and processes in the development of public policy and the delivery of services that influence food intake and nutritional status.
8. Develop, implement, and evaluate the food and nutrition component of community-based interventions to promote health and prevent disease.
9. Develop and evaluate appropriate theory-based and culturally sensitive educational approaches for nutrition counseling and education.
10. Communicate effectively by using varied media and informational systems for lay and professional audiences.
11. Critically review and evaluate the literature and report research findings.

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	General Statistics	(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	(2)
or		
NUTR 539	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)
NUTR 545	Clinical Nutrition I	(3)
NUTR 546	Clinical Nutrition 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)
or		
NUTR 694	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 M.P.H. or Dr.P.H. 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.

Learner outcomes

The curriculum of the graduate coordinated track of the Nutrition Program integrates the requirements of the Master of Public Health degree in nutrition with the competency requirements, knowledge, and skills to practice dietetics, as defined by CADE. Therefore, in addition to the M.P.H. degree learner outcomes, graduates of the program will be able to:

1. Provide medical nutrition therapy care to clients and patients through systematic screening, assessment, intervention, evaluation, and documentation.
2. Provide enteral and parenteral nutrition to clients and patients.
3. Translate medical nutrition therapy needs to menu plans for individuals and groups.
4. Participate in the management of food-service systems—including food procurement, production, distribution, and service.
5. Supervise the safety and sanitation of food service and distribution.

COREQUISITE

DTCS 461	Food Science	(4)
NUTR 490	Topics in Food and Food Preparation	(1)
NUTR 504	Nutritional Metabolism (advanced biochemistry)	(5)
NUTR 537A	Community Nutrition Project-A (40 clock hours)	(1)
NUTR 537B	Community Nutrition Project-B (40 clock hours)	(1)
NUTR 545	Clinical Nutrition I	(3)
NUTR 546	Clinical Nutrition II (45 clock hours)	(3)
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 Administration in Public Health	(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	General Statistics	(4)

Nutrition (27 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 526	Nutritional Counseling	(2)
NUTR 527	Assessment of Nutritional Status (30 clock hours)	(3)
NUTR 534	Maternal and Child Nutrition	(3)
NUTR 564	Contemporary Issues of Vegetarian Diets	(2)
NUTR 605	Seminar in Public Health Nutrition	(1)
NUTR 535	Research Applications in Nutrition	(2)

Electives (2)**Practicum (supervised practice)**

NUTR 798D	Field Practicum (400 clock hours)	(12)
NUTR 799D	Dietetic Practicum (400 clock hours)	(12)

TOTAL 57

Plus corequisites as needed and 1015 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 jointly by the Nutrition Program and 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.

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.

Learner outcomes

Upon completion of this degree, the graduate should be able to:

1. Develop research questions into viable research projects, write a research proposal, and procure external funding to support research work.
2. Conduct research projects and contribute to the knowledge base in public health nutrition using critical thinking and analytical skills.
3. Disseminate knowledge acquired through research work and public health nutrition practice to the scientific and lay community through publications and presentations.
4. Participate in projects in different aspects of public health nutrition, including community nutrition, counseling, policy making, applied nutrition, and nutrition education.

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)
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)

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

HPRO 505	Public Health Communication	(3)
HPRO 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.

The Master of Science degree in Nutrition Program is offered to meet the specific needs of those who desire advanced training in nutritional sciences. The M.S. 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.

General requirements

Applicants must hold a B.S degree or a B.A degree with required science prerequisites completed or a doctoral level health professional degree. Applicants must have an overall G.P.A. of 3.0 or better in their undergraduate course work and must provide acceptable scores on the general test of the Graduate Record Examination, as well as a clear statement of personal and professional goals.

For information about requirements and practices to which all graduate students are subject, the student should also consult Section II, and the School of Public Health general information preceding the programs of the school.

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	SPSS	(2)
or STAT 549	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 MAJOR

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

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)
REL_ 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 Corp Master's International Program/ Master of Public Health—PH (M.P.H.)

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 education, global health, maternal-child health, health policy 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/housing expenses in the field, medical/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/M.P.H. 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 M.P.H. 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 Norton 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 addressing nutrition, exercise, stress, and other lifestyle and behavioral factors that are impacting health of individuals or populations.
2. Provide nicotine, alcohol, and other chemical-dependency interventions.
3. Support comprehensive health management of individuals by providing counseling in nutrition, exercise, stress, addictions, and other lifestyle and behavioral areas; and making appropriate referrals.
4. Contribute to the theory and practice of preventive care through research and evaluation in preventive care-clinical interventions.
5. Develop and conduct community and professional seminars and training programs in preventive care and lifestyle management.
6. Demonstrate leadership skills in collaboration with community-health leaders and agencies for primary-level intervention programs.

Educational effectiveness indicators

- Comprehensive examination
- Qualifying examination
- Internship practice hours
- Advancement to candidacy
- Dissertation defense
- Publishable research paper
- Portfolio review
- Exit interview

PREREQUISITE

Professional license in a medical or health-related field (nursing, dentistry, social work, clinical psychology, physical therapy, and others)

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 509	Public Health Nutrition (or other basic nutrition course; NUTR 510 recommended)	(3)
NUTR 505	Public Health Biology	(2)
PHCJ 605	Overview of Public Health	(1)
STAT 509 or STAT 521	General Statistics Biostatistics I	(4) (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

(54 units)

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	(3)
HPRO 553	Addiction Theory and Program Development	(3)
HPRO 573	Exercise Physiology I	(3)
HPRO 575	Immune Systems: Public Health Application	(3)
HPRO 578	Exercise Physiology II	(3)
HPRO 584	Aging and Health	(3)
HPRO 586	Introduction to Preventive Care	(1)
HPRO 587	Preventive Care-Practice Management	(2)
HPRO 588	Health-Behavior Theory and Research	(4)
HPRO 606	Preventive Care Seminar	(2, 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 564	Contemporary Issues in Vegetarian Diets	(2)

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* Analytical Applications of SPSS	(2) (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.

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

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Public Health Practice—PH

(M.P.H.)

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)
REL_ 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**

PHCJ 695	Community Practicum (100 hours)	(3)
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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

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Tobacco-Control Methods—PH

(Online and on-campus certificate)

EMMANUEL RUDATSIKIRA, Program Director

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	Program Planning and Evaluation	(3)
or		
STAT 515	Grant- and Contract-Proposal Writing	(3)

TOTAL

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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
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 - Application procedure
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- Scholarship
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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

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 and application materials, please call 1-866-558-6270 or e-mail us at <religionma@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 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. Two copies of the graduate application should be filled out and mailed, together with the application fee, to the above address. 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. Two 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 if applicable, sent directly by the registrar of each school attended to the School of Religion Office of Admissions. 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
 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—a constantly growing collection 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

The primary objectives of the Biomedical and Clinical Ethics Program are to:

1. Promote interdisciplinary study of ethical issues in health care and human biology.
2. Offer course work in the theological, biblical, and philosophical resources for ethics.
3. Provide practical experience as well as opportunities for observation and for participation in clinical ethics consultation.
4. Prepare students for subsequent doctoral work in ethics.
5. Provide members of the health care and other professions with an enhanced understanding of biomedical ethics.

Address application, admission, tuition, student life, and other information to:

Office of Admissions School of Religion
 Loma Linda University
 Loma Linda, CA 92350

Program coordinator for the Master of Arts degree in biomedical and clinical ethics:

<<http://ethics.llu.edu/>>.

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 can facilitate their realization.
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

RELG 504	Research Methods	(4)
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)
_____	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 554	Clinical Ethics Practicum I	(4)
RELE 555	Clinical Ethics Practicum II	(4)
RELE 548	Christian Social Ethics	(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 the Jerry L. Pettis Memorial Veterans Medical Center.

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

The objectives of the Clinical Ministry Program are to:

1. Develop persons skilled in the practice of ministry in both routine and critical settings.
2. Expose students to a wide range of biblical, theological, and practical material pertinent to the field.
3. Provide a broadly based education in ministry, with specific focus on the practice of ministry.

4. Prepare students for membership in various professional organizations, such as the American Association of Pastoral Counselors (AAPC), the Association for Clinical Pastoral Education (ACPE), the Association of Professional Chaplains (APC), etc.
5. Contribute positively to the formation of the student's pastoral skills.

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)

RELG 504	Research Methods	(3-4)
RELR 537	Issues in Pastoral Counseling	(2)
RELR 565	Introduction to Pastoral Theology and Methodology	(3-4)
RELR 567	Introduction to Pastoral Counseling	(3-4)
RELR 568	Care of the Dying and Bereaved	(3-4)
RELR 574	Introduction to Preaching	(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)
RELT 558	Old Testament Thought	(3-4)
RELT 559	New Testament Thought	(3-4)
RELE 524	Christian Bioethics	(3-4)
MFAM 515	Crisis-Intervention Counseling	(3)

As needed to complete degree

RELG 695	Clinical Internship	(0)
RELG 696	Project	(1-4)
RELG 697	Independent Research	(1-8)
RELG 698	Thesis	(1-4)
_____	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 695). 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	Introduction to Pastoral Theology and Methodology	(3-4)
RELR 567	Introduction to 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 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, a project, or two major 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 major 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)***

RELR 537	Issues in Pastoral Counseling	(2)
RELR 538	Methods in Pastoral Counseling	(2)
RELR 565	Introduction to Pastoral Theology and Methodology	(3-4)
RELR 567	Introduction to Pastoral Counseling	(3-4)
RELR 568	Care of the Dying and Bereaved	(3-4)
RELR 584	Culture, Psychology, and Religion	(3-4)
RELT 557	Theology of Human Suffering	(3-4)
RELE 524	Christian Bioethics	(3-4)
MFAM 515	Crisis-Intervention Counseling	(3)
RELG 695	Clinical Internship	(0)

*effective Autumn Quarter 2007

Fulfilling required units

The 22 required units are to be satisfactorily completed by taking all of the above courses. Two 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 695) 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.

The program is designed to encourage and assist students to:

1. Understand the various ways people view the relation between science and religion.
2. Appreciate the distinctive features of scientific and religious study.
3. Appreciate religion and science as contrasting, yet complementing, approaches to truth.
4. Participate in the ongoing conversation surrounding the relation 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 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 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 539	Christian Understanding of God and Humanity	(4)
RELE 5__	One graduate-level course in ethical studies	(4)
RELE 5__	One graduate-level course in relational studies	(4)
RELT 526	Creation and Cosmology	(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.





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

Welcome to you, our new student and emerging colleague. I am pleased that you have joined the School of Science and Technology's student body and the larger family of Loma Linda University.

It is my hope that the time spent with us will reward you with new knowledge, skills, and attitudes that are transforming—transforming your life, the lives of others, and the world around you.

The School of Science and Technology (SST) offers a grand diversity of academic programs that integrate the highest standards of professional competencies with Christian values of service to humankind. Loma Linda University has chosen the following seven core values to identify as life-transforming principles that we wish to emulate and share with all we meet: justice, compassion, humility, integrity, excellence, freedom, purity/self-control. These values are exemplified by the teachings and life of Jesus Christ and are symbolized by the statue of the Good Samaritan that stands in the center of our campus.



The School of Science and Technology provides academically diverse graduate school training in fields ranging from geology and ecology to social work, family counseling, and psychology. Given the nature of our diverse professional and research-oriented training, our school emphasizes integration of disciplines. We cherish and foster interdisciplinary studies that seek the blending of knowledge and research approaches found in the traditions of various schools of thought and academic traditions found within and among the eight schools of Loma Linda University.

Nearly all of the academic programs offered by the School of Science and Technology are graduate school offerings. As graduate programs, they emphasize the creation of new knowledge. Most programs are research oriented or have major research components as part of their requirements. Many of our degrees are granted in conjunction with the Faculty of Graduate Studies (FGS), an academic body of experienced research professors who establish graduate school and research advisement standards for all research-oriented graduate programs at Loma Linda University. SST research advisers will work closely with you to ensure that your program meets or exceeds the standards established and reviewed by the Faculty of Graduate Studies.

I am delighted that you have chosen to join our academic family. By pursuing a lifelong commitment to excellence and following in the footsteps of those who serve humankind, you will discover a rich way of life that brings healing, health, and knowledge to a suffering world.

Thank you for joining us in your journey of service.

Sincerely,

A handwritten signature in black ink that reads "Beverly L. Buckles". The signature is written in a cursive, flowing style.

Beverly L. Buckles

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.

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. 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, or the results of a structured interview.

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

The School of Science and Technology provides for concurrent registration for two degrees only in its combined science/professional degrees programs—M.D./M.S., M.S.W./M.P.H., D.D.S./M.S., Psy.D./Dr.P.H., Psy.D./M.P.H., M.A./Ph.D., Ph.D./M.P.H., M.S./M.A. (marital and family therapy/clinical ministry), and M.S./M.P.H.

Concurrent application is required in some but not all of these programs. See Combined-Degrees Programs at the end of Section III.

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 they 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 students may register for up to 12 units each quarter, a student is considered in full-time residence if registered for at least 8 units.

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.

Research competence

Student skills required in research, language, investigation, and computation are specified in each program description in this CATALOG.

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.

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) in social ethics, bioethics, psychology of religion, or philosophy of religion meet this requirement.

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 consistent research 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.

Clinical probation

Programs with a clinical component may recommend that the student be placed on clinical 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 \$65 (2007-2008) 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 dissertation 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 \$65 (2007-2008), 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 take at least one 3-unit religion course. Courses (numbered between 500 and 600) in social ethics, bioethics, psychology of religion, or philosophy of religion meet this requirement.

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.

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 54 quarter units, 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 (2007-2008)

TUITION

\$555	Per unit, credit
\$278	Per unit, audit
\$24,500	Per year: Psychology Psy.D. and Ph.D.

SPECIAL CHARGES

\$60	Application fee
\$100	Application fee for combined degrees
\$470	Enrollment fee per quarter
\$65	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

Biology—ST

(M.S., Ph.D.)

STEPHEN G. DUNBAR, Program Coordinator

FACULTY

Gordon J. Atkins
 Leonard R. Brand
 H. Paul Buchheim
 Ronald L. Carter
 Robert A. Cushman
 Stephen G. Dunbar
 Raul Esperante
 Hansel M. Fletcher
 Robert Ford
 H. Thomas Goodwin
 William K. Hayes
 David A. Hessinger
 W. William Hughes
 Michael A. Kirby
 Kevin E. Nick
 Junichi Ryu
 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.**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). 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

Research, 4-12 units

Thesis, 2 units, including final oral examination and defense

Thesis research, 4 units minimum; will be graded each quarter and can be repeated for additional credit

Religion, 3 units

Seminar attendance requirements

Attendance at all departmental seminars is required of students while in residence at Loma Linda University.

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.**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).

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)
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:

Research, 10-25 units

Dissertation, 2 units

Dissertation research, 4 units minimum; will be graded each quarter and can be repeated for additional credit

Religion, 3-unit course beyond master's degree level, 9 units

Graduate-level statistics

Seminar attendance requirements

Attendance at all departmental seminars is required of students while in residence at Loma Linda University.

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 Coordinator

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

(M.S., PB certificate)

MICHELLE MINYARD-WIDMANN, Program Coordinator

FACULTY

Jennifer Andrews
Karen Carlson
Ian P. Chand
Dorothy Clark-Brooks
Gerald Corey
Lolita Domingue
Dinah Evans
Curtis Fox
Carla Gober
Suzanne Hanna
Lynne Hattendorf
Gayle Helenski
Doris Hubbard
Douglas Huenergardt
Carmen Knudson-Martin
Craig Lambdin
Sandra May-Leggitt
Michelle Minyard-Widmann
Mary Moline
Hiram Rivera-Toro
Randall Lee Roberts
Claudia Ronaldson
Lorraine Thompson
Cheryl Simpson
Joyce Volsch
Randall Walker
Colwick Wilson

The Child Life Specialist Program prepares individuals to provide child life services in health care settings. Child life services strive to promote optimum development of children and their families, to maintain normal living patterns, and to minimize emotional trauma. As integral members of the health care team in both the ambulatory care and inpatient settings, child life staff provides children opportunities for gaining a sense of mastery, for play, for learning, for self-expression, for family involvement, and for peer interaction.

Mission*

The mission of a child life specialist is to meet the needs of infants, children, youth, and families in times of stressful or traumatic life events and situations. The philosophy and practice of child life will be applicable to any health care setting and transferable to other environments or situations in which the potential for infants, children, and youth to cope, learn, and master is placed at risk. The services provided by the child life profession will be wholistic and preventive and will utilize applied child-development and family-systems theory. The objectives of such services will be to minimize the negative impact of situational disruptions while maintaining normalcy in growth, development, and family-systems relationships.

The child life profession has developed since the 1920s to improve health care experiences for children by providing play, preparation, and educational programs. These child life services are necessary for promoting the emotional stability and healthy development of hospitalized children while mitigating the

pain and fear associated with treatment. The child life specialist is an early and ardent advocate of frequent family visits and parental participation in the care of the child.

Individuals who receive child life specialist certification are qualified to apply for professional-level certification from the Child Life Certifying Committee. The national child life certification fosters uniform and improved standards of practice and ethical conduct and enhances the status and credibility of the profession.

**Adapted from the Child Life Council Web site (CLCC)*

The programs

The Child Life Specialist Program leading to an M.S. degree or certificate is offered by the School of Science and Technology's Department of Counseling and Family Sciences through the Marital and Family Therapy Program.

CHILD LIFE SPECIALIST—CERTIFICATE

Core requirements

(27 units)

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)
COUN 576	Exceptional and Medically Challenged Children	(3)
MFAM 584	Advanced Child and Adolescent Development	(3)
RELR 564	Family/or one religion course of choice	(3)

Admission

Applicants must meet the School of Science and Technology admission requirements and give evidence of academic ability, emotional stability, and maturity. The child life specialist 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 applicant must meet the requirements for admission for the chosen degrees, or be in good standing in a current M.A. or M.S. degree program, or have graduated in good standing with a B.S. or B.A. degree/area in an equivalent to the family studies or marital and family therapy at this University; to pursue the track in child life specialist.

CHILD LIFE SPECIALIST—M.S.

Admission

Applicants must meet the admission requirements of the School of Science and Technology and give evidence of academic ability, emotional stability, and maturity. For admission, a group interview and two faculty interviews are required. Students wishing to apply master's degree-level course work completed at a regionally accredited school prior to application must provide applicable transcripts and/or syllabi.

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. Program requirements for admission are as follows:

1. Applicants must have a bachelor's degree from a regionally accredited institution in any field. A degree with an emphasis in child development/human development is preferred. Candidates must have a minimum 3.00 G.P.A. in major requirements.
2. Applicants must submit three letters of recommendation: at least two from persons professionally qualified to recommend for a field of this nature, and at least one from a person qualified to evaluate according to ability. Letters will not be accepted from friends or relatives.

3. As a prerequisite, applicants to the M.S. degree program must have taken statistics from an accredited university.
4. Those for whom 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).
5. Those who are not citizens or permanent residents of the U.S. must provide a valid student visa.

Core courses**(58 units)**

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)
COUN 576	Exceptional and Medically Challenged Children	(3)
COUN 577	Assessment in Counseling	(3)
COUN 678	Consultation and Leadership	(3)
FMST 514	Cross-cultural Counseling Family Values	(2)
MFAM 501	Research Tools and Methodology: Quantitative	(3)
MFAM 515	Crisis Intervention Counseling	(3)
MFAM 516	Play Therapy	(2)
MFAM 547	Social Ecology of the Individual and Family Development	(3)
MFAM 553	Family Systems Theory and Practice	(3)
MFAM 568	Groups: Process and Practice	(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 one religion course of choice	(3)
MFAM ____	Elective	(3)

Chinese Studies—ST (closed to new admissions)

(UG certificate)

RICHARD DAVIDIAN, Program Director

The Chinese Studies Program is designed to equip students, faculty, staff, and employees with a knowledge of Chinese language, culture, history, literature, geography, contemporary politics and economics, medicine, philosophies, and religions. This certificate program is intended to prepare students, especially health care professionals, with the background, understanding, and practical, first-hand "China" experience and professional skills to work in a Chinese community, and to interact with and serve Chinese patients in a clinical setting here and abroad.

This program is consonant with the traditional spiritual and educational emphasis on community service and global outreach by Loma Linda University Adventist Health Sciences Center including the University and medical and research centers.

With the emerging geo-politico-economic importance of China and its relationship with the United States, such health care professional preparation is recommended for cross-cultural and international scientific-technological exchange.

The program

The Chinese Studies Program is administered by the Division of General Studies of the School of Science and Technology.

Admission

Applicants to the Chinese Studies Program must meet all the requirements outlined in this CATALOG; and give evidence of academic ability, maturity, and a passion to learn another language and culture in pursuit of academic and cultural enrichment.

Certificate requirements

The Chinese Studies Program requires completion of 20 units from the courses listed below, including two units of religion with no grade lower than a B. Certain prerequisites may be waived by the director of the program.

COURSE REQUIREMENTS

CHIN 105	Chinese Civilization	(4)
CHIN 106	China Today: Its Language and Culture	(4)
CHIN 111	Mandarin I	(4)
CHIN 112	Mandarin II	(4)
CHIN 205	Immersion Language and Culture Program	(4)
CHIN 206	Health Care Service Learning in a Chinese Context	(4)
CHIN 305	Mandarin for Health Care Professionals	(2 or 4)
CHIN 399	Directed Study	(2-4)
RELR 404	Christian Service	(2)

CHIN 205 and 206 are integrated with a domestic or overseas international service project within a Chinese community, with service learning and practical hands-on experience and patient contacts.

Graduate courses CHIN 500 and CHIN 599 are also offered beginning Winter Quarter 2006.

Core Courses**(58 units)**

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)
COUN 576	Exceptional and Medically Challenged Children	(3)
COUN 577	Assessment in Counseling	(3)
COUN 678	Consultation and Leadership	(3)
FMST 514	Cross-Cultural Counseling Family Values	(2)
MFAM 501	Research Tools and Methodology: Quantitative	(3)
MFAM 515	Crisis Intervention Counseling	(3)
MFAM 516	Play Therapy	(2)
MFAM 547	Social Ecology of the Individual and Family Development	(3)
MFAM 553	Family Systems Theory and Practice	(3)
MFAM 568	Groups: Process and Practice	(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 one religion course of choice	(3)
MFAM ____	Elective	(3)

Clinical Mediation—ST

(Postbaccalaureate certificate)

IAN P. CHAND, Program Coordinator

FACULTY

Jennifer Andrews
 Karen Carlson
 Ian P. Chand
 Dorothy Clark-Brooks
 Gerald Corey
 Lolita Domingue
 Dinah Evans
 Curtis Fox
 Carla Gober
 Suzanne Hanna
 Lynne Hattendorf
 Gayle Helenski
 Doris Hubbard
 Douglas Huenergardt
 Carmen Knudson-Martin
 Craig Lambdin
 Sandra May-Leggitt
 Michelle Minyard
 Mary Moline
 Hiram Rivera-Toro
 Randall Lee Roberts
 Claudia Ronaldson
 Lorraine Thompson
 Cheryl Simpson
 Joyce Volsch
 Randall Walker
 Colwick Wilson

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 Academy of Family Mediators. This program is especially designed for 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.

The Clinical Mediation Program is administered by the School of Science and Technology's Department of Counseling and Family Sciences through the Marital and Family Therapy Program.

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 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. For admission, two faculty interviews are required. Students with a B.A. degree from an accredited university, a G.P.A. of at least 3.0, and good recommendations may be accepted for the certificate program. In the degree programs, the applicant must meet the requirements for admission for their respective degrees in order to pursue the track in clinical mediation.

Certificate requirements

To earn 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.

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)
or		
MFTH 527	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)
or		
RELR	Religion course, doctoral level	(2)
FMST 528	Parenting	(2)
MFAM 515	Crisis Intervention	(3)
MFAM 553	Family Systems Theory	(3)

TOTAL**27**

Counseling—ST

(M.S.)

CHERYL SIMPSON, Program Coordinator for M.S. in counseling and school counseling certificate
(PPS credential)

FACULTY

Jennifer Andrews
 Karen Carlson
 Ian P. Chand
 Dorothy Clark-Brooks
 Gerald Corey
 Lolita Domingue
 Dinah Evans
 Curtis Fox
 Carla Gober
 Suzanne Hanna
 Lynne Hattendorf
 Gayle Helenski
 Doris Hubbard
 Douglas Huenergardt
 Carmen Knudson-Martin
 Craig Lambdin
 Sandra May-Leggitt
 Michelle Minyard
 Mary Moline
 Hiram Rivera-Toro
 Randall Lee Roberts
 Claudia Ronaldson
 Lorraine Thompson
 Cheryl Simpson
 Joyce Volsch
 Randall Walker
 Colwick Wilson

The Master of Science degree in counseling is a 72-unit program designed to give graduate students a broad background in mental health counseling and to prepare them for the California pupil personnel services credential in school counseling. This degree is an integral part of Loma Linda University's mission, as illustrated by the Good Samaritan sculpture on the mall of the campus. The sculpture depicts the biblical parable told by Jesus in Luke 10:30-37, which contrasts indifference and ethnic pride with attitudes of empathy and compassion.

The California pupil personnel services (PPS) credential in school counseling can be obtained by students pursuing the M.S. degree in counseling (72 units), or by those wishing to add a 28-unit certificate to their 78-unit M.S. degree in marital and family therapy.

Students must take the California Basic Educational Skills Test (CBEST) during the first two quarters following enrollment. This is a degree requirement. Students must pass all three sections of the test before they are recommended for the pupil personnel services credential in school counseling. This is a credential requirement.

Mission and curriculum

Guided by the University's mission of whole-person health care, California's new standards for school counseling, and the expanding nature of professional collaboration in mental health, the counseling curriculum is organized into the following three domains:

- I Educational foundations and beliefs
- II Theoretical and cognitive competence
- III Counseling competence and commitment to service

Each candidate is expected to combine the knowledge and skills learned throughout these domains with an understanding of the University's mission to formulate a well-thought-out, clearly articulated personal belief system that is demonstrated in ethical values and behaviors. Development of this personal epistemology requires each candidate to examine lifelong-learning related to meaning, purpose, hope, and service. These issues include:

- Beliefs about the nature, origin, and future of humans
- Equality and inclusion
- Honoring personal and cultural values with sensitivity toward diversity
- Influence of religious traditions and communities of faith
- Integrity toward self and others
- Sources of strength and renewal
- Spirit of generosity
- Competence and conscientiousness

ADMISSION REQUIREMENTS

- Entrance: Fall, Winter, Spring, Summer Quarters
- Minimum G.P.A. 3.0 (on 4.0 scale) in bachelor's degree or final 45 units of program
- Official transcripts of college work
- Prerequisite courses: statistics and abnormal psychology
- Three letters of reference
- Statement of purpose
- Interview with faculty

PROGRAM REQUIREMENTS

(72 units)

**DOMAIN I
PREREQUISITE**

	General statistics	(3)
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Educational foundations and beliefs

Foundational courses in learning theory, educational psychology, sociocultural competence, research, and statistics are considered foundational to building competence as a school counselor. These courses include the following:

COUN 501	Research: Quantitative	(3)
COUN 502	Research: Qualitative	(3)
COUN 545	Gender Perspectives	(2)
COUN 547	Social Ecology in Development	(3)
COUN 574	Psychological Foundations of Education	(4)
MFAM 535	Case Presentation and Professional Studies	(4)
RELR 564	Religion, Marriage and Family	(3)

DOMAIN II
PREREQUISITE

	Abnormal psychology	(3)
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Theory and cognitive competence

Candidates are challenged with a variety of theoretical constructs from which to develop an approach to counseling that is compatible with their own belief systems and personhood. They are expected to learn how to deconstruct theories, critically evaluate them, and create a foundation upon which to build their professional skills and relationships. Courses include:

COUN 575	Counseling Theory and Applications	(3)
COUN 556	Psychopathology and Diagnosis Procedures	(3)
COUN 568	Groups: Process and Practice	(3)
COUN 576	Exceptional and Medically Challenged Children	(3)
COUN 577	Assessment in Counseling	(3)
COUN 584	Advanced Child and Adolescent Development	(3)
COUN 674	Human Sexual Behavior	(3)

DOMAIN III

Counseling competence and commitment to service

The counseling program is based on the assumption that counseling competence develops from the foundational knowledge, personal epistemologies, and theoretical understanding learned in Domains I and II.

Another assumption is that competence embraces the concept of service. Activities involving case study and field experience are designed to emphasize service and the development of altruism. By helping K-12 pupils sense the dimensions of personal need and worth in others, candidates grow in their ability to respond with compassion, empathy, and cultural competence. Working in education, school counselors help K-12 students in their personal development, career preparation, and academic achievement in order to become lifelong learners.

Courses in Domain III include:

COUN 514	Cross-Cultural Counseling	(2)
COUN 515	Crisis Intervention Counseling	(3)
COUN 578	College and Career Counseling	(3)
COUN 678	Consultation and Leadership	(3)
COUN 679	School Counseling: History and Practice	(3)
COUN 614	Law and Ethics	(3)
COUN 624	Individual and Systems Assessment	(3)
COUN 638	Family Therapy and Chemical Abuse	(3)
COUN 644	Child Abuse and Family Violence	(3)
COUN 680 A/B/C/D	Field Experience Supervision in Counseling (600 hours)	(3)

Criminal Justice—ST

(M.S.)

FROYLANA MILLER, M.S.W., L.C.S.W., Program Coordinator

FACULTY

(See M.S.W.)

ADJUNCT FACULTY

Emily Ascencio
Flavia Jorge
Victor Marshall
James McElvain
Christiane Schubert
Sjoekje Sasbone

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 forgiveness and reconciliation; and
- culminate 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—which provides a deeper understanding of crime and the struggle of the modern criminal justice system.

Program objectives

The purpose of the Criminal Justice Program is to prepare students to think critically, analytically, and creatively about the problems of crime and social control in the contemporary world. The program is designed to meet the diverse needs of criminal justice professionals. It will accomplish a number of objectives, including:

- Prepare students for careers in law enforcement, corrections, criminal justice administration, and planning.
- Provide students with a thorough knowledge of social science theory and of applying criminological theory and research to current problems in criminal justice.
- Provide students with a thorough knowledge of current issues in criminal justice; and of the importance of the relationship of criminal justice to other disciplines and professions, such as social work, psychology, medicine, dentistry, nursing, and public health.
- Prepare students for the application of various computer technologies to decision-making in the criminal justice system.
- Prepare students to conduct social research on crime and the effect of policies and programs on crime outcomes.

Program description

All students must complete a two-year program consisting of 48 quarter units of course work. There are 26 units of foundation content required for all students, followed by one of two concentrations:

Policy, planning, and administration—Students opting for the policy, planning, and administration concentration will study public administration, the economic dimensions of social policy, organizational theory, program planning, and policy analysis as they relate to contemporary problems in criminal justice.

Forensic mental health—The forensic mental health concentration provides students with both global and domestic perspectives on violence, mental health, and drug and alcohol abuse issues. Both concentrations emphasize a thoughtful reflection about public philosophy and ethical 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 master’s degree 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:

Interviewing and counseling	(3)
Human growth and development	(3)
Cross-cultural issues	(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:

- 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.

- 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 interview include—
 - ~verbal communication skills
 - ~critical-thinking ability
 - ~values congruent with the criminal justice profession
 - ~appreciation of human diversity
 - ~evidence of reflective learning
 - ~comportment
- 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. Students are financially responsible for the cost of repeating courses when grades do not meet these minimum standards.

General overview

The two-year, 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, philosophy, and 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, plus 6 units of concentration-specific selectives.

To complete the program, the student has two options:

1. Professional practica (9 professional units requiring 540 hours of integrated practicum and seminar) and 9 units of didactic selectives,
OR
2. Six units of academic thesis and 4 units of didactic selectives.

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	(4)
or	An approved course, in consultation with adviser	(4)

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)

Forensic mental health

(12 units)

REQUIRED OF ALL STUDENTS

(6 units)

CMRJ 620	Forensic Mental Health	(3)
SOWK 663	Advanced Social Work Practice with Individuals	(3)

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	Dual Diagnosis	(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)

Internship option

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 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.

General selectives*

Select 4 units for thesis option

Select 9 units for internship 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

(Postbaccalaureate certificate)

RANDALL WALKER, Program Coordinator

FACULTY

Jennifer Andrews
Karen Carlson
Ian P. Chand
Dorothy Clark-Brooks
Gerald Corey
Lolita Domingue
Dinah Evans
Curtis Fox
Carla Gober
Suzanne Hanna
Lynne Hattendorf
Gayle Helenski
Doris Hubbard
Douglas Huenergardt
Carmen Knudson-Martin
Craig Lambdin
Sandra May-Leggitt
Michelle Minyard
Mary Moline
Hiram Rivera-Toro
Randall Lee Roberts
Claudia Ronaldson
Lorraine Thompson
Cheryl Simpson
Joyce Volsch
Randall Walker
Colwick Wilson

The Drug and Alcohol Counseling Program certificate is offered by the School of Science and Technology's Department of Counseling and Family Sciences through the Marital and Family Therapy Program.

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 MFAM curriculum.
- Allow hours of experience to be accrued concurrently to meet BBS, AAMFT, and other certifying organization requirements.

Application process

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 drug and alcohol counseling certificate is designed to be a track in the M.S. degree program in marital and family therapy or the D.M.F.T. and Ph.D. degree programs in marital and family therapy (MFAM).

The certificate program is open to currently enrolled MFAM students or other master's degree level students or graduates. Students in the MFAM program must first complete the current core MFAM curriculum. Candidates will be screened for appropriateness to complete the certificate program and for ability to work with addicted adults and their families. A written application letter is required, which must include 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 is required. The critical-essay test (if not already taken) is required, and a writing course is required if the student does not pass the essay examination.

Certification examinations

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).

REQUIRED COURSES

27 units

MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 645	Advanced Substance-Abuse Strategies	(3)
MFAM 15	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

NOTE: Master's degree students not working directly with clients (i.e., clergy, educators, administrators) must conduct research and write about a topic relevant to substance abuse and its relationship to the student's discipline/profession.

FIELDWORK

Candidates will complete three quarters of fieldwork in an approved site dealing with addicts and 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 Drug and Alcohol Recovery Services (IVDARS, Randall Walker) in Upland offers opportunities for students to work with substance abusers in residential treatment.

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.

Earth Science—ST

(Ph.D.)

H. PAUL BUCHHEIM, Program Coordinator

FACULTY

Leonard R. Brand
 Doug Britton
 H. Paul Buchheim
 Ronald L. Carter
 Benjamin Clausen
 Stephen G. Dunbar
 Raul Esperante
 Robert Ford
 H. Thomas Goodwin
 W. William Hughes
 V. Leroy Leggitt
 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
- molecular ecology and systematics
- biostratigraphy, paleopalynology, terrestrial paleoecology
- tropical marine and intertidal ecology and marine invertebrate ecophysiology, comparative physiology
- behavior and distribution
- earth systems and sustainability science
- 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 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 emphasis include sedimentary and environmental geology, paleontology, including paleoenvironmental reconstruction, paleoecology, paleobotany, 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.
4. Prepare students to contribute to service outreach in applied environmental earth science, promoting sustainable development and livelihoods in vulnerable ecosystems (human dimensions of global environmental change).

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, 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.

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

(36 units)

GEOL 547	Advanced Historical Geology	(4)
GEOL 556	Paleoenvironments	(4)
GEOL 558	Philosophy of Science and Origins	(4)
GEOL 566	Advanced Sedimentology	(4)
GEOL 567	Stratigraphy and Basin Analysis	(4)
GEOL 607	Seminar (1 unit each quarter in residence)	(12+)
GEOL 616	Research and Experimental Design	(2)
GEOL 617	Proposal Writing and Grantsmanship	(2)

During the undergraduate or graduate program:

GEOL 431 Geochemistry	(4)
GEOL 454 Sedimentary Petrology	(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, graded each quarter; can be repeated for additional credit	(4) minimum
Religion	(9)
Additional courses required by the student's guidance committee	

Special attendance requirement

Attendance at geology seminars is required of the student during all quarters in residence at Loma Linda University.

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 College Marine Station in Anacortes, Washington, facilities are available for marine courses and research by students in this program.

Environmental and Earth System Science—ST

(B.S.)

LEONARD BRAND, Program Coordinator

FACULTY

Leif K. Bakland
 Leonard R. Brand
 Doug Britton
 H. Paul Buchheim
 Ronald L. Carter
 Benjamin L. Clausen
 Stephen G. Dunbar
 Raul Esperante
 Robert Ford
 William K. Hayes
 W. William Hughes
 V. Leroy Leggitt
 Kevin E. Nick
 Samuel Soret

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 environmental and earth system science. This program is the integrated study of the earth's biogeophysical systems and how human activities impact earth system sustainability and management. In addition to core courses, students will choose an emphasis from conservation biology and biodiversity, biodata management, environmental geology, health geoinformatics, or global sustainability and health. Graduates are prepared to contribute to efforts that promote better management of human-development activities that affect human-environment interaction, as well as promote sustainable development and conservation science. This program will prepare students for entry-level employment or for advanced study in a variety of fields—including biology, geoscience, environmental science, natural resources, biotechnology, and diverse health sciences; as well as public policy, law, or planning careers. More detail is given in the career-options section.

Part of this curriculum is designed to foster constructive and service-oriented attitudes toward environmental conservation, health, lifestyle, and health care. As described here, it will include courses, seminars, and a community-service requirement (local community environmental and/or health care service, or an environmental conservation or health-oriented mission trip).

Objectives

The objectives of the program are to:

1. Create awareness and understanding of how earth systems function and interact to create the conditions for life in the geosphere, atmosphere, hydrosphere, and biosphere.
2. Explore how human activities have interacted with natural systems through time, and how these activities respond to global changes in technology, consumption, and population.
3. Appreciate the enormity of global and regional environmental changes occurring on Earth, and the implications of these changes in our individual lives.
4. Challenge students to rethink their individual behaviors and attitudes about their "interaction" with the natural world.
5. Learn to use the systems approach to learning and doing research in science and technology, and encourage capable students to pursue careers in science and technology.
6. Practice team and individual writing skills and oral communications, e.g., practicing traditional writing skills with new methods such as email and Web publishing and communications.

7. Learn how to learn, using modern information-technology tools, such as the Internet; and modern systems modeling and visualization tools, such as STELLA, GIS/RS (remote sensing), and statistical/database packages to manage datasets that span social to medical and biophysical sciences. Apply these tools to “real-world” local and global environmental management problems.
8. Learn to understand what science is and how to apply scientific research concepts and tools to “real-world” problems, working together jointly with faculty.
9. Learn how to present scientific findings in a professional manner to peers and the public at-large in ways that contribute to finding “doable solutions” in the real policy-making world.

Employment opportunities

The program prepares students for entry into environmental or health professional programs, graduate school, or some entry-level jobs in environmental fields. These include entry-level employment in environmental science, elementary or high school teaching, entry to master's degree programs, or entry into medicine or dentistry. Following the B.S. degree program with a master's degree opens up other career options in more advanced, technical areas of environmental science, teaching, or entry into Ph.D. degree programs. Many subcategories within these career options are open to students who receive the B.S. degree in environmental and earth system science.

The wide variety of career options includes environmental science, environmental engineering, science and social policy; a wide variety of natural resources-management fields, such as soil science, forestry, agriculture, watershed science, range management, wildlife conservation, recreation resources, land management, and ecology; landscape architecture, conservation science, geography, and other geosciences, such as geographic information science (GIS), hydrology, oceanography, and climatology; or new technological fields, such as bioinformatics, biotechnology, computational ecology.

The program would also be appropriate training for entry into interdisciplinary graduate programs in environmental science and public policy, environmental law, sustainable development studies, or regional and urban planning.

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.

Admission requirements

A student in the Bachelor of Science degree in Environmental and Earth System Science Program will take the first two years of general education and science courses at any accredited community college, college, or university; and the last two years of the environmental and earth system science curriculum at Loma Linda University. Admission requirements for the B.S. degree 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. The requirements listed for the B.S. degree include a list of the courses that should be taken during the first two years, as preparation for the environmental and earth system science curriculum at Loma Linda University.

GENERAL STUDIES REQUIREMENTS (68 quarter units)

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

Spiritual heritage (16)

A minimum of 4 units for each year the student is enrolled in a Seventh-day Adventist 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)

Met by the earth system science degree requirements.

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 English composition 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 one unit, and one course in personal health or nutrition.

DOMAIN 5: ELECTIVES

Electives from the foregoing subjects may be chosen to complete the 68 units.

ENVIRONMENTAL AND EARTH SYSTEM SCIENCE—BACHELOR OF SCIENCE**PREREQUISITE**

First- and second-year pre-environmental and earth system science requirements, to be taken at any college (96 quarter units)

Required and recommended cognate courses (44-56 units)

General biology	(12)
General chemistry	(12)
Organic chemistry (recommended)	(12)
General physics	(12)
Math through calculus I	(8)
Statistics	(3)

General studies during first two years (40-52 units)

Freshman English	(9-12)
Religion	(8)
History or language	(8)
Personal health or nutrition	(2)
Physical education activities	(1)
Economics	(4)
Cultural anthropology	(4)
Other general studies	(1-19)

(recommended: geography, political science, sociology, ecology)

Third- and fourth-year cognates, taken at Loma Linda University (100 quarter units)

ESSC 401	Earth System and Global Change I	(4)
ESSC 402	Earth System and Global Change II	(4)
ESSC 441	Remote Sensing and Systems Modeling I	(3)
ESSC 442	Remote Sensing and Systems Modeling II	(3)
ESSC 485	Seminar in Earth System Science	(6)
ESSC 475	Field Practicum in Earth Systems	(3)
ENVH 421	Cartography and Mapping	(4)
ENVH 422	Principles of GIS	(4)
GEOL 475	Philosophy of Science and Origins	(4)
SPOL 452	Environment, Equity, Economics and Development Policy	(3)

Environmental and earth system science concentrations (18 units required for concentration)

Concentration to be chosen in consultation with adviser:

1. Conservation biology and biodiversity
2. Biodata management
3. Environmental geology
4. Health geoinformatics
5. Global sustainability and health

Environmental and earth system science (4-10 units)

Electives	(4-10 units)
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Selected from the environmental and earth system science concentration areas.

General electives (14-18 units)**General studies (16 units)**

Religion (environmental ethics recommended)	(8)
Other general studies	(8)

TOTAL**196**

Family Counseling—ST

(Postbaccalaureate certificate)

MARY E. MOLINE, Program Coordinator

FACULTY

Jennifer Andrews
 Karen Carlson
 Ian P. Chand
 Dorothy Clark-Brooks
 Gerald Corey
 Lolita Domingue
 Dinah Evans
 Curtis Fox
 Carla Gober
 Suzanne Hanna
 Lynne Hattendorf
 Gayle Helenski
 Doris Hubbard
 Douglas Huenergardt
 Carmen Knudson-Martin
 Craig Lambdin
 Sandra May-Leggitt
 Michelle Minyard
 Mary Moline
 Hiram Rivera-Toro
 Randall Lee Roberts
 Claudia Ronaldson
 Lorraine Thompson
 Cheryl Simpson
 Joyce Volsch
 Randall Walker
 Colwick Wilson

The Family Counseling Certificate Program offered by the School of Science and Technology through the Marriage 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, 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.

Course 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.

Required courses**(27 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 Studies—ST

**(Postbaccalaureate certificate in family-life education;
M.A., Ph.D. in family studies)**

CURTIS FOX, Coordinator of Family Studies Program

FACULTY

Jennifer Andrews
 Ian P. Chand
 Dorothy Clark-Brooks
 Gerald Corey
 Lolita Domingue
 Dinah Evans
 Curtis Fox
 Carla Gober
 Suzanne Hanna
 Doris Hubbard
 Douglas Huenergardt
 Carmen Knudson-Martin
 Craig Lambdin
 Michelle Minyard
 Mary Moline
 Hiram Rivera-Toro
 Randall Lee Roberts
 Cheryl Simpson
 Joyce Volsch
 Randall Walker
 Colwick Wilson

The Department of Counseling and Family Sciences in the School of Science and Technology at Loma Linda University offers M.A. and Ph.D. degree programs in family studies and the certificate in family-life education. The certificate in family-life education is offered both on campus at the University and off campus in Canada.

The Family Life Education Program certificate is designed for those who wish to complete the basic requirements for certification as a family-life educator. Students may apply for certification from the Department of Counseling and Family Sciences and/or for Certification from the National Council on Family Relations (NCFR). Family therapists, teachers, ministers of religion, school counselors, social service workers, health workers, and others have found this certificate to be useful for their career development.

The M.A. degree program in family studies is designed for individuals with academic or applied interests. It prepares students for doctoral studies in the family sciences, including family studies and family therapy. At the applied level, the program prepares students to develop, implement, and evaluate family life programs for school, community, and church settings. Students are prepared for employment in various settings such as community family agencies, Head-start, cooperative extensions, research, family life education, human development fields, community service, social service fields, mental health, and volunteer services.

The Ph.D. degree in family studies provides a systems approach to observing, understanding, and analyzing close relationships and families within diverse socio-historical, political, cultural, and economic contexts. This is a nonclinical degree and includes a required internship. It is based on a scientist/professional model and will prepare students to be academicians, researchers in the field of family science, administrators of

family-service agencies, child-care agencies, cooperative extensions, public-policy organizations, private practitioners, etc.

The Ph.D. degree program is designed to equip students with three major skills:

1. The acquisition, impartation, and integration of substantive and theoretical areas of human and family development in their social context and over their life course.
2. The use of statistics and methodologies to conduct empirical research on individuals and families.
3. The use of strategies to build individual and family competence informed by family science scholarship.

The M.A. and Ph.D. degrees in family studies, as well as the family-life education certificate, meet the requirements for certified family-life educator (CFLE) by NCFR. In fact, the certificate program, the M.A. degree, and courses in the Ph.D. degree program are approved by the NCFR and allow students who complete any or all of these programs to use a shortened application process and pay lower fees for their application for certification as a family-life educator by the NCFR. Family-life education certification increases professional standing in several important areas of concern to families.

FAMILY-LIFE EDUCATION—PB CERTIFICATE

Certificate requirements

The following requirements must be completed for the certificate program:

1. An undergraduate degree or its equivalent for admission.
2. A minimum of 26 units of graduate credit in family studies, as outlined below.

Students may transfer up to 9 units of graduate credit earned at another approved institution.

Specialization requirements

(27 units)

Completion of the following courses meets the requirements for the certificate in family-life education offered by the School of Science and Technology and the National Council on Family Relations (NCFR). In addition to the Loma Linda University requirements for certification, students must complete the equivalent of at least two years of practical work in family-life education in order to qualify for full certification by the NCFR.

FMST 514	Cross-cultural Counseling and Family Values	(2)
FMST 515	Professional Issues in Family-Life Education	(3)
or		
MFAM 614	Law and Ethics	(3)
FMST 524	Family Resource Management	(2)
FMST 526	Marriage and the Family	(3)
or		
MFAM 551	Family Therapy: Foundation Theories	(3)
FMST 528	Parenting	(2)
FMST 529	Family-Life Education	(3)
MFAM 547	Social Ecology of Individual and Family Development	(3)
MFAM 553	Family Systems Theory	(3)
MFAM 674	Human Sexual Behavior	(3)
RELRL 564	Religion, Marriage, and the Family	(3)

DISTANCE EDUCATION OPTION

This postbaccalaureate certificate in family-life education is also offered in Canada through the Canadian University College's off-campus program.

