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Dentistry**

**2001-2003**

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**Loma Linda University**

Loma Linda, CA 92350

<http://dentistry.llu.edu>

a Seventh-day Adventist health-sciences university

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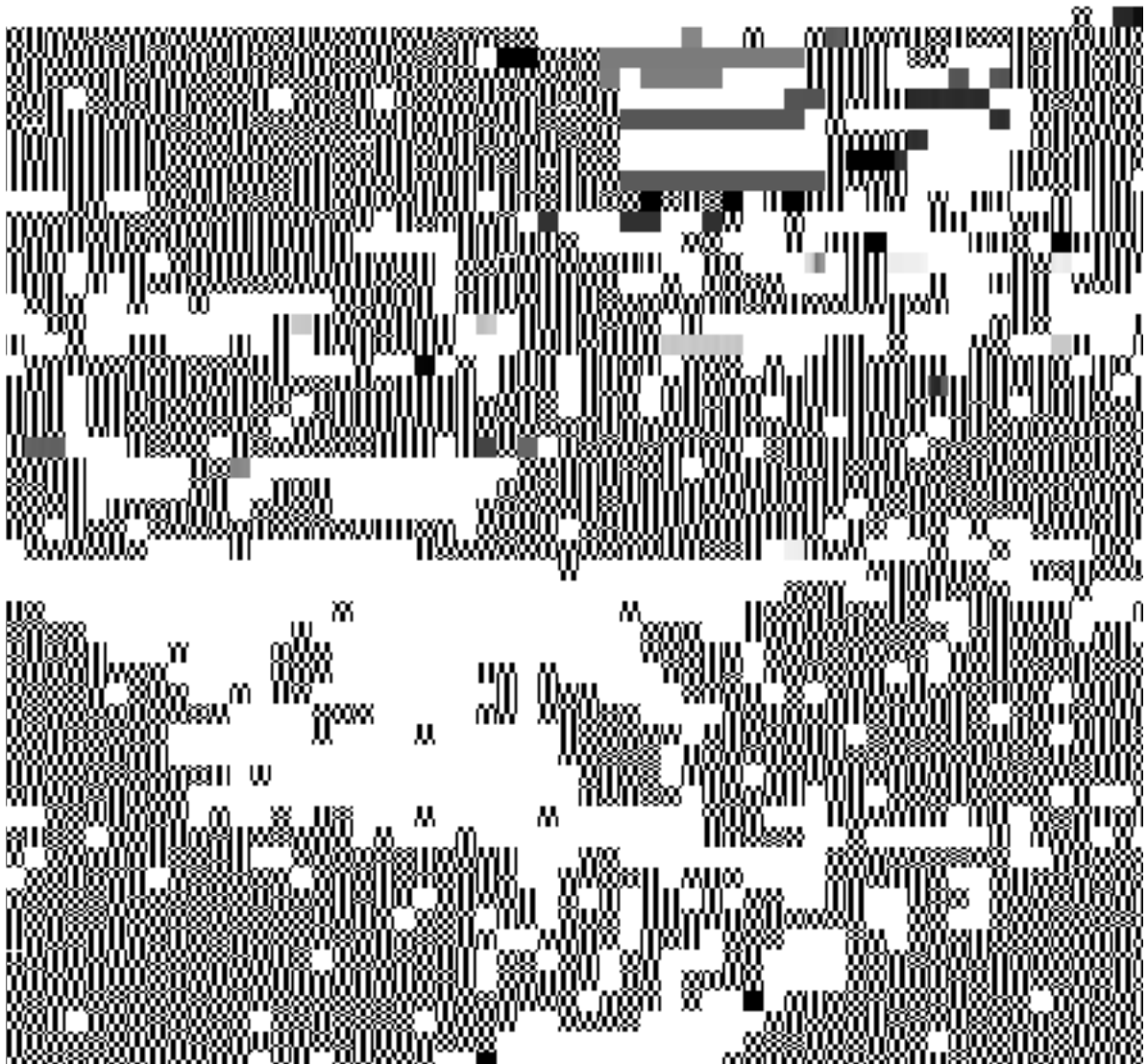
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and Email

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# I

## LOMA LINDA UNIVERSITY

University Foundations

Our Mission

Nondiscrimination Policy

Affirmative Action

The Calendar



# University Foundations

## HISTORY

**L**oma Linda University has grown out of the institution founded at Loma Linda,

# Our Mission

**L**oma 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

**O**ur 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

**W**e 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

**W**e 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

**W**e 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

**T**he 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, gender, race, color, or national origin in its educational or admissions policies, financial affairs, employment programs, student life and services, or any University-administered program.

To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended, and 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

**T**he 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

## 2001

### JUNE

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# The Calendar

## 2001

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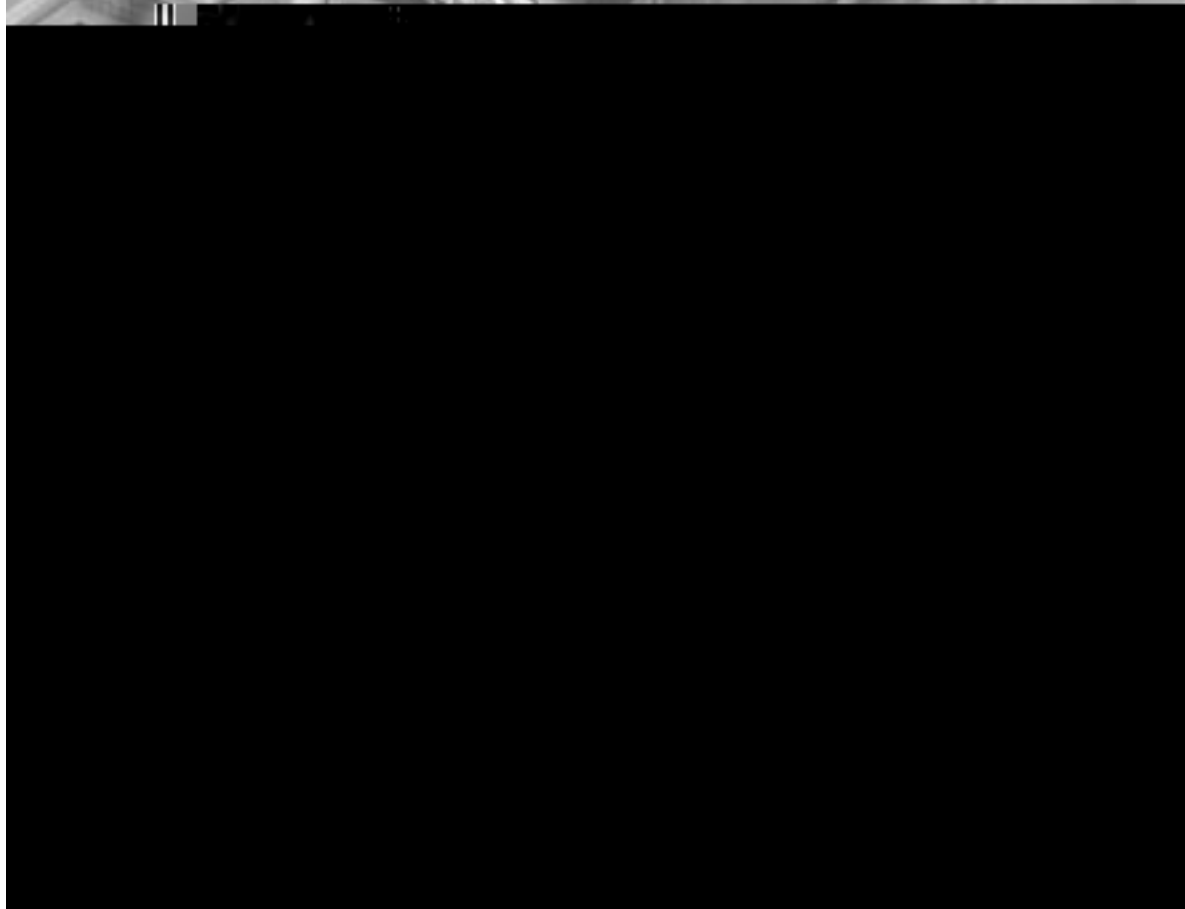
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# II

## SCHOOL OF DENTISTRY

Letter from the Dean

School Foundations

General Information

Admissions Information

Financial Information

Student Life

Academic Practices

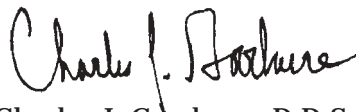
**W**elcome to Loma Linda University, one of the most vibrant health-sciences centers in the United States. The School of Dentistry bulletin introduces you to our vision, mission statement, and core values. These serve as the foundation of our commitment to providing quality educational programs enriched through our Christian environment.

Our School has a proud tradition of clinical excellence—seeking to balance technical finesse with the highest standards of compassionate patient care. Each graduate leaves the School prepared for a lifetime of service to patients, community, and the profession. The ability to learn through service is viewed as a gift, enriching the lives of those served and those serving.

Oral health care is a vital and invigorating part of overall health. As biomedical knowledge grows at an explosive rate, our faculty are dedicated to a curriculum that produces progressive dental professionals. You will learn to use advanced materials and techniques, and will receive abundant experience in patient care. Our service-learning programs provide many opportunities for you to complement your education through the oral health care you perform at extramural clinics for those in need.

Our commitment to research has resulted in the expansion of laboratory space and facilities, the addition of faculty, and increases in funding for important research endeavors. Students have the opportunity to work with outstanding faculty in a wide variety of investigative efforts and to be part of a long-standing tradition of exceptional student-generated research.

We remain fully dedicated to excellence in dental education and service; however, it is the people who have been drawn here that make Loma Linda University School of Dentistry an exciting place to be. I welcome you to a lifetime of enriching experiences.



Charles J. Goodacre, D.D.S., M.S.D.  
Dean, School of Dentistry

# School Foundations

## HISTORY

A small but determined group of dentists met during the summer of 1943 in Grand Ledge, Michigan. Their purpose was to form an organization that would serve as a catalyst, urging the Seventh-day Adventist church to sponsor a dental school where young adults could learn the dental profession in an environment consistent with their religious beliefs. These men were the founders of the National Association of Seventh-day Adventist Dentists (NASDAD).

Under the leadership of Dr. J. Russell Mitchell, the organization's first president, the goal of a Christian dental school began taking conceptual form. NASDAD expanded in membership and objectives through men such as Dr. C. C. Ray, who toured the country on his own time in search of fellow Seventh-day Adventist dentists who were willing to pursue NASDAD's goals.

Dr. M. Webster Prince served as president of NASDAD in 1948 and 1949. At a meeting in San Francisco in 1949, NASDAD members voted unanimously to support the dental school project. Later that year at a NASDAD session in Hinsdale, Illinois, the members pledged a strong financial base in support of their goals.

