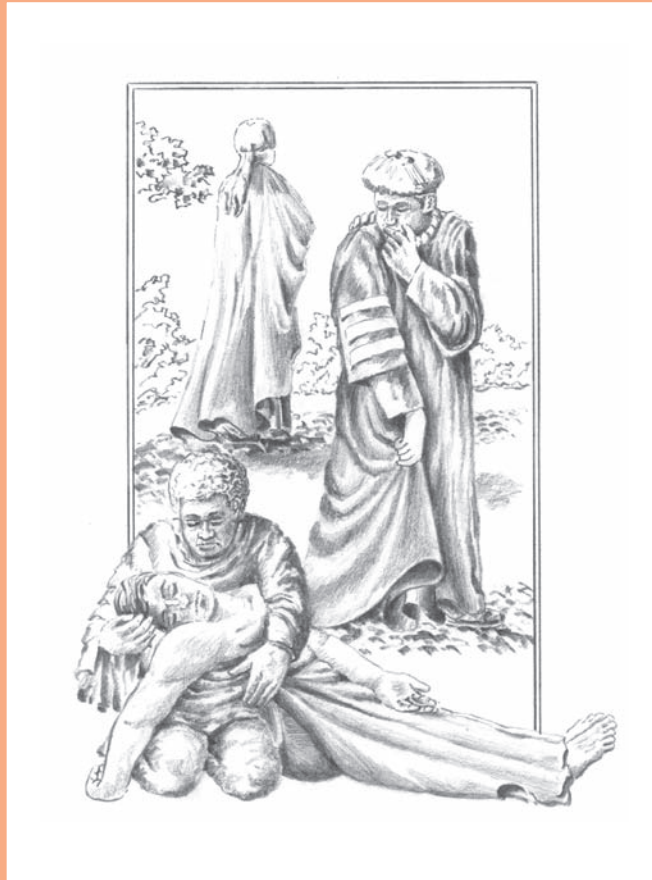


LOMA LINDA UNIVERSITY



SCHOOL OF NURSING

2000 ♡ 2002

Loma Linda University
School of Nursing
Bulletin 2000-2002

Loma Linda, California

<http://www.llu.edu/llu/nursing/>

Cover: The Good Samaritan sculpture, located on the campus mall, is a graphic representation of the parable told by Jesus and recorded in Luke 10:30-37.

The information in this BULLETIN 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.

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**School of
Nursing**

2000-2002

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Loma Linda University

Loma Linda, California 92350

a health-sciences university

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I

LOMA LINDA UNIVERSITY

University Foundations

Our Mission

Nondiscrimination Policy

Affirmative Action

The Calendar

University Foundations

HISTORY

Loma Linda University has grown out of the institution founded at Loma Linda, California, by the Seventh-day Adventist church in 1905. The original schools—Nursing and Medicine—have been joined by Allied Health Professions, Dentistry, Public Health, the Graduate School, and the Faculty of Religion.

The University, operated by the Seventh-day Adventist church, is committed to the vision of its founders and is sustained by its close association with the church.

Loma Linda University is a Seventh-day Adventist coeducational, health-sciences institution located in inland southern California. It is part of the Seventh-day Adventist system of higher education. Professional curricula are offered by the Schools of Allied Health Professions, Dentistry, Public Health, Medicine, and Nursing. Graduate programs in various biomedical sciences are offered by departments of the schools. The professional curricula of the University are approved by their respective professional organizations.

The most current campus census figures (1999-2000) indicate that the core of the combined faculties consists of 1,051 full-time teachers. Part-time and voluntary teachers, largely clinicians in the professional curricula, bring the total to 2,254. Men and women from 87 nations are represented in the 1999-2000 enrollment of 3,410.

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 both to 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.

Our 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.

Nondiscrimination Policy

The University was established by the Seventh-day Adventist church as an integral part of its teaching ministry. It is committed to equal education and employment opportunities for men and women of all races and does not discriminate on the basis of handicap, sex, race, color, or national origin in its educational and admissions policies, financial affairs, employment programs, student life and services, or any University-administered program.

To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended, and 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 USC Secs. 2000e-1, 2000e-2; Sec. 6-15 of Federal Executive Order 11246; 41 CFR Sec. 60-1.5(5); 20 USC 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.

Affirmative Action

The University routinely monitors its educational and employment practices regarding women, minorities, and the handicapped 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 handicap. 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.

The Calendar

2000

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-16
9
10
11
19
19
19-JUL 25
19-SEP 1
One week after course begins
One week after course begins

SUMMER QUARTER 2000

Early registration for Summer Quarter
"Focus on Graduates" Vesper Service
Baccalaureate Service
Conferring of Degrees
Last day to obtain financial clearance
Instruction begins
First five-week summer session
Eleven-week summer session
Last day to enter a course or change from audit to credit/credit to audit
Last day to withdraw with no record of course registration on transcript

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4
26-AUG 31
One week before end of course
One week before end of course

Independence Day recess
Second five-week summer session
Last day to withdraw with a W grade
Last day to submit S/U petition

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1
4
5
5-22
5
5-22
6
12
25
25

Summer Quarter ends
Labor Day recess
POST-SUMMER QUARTER SESSION
Registration for post-Summer Quarter session (not later than first day of class)
Post-Summer Quarter session
Instruction begins for post-Summer Quarter session
AUTUMN QUARTER 2000
Registration for Autumn Quarter
SN faculty colloquium
LLU faculty convocation
Last day to obtain financial clearance
Instruction begins

The Calendar

2000

OCTOBER

S	M	T	W	T	F	S		
1	2	3	4	5	6	7	3	Last day to enter a course or change from audit to credit/credit to audit
8	9	10	11	12	13	14		Campus/Chamber of Commerce Connection
15	16	17	18	19	20	21	5	Fall Week of Devotion
22	23	24	25	26	27	28	9-13	Last day to withdraw with no record of course registration on transcript
29	30	31					10	University convocation
							25	Annual HALL/ALAS student retreat
							27-28	

NOVEMBER

S	M	T	W	T	F	S		
				1	2	3	4	
5	6	7	8	9	10	11		
12	13	14	15	16	17	18	17-19	Annual BALL/BHPSA student retreat
19	20	21	22	23	24	25	22-26	Thanksgiving recess
26	27	28	29	30			27	Instruction resumes
							27	Last day to withdraw with a W grade or submit S/U petition
							27-DEC 22	Registration for Winter Quarter

DECEMBER

S	M	T	W	T	F	S		
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16	11-14	Final examinations
17	18	19	20	21	22	23	14	Autumn Quarter ends
24	25	26	27	28	29	30	15-JAN 2	Christmas/New Year's recess
31							19	Grades due from faculty

2001

JANUARY

S	M	T	W	T	F	S		
					1	2	3	
7	8	9	10	11	12	13	3	
14	15	16	17	18	19	20	9	
21	22	23	24	25	26	27		
28	29	30	31				15	
							16	
							16-19	
							20-27	

WINTER QUARTER 2001

								Last day to obtain financial clearance
								Instruction begins
								Last day to enter a course or change from audit to credit/credit to audit
								Martin Luther King, Jr., Day recess
								Last day to withdraw with no record of course registration on transcript
								Student Week of Spiritual Emphasis
								Mission Emphasis Week

FEBRUARY

S	M	T	W	T	F	S		
					1	2	3	
4	5	6	7	8	9	10		
11	12	13	14	15	16	17	17	SN Dedication Ceremony
18	19	20	21	22	23	24	19	Presidents' Day recess
25	26	27	28				20-27	African-American History Week
							26-MAR 23	Registration for Spring Quarter
							26	Last day to withdraw with a W grade or submit S/U petition

The Calendar

2001

MARCH

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	12-16
18	19	20	21	22	23	24	16
25	26	27	28	29	30	31	16-25
							20
							26
							26

Final examinations
 Winter Quarter ends
 Spring recess
 Grades due from faculty
SPRING QUARTER 2001
 Last day to obtain financial clearance
 Instruction begins

APRIL

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	6-8
8	9	10	11	12	13	14	TBA
15	16	17	18	19	20	21	3
22	23	24	25	26	27	28	
29	30						10
							29-MAY 14

Alumni Homecoming and Institute
 Spring Week of Devotion
 Last day to enter a course or change from audit to credit/
 credit to audit
 Last day to withdraw with no record of course
 registration on transcript
 Fine Arts Festival (entry deadline: April 17)

MAY

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	6-12
13	14	15	16	17	18	19	12
20	21	22	23	24	25	26	21
27	28	29	30	31			
							28
							30-JUN 15

National Nurses Week
 Diversity Consecration Service
 Last day to withdraw with a W grade or
 submit S/U petition
 Memorial Day recess
 Early registration for summer session

JUNE

S	M	T	W	T	F	S	
				1	2		
3	4	5	6	7	8	9	4-8
10	11	12	13	14	15	16	8
17	18	19	20	21	22	23	8
24	25	26	27	28	29	30	9
							10
							12

Final examinations
 Spring Quarter ends
 "Focus on Graduates" vesper service
 Baccalaureate Service
 Conferring of Degrees
 Grades due from faculty

A complete 2001-02 academic calendar will be available early summer 2001 in the Office of the Dean.



II

SCHOOL OF NURSING

School Foundations

Our Mission

Philosophy

General Information

Admissions Information

Financial Information

Student Life

Academic Policies and Practices

School Foundations

HISTORY

The School of Nursing, established in 1905, was the first in a group of schools which in 1961 became Loma Linda University. In 1949 the School of Nursing became a college-based program granting the baccalaureate degree. In 1970 the Associate in Science degree program was begun as an integral part of the School. The first master's degrees in nursing were granted in 1957. 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 California Board of Registered Nursing (1170 Durfee Avenue, Suite G, South El Monte, CA 91733) in 1998; the National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006) in 1999; and the Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington, DC 20036-1120) in 1999.



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 from diverse ethnic, cultural, and racial communities who are dedicated to excellence in nursing science. 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, and groups. Committed to Christian service and distinctive Seventh-day Adventist ideals, the School seeks to reflect God’s love through its teaching and healing ministry.

GOAL OF UNDERGRADUATE PROGRAM

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. Demonstrate beginning research skills in clinical nursing practice, incorporating informed inquiry and appropriate application of nursing and other related research.
9. Be a contributing member of society by demonstrating continued growth in personal and professional competence and Christian values.
10. Demonstrate an academic foundation for graduate study.

GOAL OF GRADUATE PROGRAM

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

1. Use advanced knowledge acquired from nursing and cognate sciences as a basis for advanced nursing practice.
2. Use the research process to refine and expand nursing knowledge as a rationale for 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. Advance personally and professionally through continued inquiry and scholarly endeavor.
7. Demonstrate and promote high ethical and Christian values, respecting the uniqueness of others.
8. Have a foundation for doctoral studies.



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 by God to reflect the wholeness of His 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 make individuals whole.

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.

PHILOSOPHY OF NURSING EDUCATION

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 which involves all of the learner's faculties.
- A learning environment nurtures the development of potential, promotes the maturing 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.

General Information

PROGRAMS OF STUDY

The School of Nursing offers a baccalaureate degree program which 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 the junior year 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 Graduate School, is designed to prepare nurses for Christian leadership in clinical practice, teaching, administration, or research.

SCHOOL ADMINISTRATION

The dean of the School is the chief administrative officer and is assisted by the associate deans for the undergraduate and graduate programs and the assistant dean for financial affairs. The administration and faculty are responsible for determining curriculum requirements, admitting students, instructing and evaluating students, encouraging activities and programs pertinent to the welfare and interest of students, assessing fitness for promotion and graduation, and carrying out other functions essential to the overall operation of the School. Evaluation of the overall program of learning and instructional effectiveness, appropriate modification, and initiation of new measures are continually in progress by the faculty and the administration.

LEARNING ENVIRONMENT

The academic resources and the clinical facilities of the University constitute a rich educational environment for the nursing student, both in classroom instruction and in clinical experience. The University Medical Center and other hospitals and community agencies are used for student clinical experience. In the communities surrounding the University, the student finds other opportunities for learning.

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 and Student Council and may contribute to the administrative decision-making process formally or informally.

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 other nurses of excellence, upon meeting the established criteria, become members by invitation.

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.

LICENSING

The National Council Licensure Examination for Registered Nurse (NCLEX-RN), which must be passed successfully to practice, is conducted throughout the year by the California Board of Registered Nursing. Application forms may be obtained from the Office of the Associate Dean of the Undergraduate Program; or from the state office at 1170 Durfee Avenue, El Monte, CA 91733. The nurse registered in the state of California may be granted licensure through endorsement by other states.

Admissions Information

PERSONAL QUALITIES

The admissions committees of the University put forth considerable effort to be assured that an applicant to any of the schools is qualified for the proposed curriculum and seems likely to profit from educational experience in this University. The Admissions Committee of the School of Nursing reviews evidence provided by the applicant of personal integrity, academic achievement, healthy lifestyle, self-discipline, and self-direction. The committee also looks for evidence that students possess the capabilities required to complete the full curriculum and to achieve the levels of competence required.

The School expects its students to demonstrate Christian ethical and moral standards in their conduct. In harmony with the University's emphasis on health and the practices of the Seventh-day Adventist church, applicants who use tobacco, alcoholic beverages, or narcotics should not expect to be admitted.

APPLICATION AND ACCEPTANCE

Where to write

Inquiry about admission and application to the undergraduate program in nursing should be addressed to:

Office of Admissions
School of Nursing
Loma Linda University
Loma Linda, CA 92350

Telephone inquiries may be made by calling:
909/558-4923
800/422-4558

Inquiry about admission to the graduate program should be addressed to:

Office of the Dean
Graduate School
Loma Linda University
Loma Linda, CA 92350

Telephone inquiries may be made by calling:
909/558-4529
800/422-4558

UNDERGRADUATE ADMISSIONS

Apply early

Correspondence and interviews should be scheduled well in advance of the cut-off dates. Undergraduate applicants are advised to submit application forms, test scores, letters of recommendation, and the application fee after at least one quarter of college work. Applicants seeking

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

Application deadlines

Fall Quarter admission application must be completed by March 15 of the year of desired admission.

Winter Quarter admission application must be completed by September 30 of the year prior to desired admission.

Spring Quarter admission application must be completed by December 15 of the year prior to desired admission.

Applicants are selected primarily from among those coming from within the Seventh-day Adventist educational system (i.e., academies and colleges). Other qualified applicants are considered as space permits.

Application fees

An application fee of \$75 is charged. Other fees are itemized under the Schedule of Charges in the Financial Information section.

Application procedure

The procedure for application and acceptance is as follows:

1. Submit a formal application and letters of recommendation. Forms are included in the School of Nursing application packet, which can be obtained from the Office of Admissions.

2. Arrange with registrars of schools formerly or currently attended to provide the School of Nursing with transcripts of grades and with results of educational and aptitude tests.
3. Schedule an interview with the School of Nursing, Office of Admissions.
4. Arrange through the Office of Admissions to take the Computerized Nurse Entrance Test (C-NET).

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

Acceptance

Acceptance is governed by the following conditions:

1. Upon acceptance into the School, the applicant is required to make a nonrefundable advance deposit of \$100 to validate the acceptance. If this deposit is not received, the space will be given to another applicant.
2. The applicant submits required health records or certificate.

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 written request to hold the application.

Reentrance

A student who discontinues studies in the School of Nursing for more than two quarters must reapply and meet the entrance requirements in force at the time of reentrance.

Incoming transcripts

The University accepts only official transcripts sent directly to Loma Linda University from the university, college, or high school issuing it.

Health requirements

Before admission is granted to new students or returning students who have not been in attendance for three or more consecutive quarters, proof of current immunizations and a TB test are required.

Identification number

All students will be assigned a University identification number and issued an identification card. The nine-digit ID number must appear on all checks payable to the University to ensure crediting to the proper account. The identification card will be used for library, health, and other services.

INTERNATIONAL STUDENTS

Admission of students from countries other than the United States is limited to those who (a) meet all requirements for admission; (b) submit official original-language transcripts and official English translations of transcripts and course work, evaluated by an organization approved by

the Office of University Records; (c) furnish suitable recommendations from responsible persons; and (d) give evidence of ability to meet all financial obligations to the University during the proposed course of study. If English is not the student's native language, then (e) s/he must take the Test of English as a Foreign Language (TOEFL) and receive a score of 550 on the written examination or 213 on the computerized scoring; and take the TOEFL Writing Examination (TWE) and receive a score of 5 or better.

A student visa is required for admission into the United States. To obtain a visa, the student will need to present to a United States Consul outside the United States a student-visa application (supplied by Loma Linda University), an acceptance letter from the School of Nursing, a valid passport, proof of sufficient finances, and proof of English proficiency. There are two types of student-visa applications: an I-20 application, used for an F-1 entry visa and F-1 visa status; and an IAP-66 (for sponsored exchange visitors), used for a J-1 entry visa and J-1 visa status.

International students currently at other schools in the United States will need to do a school transfer. To obtain the appropriate visa application either for a school transfer or as a new admittee, the student will need an acceptance letter; a \$4,000 advance deposit (refunded during the last quarter the student attends); proof of sufficient funds for the first year, with assurances that expenses will be met in subsequent years; and, for those transferring in, a letter authorizing the transfer.

Scholarships and assistantships are scarce for international students. On-campus employment is limited to no more than twenty hours a week while classes are in session and is authorized by the international student adviser. Off-campus employment requires Immigration and Naturalization Service authorization, which is difficult to obtain.

Once at the University, international students must maintain a full course of study, three of four terms each year, to maintain status. A full course of study is defined as at least 12 units for undergraduate students and at least 8 units for graduate students. Any exceptions to a full course of study must be cleared by the international student adviser.

ADMISSION REQUIREMENTS

Admission to the basic nursing program for students without a previous college degree

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. High school algebra I and II with a grade of C or better, or college intermediate algebra.
3. One year of high school physics with a grade of C or better, or college introduction to physics.

4. Transcripts of at least the first full term of college course work, with a minimum G.P.A. of 3.0 on all college course work. Grades below a C are nontransferable.

A. 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.

B. Science courses taken more than five years ago may not be accepted for transfer.

5. 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.

6. International students, see “International Students” (page 24).

7. A computerized entrance test, required of all incoming students who are not registered nurses. This computerized examination must be taken at Loma Linda University School of Nursing.

Admission as a 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.

Admission as a 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 non-transferable. Courses taken more than five years ago may not be accepted for transfer.
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” (page 24).
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 non-nursing requirements or their equivalents on the lower-division level. The applicant must have a minimum of 87 quarter (54 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” (page 38).



Financial Information

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.

Acceptance deposit

Upon notification of acceptance, the applicant is required to make a deposit with the School of Nursing, Office of Admissions, to hold a place in the class. This amount is applied to the tuition and fees due at the initial registration.

Advance payment/Refunds

For students whose loans are pending (Stafford, Key Alternative, or other) at the time of registration, and which were not applied for at least thirty days prior to registration, a \$50-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 course or all courses up to 60 percent into a quarter, tuition will be refunded on a pro-rata basis.

Withdrawal

To withdraw from a course(s), the student must complete a Change of Program form or, if the student is discontinuing the entire program, a Total Withdrawal form. The date the properly completed form is submitted to the Office of University Records will be the date of withdrawal used in calculating tuition refunds. These forms should be completed and submitted on the last day of class attendance.

Financial clearance

Students are expected to keep their financial status clear at all times. Financial clearance must be obtained: (a) at the initial registration; (b) at the beginning of each new term; and (c) before receiving a certificate or diploma or 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 Finance Office, the student must have a zero (0) balance due on account. To obtain financial clearance from the Student Loan Collection Office, the stu-

dent must be current on all loan-account payments and must have fully completed a loan exit interview (when the student ceases to be enrolled for at least half time).

Monthly statement

The amount of the monthly statement is due and payable in full within thirty days after the statement date. 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 Office of the Dean and may cause the student to be considered absent, discontinued, or ineligible to take final examinations.

Checks

Checks should be made payable to Loma Linda University and should show the student's identification number to ensure that the correct account is credited. In case a check is returned, there will be a \$10 returned-check fee assessed.

International students

Students coming from countries other than the United States are required to pay a \$4,000 deposit, which is applied to the final quarter's tuition and charges. All full-time international students are granted a \$50 per quarter tuition discount.

Veteran's benefits

A student eligible to receive veteran's benefits under the 1966 enactment should immediately after registration contact the Office of University Records at Loma Linda University to make arrangements for the transfer of records to the Veteran's Administration Regional Office. Further information may be requested from the Office of University Records.

SCHEDULE OF CHARGES 2000-2001

The charges that follow are subject to change without notice.

TUITION

Tuition flat charge—full-time, clinical, undergraduate student

The flat charge enables the student to know the cost of education in advance and make arrangements to finance the program. (NOTE: Other charges apply as needed; see "Other Charges.")

- §5,330 Per quarter (\$15,980/year). The quarterly and annual tuition charges are based on 13-16 units per quarter at the rate of \$410 per unit.
For the student taking fewer than 13 units, tuition is \$410 per unit.

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

- §410 Tuition per unit
- 205 Audit per unit
- 410 Tuition per unit for each unit above 16

Tuition charge—graduate

- §410 Tuition per unit
(See Graduate School BULLETIN for additional charges.)

Applied music charges

The School of Nursing's tuition does not include applied music charges.

OTHER ACADEMIC CHARGES

Application (nonrefundable)

- §75 Regular
- 100 Deposit to hold place in class

Examinations

- §190 Per unit credit (challenge, equivalency)
- 50 Early examination

Special fees

- §250 Per quarter for NRS 497 Advanced Clinical Experience

Finance

- §50 Tuition installment
- 50 Late payment
- 10 Returned check

Registration

- §50 Late-registration fee (after first day of class)
- 2 Per copy of student transcript

Miscellaneous expenses

- §1,300 Estimated annual expense for items such as textbooks, supplies, student uniforms, equipment, etc.

Nursing ceremonies

- Cost Specific items needed for dedication and graduation, announcements, class pictures, flowers, etc.
- §64 A.S. degree graduation fee
- §87 B.S. degree graduation fee

Licensing examinations

- §107 Application, includes fingerprinting (subject to change)
- 85 NCLEX-RN (National Council Licensure Examination for RN) (subject to change)
- 30 Interim permit to practice nursing before NCLEX-RN results

OTHER CHARGES

Housing and board

- §60 Lindsay Hall room, card, and key deposit (partially refundable)
- 661 Double occupancy
- 876 Single occupancy
- 90 Daniells Complex room, card, and key deposit (partially refundable)
- 661 Double occupancy
- 961 Single occupancy
- Cost Breakage, damage, loss of University property
- 200 Estimated monthly meal costs (Limited cooking facilities are available in the dormitories.)

HOUSING APPLICATION

To request a housing application, write to:

Dean of Women
Lindsay Hall
Loma Linda University
Loma Linda, CA 92350
or
Dean of Men
Daniells Hall
Loma Linda University
Loma Linda, CA 92350

STUDENT FINANCIAL AID

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. A financial aid packet for Loma Linda University, which must also be completed, can be obtained through Student Financial Aid. Consideration for financial aid is given on a first-come, first-served basis. Priority is given to applications received by March 2.

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.

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.

For more information

Prospective students may contact Student Financial Aid, Loma Linda University, Loma Linda, California 92350 for further information.

Scholarships and grants

Some scholarships and grants are available for nursing students only. These scholarships and grants are given to students on the basis of financial need, academic performance, chapel attendance, and a recommendation from the scholarship committee to the dean.

ALUMNI SCHOLARSHIP

This scholarship is based on need, scholarship, professional potential, and dedication to the ideal of Christian service.