FAMILY STUDIES—M.A.

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.

In addition to completing the required application forms, providing character and academic references, and completing the critical-essay examination, the prospective student will also arrange for a personal interview with two of the program faculty.

Although no particular undergraduate major is specified as preparation for the family-studies program, an introductory statistics course is required for the student seeking the Master of Arts degree.

Degree requirements

Following are the requirements for the Master of Arts degree in family studies:

1. A minimum of 54 units of graduate credit in family studies, as outlined below.
2. Satisfactory performance on a written comprehensive examination.
3. Completion of a thesis or project near the end of the program.

Core course requirements

(11 units)

MFAM 515	Crisis-Intervention Counseling	(3)
MFAM 545	Gender Perspectives	(2)
MFAM 568	Groups: Process and Practice	(3)
MFAM 638	Family Therapy and Chemical Abuse	(3)

Specialization requirements

(27 units)

FMST 514	Cross-Cultural Counseling and Family Values	(2)
FMST 515	Professional Issues in Family-Life Education	(3)
or		
MFAM 614	Law and Ethics	(3)
FMST 524	Family Resource Management	(2)
FMST 526	Marriage and the Family	(3)
or		
MFAM 551	Family Therapy: Foundation Theories	(3)
FMST 528	Parenting	(2)
FMST 529	Family-Life Education	(3)
MFAM 547	Social Ecology of Individual and Family Development	(3)
MFAM 553	Family Systems Theory	(3)
MFAM 674	Human Sexual Behavior	(3)
RELR 564	Religion, Marriage, and the Family	(3)

Research requirements

(9 units)

FMST 505	Social Research Methods: Quantitative	(3)
FMST 506	Advanced Social Research Methods II	(3)
FMST 697	Project	(3)
or		
FMST 698	Thesis	(3)

Practicum requirements**(2 units)**

FMST 695	Internship in Family Studies	(1-4)
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Electives**(6 units)**

(as approved by adviser)

FAMILY STUDIES—PH.D.**Admission**

The Ph.D. degree in family studies is an advanced study over and above a standard master's degree curriculum in the field of family studies or related programs. Acceptance into this program is based on an integrated evaluation of the following criteria:

- A master's degree in a family studies, family therapy, or related field.
- Completion of core courses foundational to family science, if student enters program from an unrelated field.
- A minimum G.P.A. of 3.3.
- Minimum total score of 1000 on the verbal and quantitative sections of the GRE and a score of 4.0 on the analytical writing section, taken within the past five years.
- An undergraduate course in statistics and personality psychology.
- Completed application forms
- Oral interviews with department.
- Three letters of references (academic and/or professional).
- Resume (preferred, but not required).
- Official transcripts for all colleges and universities attended.

Degree requirements

A minimum of 98 units of credit will be required to complete the Ph.D. degree in family studies. Total units represent a substantial amount of course work that will give focus to the student's interest in one or more substantive areas of family science. A dissertation is required of each student in the Ph.D. degree program.

Internship

Students are required to complete a 300-hour internship. An internship may include the following: family-life education in a community agency, research, or teaching experience at the tertiary level of education. The student will choose an internship based on his or her interest and future career goals.

A teaching internship will involve engagement in teaching opportunities so as to develop experience and skill in teaching. This may involve a teaching assistantship in the student's home department or at another school at the undergraduate or graduate level. Students will be expected to assist in or teach independently at least three courses in any area of family life. Opportunities outside of the student's home department may be pursued, especially if the student has an interest in a teaching career.

A research internship will involve a minimum of nine months of active research effort leading to the submission of papers for publication in relevant professional journals.

Foundational prerequisite courses

Families in crisis

Family systems theory

Human sexual behavior

Human and family development

Gender studies

Family diversity

Students are required to have adequate preparation in the areas listed above. These contents are to be satisfied by graduate courses in relevant areas taken at an accredited institution. If these courses were

completed at another university, they will be evaluated for transfer into prerequisite requirements. Students may challenge courses upon approval of faculty.

PREREQUISITE COURSES

MFAM 515	Crisis-Intervention Counseling	(3)
MFAM 553	Family Systems Theory	(3)
MFAM 674	Human Sexual Behavior	(3)
MFAM 547	Social Ecology of Individual and Family Development	(3)
MFAM 545	Gender Perspectives	(2)
FMST 514	Cross-cultural Counseling Family Values	(2)

TOTAL **16**

REQUIRED COURSES

Core courses **(19 units)**

FMST 604	Advanced Qualitative Methods	(4)
FMST 605	Advanced Quantitative Methods	(4)
FMST 519	Teaching in Higher Education	(2)
RELR 535, RELT 615, RELE 500 or 600 level	Religion (3 courses)	(9)

Family studies courses **(20 units)**

FMST 515	Professional Issues in Family Life Education	(3)
FMST 518	Advanced Theories in Child Development	(3)
FMST 524	Family Resource Management	(2)
FMST 526	Marriage and Family	(3)
FMST 528	Parenting	(2)
FMST 529	Family-Life Education	(3)
FMST 505	Advanced Family Studies	(4)

Research sequence **(38 units)**

FMST 601	Statistics I	(4)
FMST 602	Statistics II	(4)
FMST 603	Statistics III	(4)
FMST 608	Analysis and Presentation Issues of Research	(3)
FMST 668	Qualitative Research Practicum	(2)
FMST 684	Doctoral Seminar (taken over 6 consecutive quarters)	(1)
FMST 697	Research	(17)
FMST 699	Doctoral Dissertation	(3)

Elective courses **(18 units)**

Specialty electives	(12)
Free-chosen electives	(6)

Internship **(3 units)**

FMST 695	Family-Studies Internship (300 hours)	(3)
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TOTAL **98**

Forensic Science—ST

(PB certificate)

BEVERLY J. BUCKLES, Program Coordinator

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.)

LEONARD R. BRAND, Program Coordinator for B.S. degree

FACULTY—B.S.

Leonard R. Brand
 Douglas R. Britton
 H. Paul Buchheim
 Benjamin L. Clausen
 Raul Esperante
 Robert Ford
 James L. Gibson
 H. Thomas Goodwin
 V. Leroy Leggit
 Kevin E. Nick

H. PAUL BUCHHEIM, Jr., Program Coordinator for M.S. degree

FACULTY—M.S.

Leonard R. Brand
 Douglas R. Britton
 H. Paul Buchheim
 Ronald L. Carter
 Ben Clausen
 Stephen G. Dunbar
 Raul Esperante
 Robert Ford
 H. Thomas Goodwin
 V. Leroy Leggitt
 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 Geology Program focuses on field-oriented geology, particularly sedimentology, stratigraphy, and paleontology. The integrated core-course sequence of the geology degree provides students with a general background in geology as preparation for advanced courses in stratigraphy, sedimentology, paleontology, and environmental geology.

Fieldwork is emphasized because it provides the student with unique opportunities to examine geological phenomena 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.

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 coordinator for further information. General elective units can be used for education courses.

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 in biology and a Doctor of Philosophy degree in earth science are also available.

GENERAL STUDIES REQUIREMENTS

RELIGION (16)

A minimum of 4 units for each year the student is enrolled in a Seventh-day Adventist college or university.

HUMANITIES (12-16)

Other courses to be selected from:

Civilization/History

Fine arts

Literature

Modern language

Performing/visual arts (2 quarter units maximum)

or

Philosophy

NATURAL SCIENCES (16)

Met by the geology degree requirements.

SOCIAL SCIENCES (12-16)

Two or more of the following required:

Must include one course dealing with human diversity among peers (e.g., cultural anthropology)

Select remaining units from: anthropology, economics, geography, political science, psychology, and sociology.

COMMUNICATION (9-13)

Must include a full sequence in English composition 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.

HEALTH AND WELLNESS (2-6)

Must include two physical activities totaling at least 1 unit, and one course in personal health or nutrition.

ELECTIVES

Electives from the foregoing subjects may be chosen to complete the 68 units.

GEOLOGY—B.S. CURRICULUM

FIRST- AND SECOND-YEAR PRERGEOLGY REQUIREMENTS

(to be taken at any college)

83-99 quarter units

Required cognate courses

General chemistry	(12)
Physics	(12)
Math, including calculus	(8-12)
*Genetics and *Ecology	(4)
	(4)

*one year of general biology may substitute

Optional courses for geology major

**Physical geology	(4)
**Geology elective	(4)

**can be taken at Loma Linda University

General studies

Freshman English	(9-12)
Religion	(8)
History or language	(8)
Personal health or nutrition	(2)
Physical education activities	(1)
Other general studies	(5-16)

THIRD- AND FOURTH-YEAR COURSES (taken at Loma Linda University) (92-100 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 424	Structural Geology	(4)
GEOL 431	Geochemistry	(4)
GEOL 441	Sedimentology	(4)
GEOL 442	Stratigraphy	(4)
GEOL 443	Historical Geology	(4)
GEOL 454	Sedimentary Petrology	(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 (4)

Must include one paleontology course.

Cognates (12)

ESSC 401	Earth System Science and Global Change I	(4)
ESSC 402	Earth System Science and Global Change II	(4)
STAT 414	Introduction to Biostatistics	(3)
STAT 415	Computer Applications in Biostatistics	(1)

General electives (12-16)

General studies (12-16)

Religion (8)

Other general studies (4-8)

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, paleobotany, 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.

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.
- Challenge graduate students to consider the relationships among science, faith, and societal responsibility

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.

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: physical geology, mineralogy, petrology, and structural geology. (Students with an undergraduate degree other than in geology may remove geology deficiencies while in residence in the graduate program.) Prerequisite science cognates include one-year courses in biology (zoology, botany, ecology, nonhuman biology courses, etc.), chemistry, and physics. Prerequisite mathematics cognates include statistics and calculus.

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 or undergraduate program

GEOL 431	Geochemistry	(4)
GEOL 454	Sedimentary Petrology	(4)
GEOL 616	Research and Experimental Design	(2)

During the graduate program at LLU

GEOL 456	Field Methods of Geologic Mapping	(4)
GEOL 547	Advanced Historical Geology	(4)
GEOL 556	Paleoenvironments	(4)
GEOL 558	Philosophy of Science and Origins	(4)
GEOL 566	Advanced Sedimentology	(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 525	Paleopalynology	(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

Attendance at all departmental seminars is required of the student while in residence at Loma Linda University.

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 College Marine Station in Anacortes, Washington, facilities are available for marine courses and research by graduate students of this department. Some of the available courses include:

BIOL 459	Marine Invertebrates	(5)
BIOL 460	Marine Ecology	(5)
BIOL 462	Ichthyology	(5)
BIOL 463	Marine Botany	(5)
BIOL 504	Biology of Marine Invertebrates	(4)

Gerontology—ST (M.S.)

FROYLANA MILLER, Program Coordinator

FACULTY

See Social Work Program—M.S.W.

ADJUNCT FACULTY

Lorraine Hedtke

The aim of the Master of Science degree in gerontology is to prepare students to think critically, analytically, and creatively about the challenges of the aging population and older citizens in the contemporary world. The program is designed to meet the diverse needs of professionals in gerontology and will accomplish a number of objectives:

- To prepare students for positions in teaching, research, and aging administration at the local, state, and federal public levels; as well as in the private sector.
- To prepare students for careers in health and human services for older adults.
- To provide students with a thorough knowledge of social science theory and the application of theory and research to current problems in gerontology.
- To prepare students to conduct social research on aging and the effect of policies and programs on the lives of older adults.
- To provide students with a thorough knowledge of current issues in gerontology and the importance of the relationship of gerontology to other disciplines and professions—such as social work, psychology, medicine, dentistry, nursing, and public health.

Program description

All students must complete a two-year program consisting of 48 quarter units of course work. The 24 units of foundation content required for all students are followed by one of the two concentrations: administration or clinical services. Students opting for the policy, planning, and administration concentration will study the economic dimensions of social policy, organizational theory, public administration, program planning, and policy analysis as they relate to geriatric population and services. The clinical services concentration provides students with both global and domestic perspectives on violence, mental health, and drug-and alcohol-abuse issues. Both concentrations emphasize a thoughtful reflection about public philosophy and ethical issues in gerontology that will provide students with a deeper understanding of the logic influencing policy, administration, and practice issues affecting the field.

Prerequisite preparation

This master’s degree builds on a broad liberal arts (general education) foundation. The required prerequisite course work provides students with foundation concepts and/or skills in each of the following:

Interviewing and counseling	(3)
Human growth and development	(3)
Cross-cultural issues	(3)
Introductory statistics	(3)

Unit values represent the quarter system of measurement.

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 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). 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. Students are financially responsible for the cost of repeating courses when grades do not meet these minimum standards.

General overview

The two-year, 48-unit program begins with core course work required for all students. Courses during the first year of study are divided into four professional areas: social science theory; practice; religion, philosophy, and ethics; and social research methods. At the end of the first year, the student selects a concentration area (policy, planning, and administration; or clinical services), 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 professional practicum experience. Students who choose the thesis option complete 6 related units of research and 4 units of selectives. Students choosing the internship option complete 9 units of professional practicum (requiring 540 hours of integrated practicum and seminar) and 9 units of 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	Christian Bioethics	(4)
or RELR 568	Care of the Dying and Bereaved	(4)

SOCIAL RESEARCH METHODS (6 units)

SOWK 547	Research Methods I	(3)
SOWK 549	Research Methods II	(3)

Concentrations**POLICY, PLANNING, AND ADMINISTRATION CONCENTRATION** **14 units****Required of all students** (6 units)

SOWK 673	Program Planning and Evaluation	(3)
SPOL 623	Older Adults Policies and Services	(3)

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)

CLINICAL SERVICES CONCENTRATION **14 units****Required of all students** (6 units)

SOWK 654A	Therapeutic Interventions with Older Adults	(3)
SOWK 654B	Therapeutic Interventions with Older Adults	(3)

Concentration selectives

(select 8 units)

SOWK 648	Dual Diagnosis	(2)
SOWK 659	Interventions with the Chronically Mentally Ill	(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)

or**Internship option**

GERO 757A, B, C	Professional Practicum and Seminar	(3, 3, 3)
SOWK 578	Field Orientation	(1)

(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 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., D.M.F.T., Ph.D.)

MARY E. MOLINE, M.S. Program Coordinator

DIANNA LYNNE CONNORS, Program Coordinator, Canadian University College campus

CARMEN KNUDSON-MARTIN, Ph.D. Program Coordinator

DOUGLAS HUENERGARDT, D.M.F.T. Program Coordinator

FACULTY

Jennifer Andrews

Karen Carlson

Ian P. Chand

Dorothy Clark-Brooks

Gerald Corey

Lolita Domingue

Dinah Evans

Curtis Fox

Carla Gober

Suzanne Hanna

Lynne Hattendorf

Gayle Helenski

Doris Hubbard

Douglas Huenergardt

Carmen Knudson-Martin

Craig Lambdin

Sandra May-Leggitt

Michelle Minyard

Mary Moline

Hiram Rivera-Toro

Randall Lee Roberts

Claudia Ronaldson

Lorraine Thompson

Cheryl Simpson

Joyce Volsch

Randall Walker

Colwick Wilson

Recognizing its influence through teaching, research, supervised practice, and service, the mission of the Department of Counseling and Family Sciences in the School of Science and Technology is to address relational needs and concerns of individuals and families over the life course in the contexts of communities and global society; encourage spirited wholeness by attending to the physical, mental, and social dimensions of human experience; create understanding about humans as relating beings; advance appreciation for human diversity as modeled; advocate for the rights of all humans, for the protection of human dignity, and for the value of respect in all human interactions; collaborate with the community in training, service, and scholarship in the field of counseling and family sciences; and influence local as well as global environments.

Degree and certificate options

The Department of Counseling and Family Sciences, through the Marital and Family Therapy Program, offers quality clinical training and an academic education that leads to a variety of degree options. Students in this program may obtain one of the following degrees: nationally accredited (COAMFTE) M.S., Ph.D., or D.M.F.T. degree in marital and family therapy (Loma Linda University campus); and M.S. degree in marital and family therapy (Canada campus). Students may also select an emphasis within their degree or

obtain a certificate in one (or more) of the following areas: clinical mediation, drug and alcohol counseling, family counseling, family-life education, child-life specialist, and school counseling. Combined degrees are offered 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.).

A postbaccalaureate interim master's and doctoral degree program allows students to finish in approximately four or five years, complete the hours required for California state license in marital and family therapy, and obtain their AAMFT-approved supervisor status.

MARITAL AND FAMILY THERAPY—M.S.

Purpose

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/HMO, private practice, and church settings.

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 proper academic and clinical preparation and must pass written and oral licensing examinations. The master's 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:

1. Develop skilled professionals in marriage and family therapy.
2. Expose students to available content material in the field.
3. Provide supervised clinical training toward the development of clinical skills and competence.
4. Provide specialized training in one of the family-therapy modalities that will qualify graduates for licensure as marriage and family therapists.
5. Prepare students to be familiar with sociocultural issues.
6. Prepare marital and family therapy students for professional practice, with specialized training in the delivery of services in private practice and institutional settings.

The American Association for Marriage and Family Therapy (AAMFT) functions on a national basis to ensure that academic and clinical training programs adhere to the standards of the profession. The program offered by Loma Linda University is fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the accrediting body for AAMFT. Clinical license requirements vary by state and will require additional hours of supervised clinical practice.

Admission

Applicants to the M.S. degree in marital and family therapy program—which may be pursued at Loma Linda University or at Canadian University College—must meet the School of Science and Technology admission requirements outlined in this CATALOG and give evidence of academic ability, emotional stability, and maturity.

Prerequisites

Students take personality theory or theories of counseling, statistics, and abnormal psychology prior to coming to the program or prior to the courses for which these prerequisites are required. The program coordinator may waive a prerequisite depending upon the student's prior course work or background. A student may challenge a prerequisite 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. 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. Program requirements for admission are as follows:

1. Applicants must have a bachelor's degree from a regionally accredited institution in any field. Candidates must have a minimum 3.00 G.P.A. for the last 45 quarter credits (30 semester units) of course work completed before applying for admission, or in all undergraduate work, whichever is greater.
2. Applicants must submit at least three letters of recommendation—at least two from persons professionally qualified to recommend for a field of this nature, and at least one from a person qualified to evaluate the applicant's ability. Letters will not be accepted from friends or relatives.
3. Applicants will submit a typed personal statement that addresses career objectives, personal interest in marriage and family therapy, rationale for choosing to attend Loma Linda University, how life experiences have influenced applicant's choice to enter the field of marriage and family therapy, and additional thoughts the applicant deems important.
4. Those for whom 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).
5. Those who are not citizens or permanent residents of the U.S. must provide a valid student visa.

Admission procedures

The Marital and Family Therapy Admissions Committee will screen application materials submitted and then will invite selected applicants to an individual or group interview. Under special circumstances, a telephone interview will suffice.

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. The clinical phase includes a six-quarter practicum sequence and supervision as a trainee at a clinical site.

Degree completion

The M.S. degree in marital and family therapy may be completed in either a two-year (full-time) or three-year (part-time) sequence; but in exceptional circumstances 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. Courses are held during afternoon or evening hours. Typically, first-year courses are held on Tuesday and Thursday, and second-year courses on Monday and Wednesday. Full-time employment is discouraged when a student is enrolled for full-time study.

Degree requirements

Requirements for the Master of Science degree at both Loma Linda University and Canadian University College campuses include the following:

1. Residence of at least two academic years.
2. A minimum of 78 quarter units of graduate work, which includes credit received for core courses, electives, and a 3-unit religion course.
3. 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.
4. Successful completion of a written comprehensive examination (taken before advancement to candidacy) and an oral examination (taken at the end of the program).

Clinical services

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. The student's field experience and traineeship may be taken at other clinics in the Riverside, San Bernardino, and Orange County areas. Paid traineeships are available.

Financial aid

The Marital and Family Therapy Program students are eligible for federal, state, and private loans and grants. The Department of Counseling and Family Sciences offers financial aid on a limited basis. Graduate assistantships and other paid opportunities in the department are also available on a limited basis.

**MARITAL AND FAMILY THERAPY—M.S.
CANADIAN CAMPUS PROGRAM**

DIANNA CONNORS, Program Coordinator

DORIS HUBBARD, Director of Clinical Training

(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 is an innovative venture that combines the teaching expertise of the Loma Linda University faculty, the Canadian campus program faculty, and adjunct instructors and guest lecturers from the local professional community. A clinically based program, courses are taught on campus utilizing two methods of instruction. Approximately half the courses are taught on an intensive basis. Typically, 2-unit intensives run for three days, Monday through Wednesday; and 3-unit intensives run for four days, Monday through Thursday. Generally, there is one intensive scheduled per month. The remainder of the courses meet once a week (except during intensive weeks) for the full quarter. Courses are taught three quarters per year, mid-September through mid-June. It should be noted that certain courses cannot be offered on an intensive basis and require weekly attendance.

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 a graduate degree-granting program. The Canadian campus program is officially directed by Loma Linda University and meets the WASC accreditation requirements.

Depending on undergraduate preparation and the course work selected, students graduating from this program may be qualified to become provisionally chartered as psychologists in the province of Alberta, or registered social workers with the Alberta College of Social Workers. Marriage and family therapy is an unregulated profession in Alberta. However, students are encouraged to become concurrent members of the American Association for Marriage and Family Therapy. This organization has collegial benefits to the student, long-term legislative initiatives, as well as a local chapter, the Alberta Association for Marriage and Family Therapy.

**MAJOR AREAS OF STUDY FOR M.S. CURRICULUM
(ON AND OFF CAMPUS)****78**

The following are the major areas of study and the required and elective courses for each, totaling 78 quarter units.

Theoretical foundations (12)

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 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)
MFAM 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**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)	(1.5-3.0)

Religion (3)

RELR 564	Religion, Marriage, and the Family	(3)
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Group

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 559	Cognitive-Behavioral Couples Therapy	(3)
MFAM 616	Cognitive Assessment	(4)

MARITAL AND FAMILY THERAPY—(PH.D., D.M.F.T.)

Loma Linda University Department of Counseling and Family Sciences offers the Ph.D. and the D.M.F.T. degrees in marital and family therapy.

Ph.D. degree in marital and family therapy

The Ph.D. degree in marital and family therapy (MFT) follows the scientist-practitioner model, in which 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 three-to-four years for completion—including two-to-three years of course work, a dissertation, and clinical internship.

D.M.F.T. degree in marriage and family therapy

The D.M.F.T. degree follows the practitioner-evaluator model and focuses on applied-skill development for use in clinical practice and administrative positions. The D.M.F.T. degree is a 101-unit program, requiring three to four years for completion—including doctoral project and clinical internship.

Interim master's degree

The Ph.D. degree with interim master's degree or the D.M.F.T. degree with interim master's degree requires 168 and 160 units, respectively. These programs are primarily for students whose master's degree is not in marital and family therapy (or equivalent). They take approximately five years to complete.

Concentrations

All doctoral students must complete a 12-unit concentration in a special area of focus of their choice. Examples include, but are not limited to:

- Families, systems, and health
- Family studies
- Systems consultation and professional relations
- School consultation
- MFT licensure (for students who have not previously met academic requirements for MFT licensure)

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 two licensing examinations. The doctoral degree programs at Loma Linda University are designed to provide the academic requirements to meet the California licensing standards according to Business and Professions Code 4980.38.

The Ph.D. degree in marital and family therapy and the D.M.F.T. degree offered by Loma Linda University are 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.

Purpose and mission

The purpose of the doctoral programs in marital and family therapy is to develop family-therapy scholars who will advance theory, research, clinical practice, community involvement, and teaching in the field of marital and family therapy. Students will be prepared for research, teaching, supervision, administration, and clinical training positions in health-care settings, in training institutes, and in institutions offering graduate degrees. The D.M.F.T. degree program offers the opportunity to expand clinical skills and prepares students with expertise in program-evaluation research methods. Ph.D. degree students develop expertise in conducting original research from both quantitative and qualitative approaches.

Knowledge and skills promoted

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 among 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.

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 work.

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 and evaluation 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. Students in the Ph.D. degree program will develop expertise in both qualitative and quantitative research methods, leading to publication in scholarly journals and presentations at professional conferences. D.M.F.T. degree students will focus on evaluation of program performance and outcomes in practice-based settings.

Core ideas guiding the MFT doctoral programs

RELATIONAL SYSTEMS: People are best understood within the cultural, spiritual, and relational systems in which they are embedded. Change, therefore, occurs in the context of family, community, and interpersonal relationships. These programs focus on both the structured relational patterns of communication and interaction and on the systems of meaning that define and shape these patterns.

WHOLENESS: These programs encourage wholeness by attending to the physical, mental, social, and spiritual dimensions of human experience. These dimensions reciprocally interact at every level.

SOCIAL FORCES: The programs are 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,
- the effects of the changing health care system and of medical technology; and
- 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 opportunities for making positive contributions are maximized. Students are encouraged to develop their therapeutic relationship and community-involvement skills so that they can co-create an environment of safety, respect, compassion, openness, and community participation.

DIVERSITY: An appreciation of the importance of social forces requires 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 programs seek 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 programs encourage 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 inter-subjectivity in research and therapy.

EDUCATION AND PREVENTION: Connections at family, school, and community levels are important components of resilience. The programs emphasize helping individuals and families access their relational competencies as an important part of prevention, as well as the resolution of their current difficulties.

SPIRITUALITY: These programs view spirituality as central to wholeness and healing. Students are encouraged to integrate their practices of faith with their professional work. The programs place strong emphasis on active demonstration of moral and ethical principles as exemplified by, but not limited to, Judeo-Christian teachings.

WORLDWIDE FOCUS: The missions of the programs reach 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.

Admissions

The doctoral programs in marital and family therapy represent advanced study beyond the master's degree in the field. Acceptance into these programs 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 (see below).
3. Grade-point average of 3.3 or above.
4. Oral interviews with department (one day).
5. Three letters of reference (academic and professional).
6. Resumé (preferred but not required).
7. Minimum test scores—GRE (test must have been taken within the past 5 years), 1000 (combined verbal and quantitative) and 4.0 on analytical writing for Ph.D. degree only; TOEFL, 550 (pencil test) or 213 (computer score) (English as a second language only).
8. Official transcripts for all college and graduate study.
9. According to COAMFTE guidelines, 500 hours of direct client contact required prior to entering the program (or 1,000 clinical hours required while in program).
10. Critical-essay examination (D.M.F.T. degree only).

PREREQUISITE MASTER'S DEGREE-LEVEL COURSE WORK

Student transcripts will be evaluated on a course-by-course basis for the following areas of prerequisite study. A plan of study incorporating these standard master's degree-level courses is available for students who have not completed these prerequisites:

	Quarter units
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 **(4)**

Professional issues and ethics in marital and family therapy	(4)
Research	(4)
Additional related study	(4)

MINIMUM TOTAL APPROVED PREREQUISITE STUDY **48**

Financial assistance

Students who are accepted into the marital and family therapy doctoral programs may apply for a variety of research, teaching, and administrative assistantships awarded by the Department of Counseling and Family Sciences; or through need-based financial aid, such as a loan or the University's work-study program. Departmental awards are contingent on the availability of funds.

PROGRAM COURSE OUTLINE

Core courses for Ph.D. in marital and family therapy and D.M.F.T. degrees

Theory and practice (12 quarter units)

MFTH 506	Clinical 1—Cybernetics (Systemic Strategic, Milan)	(3)
MFTH 507	Clinical 2—Meaning (Narrative, Milan)	(3)
MFTH 508	Clinical 3—Natural Systems (Bowen, et al)	(3)
MFTH 509	Clinical 4—Clinical Issues (Ericksonian, emotional focused)	(3)

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 (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)
or RELE ____	Selective 500 level or above	(3)

Clinical practicum (6)

MFTH 634	Practicum (prerequisite 200 clinical hours)	(2, 2, 2)
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TOTAL 52

Direct client contact (required)

Systems/relational therapy supervised by an AAMFT-approved supervisor (or equivalent) **(1000 hours)**
Some of these hours may be completed prior to doctoral study.

Doctoral internship

Full-time work under a senior marital and family therapist following completion of course work (nine months)

REQUIRED FOR PH.D. DEGREE

MFTH 504	Advanced Theory in MFT	(4)
MFTH 602	Statistics II	(4)
MFTH 603	Statistics III	(4)
MFTH 608	Analysis and Presentation of Research	(3)
MFTH 668	Practicum in Qualitative Research	(2)
MFTH 694	Doctoral Seminar	(1)
MFTH 697	Research (towards dissertation)	(17)
MFTH 698	Dissertation	(3)

SUBTOTALS, PH.D. DEGREE UNITS

Doctoral core	(52)
Required Ph.D. degree units	(18)
Concentration	(12)
Additional electives	(6)
Dissertation	(20)

TOTAL PH.D. DEGREE UNITS**108****REQUIRED FOR D.M.F.T. DEGREE**

MFTH 525	Advanced MFT Assessment	(3)
MFTH 527	Advanced Legal and Ethical Issues	(3)
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)
MFTH 694	Doctoral Seminar	(1)
MFTH 695	Doctoral Project	(3)
MFTH 697	Research (toward doctoral project)	(8)

SUBTOTALS, D.M.F.T. DEGREE UNITS

Doctoral core	(52)
Required D.M.F.T. degree units	(22)
Concentration	(12)
Additional electives	(3)
Doctoral project	(11)

TOTAL D.M.F.T. DEGREE UNITS**101**

REQUIRED FOR INTERIM MASTER'S DEGREE: ADDITIONAL COURSES

The interim master’s degree is for students who do not hold the Master of Science degree in family therapy prior to admission. Courses for the interim master’s degree program must be taken prior to doctoral courses.

REQUIRED STANDARD MASTER'S DEGREE COURSES (59)

MFAM 535	Case Presentation and Professional Studies	(4)
MFAM 515	Crisis-Intervention Counseling	(3)
MFTH 538	Introduction to Relational Practice	(2)
MFAM 551	Family Therapy: Foundational Theories and Practice	(3)
MFAM 556	Psychopathology and Diagnostic Procedures	(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: Quantitative	(3)
MFAM 545	Gender Perspectives	(2)
MFAM 674 or MFAM 670	Human Sexual Behavior Seminar in Sex Therapy	(3) (2-3)
MFAM 564	Family Therapy: Advanced Foundation Theories and Practice	(3)
MFAM 584	Advanced Child and Adolescent Development	(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 734	Professional Clinical Training (200 client-contact hours)	(1.5-3)
MFAM 568	Groups: Process and Practice	(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.

ADDITIONAL REQUIRED UNITS

MFTH 526	Psychopharmacology and Medical Issues	(3)
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MFT LICENSURE TRACK (PH.D.)

This track is for students who have not previously met academic requirements for MFT licensure. These courses must be taken in addition to other required courses, but may serve as the concentration.

MFTH 525	Advanced Marital and Family Therapy Assessment	(3)
MFTH 526	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 or MFAM 674	Couples and Sex Therapy Human Sexual Behavior	(2) (3)
MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 644	Child Abuse and Family Violence	(3)
MFTH 634	Practicum	(2, 2, 2)

MFT LICENSURE TRACK (D.M.F.T.)

For students who have not previously met academic requirements for MFT licensure. These courses must be taken in addition to other required courses, but may serve as the concentration:

MFTH 526	Psychopharmacology and Medical Issues	(3)
MFTH 529 or MFAM 556	Advanced Psychopathology and Diagnosis Psychopathology and Diagnostic Procedures	(2) (3)
FMST 514	Cross-cultural Counseling and Family Values	(2)
MFTH 515 or MFAM 674	Couples and Sex Therapy Human Sexual Behavior	(2) (3)
MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 644	Child Abuse and Family Violence	(3)

Natural Sciences—ST

(M.S.)

LEONARD R. BRAND, Ph.D., Program Coordinator

FACULTY

Leonard R. Brand
 Doug Britton
 H. Paul Buchheim
 Ronald L. Carter
 Stephen G. Dunbar
 Raul Esperante
 Robert Ford
 William K. Hayes
 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.

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.

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 (all nonrequired courses must be selected in consultation with the student's faculty adviser. Undergraduate courses must be 400 level):

CORE CURRICULUM**(34-36 units, including religion)**

GEOL 566	Advanced Sedimentology	(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)
BIOL 607 or GEOL 607	Philosophy of Science and Origins	(4)
BIOL 607 or GEOL 607	Seminar in Biology	(3)
BIOL 616 or GEOL 616	Seminar in Geology	(3)
BIOL 616 or GEOL 616	Research and Experimental Design	(2)
BIOL 616 or GEOL 616	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

Students are expected to attend all program seminars.

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 College Marine Station in Anacortes, Washington, facilities are available for marine courses and research by graduate 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)

Program Evaluation and Research—ST

(PB certificate)

BEVERLY J. BUCKLES, Program Coordinator

FACULTY

Beverly J. Buckles
Robert Ford
Kimberly Freeman
Robert Gardner
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	Social Science Concepts and Theories	(4)
or		
SPOL 615	Economic Theory and Social Policy	(4)
or		
SPOL 624	Nature/Society Thought and Social Policy	(4)

Research elective

(2 units)

SPOL 664	Applied Research for Social Policy	(2)
or		
SPOL 665	Information Technology and Social Policy	(2)

Religion and ethics elective

(3 units)

RELR 528	Christian Citizenship and Leadership (strongly recommended)	(3)
or ____	another approved religion and ethics course selected in consultation with the certificate advisor	(3)

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

DAVID VERMEERSCH, Director of Clinical Training

PAUL HAERICH, Program Coordinator, M.A. and Ph.D. in experimental psychology

FACULTY

Hector Betancourt
Kendal C. Boyd
Todd Burley
Mary Catherin (Kiti) Freier
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
Michael Lewin
Faith McClure
Frederick Newton
Edward Teyber

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 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 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	Foundations of Learning and Behavior	(4)
or PSYC 545	Cognitive Foundations	(4)
PSYC 549	Sensation and Perception	(4)
PSYC 551	Psychobiological Foundations	(4)
PSYC 552	Brain and Behavior	(4)
PSYC 564	Foundations of Social and Cultural Psychology	(4)
PSYC 574	Personality Theory and Research	(4)
or PSYC 575	Foundations of Human Development	(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	(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)
RELR 575	Art of Integrative Care	(3)
RELR 584	Culture, Psychology, and Religion	(3)
RELR 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), the psychology subject test is also required of all applicants.

Prerequisites

Undergraduate preparation should include successful completion of a course in history and systems of psychology; a course in biology (anatomy and physiology is recommended); a course in physics or chemistry; a course in anthropology or sociology; a course in statistics and one course in mathematics; two courses in learning, physiological psychology, cognition, or sensation and perception; two courses in developmental, personality, or social psychology. Students are required to demonstrate proficiency using a computer operating system and at least one of the packages for statistical analysis (e.g., SPSS). Students may take a course offered by the Department of Psychology in order to meet this requirement.

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), the psychology subject test is also required of all applicants.

Prerequisites

Undergraduate preparation should include successful completion of a course in history and systems of psychology; a course in biology (anatomy and physiology is recommended); a course in physics or chemistry; a course in anthropology or sociology; a course in statistics; a course in mathematics; two courses in learning, physiological psychology, cognition, or sensation and perception; two courses in developmental, personality, or social psychology. Students are required to demonstrate proficiency using a computer operating system and at least one of the packages for statistical analysis (e.g., SPSS). Students may take a course offered by the Department of Psychology in order to meet this requirement.

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. Separate application to and acceptance by the School of Science and Technology for the master's degree is required.

Public Administration—ST

(D.P.A.)

BEVERLY J. BUCKLES, Program Coordinator

FACULTY

Beverly J. Buckles
Robert Ford
Kimberly Freeman
Robert Gardner
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.

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 units****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.

School Counseling—ST

(PM certificates, PPS credential)

CHERYL SIMPSON, Program Coordinator for School Counseling Certificate Program
and M.S. in counseling

FACULTY

Jennifer Andrews
Karen Carlson
Ian P. Chand
Dorothy Clark-Brooks
Gerald Corey
Lolita Domingue
Dinah Evans
Curtis Fox
Carla Gober
Suzanne Hanna
Lynne Hattendorf
Gayle Helenski
Doris Hubbard
Douglas Huenergardt
Carmen Knudson-Martin
Craig Lambdin
Sandra May-Leggitt
Michelle Minyard
Mary Moline
Hiram Rivera-Toro
Randall Lee Roberts
Claudia Ronaldson
Lorraine Thompson
Cheryl Simpson
Joyce Volsch
Randall Walker
Colwick Wilson

SCHOOL COUNSELING—CERTIFICATE

The School Counseling Certificate Program is one of two programs in the School of Science and Technology's Department of Counseling and Family Sciences, offered through the Department of Marital and Family Therapy, leading to school counselor certification. School counseling programs are accredited by the California Commission on Teacher Credentialing within the California State Department of Education. Students enrolled in the M. S. degree in marital and family therapy must enroll for an additional 28 units and 600 hours of field experience in school counseling. In addition, they must successfully complete all published program requirements to qualify for the Pupil Personnel Services (PPS) credential in School Counseling. Students enrolled in the department's Master of Science degree in counseling qualify for this credential, which is built into their program.

Students must take the California Basic Educational Skills (CBEST) during the first two quarters following enrollment. This is a degree requirement. Students must pass all three sections of the test before they are recommended for the pupil personnel services credential in school counseling. This is a credential requirement.

School counseling began as a profession in the early 1900s when vocational guidance emerged as a response to America's industrial revolution and to the advisement needs of veterans with educational benefits. Over the next century, school counselors became an integral part of the mental health community as more responsibility for at-risk children, adolescents, and young adults was shifted to educational

institutions. Today, more than ever, students are in need of support as they maximize their potential to serve an ever-changing world.

ACCREDITATION AND ADVISORY BOARD

The School Counseling Certificate Program is accredited by the Western Association of Schools and Colleges (WASC) and by the California Commission on Teacher Credentialing (CCTC) governed by the State Department of Education in Sacramento, California. The program is also guided by an advisory board of professionals who are actively employed in local school districts and who serve as contract instructors as needed.

THE PROGRAM

General admission and program information

Students are admitted in Fall and Winter quarters. With special permission, a student may be permitted to enter Spring or Summer Quarter. Program requirements for admission are as follows:

- Applicants must be enrolled in Loma Linda University's M.S. degree in Marital and Family Therapy Program or graduated from an accredited master's degree program in marital and family therapy. Applications must be submitted to the dean of the School of Science and Technology in accordance with published policies.
- Applicants must have a bachelor's degree from a regionally accredited institution in any field.
- Candidates must have a minimum 3.0 grade point average (on a 4-point scale) for the last 45 quarter credits (30 semester units) of course work completed before applying for admission.
- Applicants must submit two letters of recommendation supporting admission to graduate work in school counseling. Letters will not be accepted from relatives or friends.
- Verification of state health and criminal clearance must be on file with the department prior to application for field placement.
- Candidates must take the California Test of Basic Skills (CBEST) no later than the second quarter following enrollment. A passing score on all sections is required for the pupil personnel services (PPS) credential in school counseling and must be on file with the department prior to candidate recommendation to the state.
- Candidates must apply for field experience and meet all prerequisites outlined in the field experience manual prior to placement.
- Candidates will take a comprehensive examination.

PREREQUISITE

Statistics

Institutional and interdisciplinary fit

Guided by the University's mission of whole-person health care, California's new standards for school counseling, and the expanding nature of professional collaboration in mental health, the school counseling curriculum has been organized into the following three domains:

- I. Educational foundations and belief systems
- II. Theoretical and cognitive competence
- III. Counseling competence and commitment to service

Graduate students are expected to combine the knowledge and skills learned in these domains with an understanding of the University's mission to formulate a well thought-out, clearly articulated personal belief system that embodies the student's ethical values. Development of this personal epistemology requires that the student examine his or her understanding of the sources of meaning, purpose, hope, and practice. These issues include the following:

- Beliefs about the nature, origin, and future of humans
- Equality and inclusion
- Honoring personal and cultural values with sensitivity toward diversity

- Relationships to transitions and communities of faith
- Integrity toward self and others
- Sources of strength and renewal
- Generosity of spirit
- Competence and conscientiousness

CURRICULUM

Courses with an asterisk (*) indicate the 28 additional units required of students earning an M.S. degree in marital and family therapy:

DOMAIN I:

Educational foundations and belief systems

Foundational courses in learning theory, educational psychology, sociocultural competence, research, and statistics are considered foundational to building competence as a school counselor.

COUN 501 or MFAM 501	Research Tools and Methodology: Quantitative	(3)
COUN 502 or MFAM 502	Research Tools and Methodology: Qualitative	(3)
COUN 545 or MFAM 545	Gender Perspectives	(2)
COUN 547 or MFAM 547	Social Ecology of Individual and Family Development	(3)
*COUN 574	Psychological Foundations of Education	(4)
MFAM 535	Case Presentation and Professional Studies	(4)
*RELR 5__	Religion course as approved by coordinator	(3)

DOMAIN II:

Theory and cognitive competence

Candidates are challenged with a variety of theoretical constructs from which to develop an approach to counseling that is compatible with their own belief systems and personhood. They are expected to learn how to deconstruct theories, critically evaluate them, and create a foundation upon which to build their professional skills and relationships.

*COUN 575	Counseling Theory and Applications	(3)
COUN 556 or MFAM 556	Psychopathology and Diagnostic Procedures	(3)
COUN 568 or MFAM 568	Groups: Process and Practice	(3)
*COUN 576	Exceptional and Medically Challenged Children	(3)
*COUN 577	Assessment in Counseling	(3)
COUN 584 or MFAM 584	Advanced Child and Adolescent Development	(3)
COUN 674 or MFAM 674	Human Sexual Behavior	(3)

PREREQUISITE

STAT ____	Statistics	(3)
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DOMAIN III:

Counseling competence and commitment to service

The counseling program is based on the assumption that counseling competence develops from the foundational knowledge, personal epistemologies, and theoretical understandings learned in curriculum domains I and II. Another assumption is that competence embraces the concept of service. Activities involving case study and field experience are designed to emphasize service and the development of altruism. By helping K-12 pupils sense the dimensions of personal need and worth in others, candidates grow in their ability to respond with compassion and empathy and cultural competence. As educators, school counselors help K-12 students in their personal development, career preparation, and academic achievement in order to become lifelong learners.

COUN 515 or MFAM 515	Crisis Intervention Counseling	(3)
*COUN 578	College and Career Counseling	(3)
*COUN 678	Consultation and Leadership	(3)
*COUN 679	School Counseling: History and Practice	(3)
COUN 614 or MFAM 614	Law and Ethics	(3)
COUN 624 or MFAM 624	Individual and Systems Assessment	(3)
COUN 638 or MFAM 638	Family Therapy and Chemical Abuse	(3)
COUN 644 or MFAM 644	Child Abuse and Family Violence	(3)
*COUN 680A/B/C/D	Field Experience and Supervision in School Counseling (600 hours including 400 done in public schools)	(3)

Social Policy and Social Research—ST (Ph.D.)

KIMBERLY FREEMAN, Ph.D., Program Coordinator

FACULTY

Beverly J. Buckles
Robert Ford
Kimberly Freeman
Robert Gardner
Sigrid James
Dianna Simon
Ignatius Yacoub

ADJUNCT FACULTY

Emily Ascencio
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.

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.

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	<i>Required of all students in the program:</i> Health Care and the Dynamics of Christian Leadership	(3)
or	or	or
RELR 536	Spirituality in Everyday Life	(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., Ph.D.)

BEVERLY BUCKLES, Program Coordinator, M.S.W.

DIANNA SIMON, Program Coordinator, Ph.D. in Clinical Social Work

FACULTY

Beverly J. Buckles
 Terrence J. Forrester
 Kimberly Freeman
 G. Victoria Jackson
 Sigrid James
 Viola Lindsey
 Froylana Miller
 Dianna Simon
 Ignatius I. Yacoub

ADJUNCT FACULTY

Ann Curtis
 Cornelius Driscoll
 Brenda Flores
 Sandra Herrera
 William Loveless
 William Murdoch
 Doris Paxton
 Alan Rawland
 Crystal Shackelford
 Kristen Slagter
 Rhoda Smith
 Sandy Suarez
 Frank Tetley
 Mary Tysor-Tetley
 Debbie Wright

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 in Social Work Program offered by the School of Science and Technology emphasizes ecological systems, a 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 philosophy, "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 Master of Social Work Program.

SOCIAL WORK—M.S.W.

Mission

The mission of the Master of Social Work Program is to prepare competent, ethical, and compassionate social work professionals who will possess the knowledge, values, and skills to equip them for a dedicated life of advanced practice in health and mental health institutions and agencies.

Goals

The goals of the Master of Social Work Program are to:

- Provide quality graduate social work education that instills in students the common knowledge, ethics, and values of the profession.

- Provide a foundation curriculum to support students’ development and application of a generalist practice.
- Provide quality graduate social work education that instills in students respect for diversity, populations at risk, and the promotion of social and economic justice.
- Provide advanced curricula in behavioral health concentrations in clinical social work practice, and policy planning and administration;
- Strengthen the student's academic experience through strong collaborations with area agencies and institutions.
- Be responsive in addressing the educational needs of social work in health and mental health institutions and agencies in the surrounding community.
- Express through curriculum and co-curricular activities the University's mission of wholeness.

Accreditation

The Master of Social Work Program is accredited by the Council on Social Work Education to provide graduate-level social work education.

PREREQUISITE

Graduate social work education builds on a broad liberal arts (general education) foundation. The program assesses the liberal arts foundation of students applying to the M.S.W. degree program from two perspectives: *

1. Foundation concepts and/or skills in each of the following:

Interviewing and counseling	(3)
Human biology:	(3)
Human growth and development*	(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 four 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.)	(8-12)
Mathematics and natural sciences (e.g., mathematics, human biology, physiology, etc.)	(12-16)
Social sciences (e.g., psychology, sociology, anthropology, human development, ethnic studies, economics, political science or government, etc.)	(12-16)

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. 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
Human growth and development	Prior to SOWK 511, 512
Cross-cultural issues	Prior to SOWK 511, 512
Introductory statistics	Prior to SOWK 549
Interviewing and counseling	Prior to SOWK 517

Admission requirements

Following are the admission requirements for the Master of Social Work Program:

- 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 four liberal arts areas, and
 - specific course work considered preparatory to the program's foundation (first year) courses (see also Liberal Arts Requirements in *M.S.W. Student Handbook*).
- Applicants must submit a completed application, including a personal statement, application fee, all college and/or university transcripts, and three letters of recommendation at least (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 M.S.W. degree program by providing a satisfactory GRE score, or two years related employment experience. Work experience must be verified by employers' statements on official agency stationery.

- 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 includes:
 - verbal communication skills,
 - critical thinking ability,
 - values congruent with the social work profession,
 - appreciation of human diversity,
 - evidence of reflective learning, and
 - comportment.

No academic credit is given for life experience or previous work experience for any part for the Master of Social Work Program (i.e., field practicum or courses in the professional foundation or advanced curricula).