The momentum of the effort became evident in the early 1950s. The General Conference of Seventh-day Adventists, under the guidance of President W. H. Branson, asked Dr. Prince to conduct a feasibility study. Official action was taken in 1951 to authorize establishment of the School of Dentistry as a unit of Loma Linda University's School of Medicine. Dr. Prince was selected as the first dean of the School of Dentistry. His leadership in organizing and eventually administering the new School of Dentistry was facilitated by his prior experience as president of the Michigan Dental Association and as chair of the American Dental Association Council on Dental Education. Forty-two students comprised the inaugural class in the late fall of 1953.

A dental hygiene curriculum leading to a Bachelor of Science degree was developed in 1959 under the direction of Dr. Gerald A. Mitchell, chair of the Department of Periodontics. Violet Bates became chair of the new department, and the first class of ten dental hygienists graduated in 1961.

In 1960 Dr. Charles T. Smith became dean. During this period, the School experienced positive growth in many areas. A dental assisting curriculum was developed in 1968 under the leadership of Betty Zendner. The first class graduated in 1969, receiving the Associate in Science degree. A dental auxiliary utilization (DAU) program was

initiated to provide enhanced learning for dental students. The Monument Valley Dental Clinic for Navajo Indians was started in 1966, and Dean Smith succeeded in finding from public sources fiscal support for the clinic building and for faculty housing. New advanced-education (postdoctoral) programs were initiated in five clinical disciplines: orthodontics, oral surgery, periodontics, endodontics, and oral pathology.

During the 1970s the School of Dentistry continued its evolution into one of the premier clinical programs in the United States. Dr. Judson Klooster became dean in 1971. One of his major contributions was the expansion of Prince Hall, which was completed in May 1976. The new building more than doubled the number of clinical units; provided facilities for specialized areas of clinical instruction; and included eight new research laboratories, new classrooms, seminar rooms, amphitheaters, urgently needed teacher office space, and a commensurate expansion of support facilities and services. The Oral and Maxillofacial Surgery Clinic was remodeled, and an out-patient surgicenter was developed to meet the needs of those patients requiring general anesthesia for dental treatment.

The School of Dentistry became an important regional resource for providing dental care for developmentally disabled children and adults, many of whom require such a treatment setting. The Biomaterials Research Laboratory was constructed; and new advanced-education programs were initiated in pediatric dentistry, implant dentistry, dental anesthesiology, and prosthodontics. A new program was established in 1985 to provide a U.S. dental education for foreign-trained dentists. An increasing number of dental professionals from other countries were seeking an American education and the opportunity to practice dentistry in the United States or to gain advanced knowledge to share in their own countries. The International Dentist Program continues to offer an intensive, two-year course of study leading to a D.D.S. degree and has added a six-month certificate program limited to dental missionaries from other countries who sense the need for updated continuing education.

The first major expansion of the School of Dentistry in more than twenty years added 15,000 square feet to Prince Hall on the east side and provided two new patient entrances. The expanded Surgery Center for Dentistry and the enlarged Pediatric Dentistry Clinic were relocated to the ground floor. An additional student laboratory was also included on that level. On the second floor, the new space allowed for expansion of the predoctoral clinic, with thirty-six additional operatories.

## ACCREDITATION

All programs are accredited by the Commission on Dental Accreditation (CODA) of the American Dental Association (ADA) and have been granted the accreditation status of approval since May 23, 1957. The CODA is a specialized accrediting body recognized by the U.S. Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 E. Chicago Avenue, Chicago, IL 60611. All programs have been accredited by the Commission on Dental Accreditation.

## OUR MISSION

Loma Linda University School of Dentistry seeks to further the healing and teaching ministry of Jesus Christ by providing an environment wherein:

**STUDENTS** learn to provide high quality oral health care based on sound scientific principles.

**PATIENTS** receive competent care, which is preventive in purpose, comprehensive in scope, and provided with compassion and respect.

**FACULTY, STUDENTS, AND STAFF** value the patient relationship, respect diversity, and share responsibility by working together toward academic, professional, spiritual, and personal growth.

**SCHOLARLY ACTIVITY AND RESEARCH** provide a foundation for evidence-based learning and enhance whole person care.

**THE WORKPLACE ENVIRONMENT** attracts and retains a superior and diverse faculty and staff who motivate, educate, and serve.

**OUR COMMUNITIES** (local, global, and professional) benefit from our service, stewardship, and commitment to life-long learning.



## GOALS

**E**ach school of the University is encouraged to list its goals; departments, in turn, are encouraged to list their objectives. The goals and objectives in each case are consistent with the University's overall purpose.

The primary goal of the School of Dentistry is the education of men and women qualified to provide dental care that is comprehensive in its technical excellence and in its orientation to an awareness of the total health needs of the patient. Such practitioners must be responsive to the public as well as to the individual patient's needs—skilled in applying basic and clinical sciences; providing moral, spiritual, and social leadership in their communities; and inspiring in themselves and others a reach for excellence and a desire for service that produces ethical and competent teachers, researchers, and specialists.

Additional goals of the School of Dentistry also include creating role models for preventive practices and informing the profession of advances in research and in methods of promoting dental health. To further facilitate the achievement of these goals, the School of Dentistry trains dental hygienists and dental specialists to augment the effectiveness of its primary educational product, the general dentist.



# General Information

## ADMINISTRATION

**T**he dean, the chief administrative officer of the School, is aided by administrative associates. The dean presides over major administrative sessions. The administration and the faculty are responsible for determining curriculum requirements, admitting students, conducting continuing education programs, 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. Department chairs preside over the teaching programs of the departments and are responsible for evaluation of faculty members and of student progress.

## CURRICULA

**T**he curricula at Loma Linda University School of Dentistry are designed to correlate the basic biological sciences with the science and art of dentistry. Curricula are under continuous review and are, therefore, subject to change and improvement without prior notice, as the need occurs.

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# Admissions Information

Loma Linda University was established to provide professional health education in a distinctively Christian environment that prepares well-qualified, dedicated Christian dentists who are committed to serving humanity. No religious test is applied, but students of Loma Linda University School of Dentistry (LLUSD) are expected to uphold the standards and ideals of this church-related school. Prospective students have the freedom to choose or reject such concepts, but this decision must be made before enrollment.

In selecting students for entrance to programs in the School, the Admissions Committee looks for evidence of self-discipline, personal integrity, and intellectual vigor. An applicant accepted to the School of Dentistry must possess the capabilities required to com-

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## PREDOCTORAL D.D.S. PROGRAM

The Admissions Committee looks for evidence of personal integrity, intellectual vigor, good health, self-discipline, and motivation. In broad terms, the following are standards required for admission:

1. Intellectual capacity to complete the curriculum.
2. Emotional adaptability and stability.
3. Social and perceptual skills.
4. Physical ability to carry out activities in observations and communications and the possession of sufficient motor and sensory ability to practice general dentistry.

All materials submitted for admission should be sent to:

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

### Required

Students preparing for the predoctoral program are required to complete a minimum of three academic years with no fewer than 96 semester or 144 quarter units in a college or

university accredited by a regional accrediting association. Preference is given to applicants who have completed or will complete the requirements for a baccalaureate degree prior to admission. A maximum of 64 semester or 96 quarter units of credit may be accepted from an accredited junior or community college.

A full year of classwork (8 semester or 12 quarter units) in general biology, general chemistry, organic chemistry, general physics, and English composition must be completed, with a grade of C or above in each course. A grade point average of 2.7 in science subjects and in non-science subjects, averaged separately, is the minimum required. The average grade point average for accepted students is substantially higher.

### Recommended

The subjects listed as required form the minimum background for professional study. In order to be better prepared with specific vocabulary and understanding, the applicant should particularly include science courses with content similar to courses offered during the first year of the professional curriculum. The applicant's purpose should be the pursuit of diverse knowledge, the cultivation of an inquiring mind, the practice of efficient

methods of study, and the habit of thinking and reasoning independently. These are of paramount importance to the applicant's development as a unique and responsible human being.

The choice of electives can broaden the applicant's view of the scope of knowledge. Being well-read will give a perspective on the sweep of human thought throughout the ages, and often this will be of assistance in written and verbal communication and will improve the ability to think and express oneself well. Psychological, social, philosophical, and religious insights will help to develop basic resources for the solution of personal problems and the growth of that self-understanding the student must first have in order to understand and help associates.

**Dental Admission Test**

The applicant is required to complete and must meet specific criteria related to performance on the Dental Admission Test (DAT). Preference is given to applicants who have taken the test no later than October of the academic year preceding that for which admission is desired. The student entering the first year is expected to have taken the test within the past two years. The most recent scores, if the test has been taken more than one time, are used for admission criteria. The Committee reviews all scores on the test, giving priority to the academic average score and the perceptual ability score.

**Transfer; course waiver**

Credits from professional schools (business, medical technology, nursing, pharmacy, or medicine) do not fulfill admission requirements. Credit

college or university that has a preprofessional committee that prepares a preprofessional evaluation, it is required that Loma Linda University be sent a copy of this evaluation from the committee. Members of the applicant's family are excluded from writing the required letters of reference, although letters will be accepted for the file in addition to those required. Recommendation letters may be sent to AADSAS and then released by AADSAS to Loma Linda University School of Dentistry.

5. **Dental Admission Test.** The applicant is required to take the Dental Admission Test (DAT). It is recommended that this test be taken a minimum of one year prior to when admission is desired. DAT scores must be on file at Loma Linda University before an acceptance to the School will be issued. Test results should be sent to Loma Linda University, School of Dentistry, Office of Admissions.
6. **Interview.** The applicant's file will be screened when the supplementary application, recommendations, and transcripts are on file. The applicant *may* then be invited to the School for a personal interview. An interview is required for admission. The interview provides an opportunity for evaluation of noncognitive factors, including communication skills, personal values, motivation, and commitment to goals of the profession; as well as genuine concern for others in the service of dentistry. At the time of the interview, a tour of the School will be given by a current student in the program.
7. **Acceptance.** The accepted student receives an acceptance letter and a follow-up letter with information relative to required forms and deposit deadlines.
8. **Preentrance health.** Students enrolling in the School of Dentistry must provide documentation of:
  - A current TB skin test result or x-ray report.
  - Current measles, rubella, tetanus, and hepatitis B immunizations. Vaccinations can be obtained through Student Health Service for a fee, which is paid by the student.
  - A recent eye examination performed by an ophthalmologist or optometrist.
9. **Deposits.** The student accepted into dentistry must submit a deposit of \$1000 and the required forms to the Admissions Office. All deposits become part of the first quarter's tuition. Failure to submit this deposit will result in the loss of the applicant's position in the class. An additional deposit of \$2,500 is required by August 1. The remaining balance of the deposit is due no later than the day of

matriculation in late September. If the applicant has submitted a completed application for financial aid by March 2, and if the Stafford application has been submitted by June 15, the final installment can be paid utilizing University-assisted sources.