ATTEBERRY SCHOLARSHIP

This scholarship is based on need and leadership qualities.

CATHERINE CHRISTIANSEN SCHOLARSHIP

This scholarship is given to two junior students who demonstrate financial need, show clinical promise and a caring attitude, and have good interpersonal relationships. Priority is given to international students and those wishing to go into mission service.

CLASS OF '67 SCHOLARSHIP

This scholarship is given to senior students with a minimum G.P.A. of 3.35 who have strong leadership skills and are active in their church and/or community.

J. B. G. SCHOLARSHIP

This scholarship is given to one or more students who need financial assistance.

ELLEN RICKARD MEMORIAL SCHOLARSHIP

This scholarship is given to a worthy senior student who indicates willingness to serve Christ through community service.

ROSIE VOSS WORTHY NURSING STUDENT SCHOLARSHIP

This scholarship is used to assist worthy students who are meeting the financial obligations of their program, in part, through employment.

WEBB SCHOLARSHIP

This scholarship is presented to two exceptional sophomore students who display financial need as well as outstanding academic and clinical promise as nurses.

MINORITY HEALTH PROFESSIONS EDUCATION FOUNDATION /REGISTERED NURSE EDUCATION SCHOLARSHIP PROGRAM

This scholarship program is designed to increase the number of appropriately trained professional nurses, to encourage underrepresented minorities to pursue the nursing profession, and to encourage professional nurses to practice direct patient care in medically underserved areas of California. Scholarships are awarded to nursing students throughout the state of California.

MAXWELL/MARTIN LOAN FUND

This loan fund is available to graduate students for assistance with tuition and fees, and is awarded on the basis of demonstrated financial need and/or scholastic achievement. It was established in honor of the late R. Maureen Maxwell, RN, Ed.D., emeritus professor and former director of the graduate division of the School of Nursing; and in honor of the late Dorothy M. Martin, RN, Ph.D., former professor of physiology and nursing research at Loma Linda University School of Nursing.

Student Life

The information on student life contained in this BULLETIN 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.

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 the 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:

- his/her academic performance is below standard;
- s/he neglects other student duties;
- his/her social conduct is unbecoming; or
- his/her attitudes demonstrate deficiencies such as poor judgment, moral inadequacy, or other forms of immaturity.

Procedures for evaluation of student academic and nonacademic performance—as well as for the student to exercise his/her right of appeal—are described in each School's section of the *Student Handbook*. Grievances regarding both academic and nonacademic matters must be processed in accordance with the grievance procedures set forth in the *Student Handbook*. Subsequent to a student's filing 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—

- cosmopolitan, in that historically the University's global mission has promoted bonds and opportunities in education and service without regard to sex, national or racial origin, or geographical origin; and
- comprehensive, in that the University's concern for the welfare of the student traditionally has been an integrated concern for assisting the student in balanced development.

Loma Linda University offers opportunities for students to complement their formal learning through participation in a wide variety of recreational, cultural, and other activities which can enrich their group interaction and leadership experiences, increase their interests in fields outside their profession, develop their talents, and enhance wholesome and memorable association with others.

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

SPIRITUAL HEALTH

Opportunities for personal development and spiritual enrichment are provided in the regular schedule of religious exercises and activities and in informal association with others who cherish spiritual values.

SOCIAL HEALTH

Situated within easy access of the ocean, mountains, and desert, the University provides numerous opportunities for social and recreational activities. A variety of University-, School-, and group-sponsored events encourage students to relax and become better acquainted with one another.

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 made to interest each student in some recreational and health-building activity that may be carried over to enhance future life.

The Drayson Center

The Drayson Center, Loma Linda University's recreation and wellness center, provides state-of-the-art fitness facilities. It includes a 21,000-square-foot multipurpose gymnasium, which houses three full-size basketball courts, five volleyball courts, and nine badminton courts. Circling the gymnasium's inside perimeter is a three-lane, elevated, rubberized 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 large, ten-lane lap pool is designed to accommodate scuba diving classes. 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. Included in the complex are a lighted, six-court tennis facility; a 400,000-square-foot multi-use 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 "classicize" aerobics, scuba diving, tennis, weight training, abdominal workout, karate, Tai-chi, photography, and basic calligraphy. Physical and nutritional assessments are also available.

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. LLSAP clinicians will develop a treatment plan that may include free short-term counseling. If more extensive treatment is appropriate, clients are 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. LLSAP clinicians will not release information without the written consent of the student, with the exception of matters that fall under mandatory reporting laws.

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: Monday through Wednesday 8 a.m.-5 p.m.; Thursday 8 a.m.-8 p.m.; Friday 8 a.m.-1 p.m. Additional appointments times may be available upon request.

All LLSAP services are free of charge.

UNIVERSITY STUDENT/FAMILY COUNSELING CENTER

The University Counseling Center offers a variety of confidential services to students and their families, including: individual, premarital,

marital, family, and group counseling regarding issues of adjustment, anxiety, depression, etc.; skills in time management, studying, and test-taking; and 24-hour emergency crisis intervention. The center is located at 11374 Mountain View Avenue, Loma Linda. Full-time students may receive up to nine free visits. Call 909/558-4505 to schedule an appointment or for more information.

TEACHING LEARNING CENTER

Academic life at this University is rigorous, and inefficient study skills can add to the stress and strain. The Teaching Learning Center works with students to develop the reading, writing, analytical, and study skills needed to succeed in professional education. The center offers three ABLE programs that will help students face academic challenges by:

- A ssessing learning style and reading skills.
- B reaking through in reading speed and comprehension.
- L earning analytical and memory techniques and skills.
- E nhancing ability to take tests and examinations.

If a student is having scholastic difficulties, the center will assess the student and tailor a program designed to increase and/or improve his/her reading speed and comprehension, writing clarity, analytical abilities, and other study skills—using the student's own course materials.

The center is located on campus in Evans Hall, room 207. There is no charge to the student for assessment and evaluation. The regular student tuition package does not include the TLC tuition. However, TLC tuition is lower than regular tuition. For additional information, please call 909/478-8625.

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. It 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 8 A.M.–5 P.M. Monday through Thursday and 8 A.M.–2 P.M. on Friday.

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 which 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 the Department of 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 provision only during open enrollment

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.

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.

An eligible student may buy Student Health Plan coverage benefits for his/her spouse and/or dependent child(ren). Eligible dependents are the spouse (residing with the insured student) and his/her never-married child(ren) under nineteen years of age, or never-married child(ren) under twenty-four years of age who are full-time student(s), or never-married children under twenty-seven years of age who are full-time graduate student(s).

If a new spouse or eligible dependent is added to the household of a covered student after the two-week enrollment period, then the student has a thirty-day grace period (after the wedding or after the birth, etc.) in which to buy coverage for the new spouse or new dependent; however, the coverage must be purchased for the entire quarter in which this new status occurred.

Buy-in rates per quarter are:

\$250	Part-time student
\$320	One dependent
\$600	Two or more dependents

Neither Student Finance nor the Department of 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 the Department of 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 following pre-existing-condition exclusion will apply:

This plan will not cover any medical condition, illness, or injury for which medical advice, diagnosis, care, or treatment was recommended or received by the student or patient during the six 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.

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

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

For local students the Student Health Plan covers only those prescriptions purchased through the Loma Linda Campus Pharmacy and/or the Loma Linda University Medical Center Pharmacy. The student co-pays \$10 for generic or \$20 for brand-name prescriptions; the Student

Health Plan covers the balance for up to a thirty-day supply per prescription.

The annual benefits apply per academic year, July 1 through June 30.

The Student Health Plan will pay medical expenses incurred subject to plan parameters to an annual limit of \$100,000.

Benefits are limited by the terms and conditions set forth in the Student Health Plan booklet. The booklet is available from the Loma Linda University Department of Risk Management. For additional health plan information, phone the Department of Risk Management at 909/558-4386.

MALPRACTICE INSURANCE

Students are covered by malpractice insurance while acting within the course and scope of any approved clinical assignment. All full-time students at Loma Linda University in any clinical educational program are covered by the Student Health Plan. This plan provides coverage twenty-four hours per day while the student is enrolled at the University. The Student Health Plan waives the deductible and co-payment for accidental injury for students in clinical rotation.

GOVERNING PRACTICES

Residence hall

The School 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 dean of students 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 University's dean of students.

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 give the Office of the Dean advance written notice in order to keep the School's records correct and up to date.

Professional apparel

Student uniforms 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. Students are to maintain their uniforms are to be maintained in

clean, presentable condition. Information on the required professional apparel is furnished by the School.

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 are provided by the School.

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.

Criminal background check

Some clinical affiliation sites require personal background checks on students; these checks must be completed thirty days prior to clinical placement. The checks can be processed through University Security. The student will be informed when a facility requests a background check and will be charged an appropriate fee.

Cars and transportation

Students are responsible for transportation arrangements and costs for off-campus assignments and clinical affiliations. All vehicles used to transport fellow students for off-campus assignments must be registered with Campus Safety and must have adequate public liability insurance—a minimum of \$100,000 bodily injury and property damage liability.

Student identification card

All students will be assigned University ID numbers and issued student ID cards. The University student ID card will be used for library, health, and other services.

In some cases, students are also required to have Medical Center ID badges. Information regarding this requirement can be obtained from the Office of the Dean of the School.

Substance abuse

Loma Linda University is committed to providing a learning environment conducive to the fullest possible human development. Because the University holds that a lifestyle that is drug, alcohol, and tobacco free is essential for achieving this goal, it maintains policies that seek a campus environment free of these substances. Students are expected to refrain from substance abuse while enrolled at the University. Substance abuse is considered to be any use of tobacco, alcohol, prescription or nonprescription drugs, or other mood-altering substance which impairs the appropriate functioning of the student. The School offers counseling and other redemptive programs to assist in the recovery from substance abuse. Continuation 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 expul-

sion and, if appropriate, notification of law-enforcement agencies for prosecution.

Sexual harassment

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being 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 can be found in the University *Student Handbook*, pp. 95-99.

Dismissal, grievance

Students who are involved in dismissal proceedings or who wish to file a grievance are referred to the grievance procedure as outlined—

1. in the Student Life section of this BULLETIN (see FROM UNIVERSITY TO STUDENT, par. 3);
2. in the School section of the *Student Handbook*.

Employment

It is recommended that students refrain from assuming work obligations that divert time, attention, and strength from the arduous task of training in their chosen career. A student wishing to work during the school year may petition for permission from the Office of the Dean. The decision of the Office of the Dean regarding such an employment request will be based on grades, class load, health, and School policy.

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 which 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 the 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 558-4978.

Residence hall clubs

The student residence hall clubs serve the cultural, social, and religious interests of the students who live in residence halls.

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

Students and faculty of the School of Nursing, after meeting eligibility requirements, may become members of the Gamma Alpha Chapter of Sigma Theta Tau, Incorporated, the international honor society for nursing.

HONORING EXCELLENCE

Awards

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.

LUCILE LEWIS AWARD

This award is presented annually to a junior student who has demonstrated outstanding clinical and academic performance in nursing practice.

RNBS AWARD

This award is presented to the senior registered nurse student who has demonstrated exceptional competence in scholarship and in the clinical practice of 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.

PRESIDENT'S AWARD

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.



Academic Policies and Practices

REGISTRATION

The student must register on the dates designated in the University calendar. Early registration is encouraged. The registration procedure includes planning course work with an adviser, recording registration information on forms furnished by the Office of University Records, completing requirements of the Student Health Service, having courses entered in the computer at the Office of University Records, obtaining financial clearance with the Student Finance Office, and having a student identification picture taken.

Late registration

Late registration is permitted only in case of a compelling reason. Late registration fees are charged after the first day of each quarter. No student may attend class without having registered. Registration must be completed within the first week of the quarter.

Withdrawal from a course(s)

Withdrawal from a course or courses must be authorized in writing. Forms for this purpose may be secured from the Office of University Records. Tuition will be refunded according to University policy.

Full-time status

An undergraduate student carrying 12 or more quarter units is considered to be a full-time student.

Course load

A student in good and regular standing may register for 16-17 quarter units of course work. Students of exceptional ability may register for additional units only with the consent of the associate dean for the undergraduate program. Correspondence, extension, and independent study constitute part of the student's course load.

Course change

A student may add, drop, or change courses during the first seven days of a quarter without academic or financial penalty. After that, students may withdraw from course work with penalties according to the deadlines published by the Office of University Records. Forms for changing courses may be obtained at the Office of University Records.

REGISTRATION CLASSIFICATION

Regular

The student who has satisfied all prerequisites and is registered for a standard curriculum

leading to a degree or certificate is a regular student. The regular student is subject to the academic standards and policies and pays the regular tuition rates.

Provisional

The student who is permitted to remove qualitative or quantitative deficiencies in order to qualify or requalify for regular standing is classified as a provisional student during the transition period. Courses are taken with consent of the associate dean for the undergraduate program, and tuition is paid at the regular rate.

Nondegree

A qualified individual may enroll for selected courses as a nondegree student with permission of the associate dean and if room is available in the course. No more than 12 units may be taken as a nondegree student. Tuition is paid at the regular rate for nondegree students.

Audit

Courses that are not laboratory courses may be taken for audit. Consent for enrollment as an auditor is subject to availability of classroom space. Tuition is paid at one-half the regular rate. The course taken for audit may not be converted to credit after the fourteenth day of the term, and the course cannot be repeated for academic credit.

ACADEMIC RESIDENCE

To qualify for an Associate in Science degree, the student must be in residence and take a minimum of 24 units; to qualify for a Bachelor of Science degree, the student must be in residence and take a minimum of 36 units while at senior status. A minimum of three clinical nursing courses is required as part of these units.

SCHOLASTIC STANDING

Grades and grade points

The following grades and grade points are used in this University.

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.
C-	1.7	Unsatisfactory performance for nursing courses and named cognates.
D+	1.3	
D	1.0	Minimum performance for which undergraduate credit is granted.
F	0.0	Failure, given for not meeting minimal 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 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 earned 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 unsatisfactory performance for a Credit by Examination. Does not count for any purpose.

Notations

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 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 VP for Academic Affairs.

In the case of nontraditionally scheduled courses, W will be given for withdrawal from a course prior to completion of eighty percent of the course, excluding the final examination period. Withdrawals during the first twenty 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 twenty percent of the course is completed.

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 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 the use of the petition form, the student requests an I grade 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 will then report the I grade on the grade-report form, as well as the grade which 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.

- IP In Progress, indicating 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, indicating 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 summer session. (This does not address short summer courses lasting only a week or two.)
- AUW Audit Withdrawal, given for withdrawing from the course or to indicate that the 80 percent class attendance requirement was not observed.

Course numbers

Courses numbered 001-099 are remedial and carry no college credit; 101-199 are freshman; 201-299, sophomore; 301-399, junior; 401-499, senior; 501-599, graduate; 601-699, graduate: seminar, research, thesis, or dissertation; 701-899, professional and clinical; 901-999, continuing education without academic credit.

A limited amount of 500-level course work may apply toward a baccalaureate degree, provided the instructor and the associate dean give permission. 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 ten class hours in lecture or thirty hours in laboratory practice (a ratio of 1:3).

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. A grade of C- or below places the student on provisional status and the course must be repeated.

Class preparation

Assignments are planned to require approximately two to three hours of preparation by the student for each hour of class.

Clinical laboratory

Laboratory assignment is under the direction of the instructor. In this assignment the student has supervised experience in the care of patients.

Attendance

Attendance at class, clinical laboratory, and chapel is expected. 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) may be made up at the discretion of the instructor. Chapel attendance records are part of the student's permanent record.

Percentage breakdown for grading

The undergraduate division of the School of Nursing uses the following percentages for computing grades:

93 -100%	A
90 - 92%	A-
87 - 89%	B+
84 - 86%	B
81 - 83%	B-
78 - 80%	C+
75 - 77%	C
70 - 74%	C-
67 - 69%	D+
61 - 66%	D
Below 61%	F

Repeating a course

Any nursing course or named cognate course taken 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. Named cognates are: developmental psychology, epidemiology, nutrition, sociology, and statistics. 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.

Change of grade

A grade may not be changed by the instructor except when an error has been made in computing or recording the grade. Such changes are acceptable up to the end of the following term.

SPECIAL COURSE WORK

The following special course work is subject to approval by the appropriate offices in the School of Nursing.

Directed study

With the approval of the teacher and the adviser, directed study courses may be available.

Continuing education

Continuing education does not carry academic credit.

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.

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" (page 27).

CLEP examinations

Scores at or above the 65th percentile on the general examinations and the 50th percentile on the subject examinations are required for college credit from College Level Examination Program (CLEP) examinations. Credit is not granted for the general examination in English composition or mathematics.

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.

Waiver of a required course

A student may request the waiver of a requirement by either taking an examination or demonstrating competence when prior course work or experience fulfills the requirement but does not qualify for transfer of credit. Forms to waive a requirement are available at the Office of the Associate Dean. A waiver does not reduce the credit-hour or residency requirements, does not carry academic credit, and may not be repeated.

TRANSFER CREDIT

Only academic course work with a minimum grade of C (2.0) will be accepted for transfer credit. Course descriptions or outlines will be required to determine the acceptability of a course or the amount of transfer credit to be granted for clinical nursing courses.

Lower-division credit

A maximum of 105 quarter units of lower-division credit will be accepted toward a Bachelor of Science degree.

Accredited schools and colleges

Credit is accepted from accredited schools of nursing.

Unaccredited colleges and international schools

Credit transferred from an unaccredited college is evaluated and accepted only after a student has earned 12 units of credit with a grade point average of C (2.0) or better at Loma Linda University. See further transcript information under "International Students."

Credit from foreign schools

Credit from foreign schools is given only for work that has been evaluated by the National Association of Credential Evaluation Services, Inc.

Armed forces schools

Credit for studies taken at a military service school is granted according to recommendations in the *Guide of the American Council on Education*. Appropriate documentation will be required.

Correspondence course work

Course work taken at an accredited school is ordinarily accepted for lower-division credit. Up to 16 quarter units of correspondence course work may apply toward a baccalaureate degree. Home Study International, Silver Spring, Maryland, is the officially affiliated correspondence school for Loma Linda University.

OUTGOING TRANSCRIPTS

The University provides transcripts to other institutions or to the student or graduate only upon the 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 BULLETIN, have been met.

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 shall be considered as making satisfactory progress as long as they maintain a C (2.0) G.P.A. and complete the requirements within the following time frame:

1st year	29 units
2nd year	48 units
3rd year	96 units
4th year	144 units
5th year	192 units

Standards of progress for VA students

If a student is receiving VA educational benefits and his/her cumulative grade point average (G.P.A.) remains below the graduation requirement of 2.0 for more than two consecutive terms, the student will not be certified for VA educational benefits until his/her academic status is restored to good standing.

Individualized program plan for students with a B.S. or B.A. degree

A student who has a G.P.A. of at least 3.0, has no provisional grades in the previous academic year, and has completed all cognate courses for his/her level may accelerate through the nursing program if there is room in the desired courses. The acceleration plan must be arranged with the associate dean. Students who have withdrawn from a nursing class or required cognate because of failure will not be permitted to accelerate. The student will be returned to the regular schedule the quarter immediately after the G.P.A. falls below 3.0.

Probation status and dismissal

A grade of C (2.0) is the minimum passing grade for nursing and required cognate courses. Required cognates include: developmental psychology, epidemiology, nutrition, sociology, and statistics. Each nursing course and/or required cognate in which a student receives a C- or below must be repeated. A nursing course may be repeated only once. A student with a C- or below in a nursing or required cognate is placed on probation.

A student on probation status will be required to take a directed study under the supervision of the Learning Assistance Program (LAP), have an assessment done at the Teaching Learning Center (TLC), and meet regularly scheduled appointments with an academic adviser. Students on probation status may take only one clinical nursing course at a time. When the course work has been repeated, the probation status is removed and the student is returned to regular status. Enrollment in clinical nursing courses will be terminated if a student receives two provisional grades in nursing or required cognates.

Reinstatement

A student terminated from clinical nursing courses for receiving a second provisional grade

may be considered for reinstatement by the Academic Review Committee after successfully completing the course work outlined by them. A third provisional grade will result in the student's termination from LLUSN.

School records

All official documents related to student progress in the curriculum are a part of the student record. These records are confidential and are available only for academic purposes to School of Nursing faculty and staff. Access to individual student records is available to the student upon written request by the student to the Office of the Associate Dean.

Grade reports

Under the Buckley amendment of the Family Educational Rights and Privacy Act (1974), students have full rights of privacy with regard to their academic records, including their grade reports.

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 138.0 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 president of 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.

STUDENT POLICIES

School of Nursing students are expected to adhere to the policies of the University as presented on pages 100-101 of the *Student Handbook* under the heading “Standards of Academic Conduct Policy.”

ACADEMIC DISCIPLINE APPEAL PROCESS

Appealing a grade

If a student wishes to contest a grade, s/he should discuss the grade first with the instructor, where appropriate; then with the lead teacher; and finally with the associate dean. If the student is not satisfied, s/he may then appeal in writing to the Academic Review Committee, whose decision is binding.

Dismissal from school for academic reasons

The Academic Review Committee may vote that a student be dismissed from the School on the basis of his/her overall academic performance. Specific deficiencies in academic performance which may result in the Academic Review Committee recommending that a student be dismissed from the School include:

- a. receiving more than two provisional grades in nursing and/or cognate courses taken while enrolled as a student on this campus,
- b. unsafe practice(s) in the clinical setting, and/or
- c. academic dishonesty.

Academic due process

Actions recommended by the Academic Review Committee other than dismissal from the School are not subject to appeal beyond the committee. Actions that are not subject to appeal include, but are not limited to, requiring a student to do remedial work (including repeating a course) in a course in which the student received a failing grade in either the theory or clinical portion.

If the Academic Review Committee recommends that a student be dismissed from the School, the following process will be followed:

1. The student will discuss the situation with the associate dean and request in writing that an appeals committee be called to consider his/her request. This request must be made within one academic quarter from the date of the action to dismiss the student from the School.
2. An ad hoc appeals committee—made up of two representatives from the associate, bachelor’s, and master’s degree programs in nursing—will hear the appeal. The student may present his/her appeal in person to the committee and may be accompanied to the meeting by an adviser from the nursing faculty—but not by family, friends, or legal counsel.

3. The Appeals Committee approves or disapproves the original decision, or makes additional or alternative recommendations.
4. The associate dean gives the student written notification of the committee’s decision.

Grievance

If the student feels s/he has a grievance, i.e., believes s/he can show that the decision to drop him/her from the School is unfair, the student may file a grievance, as follows:

1. The student *must file a grievance within one quarter* from the date on which the appeal was denied by the Appeals Committee. A grievance will not be reviewed if it is not filed within this time frame.

The grievance process is not available to individuals—

- who fail to achieve admission or readmission to the School, or
 - who take exception to the terms and conditions of admission or readmission.
2. The student requests that the dean appoint a grievance committee to evaluate the situation and to make a recommendation to the dean. This request must be presented in writing and must include pertinent information regarding the situation.
 3. The dean, upon receipt of a written petition for grievance, appoints a committee of three faculty members selected from faculty of the School who were not previously parties to the review of this case. The fourth, nonvoting faculty member, from the Academic Review Committee, is also selected by the dean to meet with the Grievance Committee. The Grievance Committee may interview the student, faculty, clinical faculty, or other individuals who may be knowledgeable about the situation.
 4. The committee renders a written recommendation to the dean upon completion of their review.
 5. After reviewing the findings and recommendations of the Grievance Committee, the dean makes a decision, which is final and binding. The student is notified of this decision in writing.