CURRICULUM

The 78-unit curriculum of the M.S.W. degree program 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, skill, 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 where 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 this first year of study provide content in human behavior in a cross-cultural environment, social welfare policy and services, practice theory and skills, social research, and practica. These content 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).

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.

Advanced standing

The M.S.W. degree program does not admit students with advanced standing. Rather, it recognizes the knowledge and skills of individuals who have received a baccalaureate degree from an accredited social work program. This recognition indicates that the candidate may have already met the proficiency outcomes expected of M.S.W. degree students who have completed the foundation curriculum. Such candidates may transfer up to 30 course units of first-year course work and 280 hours of first-year field practicum. Criterion for course transfers is available through the department. The curriculum for students who are granted these transfers still requires two academic years of residency. The students will have additional time to complete their thesis or advanced research course work for socialization into the profession, as well as opportunity to take advantage of the rich interdisciplinary options available at Loma Linda University. Students may petition to accelerate the completion of the M.S.W. degree with a minimum of four quarters in full-time residence. The academic load for each of these quarters cannot exceed 15 units, nor are students allowed to transfer foundation courses when content is required by California state law. In addition, students who have difficulty applying foundation skills in their practicum—regardless of their baccalaureate degree—may have course transfers revoked or denied.

Transfer students

Individuals transferring from other accredited M.S.W. degree programs may transfer units for didactic course work in accordance with University policy. Field practicum experiences are nontransferable.

M.S.W. degree advanced curriculum

The advanced curriculum of the program begins with course work that supports integration of the foundational first year with the program's advanced curriculum. As part of the advanced curriculum, students take core courses required of all students and then select one of two concentrations.

PROFESSIONAL CONCENTRATIONS IN BEHAVIORAL HEALTH

The Social Work Program 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, modes of intervention, and methods used in clinical health and mental health settings. Study includes the integration of clinical-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 concerning special population and problem areas. These include, but are not limited to, children at risk, geriatric dilemmas, mental disorders, substance abuse, and family conflict. The integration of cultural diversity as a factor guiding the analysis and intervention with clinical populations is incorporated into the totality of the concentration.

Policy, planning, and administration concentration

The policy, planning, and administration concentration is designed to prepare students for management roles in health and mental health care organizations. It focuses on giving students understanding and skill in:

- interdisciplinary practice;
- systems establishment and maintenance
- assisting individuals, families, and groups managing health and illness in the context of the life cycle;
- social change promotion in health and mental health care organizations; and
- health and mental health-policy analysis.

In this way, students have an opportunity to integrate and explore health and mental health practices and policies from their underlying value base; and to explore the impact of cultural definitions on health, illness, and systems designs.

CENTRAL ACADEMIC PROCESSES AND COGNATES

Professional practica

Professional practica experiences (field practica) are regarded as an integral part of the M.S.W. degree program 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 21 units of professional practica—which includes 1,080 hours of field work in a qualified setting and 120 hours of concurrent integrated seminar for a total of 1,200 hours.

Emphasis during SOWK 757A,B,C Professional Foundation Practicum and Seminar (9 professional practica units requiring 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 SOWK 787A,B,C Advanced Professional Practicum and Seminar (12 units of professional practica units requiring 600 hours of practicum and 60 hours of seminar) reflect students' choice of concentration and provide 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 M.S.W. degree 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 School of Science and Technology and the department.

Professional foundation processes and cognates

Two academic review processes take place during the first year of the M.S.W. degree program. 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 gate keeping. The first 12 units completed towards the M.S.W. degree, including units acquired during non-matriculation, 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.

Advanced curriculum cognate—wholeness portfolio

All students complete a wholeness portfolio during SOWK 787A, B, C Advanced Professional Practicum and Seminar. This review of the student's individualized objectives and professional development during the second year of study—combined with a discussion of his/her plans for employment and further growth—is seen as a capstone academic experience that facilitates closure and the final stage of reflection and review in the development of a scholar-practitioner.

PROGRAM OF STUDY

Professional foundation courses

(40 units)

(required of all students)

RELE 522	Bioethical Issues in Social Work	(4)
STCJ 515	Graduate Research Writing	(2)
SOWK 511	Human Behavior in a Cross-cultural Environment I*	(3)
SOWK 512	Human Behavior in a Cross-cultural Environment II*	(3)
SOWK 515	Social Policy I*	(3)
SOWK 615	Social Policy II*	(3)
SOWK 547	Research Methods I*	(3)
SOWK 549	Research Methods II*	(3)
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)
SOWK 578	Field Orientation	(1)

(*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.)

Professional foundation cognates

(required of all students)

SOWK 757A, B, C	Professional Foundation Practicum and Seminar	(3, 3, 3)
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[Professional practicum and seminar units are not calculated into degree units. Students pay program fees for professional practicum units instead of tuition.]

Qualifying review

(required of all students following the completion of foundation courses and SOWK 757A,B,C)

ADVANCED CURRICULUM

(38 units)

(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)
SOWK 695A, B, C	Advanced Research Methods	(2, 2, 2)

Thesis option is available for students meeting program criteria.

Policy selective (see selective options)	(2)
General selectives (see selective options and restrictions)	(2, 2, 2)

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)
SOWK 675	Supervision	(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 676B	Human Resource Planning and Development Seminar	(3)
SOWK 683	Advanced Policy Practice	(3)

Advanced curriculum cognates

(required of all students)

SOWK 787A, B, C	Advanced Professional Practicum and Seminar	(4, 4, 4)
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[Professional practicum and seminar units not calculated into degree units. For professional practicum units, students pay program fees instead of tuition.]

Wholeness portfolio

(completed by all students during SOWK 787A, B, C)

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 selective

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 650	Treatment with Children and Adolescents in Trauma	(2)
SOWK 652	Social Problems within Minority Populations**	(2)
SOWK 653	Interventions with Special-Needs Children	(2)
SOWK 654	Therapeutic Interventions with Older Adults	(2)
SOWK 658	Children's Psychotherapy	(2)
SOWK 659	Interventions with the Chronically Mentally Ill	(2)
SOWK 666	Women's Clinical Issues and Treatment**	(2)
SOWK 668	Men's Clinical Issues and Treatment**	(2)
SOWK 669	Child and Adolescent Clinical Issues and Treatment	(2)
MFAM 638	Family Therapy and Chemical Abuse	(2)
MFAM 658	Reality Family Therapy	(2)

MFAM 664	Family Therapy and Child Abuse	(2)
MFAM 665	Structural Family Therapy	(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 674	Fiscal and Information Management**	(2)
SOWK 677	Advanced Integrative Seminar in Psychotherapy	(2)
SOWK 684	Advanced Policy Project**	(2)
SOWK 685	Public Policies and Dynamics of Global Change	(2)

**Courses offered as special sessions, depending on student interest and minimum enrollment.

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.

CLINICAL SOCIAL WORK—PH.D.

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.

The objectives of the doctoral program are to:

- Prepare graduates for leadership roles in social work education.
- Prepare graduates to analyze clinical issues and treatment alternatives as a basis for decision-making.
- Prepare graduates to be researchers engaged in the development of knowledge regarding the bio-psychosocial-spiritual dynamics of human behavior.

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 or RELR 584	Care of the Dying and Bereaved Culture, Psychology, and Religion	(4) (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 Coordinator

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)**

RELR 404	Christian Service (must include portfolio)	(1)
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Service-learning experience**(80 clock hours)**

Service-learning courses and RELR 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 RELR 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
- By passing 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
Nursing
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 (Psy.D. or 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.

Anthony J. Zuccarelli

Dean

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 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.

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 primarily in 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)

RELR 715	Christian Dentist in Community	(2)
RELE 734	Christian Ethics for Dentists	(2)
RELT 775	Spirituality and the Christian Health Professional	(2)
RELR 749	Personal and Family Wholeness	(2)
RELR 717	Diversity and the Christian Health Professional	(2)
RELT ____	One additional selective from the RELT course offerings	(2)

Core requirements, taken throughout the final three years of dental school (36 units)

SECOND YEAR (8 units)

RELG 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)
	Winter Quarter	
RELE 548 or RELE 589	Christian Social Ethics Biblical Ethics	(4) (4)
	Spring Quarter	
RELE 577	Theological Ethics	(4)
	Summer Quarter	
RELE 524	Christian Bioethics	(4)

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)
	Winter Quarter	
RELE 554 or RELE 548 or RELE 589	Clinical Ethics Practicum I Christian Social Ethics Biblical Ethics	(4) (4) (4)
	Spring Quarter	
RELE 555	Clinical Ethics Practicum II	(4)
	Summer Quarter	
RELG 697	Independent Research	(4)

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 508	Nursing in Community Systems	(2)
NRSG 515	Health Policy: Issues and Process	(2)
NRSG 516	Advanced Role Development	(2)
NRSG 544	Teaching and Learning Theory	(3)
*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 680	Intermediate Statistics	(3)
NRSG 684	Research Methods	(4)
PHSL 533	Physiology I	(4)

Advanced practice nursing

<i>either</i>		
NRSG 624	Adult and Aging Family I	(4)
*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)
<i>or</i>		
*NRSG 617	Clinical Practicum: Growing Family	(6)
*NRSG 645	Growing Family I	(4)
*NRSG 646	Growing Family II	(3)
* An asterisk (*) indicates a course that is 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 students' 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 ____	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 Coordinator, Clinical Ministry

MARY E. MOLINE, Program Coordinator, Marital and Family Therapy

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 MFAM 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.

The primary objectives of the combined-degrees program in clinical ministry and marital and family therapy are to:

1. Produce professionals skilled in clinical ministry and marital and family therapy in a family clinical ministry track.
2. Expose students to the currently available content material in the fields of clinical ministry and marital and family therapy.
3. Provide for supervised field and clinical training that will give students the opportunities to apply and integrate theoretical knowledge toward the development of clinical ministry and family therapy skills and competencies.
4. Provide activities by which students can develop the personal and professional maturity required to identify with the spiritual preventive and curative aspects of clinical ministry and marital and family therapy.
5. Provide the basis, in the family clinical ministry track, for doctoral work in mental health and religious studies. Outstanding students are encouraged to explore possibilities for further studies.

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 102 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:

CORE REQUIREMENTS

(102)

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		14
	Winter Quarter	
MFAM 536	Case-Presentation Seminar	(2)
MFAM 734	Professional Clinical Training	(1.5)
FMST 514	Cross-cultural Counseling Family Values	(2)
MFAM 553	Family-Systems Theory	(3)
MFAM 644	Child Abuse and Family Violence	(3)
Total units		12.5
	Spring Quarter	
MFAM 501	Research Tools and Methodology: Quantitative	(3)
MFAM 734	Professional Clinical Training	(1.5)
MFAM 537	Case-Presentation Seminar	(2)

MFAM 564	Family Therapy: Advanced Foundational Theories and Practice	(3)
MFAM 584	Advanced Child and Adolescent Development	(3)
Total units		12.5
	Summer Quarter	
MFAM 568	Groups: Process and Procedures	(3)
MFAM 734	Professional Clinical Training	(3)
MFAM ____	Modality elective	(2)
Total units		8

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	Introduction to Pastoral Counseling	(3)
Total units		10.5
	Winter Quarter	
MFAM 524	Psychopharmacology and Medical Issues	(3)
MFAM 624	Individual and Systems Assessment	(3)
MFAM 734	Professional Clinical Training	(50 hours)
RELR 568	Care of the Dying and Bereaved	(3)
RELR 584	Culture, Psychology, and Religion	(3)
Total units		13.5
	Spring Quarter	
MFAM 545	Gender Perspectives	(2)
MFAM 734	Professional Clinical Training	(1.5)
MFAM 674	Human Sexual Behavior	(3)
RELT 559	Old Testament Thought	(3)
Total units		9.5

THIRD YEAR

	Summer Quarter	
RELE 524	Christian Bioethics	(3)
Total units		3
	Fall Quarter	
MFAM 734	Professional Clinical Training	(1.5)
MFAM 635	Case-Presentation Seminar	(2)
RELR 565	Introduction to Pastoral Theology and Methodology	(3)
RELR 564	Religion, Marriage, and the Family	(3)
Total units		9.5
	Winter Quarter	
MFAM 734	Professional Clinical Training	(1.5)
MFAM 636	Case-Presentation Seminar	(2)
MFAM 638	Family Therapy and Chemical Abuse	(3, 3)
RELR 574	Introduction to Preaching	(3)

Total units		9.5
	Spring Quarter	
MFAM 734	Professional Clinical Training	(1.5)
MFAM 637	Case-Presentation Seminar	(2)
RELT 557	Theology of Human Suffering	(3)
Total units		6.5

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 after the first professional year and fulfill 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.

Doctor of Philosophy—SM
with
Medicine—SM
Ph.D./M.D.

The M.D./M.S. degree combined-degrees program is jointly sponsored by the School of Medicine and the School of Science and Technology and 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, or pharmacology.

For the M.D./Ph.D. and M.D./M.S. combined-degrees programs, the prerequisites and Graduate Record Examination requirements are similar to those described for the Medical Scientist Program. Biochemistry is not required.

Health Education—PH
with
Marital and Family Therapy—ST
M.P.H./M.S.

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)

DEGREE REQUIREMENTS

Public health core courses (28 units)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I (concurrent with or subsequent to STAT 509)	(3)
GLBH 524	Cultural Competence and Health Disparities	(3)
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	General Statistics	(4)
or STAT ____	Advanced statistics from MFAM program	(4)

Health education core courses (25 units)

HPRO 523	Maternal/Child Health Policy and Programs	(3)
HPRO 524	Adolescent Health	(3)
HPRO 535	Health Education Administration and Leadership	(3)
HPRO 537	Community Programs Laboratory	(2, 2)
HPRO 538	Health Education Program Development (after HPRO 509 and 536)	(3)
HPRO 539	Policy and Issues in Health Education	(3)
HPRO 589	Qualitative Research Methods	(3)
NUTR 509	Public Health Nutrition	(3)
or NUTR 534	Maternal and Child Nutrition	(3)

Concentration and/or electives

(9 MFAM units)

Field experience

HPRO 798D	Field Practicum (400 clock hours)	
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TOTAL UNITS

62

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; or they may be asked to withdraw from the program.

**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	General Statistics	(4)
or STAT ____	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	Public Health Nutrition	(3)
or NUTR 534	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.S./M.A.

(See program in Clinical Ministry with Marital and Family Therapy.)

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 “Advanced” programs under School of Dentistry.)

Master of Science—SM
with
Medicine—SM

The M.D./M.S. degree combined-degrees program is jointly sponsored by the School of Medicine and the School of Science and Technology and 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, or pharmacology.

For the M.D./Ph.D. and M.D./M.S. combined-degrees programs, the prerequisites and Graduate Record Examination requirements are similar to those described for the Medical Scientist Program. Biochemistry is not required.

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 (55 units) 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	Christian Bioethics	(3-4)
or other religion course		(3)

Advanced-practice nursing

<i>either</i>		
*NRSG 624	Adult and Aging Family I	(4)
*NRSG 626	Adult and Aging Family II	(3)
*NRSG 628	Clinical Practicum: Adult and and Aging Family	(6)
<i>or</i>		
*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	General Statistics	(4)
or NRSG 680	Intermediate Statistics	(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	Public Health Nutrition	(3)
or NUTR 534	Maternal and Child Nutrition	(3)
or NUTR 536	Nutrition and Aging (with 1 unit independent study)	(2 +1)
HPRO 798	Field Practicum (100 clock hours)	

Selectives from public health (12 units)

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 Psychopharmacology	(3) (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 or PSYC 554	Health-Behavior Theory and Research Health Psychology	(4) (4)
HPRO 606A or PSYC 581	Preventive Care Seminar: Stress Management Cognitive Behavioral Treatment	(2) (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 or STAT 509	Advanced Statistics General Statistics	(4) (4)
PSYC 502 or STAT 514	Advanced Statistics Intermediate Statistics for Health-Science Data	(4) (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	Foundations of Learning and Behavior	(4)

or PSYC 545	Cognitive Foundations	(4)
PSYC 551	Psychobiological Foundations	(4)
PSYC 564	Foundations of Social Psychology and Culture	(4)
PSYC 574	Personality Theory and Research	(4)
or PSYC 575	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 Preventive Care Seminar: Stress Management	(3) (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	External Practicum V	(4)
or HPRO 704	Internship	(4)
or PSYC 787	External Practicum VI	(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)
(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, M.S.W., CSWE Liaison

KIMBERLY FREEMAN, Program Coordinator, Social Policy and Social Research

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.



IV

THE COURSES

Key to Course Numbers

Courses numbered 001-099, nondegree-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 and undergraduate certificate courses that are not applicable toward a degree program at this University.

AHCJ	Allied Health Conjoint
ANAT	Anatomy
ANES	Anesthesiology
ANTH	Anthropology
ARTA	Art
BHCM	Biochemistry
BIOL	Biology
CHIN	Chinese Studies
CHLS	Child Life Specialist
CLSC	Cytotechnology
CLSM	Clinical Laboratory Science
CMBL	Cell and Molecular Biology
COMM	Communication
COUN	Counseling
CRMJ	Criminal Justice
CSWK	Clinical Social Work
DERM	Dermatology
DNES	Dental Educational Services
DNHY	Dental Hygiene
DTCH	Dietetic Technology
DTCS	Nutrition and Dietetics
EMDN	Emergency Medicine
EMMC	Emergency Medical Care
ENDN	Endodontics
ENGL	English
ENSL	English as a Second Language
ENVH	Environmental Health
EPDM	Epidemiology
ESSC	Earth Systems Science
FMDN	Family Medicine
FMST	Family Studies

500-level course work may not apply toward a baccalaureate degree unless it is approved by the instructor, 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.

Key to Course Codes

GEOL	Geology
GERO	Gerontology
GLBH	Global Health
GRDN	Graduate Dentistry
GSCJ	Graduate School Conjoint
GYOB	Gynecology and Obstetrics
HADM	Health Administration
HCLS	Coding Specialist
HLIN	Health Information Administration
HPRO	Health Promotion
IBGS	Integrated Biomedical Graduate Studies
IDPC	International Dentist Program Clinics
IDPG	International Dentist Program General
IDPO	International Dentist Program Oral Pathology
IDPP	International Dentist Program Prosthodontics
IDPR	International Dentist Program Research
IDPT	International Dentist Program Technical Procedures
IMPD	Implant Dentistry
MDCJ	Medicine Conjoint
MEDN	Medicine
MFAM	Marriage and Family
MFTH	Marriage and Family Therapy
MHIS	Health Information Systems
MICR	Microbiology/Immunology

MNES	Medicine Elective	RELE	Religion—Christian Ethics
NEUR	Neurology	RELG	Religion—General Studies
NEUS	Neurosurgery	RELR	Religion—Relational Studies
NRSB	Nursing Bridge	RELT	Religion—Theological Studies
NRSG	Nursing	RESC	Rehabilitation Science
NSCI	Natural Sciences	RESD	Restorative Dentistry
NUTR	Nutrition	RSTH	Respiratory Therapy
OCTA	Occupation Therapy Assistant	RTCH	Radiation Technology
OCTH	Occupational Therapy	RTMD	Medical Dosimetry
ODRP	Oral Diagnosis, Radiology, and Pathology	RTMR	Medical Radiography
OMFS	Oral and Maxillofacial Surgery	RTMS	Medical Sonography
OPHM	Ophthalmology	RTNM	Nuclear Medicine
ORDN	Orthodontics and Dentofacial Orthopedics	RTRA	Radiologist Assistant
ORPA	Oral Pathology	RTSI	Special Imaging
ORTH	Orthopaedics	RTTH	Radiation Therapy
OTOL	Otolaryngology	RXDI	Pharmacy Practice—Drug Information
PAST	Physician Assistant Sciences	RXEE	Pharmacy Practice—Experiential Education
PATH	Pathology	RXPC	Pharmacy Practice—Pharmaceutical Care
PEAC	Physical Education Activities	RXPS	Pharmaceutical Sciences
PEDN	Pediatric Dentistry	RRRX	Pharmacy Conjoint
PEDS	Pediatrics	RXSA	Pharmacy—Social and Administrative Sciences
PERI	Periodontics and Implant Surgery	RXTH	Pharmacy Practice—Therapeutics
PHCJ	Public Health Conjoint	SDCJ	School of Dentistry Conjoint
PHIL	Philosophy	SDCL	School of Dentistry Clinical
PHRM	Pharmacology	SLPA	Speech-Language Pathology
PHSL	Physiology	SOCI	Sociology
PHTH	Physical Therapy	SOWK	Social Work
PMPT	Physical Therapy—Progression Master's	SPAN	Spanish
PROS	Prosthodontics	SPOL	Social Policy
PRVM	Preventive Medicine	SPPA	Speech-Language Pathology and Audiology
PSYC	Psychology	STAT	Statistics
PSYT	Psychiatry	STCJ	Statistics Conjoint
PTAS	Physical Therapy Assistant	SURG	Surgery
PUAD	Public Administration	UROL	Urology
RADS	Radiology	WRIT	Writing
RDMN	Radiation Medicine		
RDNG	Reading		

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. Covers: 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 107 Advanced Phlebotomy (2)

Designed for the working phlebotomist who needs to comply with California regulations. Topics include advanced techniques, complications, site selection, non-blood specimens, transport and processing, legal issues, and quality assurance. Program approved by the State of California, Department of Health Services-Laboratory Field Services.

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)

Provides instruction in ESL communication skills necessary for successful engagement in college class discussions. Includes individual testing and interviews to determine specific needs.

AHCJ 131 Communication Skills (1, 2)

Advanced ESL oral communication which provides students with the opportunity to develop and practice oral communication techniques in professional and academic contexts, e.g., research and case presentations. Additionally, facilitates overall non-native speech patterns within these contexts to increase speech intelligibility. Course may be repeated up to four times.

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 205 Essentials of Microbiology (4)

Introductory course which covers 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)

Deals with fundamentals of computer technology: hardware, software, terminology, and concepts. Provides an understanding of how a computer works and the reasoning behind computer design. Per week: lecture: 2 hours, laboratory: 1 hour.

AHCJ 215 Microsoft Office Excel Applications (2)

Provides 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. 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 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.

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 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: A college-level chemistry course.

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.

AHCJ 252 Human Anatomy and Physiology (4)

Studies 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)

Discusses 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)

Focuses on 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)

Studies the 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 multi-person health care-delivery system.

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.

AHCJ 325 U. S. Health Care Delivery System (2)

Provides an 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. Per week: lecture 2 hours.

AHCJ 326 Fundamentals of Health Care (2)

Foundation of basic patient-care information and skills for allied health professionals entering the clinical environment. Integrates basic-care knowledge and skills required by each profession.

AHCJ 328 Portfolio Practicum 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)

Studies 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)

Deals with 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. 4 units: 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.) Health information students given laboratory assignments that consist of the following: management case studies, Visio software training, and office layout development using Visio software.

Per week: lecture 4 hours, laboratory 1-2 hours.

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. Emphasizes 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)

Provides 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 II (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 databases with health care data and on-systems design, as needed. Per week: lecture: 2 hours, laboratory: 1-3 hours.

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)

Studies 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)

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.

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)

Deals with 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 497 Advanced Clinical Experience (40 to 480 hours)

Provides advanced clinical experience in selected areas of professional practice.

AHCJ 498 Portfolio Practicum II (1)

Requires student to develop 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)

Discusses 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 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)

Provides 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.

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 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 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.

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 506 Neuroscience DN (5)

Basic anatomy and physiology of the human nervous system. Biophysical and structural concepts necessary for understanding all aspects of neurologic functioning. Fall: Four lectures and one laboratory per week.

ANAT 508 Human Anatomy for Dentists I (7)

Studies the human body at macroscopic and microscopic levels, including developmental considerations. Clinical case-based conferences facilitate integration of anatomy into clinical situations. Winter Quarter: Four lectures and three laboratories per week.

ANAT 509 Head and Neck Anatomy for the Dentist (8)

Studies human head and neck anatomy at macroscopic and microscopic levels. Special attention paid to development and oral histology. Spring Quarter: Five lectures and three laboratories per week.

ANAT 511 Human Anatomy for Dentists I (5-8)

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 (5-8)

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 (5-8)

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. (Part of ANAT 509 without the oral histology component.)

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)

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)

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 544L Human Embryology Laboratory (1)

Requires students to work with both human and comparative materials. Winter Quarter.

Prerequisite: A course in vertebrate embryology.

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)

Compares 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: Instructor permission required.

ANAT 594 Special Topics in Anatomy (1-7)

Provides 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)

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)

Supervises 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)

Covers 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)

ANTH

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) (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 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)

Employs the 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 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 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.

ART

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.

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; as well as the structures and biological functions of proteins, carbohydrates, lipids, and nucleic acids; intermediary metabolism. Emphasizes relevant health-related topics.

BCHM 501 Biochemistry DN (5)

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 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 534 Techniques of Biochemistry (5)

Intensive integrated laboratory experience in protein chemistry, and the physical characterization of macromolecules. Writing scientific papers.

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 STUDIES

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 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 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)

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, Chinese idioms and English translations. 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 305.

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, CHIN 112— 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.

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 (7)

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 assuring 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 LABORATORY 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 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.

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 (3)

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 (3)

Theory and background of routine and special laboratory procedures used in diagnosis and treatment of hematologic and other diseases. Emphasizes peripheral blood-cell morphology, hematopoiesis, 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)

Student meets regularly with faculty advisers to formulate plans and provide status reports on progress of capstone project. Additional time outside regular class periods. Submission and presentation of assigned capstone to faculty as a culminating activity.

Prerequisite: CLSM 496, CLSM 497; or consent of instructor.

CLSM 499 Medical Technology 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.

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.

COUNSELING

COUN 501 Research Tools and Methodology I (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 II (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.

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. Familiarity with a wide range of social and ethnic backgrounds including but not limited to people of color, Asians, Native Americans, and Hispanics.

COUN 515 Crisis-Intervention Counseling (3)

Experiential course which presents theory, techniques, and practices of crisis intervention, 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 I (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 multiaxial classifications of the DSM-IV as a practical basis for diagnostics.

Cross-listing: MFAM 556 A course in abnormal psychology.

COUN 568 Group Process Theory and Procedures: Theories in Marital and Family Therapy (3)

Surveys major theoretical approaches including individual theories, marital groups, network, and family therapy groups. Provides group-laboratory experience in which 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 hands-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. Minimum of thirty contact hours.

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 and Supervision in School Counseling (100 to 300 hours)

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.

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.

Prerequisite: CRMJ 518.

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 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.

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.

CLINICAL SOCIAL WORK

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 in 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 711 Introduction to Clinical Experience (2)

Introduces the student to the basic knowledge and skills necessary to begin the clinical dental experience.

DNES 712 INTRO TO CLINICAL EXPERIENCE (.5)

Continues DNES 511 to provide the student with the basic knowledge and skills necessary to begin the clinical dental experience.

Prerequisite: DNES 711* (*may be taken concurrently).

DNES 713 INTRO TO CLINICAL EXPERIENCE (.5)

Continuation of the introductory course to provide the student with the basic knowledge and skills necessary to begin the clinical dental experience.

Prerequisite: DNES 712* (*may be taken concurrently).

DNES 775 Clinic Orientation II (1)

Introduces patient relations and clinic policies.

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)

Develops a research protocol. Authoring skills, role of the mentor and investigator, topic selection, assurances and approvals (animals/IRB), fiscal responsibility, and research misconduct.

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.

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)

Establishes and monitors 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)

Introduces 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)

Establishes and monitors 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.

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 305L Dental Anatomy Laboratory (1)

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 321L Preclinical Dental Hygiene I Laboratory (2)

Corequisite: DNHY 321.

DNHY 322 Preclinical Dental Hygiene II Lecture (2)

Continues DNHY 321.

Prerequisite: DNHY 321.

Corequisite: DNHY 322L.

DNHY 322L Preclinical Dental Hygiene II Laboratory (2)

Prerequisite: DNHY 321, DNHY 321L.

Corequisite: DNHY 322.

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 323L Preclinical Laboratory (1)

Prerequisite: DNHY 321L, DNHY 322L*, DNHY 321, DNHY 322* (*may be taken concurrently).

Corequisite: DNHY 323.

DNHY 324 Preclinical Dental Hygiene IV (2)

Continues DNHY 323.

Prerequisite: DNHY 321, DNHY 321L, DNHY 322, DNHY 322L, DNHY 323* (*may be taken concurrently); DNHY 323L.

Corequisite: DNHY 324L.

DNHY 324L Preclinical Laboratory (1)

Prerequisite: DNHY 321L, DNHY 322L, DNHY 323L* (*may be taken concurrently).

Corequisite: DNHY 324.

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 pre-medication, and necessary modification in treatment planning. Repeated registrations required to fulfill total units.

DNHY 390 Introductory Statistics (3)

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.

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 412 Dental Hygiene Topics II (2)

Prepares student for the Dental Hygiene National Board examination. Areas covered include multiple special-needs patients, pulp vitality, and case reviews. Continues instruction in advanced clinical skills, such as building clinical speed. Continues development of the professional portfolio.

DNHY 413 Dental Hygiene Topics III (2)

All employment aspects of dental hygiene, including resume writing, interviewing, benefits/remuneration, termination, job services, family violence, and introduction to managed care, soft-tissue management, and marketing. Student completes a professional portfolio.

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 436 Ethical Principles in Education (2)

Discusses theoretical and practical appraisals of the ethical principles and issues encountered in an educational setting.

DNHY 451 Clinical Seminar/Dental Hygiene Topics (3)

Topics and issues directly and indirectly related to clinic, the national board examination, state and regional dental hygiene examinations, and individual student case presentations followed by class discussion of the issues presented.

DNHY 452 Clinical Seminar II (1)

Topics and issues directly and indirectly related to clinic, the national board examination, state and regional dental hygiene examinations, and individual student case presentations followed by class discussion of the issues presented.

Prerequisite: DNHY 451* (*may be taken concurrently).

DNHY 453 Clinical Seminar III (1)

Topics and issues directly and indirectly related to clinic, the national board examination, state and regional dental hygiene examinations, and individual student case presentations followed by class discussion of the issues presented.

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 (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)**DNHY 499 Research Writing (2)**

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

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 Preparation (4)

Foods and their nutritive values. Changes associated with maturation, preservation, table preparation, transportation, and storage in relation to food safety. Per week: lecture 3 hours, practicum 3 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.

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.

NUTRITION AND DIETETICS

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 Preparation (4)

Foods and their nutritive values. Changes associated with maturation, preservation, table preparation, transportation, and storage in relation to food safety. Per week: lecture 3 hours, laboratory 3 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 (4)

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 (.5)

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 405 Senior Seminar (.5)

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: AHCJ 351.

Corequisite: AHCJ 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.

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 includes 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 pre-hospital 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 pre-hospital use of thrombolytic therapy, managed care, primary-care advanced-scope paramedic practice, etc.

EMMC 331 Introduction to Theories of Emergency Medical Services (2)

Introduces pre-hospital 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 pre-hospital 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 pre-hospital 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. Pre-hospital resuscitation, stabilization, and rapid transport. Overview of traumatic injuries, multi-system 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. Establishes 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)

Applies management theories 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)

Provides students in-depth experience in project development, implementation, evaluation in their 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.

ENDODONTICS

ENDN 534 Endodontic Treatment Conference (2)

Evaluates and discusses diagnosis, treatment planning, prognosis, and outcome of endodontic treatment cases. Requires repeated registrations to fulfill the total units.

ENDN 601 Principles of Endodontics (2)

Deals with a comprehensive study of various aspects of endodontics. Requires repeated registrations to fulfill the total units.

ENDN 604 Literature Seminar in Endodontics (2)

Reviews literature pertaining to the principles and practice of endodontics. Requires repeated registrations to fulfill total units.

ENDN 654 Practice Teaching in Endodontics (1)

Supervised teaching in the endodontic preclinical laboratory and predoctoral clinic. Requires repeated registrations to fulfill total units.

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.

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. Requires repeated registrations 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 (1)

Preclinical laboratory course teaches the student basic skills necessary to perform endodontics treatment on permanent teeth with uncomplicated root canal systems.

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)**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 077 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)

This course explores the principles and science behind Geographic Information Systems (GIS) methods and techniques discussed under four sections: GIS principles, concepts and science; data input, edit and management; data display and exploration; and GIS analysis and modeling. Emphasis is placed on the use of technical analysis and software in order to provide you with skills and conceptual base on which you can build further expertise in GIS. Delivery methods include a combination of lectures, class discussions, reading assignments, and hands-on applications.

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 geo-informatics academic curriculum. Topics of interest include metadata creation and management, health geo-informatics 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 Applications and Systems Modeling in Health and Earth Science (3)

Introduces '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 pre-placement 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. Covers 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.

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 or concurrent: STAT 414.

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* (*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 or EPDM 510), (STAT 509 or STAT 521).

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)

Critically reviews 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 (3)

Introduces selected methodological techniques and skills useful in the planning, implementation, and evaluation of international programming. Especially emphasizes understanding and application of geographic information system (GIS), EPI Info, and evaluation tools.

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)

Presents and discusses current research and methodological issues. Individual research and report. Seminar facilitates maximal interaction among doctoral students and faculty to facilitate professional development. Exposure to visiting epidemiologist. Course offered over multiple quarters.

Prerequisite: EPDM 509; Limited to doctoral degree students, or consent of instructor.

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)

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. Students discuss methodological issues related to these studies.

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 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 699 Applied Research (1-4)

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.

Prerequisite: Consent of department adviser and of instructors responsible for supervision.

EARTH SYSTEM SCIENCE**ESSC 401 Earth System Science and Global Change I (4)**

Part I of a two-quarter sequence. 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 (ESS) and the human dimensions of global environmental change (HDGC).

ESSC 402 Earth System Science and Global Change II (4)

Part II of a two-quarter sequence. 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 (ESS) and the human dimensions of global environmental change (HDGC).

ESSC 434 The Environmental Context of Community Health (4)

Studies the biological, geological and human environment of a region, and of community health; and how these environmental factors affect community health. Students assess the community assets and needs of a town or village, and make recommendations for interventions to improve the health of the community. Initial study on campus, followed by three weeks of onsite environmental study and community assessment in a developing country.

ESSC 441 Remote Sensing and Systems Modeling I (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.

Cross-listing: ESSC 541.

ESSC 442 Remote Sensing and Systems Modeling II (4)

Introduces students to the concepts and methods of systems science as a methodology within the social, health, earth, and biosciences. Specifically focuses on use of dynamic modeling tools—such as STELLA (from Isee Systems); as well as spatial and nonspatial tools and datasets such as Spatial Analyst-ArcGIS, GeoNetweaver, EMDS, Criterion PLUS, and other tools as needed. Teaches students to apply systems thinking and analysis frameworks to specific interdisciplinary policy issues within sustainable development, forensic science, earth-systems science, social and health policy, and other applied sciences.

Cross-listing: ESSC 542.

ESSC 475 Field Practicum: Applied Earth System Science (4)

Students and teachers work together in the field to apply geospatial tools, earth-system science methods and concepts, social policy analytical frameworks, and other conservation science methods to integrated place-based sustainability problems within a given ecosystem, community, or region. Focuses on applying in practice the concepts and tools of sustainability science (see <http://sustsci.harvard.edu/index.html>). Practice in the field using modern analytical tools such as GPS, ArcPAD (mobile GIS); varied ecological monitoring and assessment instruments (focused on ecosystems analysis, e.g. water, land, air, ecosystems); and PRA (participatory rural appraisal); as well as traditional ethnographic and socioeconomic qualitative research methods. Study includes both domestic and international locations, e.g., Mesoamerica, the U.S. Southwest, southern California, etc.

Cross-listing: ESSC 575.

ESSC 485 Seminar in Earth Systems Science (1)

Selected topics dealing with recent developments. May be repeated for additional credit.

ESSC 488 Topics in Earth Systems Science (1-4)

Reviews current knowledge in specified areas of earth-systems science. Registration indicates specific topic to be studied. May be repeated for additional credit. Offered on demand.

ESSC 495 Special Projects in Earth Systems Science (1-4)

Special project in the field, laboratory, or library under the direction of a faculty member. May be repeated for additional credit.

ESSC 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.

ESSC 541 Remote Sensing and Systems Modeling I (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.

ESSC 542 Remote Sensing and Systems Modeling II (4)

Introduces students to the concepts and methods of systems science as a methodology within the social, health, earth, and biosciences. Specifically focuses on use of dynamic modeling tools—such as STELLA (from Isee Systems); as well as spatial and nonspatial tools and datasets such as Spatial Analyst-ArcGIS, GeoNetweaver, EMDS, Criterion PLUS, and other tools as needed. Teaches students to apply systems thinking and analysis frameworks to specific interdisciplinary policy issues within sustainable development, forensic science, earth-systems science, social and health policy, and other applied sciences.

Prerequisite: Consent of the instructor.

Cross-listing: ESSC 442.

ESSC 575 Field Practicum: Applied Earth-system Science (4)

Students and teachers work together in the field to apply geospatial tools, earth-system science methods and concepts, social policy analytical frameworks, and other conservation science methods to integrated place-based sustainability problems within a given ecosystem, community, or region. Focuses on applying in practice the concepts and tools of sustainability science (see <http://sustsci.harvard.edu/index.html>). Practice in the field using modern analytical tools such as GPS, ArcPAD (mobile GIS); varied ecological monitoring and assessment instruments (focused on ecosystems analysis, e.g. water, land, air, ecosystems); and PRA (participatory rural appraisal); as well as traditional ethnographic and socioeconomic qualitative research methods. Study includes both domestic and international locations, e.g., Mesoamerica, the U.S. Southwest, southern California, etc.

Prerequisite: Consent of the instructor.

Cross-listing: ESSC 475.

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.

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-socio-cultural 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.

FMST 524 Family Resource Management (2)

Deals with 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)

Discusses 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)

Covers 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.

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)

Focuses on theoretical foundations of human communication. Also discusses 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 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 684.

FMST 694 Directed Study: Family Studies (1-3)**FMST 695 Internship in Family Studies (1-4)****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.

FMST 697 Research (1-6)

FMST 698 Project or Thesis (3)

FMST 699 Doctoral dissertation (3)

Course credit for work on doctoral dissertation. (Students must enroll for this course when ready to write the results of their research.)

Prerequisite: Advancement to doctoral candidacy.

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 424 Structural Geology (4)

Studies theory of stress and strain, and examines 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 441 Sedimentology (4)

Sediments, sedimentary rocks, and their stratigraphic context. Emphasizes sedimentary processes, primary sedimentary structures, and environments of deposition. Includes description, classification, origin, and interpretation of sediments and sedimentary rocks, with lithofacies, analysis and other stratigraphic techniques. Three class hours and one three-hour laboratory or field trip per week. Includes several weekend field trips.

GEOL 442 Stratigraphy (4)

Principles of litho-, bio-, and chronostratigraphy; methods of correlation of sedimentary rocks; and introduction to facies-analysis methods. Three class hours and one laboratory or field trip per week.

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. Includes 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)

Discusses 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)

Covers selected topics dealing with recent developments.

GEOL 486 Research and Experimental Design (2)

Discusses 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 Advanced Sedimentology (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 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 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 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.

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.

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, socioeconomic, socio-environment, 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)

Deals with 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)

Discusses 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.

Corequisite: GLBH 519.

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: AHCJ 324.

GLBH 560 Economic, Legal, and Policy Issues in Disasters (3)

Addresses economic, legal, and policy issues arising from disasters. Provides 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. Also deals with 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 socio-cultural 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; micro-enterprise; 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)

Discusses issues, trends, organizational structure, and practice of international public health. Includes 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. Involves 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 cross-cultural environment. Provides guidance through supervising faculty and agency personnel. Written paper per departmental guidelines.

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 SCHOOL 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)

Studies 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. Includes 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)

Understanding financial flows within a health care organization, and how those flows are represented in the financial statements. How health care managers use accounting data to make better decisions.

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)

Reimbursement concepts and procedures including public and private third party payer; health care budgeting, financial planning techniques, and cost analysis and control.

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 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 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)

Explores 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. Also studies 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: AHCJ 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 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. Per week: lecture 4 hours, application laboratory 2-4 hours.

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. Per week: lecture 3 hours, application laboratory 1-2 hours to enhance coding proficiency.

Prerequisite: AHCJ 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 indices. Per week: lecture 3 hours; laboratory 1-2 hours per week, using actual patient records to enhance coding proficiency.

Prerequisite: HLIN 303, AHCJ 403* (*may be taken concurrently).

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. Per week: Lecture 3 hours, laboratory 2 hours.

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. Per week: lecture 2 hours, laboratory 1 hour using actual patient records to enhance student proficiency.

Prerequisite: HLIN 303, HLIN 304.

HLIN 325 Pharmacology for Health Information Administration (2)

Introduces 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. Per week: lecture 2 hours.

HLIN 361 Health Information Administration Laboratory I (1)

Provides supervised experience in health information departments and other areas of health care facilities. Includes applied laboratory assignments for HIM professional courses. Per week: 4-8 hours.

HLIN 362 Health Information Administration Laboratory II (1)

Provides supervised experience in health information departments and other areas of health care facilities. Includes applied laboratory assignments for HIM professional courses. Per week: 4-8 hours.

HLIN 363 Health Information Administration Laboratory III (1)

Provides supervised experience in health information departments and other areas of health care facilities. Includes applied laboratory assignments for HIM professional courses. Per week: 4-8 hours.

HLIN 395 Professional Practice Experience I-Junior Affiliation (2)

Two week (40 hours per week) supervised clinical experience at the end of the junior year in a health facility or health-related organization. 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. Laboratory includes hands-on utilization of health information-application software, with focus on systems analysis and development. Per week: lecture 4 hours, laboratory 1-2 hours.

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. Per week: Lecture 2 hours.

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, 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 CPR applications. Per week: Lecture 4 hours, laboratory 1-2 hours.

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. Per week: lecture 4 hours, laboratory 1 hour.

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, charge master maintenance, coding ethics, coding quality, and coding compliance. Various code sets and terminologies used in health care systems. Per week: lecture 3 hours; laboratory 3 hours, including laboratory practice on 3M software.

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. Per week: Lecture 3 hours.

HLIN 461 Health Information Administration Laboratory (1-5)

Provides supervised experience in health information departments, emphasizing management projects. Previous management experience considered when assigning the course load, the practicum environment, and the projects. To be taken by health information certificate students only. May be repeated for additional credit. Includes laboratory assignments for HIM professional courses. Per week: 4-8 hours per unit.

HLIN 462 Health Information Administration Laboratory IV (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. Per week: laboratory 8 hours.

HLIN 463 Health Information Administration Laboratory V (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. Per week: laboratory 8 hours.

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: AH CJ 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. Per week: lecture 4 hours, laboratory 1-2 hours.

HLIN 484 Current Topics in Health Information Administration (3)

Discusses 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. Per week: Lecture 4 hours, laboratory 1-2 hours.

Prerequisite: AHCJ 455.

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 management case studies, Visio software training, and office layout development using Visio software. Per week: Lecture 5 hours, laboratory 2-4 hours.

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

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)

Provides 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)

Studies 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)

Promotes exercise as an adjunct to the treatment of illness and as an aid to the prevention of chronic disease. Studies 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)

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

HPRO 432 Injury Prevention (2)

Presents 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)

Discusses organization and management of athletic training programs. Includes instruction on 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 443 Writing for Publication (2)

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

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)

Systematically investigates 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)

Discusses 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)

Deals with 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. Includes major project.

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)

Discusses 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 (3)

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 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 537A Community Programs Laboratory—A (2)

Curriculum design and materials development based on learning style, preference, and educational levels of learners identified during needs assessment. Opportunities to collaborate with multiple agencies and health education providers.

HPRO 537B Community Programs Laboratory—B (2)

Requires student to design marketing and evaluation plans for community-based health education program. Implements and evaluates programs developed during HPRO 537A.

HPRO 538 Health Education Program Development (3)

Uses the Precede/Proceed Planning Model to design, deliver, and evaluate professional health education programs in a variety of settings: school, workplace, medical care, and community. Applies the educational process to setting behavioral and learner objectives, selecting appropriate interventions based on learning theories, and developing learner-centered instructional strategies for specific target populations.

Prerequisite: HPRO 536* (*may be taken concurrently).

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. Includes project.

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)

Studies concepts of lactation management. Also deals with clinical problem assessment and solutions and 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. Applies 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)

Provides 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.

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 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 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 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 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.

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 (10)

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 (10)

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 (10)

The third quarter of a three-quarter sequence, the course provides 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)

Invited speakers present weekly seminars presented on the biomedical sciences disciplines. Requires students to register for course every quarter throughout their training.

INTERNATIONAL DENTIST PROGRAM CLINICS**IDPC 825 General Clinics (8)**

The first three quarters of IDP general clinics. Requires repeated registrations to fulfill the total units.

IDPC 835 General Clinics (8)

The fourth and fifth quarters of IDP general clinics. Requires repeated registrations to fulfill the total units.

IDPC 845 General Clinics (8)

The final two quarters (sixth and seventh) of IDP general clinics. Requires a total of 16 units.

INTERNATIONAL DENTIST PROGRAM—GENERAL**IDPG 750 Review of General Dentistry (14)**

Introduces and reviews dentistry, emphasizing procedures and protocol used in the IDP clinic. Includes reviews of charting, radiology, impressions, dental materials, anesthesia, restorative dentistry, prosthetics, disease control, and photography.

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 826 Oral and Maxillofacial Surgery (1)

Reviews oral and maxillofacial surgery for international dental students—including preprosthetic surgery, dental alveolar surgery, implant surgery, oral trauma, maxillofacial trauma, and perioperative infections.

INTERNATIONAL DENTIST PROGRAM—PROSTHODONTICS

IDPP 754 Clinical Periodontics (1)

Overview of clinical periodontics, including scaling, root planing, antimicrobial therapy, 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 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.

**INTERNATIONAL DENTIST PROGRAM—
RESEARCH**

IDPR 846 Restorative Dentistry I—IDP (2)

Dental technology and laboratory communications; diagnosis and treatment planning; fixed and removable prosthodontics; implantology; soft tissue management.

IDPR 847 Restorative Dentistry II—IDP (2)

Topics in restorative dentistry including dental material sciences, operative dentistry, fixed prosthodontics, removable prosthodontics, and geriatric dentistry.

IDPR 848 Restorative Dentistry III—IDP (2)

Topics in restorative dentistry including tooth-colored restorations, esthetic dentistry, cariology, occlusion, and practice management.

**INTERNATIONAL DENTIST PROGRAM
TECHNICAL PROCEDURES**

IDPT 754 Advanced Topics in Dentistry (2)

Advanced topics in anesthesiology, dental emergency, pediatric dentistry, radiology, oncology, jurisprudence, and other advanced topics in dentistry.

IMPLANT DENTISTRY

IMPD 505 Patient Presentation Seminar (1)

Presents implant-patient treatment, discusses alternate methods of rehabilitation and related literature. Requires repeated registrations 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. Requires repeated registrations to fulfill the total units.

IMPD 601 Literature Review in Implant Dentistry (1-2)

Reviews historical and/or fundamental implant dentistry literature. Requires repeated registrations 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. Requires repeated registrations 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)

Deals with basic and advanced implant surgery principles. Requires repeated registrations to fulfill the total units.

IMPD 634 Diagnosis and Treatment Planning in Implant Dentistry (1)

Studies didactic and clinical aspects of diagnosis and treatment planning for patients with complex dental problems. Requires repeated registrations 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)

Provides teaching experience in implant prosthodontics and implant surgery.