## TECHNICAL STANDARDS

In harmony with its own education, research, and service objectives, and using the American Dental Educators Association suggested guidelines, Loma Linda University School of Dentistry

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**Communication**

Students in the School of Dentistry must be fluent in the use of standard written and spoken English. Thus students' communication with patients, faculty, and staff will be facilitated when eliciting or providing information; or when documenting changes in patients' mood, activity, and/or posture. Students must also be skilled in observing and understanding nonverbal communication. In addition, they must develop the professional judgment that will enable them to discern when and how to maintain patient confidentiality.

**Motor skills**

School of Dentistry students should have sufficient motor and sensory capability in both hands to be able to provide general dental care. They must possess the motor and sensory capabilities to perform diagnostic procedures—including such diagnostic maneuvers as palpation, percussion, and auscultation; and to perform basic laboratory tests. Exercising these capabilities requires coordination both of gross and fine muscular movements, equilibrium, and functional tactile and visual senses.

Students must be able to operate foot controls, utilizing fine movements; and to operate high- or low-speed dental instruments, accurately performing movements of less than one-half millimeter. They must also demonstrate well-developed tactile sense and precise control while using dental hand instruments.

Students must be able to perform basic life-support (e.g., CPR), transfer and position disabled patients, and physically restrain patients who lack motor control. Additionally, they must be able to position or reposition themselves around the patient and dental chair while sitting or standing.

**Behavioral and social attributes**

Students must possess the emotional stability



**Visa forms**

For either the F-1 or the J-1 status, visa forms are provided by the international student adviser in the Office of International Student Services

after the applicant's acceptance into a program and after financial arrangements have been approved.





Los Angeles, CA 90024; and (b) contact the Office of University Records for further information and instructions.

If a VA student does not meet the academic criteria for promotion (p. 47) in a timely manner in the program for which s/he is enrolled for more than three consecutive terms, the student will not be certified for VA educational benefits until his/her academic status is restored to good standing.

**Student health plan coverage**

A student registered for 7 or more units per quarter is automatically covered by student health plan provisions. A student enrolled for fewer than 7 units may request and pay for health plan coverage. For further information, see the Student Life section of this BULLETIN.

**SCHEDULE OF CHARGES (2001–2002)**  
(subject to change by Board of Trustee action)

**DENTISTRY**

**TUITION/FEES\***

- \$26,736 Per year—first-year students: Autumn, Winter, Spring Quarters
- \$32,388 Per year—second-, third-, and fourth-year students: rates effective beginning Summer Quarter

**INSTRUMENTS AND RENTAL FEES**

- \$9,840 Freshman 6,339; Sophomore 2,405; Junior 968; Senior 128

**SUPPLIES**

- \$1,585 Freshman 175; Sophomore 625; Junior 405; Senior 380

**LABORATORY FEES**

- \$435 Freshman 135; Sophomore 140; Junior 120; Senior 40

**SPECIAL CHARGES**

- \$430 Freshman 220; Sophomore 80; Junior 0; Senior 130

**TEXTBOOKS/MANUALS**

- \$2,620 Freshman 1,100; Sophomore 1,260; Junior 140; Senior 120

**DENTAL HYGIENE**

**TUITION/FEES\***

- \$15,324 Junior year
- \$20,432 Senior year

**INSTRUMENTS**

- \$2,670 Junior 2,630; Senior 40

**SUPPLIES**

- \$170 Junior 55; Senior 115

**LABORATORY FEES**

- \$60 Junior 60; Senior 0

**SPECIAL CHARGES**

- \$160 Junior 130; Senior 30

**TEXTBOOKS/MANUALS**

- \$756 Junior 315; Senior 441

**ESTIMATED LIVING EXPENSES (board and room)**

**On-campus student (\$930/mo.)**

- \$8,370 9 months
- \$11,160 12 months

**Off-campus student (\$1,135/mo.)**

- \$10,215 9 months
- \$13,620 12 months

\* Tuition is charged in four equal amounts, Summer through Spring Quarters. The amounts listed are for the 2001-02 academic year only. Tuition and/or fees will change for 2002-03. Students should plan on an annual increase consistent with inflation in the education sector.

**FINANCIAL ASSISTANCE**

The School participates in several types of loan and scholarship programs. A needs-analysis system approved by the federal government is used to evaluate the need for financial aid. A parental contribution factor is considered for dependent students. Application for aid, with confirmation of need, should be submitted by May 15 each year the student is in school.

For information about financial planning and availability of loans and scholarships, students should contact the financial aid adviser for the School of Dentistry. Priority is given to students whose completed applications are on file by May 15. Application for financial aid may be made before acceptance.

Graduating students receiving loans must have an exit interview during the month of May and must inform the Student Loan Collection Office of address changes during the repayment period for loans. Repayment and deferment opportunities will be made available to the graduate when appropriate.

**Private and government loans and scholarships**

The Office of Financial Aid determines eligibility for various financial aid funds. There are numerous programs available, which are described in a brochure that can be obtained through the Office of Financial Aid. The financial aid adviser will be able to outline programs for which the applicant qualifies.

**Special grants**

The University participates in the student exchange program of the Western Interstate Commission for Higher Education (WICHE). Eligibility requirements vary by states. An interested student should apply to his/her respective state's certifying officer for further information. The name and address of the certifying officer can be obtained from WICHE, P.O. Drawer P, Boulder, CO 80301-9752; or from the Office of Financial Aid.

**Other sources**

Many students find sponsors from private community organizations, church groups, corporations, and businesses. For more suggestions, contact the financial aid adviser. Inquiries and requests should be made directly to the Financial Aid Adviser, Office of Financial Aid, Loma Linda University, Loma Linda, CA 92350; or 909/558-4509.



# Student Life

**T**he 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

**CODE OF ETHICS**

**A** school of dentistry is a place where the professionals of tomorrow are selected and trained in the development of professional and ethical attitudes which are consistent with the highest goals of the profession. It is for this purpose that the School of Dentistry has a code of ethics. This code is a means of educating and training the future dentist in areas of professional ethical activity, and is a means of developing an ethical and moral awareness which will help the individual serve the public and the profession in an enlightened manner. The Code of Ethics of the School of Dentistry as found in the Student Handbook shall apply to all students in the School—including dental hygiene, dentistry, international, graduate, and certificate students. In addition, residents, fellows, preceptors, research scholars, and exchange students involved in School advanced-education programs shall also be subject to all School policies. The School of Dentistry Code of Ethics can be found in its entirety in the University *Student Handbook*.

**WHOLE-PERSON HEALTH**

**T**he 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**

**O**pportunities 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**

**S**ituated 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**

**T**he 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**

**T**he Drayson Center, Loma Linda University’s recreation and wellness center, provides state-of-the-art fitness facilities.

The center includes a 21,000-square-foot multipurpose gymnasium, which may accommodate three full-size basketball courts or five volleyball courts or 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 as well as indoor saunas in the men's and women's locker rooms. Included in the complex are a lighted, six-court tennis facility; a 400,000-square-foot 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 aerobics, scuba diving, tennis, weight training, karate, Tai-chi, and wilderness survival. Physical assessments are also available.

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



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.

## DISABILITY INSURANCE PLAN

All School of Dentistry predoctoral students are automatically enrolled in a disability insurance program while registered in the School. This program provides limited disability insurance for students while in the program and also allows for conversion to an individual disability insurance policy at the time of graduation. Details of this program are available in the School of Dentistry Office of Student Affairs.

## 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 during the academic year is expected to provide the associate dean for academic affairs advance written notification of the change in status. Students are strongly urged to marry during academic recesses only.

### Professional apparel

Clinic apparel and laboratory apparel are distinctive articles of dress specified by the School

and are to be worn only in the manner prescribed and under the conditions specified in the School of Dentistry dress code. This code is described in the University *Student Handbook* and is available from the School's Office of Student Affairs.

### 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 in the University *Student Handbook*.

### Personal property

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

### Cars and transportation

It is advantageous for the student to have access to a car. The student is responsible for transportation arrangements and costs for special projects and off-campus clinics.

Vehicles used to transport fellow students to personal projects are not permitted.

dependent upon the abuser appropriately utilizing these programs. Failure to comply with these policies will result in discipline up to and including expulsion and, if appropriate, notification of law-enforcement agencies for prosecution.

### **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*.

### **Dismissal, grievance**

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

- in the Student Life section of this BULLETIN (see FROM UNIVERSITY TO STUDENT, par. 3);
- 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 Associate Dean for Academic Affairs. The decision of that office regarding such an employment request will be based on academic standing, class load, health, and School policy.

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## REGISTRATION CLASSIFICATIONS

### Regular

The student who has satisfied all prerequisites and who is registered for a standard curriculum leading to a degree or certificate is a regular student. The regular student is subject to strict application of the academic standards and policies and pays the regular tuition rate.

### 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 (probationary) student during the transition period. The student is registered for courses taken with the consent of the associate dean for academic affairs. Tuition at the regular rate is paid for such courses.

### Nondegree

The student who enrolls for selected courses rather than for completion of a program leading to a degree or certificate is classified as a nondegree student. Registration may be for credit or audit. Tuition is paid

the student enrolls for selected courses rather than for completion of a program leading to a degree or certificate is classified as a nondegree student. Registration may be for credit or audit. Tuition is paid

**Special examination**

No provision is made for quizzes or examinations missed because of *voluntary* absences. An exception is made in the case of a disabling disease or other compelling emergency. An excused absence must be signed by a student health physician or the associate dean for student affairs and must be presented to the instructor within three days of the absence. To take an examination at a time other than that for which it is scheduled, the student must secure in advance the consent both of the instructor and of the associate dean for academic affairs.

**Length of academic residence**

To fulfill the requirement pertaining to length of academic residence, the student must be registered for a full course load at the University for the entire senior year for the Bachelor of Science degree; and the entire D3 and D4 years for the Doctor of Dental Surgery degree.

**SCHOLASTIC STANDING**

**Grades and grade points**

The following grades and grade points are used in this University. Each course taught in this School has been approved for either a letter grade or an S/U grade, and deviations from this are not allowed.

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 vice president for academic affairs.  
In the case of nontraditionally scheduled courses, W will be given for withdrawal from a course prior to completion of 80 percent of the course, excluding the final examination period. Withdrawals during the first 20 percent of a course, excluding the final examination period, are not recorded if the student files with the Office of University Records the appropriate form prior to the date when this 20 percent of the course is completed.



## COMMENCEMENT

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

## PROCEDURES FOR ACADEMIC REVIEW

There are four Academic Review Committees: D1, D2, D3 and D4, and Dental Hygiene. Membership of each committee consists of the associate dean for academic affairs, the associate dean for student affairs, the associate dean for clinic administration, the assistant dean for admissions, the director of admissions, and the course directors of all courses required of the respective class in the academic year. In addition, each committee has two student members appointed by the dean in consultation with the DSA officers. Student committee members will generally be in the class ahead of the one being reviewed.