NONACADEMIC DISCIPLINE APPEAL PROCESS

Discipline

It is inevitable that a student’s *conduct* will come under question if the student:

- neglects nonacademic obligations or other student duties;
- displays social conduct that is unbecoming;
- demonstrates immaturity or deficiencies in judgment; and/or
- violates policies or regulations of the University and/or the School.

An illustrative list of the expectations regarding

student conduct can be found in Section Two of the Loma Linda University *Student Handbook*. Alleged student misconduct is subject to review by the School of Nursing to determine whether discipline is appropriate. Discipline may include dismissal.

When a student fails to observe the University or School of Nursing policies or regulations which govern nonacademic and nonclinical general conduct, the following discipline procedures are instituted:

1. Upon receipt by the associate dean or dean of a serious allegation of misconduct, a student may be suspended from the School, pending and during the immediate investigation of the allegations. Suspension shall mean that the student may not attend class, meet clinical appointments, attend campus events, or be present on campus without permission from the dean or designee.

The process for evaluating alleged misconduct follows:

2. The individual alleging the misconduct files a written allegation with the dean or the associate dean.
3. The dean or the associate dean then conducts an informal investigation. At the conclusion of this informal investigation, the dean or the associate dean (or designee):
 - decides that the allegations lack a substantive basis for further investigation; or
 - decides that there is a substantive basis to justify continuing the investigation, and refers the matter to the Student Conduct Committee (which is made up of faculty who are members of the Student Affairs Committee).

Student Conduct Committee

If the case is referred to the Student Conduct Committee, the committee takes the following steps:

1. The associate dean or the dean provides the committee with the allegations of misconduct and any other information pertaining to the alleged misconduct.
2. The Student Conduct Committee notifies the student in writing of the allegations and of the supporting information provided to the committee.
3. The Student Conduct Committee interviews the student, as well as those bringing the allegations. The student may appear before the committee in the meeting room with a representative from the faculty of the School of Nursing but may not be accompanied by family, friends, or legal counsel.

In addition, the committee may interview anyone else whom it determines can help clarify the merits of the allegations. The student may request that specific witnesses be allowed to appear before the committee in support of the student.

The student may present new information not previously submitted to the dean, the associate dean, or the Student Conduct Committee, if relevant to the allegations. It is the responsibility of the student to provide any new information

or witnesses to the committee at the time the Student Conduct Committee meets; failure to do so will constitute grounds for the committee to discontinue its investigation.

4. The Student Conduct Committee deliberates on its findings. Neither the student nor his/her representative may be present during the deliberations.
5. The Student Conduct Committee may conclude either that:
 - there is no substantive evidence of the alleged misconduct, and then recommend to the associate dean that the allegations be dismissed; or
 - the allegations are supported by substantive evidence of general (nonacademic and/or nonclinical) misconduct, and then recommend to the associate dean that the original discipline be upheld or that further disciplinary measures be instituted, up to and including dismissal.
6. The associate dean gives the student written notification of his/her decision.

Appeal concerning discipline

If the student wishes to appeal the associate dean's decision regarding discipline:

1. The student must submit the appeal in writing to the dean.
2. The dean takes the student's appeal and the Student Conduct Committee's recommendations for disciplinary action to an ad hoc appeals committee, which is chosen using the same process as outlined in "Appeals" under ACADEMIC DISCIPLINE APPEAL PROCESS.
3. The Appeals Committee, after reviewing the recommended disciplinary measure(s), may concur or may recommend a stricter but not a lesser level of sanction. Such recommendation is recorded in the minutes of the committee and transmitted to the dean.
4. The dean gives due consideration to the recommendation, though s/he is not bound by it, and then decides whether to impose the recommended sanction.
5. The dean gives the student written notification of the final decision.

Grievance

If the student feels that the appeals process has not resulted in a satisfactory or fair resolution, s/he may proceed to grievance by following the steps outlined for "Grievance," discussed under the heading ACADEMIC DISCIPLINE APPEAL PROCESS, with the following exception: The student *must file the petition regarding the grievance no later than one month after the date the discipline was to take effect.*

Following a review by the Grievance Committee and the dean's consideration of their recommendation, the action of the dean is final and binding.



III

THE PROGRAMS

Curricula

Undergraduate Program

Bachelor of Science Degree

Associate in Science Degree Option

Graduate Program in Nursing

CLINICAL OPTION

Master of Science Degree

Post-Master's Certificates

COMBINED-DEGREES PROGRAMS

Master of Science / Master of Public Health

Master of Science / Master of Arts

NURSING ADMINISTRATION OPTION

Master of Science Degree

Postbaccalaureate Certificate

Curricula

The sections that follow describe the undergraduate curricula offered by the School of Nursing (Bachelor of Science degree and Associate in Science degree option) and the graduate curriculum offered by the Graduate School, and list the courses for each. School of Nursing students are expected to operate under the general policies of the University and School and the specific policies of the 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.



Undergraduate Program

BACHELOR OF SCIENCE DEGREE

ASSOCIATE IN SCIENCE 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.

The undergraduate program begins with one preclinical year, which forms the general education and science base for nursing. This first year may be completed at any accredited college or university. Following six quarters of clinical instruction and 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 three 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 which foster collaboration in planning health care with the family and all members of the health care team.

LOMA LINDA UNIVERSITY SCHOOL OF NURSING

Undergraduate Program

Graduation Requirements

Bachelor of Science degree:
193 quarter units

Associate in Science degree:
138 quarter units

PREREQUISITES:

Intermediate Algebra (or H.S. Algebra II)
Introduction to Chemistry I & II (Organic, Biochemistry)
Anatomy and Physiology I & II
Introduction to Physics (or H.S. Physics)
Basic Medical Microbiology
Speech

Freshman English
General Psychology
Physical Education
Humanities or Religion

9 units
4 units
2 activity classes
8 units

YEAR	FALL	WINTER	SPRING
Sophomore	Fundamentals of Professional Nursing* Nursing Pathophysiology* Basic Nursing Skills/Health Assessment*	8 4 4	Psychiatric/Mental Health Nursing I* Nursing of the Older Adult* Religion* Developmental Psychology*
	16	16	8 4 2 2
Junior	Health Promotion across the Lifespan* Nursing of Adult/Aging Family I* Introduction to Sociology* Religion*	4 7 4 2	Nursing of Adult/Aging Client* Nutrition* Religion Nursing Pharmacology*
	17	16	16
Senior	Nursing Management Psychiatric Mental Health Nursing II Humanities	6 6 4	Nursing of Childbearing Family* Child Health Nursing* Statistics Community Health Nursing Ethics Religion Elective
	16	16	8 2 2 4
			Nursing of Adult/Aging Family II CC* Home Health Nursing* Professional Nursing Issues I* Religion* Epidemiology Humanities
			6 3 1 2 3 2
			Associate in Science degree awarded
			17
			Professional Nursing Practice Elective Clinical Nursing Research Professional Nursing Issues II Humanities
			6 4 2 4
			16
			Bachelor of Science degree awarded
			16

A minimum G.P.A. of 3.0 is required for all college course work.

Advancement to each succeeding level is dependent upon successful completion of all classwork shown for the preceding level.

*Courses must be completed for the A.S. degree.

COURSE REQUIREMENTS
BACHELOR OF SCIENCE

	Total Units Required
Scientific Inquiry and Analysis	44
Natural Sciences—32	
Anatomy and Physiology (8)	
Introduction to Organic Chemistry and Biochemistry (8)	
Medical Microbiology (5)	
Nursing Pathophysiology (4)	
Statistics (4)	
Epidemiology (3)	
Social Sciences—12	
General Psychology (4)	
Introduction to Sociology (4)	
Developmental Psychology (4)	
Communication Skills	13
Freshman English (9)	
Speech (4)	
Health and Well-being	5
Physical Education—1	
including two activity classes	
Nutrition—4	
Spiritual/Cultural	30
Religion—4 units per year of attendance at a Seventh-day Adventist college	
including Religion from General Education courses listed in section V (2)	
including Ethics	
including Relational [RELR]	
Humanities—14	
Including at least two areas from General Education courses listed in section V	
History, Literature, Language, Art, Music	
Elective	4
Nursing	97
TOTAL	193

COURSE REQUIREMENTS
ASSOCIATE IN SCIENCE OPTION

	Total Units Required
Scientific Inquiry and Analysis	37
Natural Sciences—25	
Anatomy and Physiology (8)	
Introduction to Organic Chemistry and Biochemistry (8)	
Medical Microbiology (5)	
Nursing Pathophysiology (4)	
Social Sciences—12	
General Psychology (4)	
Introduction to Sociology (4)	
Developmental Psychology (4)	
Communication Skills	13
Freshman English (9)	
Speech (4)	
Health and Well-being	5
Physical Education—1	
including two activity classes	
Nutrition—4	
Spiritual/Cultural	18
Religion—12	
Humanities—6	
Nursing	65
TOTAL	138

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)

The Success in Learning Individualized Pathway Program—SLIPP—is a bridge program to prepare disadvantaged students to be successful in regular baccalaureate nursing classes. These courses are open only to students accepted into the SLIPP program. SLIPP courses do not count toward a nursing major.

NSLP 101 Critical Thinking and Learning Strategies for Nursing (3)

Focuses on the development of critical thinking methods, learning strategies, and study skills important to success in nursing. Emphasizes application of critical thinking, nursing process, writing, study skills, and wholeness to nursing content and to student life.

NSLP 102 Introduction to Nursing (2)

Introduction to health care concepts, nursing roles, and medical terminology. Effective communication in nursing, including self-esteem and assertiveness training. Student observes an RN mentor working in the health care environment.

NSLP 103 Introduction to Math for Nursing (1)

A review of basic math, equivalent values, percent, ratio, and proportion applied to nursing situations and medication dosage. Computer-assisted instruction modules and a ninety-minute laboratory each week, utilized to assist students in developing the necessary skills in a supportive environment.

NSLP 104 Medical Terminology for Nursing (1)

Introduction to basic medical terminology by the study of prefixes, combining forms, and suffixes. Emphasis on understanding, interpreting, correct spelling of singular and plural forms, pronunciation, and correct usage in sentences of terms found in case studies and other reports.

NSLP 105 Introduction to Information Accessing and Computer Applications for Nursing (2)

Introduction to using library resources, computers, the internet, and computer applications for nursing. Accessing computerized databases and e-mail. Information gathered, selected, and organized for a research paper on a nursing topic.

COURSES

LOWER-DIVISION

SOPHOMORE YEAR

Prerequisite for admission to sophomore-level nursing courses: successful completion of the freshman-year courses.

NRSNG 214 Fundamentals of Professional Nursing (8)

Introduction to the profession of nursing, with emphasis on the basic health needs of the adult-client system. Exploration of historical, ethical, cultural, and legal aspects, as well as current issues in professional nursing/health care. Identification of stressors to the client system's flexible and normal lines of defense and lines of resistance. Supervised experience in the development of beginning nursing and decision-making skills through the application of nursing knowledge to individuals along the health-illness continuum.

NRSNG 215 Nursing Pharmacology (2)

Overview of the major drug classifications. Introduction to the therapeutic use of drugs in the maintenance and strengthening of the client-system lines of resistance and defense.

NRSNG 216 Basic Nursing Skills and Health Assessment (4)

Introduction to the basic skills required to assess, maintain, and strengthen client lines of resistance and defense. Supervised practice in therapeutic communication skills; assisting client systems with personal hygiene, self-care functions, safety, and comfort measures; and assessing client-system variables and environmental stressors that impact the client system. Introduction to client teaching and to normal patterns of coping.

NRSNG 217 Psychiatric Mental Health Nursing I (6)

Introduction to the care of client systems exhibiting psychiatric mental-health symptoms related to impaired lines of defense or resistance. Emphasis on primary, secondary, and tertiary interventions to strengthen lines of defense/resistance for the client.

Prerequisite: NRSNG 214, 216.

NRSNG 218 Nursing of the Adult and Aging Client (8)

Emphasis on the holistic nature of the adult/aging client system in response to acute, short-term stressors. The nursing process used 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: NRSNG 214, 216.

NRSNG 219 Nursing of the Older Adult (4)

Focuses on older client systems experiencing normal aging. Examines age-related stressors to client variables—physiological, psychological, sociocultural, developmental, and spiritual. Guided learning experiences in nursing care of the older client in a variety of settings.

Prerequisite: NRSNG 214, 216.

NRSG 224 Nursing Pathophysiology (4)

Overview of the physiological function of a client system under stress, the common stressors that threaten system stability/integrity, and the consequences that result to the individual whose lines of resistance and defense are breached. Foundation for understanding the rationale behind assessment findings and nursing intervention.

NRSG 299 Directed Study (1-8)

Opportunity for clinical learning in a selected area of nursing.

Prerequisite: Consent of the instructor and the associate dean.

COURSES

UPPER-DIVISION

JUNIOR YEAR

Prerequisite for admission to junior-level nursing courses: successful completion of the sophomore-year nursing courses.

NRSG 314 Nursing of the Childbearing Family (6)

Emphasis on primary prevention strategies that promote optimal wellness for the mother and neonate and on identification of stressors that influence the family's normal lines of defense. Application of 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, socio-cultural, developmental, and spiritual variables of the client system.

NRSG 316 Health Promotion across the Lifespan (4)

Prepares the student to promote optimal wellness throughout the lifespan. Examines the impact of common lifespan stressors on students, clients, and family systems. Primary preventions—including theories of behavior change, motivation, and health education—applied to strengthen lines of defense.

NRSG 317 Nursing of the Adult and Aging Family I (7)

A continuation of NRSG 218 Nursing of the Adult and Aging Client. Exploration of relationships among client-system variables in the development of primary, secondary, and tertiary interventions for chronic stressors which require comprehensive nursing care. Guided practice in caring for the adult client system in a variety of community settings.

Prerequisite or concurrent: NRSG 217.

NRSG 318 Nursing of the Adult and Aging Family II (6)

Study of and participation 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. Emphasis on 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 317.

NRSG 319 Seminar in Home Health Nursing (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.

NRSG 321 Professional Nursing Issues I (1)

Issues relating to entry into nursing practice. Client-system management, legal issues, cost containment, and beginning quality improvement. Preparation for licensure

NRSG 336 Transition to Professional Nursing (3)

Issues and concepts associated with the evolving profession of nursing. Introduction to the Neuman model of nursing practice. Utilization of individualized learning experiences that build on the application of knowledge gained from past experience. Limited to RNs returning for B.S. degree.

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/development of learning objectives. Design of 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.

SENIOR YEAR

Prerequisite for admission to senior-level nursing courses: successful completion of the sophomore- and junior-year nursing 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 Psychiatric Mental Health Nursing II (6)

Delivery of 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. Case management strategies and psychoeducational interventions practiced. Clinical experience directed toward optimizing lines of defense and resistance for families, groups, and communities.

NRSG 416 Community Health Nursing (8)

Focus on the optimal wellness of the community as client. Intervention strategies emphasizing primary, secondary, and tertiary prevention with micro-/macroclient systems. Skills developed 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)

Synthesis of knowledge and skills needed to protect and promote intact lines of resistance and defense of individuals, families, and groups. Preceptored clinical experience chosen by the student, who develops personal learning objectives under the guidance of the instructor.

NRSG 421 Professional Nursing Issues II (2)
Current issues regarding the baccalaureate nurse's responsibility to the nursing profession and society.

NRSG 429 Clinical Nursing Research (4)
Preparation of 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 499 Directed Study (1-8)
Opportunity for clinical experience in a selected area of nursing.

Prerequisite: Consent of the instructor and the associate dean.



Graduate Program

CLINICAL OPTIONS

MASTER OF SCIENCE DEGREE
POST-MASTER'S CERTIFICATES

COMBINED-DEGREES PROGRAMS

MASTER OF SCIENCE /MASTER OF PUBLIC HEALTH
MASTER OF SCIENCE /MASTER OF ARTS

NURSING ADMINISTRATION OPTIONS

MASTER OF SCIENCE DEGREE
POSTBACCALAUREATE CERTIFICATE

A curriculum leading to a Master of Science degree with preparation for advanced nursing practice or nursing administration is offered through the Graduate School of Loma Linda University. Options available for advanced nursing practice are outlined below.

In graduate education, the student has opportunity for the intense pursuit of knowledge in a chosen field of interest. Teaching focuses on attainment of knowledge and development of advanced intellectual, clinical, leadership, and investigative skills.

CLINICAL OPTIONS

The following clinical options are available within the graduate program in nursing:

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Nurse Practitioner
- Pediatric Critical Care Nurse Practitioner
- Neonatal Critical Care Nurse Practitioner
- Adult and Aging Family
- Growing Family
- School Nursing

COMBINED-DEGREES PROGRAMS

Two Combined-Degrees Programs are available in the graduate program in nursing:

- *Advanced practice nursing (M.S.) and public health (M.P.H.)*
- *Advanced practice nursing (M.S.) and biomedical and clinical ethics (M.A.)*

NURSING ADMINISTRATION OPTIONS

The administration options prepare nurses for leadership in organizational settings. Convenient class scheduling allows students to complete the program on a full-time or part-time basis. Core nursing courses are scheduled in late afternoons to accommodate working nurses. Applications may be initiated throughout the year.

A minimum of 53-68 quarter units is required to complete the program. Ideally the sequence begins in the Autumn Quarter but may commence any term during the year.

ADMISSION TO GRADUATE PROGRAM

Admission requirements

The following criteria are considered for admission to the graduate 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 before beginning graduate study. One year of experience as a registered nurse is required to enter nursing administration. A minimum of one year of experience in critical care is a prerequisite to beginning the sequence of specialty courses in neonatal and pediatric critical care.
7. An A.S. degree or diploma in nursing from an accredited program and a B.S. or B.A. degree in another field can qualify the applicant for admission to the graduate program in nursing after s/he takes 37 quarter units of approved upper-division clinical nursing courses that include at least 8 quarter units of community health nursing with field experience. Many courses may be challenged.

PROGRAM REQUIREMENTS

Grades

A minimum G.P.A. of 3.00 must be maintained in all work taken for the degree and in the nursing major.

Thesis option

The student has the option of completing a thesis within the curriculum for the master's degree. The decision is made in consultation with the student's adviser.

Candidacy

Students are eligible for candidacy after completing 24 units of required graduate course work.

Examination

A comprehensive written examination is required. The examination must be taken before enrolling in the last 8 units of the program.

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 BULLETIN under which they enter the Graduate School.

General requirements

For information about requirements and practices to which all graduate students are subject, the student should consult the Policies and General Regulations section of the Graduate School BULLETIN.

CORE COURSE REQUIREMENTS

For the Master of Science degree in nursing, the student must complete 53-68 quarter units. Elective courses are selected in consultation with the student's adviser. The following courses are required of all students:

NRSG 507	Theory Development	(2)
NRSG 508	Nursing in Community Systems	(2)
NRSG 515	Health Policy: Issues and Process	(3)
NRSG 604	Nursing in Family Systems	(3)
NRSG 681, 682	Research Methods I, II	(3, 2)
STAT 514	Intermediate Statistics for Health- Science Data	(3)
RELE 524	Christian Bioethics	(3)

Students who choose the thesis option take:

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

CLINICAL OPTIONS

The clinical options in nursing prepare nurse specialists who have advanced nursing knowledge, clinical expertise, and functional preparation. Clinical options are offered in eight areas.

NOTE:

A single asterisk (*) indicates a course that is offered alternate years.

Double asterisks (**) indicate that a clinical option 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 sick adults—with consultation, collaboration, and supervision by primary-care physicians and nursing faculty. The curriculum prepares the student to be certified by the state of California and the American Nurses Association as a nurse practitioner.

Clinical focus

*NRSG 624	The Adult and Aging Family I	(2)
NRSG 651	Advanced Physical Assessment	(3)
*NRSG 561	Adult Primary Health Care I	(4)
*NRSG 562	Adult Primary Health Care II	(7)
*NRSG 563	Adult Primary Health Care III	(7)
*NRSG 564	Adult Primary Health Care IV	(6)
*NRSG 565	Adult Primary Health Care V	(4)

Required courses

PHSL 533	Physiology I	(4)
NRSG 544	Teaching and Learning Theory	(3)
NRSG 547	Management: Principles and Practices	(3)
NRSG 555	Pharmacology in Advanced Practice	(3)

ADULT NURSE PRACTITIONER

POST-MASTER'S CERTIFICATE (36 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.

Prerequisite: Graduate-level physiology and advanced physical assessment.

Required courses

NRSG 604	Nursing in Family Systems (may be challenged)	(3)
NRSG 555	Pharmacology in Advanced Practice	(3)
RELE 524	Christian Bioethics	(3)
NRSG 561	Adult Primary Health Care I	(4)
NRSG 562	Adult Primary Health Care II	(7)
NRSG 563	Adult Primary Health Care III	(7)
NRSG 564	Adult Primary Health Care IV	(6)
NRSG 565	Adult Primary Health Care V	(4)

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 sick families—with consultation, collaboration, and supervision by family practice physicians and nursing faculty. The curriculum prepares the student to be certified by the state of California and the American Nurses Association as a nurse practitioner.

Clinical focus

NRSG 651	Advanced Physical Assessment	(3)
NRSG 652	Family Primary Health Care I	(5)
NRSG 653	Family Primary Health Care II	(7)
NRSG 654	Family Primary Health Care III	(7)
NRSG 655	Family Primary Health Care IV	(8)
NRSG 656	Family Primary Health Care V	(4)

Required courses

PHSL 533	Physiology I	(4)
NRSG 544	Teaching and Learning Theory	(3)
NRSG 547	Management: Principles and Practices	(3)
NRSG 555	Pharmacology in Advanced Practice	(3)

FAMILY NURSE PRACTITIONER

POST-MASTER'S CERTIFICATE (39)

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.

Prerequisite: Graduate-level physiology and advanced physical assessment.

Required courses

NRSG 604	Nursing in Family Systems (may be challenged)	(3)
NRSG 555	Pharmacology	(3)
RELE 524	Christian Bioethics	(3)
NRSG 652	Family Primary Health Care I	(5)
NRSG 653	Family Primary Health Care II	(7)
NRSG 654	Family Primary Health Care III	(7)
NRSG 655	Family Primary Health Care IV	(8)
NRSG 656	Family Primary Health Care V	(4)

PEDIATRIC NURSE PRACTITIONER (M.S.)

(67units)

The *Pediatric Nurse Practitioner* clinical option prepares the nurse to exercise independent judgment in assessment, supervision, and management of sick children—with consultation, collaboration, and supervision by pediatric practice physicians and nursing faculty. The curriculum prepares the student to be certified by the state of California and the American Nurses Association as a nurse practitioner.

Clinical focus

*NRSNG 645	Growing Family I	(2)
NRSNG 651	Advanced Physical Assessment	(3)
*NRSNG 551	Pediatric Primary Health Care I	(4)
*NRSNG 552	Pediatric Primary Health Care II	(6)
*NRSNG 553	Pediatric Primary Health Care III	(8)
*NRSNG 554A	Pediatric Primary Health Care IV	(6)
*NRSNG 554B	Pediatric Primary Health Care V	(4)

Required courses

PHSL 533	Physiology I	(4)
NRSNG 544	Teaching and Learning Theory	(3)
NRSNG 547	Management: Principles and Practices	(3)
NRSNG 555	Pharmacology in Advanced Practice	(3)

PEDIATRIC NURSE PRACTITIONER**POST-MASTER'S CERTIFICATE (36 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 become certified by the Board of Registered Nursing as a nurse practitioner in the state of California.