IMPD 697A Research (1)

Student identifies a research project, prepares a proposal, and obtains approval for the protocol.

IMPD 697B Research (1)

Provides experience in conducting a research project, including data collection and evaluation.

IMPD 698 Thesis (1-8)**IMPD 725 Clinical Practice in Implant Dentistry (4)**

Provides experience in the clinical diagnosis and treatment of patients who may benefit from implant dentistry therapy. Requires repeated registrations to fulfill total clock hours. A minimum of 120 clock hours per quarter. Requires repeated registrations to fulfill total units.

IMPD 726 Clinical Practice in Periodontics in Implant Dentistry (2)

Provides clinical experience in the diagnosis and treatment of periodontal diseases. A minimum of 60 clock hours per quarter. Requires repeated registrations 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. A minimum of 60 clock hours per quarter. Requires repeated registrations to fulfill total units.

MEDICINE CONJOINT

MDCJ 501 Introduction to Medicine (2)

Taught by the Department of Medicine and the School 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 School 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 511 Neuroscience SM (7)

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 522, MDCJ 523.

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)

Deals with 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)

Discusses 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 Ambulatory 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 Clerkship (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.

Prerequisite: MFAM 501.

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: neuro-psychology 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 I (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.

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.

Prerequisite: Consent of instructor.

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 Group Process, Theory, and Procedures (3)

Surveys major theoretical approaches surveyed include individual theories, marital groups, network, and family therapy groups. Provides group laboratory experience wherein students apply theory to practice and develop group-leadership skills.

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, psycho-educational 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. MFT majors may use the course 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)

Requires students to 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. Includes 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. Includes laboratory experience.

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 669.

MFAM 674 Human Sexual Behavior (3)

Deals with 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. Integrates systems theory. A minimum of thirty contact hours.

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 678 Consultation and Leadership (3)

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)

Provides 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 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.

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.

MARRIAGE 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.

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. Also studies 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 relevant 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 psycho-educational 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.

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).

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.

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.

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.

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.

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.

MFTH 694 Doctoral Seminar (1)

Students develop and refine their dissertation proposals through presentation and discussion with faculty and other students in a workshop format. The dissertation proposal is an expected outcome of this series of courses. Limited to Ph.D. degree students. (3 quarters x 1 unit).

MFTH 695 Doctoral Project (3)

Required capstone project for the D.M.F.T. degree. Students must also enroll in 9 units of MFTH 697 while completing the project.

MFTH 697 Research (1-6)

Independent research relating to marital and family therapy, under the direction of a faculty adviser.

MFTH 698 Doctoral Dissertation (3)

Completion of independent research contributing to the field of marital and family therapy. Students must also enroll in 17 units of MFTH 697 while completing research. Limited to Ph.D. degree students.

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 Internship Proposal ()

Must be registered for at least one quarter prior to eligibility for 786 A and/or 786 B. Internship proposal must be cleared by internship coordinator during this course.

MFTH 786A Professional Internship in Marital and Family Therapy (1.5-12)

Full-time, doctoral-level experience in marital and family therapy under the supervision of a senior-level family therapist. Must be arranged in advance with the department. Must enroll for at least three consecutive quarters (i.e., nine months).

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/IMMUNOLOGY**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 (4)

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)**

MEDICINE ELECTIVE

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

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. Expects students 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. Provides 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)

Provides 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. Sets 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)

Provides 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 309 Nursing of the Older Adult (4)

Focuses on older client systems experiencing normal aging. Examines age-related stressors to client variables—physiological, psychological, socio-cultural, 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.

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. Discusses 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. Provides guided practice in caring for the adult client system in a variety of community settings.

Prerequisite: 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)

Discusses 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.

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 Community 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.

NRSG 417 Professional Nursing-Practice Elective (6, 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.

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)

Provides opportunity for clinical experience in a selected area of nursing.

Prerequisite: Consent of instructor and the associate dean.

NRSG 508 Nursing in Community Systems (2)

Utilizes the perspective of population-focused primary health care and examines theoretical frameworks and strategies for working with population groups in community systems. Utilizes functions of assessment, planning, intervention, and assurance in providing advanced practice nursing to populations at risk.

NRSG 509 Guided Study (1-6)

Provides opportunity for study in a particular area of nursing, under faculty direction.

NRSG 512 School Nursing Services (4-6)

Explores the role of the school nurse and the administrative styles in school-health programs. School-health program planning. Examines methods of implementation and evaluation within the context of school systems, family systems, and health care-delivery systems. Students registered for 5 or 6 units are involved in clinical experience designed to develop competencies in school nursing. Offered alternate years.

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. Examines nursing knowledge in the context of theories and concepts which guide advanced nursing practice. Discusses theoretical applications for NP, CNS, administration, and nurse educator practice. Conducts critique of theory and applies it 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; 6 quarter units of clinical nursing.

NRSG 542 Nursing Administration Practicum II (4)

Observation and practice in selected levels of nursing administration.

Prerequisite: NRSG 547 or HADM 528; 6 quarter units of clinical nursing.

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.

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 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

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.

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.

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.

Prerequisite: NRSG 553.

Corequisite: Clinical experience.

NRSG 555 Pharmacology in Advanced Practice I (3)

Discusses principles of pharmacodynamics, pharmacotherapeutics, and pharmacokinetics. Provides 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.

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.

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.

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.

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.

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.

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 604 Nursing in Family Systems (3)

Concepts and theories guiding advanced nursing practice related to families—including systems, stress and coping, role, change, and family-assessment models.

Prerequisite: Clinical experience.

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.

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.

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.

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.

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.

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.

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.

NRSG 626 The Adult and Aging Family II (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.

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.

Prerequisite: or concurrent.

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.

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.

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.

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).

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.

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.

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.

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.

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 Field Tropical Marine Biology (4)

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, pelagic and benthic invertebrates, and the cartilaginous and bony fishes; to marine reptiles and marine mammals. Provides a brief overview of coral reef ecology that introduces students to basic food webs and trophic relationships. Daily classroom lectures in conjunction with daily excursions, facilitating opportunities for practical identifications in the field while snorkeling or scuba diving. Coral reef surveys and data collection required for an ongoing research project.

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 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 (2)

Concepts and application of research methods for public health nutrition.

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 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 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 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 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.

Prerequisite: or equivalent.

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 597 Special Topics in Clinical Nutrition (2-3)

Current topics in clinical nutrition. May be repeated for additional credit.

NUTR 605 Seminar in Public Health Nutrition (1)

Explores current major issues in nutrition. Students choose and research a topic or problem and discuss their findings in class. Requires written report. 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 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. Requires written report and oral presentation.

Prerequisite: Consent of department adviser and of instructors responsible for supervision.

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)

Continues 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. Uses the problem-solving approach to splinting. 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)

Discusses 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. Employs problem solving 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. Employs problem solving 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. Provides 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 works on 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 Neuroanatomy (3)

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 neurological dysfunction. Per week: lecture 2 hours, laboratory 2 hours.

Prerequisite: AHCJ 312.

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)

Continues 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. Evaluates 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 525 Program Seminar (2)

Develops critical-reasoning skills. Evaluates 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.

Prerequisite: Senior standing.

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 Occupational Therapy 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: OCTH 411, AH CJ 351, AH CJ 461.

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 and 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 and 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 and 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. Emphasizes identification of a focus area, objectives, goals, outcomes, on-site mentor, faculty mentor, and time frame.

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)

Covers fundamental concepts of microbiology and principles of infection and infection control. A systematic study of microorganisms pathogenic for humans include bacteria, viruses, spirochetes and parasitic agents. Emphasizes dental aspects, 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 intra-oral and extra-oral 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. Intra-oral and extra-oral 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 patients with medical problems of the respiratory, cardiovascular, neurologic, genitourinary, hematopoetic, 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. Requires repeated registrations to fulfill the total requirement of 3 units.

ODRP 826 Oral Medicine IV: Clinical Oral Pathology and 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. Requires repeated registrations 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. Requires repeated registrations 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 (.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. Requires repeated registrations to fulfill the total units.

OMFS 609 Literature Review in Oral and Maxillofacial Surgery (.5)

A monthly discussion of recent literature from selected journals. Reviews classic landmark articles and their impact on the specialty. Requires repeated registrations 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. Requires repeated registrations 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. Requires repeated registrations 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 post-treatment 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. Requires repeated registrations to fulfill the total units.

OMFS 618 Introduction to General Anesthesia (1)

Introduces the theory and practice of general anesthesia.

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.

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)

Continues preparatory topics for general practice. Studies medications used in oral maxillofacial surgery, surgical complications, assessment of oral maxillofacial surgery for impacted third molars, surgical treatment of cysts, preprosthetic surgery, recognition and evaluation of trauma, introduction to orthognathic surgery.

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)

Applies the principles of oral maxillofacial surgery in the clinical setting. Provides opportunities for gaining experience in cases of the type the general dentist treats.

OMFS 875 Oral and Maxillofacial Surgery Clinic II (1)

Applies principles of oral maxillofacial surgery in the clinical setting. Provides opportunities for gaining experience in cases of the type the general dentist treats.

OPHTHALMOLOGY

OPHM 891 Ophthalmology Elective (1.5-18)

ORTHODONTICS AND DENTAL ORTHOPEDICS

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 prepares the student for clinical practice of orthodontics diagnosis and treatment planning, including cephalometrics, growth forecasting, and preparation of visual treatment objectives.

ORDN 524L Introduction to Graduate Orthodontics Laboratory (6)

Selected laboratory projects to enhance the didactic portion of the course.

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. Requires camera, lens, and flash.

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)

Studies 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. Studies problems of diagnosis and the rationale of various treatment philosophies. Liberally uses current literature. Guest lecturers with demonstrated competence discuss topics in the field.

ORDN 605 Advanced Seminar in Orthodontics (1)

Second-year seminar. Design of clinical diagnosis, and practice management. Requires repeated registrations to fulfill the total units.

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. Requires repeated registrations to fulfill the total units.

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. Requires repeated registrations to fulfill the total units required.

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.

ORDN 698 Thesis (3)

ORDN 725 Clinical Practice in Orthodontics (7)

Diagnosis and treatment of assigned patients, including adults. Requires repeated registrations to fulfill the total units/clock hours.

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.

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.

ORTHOPAEDICS

ORTH 891 Orthopaedic Surgery Elective (1.5-18)

OTOLARYNGOLOGY

OTOL 891 Otolaryngology Elective (1.5-18)

PHYSICIAN ASSISTANT SCIENCES

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; intra-professional 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 531, MDCJ 532, MDCJ 533; 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 531, MDCJ 532, MDCJ 533; Recommended: Concurrent or previous medical microbiology.

PATH 599 Directed Study (1.5-18)

PATH 891 Pathology Elective (1.5-18)

PHYSICAL EDUCATION ACTIVITIES

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.

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 524L Introduction to Orthodontics Laboratory (1, 2)

Fabrication of various orthodontic appliances.

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. Requires repeated registration to fulfill the total units.

PEDN 654 Practice Teaching for Pediatric Dentistry (1-5)

Student gains teaching pediatric dentistry in clinical and laboratory settings. Requires repeated registrations 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. Requires repeated registrations to fulfill the total units.

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 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. A minimum of 240 clock hours per quarter. Requires repeated registrations 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 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.

PEDN 821 Pediatric Dentistry II (1)

Traumatic injuries to the primary and young permanent teeth and oral soft tissues. Dentistry for the handicapped, the adolescent, the infant, and the very young child. Child abuse. Oral habits of children.

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)**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 AND IMPLANT SURGERY****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. Requires repeated registrations 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. Requires repeated registrations to fulfill the total units.

PERI 604 Current Periodontal and Implant Literature (2)

Reviews most recent issues of periodontal and implant scientific journals. Requires repeated registrations 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. Requires repeated registrations 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). Requires residents to present cases that involve mutual interests. Requires repeated registration to fulfill the total units.

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. Requires repeated registrations to fulfill the total units.

PERI 654 Practice Teaching in Periodontics (1)

Experience in teaching the predoctoral dentistry student. Requires repeated registration to fulfill the total units.

PERI 697A Research (1)

Student identifies a research project, prepares a proposal, and obtains approval for the protocol.

PERI 697B Research (1)

Research, including data collection and preparing a written report.

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 (6)

Clinical experience in the diagnosis and treatment of periodontal diseases. Requires a minimum of 180 clock hours per quarter (12 quarters) to fulfill total units.

PERI 726 Clinical Practice in Implant Surgery (2)

Clinical experience in the diagnosis and treatment regarding implant surgery. Requires a minimum of 60 clock hours per quarter (12 quarters) 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 746 General Anesthesia Clinic (3)

Clinical rotation including physical evaluation, airway management, management of medical emergencies in patients scheduled for anesthesia, and introduction to conscious sedation. A minimum of 90 clock hours for each quarter of registration.

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.

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)

Orients student 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 (3, 4)

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 for 3 units of credit.

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.

PHCJ 900 Continuing Registration (0)

Provides degree-seeking graduate students registration on a continuing basis each quarter of the regular academic year in order to maintain active status in the School of Public Health. Designed for those who have received grades for all didactic course work but have not completed their programs. Required of all doctoral students who have exceeded the five-quarter limit on 'in progress' grades for dissertations.

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 411 Pharmacology DH (1)

Uses, actions, and potential toxic effects of medications most frequently used by dental patients.

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 illustrate 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 illustrate 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 both local and general dental anesthesia. 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 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 (4)

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 Physiology I (4)

Studies basic human physiology at the cellular and systemic levels, and pathological conditions. Laboratory sessions utilize modern electronic instrumentation to study function in man or experimental animals. Designed for students in all applied and basic sciences except physiology.

PHSL 534 Physiology II (3)

Studies basic human physiology at the cellular and systemic levels, and pathological conditions. Laboratory sessions utilize modern electronic instrumentation to study function in man or experimental animals. Designed for students in all applied and basic sciences except physiology.

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 where outstanding visiting scientists and intramural faculty in various fields of physiology present topics in their field. Offers graduate students a varied series of lecture topics and a perspective on cutting-edge research ideas in an informal setting. Requires attendance and a report. 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)

The Departments of Anatomy and of Pharmacology and Physiology coordinate this seminar. Presents reports from current literature 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 Orthopedics 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 Hydrotherapy and Massage (3)

Fundamental principles, physiological effects, and techniques of hydrotherapy and massage used in preventive medicine and diagnostic techniques. Lecture, demonstration, 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)

Covers 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. Studies development of the human organism from young adult to death. Emphasizes the problem of aging.

PHTH 451 Scientific Inquiry I (3)

Introduces the scientific method in health science research. Focuses on major steps of the research process including problem identification, literature review, conceptual framework, statement of hypothesis, and identification of research designs. Critically analyzes the literature, including evaluation of the rationale for a study. Introduces population inclusion and exclusion criteria, sampling and randomization techniques, and sample. Introduces ethical considerations, sampling techniques, identification of variables of interest, methods and tools for collecting and analyzing data in research studies, and reliability and validity.

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. Cardio-respiratory 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 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. Requires full-time supervision by a licensed physical therapist. 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 (4)

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)

Requires project or paper 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)

Basic physiological and neurophysiological mechanisms specific to therapeutic concepts. Clinical approach to pathology and trauma of the central and peripheral nervous systems. Stroke, spinal cord injury, and head injuries. Emphasizes clinical application.

PHTH 502 Neurology II (3)

Basic physiological and neurophysiological mechanisms specific to therapeutic concepts. Clinical approach to pathology and trauma of the central and peripheral nervous systems. Emphasizes proprioceptive neuromuscular facilitation.

PHTH 503 Neurology III (3)

Continues basic physiological and neurophysiological mechanisms specific to therapeutic concepts. Clinical approach to pathology and trauma of the central and peripheral nervous systems. Emphasizes comparing and contrasting facilitation techniques.

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)

Systematic review of disease and injury affecting the musculoskeletal system (particularly the hands), resulting in physical disability. Conditions caused by congenital deformities, fractures, trauma, tumors, disease, and sports injuries. Radiologic terminology, properties, and imaging.

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 the physical, mechanical, and soft-tissue biomechanical foundations and the neurophysiological basis of motor control and motor-learning acquisition for the formulation of exercise prescriptions.

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 students who are in the doctoral program in physical therapy.

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 and 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 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.

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)

Conducts pilot testing of research proposal 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.

PHYSICAL THERAPY—PROGRESSION MASTER'S**PMPT 427 Human Life Sequence (2)**

Studies 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. Considers the neurophysiological basis of motor control and motor-learning acquisition, and selection of exercise modes for treatment of musculoskeletal and neurological disorders and the nonpathological individual. Class modified for the progression-program PTA graduate, who already has some basic knowledge.

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.

Prerequisite: PMPT 583.

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.

Prerequisite: PMPT 584.

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. Requires repeated registrations 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. Requires repeated registrations to fulfill the total units.

PROS 515 Practice Teaching in Prosthodontics (1, 2)

Teaching experience in the areas of fixed and removable prosthodontics. Requires repeated registration 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 extra-oral 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. Requires repeated registrations 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. Requires repeated registrations 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 697A Research (1)

for the protocol.

PROS 697B Research (1)

Research, including data collection and evaluation.

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 protheses. A minimum of 180 clock hours per quarter. Requires repeated registrations to fulfill total units.

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 414 Interviewing and Counseling (4)

Procedures, methods, and problems of collecting personal data in a professional interview situation. Theories and techniques of academic, vocational, and therapeutic counseling in various settings designed to improve intra- and interpersonal behavioral patterns for more effective living. Considers clinical, educational, and crisis-intervention counseling application.

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 only to postbaccalaureate 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.

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 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 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 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 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 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 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, visuo-perceptual, 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 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 inter-group 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 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 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 582L Psychological Treatment II: Psychodynamic Therapy Practice (1)

Supervised experience observing and/or engaging in psychodynamic therapy.

Corequisite: PSYC 582.

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 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 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 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 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 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 of 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.

Corequisite: PSYC 799L.

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 Understanding Your Patient (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 Understanding Your Patient (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 077 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—CHRISTIAN ETHICS

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 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. Requires additional project for third unit.

RELE 456 Personal and Professional Ethics (2-3)

The foundations, norms, and patterns of personal integrity and professional responsibility. Requires additional project 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. Requires additional project 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. Requires additional project 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. Requires additional project for second unit.

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

Provides an overview of the family lifecycle from a Christian perspective. Requires additional project 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. Requires additional project for third unit.

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

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

RELR 448 Church and Community Leadership (2-3)

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

RELR 475 Art of Integrative Care (2,3)

The integration of psychosocial and spiritual care in the clinical setting. Requires additional project 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. Requires additional project 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. Requires additional project 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. Requires additional project 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. Requires additional project 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. Requires additional project 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. Requires additional project for fourth unit.

RELR 565 Introduction to Pastoral Theology and Methodology (3-4)

Studies the biblical, theological, and historical foundations for the practice of ministry. Requires additional project for fourth unit.

RELR 567 Introduction to Pastoral Counseling (3-4)

Provides overview of theology, history, theory, and practice of pastoral counseling. Requires additional project 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. Requires additional project for fourth unit.

RELR 574 Introduction to 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. Requires additional project for fourth unit.

RELR 575 Art of Integrative Care (3-4)

The integration of psychosocial and spiritual care in the clinical setting. Requires additional project 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. Requires additional project 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. Requires additional project 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. Requires additional project for fourth unit.

RELR 694 Seminar in Clinical Ministry (3-4)

Principles and practice of effective interaction with patients, parishioners, inmates, and other populations. Requires additional project 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. Requires additional project 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. Requires additional project 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. Requires additional project 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. Requires additional project for third unit.

RELT 419 Gospel of John (2-3)

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

RELT 425 Contemporary Religious Issues (2-3)

Analyzes prominent topics in religion discussed in contemporary journals. Requires additional project for third unit.

RELT 426 Jesus (2-3)

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

RELT 428 Gospel of Mark (2-3)

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

RELT 429 Gospel of Luke (2-3)

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

RELT 436 Seventh-day Adventist Heritage and Health (2-3) (meets religion requirement)

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

RELT 437 Current Issues in Adventism (2-3) (meets religion requirement)

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. Requires additional project for third unit.

RELT 439 Gospel of Matthew (2-3)

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

RELT 468 Daniel (2-3)

Nature, purpose, and message of the apocalyptic book of Daniel. Requires additional project for third unit.

RELT 469 Revelation (2-3)

Nature, purpose, and message of the apocalyptic book of Revelation. Requires additional project 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. Requires additional project 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. Requires additional project for third unit.

RELT 476 The Bible and Ethics (2-3)

Studies ways in which the Bible and ethics are related. Major ethical themes in biblical teaching. Requires additional project 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. Requires additional project for fourth unit.

RELT 534 Anthropology of Mission (3-4)

Studies Christian mission, applying the findings of anthropology as they relate to cultural change. Also deals with processes of religious development, means of diffusion, factors affecting religious acculturation, and analysis of programs intended to effect changes in religion. Requires additional project 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. Requires additional project 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. Requires additional project for fourth unit.

RELT 555 The Adventist Experience (3-4)

Introduces the beliefs and values that shape the Seventh-day Adventist community. Requires additional project 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. Requires additional project for fourth unit.

RELT 558 Old Testament Thought (3-4)

Introduces the literature and key theological themes of the Old Testament. Requires additional project for fourth unit.

RELT 559 New Testament Thought (3-4)

Introduces the literature and key theological themes of the New Testament. Requires additional project 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. Requires additional project 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. Requires additional project 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)

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.

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, AHCI 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 701L Restorative Dentistry I Laboratory (2)

Corequisite: RESD 701.

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 702L Restorative Dentistry II Laboratory (2)

Corequisite: RESD 702.

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 708L Restorative Dentistry III Laboratory (2)

Corequisite: RESD 708.

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 709L Restorative Dentistry IV Laboratory (2)

Corequisite: RESD 709.

RESD 754 Orientation to Restorative Clinic Protocol and Procedures (1)

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 771L Single Casting Technique Laboratory (2)**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 772L Fixed Prosthodontics Laboratory (2)**RESD 773 Fixed Prosthodontics II Lecture (1, 2)**

Continues RESD 772.

RESD 773L Fixed Prosthodontics II Laboratory (1, 2)**RESD 801 Fixed Prosthodontics and Occlusion (1)**

Introduces additional techniques for fixed prosthodontics, treatment planning, and repair techniques for prosthetic failures.

RESD 809 Prosthodontic Treatment Planning Seminar (1)

Presents and discusses various prosthodontic cases, with treatment plans to cover immediate dentures, relines, removable partial denture design, combination fixed and removable, implant overdentures, and single crowns.

Prerequisite: RESD 761, RESD 761L, RESD 762, RESD 762L.

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 822L Operative Dentistry II Laboratory (1)**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 823L Operative Dentistry III Laboratory (1)**RESD 844 Restorative Study Club Seminar (.5)****RESD 854 Implant Dentistry (1)**

Scientific and technical foundation for implant surgery and expansion of basic implant procedures. Post-placement care, long-term maintenance, and clinical complications associated with dental implants.

RESD 861 Senior Lecture 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.

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. Co-listed with RSTH 441. (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. Co-listed with RSTH 441. (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 post-professional 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. Co-listed with RSTH 301. (Not taught every year.)

Prerequisite: RSTH 341, RSTH 342, RSTH 343; or consent of instructor.

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 post-professional 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 post-professional 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 post-professional 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 385 Current Issues in Radiation Sciences I (2)**

A faculty-facilitated course that includes class discussion, small-group work, and presentation of student projects. Students choose the direction of their learning within the scope of the content by choosing the content of their group work and projects.

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 Radiologic 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 Radiologic 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 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: AHCJ 351, AHCJ 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 Current Issues in Radiation Sciences II (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.

Prerequisite: RTCH 385.

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.

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 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 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 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.

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 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.

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: 520.

RTMR 374 Medical Radiography Affiliation IV (10)

Continues RTMR 371, 372, and 373. Clock hours: 416.

RTMR 375 Medical Radiography Affiliation V (10)

Continues RTMR 371, 372, 373, and 374. Clock hours: 416.

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-Requirement: 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 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.

MEDICAL SONOGRAPHY**RTMS 339 Introduction to Echocardiography (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, Adult, and Pediatric Specialties (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 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 (2)

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)

Studies and reviews 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, post-certification 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, post-certification 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, post-certification 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, post-certification 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, post-certification clinical practice in a nuclear medicine service. Periodic evaluations by the clinical supervisor.

RTNM 402 Advanced Clinical Procedures II (3)

Credit for full-time, post-certification clinical practice in a nuclear medicine service. Periodic evaluations by the clinical supervisor.

RTNM 403 Advanced Clinical Procedures III (3)

Credit for full-time, post-certification clinical practice in a nuclear medicine service. Periodic evaluations by the clinical supervisor.

RTNM 404 Advanced Clinical Procedures IV (3)

Credit for full-time, post-certification 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-Legal 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 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 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.

RTRA 971 Clinical Internship (2)

An eleven-week rotation consisting of one day/week, for a total of 88 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 972 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 973 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 974 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 975 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 976 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 977 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.

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, post-certification clinical practice in a radiation therapy service. Periodic evaluations by the clinical supervisor.

RTTH 402 Advanced Clinical Procedures II (3)

Credit for full-time, post-certification clinical practice in a radiation therapy service. Periodic evaluations by the clinical supervisor.

RTTH 403 Advanced Clinical Procedures III (3)

Credit for full-time, post-certification clinical practice in a radiation therapy service. Periodic evaluations by the clinical supervisor.

RTTH 404 Advanced Clinical Procedures IV (3)

Credit for full-time, post-certification 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 (4)

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. Students assigned to a community pharmacy site to complete weekly assignments for the Introductory Pharmacy Practice Experience (IPPE).

Prerequisite: P1, Winter Quarter standing.

RXEE 563 Pharmacist Guided Self-Care 2 (4)

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. Continues the early practice experience in which student is assigned to a community pharmacy site to complete weekly assignments.

Prerequisite: RXEE 562; Successful completion of RXEE 562; and P1, Spring Quarter standing.

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 and 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 and 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 (.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 (.5)

Continues RXPS 515.

Prerequisite: RXPS 510/RXPS 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 intra-oral and extra-oral 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 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**RXXR 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.

RXXR 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.

RXXR 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.

RXXR 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.

RXXRX 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.

RXXRX 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.

RXXRX 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, which introduces students to concepts in formulary management. This course contains 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, introduces 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 and approval of the project by the respective department 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) (3)

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: Introduction to Pharmacology and Therapeutics (3)**

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.

Corequisite: RXPS 611, RXTH 671.

RXTH 671 IPDM II: Electrolytes, Fluids, and Nutritional Balance (3)

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.

Corequisite: RXPS 611, RXTH 670.

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 III: Endocrine/GI Diseases (4)

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.

Corequisite: RXPS 612, RXTH 674, RXTH 691.

RXTH 684 IPDM V: Cardiovascular (6)

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.

Corequisite: RXPS 613, RXTH 692, RXTH 774.

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 (2)

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.

Prerequisite: RXTH 684, RXDI 664.

RXTH 770 IPDM VI Infectious Diseases I (3)

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 VII: Neurological Diseases (3)

Part of an eleven-course sequence. Introduces students to the pharmacology, pharmacokinetics, and pharmacodynamics of agents to treat neurological diseases; 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 agents that treat neurological diseases. Enables students to integrate their knowledge of the disciplines studied in the context of formulating individualized pharmacotherapeutic plans.

RXTH 772 IPDM VIII: Infectious Diseases II (4)

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 studied in the context of formulating individualized pharmacotherapeutic plans.

RXTH 773 IPDM IX Psychiatry (4)

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 X: Miscellaneous Conditions (3)

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.

Corequisite: RXPS 716, RXTH 775, RXTH 795.

RXTH 775 IPDM XI: Oncology/Transplant (2)

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.

Corequisite: RXPS 716, RXTH 775, RXTH 795.

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 (2)

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 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.

SDCJ 799 Directed Study (100 to 400 hours)**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 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.

SPEECH-LANGUAGE PATHOLOGY

SLPA 218 Transcription Phonetics (3)

Development of transcription skills using the International Phonetic Alphabet. Course may not be taught every year.

SLPA 224 Language Disorders in Children (4)

Study of language disorders in children. Describes disorders in infancy through adolescence. Discusses treatment strategies discussed. Course may not be taught every year.

SLPA 234 Speech Disorders in Children (4)

Study of articulation, phonological, and fluency disorders in children. Discusses treatment strategies discussed. Course may not be taught every year.

SLPA 235 Speech Disorders in Adults (4)

Basic anatomy and physiology of the head and neck. Studies motor speech disorders, and voice and swallowing disorders in adults. Discusses treatment strategies. Course may not be taught every year.

SLPA 244 Language Disorders in Adults (3)

Foundational neuroanatomy. Studies acquired language disorders—including aphasia, right-hemisphere disorders, and traumatic brain injury. Discusses treatment strategies. Course may not be taught every year.

SLPA 267 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.

SLPA 275 Assistive Technology (2)

Introduces the development and use of assistive technology for individuals in need of augmentative or alternative means of communication. Course may not be taught every year.

SLPA 277 Bicultural and Bilingual Issues in Communication Disorders (2)

Clinical competencies and cultural sensitivity needed in interactions with bicultural and bilingual clients. Discusses the impact of such knowledge on assessment and intervention. Course may not be taught every year.

SLPA 285 Speech-Language Pathology Assistant Methods and Procedures (3)

Addresses technical assistant-level skills, clerical skills, maintenance of environment, preparation of materials, record keeping and documentation, behavior management, discrete trial training, screening, and skills necessary for understanding and implementing treatment plans. Course may not be taught every year.

SLPA 286 Workplace Issues and Ethics (2)

Interpersonal skills, workplace conduct, ethical conduct, scope of practice, national and state regulations. Emphasizes dependence versus independence issues, and supervisor-supervisee relationships. Students demonstrate progression towards teamwork; support of diversity; and appreciation of human worth, wholeness, and commitment to lifelong learning. Course may not be taught every year.

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 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.

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 psycho-educational 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 cross-cultural context. Focuses on normal behavior from birth through adolescence.

Prerequisite: Program prerequisites in human growth and development, human biology concepts, and cross-cultural 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)

First of the practice sequences. Provides the foundation for generic social work practice as it emphasizes an ecological systems approach within a cross-cultural context. Provides knowledge of social work principles, ethics, and values that assure a professional approach to individual client needs, arising from an assessment of personal and social issues and problems. Taken prerequisite to or concurrent with social work practicum.

SOWK 518 Foundation Practice II: Social 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: SOWK 547; 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. Presents more complex definitions of dysfunction. Encourages appreciation for sensitivity to the associated needs and issues of affected populations. Facilitates increased application and respect for social work values, policies, and ethics.

Prerequisite: SOWK 511, SOWK 512; and qualifying review; or permission of Academic Standards Committee.

SOWK 614 Human Behavior in a Cross-cultural Environment III Tutorial (1-3)

Intensive tutorial experience that facilitates further integration of the diagnostic content and analytical skills addressed in SOWK 613.

Prerequisite: SOWK 513.

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 Dual Diagnosis (2)

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 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 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.

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 654 Therapeutic Interventions with Older Adults (2)

Integrates the theories and practice skills needed for effective practice with older adults and their families. Focuses both on the significance of the older client's history; as well as the influences of race, ethnicity, and gender on behavior within the clients environmental context. Emphasizes assessment and intervention methods that bridge health and mental health services. Examines service-delivery and case-management systems; as well as individual, family, and small-group intervention approaches.

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 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 socio-cultural. 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 the Chronically Mentally Ill (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 developing students' knowledge and skills in advanced clinical social work with individuals. Classification, evaluation, and diagnosis of the psychiatric disorders described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). Emphasizes diagnostic and psychosocial evaluation, psychiatric epidemiology, genetic factors in mental illness, and the major categories of drugs used in treating psychiatric disorders.

Prerequisite: Pass qualifying examination, or permission of Academic Standards Committee.

SOWK 665 Advanced Practice Group (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 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.

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 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).

SOWK 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.

SOWK 671 Foundation Practice V: Social Work Administration (3)

Provides macro-practice 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 674 Fiscal and Information Management (2, 3)

Examines the types of decision-support systems utilized by social work administrators in public and private settings. Emphasizes understanding the theories, principles, methods, and technologies inherent in effective fiscal and information management. Additional special project, with permission of instructor, to receive the additional unit.

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 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 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 intra-psychic 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 Generic Practice and Seminar (2)

Required of students with advanced standing. Students complete 200 hours of practicum and 20 hours of practicum seminar. Provides 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 Public Policies and Dynamics of Global Change (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 695A Advanced Research Methods (2)

A three-quarter, sequential course that supports students choosing to advance their knowledge through the examination and application of a broad spectrum of research methods used in professional-practice settings. Combines didactic course work with laboratory experiences integrated into the student's advanced practicum, in which the student makes use of the identified research designs and techniques. Emphasizes developing student's ability to differentiate and apply the most appropriate and widely used research designs and methods at the micro, mezzo, and macro levels of practice, i.e., qualitative versus quantitative or combined formats. Attention given at each level to preparing the student to work with the increasing federal and state requirements for demonstrating intervention effectiveness.

SOWK 695B Advanced Research Methods (2)

A three-quarter, sequential course that supports students choosing to advance their knowledge through the examination and application of a broad spectrum of research methods used in professional-practice settings. Combines didactic course work with laboratory experiences integrated into the student's advanced practicum, in which the student makes use of the identified research designs and techniques. Emphasizes developing student's ability to differentiate and apply the most appropriate and widely used research designs and methods at the micro, mezzo, and macro levels of practice, i.e., qualitative versus quantitative or combined formats. Attention given at each level to preparing the student to work with the increasing federal and state requirements for demonstrating intervention effectiveness.

SOWK 695C Advanced Research Methods (2)

A three-quarter, sequential course that supports students choosing to advance their knowledge through the examination and application of a broad spectrum of research methods used in professional-practice settings. Combines didactic course work with laboratory experiences integrated into the student's advanced practicum, in which the student makes use of the identified research designs and techniques. Emphasizes developing student's ability to differentiate and apply the most appropriate and widely used research designs and methods at the micro, mezzo, and macro levels of practice, i.e., qualitative versus quantitative or combined formats. Attention given at each level to preparing the student to work with the increasing federal and state requirements for demonstrating intervention effectiveness.

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 697C Research: Project (1)

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.

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 757A Professional Foundation Practicum and Seminar (3)

Provides students with experiential learning opportunities in foundation social work practice. Student placed at practicum social work sites, as determined by the program's director of field education. Students complete 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters.

Corequisite: SOWK 578.

SOWK 757B Professional Foundation Practicum and Seminar (3)

Provides students with experiential learning opportunities in foundation social work practice. Student placed at practicum social work sites, as determined by the program's director of field education. Students complete 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters.

Prerequisite: SOWK 578.

SOWK 757C Professional Foundation Practicum and Seminar (3)

Provides students with experiential learning opportunities in foundation social work practice. Student placed at practicum social work sites, as determined by the program's director of field education. Students complete 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters.

Prerequisite: SOWK 578.

SOWK 787A Advanced Professional Practicum and Seminar (4)

Provides students with advanced social work experience in their selected concentration. Advanced practica assigned by the program's director of field education. Students 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 students with experiential learning opportunities in foundation social work practice. Student placed at practicum social work sites, as determined by the program's director of field education. Students complete 160 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 students with experiential learning opportunities in foundation social work practice. Student placed at practicum social work sites, as determined by the program's director of field education. Students complete 160 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 099 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.

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 consent of instructor.

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 laboratory per week.

Prerequisite: SPAN 102 or consent of instructor.

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 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 122.

SPAN 129 Practicum in Spanish III (4)

Practicum in the Spanish language and culture in a total immersion environment. Class includes a field trip of total immersion to a Spanish-speaking country, with supervised experiences communicating with the Spanish-speaking population (behavioral and medical vocabulary is included). An immersion travel fee charged.

Prerequisite: SPAN 118 or 119 or 122.

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, preterite, imperfect, and future tenses, subjective nouns, adverbial clauses, comparatives and superlatives. Includes a 3-hour 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 physical assessments. Conducted entirely in Spanish. Includes a 3-hour language laboratory per week.

Prerequisite: SPAN 203; or consent of instructor.

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. 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 agro-forestry, 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. Students learn finger spelling, acquire a sign vocabulary of approximately 500 words, and acquisition of the basic grammatical rules of ASL. Opportunity to use ASL contrasted with native signers. Discusses ASL in contrast to the various sign systems currently being used in educational settings in this country.

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 Early-Childhood Language Disorders (3)

Lectures and discussions dealing with principles and procedures in assessment and interventions of language disorders in children. Specific emphasis on early-language learners (birth to 3 years). Conferencing, report writing, and goal writing.

SPPA 525 Preschool and School-Age Child Language Disorders (3)

Lectures and discussions dealing with 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. Language disorders in autism and mental retardation addressed.

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 Professional Aspects of Speech-Language Pathology—Portfolio Development (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.

STATISTICS

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.

STAT 415 Computer Applications in Biostatistics (1)

Laboratory use of the personal computer in statistical problem solving.

Prerequisite or concurrent: STAT 414 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, nonresponse 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-Meier 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 (2)

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 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.

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 694 Research (1-14)

Independent 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.

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.

STATISTICS CONJOINT

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 Clerkship (1.5-18)

A sub-internship in surgery in which the student 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. Subinterns 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 077 Basic Writing I (2)

This course will include instruction in grammar, sentence structure, and vocabulary usage.

WRIT 084 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)

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.

Prerequisite: College writing sequence.

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 meta-lingual 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 (.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 at 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 at 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
- ABEDI, HAMID REZA. Assistant Professor, Department of Endodontics SD
B.D.S. Royal London Hospital 1991
- 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 at Dominguez Hills 1998
M.H.A. California State University at 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 LaVerne 1991

- AFIFI, GHADA YOUSSEF. Assistant Clinical Professor, Department of Surgery SM
M.D. Albany Medical College 1990
- AGARWAL, MADHU R. Assistant Professor, Department of Ophthalmology SM
M.D. University of California at Los Angeles 1999
- AGPAOA, GRACE T. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S.
- 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, 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
- 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.
- ALCAIDE, JEFF G. Clinical Instructor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 2000
- ALDANA, DANIEL H. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Yale University 1993
- ALEXANDER, WIL. Emeritus Professor, School of Religion; Professor, Department of Family
Medicine SM
Ph.D. Michigan State University 1962
M.Th. Edinburg University 1966
- 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 at 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
- ANACAYA, MARGIE T. Assistant Professor, Department of Physical Medicine SM
M.D. Loma Linda University SM 1999
- ANDERSEN, BRADLEY T. Instructor, Department of Medicine SM
M.D.
- 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, 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.
- 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
- 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
- APUY, HEIDI J. Clinical Instructor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 2005
- APUY, ROBERT C. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1978
- 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
- ARMIJO, JAVIER ALONSO. Assistant Clinical Professor, Department of Family Medicine SM
M.D. University of California at 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 at Fullerton 1997
- ASAI, YUJI. Adjunct Assistant Professor, Department of Allied Health Studies AH
B.S. National Institution for Academics 2000
- 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. Clinical 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
- AVINA, ROBERT L. Assistant Professor, Department of Family Medicine SM
M.D. University of California at San Diego 1977
- AYYOUB, BASHAR S. Clinical Instructor, Department of Restorative Dentistry SD
B.D.S. Jordan University of Science and Technology 2002
- 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
- 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
- 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
- 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 at 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. Associate 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 at 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
- 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 at Manoa 1989
- 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. Instructor, 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
- 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
- BELÉN, 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, JACK L. Clinical Instructor, Department of Surgery SM
M.D. Loma Linda University SM 1962
- BERDEJA, JESUS G. Assistant Professor, Department of Medicine SM
M.D. Harvard Medical School 1994
- 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
- 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 at 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
- 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. Assistant 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
- BLAIR, ROBERT DELMER, JR. Assistant Clinical Professor, Department of Health Administration PH
M.P.H. University of California at Los Angeles 1988
- 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
- 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
- BLANTON, CHRISTOPHER LEE. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. Medical College of Ohio 1986
- 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 at 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 at San Francisco 1984

- BOLING, EUGENE P. Assistant Clinical Professor, Department of Medicine SM
M.D. University of California at Los Angeles 1976
- BOLLA, LISA DAWN. Instructor, Department of Family Medicine SM
M.S. Loma Linda University GS 2002
- 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
- BOSKOVIC, MILOS MOMIR. Assistant Clinical Professor, Department of Restorative Dentistry SD
D.D.S. University of Belgrade (Yugoslavia) 1977
- BOSSERT, ELIZABETH ANNE. Associate Dean Graduate Program, School of Nursing SN
D.N.S. University of California at 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
- 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 Instructor, 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. Instructor, 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
 M.D. University of Jabalpur (India) 1978
- 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
 D.D.S. Universidad Internacional de las Americas 2003
- BRESSLER, SUSAN HUTCHERSON. Clinical Instructor, Department of Clinical Laboratory Science AH
 B.S. Loma Linda University AH 1979
- BREWER, DEAN J. Adjunct Assistant Professor, Department of Dental Educational Services SD
 D.D.S. Loma Linda University SD 2004
- 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
 D.D.S. Loma Linda University SD 1973
- BRINEGAR, CHARLES, HOWARD, JR. Associate Professor, Department of Medicine SM
 M.D. Loma Linda University SM 1963
- BRISTOL, SHIRLEY T. Associate Professor of Nursing, SN
 J.D. University of LaVerne 1990
 M.S. Loma Linda University GS 1979
- BRITT, WILLIAM, G. III. Associate Professor, Department of Psychiatry SM
 Ph.D. Rosemead Graduate School of Professional Psychology 1981
- BRITTON, DOUGLAS R. Assistant Professor, Department of Earth and Biological Sciences ST
 Ph.D. University of Wyoming 1998
- BROCKMANN, DOUGLAS C. Assistant Clinical Professor, Department of Anesthesiology SM
 M.D. Loma Linda University SM 1978
- BRODEUR, DAVID C. Assistant Professor, Department of Restorative Dentistry SD
 D.D.S. Loma Linda University SD 1971
 M.P.A. Loma Linda University AH 1972
- BROOME, DALE R. Associate Professor, Department of Radiology SM
 M.D. University of Missouri at Kansas City 1987

- BROWN, DOUGLAS. Assistant Professor, Department of Orthodontics SD
D.D.S. University of Southern California 1981
M.S. Loma Linda University GS1991
- BROWN, BRANDON R. Clinical Instructor, Department of Oral and Maxillofacial Surgery SD
D.D.S. University of Iowa 2003
- BROWN, GARTH W. Assistant Professor, Department of Oral Diagnosis, Radiology, and Pathology SD
D.D.S. Loyola University 1964
- BROWN, GARY W. Assistant Clinical Professor, Department of Medicine SM
M.D. Universidad Autonoma de Guadalajara 1980
- BROWN, LANCE A. Associate Professor, Department of Emergency Medicine SM and Department of Pediatrics SM
M.D., M.P.H. Harvard University 1994
- BROWN, LAURA DENISE. Assistant Librarian, Library Faculty
M.L.S. University of California at Los Angeles 1988
- BROWN, WILLIAM E. Assistant Clinical Professor, Department of Orthopedic Surgery SM
M.D. College of Medical Evangelists 1952
- BROWN-HARRELL, VICKIE D. Assistant Professor, Department of Medicine SM
M.D. University of Iowa 1992
- 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. Adjunct Professor, School of Religion SR
Ph.D. Emory University 1978
- BRUTTOMESEO, 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
M.B.Ch.B. University College at Galway (Ireland) 1967
- BUCHHEIM, H. PAUL. Professor, Department of Earth and Biological Sciences ST
Ph.D. University of Wyoming 1978
- BUCHHOLZ, JOHN N. Professor, Department of Physiology and Pharmacology SM
Ph.D. Loma Linda University GS 1989
- BUCKERT, LINDA SCUDDER. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S. University of Illinois 1980
- BUCKLES, BEVERLY J. Professor, Department of Social Work and Social Ecology ST
D.S.W. Adelphi University 1989
- BUI, HONG DANG. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Faculty of Medicine of Saigon 1969
- 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
M.D. Loma Linda University SM 1961
- BUNNELL, WILLIAM P. Professor, Department of Orthopedic Surgery SM and Department of Pediatrics SM
M.D. Temple University 1968
- BURTCH, PERRY D. Assistant Professor, Department of Dental Educational Services, SD
D.D.S. Loma Linda University SD 1990
- BURGOS, AUREA ESCOBAR. Clinical Instructor, Department of Nutrition and Dietetics AH
B.S. Puerto Rico University 1955

- BURK, KELLY A. Clinical Instructor, Department of Radiation Technology AH
B.S. Loma Linda University AH 2003
- BURKE, KENNETH IBER. Associate Professor, Department of Nutrition PH and Emeritus Professor,
Department of Nutrition and Dietetics AH
Ph.D. Florida State University
- BURLEY, TODD D. Clinical Professor, Department of Psychology ST
Ph.D. University of Tennessee at Knoxville 1972
- BURNHAM, GILBERT M. Adjunct Associate Professor, Department of Global Health PH and
Department of Preventive Medicine SM
M.D. Loma Linda University SM 1968
Ph.D. University of London 1988
- BURNS, MARGARET ANNE. Associate Professor, School of Nursing SN
D.N.Sc. Catholic University of America 1985
- BURSTEIN, JEROME. Associate Professor, Department of Radiology SM
M.D. Albert Einstein College of Medicine
- BURTON, PAUL D. Instructor, Department of Orthopedic Surgery SM
D.O. University of Health Sciences College of Osteopathic Medicine
- BUSH, DAVID A. Associate Professor, Department of Radiation Medicine SM
M.D. Loma Linda University SM 1992
- BUSH, SEAN P. Associate Professor, Department of Emergency Medicine SM
M.D. Texas A&M College of Medicine 1992
- BUTLER, DIANNE GREIVE. Assistant Professor, Department of Nutrition PH
M.S. Loma Linda University GS 1999
M.B.A. Charles Stuart University 1999
- BUTLER, TERRENCE L. Assistant Professor, Department of Epidemiology and Biostatistics PH and
Department of Preventive Medicine SM
Dr.P.H. University of California at Los Angeles 1986
- BYRNE, JOHN MAURICE. Assistant Professor, Department of Medicine SM
D.O. University of Osteopathic Medicine and Health Sciences 1989
- CABALLERO, CORA ALMARIO. Assistant Clinical Professor, School of Nursing SN
M.A. New York University 1993
- CABANSAG, ROGER J. Assistant Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1998
- CHACHAD, ANU S. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University, 2002
- CALDERON-VIZCAINO, RAQUEL M. Clinical Instructor, Department of Cardiopulmonary Sciences AH
B.S. University of Redlands 2002
- CALLA PAULINE JOYCE. Instructor, Department of Health Information Management AH
B.S. Loma Linda University AH 2005
- CAMACHO, ELBER SAMUEL. Assistant Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1972
- CAMPBELL, EDWARD R. Instructor, Department of Anesthesiology SM
M.D. Mount Sinai 2002
- CAMPBELL, MICHAEL W. Instructor, University Libraries
M.A. Andrews University 2004
- CANGA-SIAO, CYNTHIA R. Assistant Professor, Department of Medicine SM
M.D. Cebu Institute of Medicine 1988