The Academic Review Committees meet once per quarter to evaluate the records of student academic performance and progress. Students whose performance does not meet the stated academic standards and who are being considered for discontinuance may be scheduled for a hearing with the committee. The committee also recommends to the dean all appropriate candidates for promotion, probation, repeat, or other appropriate actions, as well as students who should receive special recognition for academic excellence.

The process for evaluating academic performance is as follows:

1. The Academic Review Committee — by reviewing grades, reports, and other pertinent information—identifies students whose academic and clinical performance are below acceptable levels.

1. Term or cumulative didactic, pre-clinical, or clinical overall G.P.A. below 2.0.
2. Failing or unsatisfactory grade in any course.
3. Low clinical performance.

#### **Level of Academic Probation**

The level of probation indicates the seriousness of the academic deficiency:

- Level 1 First term on academic probation.
- Level 2 Second term on academic probation, consecutive or nonconsecutive.  
  
EXCEPTION: Continued academic probation due to failing grade in a course which cannot be retaken until a later term.
- Level 3 Third term on academic probation, consecutive or nonconsecutive. If a student is unable to remove academic probationary status within the following term, s/he will be considered for academic discontinuation.  
  
EXCEPTION: Continued academic probation due to failing grade in a course which cannot be retaken until a later term.
- Level 4 If a student meets criteria for academic probation for a fourth term, consecutive or nonconsecutive, s/he will be recommended for academic discontinuation.

#### **Conditions/Prohibitions for a student on academic probation**

A student on academic probation:

1. May not serve as an officer for any class, school, or extracurricular organization.
2. May not take any elective courses.
3. May be required to take remedial action to satisfy terms of academic probation; any course with a grade of U or F must be remediated or repeated.
4. Remains on academic probation until all academic deficiencies are corrected, unless the student is discontinued.

#### **Remedial Action**

As a condition for continued enrollment, remedial action may consist of:

1. Counseling, tutoring, repeated or additional work.
2. Other specified activities.

#### **Academic discontinuation**

Criteria for academic discontinuation is as follows: f F must P(course2 -1.3wt4TTG E.)-3s11uation

## **LEAVE OF ABSENCE**

A leave of absence may be for as short as one day and is defined as being away from school for a non-illness-related obligation which may or may not be School sponsored. The appropriate Leave of Absence form, requiring instructor and administrator signatures, must be obtained from the School of Dentistry Office of Student Affairs and completed prior to departure.

## **RE-ENTRANCE REQUIREMENTS**

A student who wishes to return from a leave of absence must first submit a letter to the associate dean for academic affairs requesting re-admission to the program. The request will be reviewed by the School of Dentistry Academic Review Committee, and the student will be contacted by the associate dean for academic affairs with the decision of the committee. If the request for readmission is approved, the student must complete a Re-entry Form, available at the Office of Academic Affairs.



# III

## PROGRAMS AND DEPARTMENTS

Programs and Degrees

Codes and Course Numbers

The Dental Hygiene Program

The General Dentistry Program

The Departments

Anatomy

Biochemistry

Dental Anesthesiology

Dental Educational Services

Endodontics

Microbiology/Immunology

Oral Diagnosis, Radiology, and Pathology

Oral and Maxillofacial Surgery

Orthodontics and Dentofacial Orthopedics

Pediatric Dentistry

Periodontics

Physiology and Pharmacology

Restorative Dentistry

# Programs and Degrees

**T**he departments of the School of Dentistry offer a comprehensive range of programs. Each of the School's five programs draws on the offerings of these departments.

The School's undergraduate curriculum—the Dental Hygiene Program—prepares the dentist's assistant to enter a variety of careers. Dental Hygiene is a four-year college curriculum; the junior and senior years are taken in the LLU School of Dentistry.

The four-year General Dentistry Program equips the general dentist to meet the needs of a diverse patient population.

The Combined-Degrees Programs enable the student to earn D.D.S./M.S. degrees or D.D.S./Ph.D. degrees by taking programs concurrently in the School of Dentistry and the Graduate School; or to earn D.D.S./M.P.H. degrees by taking programs in the School of Dentistry and the School of Public Health.

The twenty-one-month International Dentist Program is designed for the dentist whose dental degree was earned outside the United States. Upon completion of the program, the student earns a D.D.S. degree from Loma Linda University.

The Advanced Dental Education Programs lead to postdoctoral certificates in eight specialty and nonspecialty areas of dentistry—and, at the student's option, additionally, to the Master of Science degree.

## PROGRAM REQUIREMENTS

**S**ections III, IV, and V give the setting for each program the School of Dentistry offers. The subject and unit requirements for admission to individual professional programs are outlined. It is important to review specific program requirements in the context of the general requirements applicable to all programs.

# Codes and Course Numbers

**T**he following course-numbering system and codes are used throughout this BULLETIN.

## UNIT OF CREDIT

**C**redit is indicated in quarter units: a quarter unit represents eleven class hours in lecture or conference, or in a combination of laboratory practice and instruction.

## COURSE NUMBER

**O**rdinarily, course numbers reflect the year in which the courses are taken.

### UNDERGRADUATE

101-199 Freshman  
201-299 Sophomore  
301-399 Junior  
401-499 Senior

### ADVANCED



## DENTAL HYGIENE CURRICULUM

### BACHELOR OF SCIENCE

Dental hygiene, a profession dating back to 1913, is largely concerned with preventive health services. The hygienist works in association with the dentist in private-practice offices, industrial organizations, schools, hospitals, state or federal public health services, and the armed forces. Salary ranges compare with those for registered nurses.

The curriculum is organized as a four-year college program leading to the Bachelor of Science degree. The freshman and sophomore years of largely prescribed, preprofessional study may be taken at any accredited college. The professional program begins with the junior year in the School of Dentistry. The program is approved by the Commission on Dental Accreditation of the American Dental Association. The first class at this University graduated in 1961.

#### Philosophy

A profession in the health arts and sciences calls increasingly for persons of intelligence, integrity, industry, responsibility, and depth of human understanding. Therefore, the program of instruction is planned on a strong liberal arts foundation. The student is encouraged to take electives that contribute to breadth of knowledge and quality of values. The choice of electives in early college work is important for many reasons.

The School of Dentistry is interested in applicants with the potential to become hygienists who are well-read and gracious persons—prepared to communicate effectively in professional and community relationships. They should be able to draw on knowledge of the structure and function of man in health and in sickness, with resources based on Christian ideals and values to aid in the solution of personal problems. They should also be able to develop the attitudes and skills which will most effectively serve society.

#### Goal

The goal of the Dental Hygiene Program is to educate competent, concerned, and active members of the dental hygiene profession who possess the ability to effectively perform the expanding functions of the dental hygienist.

Loma Linda University emphasizes Christian values and beliefs and the concept of whole-person care. Opportunities for spiritual growth and fellowship among faculty and students are interwoven into daily academic pursuits, clinical practice, and social interactions.

The advancement of dental hygiene depends on an ever-growing body of knowledge. Therefore, this program also places great importance on providing an atmosphere in which students can develop the skills necessary to objectively assess new theories and trends in dentistry, in light of scientific knowledge and principles. By combining Christian values

with an appreciation for research and the scientific method, graduates will continually apply sound principles to patient care and exhibit God's love in the quality of service they render.

#### Admission

The student must have a diploma or its equivalent from a four-year secondary school, and must meet college-entrance requirements. After successful completion of the prescribed pre-entrance course work in an accredited college or university, admission to the Dental Hygiene Program is in the junior year.

For entrance to the junior professional year, the applicant must have:

- 96 quarter or 64 semester units of acceptable college credit.

**NOTE: Loma Linda University requires all students who graduate with a baccalaureate degree to complete a minimum of 68 quarter units of general education, which are integrated into the entire undergraduate program. See section VII of this BULLETIN, Division of General Studies, for information regarding this requirement.**

- good scholastic standing, with a grade point average of 2.5 or higher in science course work and in nonscience course work, averaged separately; a minimum grade of C for all pre-entrance course work to be transferred to the University. The average entering grade point average is 3.0 or above.
- acceptable personal qualities.
- a personal interview with a representative designated by the School.
- the subject requirements outlined hereafter.

#### Office experience

It is strongly recommended that the pre-professional student seek experience observing and assisting in a dental office, not necessarily for remuneration. Such experience provides opportunities for familiarization with the procedures of the dentist's office and ascertaining one's interest in and fitness for the practice of dental hygiene.

#### Regulations

The student is also subject to the conditions of registration, attendance, financial policy, governing practices, and graduation requirements outlined in other sections of this BULLETIN.

#### Employment

Dental hygiene students may accept part-time employment during the school year after receiving approval from the department chair and the associate dean for academic affairs. Permission to work is determined on the basis of grades, class load, and health. Work hours may not interfere with class, laboratory, or clinic assignments.

#### Supplies

For the professional years of the program, the student must have prescribed textbooks, supplies,

instruments, and uniforms. The initial package outfit of instruments specified in the official instrument list at registration must be purchased from the School of Dentistry supply room. Unauthorized or incomplete equipment is not acceptable. Advance consent must be obtained for any exception. The student must buy the professional apparel (uniforms, glasses, and shoes) specified by the School.

## AWARDS

Dental hygiene students are eligible to receive awards by demonstrating scholastic attainment, leadership ability, technical and professional proficiency, and other accomplishments and achievements that reflect the ideals of the dental hygiene profession.

The DEAN'S AWARD is given for excellence in the combined characteristics of clinical ability and professionalism. Selection is based on the recommendation of the dental hygiene faculty and the dean.

The BATES AWARD is given to the student who demonstrates notable achievement during training. Selection is by vote of the faculty.

The CALIFORNIA DENTAL HYGIENISTS' ASSOCIATION OUTSTANDING LEADERSHIP AWARD is presented by the California Dental Hygiene Association to a student demonstrating professional leadership. The recipient of this award is selected by the dental hygiene faculty.

The DENTAL HYGIENE ACADEMIC EXCELLENCE AWARD is presented for exceptional performance on the Dental Hygiene National Board Examination.

The KLOOSTER HUMANITARIAN AWARD is given to the student who demonstrates a spirit of giving, kindness, and enthusiasm. Selection is by vote of the faculty.

The MIDDLETON AWARD is given in recognition of high standards of service, spiritual leadership, and dedication to church and humanity. The recipient of this award is chosen by the class.

The MITCHELL AWARD is given by vote of the class to the student considered to be the most outstanding leader during the two years of dental hygiene training.

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

The SIGMA PHI ALPHA AWARD constitutes election to the national honor society for dental hygienists. It is based on scholarship and character and is limited to 10 percent of the class, chosen from the top 20 percent scholastically.