Prerequisite: Graduate-level physiology and advanced physical assessment.

Required courses

NRSNG 604	Nursing in Family Systems	(2)
or		
*NRSNG 645	Growing Family I (may be challenged)	(2)
NRSNG 555	Pharmacology in Advanced Practice	(3)
RELE 524	Christian Bioethics	(3)
*NRSNG 551	Pediatric Primary Health Care I	(4)
*NRSNG 552	Pediatric Primary Health Care II	(6)
*NRSNG 553	Pediatric Primary Health Care III	(8)
*NRSNG 554A	Pediatric Primary Health Care IV	(6)
*NRSNG 554B	Pediatric Primary Health Care V	(4)

PEDIATRIC CRITICAL CARE CNS/**NURSE PRACTITIONER (M.S.)** (67units)**

The *Pediatric Critical Care Nurse Practitioner* clinical option specializes in the theory and practice of pediatric intensive-care nursing. The curriculum prepares the nurse to exercise independent judgment in assessment, supervision, and management of sick children—with consultation, collaboration, and supervision by pediatric intensivists and nursing faculty. Working with families, the nurse will fill the role of consultant and educator. The curriculum prepares the student to be certified by the state of California as a nurse practitioner.

Clinical focus

*NRSNG 645	Growing Family I	(2)
*NRSNG 641	Pediatric Critical Care I	(4)
*NRSNG 642	Pediatric Critical Care II	(6)
*NRSNG 643	Pediatric Critical Care III	(8)
*NRSNG 644	Pediatric Critical Care IV: Practicum	(13)

Required courses

PHSL 533	Physiology I	(4)
NRSNG 544	Teaching and Learning Theory	(3)
NRSNG 547	Management: Principles and Practices	(3)
NRSNG 555	Pharmacology in Advanced Practice	(3)

PEDIATRIC CRITICAL CARE CNS/**NURSE PRACTITIONER****POST-MASTER'S CERTIFICATE (36 units)**

The *Pediatric Critical Care 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 by the Board of Registered Nursing as a nurse practitioner in the state of California.

Prerequisite: Graduate-level physiology and pharmacology.

Required courses

*NRSNG 645	Growing Family I	(2)
RELE 524	Christian Bioethics	(3)
*NRSNG 641	Pediatric Critical Care I	(4)
*NRSNG 642	Pediatric Critical Care II	(6)
*NRSNG 643	Pediatric Critical Care III	(8)
*NRSNG 644	Pediatric Critical Care IV: Practicum	(13)

NEONATAL CRITICAL CARE CNS/****NURSE PRACTITIONER (M.S.) (67 units)**

The *Neonatal Critical Care Nurse Practitioner* clinical option specializes in the theory and practice of neonatal intensive-care nursing. The curriculum prepares the nurse to exercise independent judgment in assessment, supervision, and management of sick newborns—with consultation, collaboration, and general supervision of neonatologists and nursing faculty. Working with families, the nurse will fill the role of consultant and educator. The curriculum prepares the student to be certified by the state of California and the American Nurses Association as a nurse practitioner.

Clinical focus

*NRSNG 645	Growing Family I	(2)
*NRSNG 619	Neonatal Critical Care I	(4)
*NRSNG 620	Neonatal Critical Care II	(6)
*NRSNG 621	Neonatal Critical Care III	(8)
*NRSNG 622	Neonatal Critical Care IV: Practicum	(13)

Required courses

PHSL 533	Physiology I	(4)
NRSNG 544	Teaching and Learning Theory	(3)
NRSNG 547	Management: Principles and Practices	(3)
NRSNG 555	Pharmacology in Advanced Practice	(3)

**NEONATAL CRITICAL CARE CNS/
NURSE PRACTITIONER
POST-MASTER'S CERTIFICATE** (36 units)

The *Neonatal Critical Care 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 by the California Board of Registered Nursing as a nurse practitioner in the state of California.

Prerequisite: Graduate-level physiology and pharmacology.

Required courses

*NRSNG 645	Growing Family I	(2)
RELE 524	Christian Bioethics	(3)
*NRSNG 619	Neonatal Critical Care I	(4)
*NRSNG 620	Neonatal Critical Care II	(6)
*NRSNG 621	Neonatal Critical Care III	(8)
*NRSNG 622	Neonatal Critical Care IV: Practicum	(13)

ADULT AND AGING FAMILY (M.S.) (53 units)

The *Adult and Aging Family* clinical option prepares students for a variety of leadership roles in nursing, including clinical specialization and teaching. Clinical and theoretical content focuses on adult and aging clients and families. The program offers opportunities to develop knowledge and expertise for advanced practice in oncology nursing, coronary-care nursing, and gerontological nursing. The curriculum includes preparation for certification by the American Nurses Association as a clinical nurse specialist in either medical-surgical nursing or gerontological nursing after completing the required practice hours.

Clinical focus

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

Required courses

PHSL 533	Physiology I	(4)
NRSNG 547	Management: Principles and Practices	(3)

Teaching option

NRSNG 544	Teaching and Learning Theory	(3)
*NRSNG 545	Teaching Practicum	(3)
*NRSNG 546	Curriculum Development in Higher Education	(3)

Advanced practice option

NRSNG 544	Teaching and Learning Theory	(3)
PHSL 534	Physiology II	(3)

GROWING FAMILY (M.S.) (53 units)

The *Growing Family* clinical option prepares students for a variety of leadership roles in nursing, including clinical specialization and teaching. 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 preparation for certification by the American Nurses Association as a child and adolescent nurse specialist or as a maternal-child health nurse specialist after completing the required practice hours.

Clinical focus

*NRSNG 645	Growing Family I	(3)
*NRSNG 646	Growing Family II	(3)
*NRSNG 617	Clinical Practicum: Growing Family	(3)
NRSNG 651	Advanced Physical Assessment	(3)

Required courses

NRSNG 547	Management: Principles and Practices	(3)
PHSL 533	Physiology I	(4)

Teaching option

NRSNG 544	Teaching and Learning Theory	(3)
*NRSNG 545	Teaching Practicum	(3)
*NRSNG 546	Curriculum Development in Higher Education	(3)

Advanced practice option

NRSNG 544	Teaching and Learning Theory	(3)
PHSL 534	Physiology II	(3)

SCHOOL NURSING (M.S.) (53 units)

Public health nursing certificate required.

The *School Nursing* clinical option prepares students to meet both the requirements for a health services (school nurse) credential issued by the state of California and a Master of Science degree. It builds on the content of the baccalaureate degree and has a strong emphasis in advanced nursing theories, cultural and behavioral concepts, research, and nursing issues. The role of the school nurse encompasses a broad range of activities, including health-promotion education, illness prevention and detection, counseling and guidance, and specialized health services to students and their families.

Prerequisite: EDPC 460 Exceptional Child (or equivalent) (3).

Clinical focus

*NRSNG 512	School Nursing Services (prerequisite: audiometry certification)	(4-6)
NRSNG 544	Teaching and Learning Theory	(3)
*NRSNG 645	Growing Family I	(3)
*NRSNG 646	Growing Family II	(3)
*NRSNG 546	Curriculum Development in Higher Education	(3)
NRSNG 547	Management: Principles and Practices	(3)
NRSNG 651	Advanced Physical Assessment	(3)

COMBINED-DEGREES PROGRAMS**ADVANCED PRACTICE NURSING (M.S.)
AND PUBLIC HEALTH (M.P.H.) (79-80 units)**

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 which 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 both the School of Nursing and the Graduate School.

GROWING FAMILY (53)

OR

ADULT AND AGING FAMILY (53)

NRSNG 507	Theory Development	(2)
NRSNG 508	Nursing in Community Systems	(2)
NRSNG 515	Health Policy: Issues and Process	(3)
*NRSNG 546	Curriculum Development in Higher Education	(3)
NRSNG 547	Management: Principles and Practice	(3)
NRSNG 604	Nursing in Family Systems	(3)
NRSNG 651	Advanced Physical Assessment	(3)
NRSNG 681	Research Methods I	(3)
NRSNG 682	Research Methods II	(2)
PHSL 533	Physiology I	(4)
RELE 524	Christian Bioethics or other religion course	(3)

Advanced Practice Nursing*either*

*NRSNG 624	Adult and Aging Family I	(3)
*NRSNG 626	Adult and Aging Family II	(3)
*NRSNG 628	Clinical Practicum: Adult and and Aging Family	(3)

or

*NRSNG 645	Growing Family I	(3)
*NRSNG 646	Growing Family II	(3)
*NRSNG 617	Clinical Practicum: Growing Family	(3)

Electives from nursing (4)

Selectives from Public Health:

STAT 514	Intermediate Statistics for Health-Science Data	(3)
HPRO 535	Health Education Program Administration	(3)
HPRO 538	Health Education Program Development	(3)

PUBLIC HEALTH EDUCATION (52)

ENVH 509	Principles of Environmental Health	(3)
EPDM 509	Principles of Epidemiology I	(3)
HADM 509	Principles of Administration	(3)
HPRO 509	Health Behavior Change	(3)
RELE 534	Ethical Issues in Public Health	(3)
SHCJ 605	Philosophy of Public Health	(1)
STAT 509	General Statistics	(4)
	or	
STAT 514	Intermediate Statistics for Health Science	(3)

Health Education

HPRO 535	Health Education Program Administration	(3)
HPRO 536	Program Planning and Evaluation	(3)
HPRO 538	Health Education Program Development	(3)
HPRO 539	Issues in Health Education	(2)
HPRO 589	Qualitative Research Methods	(3)
NUTR 509	Public Health Nutrition or	
NUTR 534	Maternal and Child Nutrition	(3)
	or	
NUTR 536	Nutrition and Aging	(2 +1) (with 1 unit independent study)
HPRO 695	Community Practice: Field Experience	(3)
	Nursing Selectives	(12-13)

**ADVANCED PRACTICE NURSING (M.S.)
AND BIOMEDICAL AND CLINICAL
ETHICS (M.A.) (78 units)**

The M.S./M.A. combined-degrees program in *advanced practice nursing and biomedical and clinical ethics* is designed to facilitate more efficient completion of two graduate degrees for students with strong interest both in 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, in biomedical and clinical ethics and the M.S. degree in nursing programs.

GROWING FAMILY (53)

OR

ADULT AND AGING FAMILY (53)

NRSNG 507	Theory Development	(2)
NRSNG 508	Nursing in Community Systems	(2)
NRSNG 515	Health Policy: Issues and Process	(3)
NRSNG 544	Teaching and Learning Theory	(3)
*NRSNG 546	Curriculum Development in Higher Education	(3)
NRSNG 547	Management: Principles and Practice	(3)
NRSNG 604	Nursing in Family Systems	(3)
NRSNG 651	Advanced Physical Assessment	(3)
NRSNG 681	Research Methods I	(3)

NRSG 682	Research Methods II	(2)
PHSL 533	Physiology I	(4)
STAT 514	Intermediate Statistics	(3)

Advanced Practice Nursing*either*

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

or

*NRSG 645	Growing Family I	(3)
*NRSG 646	Growing Family II	(3)
*NRSG 617	Clinical Practicum: Growing Family	(3)

Electives from biomedical and clinical ethics (10)

Biomedical and Clinical Ethics (48)

RELG 504	Research Methods	(4)
RELE 554	Clinical Intensive I	(4)
RELE 555	Clinical Intensive II	(4)
RELE 577	Theological Ethics	(4)
RELE 588	Philosophical Ethics	(4)
RELE 624	Scripture and Ethics	(4)
RELE 524	Christian Bioethics	(4)
RELE 548	Christian Social Ethics	(4)

Electives in religion or ethics (3)

Electives in nursing (13)

NURSING ADMINISTRATION OPTIONS**NURSING MANAGEMENT POST-BACCALAUREATE CERTIFICATE (28)**

The postbaccalaureate certificate program in *Nursing Management* is designed for the nurse with a baccalaureate degree who is interested in a career in nursing management.

Admission requirements

The following are admission requirements for the program:

1. Current employment in a first-level or middle-management position, or employment in a nursing management position for at least two of the past five years.
2. Current California nurse licensure.
3. Baccalaureate degree with a major in nursing, with a cumulative G.P.A. of 3.0.

Required courses

NRSG 507	Theory Development	(2)
NRSG 515	Health Policy: Issues and Process	(3)
NRSG 547	Management: Principles and Practice	(3)
HADM 514	Health Care Economics	(3)
or		
HADM 564	Health Care Finance	(3)
HADM 528	Organizational Behavior in Health Care	(3)
HADM 541, 542	Financial Accounting of Health Care Organizations I, II	(3, 3)
RELE 524	Christian Bioethics	(3)

Electives

Electives may be chosen in the areas of marketing, finance, legal and regulatory issues, and economics.

Nursing administration (M.S.) option

Upon completion of the certificate program, the student may apply for acceptance into the M.S. degree program in nursing administration. Courses completed with a grade of B or higher will apply toward the M.S. degree.

NURSING ADMINISTRATION (M.S.) (53)

The master of science degree *Nursing Administration* option prepares nurses for leadership in a variety of organizational settings. The curriculum draws from the practice of nursing, management and related fields, and includes administration, research, and clinical components.

Administration focus

NRSG ___	Clinical course	(3)
*NRSG 541	Nursing Administration Practicum I	(3)
*NRSG 542	Nursing Administration Practicum II	(3)
NRSG 547	Management: Principles and Practice	(3)

Required courses

HADM 541, 542	Financial Accounting of Health Care Organizations I, II	(3, 3)
HADM 528	Organizational Behavior in Health Care	(3)
HADM 514	Health Care Economics	(3)
or		
HADM 564	Health Care Finance	(3)

COURSES

NRSG 507 Theory Development (2)

Includes the components of theory and the process and progress of theory development in nursing. Explores the relationship of theory to nursing practice and research. Examines conceptual models in nursing for their application and value in practice.

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. Functions of assessment, planning, intervention, and assurance in providing advanced practice nursing to populations at risk.

NRSG 509 Guided Study (1-6)

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. Methods of implementation and evaluation examined 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 (3)

Examines the impact of the sociopolitical system. Current trends and issues affecting 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 541, 542 Nursing Administration Practicum I, II (3, 3)

Observation and practice in selected levels of nursing administration.

Prerequisite: NRSG 543; HADM 528 or equivalent; 6 quarter units of clinical nursing.

NRSG 544 Teaching and Learning Theory (3)

Exploration of the components of the teaching-learning process. Opportunity provided for students to practice specific teaching strategies.

NRSG 545 Teaching Practicum (3)

Designed to assist the student in developing the ability to teach nursing in the clinical area of choice. Emphasis on the nurse-teacher as facilitator of learning. Integration of knowledge and skills related to educational methodology and clinical nursing. Practice in teaching students in clinical and classroom settings.

Prerequisite or concurrent: NRSG 544, 546; 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)

Analysis of 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)

Introduction to the problem-oriented approach to assessment and diagnosis. Prepares the nurse practitioner student as primary-care clinician, evaluator, and educator through integration of the traditional nursing and nurse practitioner roles.

Prerequisite: NRSG 651.

NRSG 552 Pediatric Primary Health Care II (6)

Includes 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 551.

NRSG 553 Pediatric Primary Health Care III (8)

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 552.

NRSG 554A, 554B Pediatric Primary Health Care IV, V (6, 4)

Final course in the pediatric primary health care series, aimed at preparing the nurse practitioner student to function independently and collaboratively with other health professionals.

Prerequisite: NRSG 553.

NRSG 555 Pharmacology (3)

Overview of the major drug classifications and discussion of the therapeutic use of drugs in the maintenance and strengthening of the client system lines of resistance and defense.

NRSG 561 Adult Primary Health Care I (4)

Introduction to the problem-oriented approach to assessment and diagnosis. Prepares the nurse practitioner student as primary-care clinician, evaluator, and educator through integration of the traditional nursing and nurse practitioner roles.

Prerequisite: NRSG 651.

NRSG 562 Adult Primary Health Care II (7)

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 561.

NRSNG 563 Adult Primary Health Care III (7)

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: NRSNG 562.

NRSNG 564, 565 Adult Primary Health Care IV, V (6, 4)

Final course in the adult primary health care series, aimed at preparing the nurse practitioner student to function independently and collaboratively with other health professionals.

Prerequisite: NRSNG 563.

NRSNG 604 Nursing in Family Systems (2, 3)

Concepts and theories guiding advanced nursing practice to families, including systems; stress and coping; role; change; family-assessment models. Clinical experience concurrent.

NRSNG 617 Clinical Practicum: Growing Family (3)

Designed to assist the student in developing expertise as a clinical specialist in a selected area of nursing practice, the Growing Family. Includes intensive clinical practice under the guidance of a preceptor.

Prerequisite: NRSNG 507, 604, 645, 646.

NRSNG 619 Neonatal Critical Care I (4)

Focuses on maternal conditions that affect the fetus/newborn during the perinatal period. Concepts and principles of genetics, embryology, growth and development, psychosocial aspects, and physiology/pathophysiology as they relate to the caregiver role of the clinical nurse specialist/practitioner.

Prerequisite: NRSNG 507, 604, 645.

NRSNG 620 Neonatal Critical Care II (6)

Focuses on the physiology of the well neonate and pathophysiology of the critically ill neonate. Concepts and principles of neonatal disease entities and disorders studied as they relate to clinical management strategies and the caregiver role of the clinical nurse specialist/practitioner.

Prerequisite: NRSNG 619.

NRSNG 621 Neonatal Critical Care III (8)

Prepares students for their management role as practitioner and clinical specialist, utilizing the theories and principles of nursing and medical management, problem solving, record keeping, and role definition.

Prerequisite: NRSNG 620.

NRSNG 622 Neonatal Critical Care IV: Practicum (13)

Synthesizes concepts, principles, theories, knowledge, and skills from the preceding advanced neonatal critical care nursing courses to the practice setting.

Prerequisite: NRSNG 621.

NRSNG 624 The Adult and Aging Family I (3)

Addresses concepts and theories relevant to nursing practice with adults who are experiencing/responding to health-related problems associated with an acute or chronic illness, or the aging process. Focuses on promoting effective individual and family coping. Clinical experience concurrent.

Prerequisite: NRSNG 507, 604.

NRSNG 626 The Adult and Aging Family II (3)

Focuses on the aging adult in the context of family and contemporary society. Issues related to the needs and care of elderly individuals, factors affecting their well-being, and the role of the nurse in promoting wellness both for the client and family. Clinical experience concurrent.

Prerequisite: NRSNG 624.

NRSNG 628 Clinical Practicum: Adult and Aging Family (3)

Designed to assist the student in developing expertise as a clinical specialist in a selected area of the adult and aging family. Includes intensive clinical practice under the guidance of a preceptor.

Prerequisite: NRSNG 626.

NRSNG 641 Pediatric Critical Care I (4)

Focuses on the physiology of the well infant/child and pathophysiology of the critically ill infant/child. Disease entities and disorders studied as they relate to clinical management strategies and the caregiver role of the clinical nurse specialist/practitioner.

Prerequisite: NRSNG 507, 604, 645.

NRSNG 642 Pediatric Critical Care II (6)

Nursing assessment and clinical management strategies for children with critical illness and trauma. Emphasis on understanding principles of pathophysiology, pharmacology, and nutrition; and the effect of critical illness on the family system.

Prerequisite: NRSNG 641.

NRSNG 643 Pediatric Critical Care III (8)

Prepares students for the roles of their practice domain: caregiver, educator, consultant, and researcher. Principles of nursing and medical management, problem solving, and record keeping applied. Opportunity for increasing clinical skill.

Prerequisite: NRSNG 642.

NRSNG 644 Pediatric Critical Care IV: Practicum (13)

Synthesis and application of concepts, principles, theories, knowledge, and skills from the preceding pediatric critical care nursing courses to the practice setting. Opportunity to experience all aspects of the CNS/practitioner role.

Prerequisite: NRSNG 643.

NRSNG 645 Growing Family I (2-3)

Focuses on theories central to the parent-child relationship and on concepts relevant to their response to health care and illness. Application focused on the child and parents interacting with the advanced practice nurse in a variety of settings.

NRSNG 646 Growing Family II (2-3)

Examines current issues in pediatric health care based on changes in society and the health care system. Focus on application of this knowledge by the advanced practice nurse in a variety of settings.

NRSNG 651 Advanced Physical Assessment (3)

In-depth review of physical assessment skills and knowledge to prepare the student to successfully conduct a complete history and physical throughout patient's life span. Incorporates lecture, audiovisual aids, laboratory skills practicum, and individual study.

NRSNG 652 Family Primary Health Care I (5)

Introduction to the problem-oriented approach to assessment and diagnosis. Prepares the nurse practitioner student as primary-care clinician, evaluator, and educator through integration of the traditional nursing and nurse practitioner roles.

Prerequisite: NRSNG 651.

NRSNG 653 Family Primary Health Care II (7)

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: NRSNG 652.

NRSNG 654 Family Primary Health Care III (7)

Advanced course in continuing 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: NRSNG 653.

NRSNG 655, 656 Family Primary Health Care IV, V (8, 4)

Final course in the family primary health care series, aimed at preparing the nurse practitioner student to function independently and collaboratively with other health professionals within a family-oriented setting.

Prerequisite: NRSNG 654.

NRSNG 681 Research Methods I (3)

Guides the student in understanding scientific thinking and research methods beyond the introductory level. Research literature in nursing and related fields used to illustrate the application of principles of research. Development of a research area of interest by identifying a research problem and reviewing the relevant literature.

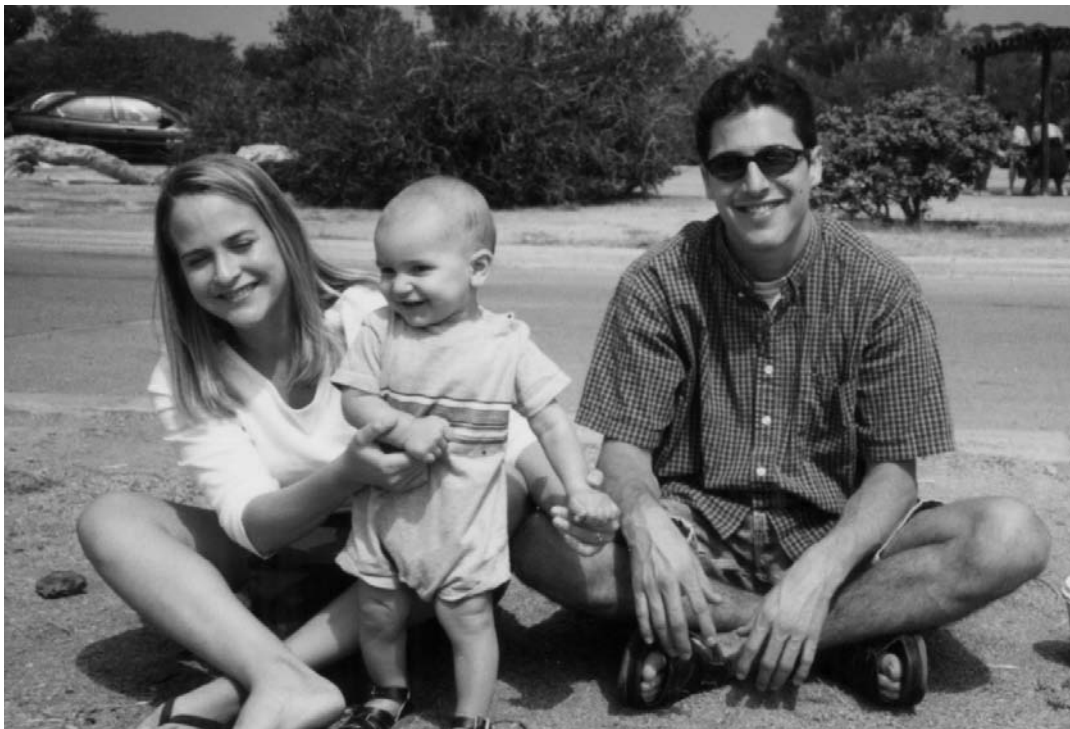
Prerequisite: NRSNG 507, 604; STAT 514.