- CANTIN, EDOUARD M. Adjunct Associate Research Professor, Department of Biochemistry and Microbiology SM
Ph.D. University of Cambridge (England) 1976
- CANTOS, KENNETH A. Assistant Professor, Department of Pathology and Human Anatomy SM,
Department of Medicine SM
M.D. Loma Linda University SM 1993
- CAO, JEFFREY D. Professor, Department of Pathology and Human Anatomy SM
M.D. Loma Linda University SM 1971
- CAPLANIS, NICHOLAS. Assistant Professor, Department of Restorative Dentistry SD and Department of Periodontics SD
D.M.D. University of Medicine and Dentistry at New Jersey 1991
- CARLSON, JOHN P. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. Creighton University 1995
- CARMICINO, KATHLEEN E. Clinical Instructor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1969
M.B.A. Pepperdine University SB 1986
- CARNAHAN, CLARENCE, E., JR. Clinical Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1954
- CARNEY, JOHN P. Assistant Clinical Professor, Department of Health Administration PH and Department of Epidemiology and Biostatistics PH
M.B.A. University of Phoenix 1992
- CAROTHERS, DAVID N. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1980
- CARPENTER, MARK J. Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1980
- CARPIO, MOISES R. Assistant Professor, Department of Medicine SM
M.D. San Marcos National University 1970
- CARR, MARK F. Associate Professor, School of Religion SR
Ph.D. University of Virginia 1998
- CARRIEDO, HEATHER A. Assistant Professor, Department of Pediatrics SM
M.D. University of California at Los Angeles 1996
- CARRIGG, KAREN GRIGSBY. Associate Professor, School of Nursing SN
Ed.D. Loma Linda University SE 1988
- CARSON, MARGIE INDRAJIT. Clinical Instructor, Department of Nutrition and Dietetics AH
B.S. Western Michigan University 1995
- CARTER, ETHELRED E. Assistant Clinical Professor, Department of Medicine SM
M.D. University Autonoma de Guadalajara 1968
- CARTER, RONALD L. Professor, Department of Earth and Biological Sciences ST and SR
Ph.D. Loma Linda University GS 1977
- CARUSO, JOSEPH MICHAEL. Associate Professor, Department of Orthodontics SD
D.D.S. Loma Linda University SD 1973
- CARVALHO, JULIANA. Assistant Professor, Department of Periodontics SD
B.D.S. Federal University of Minas Gerais (Brazil) 1997
- CASELLINI, RENZO CARLO. Clinical Instructor, Department of Restorative Dentistry SD
M.D.T. Swiss Dental Tech College 1976
- CASIANO, CARLOS A. Associate Professor, Department of Biochemistry and Microbiology SM and Assistant Professor, Department of Medicine SM
Ph.D. University of California at Davis 1992

- CASSIMY, CLYDE P. Adjunct Assistant Professor, School of Religion SR
D.Min. Vanderbilt University Divinity School 1981
M.Div. Andrews University 1978
- CASTANOTTO, DANIELA. Adjunct Associate Research Professor, Department of Biochemistry and
Microbiology SM
Ph.D. University of Messina 1987
- 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
M.D. Loma Linda University SM 1986
- CASTRO, YVAN. Assistant Professor, Department of Epidemiology and Biostatistics PH
M.S.A. Andrews University 2000
- 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
M.D. Loma Linda University SM 1984
- 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
M.D. Seoul National University 1961
- CHADWICK, ROBERT B. Assistant Research Professor, Department of Medicine SM
Ph.D. Ohio State University 2000
- CHAKKA, SEKHAR N. Assistant Professor, Department of Restorative Dentistry SD
B.D.S. Andhrapradesh, India 1982
- CHAMPLIN, THAD L. Adjunct Associate Professor, Department of Orthodontics SD
D.D.S. University of Southern California 1969
M.S.D. University of the Pacific 1984
- CHAN, BOBBY S. Assistant Professor, Department of Medicine SM
M.D. Franklin University of Medicine and Science of Chicago Medical School 1999
- CHAN, CLEMENT KAR-MAN. Associate Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1980
- 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, BERNARD CHUL HO. Assistant Professor, Department of Orthodontics SD
D.D.S. Loma Linda University SD 1993
M.S. Loma Linda University SD 1996
- 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 Professor, Department of Medicine SM
M.D. Northeastern Ohio University 1997
- 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-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 at 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 at Dallas 1986
- CHEN, SHAW S. Assistant Professor, Department of Medicine SM
M.D.
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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. Associate 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
 M.P.H. Loma Linda University PH 1995
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 M.B.B.S. University of Hong Kong
 D.D.S. University of Illinois at Chicago, College of Dentistry 1996
- CHIEN, ALEXANDER. Assistant Professor, Department of Radiology SM
 M.D. University of Michigan 1997
- CHILDERS, BEN J. Associate Clinical Professor, Department of Surgery SM
 M.D. University of Louisville 1989
- 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
- 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
 D.D.S. Loma Linda University SD1993
- CHOI, CHUL. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM
 M.D. Seoul National University 1968
- CHOI, KYUNG-SOO. Adjunct Instructor, Department of Restorative Dentistry SD
 D.D.S. University of Illinois at Chicago 1996
- CHOI, YONG C. Associate Clinical Professor, Department of Restorative Dentistry SD
 D.D.S. Seoul National University 1985
 M.S. Loma Linda University GS1995
 Ph.D. Catholic University of Korea 1999
- CHOO, EVELYN BEE IMM. Assistant Professor, Department of Pathology and Human Anatomy SM
 M.D. Loma Linda University SM 1992
- 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
 M.B.A. Claremont Graduate School 1995
- CHOW, LORI J. Assistant Clinical Professor, Department of Surgery SM
 M.D. University of California at Davis 1994
- CHOW, TONY K. Assistant Professor, Department of Emergency Medicine SM
 M.D. University of California at San Diego 1991
- CHRISLER, JOHN M. Instructor, Department of Orthopedic Surgery SM
 B.S. Texas A&M University, School of Veterinary Medicine 1985
- CHRISPENS, JERE E. Assistant Clinical Professor, Department of Health Information Management AH
 M.A. University of California at Los Angeles 1966
- CHRISTENSEN, HEIDI LAVERNE. Associate Professor, Department of Oral Diagnosis Radiology and
 Pathology SD
 D.D.S. Loma Linda University SD 1983
- CHRISTISON, CARON SHIZUE. Assistant Clinical Professor, Department of Psychiatry SM
 M.D. University of California at San Diego 1982
- CHRISTISON, GEORGE W. Professor, Department of Psychiatry SM
 M.D. University of California at San Diego 1982
 M.Div. Andrews University 1970

- CHRISTOFFEL, LARRY. Assistant Professor, SR
M.Div. Andrews University 1970
- CHU, LARINA H. Assistant Professor, Department of Physician Assistant Sciences AH
M.P.A. Loma Linda University AH 2005
- CHUA, KENG L. Assistant Professor, Department of Periodontics SD
D.D.S. University of Melbourne 1998
- CHUA, SAMNUEL C. Assistant Professor, Department of Emergency Medicine SM
M.D. University of Southern California 1990
- CHUI, JAMES. Assistant Clinical Professor, Department of Surgery SM
M.D. Hahnemann University 1993
- CHUN, BRAD E. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University 2006
- CHUN, KALFRED G.S. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1980
M.S. Loma Linda University 1985
- CHUNG, DEBORAH MICHELLE. Assistant Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1986
- CHUNG, DANIEL J. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 2005
B.A. Andrews University 1999
- 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. Assistant Professor, Department of Surgery SM
M.D. Loma Linda University SM 1996
- CHURG, WARREN, B. Assistant Clinical Professor, Department of Family Medicine SM
M.D. Johns Hopkins University SM 1975
- CIPTA, ANNE T. Assistant Professor, Department of Anesthesiology SM and Department of Physical
Medicine SM
M.D. University of Airlangga 1982
- CLAFFEY, NOEL M. Professor, Department of Periodontics SD
B.D.S. National University of Ireland 1974
- CLARK, ALEXANDRA M. Assistant Professor, Department of Pediatrics SM
M.D. Albany Medical College 1999
- CLARK, DENNIS E. Adjunct Professor, Department of Oral Diagnosis, Radiology, and Pathology SD
D.D.S. Loma Linda University SD 1983
- CLARK, HELEN E. Clinical Instructor, Department of Clinical Laboratory Science AH
B.A. University of California, Los Angeles 1974
- CLARK, MIKE L. Adjunct Assistant Professor, Department of Dental Educational services SD
D.D.S. Loma Linda University 2004
- CLARK, ROBIN D. Associate Professor, Department of Pediatrics SM
M.D. University of Arizona 1978
- CLARK, SUSAN A. Associate Clinical Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1973
- CLARKE, IAN CAMERON. Research Professor, Department of Orthopedic Surgery SM
Ph.D. University of Strathclyde 1972
- CLAUSEN, BENJAMIN LEROY. Adjunct Associate Professor, Department of Earth and Biological
Sciences ST
Ph.D. University of Colorado at Boulder 1987

- CLEEK, N. EUGENE. Assistant Professor, Department of Surgery SM
M.D. Autonomous University of Guadalajara 1975
- CLEGG, WILLIAM R. Assistant Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1961
- CLEMENTS, HERMAN R. Assistant Professor, Department of Psychiatry SM
M.D. Ohio State University SM 1992
- CLEMENTS, MARK JAN. Assistant Professor, Department of Radiation Technology AH
M.A. University of Colorado at Boulder 1970
- CLEMONS, SHERYL LYNN. Clinical Instructor, Department of Occupational Therapy AH
B.S. Loma Linda University AH 1988
- CLIFTON, BRETT D. Assistant Clinical Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1986
- CLINE, DENIS J. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1992
- CLOVER, WILLIAM M. Assistant Clinical Professor, Department of Pediatrics SM
M.D. University of Southern California 1954
- COBB, CAMILLA J. Associate Professor, Department of Pathology and Human Anatomy SM
M.D. Meharry Medical College 1977
- COEN, MICHAEL J. Assistant Professor, Department of Orthopedic Surgery SM
M.D. University of Nebraska Medical Center 1990
- COGGIN, C. JOAN. Emeritus Professor, Department of Medicine SM
M.D. Loma Linda University SM 1953
- COHEN, JOSEPH I. Assistant Clinical Professor, Department of Pathology and Human Anatomy SM
M.D. Medical College of Wisconsin 1986
- COJOCARU, TRAIAN T. Associate Professor, Department of Surgery SM
M.D. Facultatea de Medicina IMF/University of Bucharest 1972
- COLBURN, KEITH K. Professor, Department of Medicine SM
M.D. Loma Linda University SM 1970
- COLE, BRADLEY ALAN. Assistant Professor, Department of Neurology SM
M.D. Loma Linda University SM 1992
- COLE, DOROTHEE. Assistant Professor, Department of Neurology SM
M.D. Loma Linda University SM 1994
- COLEMAN, MARLENE M. Assistant Clinical Professor, Department of Pediatrics SM
M.D. University of California at Irvine 1970
- COLEMAN, MELVIN A. Assistant Professor, Department of Endodontics SD
D.D.S. Case Western Reserve University 1958
- COLLEN, MARTIN J. Clinical Professor, Department of Medicine SM
M.D. Chicago Medical School 1970
- COLLIER, CARL E. Assistant Professor, Department of Anesthesiology SM
D.O. College of Osteopathic in Iowa 1980
- COLLINS, NORBERTO E. Assistant Clinical Professor, Department of Surgery SM
M.D. University de Cordoba 1973
- COLLINSWORTH, KEN A. Assistant Professor, Department of Medicine SM
University of Chicago 1970
- COLOHAN, AUSTIN R. T. Professor, Department of Neurosurgery SM
M.D. McMaster University (Canada) 1978
- COLWELL, WILLIAM. Instructor, Department of Health Administration PH
- CONCEPCION, WALDO. Associate Professor, Department of Surgery SM
M.D. Autonomous University of Guadalajara (Mexico) 1978

- CONDON, DAVID S. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1994
- CONDON STANLEY C. Associate Professor, Department of Medicine SM
M.D. Loma Linda University SM 1956
- CONDON, VANETA MABLEY. Associate Professor, School of Nursing SN
Ph.D. Claremont Graduate School 1996
- CONNELL, BERTRUM C. Professor, Department of Nutrition and Dietetics AH and Department of
Nutrition PH
Ph.D. University of Missouri 1978
- CONNER, MICHAEL LEROY. Assistant Professor, Department of Health Administration PH
Ed.S. Loma Linda University SE 1984
- CONNORS, DIANNA. Assistant Professor, Department of Counseling and Family Science ST
M.A. Western Michigan University 1978
- COOPER, JAN L. Clinical Instructor, Department of Ophthalmology SM
O.D. Southern California College of Optometry 1987
- COORAY, DILRUKSHIE. Clinical Instructor, Department of Medicine SM
M.D. American University of the Caribbean 1999
- CORBETT STEPHEN W. Associate Professor, Department of Emergency Medicine SM and Department
of Pediatrics SM
Ph.D. University of Wisconsin 1982
M.D. University of Wisconsin 1988
- CORDERO-MACINTYRE, ZAIDA R. Assistant Professor, Department of Nutrition PH
Ph.D. University of Arizona 1998
- COREY, GERALD. Adjunct Professor, Department of Counseling and Family Science ST
Ed.D. University of Southern California 1967
- CORONADO, MICHAEL P. Assistant Professor, Department of Pharmacy Practice SP
Pharm.D. University of the Pacific 1975
- CORSELLI, JOHANNAH. Assistant Professor, Department of Gynecology and Obstetrics SM
Ph.D. University of California at Riverside 1986
- CORTEZ, ELISA ANNETTE. Assistant Professor, Library Faculty
M.L.I.S. University of Michigan 1994
- CORTEZ-FLORES, FRANK CORTEZ. Assistant Clinical Professor, Department of Dental Educational
Services SD
D.D.S. University of Southern California 1957
Ph.D. Claremont Graduate University 1992
- COTA, LOUIS J., JR. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S. California State University at Dominguez Hills 1981
- COTE, DOMINIC. Clinical Instructor, Department of Endodontics SD
D.M.D. University de Montreal 1997
- COTTON, ADRIAN N. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1996
- COTTRELL, ALFRED C., JR. Assistant Professor, Department of Medicine SM
M.D. Hahnemann Medical College 1982
- COUPERUS, JAMES J. Associate Professor, Department of Medicine SM
M.D. Loma Linda University SM 1967
- COUTRAKON, GEORGE B. Assistant Professor, Department of Radiation Medicine SM
Ph.D. State University of New York at Stony Brook 1982
- COVRIG, DUANE M. Adjunct Assistant Professor, School of Religion SR
Ph.D. University of California, Riverside 1999
M.A. Loma Linda University GS 1992

- COWAN, GLORIA E. Adjunct Professor, Department of Psychology ST
Ph.D. Rutgers State University of New Jersey 1964
- COX, LEWIS G. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD1983
- CRAIG, DEBRA D. Associate Professor, Department of Medicine SM and Department of Family
Medicine SM
M.D. Loma Linda University SM 1982
- CRAIG, KEVAN Z. Clinical Instructor, Department of Physical Medicine SM
D.O. University of New England College of Osteopathic Medicine 1991
- CRAIG-MILLER, LORALEE ILA. Assistant Professor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1970
- CRANE, MARILYN TURNER. Associate Librarian, Library Faculty
M.S.L.S. University of Southern California 1962
- CRANIN, A. NORMAN. Adjunct Assistant Professor, Department of Restorative Dentistry SD
D.D.S. New York University College of Dentistry 1951
- CRANSTON, RICHARD THOMAS. Assistant Professor, Department of Psychiatry SM
M.S. Ohio State University 1974
- CRAVALHO, JULIANA. Assistant Professor, Department of Periodontics SD
B.D.S.
- CRAWFORD, JAMES MERLIN. Clinical Professor, Department of Dental Educational Services and
Clinical Professor, Department of Health Administration PH
D.D.S. Loma Linda University SD 1960
M.P.H. Harvard University 1969
- CRESS, C. RAYMOND. Associate Professor, Department of Physiology and Pharmacology SM
Ph.D. Oregon State University 1969
- CRIGGER, MAX. Professor, Department of Periodontics SD
D.D.S. Ohio State University 1965
- CROUSE, BARBARA ANNE. Clinical Instructor, Department of Nutrition PH
B.Sc. University of Alberta at Edmonton 198
- CRUDO, RONALD P. Assistant Professor, Department of Restorative Dentistry SD
D.M.D. University of Medicine and Dentistry of New Jersey 1973
- CRUZ, ERNESTO, JR. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1981
- CRUZ, F. DANIEL. Assistant Clinical Professor, Department of Family Medicine SM
M.D. New York Medical College 1994
- CRUZ-VALLES, NILSA V. Clinical Instructor, Department of Nutrition and Dietetics AH
M.S. Loma Linda University GS 1984
- CUMINGS, CHRISTOPHER D. Assistant Clinical Professor, Department of Radiology SM
M.D. Loma Linda University SM 1970
- CUMMINGS, G. R. REED. Assistant Professor, Department of Endodontics SD
D.D.S. Loma Linda University SD 1991
- CUMMINGS, JOSEPH H. Assistant Clinical Professor, Department of Preventive Medicine SM
M.D. University of Illinois
- CUMMINGS, MICHAEL A. Associate Clinical Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1981
- CUNNINGHAM, JANET A. Assistant Professor, Department of Family Medicine SM
M.D. Wright State University School of Medicine 1981
- CURNOW, SALLY M. Assistant Professor, School of Nursing SN
M.S.N. Whitworth College, ICNE 1993

- CURRIE, BRUCE L. Professor, Department of Pharmaceutical Sciences, School of Pharmacy SP
Ph.D. University of Utah 1970
- CURTIN, JOSEPH A. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Ohio State University 2002
B.A. Miami University (Ohio) 1998
- CURTIS, LORI N. Associate Librarian.
M.L.S. University of California at Los Angeles 1987
- CUSHMAN, ROBERT, A., JR. Adjunct Assistant Professor, Department of Earth and Biological Sciences ST
Ph.D. Colorado School of Mines 1994
- CUTLER, DREW C. Assistant Professor, Department of Pediatrics SM
M.D. University of Washington School of Medicine 1982
- CUTTING, CHARLES ALBERT, JR. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1968
- DAHER, NOHA SALIM. Assistant Professor, Department of Allied Health Studies AH
M.S.P.H. Loma Linda University PH 1992
- DAHER, TONY. Associate Clinical Professor, Department of Restorative Dentistry SD
D.D.S. University of St. Joseph (Lebanon) 1977
- DAI, QIANG GUO. Assistant Research Professor, Department of Orthopedic Surgery SM
Ph.D. University of Iowa 1990
- DAI, VO MINH. Assistant Clinical Professor, Department of Pediatrics SM
M.D. University of Saigon Faculty of Medicine 1974
- DAILEY, RONALD JAMES. Associate Professor, Department of Dental Educational Services SD
Ph.D. University of Southern California 1994
- DAJNOWICZ, ANTHONY M. Assistant Professor, Department of Pediatrics SM
M.D. Wayne State University
- DALY, JERRY E. Associate Librarian, Library Faculty
M.S.L.S. University of Southern California 1980
- DAMODARAN, CHITRA. Assistant Professor, Department of Medicine SM
M.D. University of Madras, India 1982
- DANDAMUDI, NAGAMANI. Assistant Professor, Department of Medicine SM
M.B.B.S. SV Medical College (India) 1981
- DANIEL, ALTHEA P. Assistant Professor, Department of Pediatrics SM
M.D. University of California at Los Angeles/Drew Medical School 1988
- DANIEL-UNDERWOOD, LYNDA. Assistant Professor, Department of Emergency Medicine SM
M.D. Loma Linda University SM 1991
- D'ANTONIO, LINDA L. Professor, Department of Surgery SM
Ph.D. University of California at San Francisco 1982
- DARNELL, LAURA LEE. Clinical Instructor, Department of Nutrition and Dietetics AH
M.S. University of Nebraska 1971
- DARNELL, T. ALLAN. Assistant Professor, Department of Global Health PH
M.D. Loma Linda University SM 1995
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- DART, G. CHARLES, JR. Assistant Professor, Department of Allied Health Studies AH
M.B.A. La Sierra University 1994
- DAVIDIAN, JAMES L. Associate Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1970
- DAVIDIAN, MARILYN HOPKINS. Assistant Professor, Department of Health Information Management AH
M.A. Claremont Graduate School 1997

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Ph.D. Northwestern University 1986
- DAVIDSON, MICHAEL JAMES. Assistant Professor, Department of Physical Medicine and Rehabilitation SM
B.S. California State University at Dominguez Hills 1992
- DAVIS, CAROL HORE. Clinical Instructor, Department of Radiation Technology AH
M.A. Loma Linda University GS 1997
- DAVIS, JOSEPH V. III. Assistant Clinical Professor, Department of Surgery SM
D.O. Texas College of Osteopathic Medicine 1982
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B.S. Loma Linda University AH 1973
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M.B.A.
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D.D.S. Loma Linda University SD 1988
Pharm.D. University of Southern California 2002
- DAVIS, MICHAEL KEITH. Clinical Instructor, Department of Occupational Therapy AH
M.B.A. University of Redlands 1997
- DAVIS, NICCETA. Associate Professor, Department of Physical Therapy AH
Ph.D. American University 1999
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M.D. Boston University School of Medicine 1991
- DAVIS, WILLIE L., JR. Assistant Professor, Department of Pharmaceutical Sciences, School of Pharmacy SP
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- DE LEON, DAISY D. Associate Professor, Department of Physiology and Pharmacology SM
Ph.D. University of California at Davis 1987
- DE LEON, MARINO A. Associate Professor, Department of Physiology and Pharmacology SM and Department of Pathology and Human Anatomy SM
Ph.D. University of California at Davis 1987
- DEGUZMAN, LINO J. Assistant Clinical Professor, Department of Medicine SM
M.D. University of Santo Tomas (Philippines) 1986
- DEL RIO, MICHAEL J. Assistant Clinical Professor, Department of Surgery SM
M.D. Cornell University Medical College 1981
- DELANGE, MARIE T. Instructor, Department of Radiation Technology AH
B.S. University of Redlands 1988
- DEMING, DOUGLAS D. Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1975
- DEMIRDJI, SAMUEL A. Assistant Professor, Department of Orthodontics SD
Ph.D. University of Colorado at Boulder 1993
D.D.S. Loma Linda University SD 2001
- DEMOS, DEBRA S. Assistant Professor, Department of Pediatrics SM
M.D. Guadalajara 1981

- DENLER, LOREN LEE. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1964
- DENMARK, THOMAS K. Associate Professor, Department of Emergency Medicine SM and Department of Pediatrics SM
M.D. Loma Linda University SM 1994
- DEPPE, LINDA B. Assistant Professor, Department of Family Medicine SM
D.O. University of Osteopathic Medicine and Health Sciences 1986
- D'ERRICO, ELLEN M. Assistant Professor, SN
Ph.D. University of California Los Angeles, 2006
- DERMENDJIAN, SETRAG. Clinical Instructor, Department of Restorative Dentistry SD
D.M.D. Yevra Medical State University (Armenia) 1993
- DESAI, SANDIP J. Assistant Professor, Department of Restorative Dentistry SD
B.D.S. University of Bombay 1985
- DEVARAJ, ALWYN S. Assistant Professor, Department of Dental Educational Services, SD
B.D.S. College of Dental Surgery (Manipal, India) 1990
- DEVASUNDARAM, JAYANTH K. Clinical Instructor, Department of Environmental and Occupational Health PH
M.B.B.S. Christian Medical College (Vellore) 1981
- DEVENDRA, TITUS. Assistant Professor, Department of Medicine SM
M.B.B.S. University of Ceylon 1965
- DEVLIN, VINCENT J. Assistant Clinical Professor, Department of Orthopedic Surgery SM
M.D. State University of New York, Downstate 1984
- DEW, ANN L. Assistant Professor, Department of Environmental and Occupational Health PH and Department of Preventive Medicine SM
D.O. University of Osteopathic Medicine at Des Moines 1989
- DEWOLFE-ESTRADA, SANDRA E. Clinical Instructor, Department of Neurology SM
M.S.N. University of California at Los Angeles 1991
- DEXTER, JAMES R. Associate Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1974
- DIAZ, LYNN. Assistant Professor, Department of Endodontics SD
D.D.S. University of California at Los Angeles 1995
- DICELLO, JOHN F. Professor, Department of Radiation Medicine SM
Ph.D. Texas A&M University 1967
- DICKINSON, BARBARA F. Clinical Instructor, Department of Nutrition and Dietetics AH; Assistant Clinical Professor, Department of Nutrition PH
M.S. Loma Linda University GS 1982
- DICKINSON, ELDON C. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1964
- DICKINSON, ELIZABETH J. Associate Professor, Department of Cardiopulmonary Sciences AH
M.P.H. Loma Linda University PH 1993
- DIETRICH, TERRY J. Assistant Clinical Professor, Department of Orthopaedic Surgery SM
M.D. Loma Linda University SM 1971
- DINGER, CORALIE LYNN. Instructor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1990
- DOETSCH, JANE M. Clinical Instructor, School of Nursing SN
B.S.N. California State University at San Bernardino 1976
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M.D. University of Minnesota School of Medicine 1931
- DOROTTA, IHAB. Assistant Professor, Department of Anesthesiology SM
M.B.Ch.B University of Alexandria 1995
- DOWNEY, RALPH III. Associate Professor, Department of Medicine SM and Department of Neurology SM
Ph.D. University of California at Riverside 1989
- DOYLE, BRIAN S. Assistant Clinical Professor, Department of Orthopedic Surgery SM
M.D. Baylor College of Medicine 1985
- DRAKE, CARLENE M. Associate Professor, University Libraries
M.S.L.S. University of Southern California 1978
- DRIEBERG, KEITH. L. Adjunct Associate Professor, Department of Psychology ST; Assistant Clinical
Professor, Department of Physical Medicine and Rehabilitation SM
Ph.D. United States International University 1990
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- DRINKARD, JAMES PHILLIP. Clinical Professor, Department of Medicine SM
M.D. Georgetown University 1961
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M.D. University of California at Davis 1998
- 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
- DUFF, JANEEN C. Assistant Professor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1981
- DUFFIN, R. MICHAEL. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. Johns Hopkins Medical School 1977
- DUMITRESCU, ADRIAN. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 2001
- DUNBAR, JENNIFER A. Assistant Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1991
- DUNBAR, MARCIA A. Assistant Professor, School of Nursing SN
M.S. Loma Linda University GS 1962
- DUNBAR, RICHARD D. Associate Professor, Department of Radiology SM
M.D. Loma Linda University SM 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
- DUNN, JAMES R. Associate Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1969
- DUONG, CHRISTINE A. Assistant Professor, Department of Medicine SM
M.D. Ross University SM 2000
- DUPPER, BRENT D. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1988
- DUPPER, GILBERT L. Associate Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1967

- DUROSEAU, DANIEL. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 2001
- DURY, DOROTHY C. Associate Professor, Department of Oral Diagnosis, Radiology, and Pathology SD
D.D.S. University of Maryland Dental School 1980
Ph.D. The Catholic University of America 1973
- DUS, IVAN. Assistant Professor, Department of Orthodontics SD
M.D. University of Padua (Italy) 1980
- DUWAL, RAMILA D. Assistant Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1998
- DYJACK, ANGELA B. Clinical Professor, Department of Environmental and Occupational Health PH
M.P.H. Loma Linda University PH 1981
- DYJACK, DAVID T. Professor, Department of Environmental and Occupational Health PH; Associate
Professor, Department of Global Health PH and Department of Preventive Medicine SM
Dr.P.H. University of Michigan 1996
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M.N. Emory University Nell Hodgson Woodruff School of Nursing 1994
- 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 SM 1986
M.P.H. Loma Linda University PH 1990
- EACHUS, H. TODD. Clinical Instructor, Department of Pediatrics SM
Ed.D. University of Massachusetts at Amherst 1969
- EARL, JOYCE. Adjunct Professor, Department of Psychology ST
Ph.D. United States International University 1982
- EARLL, ART CHARLES. Adjunct Assistant Professor, School of Religion SR
M.Div. Andrews University 1971
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M.H.A. University of La Verne 1997
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Anesthesiology SM
M.D. Loma Linda University SM 1998
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M.P.T. University of Southern California 1990
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D.D.S. Loma Linda University 1990
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M.S.N. California State University at Dominguez Hills 1995
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Ph.D. Loma Linda University GS 1998
B.S. University of West Indies 1985
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Maxillofacial Surgery SD
D.M.D. Dental School Tg at Mures (Romania) 1989
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M.D. Oregon Health Sciences University 1996
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D.D.S. Loma Linda University SD 1975
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D.D.S. Indiana University 2002
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B.D.S. Cairo University 1979
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D.D.S. University of Pavia 1986
- EMMERSON, WILLIAM JOHN. Assistant Professor, Department of Orthodontics SD
D.D.S. Loma Linda University SD 1980
- EMERY, RICHARD D. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1997
- ENG, GILBERT P. Assistant Professor, Department of Medicine SM
D.D.S. Loma Linda University 1997
- ENGE, KARI M. Assistant Clinical Professor, Department of Psychiatry SM
M.D. University of Oslo School of Medicine 1983
- ENGERBERG, DANIEL L. Assistant Clinical Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1976
- ENGLANDER, DAVID M. Assistant Professor, Department of Emergency Medicine SM
M.D. Temple School of Medicine 1973
- ENIX, DEBORAH. Clinical Instructor, Occupational Therapy AH
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D.D.S. Loma Linda University SD 1981
- ERICKSON, DAVID G. Clinical Instructor, Department of Orthopedic Surgery SM
B.S. Loma Linda University 1986

- ESCHER, ALAN PIERRE. Associate Professor, Department of Biochemistry and Microbiology SM
Ph.D. Cornell University 1992
- ESCOBAR-PONI, BERTHA C. Associate Professor, Department of Pathology and Human Anatomy SM
M.D. University Centro–Occidental Lisandro Alvarado
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M.D. University of Santo Tomas College of Medicine 1987
- ESKES, CHRISTY L. Instructor, Department of Medicine SM
M.S. Loma Linda University GS 2003
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Ph.D. Loma Linda University GS 2002
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D.D.S. Loma Linda University SD 1998
- EVANS, DWIGHT C. Associate Professor, Department of Medicine SM and Department of Health
Administration PH
M.D. Loma Linda University SM 1973
- EVANS, J. ROBERT. Clinical Instructor, Department of Medicine SM
M.D. Jefferson Medical College 1982
- EVERETT, LORI LYNN. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1988
- EVERETT, ROLANDA R. Instructor, Department of Pediatrics SM
M.D. Loma Linda University SM
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B.S. Loma Linda University AH 1994
- FAIRHURST, JANELLE C. Instructor, Department of Dental Hygiene SD
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M.D. Cairo University 1978
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- FAN, JOSEPH T. Assistant Professor, Department of Ophthalmology SM
M.D. University of California at San Diego 1990
- FAN, VICTOR S. C. Assistant Professor, Department of Endodontics SD
Ph.D. University of Minnesota 1973
D.M.D. University of Louisville 1984
- FANG, DENNY Y. Assistant Professor, Department of Endodontics SD
D.D.S. University of California at Los Angeles SD 1998
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- FARGO, WISE N. Assistant Professor, Department of Pediatrics SM
M.D. University of Baghdad 1967
- FARLEY, JOHN R. Research Professor, Department of Medicine SM and Department of Biochemistry and
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Ph.D. University of California at Davis 1977
- FARNOS-VISEDO, ALVARO. Adjunct Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Murcia University School of Dentistry (Spain) 1998
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D.D.S. Loma Linda University SD 2003
D.M.D. Azad University 1999

- FAROOQI, MUBASHIR A. Assistant Clinical Professor, Department of Psychiatry SM
M.B.B.S. Khyber Medical College (Pakistan) 1979
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D.D.S. Loyola University School of Dentistry 1965
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Ph.D. California School of Professional Psychology 1988
- FAYARD, ELBA E. S. Associate Professor, Department of Pediatrics SM
M.D. Buenos Aires Medical School 1979
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Ph.D. University of Rochester 1973
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- FEENSTRA, LAURENCE A. Instructor, Department of Cardiopulmonary Sciences AH
B.S. California State University at San Bernardino 1974
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M.D. University of Southern California 1991
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M.D. University of Texas (Galveston) 1970
Dr.P.H. University of Texas (Galveston) 1970
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D.O. College of Osteopathic Medicine of the Pacific 1991
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M.D. Loma Linda University SM 1993
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M.D. Loma Linda University SM 1976
- FERRY, LINDA H. Associate Professor, Department of Health Promotion and Education PH, Department
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M.D. Loma Linda University SM 1979
Dr.P.H. Loma Linda University PH
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M.P.H. Loma Linda University PH 1974
D.D.S. Loma Linda University SD 1974
- FINLEY, J. MICHAEL. Assistant Clinical Professor, Department of Medicine SM
D.O. Chicago College of Osteopathic Medicine 1986
- FIREK, ANTHONY R. Assistant Professor, Department of Medicine SM
M.D. University of Hawaii SM 1984
- FIRESTONE, KARI. Instructor of Nursing, School of Nursing
M.S. Loma Linda University SN 2006
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Dentistry SD
D.D.S. Loma Linda University SD 1974
- FISCUS, RONALD R. Adjunct Professor, Department of Physiology and Pharmacology SM
Ph.D. Iowa State University 1979
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M.B.A. University of Texas at Austin 1992
- FISHER, FRANZ P. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1984
- FISHER, KENDRA L. Assistant Professor, Department of Radiology SM
M.D. University of Calgary 1989

- FISHER, LORRAINE WHEATON. Clinical Instructor, Department of Nutrition and Dietetics AH
M.S. Loma Linda University GS 1983
- FISHER, ROSS. Assistant Clinical Professor, Department of Pediatrics SM
M.D. McGill University 1988
- FITZGERALD, GARRY J. Assistant Professor, Department of Health Administration PH
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D.D.S. Loma Linda University SD 1987
- FITZSIMMONS, BETTY M. Clinical Instructor, Department of Clinical Laboratory Science AH
M.S. California State University at Fullerton 1987
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M.D. Oregon Health Sciences University 1988
- FLEMING, DIANA J. Adjunct Assistant Clinical Professor, Department of Preventive Medicine SM
Ph.D. Tufts University 2001
- FLEMING, ELAINE. Assistant Professor, Department of Nutrition PH
M.P.H. Loma Linda University PH 1975
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M.D. University of Tennessee 1961
- FLETCHER, HANSEL M. Associate Professor, Department of Biochemistry and Microbiology SM,
Department of Surgery SM, and Professor, Department of Periodontics SD
Ph.D. Temple University 1990
- FLETCHER, MADELYN LUCILLE. Adjunct Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 2000
- FLETCHER, WILLIAM. Professor, Department of Pathology and Human Anatomy SM
Ph.D. University of California at Berkeley 1972
- FLOREA, NAOMI R. Assistant Professor, Department of Pharmacy Practice SP
Pharm.D. University of Southern California 2001
- FLORES, CHRISTOPHER V. Assistant Clinical Professor, Department of Family Medicine SM
M.D. University of California at Irvine 1990
- FLORES, DANIEL ALEXANDER. Assistant Professor, Department of Orthodontics SD
D.D.S. Loma Linda University SD1982
M.S. Loma Linda University 1988
- FLORES, LUIS A. Adjunct Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1982
M.S. Loma Linda University GS 1988
D.D.S. Universidad de San Carlos de Guatemala 1972
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D.D.S. University of Mexico at Puebla State 1977
- FLOWERS, MARY A. Assistant Clinical Professor, Department of Medicine SM
M.D. Harvard University 1978
- FODOR, ISTVAN PROFESSOR. Department of Biochemistry and Microbiology SM
Ph.D. Institute of Molecular Biology, U.S.S.R. Academy of Science 1968
- FOGEL, TRAVIS G. Assistant Professor, Department of Physical Medicine and Rehabilitation SM
Ph.D. Michigan State University at East Lansing 1999
- FOO, RON S. Assistant Clinical Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1998
- FORD, ROBERT E. Professor, Department of Social Work and Social Ecology ST and Department of
Earth and Biological Sciences ST
Ph.D. University of California at Riverside 1982

- FORDE, RONALD E. Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1983
- FORLAND, STEVEN C. Assistant Professor, Department of Medicine SM and Department of Physiology
and Pharmacology SM
Pharm.D. University of California at San Francisco School of Pharmacy 1974
- FORRESTER, BONNIE JO. Associate Professor, Department of Physical Therapy AH
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M.S.S.W. University of Louisville 1979
- FOSTER, GARY PAUL. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM
- FOSTER, GLENN L. Emeritus Professor, Department of Medicine SM
M.D. College of Medical Evangelists 1957
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- FOULSTON, R. MICHAEL. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1986
- FOWLER, KENNETH A. Assistant Professor, Department of Restorative Dentistry SD
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Ph.D. University of Tennessee at Knoxville 1997
- FOX, DAVID. Associate Clinical Professor, Department of Pediatrics SM
Ph.D. United States International University 1980
- FOX, GEORGE. Clinical Professor, Department of Pediatrics SM
Ph.D. George Peabody College 1954
- FRANCO, EDSON S. Instructor, Department of Surgery SM
M.D. University of California at San Diego 1994
- FRANK, BEVERLY B. Adjunct Associate Professor, Department of Psychology ST
Psy.D. Pepperdine University 1990
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D.D.S. Ohio State University 1972
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Department of Epidemiology and Biostatistics PH
Ph.D. University of Auckland (New Zealand)
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M.D. University of Washington 1978
- FREEMAN, KIMBERLY R. Associate Professor, Department of Social Work and Social Ecology ST
Ph.D. Loma Linda University GS 1999
- FREIER, MARY-CATHERIN. Professor, Department of Psychology ST and Associate Professor,
Department of Pediatrics SM and Associate Professor, Department of Health Promotion and
Education, PH
Ph.D. University of Health Sciences, Chicago Medical School 1989
- FRENCH, KATTY JOY FENTON. Associate Professor, School of Nursing SN
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D.D.S. Chicago College of Dental Surgery 1954
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- FRIDEY, JOY L. Assistant Clinical Professor, Department of Pathology and Human Anatomy SM
M.D. Medical College of Pennsylvania 1982
- FRIEDMAN, GERALD S. Assistant Clinical Professor, Department of Medicine SM
M.D. University of Miami 1966
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M.D. Loma Linda University SM 1987
- FRIESEN, DEBRA K. Assistant Professor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1993
- FRITZ, HELMUTH F. Assistant Clinical Professor, Department of Medicine SM
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M.D. Loma Linda SM 1996
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- FRYKMAN, GARY K. Clinical Professor, Department of Orthopedic Surgery SM
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M.D. Eastern Virginia Medical School 1978
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D.D.S. Catholic University of Louvain (Belgium) 1996
- GALVEZ, CESAR AUGUSTO. Assistant Professor, Department of Health Promotion and Education PH
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J.D. Western University 1994
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D.D.S. Temple University 1974
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M.D. National University of Rosano 1973
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- GARCIA, GABRIELA ELIZABETH. Assistant Professor, Department of Orthodontics SD
D.D.S. Universidad Nacional Autonoma de Honduras 1998
- GARCIA, HENRY ALBERT. Clinical Instructor, Department of Physical Therapy AH
A.S. Loma Linda University AH 1990
- GARCIA, SANDRA T. Assistant Professor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 2003
- GARDINER, GEOFFREY A., SR. Professor, Department of Radiology SM
M.D. College of Medical Evangelists 1949
- GARDNER, ROBERT W. Professor, Department of Social Work and Social Ecology ST
Ph.D. University of Utah 1977
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Nutrition PH; Clinical Instructor, Department of Nutrition and
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M.S. Case Western Reserve University 1972
M.A. University of Redlands 1981
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D.O. Oklahoma State University, College of Osteopathic Medicine 1999
- GARVIN, PATRICIA LYNN. Clinical Instructor, School of Nursing SN
M.N. University of Phoenix Southern California campus 1996
- GATOV, NELSON REED. Assistant Professor, Department of Orthodontics SD
D.D.S. Loma Linda University SD 1975
- GEACH, BELEN G. Assistant Professor, Department of Restorative Dentistry SD
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M.D. State University of New York, College of Medicine 1955
- GEMECHU, FEKEDE W. Assistant Clinical Professor, Department of Surgery SM
M.D. Loma Linda University SM 1970
- GEORGE, KELLEY W. Assistant Clinical Professor, Department of Pediatrics SM
M.D. University of Nevada at Reno 1985
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M.D. University of Southern California 1993
- GHAMSARY, MARK M. Assistant Professor, Department of Epidemiology and Biostatistics PH
Ph.D. University of California at Riverside 1997
- GHAZAL, ELIZABETH A. Assistant Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1990
- GHAZAL, RONNY G. Assistant Clinical Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1987
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D.D.S. Loma Linda University SD 1980
B.S. California Polytechnic (Pomona) 1976
- GIANG, DANIEL W. Professor, Department of Neurology SM
M.D. Loma Linda University SM 1983
- GIBBS, LILIANE H. Assistant Professor, Department of Radiology SM
M.D. Lebanese University, Faculty of Medical Sciences 1991
- GIBSON, DESMOND D. Assistant Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1978
- GIBSON, DOROTHY W. Clinical Instructor, Department of Nutrition and Dietetics AH
B.S. Pacific Union College 1966
- GIBSON, L. JAMES, JR. Adjunct Assistant Professor, Department of Earth and Biological Sciences ST
Ph.D. Loma Linda University GS 1984
- GIEBEL, ARTHUR W. Assistant Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1991
- GIEBEL, HERBERT N. Adjunct Assistant Professor, Department of Family
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M.D. Loma Linda University SM 1988
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M.D. Medical School University of Wuerzburg (Germany) 1978
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M.D. Louisiana State University 1963
M.P.H. Tulane University 1970
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B.S. Loma Linda University AH 1989
- GILBERT, RAYMOND D. Professor, Department of Physiology and Pharmacology SM
Ph.D. University of Florida 1971
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M.P.H. Loma Linda University PH 1978
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M.D. La Plata National University (Argentina) 1985
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M.D. La Plata National University (Argentina) 1978
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M.D. Kurnool Medical College (India) 1972
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M.P.H. Loma Linda University PH 1985
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M.D. Loma Linda University SM 1957
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- GOLDEN, ALYSSA J. Instructor, Department of Dental Hygiene SD
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M.P.H. Emory Rollins School of Public Health 1999
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M.D. Stanford University Medical School 1998
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M.D. Loma Linda University SM 1967
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Pharm.D. University of Southern California 1980
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D.D.S. Autonomous University of Nayant 1993
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M.D. University Technologien of Pereira (Colombia) 1988
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M.D. University Catholique de Couvain (Belgium) 1977
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M.S. California State University at Los Angeles 1988
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M.B.A. Andrews University 1990
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M.D. Loma Linda University SM
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M.D. Hahnemann Medical College 1978
- GUZMAN, ERNIE. Assistant Professor, Department of Pediatrics SM
M.D. Albert Einstein College of Medicine 1986
- GUZON-CASTRO, ERLINDA. Assistant Professor, Department of Anesthesiology SM
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Dr.P.H. Loma Linda University PH 1997
- HADLEY, G. GORDON. Professor, Department of Pathology and Human Anatomy SM
M.D. College of Medical Evangelists 1944
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M.D. Loma Linda University SM 1974
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M.D. University of Manitoba 2002
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B.S. Loma Linda University SD 1992
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M.D. Mt. Sinai School of Medicine 1997
D.D.S. New York University, College of Dentistry 1994
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M.D. Loma Linda University SM 1998
M.P.H. Loma Linda University PH 1999
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Dr.P.H. Loma Linda University PH 1978
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Ph.D. Loma Linda University GS 1968
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D.O. Kirsville College of Osteopathy 1990
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M.D. Humboldt University Berlin 1968
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D.D.S. University of Lund, Faculty of Odontology (Sweden) 1977
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- HALVERSON, JANET E. Instructor, Department of Pediatrics SM
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A.B. College of St. Scholastica 1984
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M.A. Azusa Pacific University 2000
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P.h.D. Meharry Medical College 2003
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Ph.D. Brigham Young University 1982
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J.D. Willamette University 1979
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M.S. Loma Linda University GS 1978
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M.D. University of Saskatchewan 1994
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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
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- HARDING, GEORGE T. IV. Professor, Department of Psychiatry SM

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- HARMS, LAWRENCE A. Assistant Clinical Professor, Department of Surgery SM
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- HARPER, BRENT A. Clinical Instructor, Department of Physical Therapy AH
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Ph.D. Claremont Graduate University 1995
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M.D. University of Oklahoma Medical Center 1977
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M.D. Loma Linda University SM 2000
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- 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
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Ph.D. Washington University (St. Louis, Missouri) 2001
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M.D. Kuwait School of Medicine 1987
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- HASSO, ANTON. Clinical Professor, Department of Radiology SM
M.D. Loma Linda University SM 1967
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D.D.S. University of the Pacific 1992
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M.D. Faculty of Medicine at Kuwait 1985
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- HAUCK, ARTHUR J. Adjunct Associate Professor, Department of Pathology and Human Anatomy SM
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- HAYDEN, JONATHAN M. Assistant Professor, Department of Emergency Medicine SM
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- HAYES, WILLIAM K. Professor, Department of Earth and Biological Sciences ST
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- HILLOCK, RONALD W. Assistant Professor, Department of Orthopaedic Surgery SM
M.D. Loma Linda University SM 1989
- 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
- HINDMAN, JOSEPH K. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1974
- 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
Dr.P.H. Loma Linda University PH 1990
- HINSHAW, DAVID B., JR. Professor, Department of Radiology SM
M.D. Loma Linda University SM 1971
- HIROKANE, JANE M. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1990
- HISADA, PAUL A. Assistant Professor, Department of Health Administration PH
M.Ed. University of Hawaii at Manoa 1988
- HOAG, E. PATRICK. Associate Clinical Professor, Department of
Restorative Dentistry SD
D.D.S. Loma Linda University SD 1973
- HOANG, THANH X. Assistant Professor, Department of Medicine SM
M.D. St. George's University School of Medicine (Grenada) 1999
- HOCKO, JANET M. Assistant Professor, Department of Radiation Medicine SM
M.D. University of California at Irvine 1988
- 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 LaVerne 1991
- HOFFER, JENNIFER LIANE. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 1994
- HOFFMAN, CHARLES D. Adjunct Professor, Department of Psychology ST
Ph.D. Adelphi University 1972
- HOFFMAN, WILLIAM C. Adjunct Assistant Professor, Department of Environmental and Occupational
Health PH
M.P.H. Loma Linda University PH 1995
- HOFFMANN, KEITH DAVID. Associate Clinical Professor, Department of Oral and Maxillofacial
Surgery SD
D.D.S. Loma Linda University SD 1983
- HOFFMANN, OLIVER C. Assistant Professor, Department of Periodontics SD
D.D.S. Universidad Wunborg 1997