The TRI-COUNTY DENTAL HYGIENIST'S SOCIETY AWARD is given in recognition of outstanding student contribution to the professional

association in recognition of outstanding student contribution to the professional

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

## PRE-DENTAL HYGIENE SUBJECT REQUIREMENTS FOR ADMISSION

**A** student must complete 96 quarter or 64 semester units of transferable college course work.

### General education requirements

The general education courses required for earning the baccalaureate degree are to be selected from the areas/domains listed in the Division of General Studies (section VII). It is necessary to complete all requirements before matriculating in the School. A student may be *accepted* with a deficiency in one or more of the areas but is expected to eliminate deficits before enrolling in the dental hygiene program.

The following areas, including specific courses, must be completed prior to entrance to the program:

### COMMUNICATION SKILLS (13 quarter/9 semester units)

\*English composition and literature (a complete sequence).

Computers.

\*Speech/interpersonal communication/persuasion.

If English is not the native language, an undergraduate must submit a minimum score of 550 for the Test of English as a Foreign Language (TOEFL) or a minimum score of 90% on the Michigan Test of English Language Proficiency (MTELP) or the equivalent. Minimum scores of 5 both on the TOEFL writing test and the speaking test (TWE and TSE-A) are required for acceptance.

### SPIRITUAL AND CULTURAL HERITAGE

#### Spiritual

(required: 4 quarter/3 semester units per year of attendance at a Seventh-day Adventist college)

#### Cultural

(20 quarter/14 semester units)

Courses selected from the following (must be in a minimum of two areas):

History/Civilization.

Fine arts (theory course work only).

Literature.

Philosophy/Ethics.

Foreign language.

Cultural diversity.

Performing arts/Visual arts (not to exceed 2 quarter units).

### NATURAL SCIENCES (20 quarter/15 semester units)

\*Chemistry, with course work covering a full year of inorganic, organic, and biochemistry, with laboratory.

\*Human anatomy and human physiology, with laboratory (two separate courses or a sequential course).

\*Microbiology, with laboratory.

\*College mathematics.

### SOCIAL SCIENCES (12 quarter/8 semester units)

Courses selected from the following (must be in a minimum of two areas):

\*Introduction to sociology (specific required course).

Anthropology.

Political science.

Economics.

Psychology.

Geography.

\*Cultural diversity.

### HEALTH AND WELLNESS (3 quarter/2 semester units)

\*Personal health or nutrition.

Physical education.

Two activity courses.

\*

**DISTRIBUTION OF INSTRUCTION**

**Junior Year**

			CLOCK HOURS			UNITS	
			Lec./Semr.	Lab.	Clin.	Total	
<b>AUTUMN QUARTER</b>							
†ANAT	301	Head and Neck Anatomy	33	33	-	66	4
†DNHY	303	Dental Materials	11	33	-	44	2
†DNHY	305	Dental Anatomy, Lecture	22	-	-	22	2
†DNHY	305L	Dental Anatomy, Laboratory	-	44	-	44	1
†DNHY	309	Radiology I	11	-	-	11	1
†DNHY	321	Preclinical Dental Hygiene, Lecture	22	-	-	22	2
†DNHY	321L	Preclinical Dental Hygiene, Laboratory	-	44	-	44	2
REL_	___	Religion selective	22	-	-	22	2
			121	154	-	275	16
<b>WINTER QUARTER</b>							
†ANAT	303	General and Oral Histology and Embryology	22	33	-	55	3
†ANES	314	Local Anesthesia and Inhalation Sedation	41	14	-	55	4
†DNHY	310	Radiology II	22	33	-	55	3
†DNHY	322	Preclinical Dental Hygiene II, Lecture	22	-	-	22	2
†DNHY	322L	Preclinical Dental Hygiene II, Laboratory	-	44	-	44	2
†DNHY	375	Dental Hygiene Clinic	-	-	44	44	1
†DNHY	380	Medically Compromised Patient	22	-	-	22	2
			129	124	44	297	17
<b>SPRING QUARTER</b>							
†DNHY	311	Radiology III	11	-	-	11	1
†DNHY	323	Preclinical Dental Hygiene III	22	-	-	22	2
†DNHY	376	Dental Hygiene Clinic	-	-	88	88	2
DNHY	390	Introductory Statistics <sup>2</sup>	33	-	-	33	3
DNHY	394	Introduction to Research <sup>2</sup>	22	-	-	22	2
†ODRP	311	General and Oral Pathology	55	-	-	55	5
RELE	457	Christian Ethics and Health Care	22	-	-	22	2
			165	-	88	253	17

† Core course; minimum grade of C required

<sup>1, 2, 3, and 4</sup> meet general education and elective requirements for Domains I, II, III, and IV, respectively.



**Senior Year**

			CLOCK HOURS			UNITS	
			Lec./Semr.	Lab.	Clin.	Total	
<b>SUMMER QUARTER</b>							
†BSES	305	The Etiology and Management of Dental Caries	22	20	-	42	3
†DNHY	324	Preclinical Dental Hygiene IV	22	-	-	22	2
†DNHY	376	Dental Hygiene Clinic	-	-	132	132	4
†DNHY	405	Introduction to Periodontics	22	-	-	22	2
DNHY	406	Orthodontic Concepts for Dental Hygiene	11	-	-	11	1
DNHY	416	Dental Health Education I	22	-	-	22	2
DNHY	421	Research I	2	30	-	32	2
†PHRM	411	Pharmacology	22	-	-	22	2
			123	50	132	305	18
<b>AUTUMN QUARTER</b>							
†DNHY	411	Dental Hygiene Topics I	22	-	-	22	2
DNHY	417	Dental Health Education II	11	33	-	44	2
DNHY	422	Research II	11	22	-	33	2
DNHY	451	Clinical Seminar I	11	-	-	11	1
†DNHY	475	Dental Hygiene Clinic	-	-	176	176	4
DNHY	479	Topics in Dentistry	22	-	-	22	2
RELE	475	Principles and Practice of Whole-Person Care	22	-	-	22	2
			99	55	176	330	15
<b>WINTER QUARTER</b>							
DNHY	317	Applied Nutrition <sup>4</sup>	22	-	-	22	2
DNHY	408	Professional Ethics <sup>1</sup>	22	-	-	22	2
†DNHY	412	Dental Hygiene Topics II	22	-	-	22	2
†DNHY	418	Critical Issues of Health Care	22	-	-	22	2
DNHY	423	Research III	-	33	-	33	1
†DNHY	431	Dental Public Health	33	-	-	33	3
DNHY	452	Clinical Seminar II	11	-	-	11	1
†DNHY	461	Modifying Factors in the Etiology of Periodontal Disease	11	-	-	11	1
†DNHY	476	Dental Hygiene Clinic II	-	-	176	176	4
			143	33	176	352	18
<b>SPRING QUARTER</b>							
DNHY	409	Jurisprudence <sup>1</sup>	22	-	-	22	2
†DNHY	413	Dental Hygiene Topics III	22	-	-	22	2
DNHY	414	Personal Finance <sup>2</sup>	22	-	-	22	2
DNHY	453	Clinical Seminar III	11	-	-	11	1
†DNHY	471	Special Topics in Periodontics	11	-	-	11	1
†DNHY	477	Dental Hygiene Clinic III	-	-	176	176	4
DNHY	499	Research Writing <sup>3</sup>	22	-	-	22	2
REL__	____	Religion selective	22	-	-	22	2
			132	-	176	308	16

\* Grade given at end of multiple-quarter course

† Core course; minimum grade of C required

1, 2, 3, and 4 meet general education and elective requirements for Domains I, II, III, and IV, respectively.

## **COURSES**

**DNHY 413 Dental Hygiene Topics III (2)**

All employment aspects of dental hygiene, including resume writing, interviewing, benefits/remuneration, termination, job services, family violence, and introduction to managed care, soft-tissue management, and marketing. Completion of a professional portfolio.

**DNHY 414 Personal Finance (2)**

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

**DNHY 416 Dental Health Education I (2)**

Current theories and principles of psychology as they relate to learning and teaching, personality development and change, and interpersonal processes and dynamics.

**DNHY 417 Dental Health Education II (2)**

Principles and practices involved in teaching dental public health. Fieldwork in local schools and community. Methods and practice of professional presentation.

**DNHY 418 Critical Issues of Health Care (2)**

Old age as part of the natural developmental sequence. Physical, psychological, and social needs of the elderly. Ways the allied health practitioner can contribute to wellness and independence. Important issues of HIV/AIDS, including global impact, prevention, treatment, and ethical issues.

**DNHY 421, 422, 423 Research I, II, III**

(2, 2, 1)

Review of literature, design of a research proposal in preparation for professional presentation of a table clinic. Conduct of research experiment or project culminating in presentation of the results at a professional meeting.

**DNHY 431 Dental Public Health (3)**

Philosophy, principles, language, and objectives of public health and public health dentistry. Critical review of the literature.

**DNHY 451, 452, 453 Clinical Seminar I, II, III**

(1, 1, 1)

Topics and issues directly and indirectly related to clinic, the national board examination, state and regional dental hygiene examinations, and individual student case presentations followed by class discussion of the issues presented.

**DNHY 461 Modifying Factors in the Etiology of Periodontal Disease (1)**

Variation in periodontal diseases related to differing host conditions, including age, hormones, habits, drugs, genetics, nutrition, stress, systemic disease, iatrogenic factors, trauma from occlusion, and endodontic interrelationships.

**DNHY 471 Special Topics in Periodontics (1)**

Overview of surgical periodontal procedures and their roles, limitations, and effects. Surgery outcomes compared with short- and long-range effects of conservative therapy (with and without maintenance care, including effects of adjunctive chemical plaque control). Role of dental health care providers in periodontal therapy. Special problems in periodontal care.

**DNHY 475, 476, 477 Dental Hygiene Clinic I, II, III (4, 4, 4)**

Integration of all components of dental health care into the clinical treatment of patients.

**DNHY 479 Topics in Dentistry (2)**

Lectures covering endodontics, forensics, myofascial pain, oral surgery, tooth whitening, and prosthodontics. Overview of subject matter to aid the dental hygienist as s/he treats patients. Enables the dental hygienist to ask appropriate questions and give input to the supervising dentist regarding the nature of the

**PHRM 411 Pharmacology, DH (2)**

Uses, actions, and potential toxic effects of medications most frequently used by dental patients.

**DNHY 499 Research Writing (2)**

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

**ELECTIVES**

**DNHY 498 Dental Hygiene Directed Study (1-10)**

**Domains I-IV: These courses meet General Education and elective requirements for Domains I-IV.**



## **GENERAL DENTISTRY CURRICULUM**

### **DOCTOR OF DENTAL SURGERY**

**D**entistry, like all health professions, exists to benefit society and therefore continually assesses its professional services to ascertain what measures, attitudes, and skills most effectively serve society.