NRSNG 682 Research Methods II (2)

Application of research concepts in the completion of a research proposal. Focuses on design issues and management and analysis of data.

Prerequisite: NRSNG 681.

NRSNG 697 Research (3)**NRSNG 698 Thesis (2)**



IV

FACULTY OF RELIGION

Mission Statement

Courses

Additional Course Options

Faculty of Religion

MISSION STATEMENT

The Faculty 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:
 - Foundational Studies (biblical, theological, mission, and historical).
 - Ethical Studies (personal, professional, and social).
 - Relational Studies (applied theology, clinical ministry, and psychology of religion).
3. To foster and support research in the foundational, 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

COURSES

FOUNDATIONAL STUDIES

BIBLICAL STUDIES

RELF 404 New Testament Writings (2-3)

Interpretation of 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.

RELF 419 Gospel of John (2-3)

Key passages and themes in John, with an exploration of its message for today.

Additional project required for third unit.

RELF 421 Gospel of Matthew (2-3)

Key passages and themes in Matthew, with an exploration of its message for today.

Additional project required for third unit.

RELF 424 Hebrew Prophets (2-3)

Selected books, passages, and themes in the Old Testament prophets, with an exploration of their theological and practical significance for today.

Additional project required for third unit.

RELF 426 Mission and Message of Jesus (2-3)

Study of the healing ministry and redemptive message of Jesus, with application to health professionals.

Additional project required for third unit.

RELF 428 Gospel of Mark (2-3)

Key passages and themes in Mark, with an exploration of its message for today.

Additional project required for third unit.

RELF 429 Gospel of Luke (2-3)

Key passages and themes in Luke, with an exploration of its message for today.

Additional project required for third unit.

RELF 464 Paul's Letter to the Romans (2-3)

Chapter-by-chapter interpretation of Paul's most influential letter, in which the good news of God's salvation is applied to the issues of Christian life and community.

Additional project required for third unit.

RELF 468 Daniel (2-3)

Nature, purpose, and message of the apocalyptic book of Daniel.

Additional project required for third unit.

RELF 469 Revelation (2-3)

Nature, purpose, and message of the apocalyptic book of Revelation.

Additional project required for third unit.

RELF 474 Love and Sex in Biblical Teaching (2-3)

Study of 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.

RELF 475 Spirituality and the Contemporary Christian (2-3)

Exploration of the meaning of spirituality in the light of Scripture and Christian thought; and the study of practices and disciplines which form and mature an individual's spiritual life.

Additional project required for third unit.

RELF 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.

RELF 499 Directed Study (1-3)

Prerequisite: Consent of instructor.

RELF 558 Old Testament Thought (3-4)

Introduction to the literature and key theological themes of the Old Testament.

Additional project required for fourth unit.

RELF 559 New Testament Thought (3-4)

Introduction to the literature and key theological themes of the New Testament.

Additional project required for fourth unit.

RELF 699 Directed Study (1-6)

Prerequisite: Consent of instructor.

THEOLOGICAL STUDIES

RELF 406 Seventh-day Adventist Beliefs and Life (2-3)

Fundamental tenets of Seventh-day Adventist faith and the lifestyle which such faith engenders.

Additional project required for third unit.

RELF 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.

RELF 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.

RELF 417 Christian Beliefs and Life (2-3)

Introduction to what is basic to Christianity, in terms of beliefs and lifestyle.

Additional project required for third unit.

RELF 437 Current Issues in Adventism (2-3)

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

Additional project required for third unit.

RELF 538 Doctrine of Humanity (3-4)

The Christian understanding of the nature and destiny of human beings.

Additional project required for fourth unit.

RELF 539 Doctrine of God (3-4)

Study of the nature and attributes of God, the trinitarian concept of God, and God's relation to the temporal world.

Additional project required for fourth unit.

RELF 557 Theology of Human Suffering (3-4)

Suffering and evil in relation to the creative and redemptive purposes of God for this world.

Formation of the student's theology of human suffering will be of uppermost concern.

Additional project required for fourth unit.

RELF 604 Seminar in Religion and Science (3-4)

Research seminar examining the relation between religion and science.

Additional project required for fourth unit.

Prerequisite: Consent of instructor.

RELF 615 Seminar in Philosophy of Religion (3-4)

Examination of the concept of God, arguments for the existence of God, the relationship of faith and reason, and the nature of religious language.

Additional project required for fourth unit.

MISSION STUDIES

RELF 440 World Religions (2-3)

Survey of the origins, beliefs, and contemporary practices of the world's major religious systems. 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.

RELF 444 Christian Mission (2-3)

Biblical theology applied 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.

RELF 447 Crosscultural Ministry (2-3)

Study of the challenges of serving crosscultural 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.

RELF 534 Anthropology of Mission (3-4)

Study of Christian mission, applying the findings of anthropology as they relate to cultural change. Processes of religious development, means of diffusion, factors affecting religious acculturation, and analysis of programs intended to effect changes in religion.

Additional project required for fourth unit.

HISTORICAL STUDIES

RELF 414 Comparative Religious Experience (2-3)

Examines the religious experience of adherents of various Christian confessions.

Additional project required for third unit

RELF 423 Loma Linda Perspectives (2-3)

History and philosophy of Loma Linda University as a Christian health-sciences institution that fosters human wholeness.

Additional project required for third unit.

RELF 425 Contemporary Religious Issues (2-3)

Analysis of prominent topics in religion discussed in contemporary journals.

Additional project required for third unit.

RELF 436 Seventh-day Adventist Heritage and Health (2-3)

Origin and development of Seventh-day Adventist interest in health, from the background of nineteenth-century medicine and health reform to the present.

Additional project required for third unit.

RELF 555 The Seventh-day Adventist Experience (3-4)

Introduction to the beliefs and values that shape the Seventh-day Adventist community.

Additional project required for fourth unit.

ETHICAL STUDIES

RELE 448 Christian Business Ethics (2-3)

Christian and other perspectives on ethical issues in business, and their pertinence to health care delivery and administration.

Additional project required for third unit.

RELE 455 Christian Understanding of Sexuality (2-3)

Interpretations of human sexuality in ancient, medieval, and modern Christian thought, with emphasis on contemporary issues such as marriage, divorce, homosexuality, and artificial human procreation.

Additional project required for third unit.

RELE 456 Personal and Professional Ethics (2-3)

Introductory exploration of the foundations, norms, and patterns of personal integrity in professional contexts.

Additional project required for third unit.

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

Ethical issues in modern medicine and related fields from the perspective of Christian thought and practice.

Additional project required for third unit.

RELE 458 Ethical Issues in Health Care (2-3)

Discussions of ethical issues in modern medicine and related fields. (For off-campus program only.)

Additional project required for third unit.

RELE 499 Directed Study (1-3)

Prerequisite: Consent of instructor.

RELE 505 Clinical Ethics (3-4)

In-depth, case-based analysis of bioethics, with emphasis on clinical applications. Background conceptual and historical readings orient students to the issues highlighted by classic cases in bioethics.

Additional project required for fourth unit.

RELE 522 Bioethical Issues in Social Work (3-4)

Theoretical and practical dilemmas in contemporary biomedical ethics. Emphasis on the distinctive contributions social workers can make to the identification, clarification, and resolution of these dilemmas.

Additional project required for fourth unit.

RELE 524 Christian Bioethics (3-4)

Advanced analysis of ethical issues and options in medicine and related fields. Contributions of Christian thought and life. Topics selected in part by student priorities.

Additional project required for fourth unit.

RELE 525 Ethics for Scientists (3-4)

Ethical presuppositions and obligations of scientific research, particularly in the physical and biological sciences. Identification, clarification and resolution of ethical issues in scientific research, with emphasis on Christian contributions.

Additional project required for fourth unit.

RELE 534 Ethical Issues in Public Health (3-4)

Theoretical and practical appraisals of the ethical issues and alternatives encountered by public health administrators, educators, and investigators.

Additional project required for fourth unit.

RELE 548 Christian Social Ethics (3-4)

Implications of Christian belief for selected problems in social ethical theory and practice.

Additional project required for fourth unit.

RELE 554 Clinical Intensive in Biomedical Ethics I (4-8)

Theories and applications of clinical biomedical ethics.

RELE 555 Clinical Intensive in Biomedical Ethics II (4-8)

Theories and applications of clinical biomedical ethics.

Prerequisite: RELE 554.

RELE 577 Theological Ethics (3-4)

Primary theological legacies of Western culture. Relationships between doctrinal formulations and interpretations of health and healing; possible contribution of each legacy to contemporary therapeutic endeavors.

Additional project required for fourth unit.

RELE 588 Philosophical Ethics (3-4)

Critical analysis of the basic theories propounded in Western philosophical ethics. Study of writings of major ethical theorists, including Plato, Aristotle, Kant, and Mill. Philosophical ethics compared with Christian faith.

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.

Additional project required for fourth unit.
Prerequisite: Consent of instructor.

RELE 699 Directed Study (1-6)
Prerequisite: Consent of instructor.

RELATIONAL STUDIES

APPLIED THEOLOGY

RELR 448 Leadership in the Church and Community (2-3)
Theology and practice of lay church involvement and leadership by health care professionals.
Additional project required for third unit.

RELR 565 Introduction to Pastoral Theology (3-4)
Study of the biblical, theological, and historical foundations for the practice of ministry.
Additional project required for fourth unit.

RELR 567 Introduction to Pastoral Counseling (3-4)
Overview of theology, history, theory, and practice of pastoral counseling.
Additional project required for fourth unit.

RELR 574 Introduction to Preaching (3-4)
Exploration of the theology, content, and practice of Christian proclamation, with emphasis on the development of basic skills for the preparation and delivery of biblical messages in a variety of settings.
Additional project required for fourth unit.



CLINICAL MINISTRY

RELR 398 Practicum in Integrative Health Care (2)

Practical study of knowledge, values, attitudes, and skills contributing to student's personal growth and to healing of the patient. Special attention to personal wholeness, including physical, mental, relational, and spiritual dimensions.

For off-campus program only.

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

From a Christian perspective, consideration of the meaning of death, including the process of dying, cultural issues regarding death and dying, grief and mourning, suicide, and other related issues.

Additional project required for third unit.

RELR 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 475 Art of Integrative Care (2-3)

Principles, concepts, and practices which affect the ministry of health care and the Christian witness in the clinical setting.

Additional project required for third unit.

RELR 524 Clinical Pastoral Education (6-12)

Twelve-week course including 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)

Focus on the components of leadership principles in the practice of health care. Exploration of the imperative of moral leadership in the community, administrative, and clinical setting.

Additional project required for fourth unit.

RELR 527 Crisis Counseling (3-4)

Crisis phenomena, current crisis theory, a Christian model of crisis care, and the dynamics and practices of crisis care.

Additional project required for fourth unit.

RELR 568 Care of the Dying and Bereaved (3-4)

Study of the biblical, theological, cultural, relational and psychological aspects of dying and death.

Additional project required for fourth unit.

RELR 575 Art of Integrative Care (3-4)

Examination of the attitudes and actions of the health care professional relative to personal spirituality and patient witnessing.

Additional project required for fourth unit.

RELR 694 Seminar in Clinical Ministry (3-4)

Principles and practice of effective interaction with patients, parishioners, inmates and other populations.

Additional project required for fourth unit.

PSYCHOLOGY OF RELIGION

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

From a Christian perspective, an overview of the family lifecycle.

Additional project required for third unit.

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

From a Christian perspective, exploration of the psychological principles, concepts, and practices apparent in popular American culture; and their effect on the general public.

Additional project required for third unit.

RELR 429 Cultural Issues in Religion (2-3)

Study of 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 499 Directed Study (1-3)

Prerequisite: Consent of instructor.

RELR 564 Religion, Marriage, and the Family (3-4)

The family in theological, historical, and ethical perspectives with a Christian assessment of contemporary theories regarding the family.

Additional project required for fourth unit.

RELR 584 Culture, Psychology, and Religion (3-4)

Introduction to the major contours of Western culture as they relate to various schools of psychological thought and the influence of religious beliefs.

Additional project required for fourth unit.

RELR 585 Psychological Study of Religion (3-4)

Psychological research of religion from an eclectic approach. Faith development, ethnographic varieties of religious experiences, narrative analysis, and cross-cultural religious experiences.

Additional project required for fourth unit.

RELR 586 Psychology of Moral and Faith Development (3-4)

Study of logical, moral, and faith reasoning from a cognitive-developmental perspective and how cultural and religious norms affect moral thinking.

Additional project required for fourth unit.

RELR 699 Directed Study (1-6)

Prerequisite: Consent of instructor.

GENERAL RELIGIOUS STUDIES**RELG 504 Research Methods (2-4)**

Examination of the presuppositions and procedures for graduate research in religious studies. Use of libraries and research centers. Ways and means of preparing and presenting term papers, theses, and scholarly articles.

Additional project required for third and/or 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 the instructor and the student's adviser.

RELG 697 Independent Research (1-8)

Prerequisite: Consent of the instructor and the student's adviser.

RELG 698 Thesis (1-4)

Prerequisite: Consent of the instructor and the student's adviser.

ADDITIONAL COURSE OPTIONS

Additional religion courses are available as electives. Please see the Faculty of Religion BULLETIN, which may be obtained from the Office of the Dean of the Faculty of Religion.



V

DIVISION OF GENERAL STUDIES

LLU Philosophy of General Education

Criteria for LLU General Education Courses

LLU General Education Requirements

School-Recommended General Education Courses

LLU General Education Courses Booklet

Division of General Studies

The Division of General Studies, directed by the dean of the Graduate School, coordinates the offering of courses that apply to the Bachelor of Science degree programs in the Schools of Nursing, Dentistry, Allied Health Professions, and Public Health as well as in the Graduate School. These courses contribute to the fulfillment of 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 multicultural world.

General education at Loma Linda University is therefore unique. 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, 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 life-long learning, and live to bless others.

CRITERIA FOR LLU GENERAL EDUCATION COURSE

1. The course assists the health-sciences student in cultivating abilities in one or more of the ten aspects described in the Loma Linda University Philosophy of General Education for B. S. degrees.
2. The course contributes to relevant knowledge and understanding within one of the domains described in the Loma Linda University General Education requirements, expected of a health sciences B.S. graduate entering today's society.
3. The course reflects an area of content within the domains described in the Loma Linda University General Education requirements that is global to the health-sciences professions and is open to all appropriately prepared B.S. degree students of Loma Linda University for General Education credit.
4. The course is based on appropriate prerequisites, particularly when offered at the upper-division level.
5. Courses transferred to Loma Linda University for General Education credit from another accredited institution must fall within one of the domains described in this University's General Education requirements for the B.S. degree and/or must ordinarily be approved for such credit at the other institution.
6. The primary focus of the course deals with the knowledge and understanding of a subject area within one of the following domains described in the Loma Linda University General Education requirements for B.S. degrees.

LLU GENERAL EDUCATION REQUIREMENTS (68 quarter credits)

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 credits of general education, which are integrated into the entire undergraduate program. Requirements are organized into five domains, as outlined in the following pages.

DOMAIN 1: SPIRITUAL AND CULTURAL HERITAGE (28-32 quarter credits)

Study of spiritual heritage must include a minimum of four (4) credits in religious studies per year of full-time course work (or the equivalent) while attending a Seventh-day Adventist college or university and must include a religion course dealing with the spiritual heritage of the philosophy and mission of Loma Linda University. 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 spiritual heritage must be earned from the Seventh-day Adventist institution.

Study of cultural heritage must include a minimum of 12 credits and must include one course, or components integrated in several courses, dealing specifically with issues of human diversity among peers. The remainder of credits in cultural heritage may be selected from the following content areas: civilization/history, fine arts, literature, modern language, performing/visual arts (not to exceed 2 quarter credits) or philosophy.

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

Scientific inquiry and analysis encompasses both the natural and social sciences. Content areas from which students must choose 12-16 credits within the natural sciences include biology, chemistry, geology, mathematics, physics, and statistics. No more than 6 credits in any one area may count toward the natural sciences requirements.

Study of social sciences must include 12-16 credits in two or more of the following content areas: anthropology, economics, geography, political science, psychology, and sociology.

DOMAIN 3: COMMUNICATION (9-13 quarter credits)

Course work in communication must include a complete sequence in freshman English which meets the baccalaureate degree requirements of a four-year college or university. 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 credits)

To encourage the pursuit of lifelong leisure activities and wellness, the study of health and wellness must include at least two physical activities totaling a minimum of 1 quarter credit, and one course in personal health or nutrition. Additional credits 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 credits.

SCHOOL-RECOMMENDED GENERAL EDUCATION COURSES

The following courses are recommended for students in the School of Nursing.

DOMAIN 1: SPIRITUAL AND CULTURAL HERITAGE (28-32 quarter credits)**Cultural Heritage**

ANTH 436 Cultural Contexts of Religion (4)
Anthropological approach to the study of religious beliefs and practices, focusing on the diversity of religious expressions that can give us insight into what makes us human and how we can battle the frailties of humanity. Promotes empathy with people from cultural and religious traditions other than our own, as well as tolerance and even respect for their differences.

ARTA 205 The Language of Art (2-4)
Basic concepts, materials, and history of the visual arts that will enable the nonart major to develop an art vocabulary and gain insight into the creative process.

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). Offered primarily for general students but applies toward a major in English. May be repeated with new content for additional credit.

ENGL 445 Bible Literature: Discourse Analysis (4)
Specific books of the Bible studied in depth using "discourse analysis," a textual analytical tool developed by linguists.

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 421 Introductory Spanish I (3)
Introduces students and professionals to oral communication in the Spanish language. Covers beginning-level grammar necessary for basic understanding of the language. Focuses on conversation skills rather than on the conventional study of grammar.

SPAN 422 Intermediate Spanish I (medical and general) (3)

Enables students and professionals to interview the Latin-American patient in a crosscultural perspective and to communicate orally in the Spanish language. Covers the advanced-beginning and low-intermediate level grammar necessary for understanding the language. Focuses on conversation skills rather than on the conventional study of grammar.

SPAN 424 Advanced Spanish (medical and general) (3)

Enables students and professionals (including medical students and health care professionals) to communicate in the Spanish language with Spanish-speaking patients in settings such as hospitals, clinics, and offices. Covers beginning- to advanced-level grammar, as needed, for basic understanding of the language. Focuses on conversation skills rather than on the conventional study of grammar.

Spiritual Heritage**RELE 448 Christian Business Ethics (2-3)**

Christian and other perspectives on ethical issues in business, and their pertinence to health care delivery and administration.

Additional project required for third unit.

RELE 455 Christian Understanding of Sexuality (2-3)

Interpretations of human sexuality in ancient, medieval, and modern Christian thought, with emphasis on contemporary issues such as marriage, divorce, homosexuality, and artificial human procreation.

Additional project required for third unit.

RELE 456 Personal and Professional Ethics (2-3)

Introductory exploration of the foundations, norms, and patterns of personal integrity in professional contexts.

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.

RELF 404 New Testament Writings (2-3)

Interpretation of 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.

RELF 406 Seventh-day Adventist Beliefs and Life (2-3)

Fundamental tenets of Seventh-day Adventist faith and the lifestyle which such faith engenders.

Additional project required for third unit.

RELF 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.

RELF 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.

RELF 417 Christian Beliefs and Life (2-3)

Introduction to what is basic to Christianity, in terms of beliefs and lifestyle.

Additional project required for third unit.

RELF 419 Gospel of John (2-3)

Key passages and themes in John, with an exploration of its message for today.

Additional project required for third unit.

RELF 423 Loma Linda Perspectives (2-3)

History and philosophy of Loma Linda University as a Christian health-sciences institution that fosters human wholeness.

Additional project required for third unit.

RELF 424 Hebrew Prophets (2-3)

Selected books, passages, and themes in the Old Testament prophets, with an exploration of their theological and practical significance for today.

Additional project required for third unit.

RELF 426 Mission and Message of Jesus (2-3)

Study of the healing ministry and redemptive message of Jesus, with application to health professionals.

Additional project required for third unit.

RELF 428 Gospel of Mark (2-3)

Key passages and themes in Mark, with an exploration of its message for today.

Additional project required for third unit.

RELF 429 Gospel of Luke (2-3)

Key passages and themes in Luke, with an exploration of its message for today.

Additional project required for third unit.

RELF 436 Seventh-day Adventist Heritage and Health (2-3)

Origin and development of Seventh-day Adventist interest in health, from the background of nineteenth-century medicine and health reform to the present.

Additional project required for third unit.

RELF 437 Current Issues in Adventism (2-3)

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

Additional project required for third unit.

RELF 440 World Religions (2-3)

Survey of the origins, beliefs, and contemporary practices of the world's major religious systems. 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.

RELF 444 Christian Mission (2-3)

Biblical theology applied 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.

RELF 464 Paul's Letter to the Romans (2-3)

Chapter-by-chapter interpretation of Paul's most influential letter, in which the good news of God's salvation is applied to the issues of Christian life and community.

Additional project required for third unit.

RELF 468 Daniel (2-3)

Nature, purpose, and message of the apocalyptic book of Daniel.

RELF 469 Revelation (2-3)

Nature, purpose, and message of the apocalyptic book of Revelation.

Additional project required for third unit.

RELF 474 Love and Sex in Biblical Teaching (2-3)

Study of 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.

RELF 475 Spirituality and the Contemporary Christian (2-3)

Exploration of the meaning of spirituality in the light of Scripture and Christian thought; and the study of practices and disciplines which form and mature an individual's spiritual life.

Additional project required for third unit.

RELF 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.

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

From a Christian perspective, an overview of the family life cycle.

Additional project required for third unit.

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

From a Christian perspective, consideration of the meaning of death, including the process of dying, cultural issues regarding death and dying, grief and mourning, suicide, and other related issues.

Additional project required for third unit.

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

From a Christian perspective, exploration of the psychological principles, concepts, and practices apparent in popular American culture; and their effect on the general public.

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)

Study of 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 Leadership in the Church and Community (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)

Principles, concepts, and practices which affect the ministry of health care and the Christian witness in the clinical setting.

Additional project required for third unit.

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

Natural Sciences

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 448 Medical Anthropology (4)
(meets Diversity requirement)

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

EPDM 414 Introduction to Epidemiology (3)

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

Prerequisite: STAT 414.

STAT 414 Introduction to Biostatistics I (3)

Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting data. Measures of central tendency and variation. Investigation of binomial and normal probability distributions. Topics include: probability; confidence intervals; and hypothesis testing using t-tests, chi-square, correlation, and regression. Brief introduction to ANOVA and multivariate analysis. Emphasis on 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. Designed to be taken concurrently with STAT 414.

Social Sciences

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.

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.

DOMAIN 3: COMMUNICATION (9-13 quarter credits)

RDNG 177 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 ABLE III (2)

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

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 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, observational reports, and case studies.

WRIT 417 WRITING III (2)

Advanced technical writing. Provides advanced skills for technical/scientific writing of research assignments, major projects, clinical reports, observational reports, case studies, etc. Highly conceptual writing combines technical skills with creative/critical-thinking skills. Combines traditional cognitive learning with enriching affective learning styles and methods. Specific skills include: prewriting techniques; organizing, prioritizing, and structuring of ideas; revising and editing; correct annotation style (e.g., APA, MLA, etc.); and applying metalingual understanding to grammar and to English language concepts.