- 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.
- 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
- 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
- HOOKER, 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
- HORINOUCI, 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. Assistant 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
- HSZIEH, KEVIN CHIH-WEN. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 1998
- HU, CHARLES K. Assistant Professor, Department of Surgery SM
M.D. Wayne State University 1998
M.S. Clolumbia 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, DORIS LYNN. Assistant Professor, Department of Counseling and Family Science ST
D.V.M. University of Saskatchewan 1987
- HUBBARD, IONELA O. Assistant Professor, Department of Physical Medicine 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, Division of General Studies SM and Department 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 Clinical 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. Clinical Instructor, 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
- IBRAHIM, WALEED A. Assistant Professor, Department of Medicine SM
M.D. St. Georges University School of Medicine 1998
- 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
- IMPERIO, JOSHUA A. Assistant Professor, Department of Medicine SM
M.D. University of the Philippines 1989
- 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
- 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
- ITO, TAKEO. Adjunct Professor, Department of Allied Health Studies AH
Ph.D. Kyushu University 1983
- IVANOVICH, DANIZA. Adjunct 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
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- 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
- JAHROMI, MARJON B. Assistant Professor, Department of Dental Anesthesiology SD
D.D.S. University of Michigan Dental School 2001
- JAHROMI, MEHDI S. Assistant Clinical Professor, Department of Medicine SM
M.D. Medical College of Ohio 1996
- JAIPAUL, NAVIN. Assistant Professor, Department of Medicine SM
M.D. University of Iowa 2000
- JAKOBSEN, JOELLE L. Assistant Professor, Department of Surgery SM
M.D. Loma Linda University SM 1996
- 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
Ph.D. University of Southern California 2003
- JAMISON, BRADLEY. Assistant Professor, Department of Health Administration and Department of
Global Health PH
Ph. D., M.A.
- JAMISON, JUDITH MAY. Assistant Professor, Department of Nutrition PH
M.P.H. Loma Linda University PH 1976
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. 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
- JEKKI, BALSAM F. Assistant Professor, Department of Restorative Dentistry SD
B.D.S. Baghdad University 1994
- JEKKI, RAMI R. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 2006
- JEN, TRISHA. Assistant Professor, Department of Dental Anesthesiology SD
D.D.S. Loma Linda University SD 2000
- JENG, CHESTER C. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. University of the Pacific 1998

- J.D. Pacificwest College of Law 2004
- JENG, LEO C. Assistant Professor, Department of Pediatrics SM
M.D. New York Medical College 2000
- JENG, SHYUN. Assistant Professor, Department of Ophthalmology SM
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
M.D. Harvard Medical School 1995
- JESSE, CLARAN H., SR. Associate Clinical Professor, Department of Orthopedic Surgery SM
M.D. College of Medical Evangelists 1944
- JESSE, JAMES THOMAS. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1973
- JIH, WILLIAM W. Assistant Professor, Department of Family Medicine SM
M.D. Albany Medical College 1999
- JIMENEZ, DANIEL. Professor, Department of Environmental and Occupational Health PH
M.D. University of Chile School of Medicine 1972
- JIMENEZ, MARCELA. Associate Professor, Department of Health Promotion and Education PH
Ph.D. O. Lorand University at Budapest (Hungary) 1975
- JIMENEZ, PETER N. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 2000
- JINAMORNPHONGS, SUCHAYA. Assistant Professor, Department of Medicine SM
M.D. St. George's University School of Medicine (Grenada) 1999
- JO, DAVID JAEKWAN. Assistant Professor, Department of Orthodontics SD
D.D.S. Loma Linda University SD 1982
- JO, PHILIP DAE-HYUN. Clinical Instructor, Department of Endodontics SD
D.D.S. Loma Linda University SD 2001
- JOB, ALLEN J. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 2003
- JOB, JAYAKARAN S. Associate Professor, Department of Preventive Medicine SM, Department of
Global Health PH, and Department of Epidemiology and Biostatistics PH
M.B.B.S. Christian Medical College (India) 1975
M.P.H. Loma Linda University PH 1985
M.D. Christian Medical College Hospital
Dr.P.H. Johns Hopkins Hospital
- JOB, LEELA. Associate Professor, Department of Pediatrics SM
M.D. Christian Medical College (India) 1975
- JOBE, 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. Clinical 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
- 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
- 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. Associate 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
- 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
- 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
- KELLN, KENNETH L. 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
- KEMPERT, PAMELA H. Assistant Professor, Department of Pediatrics SM
M.D. Ohio State University 1976
- 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, JOHN W., JR. Assistant Professor, Department of Occupational Therapy AH
B.S. Loma Linda University AH 1971
- 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
Department of Dental Educational Services SD;
Ph.D. Loma Linda University GS 1974
- 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
D.D.S. Loma Linda University SD 1986
- KHALIL, SHERIF FOUAD. Assistant Clinical Professor, Department of Medicine SM
M.D. Benha Medical School (Egypt) 1985
- 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
- KHAZAENI, LEILA M. Instructor, 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
D.D.S. University of Colorado at Denver 1994

- 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
M.S. Loma Linda University GS 1979
M.A. University of California at Los Angeles 1987
- KHUBESRIAN, MARINA. Assistant Clinical Professor, Department of Family Medicine SM
M.D. University of California at Los Angeles 1992
- 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, DANIEL B. S. Clinical Instructor, Department of Surgery SM
M.D. University of Texas Medical School 1993
- 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. Instructor, 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
- 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 Surgery SM and Department of Biochemistry and
Microbiology SM
M.D. Washington University at St. Louis 1955
- KISHAN, SHYAM. Instructor, 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
- KLAMUT, HENRY J. Associate Research Professor, Department of Medicine SM
Ph.D. University of Western Ontario 1986
- 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
- KOFOED, TOMMY F. Assistant Clinical Professor, Department of Health Promotion and Education PH
Dr.P.H. Loma Linda University PH 1977
- 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
- KOZHANDEL-SHIRAZI, ASAL S. Assistant Professor, Department of Restorative Dentistry SD
D.M.D. Boston University Dental School 2006
- 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
- 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
- KOOTSEY, J. MAILEN. Professor, Department of Physiology and Pharmacology SM and SR
Ph.D. Brown University 1966
- 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
- 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
- KOVACIK, R. DAVID. Assistant Professor, Department of Emergency Medicine SM
M.D. Loma Linda University SM 1972
- KOZMAN, MAHER SHAWKY. Assistant Clinical Professor, Department of Psychiatry SM
M.B.B.Ch. Ain Shams University School of Medicine 1980
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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
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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
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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
KUMAR, ASHOK. Associate Research Professor, Department of Medicine SM
Ph.D. University Delhi at Delhi (India) 1996
- 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
- KYLE, JAMES L. II. Assistant 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
- LAING, SONIA D. Clinical Instructor, Department of Clinical Laboratory Science AH
M.S. California State University at Long Beach 1991
- LAJOM, DOROTHY SEVILLA. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S.M.T. University of Santo Tomas (Philippines) 1970
- LAL, SATISH K. Assistant Clinical Professor, Department of Orthopedic Surgery SM
M.B.B.S. All India Institute of Medical School 1963
- 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. Associate 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, STEVEN EDWIN. Assistant Clinical Professor, Department of Medicine SM
 M.D. Medical College of Wisconsin 1975
- LATIMER, SETH D. Clinical Instructor, Department of Pediatric Dentistry SD
 D.D.S. Loma Linda University SD 2005
- 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, FRANCIS Y. Professor, Department of Medicine SM
 M.D. College of Medical Evangelists 1947
- LAU, K. H. WILLIAM. Research Professor, Department of Medicine SM
 Ph.D. Iowa State University 1982
- 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. Assistant Professor, Department of Pediatric Dentistry SD
 D.D.S. Loma Linda University SD 2003
- 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
 M.D. American University of the Caribbean 1982
- LAZAR, SHELLEE R. Instructor, Department of Surgery SM
 M.D. Loma Linda University SM 1997
- LE, CAROLINE T. Assistant Professor, Department of Restorative Dentistry SD
 D.D.S. Loma Linda University SD 1999
- LE, COLIN T. Assistant Professor, Department of Oral and Maxillofacial Surgery SD
 D.D.S. Loma Linda University SD 1993
- LE, TUYHOA THI. Clinical Instructor, Department of Clinical Laboratory Science AH
 B.S. Philippine Union College 1971
- LE, VU Q. Adjunct Assistant Professor, Department of Dental Educational Services SD
 D.D.S. Loma Linda University SD 2002
- 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
 Dr.P.H. Loma Linda University PH 1991
- LEE, ANN Y. Adjunct Instructor, Department of Physical Medicine SM
 M.D. University of Texas Health Science 1998

- LEE, CAROLINE H. Assistant Professor, Department of Pediatrics SM
M.D. University of Texas Southwestern Medical School 1991
- 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
- LEE, DANIEL Y. Assistant Professor, Department of Periodontics SD
D.D.S. Columbia University 1991
- LEE, ESTHER CHOUGH. Assistant Professor, Department of Physical Medicine SM
M.D. Loma Linda University SM 1988
- LEE, GILBERT H. Assistant Clinical Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1988
- LEE, HIN WAH. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 2000
- LEE, JERRY WINFIELD. Professor, Department of Health Promotion and Education PH
Ph.D. University of North Carolina at Chapel Hill 1976
- LEE, JOHN KWANG CHUL. Assistant Clinical Professor, Department of Physical Medicine SM
M.D. Loma Linda University SM 1989
- LEE, JOSEPH JYH-CHUNG. Assistant Clinical Professor, Department of Medicine SM
M.D. National Taiwan University School of Medicine 1971
- LEE, JU-YOUNG. Associate Clinical Professor, Department of Orthodontics SD
D.D.S. Dankook University, Korea 1986
M.S.D. Dankook University, Korea 1989
Ph.D. Dankook University, Korea 1997
- LEE, KELLY C. Assistant Professor, Department of Pharmacy Practice SP
Pharm.D. University of California at San Francisco 2000
- LEE, MICHAEL BRYAN. Assistant Professor, Department of Periodontics SD
D.D.S. Loma Linda University SD 1983
- LEE, ROBERT C. Clinical Instructor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 2004
- LEE, SANDRA H. Assistant Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1996
- LEE, SCOTT SANGMOO. Assistant Professor, Department of Periodontics SD
D.D.S. Seoul National University 1994
- LEE, SCOTT W. Associate Professor, Department of Medicine SM
M.D. Northwestern University 1993
- LEE, SEAN C. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. University of California, Los Angeles 1988
- LEE, SEAN S.H. Associate Professor, Department of Restorative Dentistry SD
D.D.S. University of California at Los Angeles 1988
- LEE, SHIRLEY ANN. Assistant Professor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1982
- LEE, STEVE S. Instructor, Department of Medicine SM
D.O. Western University of Health Sciences 2002
- LEE, SONNY C.Y. Assistant Professor, Department of Pediatrics SM and Department of Medicine SM
M.D. New York Medical College 1999
- LEE, SUNG HWA. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. University of California at Los Angeles 1988
- LEE, TONY B. Assistant Clinical Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1995

- LEE, WILLIAM B. II. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1990
- LEGGITT, VARNER LEROY. Associate Professor, Department of Orthodontics SD; Instructor,
Department of Earth and Biological Sciences GS
D.D.S. Loma Linda University SD 1984
- LEHNHOF, MONICA C. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Colegio Odontologico Columbrano 1984
- LEHOCKY, BRETT E. Assistant Professor, Department of Surgery SM
D.D.S. Indiana University 1985
M.D. Northeast Ohio Universities College of Medicine 1993
- LEIVA, JOEL B. Assistant Professor of Religion School of Religion SR
M.P.T. Seminario Adventista Latino Americano 2004
M.Th. Chile Adventist University 2006
- LENART, JOHN. Assistant Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1996
- LENNAN, PATRICIA MARY. Instructor, Department of Dental Hygiene SD
B.S. University of Southern California 1981
- LENOIR, LETICIA COX. Instructor, Department of Periodontics SD
B.S. Loma Linda University SD 1989
- LENTZ, HILBERT, JR. Assistant Professor, Department of Oral Diagnosis, Radiology, and Pathology SD
D.D.S. College of Medical Evangelists 1957
- LEONORA, CARMELA M. Assistant Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1983
- LEONORA, JOHN. Professor, Department of Physiology and Pharmacology SM and Department of
Medicine SM
Ph.D. University of Wisconsin 1957
- LESNIAK, KAREN T. Assistant Professor, Department of Psychology ST
Ph.D. University of North Texas at Denton 2000
- LESSARD, GEORGE M. Professor, Department of Biochemistry and Microbiology SM and Emeritus
Professor, Department of Dental Educational Services SD
Ph.D. University of California at Riverside 1973
- LESTER, MARGARET H. Clinical Instructor, Department of Family Medicine SM
M.S.N. University of Southern California 1995
- LEUNG, DUNCAN. Assistant Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1982
- LEVIN, GARY M. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. George Washington University 1968
- LEVINE, EDWARD F. Assistant Clinical Professor, Department of Surgery SM
M.D. University of California at Los Angeles 1967
- LEVINE, PAUL ALLEN. Clinical Professor, Department of Medicine SM
M.D. Boston University School of Medicine 1968
- LEVINE, VICTOR D. Assistant Professor, Department of Emergency Medicine SM
M.D. University of Southern California 1970
- LEVISEN, LINDA L. Assistant Clinical Professor, Department of Health Promotion and Education PH
M.S. Loma Linda University GS 1972
- LEVY, RICHARD P. Professor, Department of Radiation Medicine SM
M.D. Boston University 1980
Ph.D. University of California at Berkeley 1991
- LEWIS, ANDREA R. Assistant Professor, Departmental of Restorative Dentistry SD
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- LEWIS, JOHN E. Professor, Department of Pathology and Human Anatomy SM, Department of Biochemistry and Microbiology SM and Department of Clinical Laboratory Science AH
Ph.D. Loma Linda University GS 1969
- LEWIS, SUSAN K. Assistant Professor, Department of Nutrition PH; Clinical Instructor, Department of Nutrition and Dietetics AH
M.P.H. Loma Linda University PH 1983
- LEWIS, TERENCE D. Associate Professor, Department of Medicine SM
M.B.B.S. University of Sydney 1967
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D.D.S. University of the Pacific 1978
- LI, KAMING. Assistant Clinical Professor, Department of Surgery SM
M.D. University of California at Los Angeles 1987
- LI, YIMING. Professor, Department of Restorative Dentistry SD and Department of Biochemistry and Microbiology SM
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- LIANG, PHILLIP. Clinical Instructor, Department of Clinical Laboratory Science AH
M.B.A. University of Redlands 1993
- LIAO, KUO-YANG. Assistant Clinical Professor, Department of Restorative Dentistry SD
D.D.S. Kaohsiung Medical University School of Dentistry at Taiwan 1994
- LIBBY, STEPHEN R. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1982
- LICCIARDO, BETTY SLESINGER. Clinical Instructor, Department of Nutrition and Dietetics AH
M.P.H. Loma Linda University PH 1991
- LIDNER, CARLA RENEE. Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1990
- LIER, ANTHONY B. Assistant Professor, Department of Orthodontics SD
D.D.S. Loma Linda University SD 1975
- LILLY, MICHAEL B. Clinical Professor, Department of Medicine SM and Department of Biochemistry and Microbiology SM
M.D. Loma Linda University SM 1975
- LIM, GERALD THA HTOO. Instructor, Department of Neurology SM
M.D. Institute of Medicine at Rangoon (Burma) 1976
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M.D. Loma Linda University SM 2002
- LIM, NELSON HYOCHUNG. Instructor, Department of Medicine SM
M.B.B.S. University College of Medicine at New Delhi (India) 1990
- LIN, JU-AN. Assistant Clinical Professor, Department of Medicine SM
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Ph.D. Loma Linda University GS 1996
- LIN, REN-JANG. Adjunct Research Professor, Department of Biochemistry and Microbiology SM
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M.D. Loma Linda University SM 1998
- LINDSTED, KRISTIAN DAVID. Professor, Department of Environmental and Occupational Health, PH; Department of Epidemiology and Biostatistics PH
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- LINKHART, THOMAS A. Research Professor, Department of Pediatrics SM and Department of Biochemistry and Microbiology SM
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- LITVINOFF, GREGORY PAUL. Assistant Professor, Department of Oral and Maxillofacial Surgery SD
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- LIU, JOHN RICHARD. Adjunct Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 1986
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B.S. Loma Linda University AH 2002
- LIU, MARINA J. Assistant Professor, Department of Anesthesiology SM
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- LIU, PAUL CHI-WAY. Assistant Clinical Professor, Department of Orthopedic Surgery SM
M.D. University of Nevada 1988
- LIU YI. Assistant Professor, Department of Family Medicine SM
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Ph.D. Loma Linda University GS1997
- LIU, YONG. Assistant Professor, Department of Periodontics SD
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- LIWNICZ, REGINA G. Assistant Professor, Department of Psychiatry SM
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- LLAGUNO, MARIAN C. Instructor of Nursing SN
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- LOEW, GUILLERMO E. Assistant Professor, Department of Pediatrics SM
M.D. University of Buenos Aires 1968
- LOFTHOUSE, GERALD A. Assistant Clinical Professor, Department of Family Medicine
M.D. Loma Linda University SM 1977
- LOH, MICHELLE H. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1992
- LOH, SAMUEL. Instructor, Department of Anesthesiology SM
M.D. Howard University 1971
- LOHMAN, EVERETT BERNELL III. Associate Professor, Department of Physical Therapy AH
D.P.T.Sc. Loma Linda University PH 1998
- LOHR, JASON LEE. Assistant Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 2001
- LOHR, MARIA BELEN. Assistant Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 2001
- LOIS-WENZEL, MELIANA. Associate Professor, Department of Pediatrics SM
M.D. University of Chile 1973

- LONGO, LAWRENCE D. Distinguished Professor, Department of Physiology and Pharmacology SM and
Department of Pediatrics SM
M.D. College of Medical Evangelists 1954
- LONSBURY-MARTIN, BRENDA L. Research Professor, Department of Surgery SM
Ph.D. University of Oregon Medical School 1975
- LOO, LAWRENCE K. Associate Professor, Department of Medicine SM
M.D. University of California at San Diego 1981
- LOPEZ, DAVID. Associate Professor, Department of Cardiopulmonary Sciences AH
Ed.D. La Sierra University 2001
- LOPEZ, EDUARDO. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 2002
M.D. Washington University (St. Louis) 1955
- LOREDO, LILIA N. Assistant Professor, Department of Radiation Medicine SM
M.D. Loma Linda University SM 1984
- LORIEZO, JON ALDEN. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S. Loma Linda University AH 1981
- LORIO, MICHAEL. Instructor, Department of Radiation Technology AH
B.A.
- LOUGHMAN, BARBARA E. Adjunct Associate Research Professor, Department of Medicine SM
Ph.D. University of Notre Dame 1972
- LOUSUEBSAKUL, VICHUDA. Assistant Professor, Department of Epidemiology and Biostatistics PH
Dr.P.H. Loma Linda University PH 2001
- LOVELESS, EDNA M. Professor, Department of Dental Educational Services SD
Ph.D. University of Maryland 1969
- LOVE, WILLIAM. Adjunct Professor, Department of Dental Educational Services SD
D.M.D. University of Manitoba, 1965
M.S. Ohio State University
- LOVELESS, WILLIAM A. Professor, Department of Dental Educational Services SD
Ed.D. University of Maryland 1964
- LOWE, MICHAEL A. Instructor, Department of Emergency Medicine SM
M.D. Loma Linda University SM 2002
- LOWE, OARIONA. Assistant Clinical Professor, Department of Pediatric Dentistry SD
D.D.S. Howard University 1981
- LOWRY, H. MAYNARD. Professor, Department of Dental Educational Services SD
Ph.D. State University of New York at Buffalo 1988
- LOWRY, JEAN B. Professor, Department of Speech-Language Pathology and Audiology AH
Ph.D. Kent State University 1973
- LOZADA, JAIME L. Professor, Department of Restorative Dentistry SD and Department of Periodontics SD
D.D.S. Universidad Autonoma de Puebla 1982
- LU, HUAN. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Beijing Medical University 1992
Ph.D. Peking University 2000
- LUBISICH, ERINNE. Assistant Professor, Department of Restorative Dentistry SD
D.M.D. Oregon Health and Science University 2004
- LUBISICH, JOSEF W. Clinical Instructor, Department of Pediatric Dentistry SD
D.M.D. Oregon Health and Science University 2004
B.S. University of Washington 1999
- LUDI, H. DANIEL. Assistant Professor, Department of Surgery SM
M.D. Cordoma University 1979

- LUH, GEORGE YU-CHIEN. Associate Professor, Department of Radiology SM
M.D. Loma Linda University SM 1992
- LUI, PAUL D. Associate Professor, Department of Surgery SM
M.D. Loma Linda University SM 1984
- LUKE, CHINTANA V. Assistant Clinical Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1980
- LUM, MICHAEL. Clinical Instructor, Department of Cardiopulmonary Sciences AH
B.S. Loma Linda University AH 1983
- LUM, SHARON S. J. Assistant Professor, Department of Surgery SM
M.D. Washington University 1992
- LUNDGREN, TORD MIKAEL. Clinical Professor, Department of Periodontics
D.D.S. University of Umea 1975
- LUO, XIAN. Instructor, Department of Radiation Medicine SM
M.D. Beijing, P.R. China
Ph.D. Loma Linda University 2004
- LUTHER, R. DANIEL II. Assistant Professor, Department of Emergency Medicine SM
M.D. Loma Linda University SM 1981
- LUU, QUOC T. A. Assistant Professor, Department of Radiation Medicine SM
M.D. Oregon Health Sciences University 1999
- LY, ANH-VUONG NGOC. Assistant Professor, Department of Pharmacy Practice SP
Pharm.D. University of the Pacific 2001
- LYNCH, ELIZABETH LEA. Assistant Professor, Department of Emergency Medicine SM
M.D. Loma Linda University SM 1994
- LYKO, ADAM A. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 2001
- MAASKANT, TRUDI LYNN. Assistant Clinical Professor, Department of Physical Therapy AH
M.P.T. Loma Linda University AH 1996
- MACKENZIE, D. ALLAN. Clinical Professor, Department of Orthopedic Surgery SM
M.D. McGill University 1964
- MACE, JOHN W. Professor, Department of Pediatrics SM and Department of Pediatric Dentistry SD
M.D. Loma Linda University SM 1964
- MACK, ERIC J. Associate Professor, Department of Pharmaceutical Sciences SP
Ph.D. University of Utah 1988
- MACKETT, M. C. THEODORE. Adjunct Clinical Professor, Department of Surgery SM
M.D. Loma Linda University SM 1968
- MACKNET, KENNETH D., JR. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1996
- MACKNET, MARK R. Instructor, Department of Anesthesiology SM
M.D. Loma Linda University SM 2001
- MAGIE, KARLA D. Assistant Clinical Professor, Department of Nutrition PH
M.P.H. Loma Linda University PH
- MAHDI, TAREK Z. Assistant Clinical Professor, Department of Family Medicine SM
M.D. Academy of Medicine at Sofia (Bulgaria) 1983
- MAHMOUD, GUIYOU. Assistant Professor, Department of Emergency Medicine SM
M.D. St. George's University School of Medicine 1998
- MAINESS, KAREN JOANNE. Assistant Professor, Department of Speech-Language Pathology and
Audiology AH
Ph.D. Columbia University 2002

- MAJLESSIPOUR, FATANEH. Assistant Professor, Department of Pediatrics SM
M.D. Isfahan Medical School 1990
- MAKEN, KANWALJEET. Assistant Professor, Department of Medicine SM
M.D. Maulana Azad Medical College (New Delhi) 1995
M.B.B.S. University College of Medical Sciences (New Delhi, India) 1990
- MAKKI, ALI. Associate Professor, Department of Oral Diagnosis, Radiology and Pathology SD
D.M.D. University of Pennsylvania 1997
- MALIK, IMTIAZ AKRAM. Professor, Department of Medicine SM
M.B.B.S. King Edward Medical College 1977
- MALIK, PRIYA. Assistant Professor, Department of Medicine SM
M.D. University of Madras (India) 1988
- MALLARI, JOCELYN A. Assistant Professor, Department of Pharmacy Practice SP
Pharm.D. University of Southern California 2004
- MALOUIN, MERIJANE TALLEY. Instructor, Department of Nutrition PH and Department of Nutrition and Dietetics AH
B.S. California State Polytechnic University at Pomona 1975
- MANCHANDA, RAMESH K. Assistant Professor, Department of Medicine SM
M.B.B.S. Delhi University (India) 1968
- MANCHANDIA, KRISH J. Assistant Professor, Department of Medicine SM
M.D. Ohio State University 2000
- MANDAPATI, RAVI. Associate Professor, Department of Pediatrics SM and Department of Medicine SM
M.D. Maulana Azad Medical College at New Delhi (India) 1985
- MANN, JULIE PATRICIA. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1977
- MANOUCHERI, MANOUCHER. Assistant Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1976
- MANQUILEF, OSCAR A. Assistant Professor, Department of Health Promotion and Education PH
M.A. Laval University (Canada) 1989
- MANSOUR, MARIE C. Clinical Instructor, Department of Orthodontics SD
D.M.D. Nova Southeastern University 2001
- MANTIK, DAVID W. Assistant Professor, Department of Radiation Medicine SM
Ph.D. University of Wisconsin 1967
M.D. University of Michigan 1976
- MAO, XIAO WEN. Assistant Research Professor, Department of Radiation Medicine SM
M.D. Shanghai Second Medical University 1991
- MAR, JEFFREY N. Assistant Professor, Department of Psychiatry and Department of Pediatrics SM
M.D. Dartmouth Medical School 1999
- MARAI, GARY E. Associate Clinical Professor, Department of Medicine SM and Department of Family Medicine SM
M.B.Ch.B. Stellenbosch University Medical School 1973
- MARAI, H. JOHN. Associate Clinical Professor, Department of Medicine SM
M.B.Ch.B. Stellenbosch University Medical School 1972
- MARCH, GLENVILLE A. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. University of Rochester at New York 1990
- MARCKS, KURT O. Assistant Professor, Department of Endodontics SD
D.D.S. Loma Linda University SD 1994
- MARILAO, HILARIO A. Assistant Clinical Professor, Department of Pediatrics SM
M.D. University of Guadalajara 1982
- MARLOW, HAROLD, JR. Assistant Professor, Department of Environmental and Occupational Health PH
M.S. Rice University 1991

- MAROCCO-CASEY, ANNE M. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 2000
- MAROHN, ROBERT K. Adjunct Professor, Department of Surgery SM
B.B.A. University of Toledo 1958
- MARSA, ROBERT J. Associate Professor, Department of Medicine SM
M.D. Loma Linda University SM 1970
- MARSHAK, ARTHUR BOHDAN. Assistant Professor, Department of Cardiopulmonary Sciences AH
M.S. University of Southern California at Los Angeles 2005
- MARSHAK, HELEN HOPP. Associate Professor, Department of Health Promotion and Education PH and
Department of Psychology GS and Department of Physical Therapy AH
Ph.D. University of Washington 1991
- MARSHALL, EDWARD CHARLES. Assistant Professor, Department of Oral and Maxillofacial Surgery SD
D.D.S. University of the Pacific at San Francisco 1974
- MARTELL, AXA I. Assistant Professor, Department of Medicine SM
M.D. Montemorelos University 1989
- MARTELL, J LYNN. Assistant Professor, School of Religion SR
D.Min. McCormick Theological Seminary 1990
- MARTELL, J. TODD. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1990
- MARTIN, ARTEMIO ROBERT. Assistant Clinical Professor, Department of Physical Medicine SM
M.D. Loma Linda University SM 1997
- MARTIN, BRADFORD DOUGLAS. Associate Professor, Department of Physical Therapy AH
Ph.D. Loma Linda University GS 1984
- MARTIN CHRISTOPHER T. Assistant Clinical Professor, Department of Restorative Dentistry SD
D.D.S. University of the Pacific 1973
- MARTIN, FERMIN. Assistant Clinical Professor, Department of Restorative Dentistry SD
D.D.S. Universidad Autonoma de Baja California 2000
- MARTIN, FREDERICK J. Associate Clinical Professor, Department of Pediatrics SM
M.D. University of Rochester Medical School 1943
- MARTIN, GLEN K. Research Professor, Department of Surgery, SM
Ph.D. University of Oregon Medical School 1995
- MARTIN, LESLIE R. Adjunct Assistant Professor, Department of Psychology ST
Ph.D. University of California Riverside 1996
- MARTIN, MARK C. Assistant Professor, Department of Surgery SM
M.D. University of Manitoba 1996
D.M.D. McGill University 2002
- MARTIN, ROBERT DOUGLAS. Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1976
- MARTORELL, JOSE M. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 2002
- MASANGCAY, CLARO YAMBAO. Clinical Instructor, Department of Clinical Laboratory Science AH
B.A. University of California at Santa Barbara 1989
- MASHNI, MICHAEL. Associate Clinical Professor, Department of Dental Anesthesiology SD and
Department of Physiology and Pharmacology SM
D.D.S. Loma Linda University SD 1992
- MASKIN, MICHAEL B. Assistant Professor, Department of Psychiatry SM
Ph.D. Fordham University 1973
- MASKIEWICZ, RICHARD. Assistant Professor, Department of Pharmaceutical Sciences SP
Ph.D. University of California, San Bernardino 1979

- MASON, LINDA JO. Professor, Department of Anesthesiology SM and Department of Pediatrics SM
M.D. Loma Linda University SM 197
- MASSEY, EVELYN L. Clinical Instructor, Department of Cardiopulmonary Sciences AH
M.D. UTESA University (Dominican Republic) 1982
- MATAYA, RONALD. Assistant Professor, Department of Global Health PH
- MATAMALA, TOMAS P. Assistant Professor, Department of Epidemiology and Biostatistics PH
M.A. Universidade de Concepcion 2000
- MATEJA, SHARON B. Assistant Clinical Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1982
- MATHIAS, LIESL A. Assistant Professor, Department of Pediatrics SM
M.B.B.S. St. Johns Medical College 1990
- MATHUR, MUDIT. Assistant Professor, Department of Pediatrics SM
M.B.B.S. University of Delhi 1990
- MATIKO, JAMES D. Assistant Clinical Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1977
- MATOS CHAMORRO, RODRIGO Associate professor, Department of Epidemiology and Biostatistics PH
Ph.D. Universidade Estadual de Campinas, Brazil 1997
- MAURER, JAMES S. Assistant Clinical Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1991
- MAXWELL, A. GRAHAM. Emeritus Professor, School of Religion SR
Ph. D. University of Chicago Divinity School 1959
- MAXWELL, KENNETH L. II. Assistant Professor, Department of Medicine SM
D.O. Western University of Health Science 2000
- MAYR, EDELWEISS. Assistant Professor, Department of Health Promotion and Education PH
M.D. Universidade de Concepcion (Chile) 1973
- MAZLUMIAN, JORGE R. Assistant Clinical Professor, Department of Pediatrics SM
M.D. University of Buenos Aires 1971
- MCAFEE, MOLLY K. Assistant Professor, Department of Surgery SM
M.D. Mayo Graduate School of Medicine 1984
- MCBRIDE, DUANE C. Adjunct Professor, Department of Psychology ST
Ph.D. University of Kentucky 1976
- MCCARTY, KENNETH D. Assistant Professor, Department of Family Medicine SM
M.S. Loma Linda University GS 1998
- MCCLEARY, KARL J. Adjunct Assistant Professor, Department of Health Administration PH
Ph.D. University of Alabama at Birmingham 1998
- MCCLURE, CHALMER D. Assistant Professor, Department of Pediatrics SM and Department of
Neurology SM
M.D. Loma Linda University SM 1989
Ph.D. Loma Linda University GS 1992
- MCCLURE, FAITH H. Adjunct Associate Professor, Department of Psychology ST
Ph.D. University of California at Los Angeles 1989
- MCCRACKEN, JOHN D. Associate Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1985
- MCDONALD, PEARL Z. Instructor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1971
- MCFADDEN, DAVID DEAN. Adjunct Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1973
- MCFARLAND, JAN R. Assistant Professor, Department of Speech-Language Pathology and Audiology AH
M.S. Loma Linda University GS 1995

- MCGANN, DAVID G. Instructor, Department of Surgery SM
M.S. Colorado State University 1972
- MCGHEE, WILLIAM H. Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1972
- MCGILL, KENNETH JAMES. Associate Professor, Department of Gynecology and Obstetrics SM
M.D. College of Medical Evangelists 1951
- MCGREGOR, SAMAR S. Assistant Clinical Professor, Department of Nutrition PH
M.P.H. Loma Linda University PH 1986
- MCGREW, DAVID R. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 197
- MCINDOE, THOMAS WINFIELD. Assistant Professor, Department of Orthopedic Surgery SM
M.D. Baylor University at Houston 1963
- MCIVOR, DEBORAH W. Assistant Professor, Department of Anesthesiology SM
M.D. University of Guadalajara 1983
- MCKNIGHT, BROOKE. Assistant Clinical Professor, Department of Environmental and Occupational Health PH
Dr.P.H. Loma Linda University PH 2002
- MCLAUGHLIN, RICHARD P. Adjunct Assistant Professor, Department of Orthodontics SD
D.D.S. Georgetown University 1970
- MCMILLAN, JAMES IRA. Associate Professor, Department of Medicine SM
M.D. Loma Linda University SM 1986
- MCMILLAN, PAUL J. Professor, Department of Pathology and Human Anatomy SM
Ph.D. College of Medical Evangelists 1960
- MCNAUGHTON, LAURIE A. Assistant Professor, Department of Family Medicine SM
M.D. University of Pennsylvania School of Medicine 1995
- MCNAUGHTON, TIMOTHY G. Assistant Professor, Department of Emergency Medicine SM
Ph.D. University of Utah 1996
M.D. University of California at Los Angeles 2000
- MCNEILL, JAMES I. Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1972
- MCNEILL, JEANINE A. Assistant Clinical Professor, Department of Radiology SM
M.D. Loma Linda University SM 1983
- MEDAL, DIANA STEED. Assistant Professor, Department of Health Information Management AH
M.A. California State University at San Bernardino 2001
- MEDINA, ERNEST PAUL SARNO. Assistant Clinical Professor, Department of Health Promotion and Education PH
Dr.P.H. Loma Linda University PH 1993
- MEDINA, KERI KUNIYOSHI. Assistant Professor, School of Nursing SN
D.N.S. University of San Diego Philip Y. Hahn SN 1996
- MEGLIO, DANIELLE JOSEPHINE. Clinical Instructor, Department of Occupational Therapy AH
A.S. Loma Linda University AH 1993
- MEGO, MIGUEL E. Assistant Clinical Professor, Department of Endodontics SD
D.D.S. Federico Villareal National University (Peru) 1991
- MEHARRY, MICHAEL R. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1980
- MEHTA, CHANDRAKANT VIRJI. Assistant Clinical Professor, Department of Medicine SM
M.B.B.S. Grant Medical School at Bombay 1974
- MEHTA, SUKH SAMPAT RAJ. Associate Professor, Department of Medicine SM
M.D. SMS Medical College 1968

- MEJIA, MAXIMINO A. Assistant Professor, Department of Nutrition PH
Dr.P.H. Loma Linda University PH 2000
- MELCHER, CAROLYN LOPEZ. Assistant Professor, Department of Health Promotion and Education PH
B.S.N Loma Linda University SN 1980
- MELLOR, SHARISA K. Assistant Professor, Department of Dental Hygiene SD
B.S. Loma Linda University GS 2003
- MELTZER, ELLIOTT A. Assistant Clinical Professor, Department of Family Medicine SM
M.D. Louisiana State University Medical Center 1979
- MENDES, JEANNINE STUART. Assistant Professor, Department of Physical Therapy AH
M.P.T. Loma Linda University AH 1995
- MENDLER, MICHEL H. Associate Professor, Department of Medicine, SM
University of Rennes Medical School (France) 1992
- MERCADO, CONCHITA O. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 2003
- MERCADO, HENRY W. Assistant Clinical Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1977
- MERCADO, RENEE N. S. Instructor, Department of Radiation Technology AH
B.S. University of Redlands 2002
- MERIDETH, CHARLES H. Clinical Professor, Department of Psychiatry SM
M.D. Washington School of Medicine 1965
- MERKEL, CLIFFORD DARA. Assistant Clinical Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1980
- MESSINA, MARK JOHN. Adjunct Associate Professor, Department of Nutrition PH
Ph.D. Michigan State University 1987
- MESSINA, VIRGINIA LOUISE. Adjunct Assistant Professor, Department of Nutrition PH
M.P.H. University of Michigan 1981
- METGHALCHI, SHIVA. Assistant Professor, Department of Radiation Medicine SM
Dr.P.H. Loma Linda University PH 1997
- MEYER, BONNIE LEE. Assistant Professor, School of Nursing SN
M.S. Loma Linda University GS 1972
- MEYER, JAMES A. Clinical Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1958
- MEYER, ROBERT EDWIN, JR. Assistant Clinical Professor, Department of Pediatrics SM
M.D. University of California at Los Angeles 1969
- MICHEL, ALAN W. Instructor, 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
- MIKHAEL, MAGDI S. Assistant Clinical Professor, Department of Psychiatry SM
M.B.B.Ch. Aim Shams Medical School at Cairo 1975
- MIKHAIL, WAGIH E. Assistant Professor, Department of Clinical Laboratory Science AH
M.B.A. California State University at San Bernardino 1985
- MILES, DUNCAN A. Associate Professor, Department of Surgery SM
M.D. University of Saskatchewan 1990
- MILHOLM, RICHARD L. Assistant Professor, Department of Family Medicine SM
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
Ph.D. North Carolina State University at Raleigh 1971
- 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
Ph.D. University of California at Riverside 1985
- 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
- MIRDAD, AMANI A. Clinical Instructor, Department of Restorative Dentistry SD
B.D.S. King Saud University 1999
M.S. Tufts University 2005
- 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
- MISCH, CARL ERWIN. Associate Professor, Department of Restorative Dentistry SD
D.D.S. Detroit Dental School 1973
- MISHRA, MAHAVIR B. Associate Professor, Department of Periodontics SD
B.D.S. Gujarat University (India) 1971
M.D.S. Gujarat University (India) 1980
- MISHRA, RANU MAHAVIR. Assistant Professor, Department of Restorative Dentistry SD
B.D.S. S.M.S. Medical College at Jaipur (India) 1998
- MITCHELL, ROBERT DAVID. Assistant Professor, Department of Orthodontics SD
D.D.S. Loma Linda University SD 1978
- MITTAL, RENU. Assistant Clinical Professor, Department of Family Medicine SM
M.B.B.S. University of London (England) 1982
- MOBILIA, ADRIAN. Assistant Professor, Department of Periodontics SD
D.D.S. University of Buenos Aires School of Dentistry 1991
- MODESTE, NAOMI NOREEN. Professor, Department of Health Promotion and Education PH
Dr.P.H. Loma Linda University PH 1984
- MODY, AMEER P. Instructor, Department of Medicine SM
M.D. Albany Medical College (New York)
M.P.H. George Washington University 1994
- MOHAN, SUBBURAMAN. Research Professor, Department of Medicine SM
Ph.D. Bangalore University 1978
- MOHAMMADI-ARAGHI MOHAMMAD H. Assistant Professor, Department of Oral and Maxillofacial
Surgery SD
D.D.S. University of Tehran 1965
M.S. University of Chicago, Illinois 1982
- MOHEIMANI, ASSAD. Instructor, Department of Orthopedic Surgery and Rehabilitation SM
M.D.

- MOHR, GINA M. J. Assistant Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1996
- MOHR, LESTER L. Assistant Professor, Department of Surgery SM
M.D. Loma Linda University SM 1966
- MOLDOVAN, IOANA. Assistant Professor, Department of Medicine SM
M.D. University of Medicine and Pharmacy Carol Davila (Romania) 1996
- MOLINE, MARY VOGEL. Professor, Department of Counseling and Family Science ST
M.P.H. Loma Linda University PH 1975
Dr.P.H. Loma Linda University PH 1975
Ph.D. Brigham Young University 1979
- MOLKARA, AFSHIN M. Assistant Professor, Department of Surgery SM
M.D. Howard University 199
- MOLONEY, PATRICK M. Assistant Clinical Professor, Department of Medicine SM
M.B.Ch.B. University College Galway (Ireland) 1968
- MONSON, Deborah, Instructor of Nursing SN
M.S. Loma Linda University SN 2006
- MONTGOMERY, SUSANNE B. Professor, Department of Health Promotion and Education PH,
Department of Preventive Medicine SM, and Department of Global Health PH
M.S. Justus Liebig Universität, Giessen, Germany 1982
M.P.H. University of Michigan, 1984
Ph.D. University of Michigan 1987
- MONTI, BEVERLY ANN. Clinical Instructor SN
M.S.N. University of San Diego 1995
- MOORE, KATHLEEN LOU. Assistant Professor, Department of Dental Educational Services SD
M.S. University of Southern California 1999
- MOORES, DONALD C. Associate Professor, Department of Surgery SM and Assistant Professor,
Department of Pediatrics SM
M.D. Loma Linda University SM 1987
- MOORHEAD, J. DAVID. Associate Professor, Department of Surgery SM
M.D. Loma Linda University SM 1973
- MORAN, ALICE P. Adjunct Assistant Professor, Department of Dental Hygiene SD
D.M.D. Medical University of South Carolina 1982
- MORETTA, CARLOS MANUEL. Clinical Instructor, Department of Oral and Maxillofacial Surgery SD
D.D.S. Loma Linda University SD 2001
- MOREY, JANETTE L. Clinical Instructor, Department of Occupational Therapy AH
B.S. University of North Dakota 1978
- MORGAN, JOHN W. Professor, Department of Epidemiology and Biostatistics PH
Dr.P.H. Loma Linda University PH 1984
- MORGAN, WALTER C. Assistant Clinical Professor, Department of Family Medicine
M.D. University of Washington 1981
- MORIKAWA, WESLEY MIKJO. Assistant Clinical Professor, Department of Pediatric Dentistry SD
D.D.S. University of Southern California 1981
- MORRIS, CHRISTOPHER LEE. Professor, Department of Pediatrics SM
M.D. University of Minnesota 1980
- MORRIS, JOAN D. Associate Professor, Department of Pediatrics SM
M.D. University of Florida 1986
- MORRIS, JOHN PRESTON. Clinical Professor, Department of Pediatrics SM
M.D. Yale University 1948
- MORROW, STEVEN GALE. Professor, Department of Endodontics SD
D.D.S. Loma Linda University SD 1960

- MORTON, KELLY R. Associate Research Professor, Department of Family Medicine SM and Department of Psychology ST
Ph.D. Bowling Green State University 1992
- MOSAAD, PHEBE FAWZI. Assistant Professor, Department of Anesthesiology SM
M.B.Ch.B. Kasr El Aini School of Medicine (Egypt) 1967
- MOSAVIN, RASHID. Associate Professor, Department of Social and Administrative Sciences SP
Ph.D. University of Wisconsin at Madison 1996
- MOSES, KENNETH P. Assistant Professor, Department of Pathology and Human Anatomy SM
M.D. Loma Linda University SM 1998
- MOSES, OLIVIA. Assistant Clinical Professor, Department of Health Promotion and Education PH
Dr.P.H.
- MOSS, JENNIFER DAWN. Assistant Professor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 2003
- MOY, JAIME M. Instructor, Department of Pediatrics, SM
D.O. 1997
- MOYNIHAN, JAMES A. Instructor, Department of Emergency Medicine SM and Department of Pediatrics SM
D.O. College of Osteopathic Medicine of the Pacific 1996
- MTHOMBENI, JONATHAN J. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Technical University of Santiago 1985
- MUDGE, M. KENNETH. Clinical Professor, Department of Orthopedic Surgery SM
M.B.Ch.B. University of Birmingham (United Kingdom) 1970
- MUIR, CRAIG A. Assistant Clinical Professor, Department of Physical Medicine SM
Ph.D. University of Southern California 1976
- MUKHERJEE, ASHIS. Assistant Clinical Professor, Department of Medicine SM
M.D. Cornell University Medical College 1985
- MULLA, NEDA F. Associate Professor, Department of Pediatrics SM
M.B.B.S. Kuwait University Health Sciences Center Medical School 1986
- MULTANI, MALWINDER KAUR. Assistant Professor, Department of Medicine SM
M.B.B.S. Medical College at Amrisar (India) 1979
- MUNCE, C. JOHN. Assistant Professor, Department of Endodontics SD
D.D.S. Loma Linda University SD 1978
- MUNGUIA, FERNANDO MOISES. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Cayetano Heredia Peruvian University 1985
- MUNOZ OLIVARES, JOSE E. Assistant Professor, Department of Health Promotion and Education PH
Ph.D. Universidad de Palermo, Argentina 2002
- MUNOZ-VIVEROS, CARLOS ALBERTO. Adjunct Professor, Department of Restorative Dentistry SD
D.D.S. University Nacional Pr Henriquez Urena School of Dentistry 1979
- MUNSON, JAMES L. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1977
- MUNSON, LAUREL JONES. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM
M.D. Loma Linda University SM 1978
- MURAD, WADSWORTH H. Clinical Instructor, Department of Psychiatry SM
D.O. Western University of Health Sciences 1984
- MURASE, MIYAKO. Adjunct Instructor, Department of Allied Health Studies AH
B.A. Japanese Social Welfare University 1978
- MURATA, YOKO. Adjunct Assistant Professor, Department of Environmental and Occupational Health PH
Ph.D. University of Sao Paulo 1995
- MURDOCH, J. LAMONT. Professor, Department of Medicine SM
M.D. Loma Linda University SM 1963

- MURDOCH, WILLIAM GORDON C., JR. Associate Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1973
- MURRAY, RICK D. Associate Clinical Professor, Department of Gynecology and Obstetrics SM
M.D. Loma Linda University SM 1975
- MUTINGA, MUENI L. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 2001
- NAFTEL, JOHN C. Assistant Professor, Department of Emergency Medicine SM
M.D. University of California at Los Angeles 1972
- NAHOUM, HENRY ISSAC. Professor, Department of Orthodontics SD
D.D.S. Columbia University 1943
- NAKAMURA, DEANNA D. Clinical Instructor, Department of Nutrition and Dietetics AH
M.S.N. Oakland Alameda Community Hospital 1962
- NAKANO, JONATHAN K. Clinical Instructor, Department of Oral and Maxillofacial Surgery SD
D.M.D. Boston University Dental School 2003
- NAM, JUHYEOK. Assistant Professor of Religion, School of Religion SR
Ph.D. Andrews University 2005
- NAMIHAS, IVAN C., JR. Assistant Professor, Department of Radiation Medicine SM
M.D. Loma Linda University SM 1984
- NARITA, LUMINITA S. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Carol Davila University (Romania) 1999
- NARULA, MINAKSHI. Assistant Professor, Department of Orthodontics SD
B.D.S. RA Dental College at Calcutta (India) 1985
- NARVAEZ, JULIO. Assistant Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1992
- NASH, SANDRA B. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1980
- NASH, WALTER C. Associate Clinical Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1955
- NATION, N. JARED. Adjunct Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 2002
- NAUERTZ, CINDA L. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1999
- NAVA, P. BEN, JR. Professor, Department of Pathology and Human Anatomy SM
Ph.D. Loma Linda University GS 1973
- NAYLOR, W. PATRICK. Professor, Department of Restorative Dentistry SD
D.D.S. Georgetown University 1978
- NAZARI, MOSTAFA. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Espahan University (Iran) 1986
- NAZAROFF, LESLIE JOANN. Assistant Clinical Professor, Department of Dental Hygiene SD
Dr.P.H. Loma Linda University PH 1998
- NEARY, JOHN J. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1972
- NEERGAARD, JAMES O. Adjunct Assistant Professor, Department of Global Health PH
Dr.P.H. Loma Linda University PH 2006
- NEERGAARD, JOYCE B. Adjunct Assistant Professor, Department of Health Promotion and Education PH
Dr.P.H. Loma Linda University PH 2005
- NEGERIE, MEKEBEB. Adjunct Assistant Professor, Department of Global Health PH
Dr.P.H. Loma Linda University PH 1994