The School of Dentistry is committed to:

- Beginning the curriculum with a strong foundation in the sciences that are basic to knowledge of the structure and function of the human being in health and in sickness.
- Providing an educational environment that progressively leads a student to mastery and correlation of clinical sciences and skills.
- Developing a frame of reference from which to mobilize the resources of dentists and associated professional personnel in both delivery of health care and contribution to community well-being by education for the prevention of illness.

These concepts include responsibility for contributing to the body of scientific knowledge by questioning, investigating, and teaching; for remaining sensitive and adaptive to the needs of humanity in ever-changing conditions; and for maintaining consciousness of the individual obligation to live, practice, and strive for the good of humanity.

The curriculum in dentistry,ood 6n what4 effgTanity.



tion of the curriculum leading up to the examination. In addition, students are required to pass a comprehensive examination that assesses mastery of the test specifications prior to each National Board Examination. The eligibility requirements and timetable for passing the National Board Examination are as follows:

#### **Part I**

1st attempt—Scheduled in July following completion of second year. If a student fails the July examination, s/he will have her/his scheduled clinic time substantially reduced. During this time, students will be required to study for a re-examination in December and to attend special review sessions and a study skills course offered through the Teaching Learning Center.

2nd attempt—If a student does not successfully complete the second attempt of the Part I Examination, s/he will be required to take a two-quarter leave of absence to prepare for re-examination the following July.

3rd attempt—After taking the re-examination in July, the student will be allowed to work on the clinic until examination results are received. If the student successfully completes the Part I Examination, s/he will continue to work on the clinic for the Summer and Fall Quarters and will begin didactic courses again during the Winter Quarter with the current third-year students. If the student does not successfully complete the National Board Examination Part I on the third attempt, s/he will be discontinued from the program.

#### **Part II**

1st attempt—Scheduled in December of the fourth year. If the examination is not successfully completed, access to the clinic will be restricted in order to provide additional time for study. The student will be given an opportunity to retake the examination in the spring. National Board Examination policy requires subsequent attempts to be at least ninety days apart.

6. Demonstrated evidence of satisfactory moral and professional conduct, of due regard for Christian citizenship, and of consistent responsiveness to the established aims of the University.
7. Discharged financial obligations to the University.
8. Been certified by the faculty as approved for graduation.

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

## AWARDS

Students are eligible to receive awards of various kinds for demonstrated excellence, scholastic attainment, leadership ability, technical ability, professional proficiency, initiative, and other accomplishments or achievements, according to the bases established by the donors:

### General

Academy of Dental Materials

Academy of General Dentistry

Academy of Operative Dentistry

Alpha Omega Scholarship

Alumni Association

American Academy of Dental Practice  
Administration

American Academy of Esthetic Dentistry

American Academy of Gold Foil Operators

American Academy of Oral and Maxillofacial  
Radiology

American Academy of Oral Medicine

American Academy of Oral and Maxillofacial  
Pathology

American Academy of Orofacial Pain

American Academy of Periodontology

American Association of Endodontists

American Association of Oral & Maxillofacial  
Surgeons

American Association of Oral Biologists

American Association of Orthodontics

American College of Dentists, Southern California  
Section





**Supporting criteria**

- a. Evaluate the patient's physical and psychological state, and identify factors that may contribute to orofacial pain.
  - b. Manage dental fear, pain, and anxiety with appropriate behavioral and pharmacologic techniques.
  - c. Manage patients with craniofacial pain of dental and nondental origin.
- 6. The new dentist must be able to recognize and manage medical emergencies that may be encountered in dental practice.**

**Supporting criteria**

- a. Provide basic life support measures for patients.
  - b. Develop and implement an effective office strategy for the prevention and management medical emergencies.
- 7. The new dentist must be able to manage dental emergencies.**

**Supporting criteria**

- a. Perform a problem-focused interview and examination.
  - b. Manage dental emergencies of infectious, inflammatory, or traumatic origin.
- 8. The new dentist must be able to evaluate and manage the treatment of periodontal diseases.**

**Supporting criteria**

- a. Design and provide an appropriate oral hygiene-instruction plan for the patient.
- b. Remove hard and soft deposits from the crown and root surfaces.
- c. Evaluate the outcomes of the initial phase of periodontal treatment.
- d. Manage the treatment of patients in the maintenance phase of therapy.
- e. Recognize and manage the treatment of advanced periodontal disease.
- f. Recognize the need for and appropriately use chemotherapeutic agents.
- g. Manage the treatment of mucogingival periodontal problems.
- h. Manage the treatment of hard- and soft-tissue problems in preparation for restorative procedures.

- 9. The new dentist must be able to provide appropriate medical and surgical treatments for patients with various dental carious states.**

**Supporting criteria**

- a. Differentiate among sound enamel, hypomineralized enamel, remineralized enamel, and carious enamel.

- b. Develop and implement an appropriate treatment plan for enamel surfaces that can be managed by remineralization therapies.
- c. Develop and implement an appropriate treatment plan for tooth surfaces with caries involving the enamel and/or dentin.
- d. Properly isolate the tooth/teeth from salivary moisture and bacterial contamination.
- e. Remove or treat carious tooth structure and restore with appropriate materials.
- f. Determine when a tooth has such severe carious involvement as to require extraction.
- g. Use accepted prevention strategies—such as oral hygiene instruction, microbiologic evaluation, nutritional education and pharmacologic intervention to help patients maintain and improve their oral and systemic health.

- 10. The new dentist must be able to evaluate and manage diseases of pulpal origin and subsequent periradicular disease.**

**Supporting criteria**

- a. Prevent and manage pulpal disorders through the use of indirect and direct pulp capping and pulpotomy procedures.
- b. Assess case complexity of each endodontic patient.
- c. Manage endodontic emergencies.
- d. Manage nonsurgical endodontic therapy on permanent teeth.
- e. Recognize and manage endodontic procedural accidents.
- f. Manage pulpal and periradicular disorders of traumatic origin.
- g. Manage endodontic surgical treatment.
- h. Manage bleaching of endodontically treated teeth.
- i. Evaluate outcome of endodontic treatment.

- 11. The new dentist must be able to recognize and manage pathologic changes in the tissues of the oral cavity and head and neck area.**

**Supporting criteria**

- a. Recognize clinical and radiographic changes that may indicate disease.
- b. Recognize variations of normal and developmental anomalies.
- c. Identify conditions that may require treatment.
- d. Manage oral and maxillofacial pathologic conditions using pharmacologic and non-pharmacologic methods.
- e. Recognize and manage patients with oro-

**12. The new dentist must be able to provide basic surgical care.**

**Supporting criteria**

- a. Perform uncomplicated extractions of teeth.
- b. Manage surgical extraction, and common intraoperative and postoperative surgical complications.
- c. Manage pathological conditions, such as lesions requiring biopsy, localized odontogenic infections, and impacted third molars.
- d. Manage patients with dentofacial deformities or patients who can benefit from pre-prosthetic surgery.

**13. The new dentist must be able to assess and manage maxillary and mandibular skeletal discrepancies, including space maintenance.**

**Supporting criteria**

- a. Perform mixed dentition analyses.
- b. Perform a cephalometric analysis to evaluate skeletodental discrepancies to assist in overall diagnosis and treatment planning.
- c. Evaluate the noncephalometric skeletal facial esthetics with respect to development and maturation.
- d. Manage multidisciplinary treatment cases involving orthodontics.
- e. Recognize and manage the effects of abnormal swallowing patterns, mouth breathing, and other parafunctional habits on the skeleto-dental structures.

**14. The new dentist must be able to manage the restoration of individual teeth and replacement of missing teeth for proper form, function, and esthetics.**

**Supporting criteria**

- a. Assess teeth for restorability.
- b. Assess esthetic and functional considerations
- c. Manage preservation of space following loss of teeth or tooth structure.
- d. Select appropriate treatment methods and restorative materials.
- e. Design fixed and removable prostheses.
- f. Implement appropriate treatment sequencing
- g. Perform biomechanically sound preparations.
- h. Fabricate and place biomechanically sound provisional restorations.
- i. Make impressions for diagnostic and treatment casts.
- j. Obtain anatomic and occlusal relation records for articulation of casts.

- k. Prepare casts and dies for the construction of restorations and prostheses.

- l. Manage the laboratory fabrication of restorations and prostheses.

- m. Evaluate and place restorations that are clinically acceptable.

- n. Recognize and manage problems related to occlusal stability.

- o. Instruct patients in the follow up care of restorations and prostheses.

**15. The new dentist must understand the application of patient centered approaches to the promotion, improvement and maintenance of oral health.**

**Supporting criteria**

- a. Explain the role of the dental professional in a community setting.
- b. Recognize the effectiveness of community-based programs.
- c. Explain the role of professional dental organizations in promoting the health of the public.
- d. Explain the concept of a worldwide community as described in the world mission of the Seventh-day Adventist church.

**16. The new dentist must be able to function as a leader in a multi-cultural work environment and manage a diverse patient population.**

**Supporting criteria**

- a. Demonstrate the ability to serve patients and interact with colleagues and allied dental personnel in a multicultural work environment without discrimination.
- b. Manage a diverse patient population.
- c. Demonstrate sensitivity to the psychological as well as the physical needs of patients.
- d. Demonstrate honesty and confidentiality in relationships with patients and staff.
- e. Explain the principles of leadership and motivation.
- f. Demonstrate the skills to function successfully as a leader in an oral health care team.
- g. Communicate effectively with patients, peers, other professionals, and staff.

**17. The new dentist must understand the basic principles that permit successful operation of a dental practice.**

**Supporting criteria**

- a. Evaluate the advantages and disadvantages of different models of oral health care management and delivery.
- b. Explain legal, ethical, and risk management principles relating to the conduct of dental practice.

- c. Explain the basic principles of personnel management, office systems, and business decisions.
- d. Apply financial management skills to debt and business management.
- e. Apply knowledge of informational technology resources in contemporary dental practice.
- f. Understand the importance of spiritual principals as a basis for developing a philosophy of health care.

**18. The new dentist must understand the importance of maintaining physical, emotional, financial, and spiritual health in one's personal life.**

**Supporting criteria**

- a. Demonstrate the ideal of service through the provision of compassionate, personalized health care.

- b. Understand the importance of maintaining a balance between personal and professional needs for successful life management.
- c. Explain the issues associated with chemical dependency, its signs in oneself and others, and the resources and treatments available.
- d. Explain the basic principles of personal financial planning and retirement planning.
- e. Explain the concept of personal wholeness espoused by Loma Linda University and the Seventh-day Adventist church.