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

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.

LLU GENERAL EDUCATION COURSES BOOKLET

A complete listing of courses offered at this University to meet General Education requirements is included in the *Loma Linda University General Education Philosophy, Requirements, and Courses* booklet. For information regarding General Education courses, the student should consult his/her academic adviser.



VI

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 MARILYN M. HERRMANN, Ph.D., Associate Dean,
 Undergraduate Program
 LOIS H. VAN CLEVE, Ph.D., Associate Dean,
 Graduate Program
 LOWELL V. JORDAN, M.B.A., Assistant Dean,
 Financial Affairs
 ERNESTINE DEW, B.S., Director, Admissions and
 Recruitment
 VANETA M. CONDON, Ph.D., Learning Resource
 Laboratory
 PATRICIA S. JONES, Ph.D., Director, Office of
 International Nursing

INTERNATIONAL NURSING COUNCIL

Patricia S. Jones, Chair
 Selected, School of Nursing faculty and
 Medical Center nursing administrators

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 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
 INTERNATIONAL NURSING COUNCIL
 Dr. Patricia Jones, Chair
 Selected faculty

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 FACULTY AFFAIRS
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 RESEARCH
 SPIRITUAL LIFE AND WHOLENESS
 TODAY'S NURSING TECHNOLOGY (TNT)



FACULTY**EMERITUS**

- AKAMINE, MILDRED T., 1974. Emeritus Associate Professor of Nursing 1998
M.S. Loma Linda University GS 1974
- BURGESS, AUDREY L., 1969. Emeritus Associate Professor of Nursing 1996
M.S. Boston University 1966
- EARNHARDT, JEANETTE R., 1965. Emeritus Associate Professor of Nursing 1997
M.S. Loma Linda University GS 1963
Ed.D. Loma Linda University SE 1987
- HILLS, ANABELLE MILLS, 1966. Emeritus Associate Professor of Nursing 1996
M.S. University of Colorado 1956
- LEWIS, L. LUCILE, 1957. Emeritus Professor of Nursing 1987
M.S. Loma Linda University GS 1958
- LONNSTROM, BETTY J., 1963. Emeritus Associate Professor of Nursing 1996
M.S. University of California, Los Angeles 1957
- PRIDE, L. FRANCES, 1974. Emeritus Professor of Nursing 1987
Ph.D. University of Maryland 1967
Ph.D. Georgetown University 1976
- SMITH, MARILYN CHRISTIAN, 1963. Professor of Nursing 1969, Emeritus Dean 1998
M.S. Catholic University of America 1957
Ed.D. University of Southern California 1974
- WEBER, RUTH S., 1975. Emeritus Associate Professor of Nursing 1981
M.S. Loma Linda University GS 1975
M.A.M. Claremont Graduate School 1984
Ed.D. Loma Linda University SE 1991
- WOODWARD, CLARICE W., 1960. Emeritus Professor of Nursing 1993
M.S. University of California, Los Angeles 1963
- FULL TIME**
- BOSSERT, ELIZABETH A., 1978. Professor of Nursing 1997
M.S. Loma Linda University GS 1977
D.N.S. University of California, San Francisco 1990
- BURNS, MARGARET A., 1986. Associate Professor of Nursing 1986
M.S. Boston University 1973
D.N.Sc. Catholic University of America 1985
- BURTON, MICHAEL R., 1993. Assistant Professor of Nursing 1995
M.S.N. University of Kansas 1991
- CABALLERO, CORA M., 1994. Assistant Professor of Nursing 1997
M.A. New York University 1993
- CARRIGG, KAREN G., 1972. Associate Professor of Nursing 1982
M.S. Loma Linda University GS 1972, 1977
Ed.D. Loma Linda University SE 1988
- CONDON, VANETA M., 1983. Associate Professor of Nursing 1996
M.S. Loma Linda University GS 1964
Ph.D. Claremont Graduate School 1996
Director, Learning Resource Laboratory
- D'ERRICO, ELLEN, 1988. Assistant Professor of Nursing 1998
M.S. Loma Linda University GS 1987
Patient care manager, Redlands Community Hospital Home Health and Hospice
- EKROTH, ANN J., 1978. Assistant Professor of Nursing 1984
M.S. Loma Linda University GS 1976
- FRENCH, KATTY JOY, 1989. Associate Professor of Nursing 1989
M.S. Loma Linda University GS 1964, 1978
Ph.D. University of California, Riverside 1988
- GALBRAITH, MICHAEL E., 1980. Professor of Nursing 1995
M.S. Loma Linda University GS 1978
Ph.D. Claremont Graduate School 1989
- GREEK, RAMONA PEREZ, 1997. Assistant Professor of Nursing 1997
M.A. Andrews University 1975
M.S.N. University of New Mexico 1985
Ph.D. Texas Women's University 1987
- HART, DYNNETTE E., 1987. Associate Professor of Nursing 1999
M.S. Loma Linda University GS 1968
Dr.P.H. Loma Linda University 1994
- HERRMANN, MARILYN M., 1980. Associate Professor of Nursing 1998
M.S. Loma Linda University GS 1980
Ph.D. Claremont Graduate School 1992
Associate Dean, Undergraduate Program
- HORINOUCHI, CATHERINE K., 1997. Assistant Professor of Nursing 1997
M.S. California State University, Los Angeles 1983
- INGRAM, KATHIE, 1997. Assistant Professor of Nursing 1997
M.S. California State University, Los Angeles 1993
- IRWIN, BERNADINE L., 1977. Associate Professor of Nursing 1982
M.S. Loma Linda University GS 1972
Ph.D. United States International University 1984
- JONES, PATRICIA S., 1987. Professor of Nursing 1987
M.S. Vanderbilt University 1977
Ph.D. George Peabody College 1977
Director, Office of International Nursing
- KING, HELEN E., 1966-1975, 1981. Professor of Nursing 1981
M.S. Loma Linda University GS 1965
Ph.D. Boston University 1973
Dean of the School
- KOFOED, NANCY A., 1993. Assistant Professor of Nursing 1993
M.S. Andrews University 1992
- MEYER, BONNIE L., 1980. Assistant Professor of Nursing 1980
M.S. Loma Linda University GS 1972
- MILLER, EVA J., 1967-1968, 1975. Associate Professor of Nursing 1984
M.S. Loma Linda University GS 1982

- MILLER, FRANCES P., 1972. Associate Professor of Nursing 1979
M.S. Loma Linda University GS 1972
Ph.D. University of California, Riverside 1985
- MORGAN, CHARLIE JO 1977-1979, 1982-1984, 1991.
Assistant Professor of Nursing 1981
M.S. Loma Linda University GS 1978
Ph.D. Claremont Graduate School 1988
- NICK, JAN M., 1997. Associate Professor of Nursing 1997
M.S. University of Oklahoma 1988
Ph.D. Texas Woman's University 1997
- PEDRO, LELIROTH W., 1981. Assistant Professor of Nursing 1986
M.S. Loma Linda University GS 1984
D.N.Sc. University of San Diego 1998
- PETERS, JUDITH M., 1978. Associate Professor of Nursing 1982
M.S. Loma Linda University GS 1968
Ed.S. La Sierra University 1997
- POTHIER, PATRICIA K. T., 1985. Assistant Professor of Nursing 1985
M.S. Loma Linda University GS 1984
- PUERTO, SOFIA, 1984. Assistant Professor of Nursing 1993
M.P.H. Loma Linda University PH 1981
Ph.D. Columbia Pacific University 1991
- SARPY, NANCY L., 1993. Assistant Professor of Nursing 1995
M.S. Loma Linda University GS 1993
- STEWART, SYLVIA D., 1978-1985, 1990. Assistant Professor of Nursing 1981, 1990
M.S. Loma Linda University GS 1979
Ph.D. Claremont Graduate School 1992
- VAN CLEVE, LOIS H., 1972. Professor of Nursing 1988
M.S. Loma Linda University GS 1964
Ph.D. Claremont Graduate School 1985
Associate Dean, Graduate Program
- WALES, CORINNE H., 1992. Assistant Professor of Nursing 1995
M.S. Loma Linda University GS 1990
- WINSLOW, BETTY, 1994. Associate Professor of Nursing 1994
M.S. University of California, San Francisco 1975
Ph.D. University of Colorado Health Sciences Center 1994
- WRIGHT, DOLORES J., 1995. Assistant Professor of Nursing 1995
M.S. Southern Oregon State College 1977
M.S. Oregon Health Sciences University 1988
Ph.D. Widener University 2000
- ZAMORA, ZELNE, 1994. Instructor of Nursing 1998
M.S.N. Azusa Pacific University 1998
- PART TIME**
- ACOB CHERYL, 1998. Assistant Professor of Nursing 1998
M.N. University of California LA 1994
- BRINCKHAUS, LOIDA, 1997. Assistant Professor of Nursing 1998
B.S. Pacific Union College 1988
M.N. University of California, Los Angeles 1990
- BROWN, KATHLEEN, 1999. Assistant Professor of Nursing 1998
B.S.N. California State University, Long Beach 1986
M.S.N. Loma Linda University GS 1997
- BROWNE, LUCILLE, 1998. Instructor in Nursing 1998
M.S. Loma Linda University GS 1993
- MEDINA, KERI L., 1987. Assistant Professor of Nursing 1991
M.S. Loma Linda University GS 1987
D.N.Sc. University of San Diego 1996
- SECONDARY APPOINTMENTS**
- AOYOGI, ESTHER F., 1994. Assistant Professor of Nutrition 1995
M.P.H. Loma Linda University PH 1985
Public health
- MACE, JOHN W., 1972. Professor of Pediatrics SM 1975
M.D. Loma Linda University SM 1966
Pediatrics
- PETERSEN, FLOYD, 1987. Assistant Professor of Biostatistics 1992
M.P.H. Loma Linda University PH 1977
Center for Health Research
- TEEL, ROBERT W., 1972. Professor of Physiology and Pharmacology 1987
Ph.D. Loma Linda University GS 1972
Physiology and pharmacology
- VAN STRALEN, DAVED W., 1989. Instructor in Pediatrics 1989
M.D. University of California, Irvine 1984
Pediatrics
- GEOGRAPHIC FULL TIME/MEDICAL CENTER**
- FANTAZIA, DOUGLAS, 1990. Assistant Professor of Nursing 1996
M.S. Loma Linda University GS 1994
- VOLUNTARY APPOINTMENTS**
- ABOGADO, ELVA, 1999. Assistant Clinical Instructor in Nursing 1999
B.S.N. California State University, Dominguez Hills 1998
- ALSIP, ANDEE S., 1992. Assistant Clinical Professor of Nursing 1993
M.S. California State University, Dominguez Hills 1991
Critical care clinical nurse specialist, Loma Linda University Medical Center
- BIVONA-TELLEZ, CHRISTINA, 1990. Assistant Clinical Professor of Nursing 1991
M.P.H. University of North Carolina 1983
M.P.H. University of North Carolina, Chapel Hill 1984
Director of clinical services, Loma Linda University Behavioral Medicine Center
- CAMPBELL, LYNN MARIE PETERS, 1982. Assistant Clinical Professor of Nursing 1993
M.S. California State University, Los Angeles 1983
Executive director, Visiting Nurse Association of the Inland Counties

- CASTILLO, GLENDA, 1999. Assistant Clinical Instructor in Nursing 1999
B.S.N. Loma Linda University SN 1979
PNP Loma Linda University SN 1997
- CATOLICO, OLIVIA, 1987. Assistant Clinical Professor of Nursing 1993
M.S. Loma Linda University GS 1986
Associate chief of nursing education, Jerry L. Pettis Veterans Administration Hospital
- DOETSCH, JANE, 1999. Assistant Clinical Instructor in Nursing 1999
B.S.N. California State University, San Bernardino 1976
ANP, California State University, San Bernardino 1996
- FORTINO, SHARON, 1999. Assistant Clinical Instructor in Nursing 1999
B.S.N. California State University, Dominguez Hills 1993
- GARVIN, PAT, 1997. Clinical Instructor in Nursing 1997
B.S.N. University of Phoenix 1993
M.N. University of Phoenix 1996
- GILLESPIE, ANNE M., 1996. Assistant Clinical Professor of Nursing 1996
M.S. Boston University 1981
Chief of nursing service, Jerry L. Pettis Veterans Administration Hospital
- GOODRICH, SHARON, 1993. Assistant Clinical Professor of Nursing 1996
M.A. University of Redlands 1980
Coordinator, Health Services, Pomona Unified School District
- GRASSO, JOY, 1999. Clinical Instructor in Nursing 1999
B.S.N. Loma Linda University SN 1983
M.N. University of California, Los Angeles 1988
- HART, JUDITH A., 1995. Clinical Instructor in Nursing 1995
M.S. Loma Linda University GS 1969
Preceptor, nurse practitioner program, SACHS-Norton
- HODGKINS, MARIE, 1999. Clinical Instructor in Nursing 1999
B.S. Loma Linda University SN 1973
M.B.A. University of LaVerne 1991
- HOM, WENDELL, 1995. Research Instructor in Nursing 1995
B.S. University of California, Berkeley 1972
- JENKINS, JANENE T., 1973. Associate Clinical Professor of Nursing 1981
M.S. Loma Linda University GS 1974
Medical/Surgical educator, Loma Linda University Medical Center
- JONES, ANGELA, 1999. Clinical Instructor in Nursing 1999
B.S.N. Loma Linda University SN 1991
M.A. California State University, San Bernardino 1996
- KRIDER, SUSAN L., 1979. Assistant Clinical Professor of Nursing 1993
M.S. Loma Linda University GS 1983
Administrative director, Loma Linda International Heart Institute
- LAKE, MARIEN, 1999. Clinical Instructor in Nursing 1999
B.S.N. University of Illinois, Chicago 1981
M.S.N. University of Illinois, Chicago 1985
ANP California State University, Long Beach 1996
- LAREAU, SUZANNE C., 1982. Assistant Clinical Professor of Nursing 1982
M.S. University of Arizona 1973
Clinical nurse specialist, Jerry L. Pettis Veterans Administration Hospital
- LUND, CHRISTINE, 1993. Assistant Clinical Professor of Nursing 1993
M.S.N. University of South Florida 1984
Assistant chief of nursing service, Jerry L. Pettis Veterans Administration Hospital
- MCGEE, SUSAN, 1996. Assistant Clinical Professor of Nursing 1996
M.S.N. University of California, San Francisco
Clinical nurse specialist, Community Hospital of San Bernardino
- MONTI, BEVERLY, 1999. Clinical Instructor in Nursing 1999
B.S.N. University of San Diego 1994
M.S.N., FNP University of San Diego 1995
- OAKLEY, NANCY, 1999. Clinical Instructor in Nursing 1999
BSN, Idaho State University 1979
M.N., FNP University of California, San Diego 1984
- PARK, PAULINE, 1999. Assistant Clinical Instructor in Nursing 1999
B.S.N. Loma Linda University SN 1969
- PIERCE-TAYLOR, BONNIE 1999. Clinical Instructor in Nursing 1999
B.S.N. California State University, Dominguez Hills 1996
M.S. Loma Linda University SN 1984
- RADOVICH, PATRICIA A., 1992. Assistant Clinical Professor of Nursing 1993
M.S.N. California State University, Long Beach
Critical care clinical nurse specialist, Loma Linda University Medical Center
- STAPLES-EVANS, HELEN, 1999. Professor of Nursing 1999
B.S. Cape Town University 1978
M.S., Loma Linda University SN 1984
- STELMACH, DEBRA J., 1999. Clinical Instructor in Nursing 1999
B.S.N. University of Phoenix 1989
M.S.N. University of California, Los Angeles 1997
- STONE, PENNY, 1997. Assistant Professor of Nursing 1997
M.P.H. Loma Linda University PH 1988
- SUTTON, LAVAUN W., 1965. Associate Clinical Professor of Nursing 1984
M.S. Loma Linda University GS 1965
Continuing care nurse clinician, Loma Linda University Children's Hospital
- THUNQUEST, MARILYN M., 1978. Assistant Clinical Professor of Nursing 1984
M.S. Loma Linda University GS 1983
M.B.A. University of La Verne 1991
Senior vice president, Loma Linda University Community Medical Center

TOWNSEND, PATRICIA. 1987 Professor of Nursing 1997
M.S. Loma Linda University GS 1986

ZORN, EILEEN, 1984. Assistant Clinical Professor of
Nursing 1984
M.S. Loma Linda University GS 1976
Vice president for nursing, Loma Linda University
Medical Center

ADJUNCT

SAVEDRA, MARILYN 1995. Adjunct Professor of Nursing
1995
M.S. Loma Linda University GS 1962
D.N.S. University of California, San Francisco 1973

CLINICAL FACILITIES

THE UNIVERSITY

LLU MEDICAL CENTER (MC) (est. 1905)

license for 789 beds includes MC, CH, and CMC
11234 Anderson Street
Loma Linda, CA 92354
824-0800

B. Lyn Behrens, president and CEO
Eileen G. Zorn, senior vice president, nursing

LLU CHILDREN'S HOSPITAL (CH), 244-bed capacity

11234 Anderson Street
Loma Linda, CA 92354
825-KIDS

Norman McBride, vice president
Shirley Barnett, executive director of nursing

LLU COMMUNITY MEDICAL CENTER (CMC), 118-bed capacity

25333 Barton Road
Loma Linda, CA 92354
796-0167; 796-6613

Marilyn Thunquest, senior vice president
Maylin Tortal, clinical director of medical/surgical nursing
Esther Valenzuela, clinical director of perioperative services
Rosanne Crider, clinical director of ICU/CCU/ER

LLU BEHAVIORAL MEDICINE CENTER, licensed for 89 beds

1710 Barton Road
Redlands, CA 92373

335-4276—Christina Bivona-Tellez, director of
adult psychiatric services

LLU FAMILY MEDICAL GROUP [CLINIC]

25455 Barton Road, Suite 204B, Professional Plaza
Loma Linda, CA 92354
558-6600

John Testerman, president, LLUFMG; chair,
Department of Family Medicine, School of Medicine
Julie Prichard, 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
799-2196—Jan Huckins, director, hospice and home
health, Suites 14 and 30

Shirley Robertson, director, family care services, Suite 18

LLU PEDIATRICS MEDICAL GROUP
11370 Anderson Street, Suite B 100
Loma Linda, CA 92354
796-4848

John Mace, president, LLU PMG

LLU SCHOOL OF PUBLIC HEALTH

SOCIAL ACTION COMMUNITY (SAC) HEALTH SYSTEM
[network of community health centers]

381-1663—Arrowhead Clinic, 1293 North D Street,
San Bernardino, CA 92405

621-6262—West End/Montclair Clinic, 5111 Benito
Street, Montclair, CA 91763

382-7100—Norton Clinic, 1455 East Third Street
San Bernardino, CA 92408

Mail: 1454 East Second Street
San Bernardino 92408

335-9038—Redlands Clinic, 1009 Carlson Avenue,
Redlands, CA 92374

382-7190—Henry Seoggins, administrator

Kenneth Hart, medical director

Karon Jones, clinic nurse manager

AFFILIATED

ADVENTIST COMMUNITY TEAM SERVICES (ACTS)

P.O. Box 477
Loma Linda, CA 92354
796-8357

Christine Cassidy, director

AMERICAN HOME HEALTH

25814 Business Center Drive, Suite B
Redlands, CA 92408

1-800-600-6877
Marylyn Hagerty, CEO

1-800/540-2545—Liz Thompson, director of nursing

ARROWHEAD REGIONAL MEDICAL CENTER

[Formerly: SAN BERNARDINO COUNTY MEDICAL CENTER]

400 North Pepper Avenue

Colton, CA 92324

580-1000

Eleanor Borkowski, assistant director of nursing

Sharon Hoffman, associate administrator of ambulatory
services [outpatient]

580-6120—Marcia Lentz, associate administrator of
patient services [inpatient]

BEAVER MEDICAL GROUP

2 West Fern
Redlands, CA 92373
793-3311

Diane Henthorn, vice president, nursing

BEHAVIORAL HEALTH RESOURCES, see:

KNOLLWOOD PSYCHIATRIC AND CHEMICAL DEPENDENCY CENTER

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

5500 University Parkway
San Bernardino, CA 92407
880-5241

John Hatton, director, student health center/psychological counseling service

CATHOLIC HEALTH CARE [owner], see:

COMMUNITY HOSPITAL OF SAN BERNARDINO

CHILDREN'S HOSPITAL OF LOS ANGELES

4650 Sunset Boulevard
Los Angeles, CA 90027
323/660-2450

Mary Dee Hacker, vice president, patient care services
Thomas C. Armitage, senior vice president [legal services]

COLTON JOINT UNIFIED SCHOOL DISTRICT OFFICE

1212 Valencia Ave.
Colton, CA 92324
876-4216

Dennis Byas, district superintendent
EDUCATIONAL SERVICES CENTER:

PUPIL PERSONNEL SERVICES

10435 Cedar Avenue
Bloomington, CA 92316
876-4117

Bonnie Russell-Hunt, director of pupil personnel services
Rosemary Bratkowski, coordinator of special education

COMMUNITY HOSPITAL OF SAN BERNARDINO

1805 Medical Center Drive
San Bernardino, CA 92411
887-6333, ext. 1190

Diane Nitta, senior vice president, clinical services
Pat Taylor, nurse recruiter

CORONA REGIONAL MEDICAL CENTER

800 South Main Street
Corona, CA 92882
736-6240—John Calderone, executive officer
736-6275—Bette Meins, chief nursing officer/clinical officer

COUNTY OF RIVERSIDE DEPARTMENT OF PUBLIC SOCIAL SERVICES

4060 County Circle Drive
Riverside, CA 92503
358-3000
358-3375—Wilhelmina Robertson, contracts supervisor

COUNTY OF RIVERSIDE HEALTH SERVICE AGENCY DEPARTMENT OF PUBLIC HEALTH:

PUBLIC HEALTH NURSING

4065 County Circle Drive
Riverside, CA 92503
P.O. Box 7600
Riverside, CA 92513-7600

358-5438—public health nursing administration
358-5516—Judy Halstead Earp, director of public health nursing
358-5581—Colleen McGuire, contracts administrator
358-5035—Brandi D. Henderson, contracts administration unit

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 [outpatient] CONTINUING COMMUNITY CARE/CENTRAL

D.A.S.H., INC.—THE OTHER PLACE [DAY CARE: CLINICAL]

306 West Colton Street
Redlands, CA 92374
798-1667

Vicky L. Dickinson, executive director, administrator, and director of clinical services
Julie Townend, assistant administrator

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—nursing administration
Karolee M. Sowle, chief nursing officer/vice president, patient services

DESERT VALLEY MEDICAL CENTER

16850 Bear Valley Road, Suite 200
Victorville, CA 92392
760/241-8000, ext. 8373—Virginia Budington, vice president, business support services

EISENHOWER MEDICAL CENTER

39000 Bob Hope Drive
Rancho Mirage, CA 92270-3221
760/773-1288

Judy Austin, vice-president, patient care services

FONTANA UNIFIED SCHOOL DISTRICT

9680 Citrus Avenue
Fontana, CA 92335
357-5000, ext. 7091
Terry Paxton, coordinator of health services and of clinical services to students