- NEGLIO, MICHAEL J. Assistant Clinical Professor, Department of Radiology SM
M.D. University Autonomous of Guadalajara 1974
- NEIDIGH, JONATHAN W. Assistant Professor, Department of Biochemistry and Microbiology SM
Ph.D. University of Washington 1999
- NEISH, CHRISTINE GERKEN. Associate Professor of Nursing, SN and Associate Professor, Department
of Health Promotion and Education PH
Ph.D. Claremont Graduate University 1988
- NELSON, ALAN A. Associate Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1979
- NELSON, BONNIE ANN. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 198
- NELSON, GREGORY A. Associate Professor, Department of Radiation Medicine SM
Ph.D. Harvard University 1979
- NELSON, JERALD C. Professor, Department of Medicine SM and Department of Pathology and Human
Anatomy SM
M.D. College of Medical Evangelists 1957
- NELSON, LAURIE E. Clinical Instructor, Department of Occupational Therapy AH
M.A. University of Southern California 1995
- NELSON, M. GARY. Assistant Professor, Department of Dental Educational Services SD
B.A.
- NELSON, PETER C. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1970
- NELSON, RICHARD DEANE. Assistant Clinical Professor, Department of Cardiopulmonary Sciences AH
M.D. Angeles University 1995
- NELSON, RICHARD R. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.M.D. University of Oregon Dental School 1972
- NELSON, SCOTT C. Assistant Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1996
- NERALLA, SIRISHA. Instructor, Department of Medicine SM
M.D. Drexel University 2001
- NESPER, TIMOTHY P. Assistant Professor, Department of Emergency Medicine SM
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
- NEUFELD-TRUJILLO, JENNIFER L. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 2000
- 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, JEAN L. Assistant Clinical Professor, Department of Nursing SN
M.S. Loma Linda University GS 1985
- 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
M.S. University of Maryland 1999
- 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, MADELEINE N. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Saigon Medical University 1975
- 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, 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, THUAN HUU. Instructor, Department of Clinical Laboratory Science AH
M.P.H. Loma Linda University PH 1975
- 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. Assistant Professor, Department of Earth and Biological Sciences ST
Ph.D. University of Oklahoma at Norman 1990
- NICOLA, DENNIS C. Adjunct Assistant Professor, Department of Dental Educational Services SD
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
- NINNIS, JANET. Associate Professor, Department of Pediatrics SM
M.D. 1977 U of A College of Medicine 1977
- NIST, LAURA DAWN HENRICHSEN. Associate Professor, Department of Neurology SM
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
M.D. Nippon Medical School (Japan) 1951
- NOORVASH, SHAHAB. Assistant Professor, Department of Endodontics SD
D.D.S. Northwestern University 1987
- NORDLAND, W PETER. Adjunct Assistant Professor, Department of Periodontics SD
D.M.D. Temple University 1979

- NOVAL, JERL JEAN. Instructor, Department of Nutrition PH and Department of Nutrition and Dietetics, AH
 B.S. Loma Linda University PH 1993
 M.S. Rosalind Franklin University 2006
- NOVY, BRIAN B. Assistant Professor, Department of Restorative Dentistry SD
 D.D.S. Loma Linda University SD 2006
- NOWRANGI, PUSHPA. Associate Professor, Department of Pediatrics SM and department of Medicine SM
 M.B.B.S. Darbhanga Medical College 1978
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 Th.D. Universidad Adventista del Plata, Argentina 2005
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 M.S.N. Boston University 1977
- NYIRADY, STEPHEN A. Associate Professor, Department of Biochemistry and Microbiology SM
 Ph.D. Loma Linda University GS 1972
- NYKAZA, JOSEPH STANLEY. Assistant Professor, Department of Restorative Dentistry SD
 D.D.S. Marquette University 1961
- OAKLEY, ERIC. Adjunct Assistant Professor, Department of Dental Educational Services SD
 D.D.S. Loma Linda University SD 1995
- OAKLEY, NANCY T. Clinical Instructor, School of Nursing SN and Instructor, Department of Family Medicine, SM
 M.S.N. Western University of Health Scientists at Pomona 2001
- OBENAU, ANDRE. Assistant Research Professor, Department of Radiation Medicine SM and Department of Radiology SM
 Ph.D. University of British Columbia at Vancouver 1989
- OBERG, KERBY C. Assistant Professor, Department of Pathology and Human Anatomy SM
 Ph.D. Loma Linda University GS 1989
 M.D. Loma Linda University SM 1991
- OBIOCHA, IKECHI. Assistant Professor, Department of Medicine SM
 M.D. University of Connecticut School of Medicine 1999
- OCHOA, HUMBERTO R. Assistant Professor, Department of Emergency Medicine SM
 M.D. University of Utah 1983
- ODABASHIAN, NISHAN M. Assistant Professor, Department of Endodontics SD
 D.M.D. Tufts University School of Dental Medicine 1991
- OH, SANG-DUK. Assistant Professor, Department of Periodontics SD
 D.D.S. Kyungpook National University (Korea) 1981
- OH, YOUNG-HYUN. Associate Clinical Professor, Department of Ophthalmology SM
 M.D. University of Michigan 1986
- OJANO, MAC-REY L. Assistant Professor, Department of Restorative Dentistry SD
 D.M.D. Manila Central University (Philippines) 1990
- OJOGHO, OKECHUKWU N. Associate Professor, Department of Surgery SM
 M.D. University of California at San Francisco 1986
- OKADA, GEOFFREY TOSHIO. Assistant Professor, Department of Endodontics SD
 D.D.S. Loyola University 1983
- OKUMURA, WESLEY KENT. Assistant Professor, Department of Pediatric Dentistry SD
 D.D.S. Loma Linda University SD 1994
- OLAFSSON, SNORRI. Assistant Professor, Department of Medicine SM
 M.D. University of Iceland 1978
- O-LEE, TSUNGJU. Instructor, Department of Surgery SM
 M.D. University of California at Irvine 2000

- OLIVA, PATRICIO S. Associate Professor, Department of Nutrition PH
D.Sc. University of Granada 2000
- OLIVERIO, MICHAEL R., JR. Assistant Clinical Professor, Department of Family Medicine SM
M.D. University of Montemorelos 1984
- OLSEN, NANCY. Clinical Instructor, Department of Occupational Therapy AH
M.A. California State University at Northridge 1974
- OLSON, MARK W. Assistant Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1987
- OOI, GUCK T. Adjunct Associate Professor, Department of Environmental and Occupational Health PH
Ph.D. Monash University, Australia 1988
- OOMMEN, SUMA. Assistant Professor, Department of Medicine SM
M.B.B.S. Christian Medical College at Vellore 1992
- OOSTERWAL, GOTTFRIED. Adjunct Professor, Department of Global Health PH
D.Litt. University of Utrecht 1956
- OPAI-TETTEH, DAVID. Assistant Professor, Department of Medicine SM
M.B.Ch.B. University of Science and Technology 1984
- OPSAHL, MICHELLE T. Assistant Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1996
- ORR, BARBARA J. Associate Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1970
- ORR, ROBERT D. Adjunct Professor, Department of Family Medicine SM
M.D. McGill University (Canada) 1966
- ORTIZ-CAMPOS, CESAR. Adjunct Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Universidad Nacional Autonoma de Mexico 1972
- OSBORN, JAMIE S. Assistant Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1993
- OSHIRO, BRYAN T. Associate Professor, Department of Gynecology and Obstetrics SM
M.D. Loma Linda University SM 1985
- OSHIRO, KAREN N. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM
M.D. Loma Linda University SM 1978
- OSHITA, PATRICK S. Assistant Clinical Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1996
- OSTERDOCK, RENATTA J. Assistant Professor, Department of Neurosurgery SM
M.D. Northwestern University Medical School 1994
- OTA, LEH C. Assistant Clinical Professor, Department of Nutrition PH; Clinical Instructor, Department of Nutrition and Dietetics AH
M.P.H. Loma Linda University PH 1978
- OTA, MARLENE M. Assistant Professor, Department of Clinical Laboratory Science AH
B.S. University of Redlands 1981
- OTERO, JAY M. Assistant Professor, Department of Psychiatry SM
M.D. Medical College of Virginia 1989
- OWEN, FAYE DENISE. Assistant Clinical Professor, Department of Psychiatry SM
M.D. University of Texas Southwestern Medical School 1989
- OWEN, JASON E. Assistant Professor, Department of Psychology ST
Ph.D. University of Alabama at Birmingham 2003
M.P.H. University of Alabama at Birmingham
- OWEN, KIMBERLY C. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 2002
- OYAMA, KOTARO. Clinical Instructor, Department of Restorative Dentistry SD
D.D.S. Nippon Dental University 1997

- OYEMADE, OLUSOLA A. Assistant Clinical Professor, Department of Pediatrics SM
M.B.B.S. University of Edinburgh (Scotland) 1967
- PADGETT, JAMES R., JR. Assistant Professor, Department of Oral Diagnosis, Radiology, and
Pathology SD
D.D.S. Loma Linda University SD 1982
- PAGE, GRETCHEN ANNE. Clinical Instructor, Department of Health Promotion and Education PH
B.S. Chapman University 1981
- PAI, ANITA M. Instructor, Department of Physical Medicine SM
M.D. Loma Linda University SM 1999
- PAI, RAMDAS G. Professor, Department of Medicine SM
M.D. Kasturba Medical College, Manipal, India
- PAI, SHANTHARAM R. Assistant Professor, Department of Family Medicine SM and Department of
Medicine SM
M.B.B.S. Kasturba Medical College (India) 1981
- PAIK, SUN H. Adjunct Associate Professor, Department of Environmental and Occupational Health PH
Ph.D. University of Maryland 1997
- PAINTER, NATHAN A. Assistant Professor, Department of Pharmacy Practice SP
Pharm.D. Virginia Commonwealth University 2003
- PALLADINO, JUDITH CLARK. Assistant Professor, Department of Occupational Therapy AH
M.A. California State University at Long Beach 1984
- PALMER, ERIK G. Assistant Clinical Professor, Department of Family Medicine SM
D.O. Western University 1995
- PALMER, LINDA MARGARET. Clinical Instructor, Department of Health Information Management AH
B.S. Loma Linda University AH 1979
- PANT, KESHAB DUTT. Associate Professor, Department of Medicine SM
Ph.D. Thomas Jefferson University 1964
- PAPPAS, JAMES M. Associate Professor, Department of Pathology and Human Anatomy SM; Assistant
Clinical Professor, Department of Clinical Laboratory Science AH
M.D. Loma Linda University SM 1985
- PARK, HYOUNG J. Clinical Instructor, Department of Periodontics SD
D.D.S. Yonsei University Dental School 1992
- PARK, PAULINE A. Clinical Instructor, School of Nursing SN
B.S. Loma Linda University SN 1969
- PARK, SEEKOOK. Assistant Clinical Professor, Department of Medicine SM
M.D. University of Minnesota 1985
- PARK, SUNGJIN. Assistant Clinical Professor, Department of Dental Anesthesiology SD
D.M.D. University of Pennsylvania 1992
- PARK, YONG JUN DAVID. Clinical Instructor, Department of Oral and Maxillofacial Surgery SD
D.D.S. Loma Linda University SD 2004
- PARKER, RICHARD L. Adjunct Associate Professor, Department of Dental Educational Services SD
D.D.S.
- PARKES, KEVIN J. Assistant Professor, Department of Emergency Medicine SM
M.D. University of California at Irvine 1998
- PARMENTER, Nancie, Instructor of Nursing SN
M.S.N. University of Portland 1981
- PARRIS, RICHARD K. Assistant Professor, Department of Periodontics SD
D.D.S. University of California at Los Angeles 1979
- PARSI, MANOOCHEHR G. Assistant Professor, Department of Periodontics SD
D.M.D. Shiraz University 1979

- PATCHIN, REBECCA J. Assistant Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1989
- PATEL, ASHISH. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S. Loma Linda Univeristy 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.
- 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
- PATIL, AVINASH S. Instructor, Department of Emergency Medicine SM
M.D. Washington University, St. Louis 2003
- 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
- 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, 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
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Epidemiology and Biostatistics PH
M.D. Loma Linda University SM 1969
- PETERSEN ANNE BERRIT, Assistant Professor SN
M.S. Loma Linda University SN 2005
M.P.H. Loma Linda University, PH 2006
- 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. Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 1970
- PETTEY, JAMES G. Assistant Clinical Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1975
- 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
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B.S. Loma Linda University AH 1983
- PHAM, LIEN TRAN. Assistant Clinical Professor, Department of Family Medicine SM
M.D. University of Saigon 1978
- PHATAK, PRASHANT V. Assistant Professor, Department of Medicine SM
M.D. University of California at Los Angeles School of Medicine 1999
- PHILIP, SHAIENDRI 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
- PIANTINI, REBECA E. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1989
- PICKART, MICHAEL C. Assistant Professor, Department of Surgery SM
M.D. University of California at San Francisco 1997
- PIEDRA-MUNOZ, ISABELLA. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Universidad del Valle 1990
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D.D.S. Loma Linda University SD 2005
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Education PH
M.P.H. Universidad de Chile 1982
- POLLARD, LESLIE N. Associate Professor, School of Religion SR
D.Min. School of Theology at Claremont 1992
- POLVOORDE, GAIL ANN. Assistant Clinical Professor, Department of Physical Therapy AH
M.P.T. Loma Linda University AH 2003
- POLYCARPE, MARTINE Y. 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
M.P.H. Loma Linda University PH 1995
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B.S. Loma Linda University SN 1977
- PORTER, Judith H. Assistant Professor, Department of Speech-Language Pathology AH
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- POTHIER, PATRICIA KATHLEEN. Associate Professor, Department of SN
Ph.D. University of San Diego 2001
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D.D.S.
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M.D. Georgetown University School of Medicine 1996
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- PRESTON, WILLIAM. Associate Professor, Department of Radiation Medicine SM
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M.D. Loma Linda University SM 1965
- PRIETO, CLAUDIA V. Assistant Professor, Department of Endodontics SD
D.D.S. Colombian School of Dentistry (Colombia) 1989
- PROCHAZKA, ERNEST J. Assistant Clinical Professor, Department of Preventive Medicine SM
M.D. University of Vienna (Austria) 1983
- PROCTOR, DARYL LYNDEN. Assistant Professor, Department of Orthodontics SD
D.D.S. Loma Linda University SD 1994
M.S. Loma Linda University GS 2001
- PROCTOR, GEORGE JASON. Assistant Clinical Professor, Department of Psychiatry SM
M.D. University of Virginia 1993
- PROCTOR, STOY E. Adjunct Assistant Professor, Department of Health Promotion and Education PH
M.P.H. Loma Linda University PH 1971
- PROUSSAEFS, PERIKLIS THEODORE. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. University of Athens School of Dentistry 1993
- PUERTO, SOFIA. Assistant Clinical Professor, School of Nursing SN
Ph.D. Columbia Pacific University 1993
- PULIDO, EMMELINE R. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1988
- PULSIPHER, DAVID ALLEN. Assistant Clinical Professor, Department of Oral and Maxillofacial
Surgery SD
D.D.S. Baylor College of Dentistry 1993
M.D. University of Texas Southwestern Medical Center at Dallas 1997
- PULVERMAN, R. STEVEN. Assistant Clinical Professor, Department of Family Medicine SM
D.O. College of Osteopathic Medicine 1978
- PUMPHREY, CHARLES D. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1985
- PUNDT, GARY W. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 2004
- PUNJABI, ANIL P. Associate Clinical Professor, Department of Surgery SM; Associate Professor,
Department of Oral and Maxillofacial Surgery SD
D.D.S. University of Southern California Dental School 1990
M.D. Case Western Reserve University School of Medicine 1993
- PUNJABI, BINDOO. Assistant Professor, Department of Restorative Dentistry 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

PUVVULA, LAKSHMI K. Assistant Professor, Department of Medicine SM
M.B.B.S. Guntur Medical College (Guntur, India) 1994

QIN, XUE ZHONG. Associate Research Professor, Department of Medicine SM
Ph.D. West Virginia University 1992

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

QUISHENBERRY, MARY CLAIRE. Instructor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1962

RACINE, HAROLD V. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM
M.D. Loma Linda University SM 1968

RACINE, MICHAEL S. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1995

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

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 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 Anesthesiology SM and Department of Physical
Medicine SM
M.D. Loma Linda University SM 1991
- REZKALLA, MAHER A. Assistant Professor, Department of Medicine SM
M.B.B.Ch. Zagozig 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
- RIBEIRO, PAULO ALVARES. Professor, Department of Medicine SM
M.D. Faculdade de Medicina De Porto (Portugal) 1977
- 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
- RICH, DARLA LEANNE. Instructor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1995
- 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. Instructor 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 at Irvine 1985
- RIZKALLA, SUZANNE S. Assistant 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
- ROBBINS, ELIZABETH B. Assistant Professor, Department of Restorative Dentistry SD
D.D.S.
- ROBERSON, B. BUD. Assistant Clinical Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1945
- 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. Adjunct 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
- ROE, PHILLIP. Instructor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 2003
- ROGERS, BRUCE M. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1991
- 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
- 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
Ph.D. University of Connecticut 1976
- 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; Associate Professor, Department of Surgery SM
M.D. Loma Linda University SM 1994
- ROWSELL, EDWARD H. Assistant Professor, Department of Pathology and Human Anatomy SM
M.D. Loma Linda University SM 1994
Ph.D. Loma Linda University GS 1994

- RUBENSTEIN, ISRAEL. Associate Clinical Professor, Department of Pediatrics SM
Ph.D. California School of Professional Psychology at Fresno 1981
- RUCKLE, HERBERT C. Professor, Department of Surgery SM
M.D. Loma Linda University SM 1986
- RUDATSIKIRA, EMMANUEL MITSINDO. Assistant Professor, Department of Global Health PH
M.D. Kinshasa University 1978
- RUDICH, MARC D. Assistant Clinical Professor, Department of Surgery SM
M.D. Albany Medical College 1971
- RUH, KATJA. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1991
- RUIZ, CYNTHIA CHAVEZ. Assistant Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1981
- 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
M.D. Loma Linda University SM 1965
- RUSHING, ROSANNE. Assistant Professor, Department of Health Promotion and Education PH;
Assistant Professor, Global Health PH
- RUSSELL, FINDLAY E. Research Professor, Department of Surgery SM
M.D. College of Medical Evangelists 1950
Ph.D. Laurence University 1974
- RUSSO, MARISA. Instructor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1993
- 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
D.D.S. Loma Linda University SD 1971
- RYU, JUNICHI. Associate Professor, Department of Biochemistry and Microbiology SM
Ph.D. Tokyo Metropolitan University 1978
- SAATY, HANS P. Assistant Professor, Department of Radiology SM
M.D. Loma Linda University SM 1982
- SABATE, JOAN. Professor, Department of Epidemiology and Biostatistics PH and Department of
Nutrition PH
M.D. Autonomous Universidad Barcelona 1978
- SADJADI, SEYED-ALI. Associate Professor, Department of Medicine SM
M.D. University of Tehran Medical School 1972
- SAHEEBA, NEETA C. Assistant Clinical Professor, Department of Psychiatry SM
M.D. Grant Medical School (Bombay, India) 1982
- SAHL, ERIK F. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 2006
- SAHNEY, SHOBHA. Associate Professor, Department of Pediatrics SM
M.B.B.S. Lady Hardine Medical College of Delhi University (India) 1969
- SAKALA, ELMAR P. Professor, Department of Gynecology and Obstetrics SM
M.D. Loma Linda University SM 1973

- SAKS, GERALD. Clinical Professor, Department of Pediatrics SM
M.D. New York University at Buffalo 1960
- 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
- SAMPLES, JOHN W. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1997
- 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. 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
- SANDRO, JACQUELIN S. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S. University of California at Los Angeles 1967
- SANFORD, MICHAEL A. Assistant Clinical Professor, Department of Surgery SM
M.D. New York Medical College 1994
- SANTA MARIA, DAISY. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S. Loma Linda University AH 1983
- SANTANA, RUBEN R. Assistant Professor, 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
- SANTOS-KHO, DELFIN TAN. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S. Centro Escolar University 1968
- 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
- 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
- SCHER, PETER MATTHIAS. Assistant Clinical Professor, Department of Oral and Maxillofacial
Surgery SD
D.D.S. Loma Linda University SD 1984
- 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
- SCHOEPLIN, LEEANN H. Assistant Professor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1975
- SCHULTE, REINHARD W. Assistant 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. Assistant 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
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- 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
- SECHRIST, CHRISTOPHER M. Assistant Professor, Department of Endodontics SD
D.D.S. Loma Linda University SD 2000
- SECOR, RONALD J. Assistant Professor, Department of Dental Educational Services SD
M.B.A. University of LaVerne 1997
- SEGURA, GEORGE A. Assistant Professor, Department of Pediatrics SM
M.D. Universidad de Montemorelos (Mexico) 1981
- 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
- SEHRA, RUCHIR. Associate Clinical Professor, Department of Pediatrics SM
M.D. Indiana University School of Medicine 1992
- SEIBLY, WILLIAM S. Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1959
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
D.O. College of Osteopathic Medicine of the Pacific 1991
- SERAJ, IBRAHIM M. Associate Clinical Professor, Department of Gynecology and Obstetrics SM
M.D. Kabul Medical School (Afghanistan) 1954
- 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
D.D.S. University of the Pacific 1987
- SHAFFER, AUDREY JEANNE. Assistant Clinical Professor, Department of Health Information
Management AH
M.A. Central Michigan University 1982
- 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. Clinical 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. Assistant Professor, Department of Pediatrics SM and Department of
Medicine SM
M.D. Loma Linda University SM 1988
- 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
M.D. Marquette School of Medicine 1970
- 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
M.P.H. Loma Linda University PH 1997
- SHAVLIK, GERALD W. Adjunct Assistant Professor, Department of Epidemiology and Biostatistics PH
M.P.H. Loma Linda University PH 1971
- 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
D.D.S.
- SHEHATA, MARIANNE. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 2003
- 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
M.D. Loma Linda University SM 1980
- 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

- D.D.S. Case Western Reserve University 1964
 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 Clinical 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. 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
- SHIMADA, TAKA AKI. 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. Clinical Instructor, 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. Clinical Instructor, Department of Clinical Laboratory Science AH
 M.S. Los Angeles County/University of Southern California Medical College 1971
- 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
- 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 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, 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, BRIAN D. Assistant Professor, Department of Restorative Dentistry SD

- D.D.S. Loma Linda University SD 1998
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, CHAUNCEY L. Emeritus Associate Clinical Professor, Department of Medicine SM
M.D. College of Medical Evangelists 1947
- 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, JENNIFER P. Instructor, Department of Emergency Medicine SM
M.D. University of California at San Francisco 2003
- 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
- SORAJAKOOL, SIROJ. Professor, School of Religion SR
Ph.D. Claremont School of Theology 1999
- SORENSEN, PATRICIA M. Assistant 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
- SRIKUREJA, WICHIT. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1997
- SRIVASTAVA, APURVA K. Associate Research Professor, Department of Medicine SM
Ph.D. Lucknow University at Lucknow (India) 1992
- STACEY, DESMOND GRAHAM CHARLES. Adjunct Assistant Professor, School of Religion SR
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, WESLEY T. Clinical Instructor, Department of Pathology and Human Anatomy SM
M.D. Loma Linda University 2000
- STEWART CHARLES EUGENE III, 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, DONALD L. Assistant Clinical Professor, Department of Anesthesiology SM
M.D. College of Medical Evangelists 1945
- 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
M.D. Loma Linda University SM 1986
- STOUT, CHARLES E. Assistant Research Professor, Department of Radiology SM
M.D. Loma Linda University SM 2002
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
- STRAW, JASON A. Clinical Instructor, Department of Oral and Maxillofacial Surgery SD
D.D.S. Virginia Commonwealth University 2004
- 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
M.P.H. Loma Linda University 2005
- STRONG, DONNA DEE. Research Professor, Department of Medicine SM

- Ph.D. University of California at Los Angeles 1977
- STRONG, RICHARD MERLE. Associate Clinical Professor, Department of Medicine SM
M.D. University of California at Irvine 1975
- STRUM, SCOTT RUSSELL. Assistant 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
- SU-ERICKSON, DIANA B. Clinical Instructor, Department of Occupational Therapy AH
B.S. Loma Linda University AH 1978
- SUGIYAMA, RAYMOND. Assistant Professor, Department of Orthodontics SD
D.D.S. Case Western Reserve University 1964
- SUH, JUNG HWA. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University 2005
- SULIT, VICTOR F. Assistant Professor, Department of Preventive Medicine SM
M.D. University of California at Davis 1996
M.P.H. Loma Linda University PH 2004
- SULZLE, HOWARD W. Assistant Professor, Department of Physical Therapy AH
Ed.D. Loma Linda University SE 1995
- SUN, CHAO HUANG. Assistant Clinical Professor, Department of Medicine SM
M.D. Kaosuing Medical College at Taiwan 1979
- SUN, JENNY C. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. University of California at Los Angeles 1985
- SUN, CHUN XIAO. Clinical Instructor, Department of Periodontics SD
D.M.D.
- SUN, WEIYONG. Assistant Research Professor, Department of Medicine SM
Ph.D. University of Rochester at New York 1998
- SUTTON, MARK S. Assistant Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1990
- SUZUKI, SHIGEYUKI. Adjunct Professor, Department of Allied Health Studies AH
Ph.D. Nagoya University 1996
- SWABB, RICHARD JOHN. Assistant Professor, Department of Medicine SM
M.D. College of Medicine and Dentistry at New Jersey 1978
- SWEN, R. WESLEY. Clinical Instructor, Department of Physical Therapy AH
M.P.T. Loma Linda University AH 1966
- SWENSON, TERRY R. Assistant Professor, School of Religion SR
M.Div. Andrews University 1987
- SWIFT, JAMES DALE. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Chicago Medical School 1988
- SWISHER, CHRISTOPHER A. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 2004
B.S. Walla Walla College 2000
- SWISHER, LARRY G. Assistant Professor, Department of Oral and Maxillofacial Surgery SD
D.D.S. Loma Linda University SD 1975
- SWOPE, DAVID M. Associate Professor, Department of Neurology SM
M.D. Loma Linda University SM 1989
- SYMS, JAMES M. Assistant Professor, Department of Physical Therapy AH

- M.P.T. Loma Linda University AH 1995
- TABUENCA, ARNOLD D. Professor, Department of Surgery SM
M.D. Rosario National University (Argentina) 1981
- TAHERI, S. REZA. Associate Professor, Department of Pharmacy Practice SP
Pharm.D. University of Minnesota College of Pharmacy 1998
- TAMAYOSE, TERI S. Assistant Professor, Department of Health Administration PH
Ed.D. Pepperdine University 2003
- TAN, CATHERINE A. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1992
- TAN, DANIEL E., JR. Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1975
- TAN, KENNETH C. Assistant Professor, Department of Pediatrics SM
M.D. University of California at San Diego 1998
- TAN, LINDA G. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1973
- TAN, S. C. MATTHEW. Assistant Clinical Professor, Department of Surgery SM
M.D. Loma Linda University SM 1969
- TAN, ROBERT. Assistant Professor, Department of Pharmacy Practice SP
Pharm.D. University of the Pacific, Stockton 1998
- TAN, SHIRLEY M. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 1988
- TAN, SHIRLEY L. Assistant Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1971
- TAN, STANLEY A. Assistant Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1971
- TANAKA, CHI HARU. Adjunct Instructor, Department of Allied Health Studies AH
B.H.S. National Institution Academics Japan 2003
- TANAKA, WAYNE K. Associate Professor, Department of Oral and Maxillofacial Surgery SD
D.D.S. University of Washington 1976
- TANG, DAVID H. Assistant Professor, Department of Emergency Medicine SM
M.D. University of California at Los Angeles Medical School 1979
- TANG, HONG-MING. Assistant Professor, Department of Endodontics SD
D.D.S. Yang-Ming University 1985
- TANG, JIPING. Associate Professor, Department of Physiology and Pharmacology SM
M.D. Chongqing University of Medical Science (China) 1988
- TARAR, AHMAD K. Assistant Professor, Department of Psychiatry SM
M.D. University of California at British West Indies 1981
- TATOSIAN, CHARLES V. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. University of Missouri, Kansas City 1984
M.S. University of Texas, Houston 1991
- TAWANSY, KHALED A. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. University of Michigan 1991
- TAYLOR, BARRY L. Professor, Department of Biochemistry and Microbiology SM
Ph.D. Case Western Reserve University 1973
- TAYLOR, BERNARD A. Adjunct Professor, School of Religion SR
Ph.D. Hebrew Union College 1989
- TAYLOR, DAVID LAWSON. Professor, School of Religion SR
D.Min. Vanderbilt University 1977
- TAYLOR, DESMYRNA RUTH. Assistant Clinical Professor, Department of Physical Therapy AH
M.P.T. Loma Linda University AH 1995

- TAYLOR, EDWARD E. Instructor, Department of Surgery SM
M.D. Texas Technological University Health Sciences Center 1999
- TAYLOR, ELIZABETH ANN. Associate Professor, School of Nursing SN
Ph.D. University of Pennsylvania 1992
- TAYLOR, GUY D. Assistant Professor, Department of Orthodontics SD
D.D.S. West Virginia University 1967
- TAYLOR, MAXINE CLARK. Assistant Professor, Department of Nutrition and Dietetics AH
Ed.D. La Sierra University School of Education 2005
- TAYLOR, PARNELL L. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. University of Nebraska 1980
- TAYLOR, THOMAS W., JR. Clinical Instructor, Department of Cardiopulmonary Sciences AH
B.S. University of Redlands 1993
- TEEL, CHARLES W., JR. Adjunct Professor, School of Religion SR
Ph.D. Boston University 1972
- TEEL, DEVANIE S. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 2001
- TEEL, ROBERT W. Emeritus Professor, Department of Physiology and Pharmacology SM
Ph.D. Loma Linda University GS 1972
- TEICHMAN, SIEGMUND. Professor, Department of Medicine SM
M.D. Loma Linda University SM 1968
- TEJADA-DE-RIVERO, DAVID A. Associate Professor, Department of Health
Administration PH
M.D. University of Chile 1956
M.P.H. University of North Carolina 1958
- TELLER, DOUGLAS W. Assistant Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1981
- TENNANT, GREGORY S. Clinical Instructor, Department of Orthopaedic Surgery SM
D.O. Nova Southern University 1999
- TERUYA, THEODORE H. Adjunct Assistant Professor, Department of Surgery SM
M.D. University of Hawaii 1985
- TESTERMAN, JOHN K. Associate Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1980
Ph.D. University of California at Irvine 1971
- TESTERMAN, NANCY S. Instructor, Department of Family Medicine SM
M.S. Loma Linda University GS 1971
- TEYBER, EDWARD. Adjunct Professor, Department of Psychology ST
Ph.D. Michigan State University 1977
- THEODOROU, ANTHONY G. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1964
- THIEL, BONNIE L. Assistant Professor, School of Nursing SN
M.S. Loma Linda University GS 2001
- THIEL, JOHN T. Assistant Clinical Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1971
- THOMAS, HEATHER J. Assistant Professor, Department of Occupational Therapy AH
M.A. University of Southern California 1998
- THOM, CHARLES J. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. University of Southern California 1982
- THOMAS, KIM M. Assistant Professor, Department of Medicine SM
D.O. College of Osteopathic Medicine of the Pacific 1995

- THOMAS, LARRY L. Assistant Clinical Professor, Department of Global Health PH and Department of Preventive Medicine SM
M.D. Loma Linda University SM 1974
- THOMAS, MARK E. Assistant Professor, Department of Emergency Medicine SM
D.O. College of Osteopathic Medicine of the Pacific 1989
- THOMAS, SONY. Assistant Professor, Department of Endodontics SD
B.D.S. College of Dental Surgery at Manipal (India) 1991
- THOMAS, TAMARA LYNN. Professor, Department of Emergency Medicine SM and Department of Cardiopulmonary Sciences AH
M.D. Loma Linda University SM 1987
- THOMAS, TERESA CASHEEN. Instructor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1995
- THOMPSON, DAVID CARL. Assistant Professor, Department of Surgery SM
M.D. University of Pittsburgh 1973
- THOMPSON, GARY J. Assistant Professor, Department of Medicine SM
D.O. Western University of Health Sciences 2001
- THOMPSON, GORDON W. Assistant Clinical Professor, Department of Medicine SM
M.D. College of Medical Evangelists 1948
- THOMPSON, JOSEPH R. Professor, Department of Radiology SM
M.D. Loma Linda University SM 1964
- THOMPSON, KEVIN STUART. Assistant Professor, Department of Pathology and Human Anatomy SM
M.D. Loma Linda University SM 1987
- THOMPSON-RAZZOUK, TERESA L. Assistant Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1990
- THOMSEN, C. TORBEN. Professor, Department of Health Administration PH
Ph.D. Michigan State University 1973
- THOMSEN, LANE C. Professor, Department of Oral Diagnosis, Radiology and Pathology SD
D.D.S. Loma Linda University SD 1965
- THORINGTON, GLYNE UNDINE. Assistant Research Professor, Department of Physiology and Pharmacology SM
Ph.D. Boston University 1980
- THORNTON, SHEILA M. Instructor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1994
- THORP, ANDREA W. Instructor, Department of Pediatrics SM
M.D. Loma Linda University SM 2001
- THORPE, DONNA G. Assistant Professor, Department of Physical Therapy AH
M.P.H. Loma Linda University PH 1992
- THORPE, GARY W. Assistant Clinical Professor, Department of Physician Assistant Sciences AH
M.D. University of Kansas 1994
- THYAGARAJAN, SRINIVASAN. Adjunct Associate Professor, Department of Pathology and Human Anatomy SM
Ph.D. Kansas State University 1993
- TIDWELL, DENNIS D. Adjunct Assistant Professor, Department of Global Health PH
M.P.H. Mahidol University 1989
- TIDWELL, LILA M. Adjunct Assistant Professor, Department of Global Health PH
M.P.H. Mahidol University 1989
- TINSLEY, CYNTHIA H. Assistant Professor, Department of Pediatrics SM
M.D. John A. Burns School of Medicine 1985
- TIRTAMAN-SIE, CONNY. Assistant Professor, Department of Medicine SM
M.D. Rotterdam Netherlands 1985

- TIWARI, BHOODEV. Assistant Clinical Professor, Department of Medicine SM
M.B.B.S. Sardar Patel Medical College (India) 1988
- TOLEDO, GERARDO ALBERTO MANELLI. Assistant Professor, Department of Endodontics SD
D.D.S. Universidad Nacional de Cordoba 1993
- TOLEDO, MARCELO G. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Universidad Nacional de Cordoba 1990
- TOLEDO, YANINA C. Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 2004
- TONG, KAREN ANGELA. Assistant Professor, Department of Radiology SM
M.D. University of British Columbia (Canada) 1990
- TONSTAD, SIGVE K. Assistant Professor of Religion, SR and Assistant Professor,
Department of Medicine SM
M.D. Loma Linda University SM 1979
Ph.D. University of St. Andrews 2005
- TONSTAD, SERENA. Professor, Department of Health Promotion and Education, PH and Professor,
Department of Preventive Medicine SM
M.D. Loma Linda University 1979
Ph.D. University of Oslo 1990
- TOOMA, TOM SAEED. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1979
- TORABINEJAD, MAHMOUD. Professor, Department of Endodontics SD
D.M.D. Dental School University of Tehran 1971
M.S.D. University of Washington 1976
Ph.D. University of London 1995
- TORRES, ABEL. Professor, Department of Medicine SM; Associate Professor, Department of Health
Administration PH
M.D. Mt. Sinai 1979
- TORRES, F. JOSE. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Javieriana University 1990
- TORRES, SIDNEY EUGENE. Assistant Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1983
- TORRES, VILMA I. Associate Professor, Department of Medicine SM
M.D. State University of New York at Stonybrook 1979
- TORREY, ROBERT R., JR. Assistant Clinical Professor, Department of Surgery SM
M.D. Loma Linda University SM 1971
- TOWNSEND, DENISE J. Assistant Professor, Department of Medicine SM
M.D. University of Florida 1987
- TOWNSEND, PATRICIA PETERSON. Assistant Clinical Professor, School of Nursing SN
M.S. Loma Linda University GS 1986
- TRAN, LOUIS P. Assistant Professor, Department of Emergency Medicine SM
M.D. Loma Linda University SM 1997
- TRAN, ROBERT H. Assistant Professor, Department of Pediatrics SM
M.D. Tufts University School of Medicine 1999
- TRAPP, LARRY DALE. Associate Professor, Department of Dental Anesthesiology SD
D.D.S. University of California at San Francisco 1975
- TREIMAN, STEPHEN. Assistant Professor, Department of Pediatrics SM
M.D. University of Texas at Houston Medical School 1997
- TRENKLE, INGRID K. Assistant Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1973

- TRENKLE, STEVEN J. Assistant Clinical Professor, Department of Pathology and Human Anatomy SM
M.D. Loma Linda University SM 1973
- TRINH, JOSEPH H. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. University of California at Los Angeles 1994
- TRUONG, HOANG T. Assistant Professor, Department of Restorative Dentistry SD
D.D.S.
- TROUSDALE, YVONNE CORLIS. Clinical Instructor, Department of Occupational Therapy AH
A.A. Loma Linda University AH 1997
- TRUPP, DIANA L. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1982
- TSAI, CHRISTOPHER K.L. Assistant Professor, Department of Surgery SM
M.D. Loma Linda University SM 1994
- TSAI, HSIU-CHIN. Adjunct Assistant Professor, Department of Restorative Dentistry SD
D.D.S. National Yang-Ming University 1979
- TSAI, JAMES Y. Assistant Professor, Department of Medicine SM
M.D.
- TSAI, JULIAN C. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1969
- TSUSHIMA, AKIRA. Adjunct Instructor, Department of Allied Health Studies AH
B.S.
- TUDTUD-HANS, LEAH ANGELICA. Assistant Professor, Department of Medicine SM
M.D. University of the Philippines 1979
- TULLY, RICHARD J. Associate Professor, Department of Radiology SM
M.D. University of Chicago 1968
- TURNER, RODNEY L. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1984
- TYLER, RICHARD PAUL. Associate Clinical Professor, Department of Pediatrics SM
- TYSOR-TETLEY, MARY E. Instructor, Department of Psychiatry SM
M.S.W. University of Maryland at Baltimore 1980
-
- UBER-ZAK, LORI D. Associate Professor, Department of Neurology SM
D.O. UMDNJ School of Osteopathic Medicine 1995
- UFFINDELL, SARAH H. Instructor, Department of Neurology SM
M.D. Loma Linda University SM 1997
- ULLOA-MICHAELIS, JULIE A. Assistant Professor, Department of Medicine SM
M.D. Loma Linda University SM 2000
- UMAKANTHAN, BRANAVAN. Assistant Professor, Department of Medicine SM
D.O. Western University of Health 2000
- UMEZU, KIYOTAKA. Adjunct Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Nippon Dental University 1997
- UNGER, JEFFREY R. Assistant Clinical Professor, Department of Family Medicine SM
M.D. Northwestern University 1980
- UNIS, JOSEPH S. Assistant Clinical Professor, Department of Radiology SM
M.D. University of Nebraska 1970
- UNWALLA, KHUSHRO B. Assistant Clinical Professor, Department of Psychiatry SM
M.D. Kasturba Medical College (India) 1977
- UPPAL, GURVINDER S. Clinical Instructor, Department of Orthopedic Surgery SM
M.D. Albany Medical College 1986

- UPPALA, PADMA P. Associate Professor, Department of Environmental and Occupational Health PH
Ph.D. Loma Linda University GS 1991
- URBAN, ISTVAN. Adjunct Assistant Professor, Department of Restorative Dentistry SD
M.D. SOTE School of Medicine (Hungary) 1996
D.M.D. SOTE School of Dentistry (Hungary) 1991
- URQUIZO ARESTEQUI, RAUL. Assistant Professor, Department of Health
Promotion and Education PH
- VAEZAZIZI, REZA. Assistant Professor, Department of Emergency Medicine SM
M.D. Chicago Medical School 1997
- VALADEZ, BARBARA H. Instructor, Department of Periodontics SD
A.S. University of California at Los Angeles 1980
- 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
- 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
M.D. University of Stellenbosch (South Africa) 1992
- 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
M.D. Loma Linda University SM 1953
- VAN STRALEN, DAVED W. Assistant Professor, Department of Pediatrics SM
M.D. University of California at Irvine 1984
- VARGAS, EDWARD J. Instructor, Department of Emergency Medicine SM
M.D. Albany Medical College 1997
- VATNITSKY, STANISLAV. Professor, Department of Radiation Medicine SM
Ph.D. Leningrad Polytechnical University 1981
- VAUGHAN, DARRELL L. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM
M.D. Loma Linda University SM 1973
- VENDEN, LOUIS Emeritus Professor, School of Religion SR
Ph.D. Princeton Theological Seminary 1979
- VERDE, E. RAY. Associate Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1988
- VERMEERSCH, DAVID. Associate Professor, Department of Psychology ST
Ph.D. Brigham Young University 1998
- VILLALOBOS, RICARDO E. Assistant Professor, Department of Epidemiology and Biostatistics PH
M.S. Universidad de Chile 1991
- VILJOEN, JOHN F. Clinical Professor, Department of Anesthesiology SM
M.D. Capetown 1958
- VINCENT, ALIX. Assistant Clinical Professor, Department of Radiology SM
M.D. Loma Linda University SM 1985
- VIPOND, BERTRAND H. Assistant Clinical Professor, Department of Medicine SM

- M.D. Loma Linda University SM 1982
VO, HUU DINH. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Saigon Medical School 1975
VOGEL KATHERINE. Clinical Instructor, Department of Clinical Laboratory Science AH
M.A. University of Redlands 1984
VYHMEISTER, EDWIN E. Emeritus Associate Professor, Department of Surgery SM
M.D. University of Concepcion, Chile 1963
VYHMEISTER, NIDIA R. Professor, Department of Pediatrics SM
M.D. Universidad de Montevideo (Uruguay) 1968
- WACKER, CHRISTOPHER ERIC. Assistant Professor, Department of Pediatric Dentistry SD
D.D.S. Loma Linda University SD 1995
WAGEMAN, ROBERT C. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1977
B.S. Loma Linda University AH 1985
WAGNER, ROBERT J., JR. Associate Professor, Department of Gynecology and Obstetrics SM
M.D. Loma Linda University SM 1969
WAGNER, WILLIAM. Assistant Professor, Department of Pathology and Human Anatomy SM
M.D. Loma Linda University SM 1944
WALL, NATHAN R. Assistant Professor, Department of Biochemistry and Microbiology SM
Ph.D. Wayne State University 2000
WALLACE, G. CARLETON. Associate Clinical Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1956
WALLAR, P. HAROLD. Associate Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1969
WALKER, RANDALL R. Assistant Professor, Department of Counseling and Family Sciences ST
M.S., M.F.T.
WALSH, ERIC G. Assistant Professor, Department of Family Medicine SM
M.D. University of Miami 1997
WALTER, MICHAEL H. Associate Professor, Department of Medicine SM
M.D. Loma Linda University SM 1973
WALTER, R. BRUCE. Associate Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1973
WALTER, ROBERT D. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1999
WALTERS, CLIFFORD A. Associate Clinical Professor, Department of Gynecology and Obstetrics SM
M.D. Loma Linda University SM 1974
WALTERS, JAMES W. Professor, School of Religion SR
Ph.D. Claremont Graduate School 1979
WALTHALL, WILLIAM E. Assistant Clinical Professor, Department of Physical Therapy AH
M.Div. Biola University, Talbot School of Theology 1983
WANG, HANSEN S. Assistant Clinical Professor, Department of Surgery SM
M.D. Loma Linda University SM 1970
WANG, HUGH N. Adjunct Associate Professor, Department of Restorative Dentistry SD
D.D.S. Indiana University School of Dentistry
WANG, JUN. Associate Professor, Department of Pathology and Human Anatomy SM
M.D. Wannan Medical College 1982
WANG, NAN. Associate Professor, Department of Surgery SM
M.D. Loma Linda University SM 1983

- WANG, ROBERT S. Clinical Instructor, Department of Pediatric Dentistry SD
D.M.D. University of Pennsylvania 2001
B.A. Northwestern University 1997
- WANWIMOLRUK, SOMPON. Professor, Department of Pharmaceutical Sciences SP
Ph.D. Flinders University of South Australia 1983
- WARD, WAYNE E. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1990
- WARNELL, RONALD L. Associate Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1972
- WARNER, KIM. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM
M.D. University of California at Los Angeles 1990
- WASEMILLER, MICHAEL. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 2005
- WASHKE, DEBORAH L. Instructor, Department of Emergency Medicine SM
M.D. Loma Linda University SM 2002
- WAT, BO YING. Professor, Department of Pathology and Human Anatomy SM
M.D. College of Medical Evangelists 1948
- WAT, LINDA IRENE. Associate Professor, Department of Anesthesiology SM
M.D. Loma Linda University SM 1982
- WAT, PAMELA J. Assistant Professor, Department of Pathology and Human Anatomy SM; Assistant
Clinical Professor, Department of Clinical Laboratory Science AH
M.D. Loma Linda University SM 1986
- WATKINS, BARRY E. Assistant Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1993
- WATKINS, GREGORY EUGENE. Associate Professor, Department of Radiology SM
M.D. Loma Linda University SM 1987
- WATKINS, HUBERT C. Associate Clinical Professor, Department of Medicine SM
M.D. Loma Linda University SM 1962
- WATTS, KYLIE J. Assistant Research Professor, Department of Biochemistry and Microbiology SM
Ph.D. University of Sydney (Australia) 2001
- WATSON, JAMES R. Clinical Instructor, Department of Orthopedic Surgery SM
M.D. Hahnemann Medical College 1971
- WATSON, TIMOTHY D. Assistant Clinical Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 2000
- WAZDATSKY, ARDIS RUSSELL. Assistant Professor, Department of Allied Health Studies AH
M.A. La Sierra University 1998
- WEBSTER, DEBORAH LYNN. Clinical Instructor, Department of Dental Hygiene SD
B.S. Ohio State University 1988
- WEISSMAN, ALBERT M. Assistant Professor, Department of Periodontics SD
D.D.S. Howard University 1965
M.S. Boston University 1969
- WELEBIR, DOUGLAS F. Clinical Instructor, Department of Health Information Management AH
J.D. University of Southern California 1965
- WELSH, DAVID B. Assistant Clinical Professor, Department of Surgery SM
M.D. Tufts University 1966
- WERGEDAL, JON E. Research Professor, Department of Medicine SM
Ph.D. University of Wisconsin 1963
- WERNER, LEONARD S. Professor, Department of Medicine SM; Associate Professor, Department of
Family Medicine SM and Department of Physiology and Pharmacology SM
M.D. University of Oklahoma 1978