**DISTRIBUTION OF INSTRUCTION**

**Year D1**

			CLOCK HOURS			UNITS	
			Lec./Semr.	Lab.	Clin.	Total	
<b>AUTUMN QUARTER</b>							
ANAT	506	Human Neuroscience	46	24	8	78	5
BCHM	509	Biochemistry of the Human Body	50	10	-	60	5
DNES	708	Introduction to the Dental Profession	10	-	-	10	1
DNES	721	Dental Applications of the Basic Sciences	32	4	-	36	1
RESD	701	Restorative Dentistry I, Lecture	22	-	-	22	2
RESD	701L	Restorative Dentistry I, Laboratory	-	66	-	66	2
RESD	706	Clinical Topics	10	8	-	18	2
RELF	718	Adventist Heritage and Health	22	-	-	22	2
			192	112	8	312	20
<b>WINTER QUARTER</b>							
ANAT	508	Human Anatomy for Dentists I	44	64	-	108	7
DNES	722	Dental Applications of the Basic Sciences	32	4	-	36	1
DNES	771	Applied Nutrition	14	8	-	22	2
PHSL	504	Physiological Systems of the Human Body	46	8	-	54	5
RESD	702	Restorative Dentistry II, Lecture	28	-	-	28	2
RESD	702L	Restorative Dentistry II, Laboratory	-	66	-	66	2
RELE	734	Christian Ethics for Dentists	22	-	-	22	2
			186	150	-	336	21
<b>SPRING QUARTER</b>							
ANAT	509	Head and Neck Anatomy for the Dentist	47	58	6	111	8
BSES	705	Etiology and Management of Dental Caries	22	20	-	42	3
DNES	723	Dental Applications of the Basic Sciences	32	4	-	36	1
MICR	501	Principles of Microbiology	10	10	-	20	1
PHSL	505	Homeostatic Mechanisms of the Human Body	38	8	-	46	4
RESD	708	Restorative Dentistry III, Lecture	20	-	-	20	2
RESD	708L	Restorative Dentistry III, Laboratory	-	80	-	80	2
			169	180	6	355	21

**Year D2**

			CLOCK HOURS			UNITS	
			Lec./Semr.	Lab.	Clin.	Total	
<b>SUMMER QUARTER</b>							
DNES	707	Personal Development	11	-	-	11	1
DNES	774	Clinic Orientation I	8	2	-	10	0.5
MICR	501	Principles of Microbiology	25	10	-	35	2.5
ODRP	701	Radiology I: Clinical Procedures	11	16	-	27	1.5
ODRP	725	Patient Assessment and Data Management	28	17	-	45	3
ODRP	751	General and Systemic Pathology I	40	-	-	40	4
PERI	705	Introduction to Periodontics	20	-	-	20	2
RESD	709	Restorative Dentistry IV, Lecture	20	-	-	20	2
RESD	709L	Restorative Dentistry IV, Laboratory	-	60	-	60	2
			163	105	-	268	18.5
<b>AUTUMN QUARTER</b>							
ANES	751	Dental Anesthesia: Local Anesthesia	33	11	-	44	3
ODRP	726	Patient Diagnosis and Treatment Planning	12	13	-	25	1.5
ODRP	752	General and Systemic Pathology II	40	-	-	40	4
ODRP	755	Radiology II: Theory and Interpretation	22	-	-	22	2
PERI	741	Essential Periodontal Therapy, Lecture	10	-	-	10	1
PERI	741L	Essential Periodontal Therapy, Laboratory	-	16	-	16	1
RESD	754	Orientation to Restorative Clinic Protocol	10	8	-	18	1
RESD	761	Removable Prosthodontics I, Lecture	22	-	-	22	2
RESD	761L	Removable Prosthodontics I, Laboratory	-	66	-	66	2
RESD	771	Single Casting Technique, Lecture	22	-	-	22	2
RESD	771L	Single Casting Technique, Laboratory	-	66	-	66	2
			171	180	-	351	21.5
<b>WINTER QUARTER</b>							
DNES	775	Clinic Orientation II	10	2	-	12	1
ODRP	761	Oral Pathology and Diagnosis	66	-	-	66	6
PEDN	751	Pediatric Dentistry I (1 of 2)*	11	-	-	11	1
PERI	751	Planning and Evaluation in Periodontal Therapy	10	-	-	10	1
RESD	762	Removable Prosthodontics II, Lecture	22	-	-	22	2
RESD	762L	Removable Prosthodontics II, Laboratory	-	60	-	60	2
RESD	772	Fixed Prosthodontics, Lecture	22	-	-	22	2
RESD	772L	Fixed Prosthodontics, Laboratory	-	66	-	66	2
			141	128	-	269	17
<b>SPRING QUARTER</b>							
ANES	752	Dental Anesthesia: Sedation Techniques	11	11	-	22	1.5
DNES	794	Public Health Dentistry	22	-	-	22	2
DNES	789	National Board Part I Review	24	-	-	24	2
ODRP	735	Dental Emergency Diagnosis and Treatment	11	-	-	11	1
ORDN	751	Principles of Orthodontics I	11	-	-	11	1
PEDN	751	Pediatric Dentistry I, Lecture (2 of 2)*	22	-	-	22	2
PEDN	751L	Pediatric Dentistry I, Laboratory (only one offered)	-	33	-	33	1
PHRM	501	Pharmacology and Therapeutics	44	2	-	46	4
RESD	763	Removable Prosthodontics III, Lecture	21	-	-	21	2
RESD	763L	Removable Prosthodontics III, Laboratory	-	63	-	63	2
RESD	773	Fixed Prosthodontics II, Lecture	22	-	-	22	2
RESD	773L	Fixed Prosthodontics II, Laboratory	-	66	-	66	2
			188	175	-	363	22.5

\* Grade given at end of multiple-quarter course

**Year D3**

			CLOCK HOURS			UNITS	
			Lec./Semr.	Lab.	Clin.	Total	
<b>SUMMER QUARTER</b>							
ANES	801	Dental Anesthesia: Advanced Topics	22	-	-	22	2
DNES	804	Applied Statistics	22	-	-	22	2
DNES	806	Research Design	40	-	-	40	2
ENDN	805	Endodontics I, Lecture	11	-	-	11	1
ENDN	805L	Endodontics I, Laboratory	-	33	-	33	1
ODRP	825	Oral Diagnosis, Radiology, and Pathology Clinic (1 of 4)*	-	-	var.	-	1
ORSR	805	Oral Surgery I	11	-	-	11	1
PEDN	825	Pediatric Dentistry Clinic (1 of 4)*	-	-	var.	-	0.5
RESD	811	Dental Materials II	11	-	-	11	1
RELR	749	Personal and Family Wholeness	22	-	-	22	2
			139	33	var.	172	13.5
<b>AUTUMN QUARTER</b>							
DNES	806L	Research Design Laboratory	-	33	-	33	1
ENDN	814	Endodontics II	11	-	-	11	1
ODRP	801	Oral Medicine I	11	-	-	11	1
ODRP	825	Oral Diagnosis, Radiology, and Pathology Clinic (2 of 4)*	-	-	var.	-	1
ORDN	801	Minor Tooth Movement	9	30	-	39	2
ORSR	811	Oral Surgery II (1 of 2)*	11	-	-	11	1
ORSR	825	Oral Surgery Clinic I	-	-	var.	-	1
PEDN	825	Pediatric Dentistry Clinic (2 of 4)*	-	-	var.	-	1
RELR	734	Christian Ethics for Dentists	22	-	-	22	2
			64	63	var.	127	11
<b>WINTER QUARTER</b>							
ODRP	808	Oral Medicine II	22	-	-	22	2
ODRP	821	Special Care Dentistry	10	-	-	10	1
ODRP	825	Oral Diagnosis, Radiology, and Pathology Clinic (3 of 4)*	-	-	var.	-	0.5
ORDN	811	Principles of Orthodontics II	11	-	-	11	1
ORSR	811	Oral Surgery II	11	-	-	11	1
PEDN	821	Pediatric Dentistry II	8	-	-	8	1
PEDN	825	Pediatric Dentistry Clinic (3 of 4)*	-	-	var.	-	1
PERI	805	Periodontal Surgical Therapy	10	3	-	13	1
RESD	854	Implant Dentistry	10	-	-	10	1
RESD	822	Operative Dentistry II, Lecture	11873(-)-3821.-135/F3.-135/F3.-135/F3.-135/F3.-135/F3.-135/F3.-135/F3.-135/3iD1.6(80	-	-	-	-

**Year D4**

			CLOCK HOURS			UNITS	
			Lec./Semr.	Lab.	Clin.	Total	
<b>SUMMER QUARTER</b>							
ODRP	826	Oral Medicine IV	22	-	-	22	2
ODRP	875	Oral Diagnosis, Radiology, and Pathology Clinic (1 of 4)*	-	-	var.	-	1
PEDN	875	Pediatric Dentistry Clinic (1 of 4)*	-	-	var.	-	0.5
PERI	875	Periodontics Clinic (1 of 4)*	-	-	var.	-	2
RESD	875	Restorative Dentistry Clinic (1 of 4)*	-	-	var.	-	9.5
			22	-	var.	22	15
<b>AUTUMN QUARTER</b>							
DNES	807	Practice Management I	22	-	-	22	2
DNES	889	Senior National Board Part II Review	64	-	-	64	2
ODRP	875	Oral Diagnosis, Radiology, and Pathology Clinic (2 of 4)*	-	-	var.	-	1
PEDN	875	Pediatric Dentistry Clinic (2 of 4)*	-	-	var.	-	0.5
PERI	875	Periodontics Clinic (2 of 4)*	-	-	var.	-	2
RESD	861	Senior Lecture in Removable Prosthodontics	20	-	-	20	1
RESD	875	Restorative Dentistry Clinic (2 of 4)*	-	-	var.	-	9.5
			106	-	var.	106	18
<b>WINTER QUARTER</b>							
DNES	809	Practice Management II	12	10	-	22	2
DNES	851	The Dentist and the Law	22	-	-	22	2
ODRP	875	Oral Diagnosis, Radiology, and Pathology Clinic (3 of 4)*	-	-	var.	-	1
PEDN	875	Pediatric Dentistry Clinic (3 of 4)*	-	-	var.	-	1
PERI	875	Periodontics Clinic (3 of 4)*	-	-	var.	-	2
RESD	875	Restorative Dentistry Clinic (3 of 4)*	-	-	var.	-	9.5
RELR	764	Religion, Marriage, and Family	22	-	-	22	2
			56	10	var.	66	19.5
<b>SPRING QUARTER</b>							
ENDN	875	Endodontics Clinic	-	-	var.	-	1
ODRP	875	Oral Diagnosis, Radiology, and Pathology Clinic (4 of 4)*	-	-	var.	-	1
ORDN	875	Orthodontics Clinic	-	-	var.	-	1
ORSR	875	Oral Surgery Clinic II	-	-	var.	-	1
PEDN	875	Pediatric Dentistry Clinic (4 of 4)*	-	-	var.	-	1
PERI	875	Periodontics Clinic (4 of 4)*	-	-	var.	-	1.5
RESD	844	Restorative Study Club Seminar	-	8	-	-	0.5
RESD	875	Restorative Dentistry Clinic (4 of 4)*	-	-	var.	-	9
			-	8	var.	-	16

\* Grade given at end of multiple-quarter course

**FACULTY**

Bertha C. Escobar  
William M. Hooker  
Michael A. Kirby  
Paul J. McMillan

Pedro B. Nava  
Kerby C. Oberg  
Walter H. Roberts  
Robert L. Schultz  
Kenneth R. Wright



# BIOCHEMISTRY

CHARLES W. SLATTERY, Chair

The specific objectives of the Department of Biochemistry are to:

1. Provide course work in biochemistry at levels appropriate for the various professional curricula.
2. Supply students with applications of biochemistry to problems in medicine, dentistry, nutrition, etc., so that an understanding of the place of this discipline in each field may be attained.
3. Interface with other educators at Loma Linda University, providing them with bio-chemical expertise where needed in their research projects or classroom instruction.
4. Offer a master's degree or Doctor of Philosophy degree in biochemistry to medical and dental professionals who have appropriately mastered biochemistry and demonstrated the necessary skills of independent judgment and biomedical research. This course work can provide the foundation for further education of some of the Seventh-day Adventist biomedical educators of the future.
5. Provide a high-quality graduate biochemistry program on a Seventh-day Adventist Christian campus for any committed Christians who would feel more comfortable in such an environment.
6. Conduct scholarly research in biochemistry, contributing to knowledge in biomedical areas.