Leslie Woodman-Moore, pediatric nurse practitioner

GLENDALE ADVENTIST MEDICAL CENTER

1509 Wilson Terrace
Glendale, CA 91206
P.O. Box 871
Glendale, CA 91209
Patty Buckley, nursing education
818/409-8000

Gwen Brownfield, vice president, patient care services

818/409-8042—June Levy, director of nursing education/nursing education resources/libraries

HEADSTART/STATE PRESCHOOL DEPARTMENT

250 South Lena
San Bernardino, CA 92408-1610
387-2355

James White, executive director
Brenda Clayton, health services specialist

HEMET UNIFIED SCHOOL DISTRICT

2350 West Latham Avenue
Hemet, CA 92545
765-5100, ext. 2401—Richard Beck, assistant superintendent of business services
765-5100, ext. 2446—Shirley Powers, district school nurse

HERITAGE GARDENS HEALTH CARE CENTER

25271 Barton Road
Loma Linda, CA 92354
796-0216, ext. 303—Steve Flood, administrator
796-0216, ext. 305—Gary Eckrosh, director of nursing services

HOAG MEMORIAL HOSPITAL

One Hoag Drive
Newport Beach, CA 92663
Mail: P.O. Box 6100
Newport Beach, CA 92658-6100
Rick Martin, vice president, patient care services
949/760-5540—Judy Bethe, program manager, nursing education

INDIAN HEALTH, INC., see:

RIVERSIDE-SAN BERNARDINO COUNTY INDIAN HEALTH, INC. [MORONGO CLINIC]

INLAND MIDWIFE SERVICES—THE BIRTH CENTER

251 Cajon Street, Suite B
Redlands, CA 92373
335-6241

Leonette Clayson, director

INLAND REGIONAL CENTER

[Formerly INLAND COUNTY DEVELOPMENTAL DISABILITY SERVICES]

674 Brier Drive

San Bernardino, CA 92408

890-3000—Verlin R. Wooley, administrator

890-4703—Pauline Park, student coordinator

Mary Biedebach, chief of case management

INTERIM HOME HEALTH

165 West Hospitality Lane, Suite 20

San Bernardino, CA 92408

Edward Healey, area manager

JURUPA UNIFIED SCHOOL DISTRICT

3924 Riverview Drive

Riverside, CA 92509

222-7718—Terry Tibbetts, administrator of education

support services/special education/health services

Rollin Edmunds, assistant superintendent

Kathy Carter, nursing coordinator for students

KAISER PERMANENTE FONTANA MEDICAL CENTER

9961 Sierra Avenue

Fontana, CA 92335

909/427-5000, ext. 5146—Twania Lillard, director of

inland empire service area department of education

Jodi Santiago, patient care leader

Kathy Christmas, nurse executive

Philip Carney, medical director

KAISER PERMANENTE LEGAL DEPARTMENT

[regional headquarters legal office for southern California Kaiser hospitals]

393 East Walnut Street

Pasadena, CA 91188

626/405-3235

Richard Cordova, chief operating officer, California

Division, south

Peter J. Pellerito, business administrator, Southern

California Permanente Medical Group (SCPMG)

510/987-4682—Dawn White, provider relations coordinator, contract specialist [student clinical affiliation

agreements]

KAISER PERMANENTE RIVERSIDE MEDICAL CENTER

10800 Magnolia Avenue

Riverside, CA 92505

353-2000

353-3084—Belva Snyder, nurse executive

353-3651—Twania Lillard, director of Inland Empire

service area department of education

427-5907—Sheila Casteel, nurse recruiter

KNOLLWOOD PSYCHIATRIC & CHEMICAL DEPENDENCY CENTER

5900 Brockton Avenue

Riverside, CA 92506

275-8400

Scott Veltre, director of nursing, assistant administrator

LINDA VALLEY CARE CENTER

25383 Cole Street

Loma Linda, CA 92354

796-0235

Pat Carney, director of nursing

Linda Adams, assistant director of nursing

LINDA VALLEY VILLA

11075 Benton Street

Loma Linda, CA 92354

796-7501

Sharon Mellor, administrator

POMONA UNIFIED SCHOOL DISTRICT

HEALTH SERVICES

800 South Garey Avenue

Pomona, CA 91766

P.O. Box 2900

Pomona, CA 91769

397-4800

397-4427—Jodi Frazee, special projects

397-4700, ext. 3849—Sharon Goodrich, coordinator

of health services

RECHE CANYON REHABILITATION AND HEALTH CARE CENTER, INC.

1350 Reche Canyon Road

Colton, CA 92324-9744

370-4411

Fred Frank, administrator

REDLANDS COMMUNITY HOSPITAL

350 Terracina Boulevard

Redlands, CA 92373-0742

335-5500 or 335-5501

Beth Foster, vice president, patient care services

Jean Douglas, director of home health hospice

Paula Miceli, director of education

RIALTO UNIFIED SCHOOL DISTRICT

182 East Walnut Avenue

Rialto, CA 92376-3598

820-7700

Irene Newton, superintendent

820-7700, ext. 361—Annette McCormick,

coordinator, health services

820-7700, ext. 212—David Capelouto, assistant super-

intendent of business services

RIVERSIDE COMMUNITY HOSPITAL

4445 Magnolia Avenue
Riverside, CA 92501
P.O. Box 1669
Riverside, CA 92502
788-3000
Bryan Rogers, chief executive officer
Robert Krull, vice president, facilities and support services
788-3430—Norene Bowers, vice president, patient care services

RIVERSIDE COUNTY MENTAL HEALTH, see:
RIVERSIDE COUNTY REGIONAL MEDICAL CENTER
INPATIENT TREATMENT FACILITY; or
[outpatient] CONTINUING COMMUNITY CARE/
CENTRAL

RIVERSIDE COUNTY REGIONAL MEDICAL CENTER

26520 Cactus Avenue
Moreno Valley, CA 92555
486-4000
486-4650—Teresa Conley, director of nursing
Florence Neglia, agency education

RIVERSIDE COUNTY REGIONAL MEDICAL CENTER
[PSYCHIATRIC] INPATIENT TREATMENT FACILITY
9990 County Farm Road, Suite 2
Riverside, CA 92503
358-4700—mental health department
358-4745—Horace Johnson, assistant director of nursing, inpatient services

RIVERSIDE COUNTY REGIONAL MEDICAL CENTER
CONTINUING COMMUNITY CARE/CENTRAL
[MENTAL HEALTH CLINIC]
1695 Spruce Street
Riverside, CA 92507
Mail: P.O. Box 52567
Riverside, CA 92517
358-4801—Scott Zohlman, supervisor, continuing community care/central

RIVERSIDE-SAN BERNARDINO COUNTY INDIAN
HEALTH, INC. [MORONGO CLINIC]
[Formerly INDIAN HEALTH, INC.]
11155 1/2 Potrero Road
Banning, CA 92220
849-4761
John Carney, executive director
Lin Killam, deputy director of administration, contract negotiator

RIVERSIDE UNIFIED SCHOOL DISTRICT

3380 Fourteenth Street
Riverside, CA 92501
788-7166—Penny Stone, coordinator of health services
788-7470—Nicolas D. Ferguson, deputy superintendent of business

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
HEALTH SERVICES

1535 W. Highland Avenue
San Bernardino, CA 92411
Arturo Delgado, superintendent
Judy White, assistant superintendent of educational services
381-1280—Narciso Cardona, assistant superintendent of student services
880-6839—Angela Jones, coordinator of health services

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
San Bernardino, CA 92415
George Post, superintendent, Juvenile Hall
387-7661—Lisa Howard, supervising institutional nurse, Juvenile Hall

SAN BERNARDINO COUNTY DEPARTMENT OF PUBLIC
HEALTH

351 North Mountain View Avenue
San Bernardino, CA 92415-0010
387-6224—Claudia Spencer, division chief for community health services, director of public health nursing and nurse practitioners
387-4881—June Hibbard, program manager for aging
383-3069—Ilene King, program manager for family planning and women's health
Betty Curtis, nurse practitioner III

SONORA COMMUNITY HOSPITAL

One South Forest Road
Sonora, CA 95370
209/532-3161
Lary Davis, administrator
209/532-3161, ext. 2503—Chris Waelty, staff education coordinator

ST. JOSEPH HOSPITAL

1100 West Stewart Drive
Orange, CA 92868-5600
714/771-8000, ext. 7227—Patti Aube, director of clinical and nursing education

TUOLUMNE GENERAL HOSPITAL

101 Hospital Road
Sonora, CA 95370
209/533-7100
Joseph Mitchell, administrator
209/533-7172—Darlene Hieb, nursing administrator

VENCOR HOSPITAL

550 N. Monterey Avenue
Ontario, CA 91764
391-0333, ext. 4851—Candy Peters, assistant administrator of clinical operations

VA MEDICAL CENTER, JERRY L. PETTIS MEMORIAL
 11201 Benton Street
 Loma Linda, CA 92357
 Ann Gillespie, vice president, patient services
 422-3103—Christine Lund, director of nursing
 operations
 Olivia Catolico, director of nursing education and
 research

VISITING NURSE ASSOCIATION OF THE INLAND
 COUNTIES

6235 Rivercrest Drive, Suite L
 Riverside, CA 92507
 413-1200

Paula Peoples, vice president, clinical operations

VITAS HEALTH CARE CORPORATION

1845 Business Center Drive, Suite 120
 San Bernardino, CA 92408
 889-2273

Robert Miller, general manager

Theresa Mountain, director of nursing



SCHOOL ALUMNI ASSOCIATION

The Loma Linda University School of Nursing Alumni Association (LLUSNAA) has an office in West Hall. A board of officers and directors carries out the goals and ongoing activities of the association. At the time of graduation, new graduates are welcomed into the association. Associate membership may be extended to graduates of other accredited schools who are members of the profession in good standing and who share the interests, ideals, and purposes of the alumni association.

Purpose

The purpose of the LLUSNAA is to foster alumni unity, mobilize their support, and assist in an organized fashion to encourage continued interest in and commitment to the programs of the School of Nursing. The association promotes the missions of the Seventh-day Adventist church, the School of Nursing, and the University. The goals of the association are to:

1. Promote communication among alumni of the School of Nursing and Graduate School nursing majors.
2. Foster the advancement of education and science within the programs of the School of Nursing.
3. Support alumni nurses in mission programs at home and abroad.
4. Recognize excellence in students and alumni through awards.
5. Provide financial aid to students in School of Nursing programs.
6. Encourage professional growth by providing a quality, annual continuing education program.
7. Operate the HOUSE OF THRIFT, 24871 Redlands Boulevard, Loma Linda, to relieve poverty within the community and to provide a source of funds to finance the above objectives.

Activities

Alumni have a long and distinguished record of professional service, both in the United States and in many foreign countries. Included among the positions and activities of graduates are the following.

- Administration and supervision of nursing services.
- Deans and faculties of schools of nursing.
- Staff nursing in hospitals and community health agencies.
- Primary care services.
- Office nursing.
- Health services in colleges, secondary schools, and primary schools.
- United States military service.
- International health services.
- Church-sponsored and voluntary community-health activities.

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 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 GRADUATE SCHOOL: Started in 1954. Accredited through University accreditation.

THE 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 by the Commission on Accreditation of Allied Health Education Programs in collaboration with the Cytotechnology Programs Review Committee January 20, 1983.

DENTAL HYGIENE: Started in 1959. Approved by the Commission on Dental Accreditation of the American Dental Association since September 7, 1961.

DENTISTRY: Started in 1953. Approved by the Commission on Dental Accreditation of the American Dental Association since May 23, 1957.

DIETETIC TECHNOLOGY: Started in 1988. Approved by The American Dietetic Association Commission on Accreditation and Dietetic Education 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.

ENDODONTICS: Started in 1967. Approved by the Commission on Dental Accreditation of the American Dental Association since December 1969.

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 state of California Department of Health Services.

MEDICAL SONOGRAPHY: Started in 1976 as diagnostic medical sonography. Approved by the Joint Review Committee on Education in Diagnostic Medical Sonography October 24, 1985.

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.

NUCLEAR MEDICINE: 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.

NURSING: Hospital school started at Loma Linda in 1905. Hospital school added at Los Angeles in 1924. Degree school organized in 1948. Accredited by the National Nursing Accrediting Service December 10, 1951, with approval continuing under the National League for Nursing. 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, 1959.

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. Coordinated undergraduate program accredited by The American Dietetic Association Commission on Accreditation/Dietetics Education, 1974.

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.

ORAL AND MAXILLOFACIAL SURGERY: Started in 1978. Approved by the Commission on Dental Accreditation of the American Dental Association since 1981.

ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS: Started in 1960. Approved by the Council on Dental Education 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 1972.

PERIODONTICS: Started in 1979. Approved by the Commission on Dental Accreditation of the American Dental Association since December 1972.

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.

PROSTHODONTICS: Started in 1993. Approved by the Commission on Dental Accreditation of the American Dental Association since February 1995.

PUBLIC HEALTH: Started in 1948; reorganized in 1964. Approved by the American Public Health Association June 23, 1967. Currently approved by the Council on Education for Public Health.

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 THERAPY: 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 in collaboration with the Joint Review Committee for Respiratory Therapy Education.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY: Approved by the American Speech-Language-Hearing Association June 1, 1991.

SURGICAL TECHNOLOGY: Started in 1995. Approval by the Council on Medical Education of the American Medical Association December 1972. Currently approved by the Commission on Accreditation of Allied Health Education Programs in collaboration with the Accreditation Review Committee on Education in Surgical Technology.



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
P.O. Box 9990
Mills College
Oakland, California 94613-9990
Phone: 510 / 632-5000
FAX: 510 / 632-8361

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 agencies
accredit specific University schools or programs*:

GRADUATE SCHOOL

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

Marriage 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

Social Work

Council on Social Work Education
Division of Standards and Accreditation
1600 Duke Street
Alexandria, Virginia 22314-3421
Phone: 703 / 683-8080
FAX: 703 / 683-8099

SCHOOL OF ALLIED HEALTH PROFESSIONS

Cardiopulmonary Sciences

Respiratory Therapy
Committee on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, TX 76021-4244
Phone: 817 / 283-2835
FAX: 817 / 354-8519 or 817 / 252-0773
Web Site: www.coarc.com
Email: richwalker@coarc.com

Surgical Technology

Accreditation Review Committee on Education in
Surgical Technology (ARC-ST)
7108-C South Alton Way
Englewood, CO 80112-2106
Phone: 303 / 694-9262
FAX: 303 / 741-3655
Web Site: www.arcest.org
Email: coa@ast.org

Clinical Laboratory Sciences

Phlebotomy Certificate

National Accrediting Agency for Clinical Laboratory
Sciences (NAACLS)
8410 West Bryn Mawr Avenue, Suite 670
Chicago, IL 60631
Phone: 773 / 714-8880
FAX: 773 / 714-8886
Web Site: www.naacls.org
Email: naaclsinfo@naacls.org

Clinical Laboratory Science

(formerly Medical Technology)

National Accrediting Agency for Clinical Laboratory
Sciences (NAACLS)
8410 West Bryn Mawr Avenue, Suite 670
Chicago, IL 60631
Phone: 773 / 714-8880
FAX: 773 / 714-8886
Web Site: www.naacls.org
Email: naaclsinfo@naacls.org

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

Nutrition and Dietetics

Commission on Accreditation for
Dietetics Education (CADE)
The American Dietetic Association
216 West Jackson Boulevard, 7th floor
Chicago, IL 60606-6995
Phone: 800 / 877-1600
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

Radiation Technology

Medical Radiography—A.S.
Radiation Therapy Technology—certificate
Joint Review Committee on Education in
Radiologic Technology
20 North Wacker Drive, Suite 900
Chicago, IL 60606-2901
Phone: 312 / 704-5300
FAX: 312 / 704-5304
Web Site: www.jrcert.org
Email: mail@jrcert.org

[Diagnostic] Medical Sonography—certificate
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.caahep.org
Email: sharonworthing@coarc.com

Nuclear Medicine Technology—certificate
Joint Review Committee on Education Programs
in Nuclear Medicine Technology
One 2nd Avenue East, Suite C
Polson, MT 59860-2320
Phone: 406 / 883-0003
FAX: 406 / 883-0022
Email: jrenmt@ptinet.net

Speech-Language Pathology and Audiology

American Speech-Language-Hearing
Association
10801 Rockville Pike
Rockville, MD 20852
Phone: 301 / 897-5700
FAX: 301 / 571-0481 (2-1-00 their FAX)
Web Site: www.sha.org
Email: accreditation@asha.org

SCHOOL OF DENTISTRY

Commission on Dental Accreditation
American Dental Association
211 East Chicago Avenue
Chicago, IL 60611
Phone: 800 / 621-8099
FAX: 312 / 440-2915
Web Site: www.ada.org
Email: licarif@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

SCHOOL OF NURSING

National League for Nursing
Accrediting Commission
61 Broadway
New York, NY 10006
Phone: 212 / 363-5555, ext. 153
or toll free 800 / 669-1656
FAX: 212 / 812-0390
Web Site: www.nlnac.org

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 PUBLIC HEALTH

Council on Education for Public Health
1015 15th St. NW, Suite 402
Washington, DC 20001
Phone: 202 / 789-1050
FAX: 202 / 789-1895
Web Site: www.ceph.org

Certified Health Education Specialist (CHES)

National Commission for Health Education
Credentialing, Inc.
944 Marcon Boulevard, Suite 310
Allentown, PA 18103
Phone: 610 / 264-8200
FAX: 800 / 813-0727
Email: www.nchec.org

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

Environmental Health Specialist

State of California
Environmental Health Specialist
Registration Program
601 North 7th Street, MS 396
P.O. Box 942732
Sacramento, CA 94234-7320
Phone: 919 / 324-8819
FAX: 916 / 323-9869
Web Site: www.dhs.ca.gov

Public Health Nutrition and Dietetics

Commission on Accreditation for
Dietetics Education (CADE)
The American Dietetic Association
216 West Jackson Boulevard, 7th floor
Chicago, IL 60606-6995
Phone: 800 / 877-1600
FAX: 312 / 899-4817
Web Site: www.eatright.org/cade
Email: education@eatright.org

*All entry-level degrees are accredited by their
respective professional accrediting associations.



SUMMARY OF GRADUATES

DIPLOMA—Loma Linda Sanitarium and Hospital School of Nursing

Class of 1907	7	Class of 1913	22	Class of 1919	19
Class of 1908	7	Class of 1914	9	Class of 1920	27
Class of 1909	7	Class of 1915	15	Class of 1921	24
Class of 1910	16	Class of 1916	14	Class of 1922	36
Class of 1911	6	Class of 1917	9	Class of 1923	36
Class of 1912	19	Class of 1918	17	Subtotal	290

DIPLOMA—Loma Linda and White Memorial hospital schools

	LL	WM	TOTAL		LL	WM	TOTAL
Class of 1924	22	19	41	Class of 1939	18	26	44
Class of 1925	18	26	44	Class of 1940	20	30	50
Class of 1926	17	22	39	Class of 1941	16	17	33
Class of 1927	17	16	33	Class of 1942	19	22	41
Class of 1928	20	31	51	Class of 1943	20	16	36
Class of 1929	28	39	67	Class of 1944	21	23	44
Class of 1930	34	24	58	Class of 1945	15	25	40
Class of 1931	33	23	56	Class of 1946	25	29	54
Class of 1932	29	28	57	Class of 1947	26	26	52
Class of 1933	20	21	41	Class of 1948	28	18	46
Class of 1934	17	22	39	Class of 1949	33	26	59
Class of 1935	24	16	40	Class of 1950	48		48
Class of 1936	8	9	17	Class of 1951	36		36
Class of 1937	16	16	32	Subtotal	645	589	1,234
Class of 1938	17	19	36	Total Diplomas			1,524

ASSOCIATE IN SCIENCE

Class of 1971	35	Class of 1982	74	Class of 1992	73
Class of 1972	24	Class of 1983	82	Class of 1993	77
Class of 1973	24	Class of 1984	47	Class of 1994	96
Class of 1975	49	Class of 1985	109	Class of 1995	85
Class of 1976	66	Class of 1986	122	Class of 1996	106
Class of 1977	61	Class of 1987	97	Class of 1997	89
Class of 1978	85	Class of 1988	40	Class of 1998	98
Class of 1979	60	Class of 1989	54	Class of 1999	103
Class of 1980	58	Class of 1990	30	Total	1966
Class of 1981	56	Class of 1991	66		

BACHELOR OF SCIENCE

Class of 1952	25	Class of 1969	67	Class of 1986	73
Class of 1953	49	Class of 1970	67	Class of 1987	81
Class of 1954	44	Class of 1971	50	Class of 1988	93
Class of 1955	51	Class of 1972	66	Class of 1989	88
Class of 1956	36	Class of 1973	61	Class of 1990	55
Class of 1957	50	Class of 1974	74	Class of 1991	65
Class of 1958	62	Class of 1975	83	Class of 1992	69
Class of 1959	62	Class of 1976	79	Class of 1993	93
Class of 1960	30	Class of 1977	81	Class of 1994	81
Class of 1961	50	Class of 1978	83	Class of 1995	109
Class of 1962	67	Class of 1979	107	Class of 1996	106
Class of 1963	49	Class of 1980	100	Class of 1997	130
Class of 1964	49	Class of 1981	67	Class of 1998	106
Class of 1965	48	Class of 1982	86	Class of 1999	92
Class of 1966	62	Class of 1983	64	Total	3,386
Class of 1967	67	Class of 1984	63		
Class of 1968	75	Class of 1985	71		

MASTER OF SCIENCE

Class of 1957	3	Class of 1973	17	Class of 1989	13
Class of 1958	13	Class of 1974	15	Class of 1990	10
Class of 1959	11	Class of 1975	22	Class of 1991	12
Class of 1960	10	Class of 1976	33	Class of 1992	15
Class of 1961	12	Class of 1977	19	Class of 1993	30
Class of 1962	17	Class of 1978	24	Class of 1994	8
Class of 1963	22	Class of 1979	25	Class of 1995	10
Class of 1964	22	Class of 1980	25	Class of 1996	23
Class of 1965	29	Class of 1981	19	Class of 1997	16
Class of 1966	17	Class of 1982	14	Class of 1998	30
Class of 1968	17	Class of 1983	19	Class of 1999	16
Class of 1969	12	Class of 1984	17		
Class of 1970	9	Class of 1985	37	Total	720
Class of 1971	18	Class of 1986	13		
Class of 1972	19	Class of 1988	7		

THE UNIVERSITY LIBRARIES

Major library resources

Four major library resources on campus support the University's academic programs. These are: the Del E. Webb Memorial Library, the Joergensen Learning Resources Center, the Jesse Medical Library and Information Center, and the Veterans Administration Library Services. In addition to these facilities, specialized libraries are located in various medical and school departments on campus.

Central library

The Del E. Webb Memorial Library is the central library of Loma Linda University. Its historical roots 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. Then in 1981, a new library building was built from a grant by the Del E. Webb Foundation, 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 April 2000, the library has a total collection of 402,455 books, bound and current journals, and media items (193,679 books; 125,752 bound journals and 1,403 current periodical subscriptions; and 81,621 media items).

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, access to the internet, and hundreds of online databases, e.g., full-text, selective, automatic dissemination of information services (SDI); database end-user training programs; library orientations; interlibrary loans; photocopy and pull services; a microcomputer laboratory; a learning service resource center; class-integrated library instruction programs; and services that support distance education and University outreach programs.

Worldwide access

The Library provides access to other collections worldwide using internet technologies. It also participates in a number of national and regional networks. One of these is 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 IEALC (Inland Empire Academic Library Cooperative) and SIR-CULS (San Bernardino, Inyo, Riverside Counties United Library Services). Membership in these cooperatives gives our students, faculty, and staff access to the collections of these libraries.