- WESSELS, IZAK F. Associate Clinical Professor, Department of Ophthalmology SM
M.D. University Witwatersand (South Africa) 1973
- WESSLEN, CHRISTEN WELLS. Assistant Clinical Professor, Department of
Dental
Educational Services SD
B.S. Loma Linda University SD 2002
- WEST, J. ROBERT. Assistant Clinical Professor, Department of Medicine SM
M.D. Stanford University 1955
- WEST, STEPHEN S. Assistant Clinical Professor, Department of Surgery SM
M.D. Loma Linda University SM 1992
- WESTERBERG, MARYELLEN. Assistant Clinical Professor, Department of Nutrition PH
Dr.P.H. Loma Linda University PH 1988
- WESTRICK, C. WILLIAM. Assistant Professor, Department of Restorative Dentistry SD
Ph.D. Golden State University 1981
- WHITEHOUSE, JERALD WAYNE. Assistant Clinical Professor, Department of Global Health PH
Dr.P.H. Loma Linda University PH 1977
- WHITING, LINDA J. Clinical Instructor, Department of Nutrition and Dietetics AH
B.S. Loma Linda University AH 1985
- WHITT, COLLEEN A. Assistant Professor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 1979
- WHITTAKER, JOHN M. Professor, Department of Restorative Dentistry SD
B.D.S. University of Otago 1967
- WHITTEN, CRYSTAL G. Assistant Clinical Professor, Department of Nutrition and Dietetics AH
M.S. Loma Linda University GS 1988
- WIAFE, SETH A. Instructor, Department of Environmental and Occupation Health PH
M.P.H. Loma Linda University PH 2004
- WIESSEMAN, GEORGE J. Associate Clinical Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1947
- WIETLISBACH, CHRISTINE M. Clinical Instructor, Department of Occupational Therapy AH
M.P.A. California State University at San Bernardino 2000
- WILBER, LORETTA J. Assistant Professor, Department of Epidemiology and Biostatistics PH and
Instructor, Department of Preventive Medicine SM
M.D. Loma Linda University SM 1999
- WILBUR, DAVID W. Associate Professor, Department of Medicine SM
Ph.D. University of California at Berkeley 1965
- WILCOX, R. BRUCE. Professor, Department of Biochemistry and Microbiology SM
Ph.D. University of Utah 1962
- WILDER-SMITH, PETRA EEB. Lecturer, Department of Endodontics SD
L.D.S. Guy's Hospital at London University (United Kingdom) 1983
- WILKINS, DAVID L. Associate Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1970
- WILKINS, KRISTI J. Assistant Professor, Department of Dental Hygiene SD
M.A. Loma Linda University GS 1980
- WILL, BRIAN R. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1985
- WILLARDSSEN, JOHN E. Assistant Clinical Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1997
- WILLIAMS, DAVE A. Assistant Professor, Department of Environmental and Occupational Health PH
and Assistant Professor, Department of Preventive Medicine SM
M.D. Montemorelos University 1990

- M.P.H. Loma Linda University PH 2000
- WILLIAMS, LINDA. Instructor, Department of Social and Administrative Sciences SP
B.S.N. Loma Linda University Riverside Campus 1971
- WILLIAMS, HYVETH B. Adjunct Assistant Professor, School of Religion SR
D.Min. Boston University 1998
- WILLIAMS, JERRY R. Professor, Department of Radiation Medicine SM
D.Sc. Harvard University 1972
- WILLIAMS, PATRICIA ANN. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S. Staten Island Community College 1971
- WILLIAMS, PAUL ALLEN. Research Instructor, Department of Orthopedic Surgery SM
M.S. Louisiana Technical University 1993
- WILLIAMS, TRACI A. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1997
- WILSON, COLWICK M. Associate Professor, Department of Counseling and Family Science ST
M.A. University of Michigan at Ann Arbor 1997
- WILSON, DELEISE S. Assistant Professor, School of Nursing SN
M.A. Columbia University Teachers College 1994
- WILSON, GARY T. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1963
- WILSON, JOHN D. Assistant Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 2000
- WILSON, SAMUEL G. Assistant Professor, Department of Emergency Medicine SM
M.D. Loma Linda University SM 1984
- WINER, MYRON S. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. University of Illinois College of Dentistry 1953
- WINSLOW, BETTY J. Professor, School of Nursing SN
Ph.D. University of Colorado Health Sciences Center 1994
- WINSLOW, GERALD R. Professor, School of Religion SR and Department of Dental Educational
Services SD
Ph.D. Graduate Theological Union 1979
- WINSTON, KAREN A. Assistant Professor, Department of Pediatrics SM
M.D. Michigan State University 1987
- WISE, JAMES R. Associate Professor, Department of Orthodontics SD
D.D.S. Loma Linda University SD 1967
- WITHERS, SHELLY ANNE. Assistant Professor, Department of Dental Hygiene SD
B.S. Loma Linda University SD 2000
- WITTLAKE, WILLIAM A. Associate Professor, Department of Emergency Medicine SM and Department
of Pediatrics SM
M.D. Loma Linda University SM 1976
- WOHLMUTH, CINNA T. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM
M.D. Loma Linda University SM 1985
- WOLCOTT, DEANE L. Associate Clinical Professor, Department of Psychiatry SM
M.D. Loma Linda University SM 1973
- WOLF, DAVID L. Associate Professor, Department of Biochemistry and Microbiology SM
D.V.M. University of California at Davis 1999
Ph.D. Weizmann Institute of Science (Rehovot, Israel) 1985
- WOLF, KATHLEEN M. Clinical Instructor, Department of Nutrition PH
B.A. San Diego State College 1970
- WOLFE, DAVID JACK. Assistant Professor, Department of Endodontics SD
D.D.S. University of California at Los Angeles 1979

- WOLFRAM, KLAUS D. Associate Professor, Department of Peridontics SD
D.D.S. Loma Linda University SD 1971
- WOLFSEN, JAMES L. Assistant Clinical Professor, Department of Radiology SM
M.D. Loma Linda University SM 1966
- WON, ESTHER U. Assistant Clinical Professor, Department of Family Medicine SM
M.D. Loma Linda University SM 1984
- WONG, DAVID T. Assistant Professor, Department of Surgery SM
M.D. Loma Linda University SM 1993
- WONG, HUBERT E. Assistant Professor, Department of Emergency Medicine SM
M.D. University of California at San Francisco 1999
- WONG, KENNETH H. Assistant Clinical Professor, Department of Gynecology and Obstetrics SM
M.D. Washington University (St. Louis) 1991
- WONG, RAYMOND Y. Associate Professor, Department of Medicine SM
M.D. Loma Linda University SM 1979
- WONG, SAMMY S. Assistant Professor, Department of Medicine SM and Instructor, Department of
Physician Assistant Sciences AH
M.D. Howard University 1987
- WONG, SERENA S. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University 2005
- WONG, VALARIE Y. Assistant Professor, Department of Pediatrics SM
M.D. Baylor College of Medicine 1994
- WONGWORAWAT, M. DANIEL. Associate Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1996
- WOO, MICHAEL K. Assistant Professor, Department of Medicine SM
M.D. Albert Einstein College of Medicine 1998
- WOOD, BEVERLY PHYLLIS. Clinical Professor, Department of Radiology SM
M.D. University of Rochester School of Medicine 1965
- WOOD, DAVID LYMAN III. Assistant Clinical Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1980
- WOOD, MICHAEL N. Assistant Clinical Professor, Department of Surgery SM
M.D. Loma Linda University SM 1981
- WOOD, VIRCHEL EDGAR, JR. Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1960
- WOODS, V. DIANE. Assistant Research Professor, Department of Health Promotion and Education PH
Dr.P.H. Loma Linda University PH 2005
- WRESCH, ROBERT R. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1969
- WREN, DAVID G. Instructor, Department of Health Information Management AH
M.H.A. Loma Linda University PH
- WRIGHT, DOLORES. Associate Professor, School of Nursing SN
D.N.Sc. Widener University 2000
- WRIGHT, EDWIN T. Emeritus Professor, Department of Medicine SM
M.D. Loma Linda University SM 1946
- WRIGHT, KENNETH R. Assistant Professor, Department of Pathology and Human Anatomy SM
Ph.D. Loma Linda University GS 1992
- WRIGHT, LESTER N. Adjunct Associate Professor, Department of Health Administration PH
M.D. Loma Linda University SM 1969
M.P.H. Harvard University School of Public Health 1974
- WU, SIDNEY S. C. Associate Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 2000

- WUCHENICH, GARY T. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1977
- WURANGIAN-CAAN, NELIA C. Associate Librarian, University Libraries
M.L.S. University of Western Ontario 1981
- WURSTEN, APRIL. Assistant Clinical Professor, Department of Psychiatry SM
Ph.D. University of Arizona 1986
- WYCLIFFE, N. DAN. Assistant Professor, Department of Radiology SM
M.B.B.S. Dhaka Med (Bangladesh) 1972
- XU, ZHICE. Associate Research Professor, Department of Physiology and Pharmacology SM
Ph.D. University of Cambridge, England 1996
- YACOU, IGNATIUS IMMANUEL. Professor, Department of Social Work and Social Ecology ST
Ph.D. Claremont Graduate School 1976
- YAMADA, JASON MASAYOSHI. Assistant Professor, Department of Periodontics SD
D.D.S. University of Southern California 1990
- YAMADA, ROBERT K. Assistant Clinical Professor, Department of Family Medicine SM
M.D. University of California at San Francisco 1985
- YAMANAKA, JEANINE N. Assistant Professor, Department of Ophthalmology SM
M.D. University of California at San Francisco 1996
- YAMANISHI, J. FRANK. Assistant Clinical Professor, Department of Surgery SM
M.D. Loma Linda University SM 1985
- YAMASHIRO-ZANE, DORRE ANNE. Instructor, Department of Occupational Therapy AH
B.S. Loma Linda University AH 1993
- YANEZ, GLORIA. Clinical Instructor, Department of Pediatric Dentistry SD
D.D.S. UTHSCSA School of Dentistry 2003 Our Lady of the Lake 1980
- YANG, JOANNA JIEHONG. Clinical Instructor, School of Nursing SN
M.S. Loma Linda University GS 1995
- YANNI, GEORGE S. Associate Professor, Department of Pediatrics SM
M.D. Ain Shams University at Cairo (Egypt) 1981
- YAP, WILSON J. L. Assistant Clinical Professor, Department of Medicine SM
M.D. University of Santo Tomas 1987
- YEE-HAMAI, KIM. Assistant Professor, Department of Pediatrics SM
M.D. Jefferson Medical College 1997
- YEGGE, STEVEN R. Assistant Clinical Professor, Department of Orthopedic Surgery SM
M.D. Loma Linda University SM 1985
- YELLON, STEVEN M. Professor, Department of Physiology and Pharmacology SM
Ph.D. University of Connecticut 1981
- YEO, ELIOT M. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. University of Missouri 1987
- YEOMAN, LELAND R. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1968
- YHIP, SHERRIE D. Assistant Professor, Department of Pediatrics SM
M.D. Loma Linda University SM 1982
- YONG, PAMELA A. Clinical Instructor, Department of Nutrition and Dietetics AH
M.P.H. Loma Linda University PH 1989
- YOON, PATRICIA S. Assistant Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1997

- YOUNG, EUGENE Y. Clinical Instructor, Department of Psychiatry SM
D.O. Western University 1994
- YOUNG, LILY L. Clinical Instructor, Department of Physical Therapy AH
M.A. Hong Kong Union College 1976
- YOUNG, LIONEL W. Professor, Department of Radiology SM
M.D. Howard University 1957
- YOUNG, PETER SIU-YEE. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1988
- YOUNG, RICHARD A. Assistant Professor, Department of Restorative Dentistry SD
D.D.S. Loma Linda University SD 1985
- YOUNG, RONALD L. Assistant Professor, Department of Restorative Dentistry SD
D.M.D. Fairleigh Dickinson University 1981
B.S. University of Southern California 1977
- YOUNG, T. LORRAINE. Assistant Clinical Professor, Department of Psychology ST
Ph.D.
- YOW, WARREN SHIUWING. Associate Professor, Department of Restorative Dentistry SD
D.M.D. Washington University 1983
- YU, JACK N. Associate Professor, Department of Family Medicine SM
M.D. Boston University 1984
- YU, LEISURE. Associate Clinical Professor, Department of Orthopedic Surgery SM
M.D. State University of New York at Buffalo 1981
- YUHAN, ROBERT M. Assistant Clinical Professor, Department of Surgery SM
M.D. Northwestern University Medical Center 1990
- YUKL, ANN EKROTH J. Assistant Professor of Nursing SN
M.S. Loma Linda University GS 1976
- YUSUFALY, YASMIN A. Assistant Professor, Department of Medicine SM
M.B.B.S. Dow Medical Center 1984
- ZAK, PAUL J. Adjunct Professor, Department of Neurology SM
Ph.D. University of Pennsylvania 1994
- ZALSMAN, HARVEY, JR. Assistant Professor, Department of Oral and Maxillofacial Surgery SD
D.D.S. Loma Linda University SD 1983
M.D. Loma Linda University SM 1990
- ZAMORA, ZELNE LU. Assistant Professor, School of Nursing SN
M.S.N Azusa Pacific University 1998
- ZANE, ERNEST SUI SUNG. Associate Professor, Department of Ophthalmology SM
M.D. College of Medical Evangelists 1956
- ZANE, STEVEN E. Assistant Clinical Professor, Department of Ophthalmology SM
M.D. Loma Linda University SM 1990
- ZANINOVIC, PERIZA. Assistant Clinical Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 2000
- ZAPPIA, JANE NEWMAN. Clinical Instructor, Department of Clinical Laboratory Science AH
B.S. University of Central Florida 1977
- ZARRINKELK, HOOMAN M. Assistant Professor, Department of Oral and Maxillofacial Surgery SD
D.D.S. Loma Linda University SD 1994
- ZASKE, MERLIN R. Associate Clinical Professor, Department of Pediatrics SM
M.D. University of Washington 1960

- ZHANG, JOHN H. Professor, Department of Anesthesiology SM and Department of Physiology/Pharmacology and Neurosurgery SM
M.D. Chongqing University of Medical Science 1983
Ph.D. University of Alberta 1992
- ZHANG, LUBO. Professor, Department of Physiology and Pharmacology SM
Ph.D. Iowa State University 1986
- ZHANG, WAYNE W. Assistant Professor, Department of Surgery SM
M.D. Henan Medical University (Zhengzhou, Henan, China) 1984
- ZHANG, WU. Associate Professor, Department of Dental Educational Services SD
M.D. Norman Bethane University of Medical Sciences (China) 1977
- ZHU, YONG H. Associate Research Professor, Department of Surgery SM
M.D. Shanghai First Medical College 1969
- ZIEGENHAGEL, GARRY W. Adjunct Assistant Professor, Department of Dental Educational Services SD
D.D.S. Loma Linda University SD 1969
M.P.H. Loma Linda University PH 1978
- ZIMMERMAN, GRENITH G. Professor, Department of Allied Health Studies AH and Department of Epidemiology and Biostatistics PH
Ph.D. University of Minnesota 1970
- ZIMMERMAN, KIMBERLY R. Assistant Professor, Department of Emergency Medicine SM
M.D. Bush Medical College 1983
- ZIRKLE, THOMAS J. Associate Professor, Department of Surgery SM
M.D. Loma Linda University SM 1962
- ZOUROS, ALEXANDER. Assistant Professor, Department of Neurosurgery SM
M.D. Dalhousie University 1996
- ZUCCARELLI, ANTHONY J. Professor, Department of Biochemistry and Microbiology SM
Ph.D. California Institute of Technology 1974
- ZUMWALT, JANICE R. Assistant Clinical Professor, School of Nursing SN
M.B.A. La Sierra University 1993
- ZUPPAN, CRAIG W. Professor, Department of Pathology and Human Anatomy SM
M.D. Loma Linda University SM 1980



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GENERAL INFORMATION

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University Administration

School Administrations, Committees, and Affiliations

School of Allied Health Professions

School of Public Health

School of Dentistry

School of Medicine

School of Nursing

School of Pharmacy

School of Religion

School of Science and Technology

Faculty of Graduate Studies

School Alumni Associations

Accreditation Status

Accrediting Agencies

To Communicate with LLU Personnel by Telephone,

FAX, Web site, Mail, Email . . .

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*ex officio

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AH	School of Allied Health Professions
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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TERRI ROUSE, B.S., Recruitment Coordinator, Health Information Administration Program

NUTRITION AND DIETETICS

BERT C. CONNELL, Ph.D., Department Chair and Program Director for Bachelor of Science, Nutrition and Dietetics

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GEORGIA W. HODGKIN, Ed.D., Associate Department Chair; Program Director, Dietetic Technology

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OCCUPATIONAL THERAPY

LIANE H. HEWITT, M.P.H., OTR/L, Department Chair; Program Director for Associate in Arts, Occupational Therapy Assistant; and Program Director for Post-professional Master of Occupational Therapy

ESTHER HUECKER, Ph.D., OTR/L, BCP, Program Director, Entry-Level Master of Occupational Therapy

HEATHER JAVAHERIAN, OTD,OTR/L, Program Director for Doctor of Occupational Therapy

JUDITH A. PALLADINO, M.A., OTR/L, Academic Coordinator for Fieldwork Education, Occupational Therapy Program

SHARON PAVLOVICH, B.A., COTA/L, Academic Coordinator for Fieldwork Education, Occupational Therapy Assistant Program

PHYSICAL THERAPY

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HOWARD W. SULZLE, Ed. D., Associate Department Chair

LAWRENCE E. CHINNOCK, Ed.D., Program Director for Progression Master of Physical Therapy and for Entry-Level Doctor of Physical Therapy

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JEANNINE S. MENDES, M.P.T., Program Director for Associate in Science, Physical Therapist Assistant; Academic Coordinator of Clinical Education for

ENTRY-LEVEL DOCTOR OF PHYSICAL THERAPY PROGRAM

CAROL J. APPLETON, M.P.H., Assistant Program Director, Physical Therapist Assistant; Academic Coordinator of Clinical Education for Physical Therapist Assistant Program, for Progression Master of Physical Therapy Program and for Entry-Level Doctor of Physical Therapy Program

PHYSICIAN ASSISTANT SCIENCES

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BENNY HAU, M.D., Medical Director for Master of Physician Assistant, Physician Assistant Sciences

JULIE Y. LEE, MPH, Assistant Didactic Coordinator for Master of Physician Assistant, Physician Assistant Sciences

ALLAN BEDASHI, M.S., Didactic Coordinator for Master of Physician Assistant, Physician Assistant Sciences

GERALD A. GLAVAZ, M.P.A.S., Clinical Coordinator of Clinical Education for Master of Physician Assistant, Physician Assistant Sciences

YASMIN C. BRACHO, M.P.A., Assistant Clinical Coordinator for Master of Physician Assistant, Physician Assistant Sciences

RADIATION TECHNOLOGY

LAURA L. ALIPOON, Ed. D., Chair

ERMA P. EZPELATA, B.S., Program Director for Certificate, Nuclear Medicine Technology

MARK J. CLEMENTS, M.A., Associate Department Chair; Program Director for Associate in Science, Medical Radiography; Program Director for Bachelor of Science, Radiation Therapy Technology; Coordinator for Certificate, Diagnostic Medical Sonography Program

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STEVEN L. LEBER, B.S., Clinical Coordinator for Associate in Science, Medical Radiography Program; Program Director for Certificate, Special Imaging Technology

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GREGORY E. WATKINS, M.D., Medical Adviser for Medical Radiography Program

GLENN A. ROUSE, M.D., Medical Director for Certificate, Diagnostic Medical Sonography Program

_____, Medical Director for Certificate, Nuclear Medicine Technology Program

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SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

KEIKO KHOO, M.A., M.S., Department Chair

JEAN B. LOWRY, Program Director for Master of Science and for Bachelor of Science; Program Director for Certificate, Speech-Language Pathology and Audiology

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Noha Daher	Arthur Marshak	

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Edd Ashley	Craig Jackson*	University advancement grant writer/researcher
Kenneth Burke	Kelly Liu	
Mark Clements	Jerrold Petrofsky	
Marilyn Davidian	Robert Wilkins	
Nicceta Davis		

STEP-INCREASE COMMITTEE

Bert Connell, Chair	Desmyrna Taylor	Karen Pendleton (alternate)
Arthur Marshak	Mark Clements (alternate)	

SPIRITUAL LIFE AND WHOLENESS COMMITTEE

_____, Chair	David Lopez	Ardis Wazdatskey
Laura Alipoon	Arthur Marshak	Ivan Blazen (School of Religion)
Christy Billock	Jeannine Mendes	David Taylor (School of Religion)
Kenneth Burke	Terri Rouse	
Craig Jackson*	Antonio Valenzuela	

TECHNOLOGY-MEDIATED LEARNING COMMITTEE

Arthur Kroetz, Chair	Intithar Elias	Ardis Wazdatskey
Cerise Bender	Arthur Marshak	Grenith Zimmerman
Kenneth Burke	Diana Medal	
Kent Chow	Ernie Schwab	
Noha Daher	Brandon Spurgeon	

*ex officio

CLINICAL FACILITIES—AH

21st Century Therapy, Raytown, MO
 Abbink Physical Therapy, Westraten, The Netherlands
 Able Health Care Network, Tualatin, OR
 ACIC/AORC Physical Therapy, Irvine
 Active Physical Therapy, Bozeman, MT
 Active Physical Therapy, Paradise
 Active Rehab PT-Vallejo, Vallejo
 Active Therapeutics, Inc., Anchorage, AK
 Adams, Valerie S., M.A., OTR, Long Beach
 Adventist Health, St. Helena Hospital and Health Center, Deer Park
 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

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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 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
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
 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 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
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 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
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 Catholic Healthcare West–Central California, Mercy Hospital–Bakersfield, Bakersfield
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 Catholic HealthCare West–Sacramento, Mercy Hospital of Folsom, Sacramento
 Catholic HealthCare West–Sacramento, Methodist Hospital of Sacramento, Sacramento
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 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 Dessarrollo 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
 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
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 Cooper Wellness Program, Dallas, TX
 Cornerstone Medical Group, San Bernardino

1100 UNIVERSITY CATALOG

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
Cottrell'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
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
Davita, Inc., Torrance
Deaconess Rehabilitation Institute, Spokane, WA
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 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 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

1102 UNIVERSITY CATALOG

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
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 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 Samaritain, 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 Memorial 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
Inglis & Petersen PT, Mesa, AZ
Inland Empire Physical Therapy, Corona
Inland Hand Therapy, Rancho Cucamonga
Inland Mental Health Associates, Inc., Chino
Inland Surgery Center, Redlands
Inland Temporary Homes, Loma Linda
Inland Valley Regional Medical Center, Wildomar
Innovative Health Systems, Inc., Sacramento
Integrus Baptist Medical Center, Oklahoma City, OK
Intergro Rehab Services, Huntington Beach
Interlink Rehabilitation, Van Nuys
Intermountain Health Care, Orem, UT
Island Physical Therapy Center, Anacortes, WA

Jack D. Close & Associates, Las Vegas, NV
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
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
 Kimbro 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, AZL & 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 Encinitos 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

1106 UNIVERSITY CATALOG

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
 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., Gainseville, 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, Hikson, 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

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
 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

1110 UNIVERSITY CATALOG

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, RedlandsRegency 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

1112 UNIVERSITY CATALOG

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
Salinas Valley Memorial Healthcare System, Salinas
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 Geronimo 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
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
 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

1116 UNIVERSITY CATALOG

Therasport North West, Spokane, WA
Theratrix, 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, Murietta
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 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., WorthXtreme Physical Therapy, Downey

Yavapai Regional Medical Center, Prescott, AZ
Yonemoto PT Services, Alhambra
Yonkers General Hospital, Yonkers, NY
Yuma Rehabilitation, Yuma, AZ

Zelda Billingsy, 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, Ph.D., M.A., 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
WILLIAM M. HOOKER, Ph.D., Associate Dean for Student Affairs
FRED C. KASISCHKE, D.Min., Associate Dean for Admissions, Pastoral Ministry and Service Learning
RONALD J. SECOR, M.P.H., Associate Dean for Financial Administration
KATHLEEN MOORE, M.H.I.S., Assistant Dean for Educational Support Services
BARBARA BOSTWICK, B.S., Director of Development
H. MAYNARD LOWRY, Ph.D., Special Gifts and Planned Giving

COMMITTEES—SD

ACADEMIC REVIEW
ADMINISTRATIVE COUNCIL
ADMISSIONS
ADVISORY
AWARDS
CLINIC ACTIVITIES
 SUBCOMMITTEES
CLINICAL QUALITY ASSURANCE
COMMUNICABLE DISEASE CONTROL AND PREVENTION
CURRICULUM
 SUBCOMMITTEES
BASIC SCIENCE CURRICULUM
BEHAVIORAL SCIENCE CURRICULUM
CLINICAL SCIENCE CURRICULUM
DENTAL HYGIENE CURRICULUM
GROUP PRACTICE / PATIENT CARE
INTERNATIONAL DENTIST PROGRAM CURRICULUM

DENTAL HYGIENE ADVISORY COMMITTEE
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

H. ROGER HADLEY, M.D., Dean and Vice President for Medical Affairs, LLUAHSC
DANIEL W. GIANG, M.D., Associate Dean for Graduate Medical Education
HENRY L. LAMBERTON, Psy.D., Associate Dean for Student Affairs
RODNEY D. NEAL, M.B.A., Associate Dean for Finance and Administration
STEPHEN A. NYIRADY, Ph. D., Associate Dean for Admissions and Recruitment
RICARDO L. PEVERINI, M.D., Associate Dean for Clinical Faculty
LEROY E. REESE, M.D., Associate Dean for Los Angeles Programs
LAWRENCE C. SOWERS, Ph. D., Associate Dean for Basic Science Faculty
TAMARA L. THOMAS, M.D., Associate Dean for Faculty Development
LEONARD S. WERNER, M.D., Associate Dean for Educational Affairs
DAVID G. WREN, M.H.A., Associate Dean, Faculty Practice Affairs
LYNDA DANIEL, M.D., Assistant Dean for Clinical Site Recruitment
LENOA EDWARDS, M.A., M.PH., Assistant Dean for Admissions
DWIGHT C. EVANS, M.D., Assistant Dean for Veterans Affairs
LORETTA B. JOHNS, Ph. D., Assistant Dean for Program Development and Evaluation
LINDA J. MASON, M.D., Assistant Dean for Medical Staff Affairs
TAMARA M. SHANKEL, M.D., Assistant Dean for Clinical Education
TREVIA C. WEBSTER, MBA, R.N., Assistant Dean for Development
THOMAS J. ZIRKLE, M.D., Assistant Dean for Continuing Medical Education
DAISY D. De LEON, Ph. D., Assistant Dean for Diversity Affairs
RHODES L. RIGSBY, M.D., Special Assistant to the Dean for Administration
MARVALEE J. HOFFMAN, Director of Records and Student Services

COMMITTEES—SM

EXECUTIVE
ADMISSIONS
CURRICULUM
SPIRITUAL LIFE AND WHOLENESS
ACADEMIC REVIEW
GRADUATE MEDICAL EDUCATION
FACULTY AFFAIRS
BASIC SCIENCE FACULTY COUNCIL
CLINICAL SCIENCE FACULTY COUNCIL
FACULTY PROMOTIONS

SCHOOL OF NURSING

ADMINISTRATION—SN

MARILYN M. HERRMANN, Ph.D., RN, Dean
ELIZABETH BOSSERT, D.N.S., Associate Dean, Academic Affairs and Graduate Nursing
DYNNETTE HART, Dr.P.H., Associate Dean, Undergraduate Nursing

JEFF LEEPER, CPA, CMA, CIA, DABFA, Assistant Dean, Financial Affairs

STEPHANIE LARSON, Director, Admissions, Recruitment, and Marketing

VANETA M. CONDON, Ph.D., Learning Resource Laboratory

PATRICIA S. JONES, Ph.D., Director, Office of International Nursing

ZELNE L. ZAMORA, MSN, Coordinator, Student Services, Undergraduate Nursing

COUNCILS AND COMMITTEES—SN

INTERNATIONAL NURSING COUNCIL

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

TEACHING/LEARNING RESOURCES

RANK AND TENURE

RESEARCH

SPIRITUAL LIFE AND WHOLENESS

TODAY'S NURSING TECHNOLOGY (TNT)

CLINICAL FACILITIES—SN

THE UNIVERSITY

LLU MEDICAL CENTER (MC) (est. 1905)

License for 822 beds includes MC, CH, and EC

11234 Anderson Street

Loma Linda, CA 92350

909/824-0800

Ruthita Fike, Chief Executive Officer, Administrator

Liz Dickinson, RN, CNOR, Senior Vice President, Patient Care Services/CNO

Helen Staples-Evans, Director, Staff Development

LLU CHILDREN'S HOSPITAL (CH), 244-bed capacity

11234 Anderson Street

Loma Linda, CA 92354

909/558-4747

Zareh Sarrafian, Administrator

Janel Isaef, Chief Patient Care Services Director

LLUMC—EAST CAMPUS, REHABILITATION, 113-bed capacity
25333 Barton Road
Loma Linda, CA 92354
909/558-6000
Michael Jackson, Senior Vice President, Administrator
Jan Kroetz, Chief Patient Care Director

LLU BEHAVIORAL MEDICINE CENTER, licensed for 89 beds
1710 Barton Road
Redlands, CA 92373
909/558-9221
Jill Pollock, Administrator
Christ Veltre, Interim Director of Nursing

LLU FAMILY MEDICAL GROUP (clinic)
25455 Barton Road, Suite 204B, Professional Plaza
Loma Linda, CA 92354
909/558-6600
John Testerman, president, LLUFMG; chair, Department of Family Medicine, School of Medicine
Julie Tudor, administrator, Department of Family Medicine, Professional Plaza, Room 207B

LLU HOME CARE SERVICES
11265 Mountain View Avenue
Loma Linda, CA 92354
Mattie Wren, administrative director, Suite 11
909/558-3096—Jan Huckins, director, hospice and home health
Nora Kalbermatter, director

LLUHC PEDIATRIC DEPARTMENT
11370 Anderson Street, Suite B 100
Loma Linda, CA 92354
909/796-4848

LLU SCHOOL OF PUBLIC HEALTH SOCIAL ACTION COMMUNITY (SAC) HEALTH SYSTEM
Norton Clinic
1455 East 3rd Street, San Bernardino, CA 92408
Mail: 1454 East 2nd Street, San Bernardino, CA 92408
909/382-7100
Kenneth Hart, medical director
Valerie Ojeil, clinic nurse manager

AFFILIATED FACILITIES—SN

ADVENTIST COMMUNITY TEAM SERVICES (ACTS)
P.O. Box 477, Loma Linda, CA 92354
909/796-8357

AMERICAN LUNG ASSOCIATION OF ORANGE COUNTY
1570 E. 17th Street
Santa Ana, CA 92705
714/835-0169

ARROWHEAD REGIONAL MEDICAL CENTER
400 North Pepper Avenue
Colton, CA 92324
909/580-1000

BEAVER MEDICAL GROUP
2 West Fern
Redlands, CA 92373
909/478-5103

1122 UNIVERSITY CATALOG

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

5500 University Parkway
San Bernardino, CA 92407
909/880-5241

CATHOLIC HEALTH CARE,

see: COMMUNITY HOSPITAL OF SAN BERNARDINO

CHILDREN'S HOSPITAL OF LOS ANGELES

4650 Sunset Boulevard
Los Angeles, CA 90027
323/669-5961

CHILDREN'S HOSPITAL OF ORANGE

455 South Main Street
Orange, CA 92868
714/997-3000

CHILDREN'S HOSPITAL OF SAN DIEGO

3026 Children's Way
San Diego, CA 92123-4282
858/576-1700

CITRUS VALLEY MEDICAL CENTER, QUEEN OF THE VALLEY INTERCOMMUNITY CAMPUSES

210 W. San Bernardino Avenue
Covina, CA 91723-1549
626/331-7331

COLTON JOINT UNIFIED SCHOOL DISTRICT OFFICE

1212 Valencia Avenue
Colton, CA 92324
909/876-4116

COMMUNITY ADULT DAY CARE

3102 E. Highland Avenue P.O. Box 387
Patton, CA 92369
909/862-8220

COMMUNITY HOSPITAL OF SAN BERNARDINO

1805 Medical Center Drive
San Bernardino, CA 92411
909/887-6333

COUNTY OF RIVERSIDE COMMUNITY HEALTH AGENCY

DEPARTMENT OF PUBLIC HEALTH—PUBLIC HEALTH NURSING

4065 County Circle Drive
Riverside, CA 92503
P.O. Box 7600
Riverside, CA 92513-7600
909/358-5516

COUNTY OF RIVERSIDE DEPARTMENT OF PUBLIC SOCIAL SERVICES

4060 County Circle Drive
Riverside, CA 92503
909/358-3000

COUNTY OF RIVERSIDE HEALTH SERVICE AGENCY, RIVERSIDE COUNTY REGIONAL MEDICAL CENTER

see: RIVERSIDE COUNTY REGIONAL MEDICAL CENTER

COUNTY OF RIVERSIDE MENTAL HEALTH SERVICES,

see: RIVERSIDE COUNTY REGIONAL MEDICAL CENTER INPATIENT TREATMENT FACILITY
or: CONTINUING COMMUNITY CARE/CENTRAL

D.A.S.H., INC.—THE OTHER PLACE (day care: clinical)
P.O. Box 8370
Redlands, CA 92374-1570
909/798-1667

DESERT VALLEY MEDICAL CENTER
16850 Bear Valley Road
Victorville, CA 92392
760/241-8000, ext. 8373

EDGAR ARDILA PULMONARY & CRITICAL CARE MEDICINE
28030 Blackberry Way
Yorba Linda, CA 92887
714/692-2594

EISENHOWER MEDICAL CENTER
39000 Bob Hope Drive
Rancho Mirage, CA 92270-3221
760/773-1288

FONTANA UNIFIED SCHOOL DISTRICT
9680 Citrus Avenue
Fontana, CA 92335
909/357-5000

GLENDALE ADVENTIST MEDICAL CENTER
1509 Wilson Terrace
Glendale, CA 91206
818/409-8000

HEADSTART/STATE PRESCHOOL DEPARTMENT
250 South Lena Road
San Bernardino, CA 92415-0630
909/387-2384

HEARTLAND HOME HEALTH CARE & HOSPICE
1700 Iowa Avenue #230
Riverside, CA 92507
951/369-8604

HEMET UNIFIED SCHOOL DISTRICT
2350 West Latham Avenue
Hemet, CA 92545
909/765-5100

HERITAGE GARDENS HEALTH CARE CENTER
25271 Barton Road
Loma Linda, CA 92354
909/796-0216

HOAG MEMORIAL HOSPITAL
One Hoag Drive
Newport Beach, CA 92663
Mail: P.O. Box 6100
Newport Beach, CA 92658-6100
949/760-5540

INDIAN HEALTH, INC.,
see: RIVERSIDE-SAN BERNARDINO COUNTY INDIAN HEALTH, INC.

INDIO EMERGENCY MEDICAL GROUP
81893 Dr. Carreon Drive, Suite 4
Indio, CA 92201

1124 UNIVERSITY CATALOG

INLAND REGIONAL CENTER

(Formerly Inland County Developmental Disability Services)
674 Brier Drive
San Bernardino, CA 92408
909/890-3000

INLAND TEMPORARY HOMES

26300 Mission Road, (PO Box 239)
Loma Linda, CA 92350

INLAND VALLEY REGIONAL MEDICAL CENTER

36485 Inland Valley Drive
Wildomar, CA 92595
909/677-1111

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81863 Dr. Carreon Drive, Suite 3
Indio, CA 92201

JURUPA UNIFIED SCHOOL DISTRICT

3924 Riverview, Room 15
Riverside, CA 92509
951/222-7718

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9961 Sierra Avenue
Fontana, CA 92335
909/427-5000

KAISER PERMANENTE PASADENA MEDICAL CENTER

818/405-3235
450 N. Lake Avenue
Pasadena, CA 91101

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10800 Magnolia Avenue
Riverside, CA 92505
951/353-2000

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Ontario, CA 91764
909/391-0333

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Riverside, CA 92506
951/275-8400

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Loma Linda, CA 92354
909/796-0161

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25051 Redlands Boulevard
Loma Linda, CA 92354
909/478-7776

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2801 Atlantic Avenue
P.O. Box 1428
Long Beach, CA 90801-1428
562/933-0641

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64 Robert Avenue
San Bernardino, CA 92411
951/785-1283

NAVAL HOSPITAL

Box 788250
Twenty nine Palms, CA 92278-8250

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Box 55519
Camp Pendleton, CA 92055-5191

NAVAL MEDICAL EDUCATION & TRAINING COMMAND

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Bethesda, MD 20889-5611

OLUSOLA OYEMADE, M.D., INC.

777 East Milliken Avenue, Suite 360
Rancho Cucamonga, CA 91730
909/944-7099

PARADISE VALLEY HOSPITAL

2400 East 4th Street
National City, CA 92150
619/470-4321

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Highland, CA 92346
909/864-2085

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329 Maine Street
Brunswick, ME 04011
207/373-2244

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Riverside, CA 92503
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HEALTH SERVICES
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Pomona, CA 91766
909/397-4800

RAMONA VNA AND HOSPICE

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Hemet, CA 92543
951/658-9288

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909/370-4411

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350 Terracina Boulevard
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909/335-5500

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909/307-5300

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182 East Walnut Avenue
Rialto, CA 92376-3598
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951/788-3000

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or: RIVERSIDE COUNTY REGIONAL MEDICAL CENTER, CONTINUING COMMUNITY CARE/CENTRAL

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26520 Cactus Avenue
Moreno Valley, CA 92555
951/486-4000

RIVERSIDE COUNTY REGIONAL MEDICAL CENTER, (PSYCHIATRIC) INPATIENT TREATMENT FACILITY

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Riverside, CA 92503
951/358-4700

RIVERSIDE COUNTY REGIONAL MEDICAL CENTER, CONTINUING COMMUNITY CARE/CENTRAL

1695 Spruce Street
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Mail: P.O. Box 52567
Riverside, CA 92517
951/358-4801

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Banning, CA 92220
951/849-4761

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999 San Bernardino Road
Upland, CA 91786
909/985-2811

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San Bernardino, CA 92411

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT HEALTH SERVICES

1535 West Highland Avenue
San Bernardino, CA 92411
909/880-6839

SAN BERNARDINO COUNTY MEDICAL CENTER

See: ARROWHEAD REGIONAL MEDICAL CENTER

SAN BERNARDINO COUNTY PROBATION DEPARTMENT

Administrative offices:

Civic Center Building
175 West 5th Street, 4th floor San Bernardino, CA 92415

Affiliation site:

Juvenile Hall
900 East Gilbert Street
San Bernardino, CA 92415
909/382-4233

SAN BERNARDINO COUNTY DEPARTMENT OF PUBLIC HEALTH

351 North Mountain View Avenue
San Bernardino, CA 92415-0010
909/387-6226

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San Bernardino, CA 92411

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2615 Eye Street
Bakersfield, CA 93303
661/395-3000

SHRINERS HOSPITAL FOR CHILDREN

3160 Geneva Street
Los Angeles, CA 90020
213/388-3151

SANTA ROSA DEL VALLE

1293 Sixth Street
Coachella, CA 92236

SHRINERS HOSPITAL FOR CHILDREN

3160 Geneva Street
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Coachella, CA 92236

SILVERLAKE YOUTH SERVICE

35225 Avenue A, Suite 203
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SOUTHERN CALIFORNIA OCCUPATIONAL HEALTH SERVICES

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San Bernardino, CA 92404

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100 West Stewart Drive
Orange, CA 92868-5600
714/771-8000

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4000 14th Street, Suite 209
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SUNPLUS HOME HEALTH

800 La Terrazza Boulevard, Suite 301
Escondido, CA 92025
760/738-1190

TENDER LOVING CARE

5225 Canyon Crest Drive, Suite 260, Bldg. 200
Riverside, CA 92507
951/341-6400

TENET HEALTH SYSTEM DESERT INC.

Desert Regional Medical Center
1150 North Indian Canyon Drive
Palm Springs, CA 92262
Mail: P.O. Box 2739
Palm Springs, CA 92263
760/323-6760

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1720 Mountain View Avenue
Loma Linda, CA 92354
909/796-6915

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See: KINDRED HOSPITAL (formerly Vencor Hospital)

VETERANS MEDICAL CENTER, JERRY L. PETTIS MEMORIAL

11201 Benton Street
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909/825-7084

VNA OF SOUTHERN CALIFORNIA

150 W. 1st Street, Suite 270
Claremont, CA 91711

VISITING NURSE ASSOCIATION OF THE INLAND COUNTIES

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Riverside, CA 92507
951/413-1200

VISITING NURSE ASSOCIATION OF SOUTHERN CALIFORNIA

150 West 1st, Suite 270
Claremont, CA 91711

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323/268-5000

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 Cherokee Indian Hospital, Cherokee, North Carolina
 Chino Valley Medical Center, Chino, California
 Citrus Valley Medical Center, Covina, California
 Community Hospital of San Bernardino, San Bernardino, California
 Desert Medical Group & Oasis IPA, Cathedral City, California
 Desert Regional Medical Center, Palm Springs, California
 Florida Hospital, Maitland, Florida
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 Glendale Adventist Medical Center, Glendale, California
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 Indian Health Service, Morongo, Soboba, California
 Inland Compounding Pharmacy, Loma Linda, California
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 Kaiser Permanente, Bakersfield, Downey, Fontana, Riverside, California
 Loma Linda University Medical Center, Loma Linda, California
 Loma Linda Veterans Administration Health Care System, Loma Linda, California
 Long's Drugstores, Inland Empire, California
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 National Institutes of Health (NIH), Bethesda, Maryland
 Naval Medical Center, San Diego, California
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 Redlands Community Hospital, Redlands, California
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 Social Action Community Health System (SACHS)—LLUMC Affiliate, San Bernardino, California
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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 Health Services, 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

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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 Health Services, Sacramento, California

Taiwan Adventist Hospital, Taipei, Taiwan

University of California Berkeley, Berkeley, California

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World Vision, International, Monrovia, California

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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
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ADMINISTRATION—GS

ANTHONY J. ZUCCARELLI, Ph.D., Interim Dean

RAFAEL A. CANIZALES, Ph.D., Assistant Dean for Administrative Affairs

COMMITTEES—GS

GRADUATE COUNCIL

Anthony J. Zuccarelli, Chair

Elizabeth Bossert

Bruce Currie

Carlos Casiano

Stephen Dunbar

Curtis Fox

Ella Haddad

Louis Jenkins

Everett Lohman

Patrick Naylor

Kevin Nick

Kerby Oberg

Janelle Pyke

Richard Rice

Ignatius Yacoub

Bruce Wilcox

Steven Yellon

Grenith Zimmerman

RANK AND TENURE

Leonard Brand, Chair

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 approved by the Commission on Accreditation of Allied Health Education Programs in collaboration with the National Accrediting Agency for Clinical Laboratory Sciences.

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 Health Services.

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. Approved by the American Physical Therapy Association April 4, 1990.

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 beginning Fall 2007 pending board approval.

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. Currently operating under Candidate status, granted by the Accreditation Council for Pharmacy Education in 2003. Full accreditation will be applied for in 2006.

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 Health
Laboratory Field Services
2151 Berkeley Way, Annex 12
Berkeley, CA 94707-1011
Phone: 510/873-6449

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 Health
Laboratory Field Services
2151 Berkeley Way, Annex 12
Berkeley, CA 94707-1011
Phone: 510/873-6449

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.

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 Health Services Radiologic Health Branch
P. O. Box 942732
Sacramento, CA 94234-7320
Phone: 916/322-5096
FAX: 916/324-3610
Web site: <www.csrt.org>
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 30037
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.rn.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>

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>

TO COMMUNICATE WITH LLU . . .**MAIL:**

Loma Linda University
11060 Anderson Street
Loma Linda, CA 92350

WORLDWIDE WEB: <<http://www.llu.edu>>

PHONE:

Switchboard: 909/558-1000, 909/558-4300
Area code: 909/

For information about LLU 1/800/422-4LLU
Dialing from Canada 1/800/548-7114

Off-campus	On-campus		Off-campus	On-campus
PHONE:	PHONE:		FAX:	FAX:
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	558-4879	44879
558-4509	44509	Student Financial Aid	558-7904	87904
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. OCTH
558-4948	44948	Occupational Therapy Assistant	558-0239	80239-attn. OCTA
558-4632	44632	Physical Therapy	558-0459	80459-attn. PHTH
558-4634	44634	Physical Therapist Assistant	558-0459	80459-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

PHONE:	PHONE:	The Schools, cont.	FAX:	FAX
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
558-4601	44601	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	558-4211	44211
558-4462	44462	Medicine	558-4146	44146
558-4467	44467	Admissions	558-0359	80359
558-4481	44481	Dean	558-4146	44146
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	Admissions	558-4859	44859
558-7442	87442	Administrative Dean	558-7973	87973
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
558-1800	41800	Religion	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

1152 UNIVERSITY CATALOG

558-8433	88433	Clinical Ministry	558-4856	44856
558-8433	88433	Religion and the Sciences	558-4856	44856
		Science and Technology		
558-1900	41900	Admissions and Records	558-7967	87967
558-4528	44528	Dean	558-0441	80441

	WEB SITE	EMAIL
Student Services	<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	attn. Admissions	<admissions@sahp.llu.edu>
Cardiopulmonary Sciences	attn.CPSC	<admissions@sahp.llu.edu>
Clinical Laboratory Science	attn.CLSC	<admissions@sahp.llu.edu>
Health Information Management	attn. HLIN	<admissions@sahp.llu.edu>
Nutrition and Dietetics	attn. DTCS	<nutrition@sahp.llu.edu>
Occupational Therapy	attn.OCTH	<admissions@sahp.llu.edu>
Physical Therapy	attn.PHTH	<admissions@sahp.llu.edu>
Radiation Technology	attn. RTCH	<admissions@sahp.llu.edu>
Speech-Language Pathology/Audiology	attn. SPPA	<admissions@sahp.llu.edu>
Dentistry	<http://www.llu.edu/llu/dentistry/>	
Academic Affairs		<sdacademicaffairs@llu.edu>
Admissions	<http://www.llu.edu/llu/dentistry/>	<admissions.sd@llu.edu>
Graduate Programs		<advanceddentaledu@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>	<epibiodept@llu.edu>
Global Health	<http://www.llu.edu/llu/sph/gln>	<globalhealthdept@llu.edu>
Health Policy and Management	<http://www.llu.edu/llu/sph/hadm>	<hadmdept@llu.edu>
Health Promotion and Education	<http://www.llu.edu/llu/sph/hpro>	<dmwatson@llu.edu>
Nutrition	<http://www.llu.edu/llu/sph/nutr>	<nutritiondept@llu.edu>
Public Health Practice		<publichealthpractice@llu.edu>
Recruitment and Marketing	<http://www.llu.edu/llu/sph>	<sphinfo@llu.edu>
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