Archives and special collections

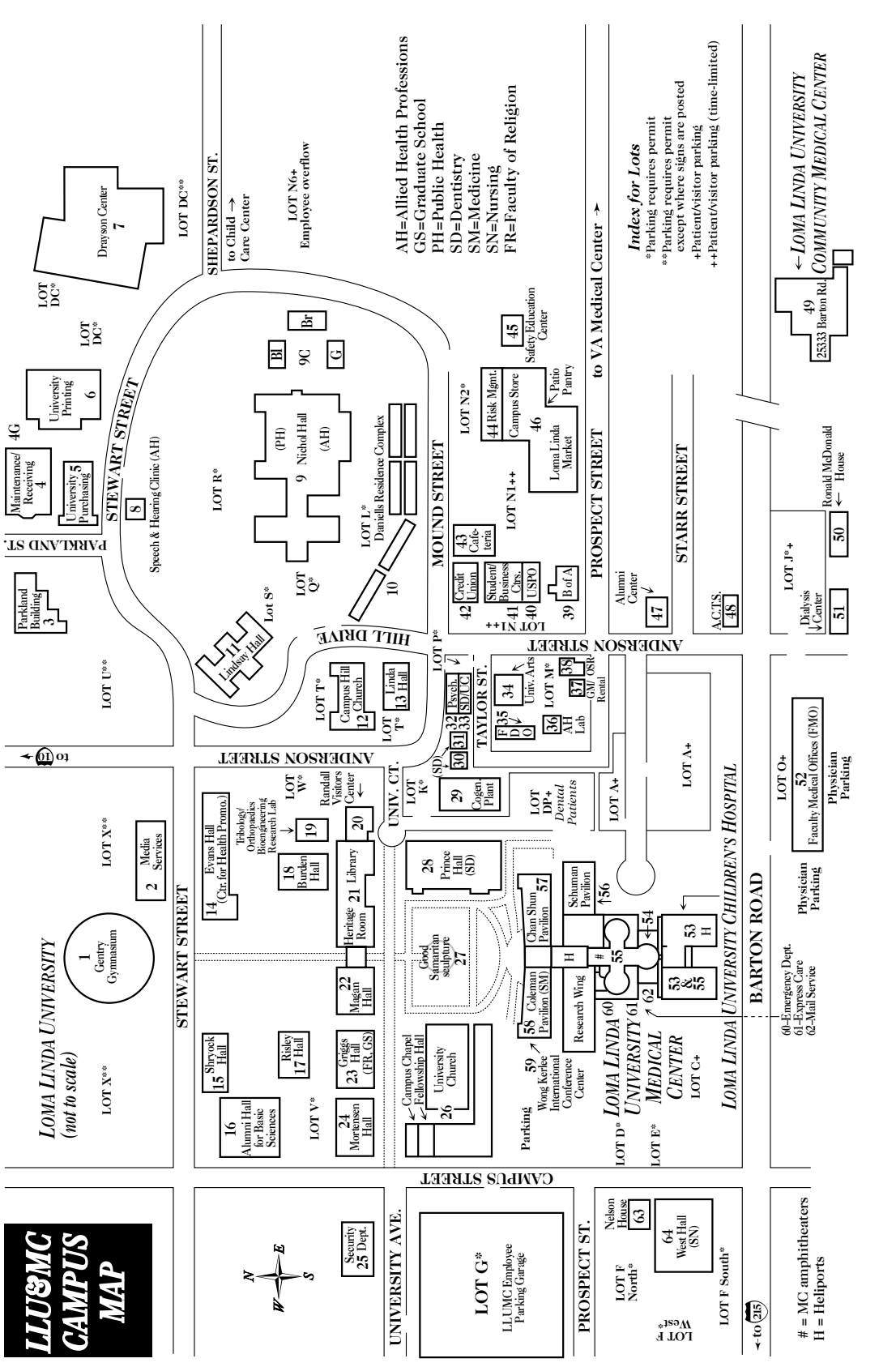
The Department of Archives and Special Collections is the central repository of information on the history of Loma Linda University, the health sciences, and major collections on Adventism. In addition to print materials which include rare books, theses, and dissertations, there are microforms, sound recordings, and several thousand photographs. Searchable digitized indexes for various document files are also available via the Library's website. The collection also includes 14,000 linear feet of archival materials, which include papers of various denominational and University officials, as well as the congressional papers of the Honorable Jerry and Shirley Pettis.

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 different variant editions of her works is available on the Library's home page.

**LLUMC
CAMPUS
MAP**

LOMA LINDA UNIVERSITY
(not to scale)



LOT C*
LLUMC Employee
Parking Garage

PROSPECT ST.
Nelson House 63
LOT F North* 64
West*
LOT F South*

= MC amphitheaters
H = Heliports

LOT N6+
Employee overflow

to Child →
Care Center

Speech & Hearing Clinic (AH)

Index for Lots
*Parking requires permit
**Parking requires permit
except where signs are posted
+Patient/Visitor parking
++Patient/Visitor parking (time-limited)

← LOMA LINDA UNIVERSITY
COMMUNITY MEDICAL CENTER

AH=Allied Health Professions
GS=Graduate School
PH=Public Health
SD=Dentistry
SM=Medicine
SN=Nursing
FR=Faculty of Religion

to V/A Medical Center →

← 25333 Barton Rd.
← Ronald McDonald House

LOT O+
Faculty, Medical Offices (FMO)
Physician Parking

LOT O+
Physician Parking

60-Emergency Dept.
61-Express Care
62-Mail Service

LOT J*+
Dialysis Center

LOT J*+
Dialysis Center

51
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LOT N1+
USFO

LOT N1+
USFO

49
55333 Barton Rd.

LOT N2*
Risk Mgmt.

LOT N2*
Risk Mgmt.

46
Loma Linda Market

LOT N3*
Cale. Lend.

LOT N3*
Cale. Lend.

43
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LOT N4*
Business

LOT N4*
Business

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LOT N5*
Photo Pantry

LOT N5*
Photo Pantry

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LOT N6*
Safety Education Center

LOT N6*
Safety Education Center

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LOT N7*
Loma Linda Market

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Loma Linda Market

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Alumni Center

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Physician Parking

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Physician Parking

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LOT N77*
Physician Parking

LOT N77*
Physician Parking

Key to abbreviations and symbols
(See also key on campus map)

X = Nearest cross street

> = See Area Map

LLU = Loma Linda University;

BMC Behavioral Medicine Center

CH Children's Hospital

CMC Community Medical Center

MC Medical Center

Campus Map (numerical)

1. Gentry Gymnasium
2. Media Services (University, MC)
3. Geoscience Research Institute; Housekeeping (University); Radiation / Hazardous Materials Safety
4. Campus Engineering (maintenance shops); Lock and Key; Campus Receiving (University); 4G=Garage buildings
5. Purchasing (University); Campus Engineering (Machine Shop)
6. University Printing Services and Design Department
7. Dayson Center; Activities Center; Superfield; Student Union; Student Association
8. Speech and Hearing Clinic (AH)
9. Nichol Hall; School of Public Health; School of Allied Health Professions; 9C = Cortiges; #60 ("Blue")—Marketing and Retention (AH); #70 ("Brown")—OT Field Work Office; #80 ("Green")—SIMS, Center for Health and Development (PH)
10. Daniels Residence Complex (men; graduate women)
11. Lindsay Hall (women's residence)
12. Campus Hill SDA Church
13. Linda Hall (Campus Hill SDA Church)
14. Evans Hall; Center for Health Promotion; Cutler Amphitheater; Student Health Service; Teaching Learning Center
15. Shyock Hall; Anatomy; Embryology; Museum
16. Alumni Hall for Basic Sciences; Microbiology; Pathology; Courville Museum (pathology)
17. Risley Hall; Physiology; Pharmacology; Kellogg Amphitheater
18. Burden Hall; Academic Publications; University Relations; AH lab
19. Block Building; Orthopaedic Bioengineering Research Labs; Tribology Lab
20. Randall Visitors Center; Amphitheater; Jorgensen Learning Center
21. University Library; Del E. Webb Memorial; Main library; E. G. White Estate Branch Office; Heritage Room; Micro-Systems Support

22. Magan Hall; Administration, LOMA LINDA UNIVERSITY; Faculty Records; Gift Records; Advancement
23. Griggs Hall; Biology; Faculty of Religion; Graduate School
24. Mortensen Hall; Biochemistry; Center for Molecular Biology and Gene Therapy
25. Campus Security; Rideshare
26. University Church; Fellowship Hall; Campus Chapel
27. Good Samaritan sculpture
28. Prince Hall; School of Dentistry
29. Cogeneration Plant (power plant)
30. Advanced Periodontics Education; Dentistry faculty endodontics (private practice)
31. Educational Support Services (SD)
32. Central Building; Psychology (GS)
33. Center for Dental Research; University Computing (Rm. 208)
34. University Arts; Human Resource Management (personnel, payroll, benefits); Purchasing (MC); Advanced Life Support Education; Dentistry (private practice)
35. Faculty Dental Offices (private practice)
36. Occupational therapy lab (AH)
37. Grants Management (post-award, University); LLU Foundation Rental Office
38. Office of Sponsored Research (pre-award)
39. Bank of America
40. U. S. Post Office
41. Upper level; Business offices; Accounting; Foundation; Lower level; Student Services Center—Student Affairs (student life, international student services, off-campus housing, dean of students); Financial Aid; Student Finance / Accounting; Admissions; Loan Collections; University Records
42. La Loma Credit Union
43. Campus Cafeteria
44. Risk Management
45. Safety Education Center
46. Campus Store (bookstore, camera shop, Apple computer sales and service); LL Market (bakery, natural foods); Patio Pantry; Campus Pharmacy
47. Alumni Center; Alumni offices; Alumni Federation; Staff Development; Planned Giving; General Conference liaison
48. A.C.T.S. (emergency relief)
49. LOMA LINDA UNIVERSITY COMMUNITY MEDICAL CENTER
50. Ronald McDonald House
51. University Kidney Center (dialysis)
52. Faculty Medical Offices (FMO) (private practice)
53. LOMA LINDA UNIVERSITY CHILDREN'S HOSPITAL; Heliport; H South; Cafeteria; Central Computing (MC)
54. Proton Treatment Center
55. LOMA LINDA UNIVERSITY MEDICAL CENTER; School of Medicine; Heliport; H North

- Lost and Found, B-404; Cafeteria; Amphitheaters: A-512, Lobby-1506; Transplantation Institute
56. Schuman Pavilion; International Heart Institute
57. Chan Shun Pavilion; Cancer Research Institute
58. Coleman Pavilion; School of Medicine; Center for Christian Bioethics
59. Wong Kerley International Conference Center
60. Emergency Department
61. Express Care (urgent care, workers' compensation, employee health care)
62. Mail Service (University, MC)
63. Nelson House; Decision Support Services (MC)
64. West Hall; School of Nursing; Graduate School Admin.

Area Map (numerical)

65. Maternal Supply and Distribution Support Services Center (Receiving, Mercantile, etc.) (MC); 1269 E. San Bernardino Ave., SB (X; Tinipicane)
66. Loma Linda Children's Center, 25228 Sheppardson Dr.
67. Veterans Medical Center, Jerry L. Pettis Memorial (VA Hospital), 11201 Benton St. (X Barron Rd.)
68. Mountain View Plaza (X Barron Rd.); Education and Training Department (computer training, JTPA training) (University, MC); Diabetes Treatment Center (MC); Osteoporosis Research Center (LLU administrative office); Radiology Medical Group, administrative office; Hospice (MC); LL Medical Supply (MC); Home Care Services (respiratory, family) (MC); Judkins Library (MC); LLUMC Managed Care Finance; Health Care Patient Business Office (FMO billing); Adventist Health Managed Care
69. Loma Linda Health Center ("Cape Cod" buildings), Mountain View Ave. (X Barron Rd.); A-11306 Providence; LL Community Medical Group
- B-11314 Cambridge; Psychiatry and Behavioral Medicine (SM)
- C-11320 Gloucester; Psychiatry conference rooms; Medical staff administration (BMC, CH, CMC, MC)
- D-11326 Worcester; Special Projects (MC); Physician Referral and Circle of Care
- E-11332 Westerly; Medical (private practice)
- F-11354 Walden; Medical
- G-11360 Hartford; LLU Cancer Institute; Administration; Cancer Data Center; Clinical oncology research
- H-11346 Concord; Marketing (MC); Medical (private practice)
- I-11368 Springfield; LLU Cancer Institute; Region 5 Cancer Surveillance Program; Pharmaceutical research
- J-11374 Dover; see Counseling, below, 69J>
- K-11382 Danbury; Loma Linda Health Pharmacy; Dental (private practice)

L-11340 Bridgeport; LLU Cancer Institute; Cancer Information
Counseling and chemical dependency treatment centers (students, employees);

69.B-11314 Cambridge; Student counseling; Psychiatry (SM) G-11360 Hartford, Suite A; Employee Assistance Program

J-11374 Dover; Student Psychological counseling services (MC); Medical faculty (private practice)

70. LOMA LINDA UNIVERSITY BEHAVIORAL MEDICINE CENTER, 1710 Barron Road (X Terracina Blvd.); Crisis hotline; Partial hospitalization (days only); Inpatient

71. Marriage and Family Therapy Clinic, 164 W. Hospitality Lane, Suite 15, SB (X Hunt's Lane)

72. Professional Plaza, 25455 Barron Frontage Road (X Loma Linda Drive; X Benton St.); Family and Child Therapy (FACT, Suite 108-A, LLUGH); Loma Linda Pharmacy; MC / SM teaching, administrative, and private practice offices

Campus and Area maps (alphabetical)

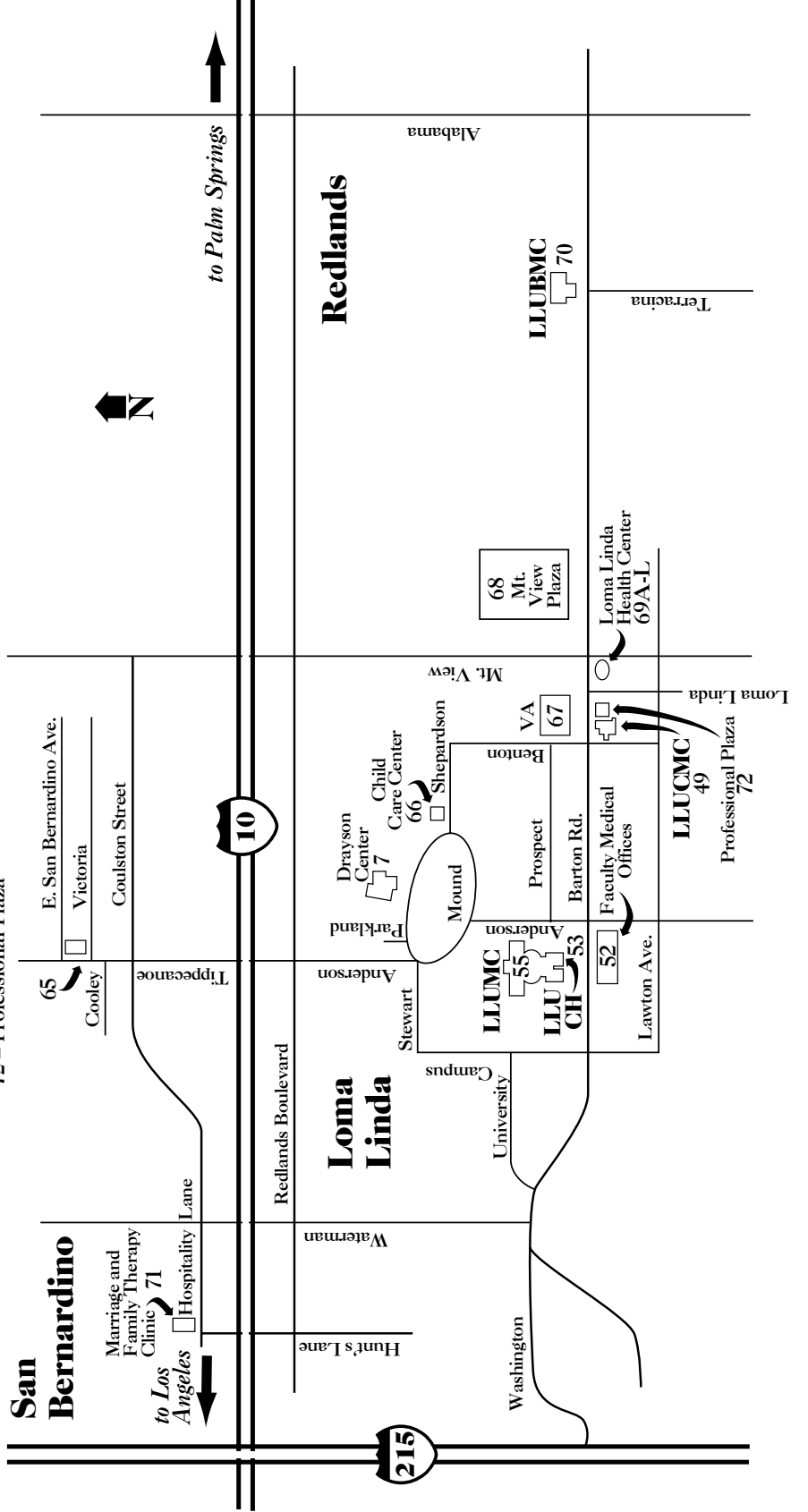
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 To update information for the next edition of the campus
 and area maps and legends, please contact:
 Academic Publications, ext. 4-4825

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and numerical legend**

- 1-64 (see Campus Map)
- 65 – Material Supply and Distribution Support Services Center
- 66 – Loma Linda Children's Center
- 67 – Jerry L. Pettis Memorial Veterans Medical Center (VA Hospital)
- 68 – Mountain View Plaza
- 69 – Loma Linda Health Center
- 70 – Behavioral Medicine Center
- 71 – Marriage and Family Therapy Clinic
- 72 – Professional Plaza



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Area Code: 909 /

Switchboard: 558-1000, 558-4300

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558-4540	44540	President	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
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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
558-8625	88625	Teaching Learning Center	558-0179	80179
558-6050	66050	Student Assistance Program	558-6051	66051
558-4570	44570	Spiritual Counseling	558-4186	44186
335-4275	34275	Crisis Hotline	1-800-752-5999	
793-9333	34008	Behavioral Medicine Center	558-9262	34262
558-4536	44536	Faculty of 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
558-8433	88433	Clinical Ministry	558-4856	44856
558-1000	ext. 43983	Center for Spiritual Life and Wholeness	558-0336	80336

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 Sciences	558-4291	44291-attn. CLSC
558-4976	44976	Health Information Management	558-0404	80404-attn. HLIN
558-4593	44593	Nutrition and Dietetics	558-4291	44291-attn. DTCS
558-4628	44628	Occupational Therapy	558-0239	84239-attn. OCTH
558-4948	44948	Occupational Therapy Assistant	478-0239	84239-attn. OCTA
558-4632	44632	Physical Therapy	558-4291	44291-attn. PPTH
558-4634	44634	Physical Therapist Assistant	558-4291	44291-attn. PTAS
558-4931	44931	Radiation Technology	558-4291	44291-attn. RTCH
558-4998	44998	Speech-Language Pathology/Audiology	558-4291	44291-attn. SPPA

558-4222	1616	Dentistry		
558-4621	44621	Admissions	558-4211	44211
558-4683	44683	Dean	558-0483	80483
558-8624	88624	Advanced Programs	558-0122	80122
558-4601	44601	Dentistry Program	558-4211	44211
558-4631	44631	Dental Hygiene Program	558-0313	80313
558-4669	44669	International Dentist Program	558-0133	80133
558-4790	44790	SD Student Affairs	558-4211	44211

Off-campus PHONE:	On-campus PHONE:		Off-campus FAX:	On-campus FAX:
		Graduate		
558-4529	44529	Admissions	558-4859	44859
558-4528	44528	Dean	558-0441	80441
		Medicine		
558-4462	44462	Admissions	558-4146	44146
558-4467	44467	Dean	558-0359	80359
558-4481	44481		558-4146	44146
		Nursing		
558-1000	ext. 44360	Admissions	558-4134	44134
558-4923	44923	Graduate	558-4134	44134
558-8061	88061	Undergraduate	558-4134	44134
558-8060	88060		558-4134	44134
		Pharmacy		
558-4529	44529	Admissions	558-4859	44859
558-4528	44528	Dean	558-0441	80441
		Public Health		
558-4546	44546	Admissions/Academic Records	558-4087	44087
558-4694	44694	Dean	558-4087	44087 attn. Admissions
558-4578	44578	Environmental and Occupational Health	558-4087	44087 attn. Dean
558-8750	88750	Epidemiology and Biostatistics	558-0493	84493 attn. ENVH
558-8750	44590	Health Administration	558-0126	80126 attn. EPDM/STAT
558-4573	44573	Health Promotion and Education	558-0469	80469 attn. HADM
558-4575	44575	International Health	558-0471	80471 attn. HPRO
558-4902	44902	Maternal and Child Health	558-0389	80389 attn. INTH
558-4575	44575	Nutrition	558-0471	80471 attn. MCH
558-4598	44598	Preventive Medicine Residency Program	558-4095	44095 attn. NUTR
558-4918	44918		558-0630	80630 attn. PMR

	WEB SITE:	EMAIL:
Student Services	www.llu.edu/ssweb	
Teaching Learning Center	www.llu.edu/llu/tlc	
University Records		registrar@univ.llu.edu
The Faculty of Religion	http://www.llu.edu/llu/fr/	
Dean; director of M.A. in bio- medical and clinical ethics	http://ethics.llu.edu	gwinslow@rel.llu.edu
Director of M.A. in clinical ministry	http://ministry.llu.edu	rroberts@rel.llu.edu
Center for Christian Bioethics	http://bioethics.llu.edu	gsample@ethicscenter.llu.edu
Center for Spiritual Life and Wholeness	http://www.llu.edu/llu/wholeness/	innerweave@som.llu.edu
<i>The Schools:</i>		
Allied Health Professions	http://www.llu.edu/llu/sahp/	
Admissions		admissions@sahp.llu.edu attn.
Admissions		
Cardiopulmonary Sciences		admissions@sahp.llu.edu attn. CPSC
Clinical Laboratory Sciences		admissions@sahp.llu.edu attn. CLSC
Health Information Management		admissions@sahp.llu.edu attn. HLIN
Nutrition and Dietetics		admissions@sahp.llu.edu attn. DTCS
Occupational Therapy		admissions@sahp.llu.edu attn.
OCTH		
Physical Therapy		admissions@sahp.llu.edu attn. PPTH
Radiation Technology		admissions@sahp.llu.edu attn. RTCH
Speech-Language Pathology/ Audiology		admissions@sahp.llu.edu attn. SPPA
Dentistry	http://www.llu.edu/llu/dentistry/	DentAO@sd.llu.edu
Admissions	http://www.llu.edu/llu/dentistry/	sDavis@sd.llu.edu
Graduate	http://www.llu.edu/llu/grad/	bripon@univ.llu.edu
Admissions	http://www.llu.edu/llu/grad/	gradschool@univ.llu.edu
Medicine	http://www.llu.edu/llu/medicine/	ledwards@som.llu.edu
Nursing	http://www.llu.edu/llu/nursing/	dsalinas@sn.llu.edu
Public Health	http://www.llu.edu/llu/sph/	
Recruitment	http://www.llu.edu/llu/sph/	sphinfo@sph.llu.edu