## FACULTY

Richard E. Beltz  
E. Clifford Herrmann  
George T. Javor

George M. Lessard  
W. Barton Rippon  
Charles W. Slattery  
R. Bruce Wilcox

## COURSE

### DENTISTRY

#### **BCHM 509 Biochemistry of the Human Body, DN (5)**

Study of the living process at the molecular level. Properties of water, the medium in which the biomolecules interact. Concepts of pH and buffers. Structure and functional roles of amino acids and proteins. Enzyme properties and mechanisms. Role of micro-nutrients in biological systems. Bioenergetics. Catabolism and biosynthesis of carbohydrates, lipids, proteins, and nucleic acids. Collagen structure as a product of gene expression. Regulatory control of meds,

## DENTAL ANESTHESIOLOGY

## DENTAL EDUCATIONAL SERVICES

RONALD J. DAILEY, Chair

**T**he Division of Dental Educational Services provides administrative and support services for a variety of subject areas such as: behavioral science, practice management, preventive and community dentistry, extramural programs, and some applied basic science. The interactions of patients, staff, and dentists are examined in light of varied personality characteristics; the art and science of establishing and operating a successful practice are examined; and preventive dentistry in the office and community is studied as the underlying philosophy of all dental practice. All students are given the opportunity to participate in providing dental services and dental health education in unique settings outside the dental school clinic, thus providing the experience of involvement in the real world “to make man whole.”

### FACULTY

William Allen  
 Mark Carpenter  
 James Crawford  
 Ronald Dailey  
 Sylvia Davis  
 Frank Flores  
 Ronald Forde  
 Ronald Fritz  
 Kathy Galvan  
 Kent Hansen  
 William Hooker  
 Shelton Hsu  
 Fred Kasischke

J. S. (Jay) Kim  
 Charles Lee  
 George Lessard  
 Carla Lidner  
 William Loveless  
 Kathleen Moore  
 William Naylor  
 Quint Nicola  
 Thomas Rogers  
 M. Timothy Rudd  
 Ronald Secor  
 Rodney Turner  
 Phung (Mindy) Vu  
 Charles Westrick  
 Warren Yow



# ENDODONTICS

LEIF K. BAKLAND, Chair

MAHMOUD TORABINEJAD, Director, Advanced Education Program

**E**ndodontics is the branch of dentistry concerned with the morphology, physiology, and pathology of the human dental pulp and periradicular tissues. Its study and practice encompass the basic clinical science including biology of the normal pulp; the etiology, diagnosis, prevention, and treatment of diseases and injuries of the pulp; and associated periradicular conditions. The department faculty have developed preclinical lectures, laboratory exercises, and clinical training that cover a wide spectrum of endodontics. These experiences are coordinated and incorporated in a manner that provides patients with optimum oral health care in a setting that promotes the mission of the School of Dentistry.

## MICROBIOLOGY / IMMUNOLOGY

JAMES D. KETTERING, SM, Acting Chair

**T**he goals of the Department of Microbiology/Immunology are to:

1. Provide an expertise in microbiology and infectious diseases for medical, dental, and graduate students.
2. Conduct and publish research in the field of microbiology.
3. Provide professional consultation and participation with all departments—basic science and clinical.

### FACULTY

Hansel Fletcher  
Daila Gridley

Mark S. Johnson  
James D. Kettering  
Benjamin H. S. Lau  
Anthony Zuccarelli

### COURSES

#### DENTISTRY

#### **MICR 501 Principles of Microbiology, DN (1, 2.5)**

Fundamental techniques and concepts of microbiology. Principles of infection. Systematic study of microorganisms pathogenic for man. Bacteria, spirochetes, viruses, and the parasitic protozoa and metazoa. Emphasis on the dental aspects that are applicable. Lecture and laboratory.

# ORAL DIAGNOSIS, RADIOLOGY, AND PATHOLOGY

RONALD P. BLANK, Chair

The Department of Oral Diagnosis, Radiology, and Pathology covers a variety of disciplines. The overall focus of the department is to train dental students to consider all related factors when arriving at a diagnosis and formulating a treatment plan that will best meet the needs of each patient. Courses are offered that cover aspects of general and systemic pathology, oral medicine, geriatric and special-needs dentistry, emergency diagnosis and treatment, oral pathology, radiology, diagnosis, and treatment planning. The department's aim is to prepare dental students to excel in compassionate and knowledgeable service to patients that is based on a comprehensive gathering and interpretation of pertinent data.

## FACULTY

Stanton Appleton  
Ronald Blank  
Garth Brown  
Heidi Christensen  
Dennis Clark  
Robert Clement  
Robert Handysides

Floyd Hansen  
Hilbert Lentz  
Kandasamy Rengasamy  
Susan Richards  
Susan Roche  
Lane Thomsen  
Duane Wacker  
Donald Witherow

## COURSES

### DENTAL HYGIENE

**ODRP 311 General and Oral Pathology, DH (5)**  
Basic disease processes and selected organ-system diseases. Classification, etiology, and recognition of common oral diseases.

### DENTISTRY

**ODRP 701 Radiology I: Clinical Procedures (1.5)**  
Techniques for producing intraoral radiographs, including film processing.

**ODRP 725 Patient Assessment and Data Management (3)**  
Introduction to physical evaluation, data collection, and the problem-oriented dental record. Supervised clinical experience with fellow students as "patients." Development of a treatment plan and its presentation to the patient.

### ODRP 726 Patient Diagnosis and Treatment Planning (1.5)

Introduction to treatment-plan development and treatment-plan presentation to the patient. Case-based, small-group treatment planning exercises. Introduction to computer-based treatment-plan management.

### ODRP 735 Dental Emergency Diagnosis and Treatment (1)

Diagnosis and management of dental emergencies, including caries control, endodontic and prosthodontic emergencies, myofacial pain, hard- and soft-tissue trauma, and forensic issues.

### ODRP 751 General and Systemic Pathology I (4)

Study of basic disease mechanisms and disease processes, including host responses to pathogens and injury. Study of disease processes of some organs and systems, with emphasis on disease mechanisms, epidemiology, disease manifestations, and major treatment modalities.

**ODRP 752 General and Systemic Pathology**

**II (4)**

Continuation of study of disease processes of the vari-



# ORAL AND MAXILLOFACIAL SURGERY

PHILIP BOYNE, Interim Chair; Interim Director, Advanced Education Program

The predoctoral courses in the Department of Oral and Maxillofacial Surgery include didactic and clinical instruction to prepare the student for dealing with patients seen in the general practice of dentistry. Subject matter considered includes patient evaluation prior to surgery, surgical instruments, complications and ways of preventing them, infections of the region, antibiotics, analgesic drugs to alleviate pain resulting from surgical procedures, prescription writing, and preparation of the mouth for prostheses. Oral and maxillofacial procedures not done by the general dentist are included in the lectures, because knowledge regarding these procedures is necessary to provide a basis for proper advice to patients with conditions which are treated by the specialist. Clinical experience ranges from a basic minimum of routine cases to more difficult, advanced cases, according to the student's demonstrated ability, perseverance, judgment, and interest in oral surgery.

## FACULTY

William Arnett  
Robert Bass  
Wilson Baugh  
Michael Boyko  
Tom Chanez  
Martin Chin  
Todd Cooper  
W. Davis  
Lorenz de Julien  
F. Liviu Eftimie  
Scott Fimbres  
Michael Fox  
Richard Gelman

Alan Herford  
Brett King  
Colin Le  
Albert Lin  
Gregory Litvinoff  
Edward Marshall  
Suzanne McCormick  
Robert Mower  
David Pulsipher  
Kenneth Spint  
Wayne Tanaka  
Clark Taylor  
Thomas Wong  
Herbert Woodward  
Harvey (Skip) Zalsman

## COURSES

### DENTISTRY

#### ORSR 805 Oral Surgery I (1)

Theory of oral surgery. Etiology, diagnosis, and surgical treatment of oral conditions and diseases commonly encountered in general practice. Familiarization with fundamental surgical techniques, principles involved in extraction of teeth, and selection and use of equipment.

#### ORSR 811 Oral Surgery II (1, 1)

Continuation of preparatory topics for general practice. Medications used in oral surgery, surgical complications, assessment of oral surgery for impacted third molars, surgical treatment of cysts, preprosthetic surgery, recognition and evaluation of trauma, introduction to orthognathic surgery.

#### ORSR 825 Oral Surgery Clinic I (1)

Clinical application of the principles of oral surgery. Opportunities to gain experience in cases of the type treated by the general dentist. Also, opportunities to gain considerable experience in intravenous sedation and nitrous oxide/oxygen-sedation techniques. Introduction to sterile techniques in the clinic setting.

#### ORSR 875 Oral Surgery Clinic II (1)

Clinical application of the principles of oral surgery. Opportunities to gain experience in cases of the type treated by the general dentist. Also, opportunities to gain considerable experience in intravenous sedation and nitrous oxide/oxygen-sedation techniques. Introduction to sterile techniques in the clinic setting.



**COURSES**

**DENTISTRY**

**ORDN 751 Principles of Orthodontics I (1)**

Objectives and science of orthodontics. Incidence, etiology, and recognition of malocclusion. Craniofacial growth and development. Diagnostic procedures, aids, and interpretation.

**ORDN 801 Minor Tooth Movement (2)**

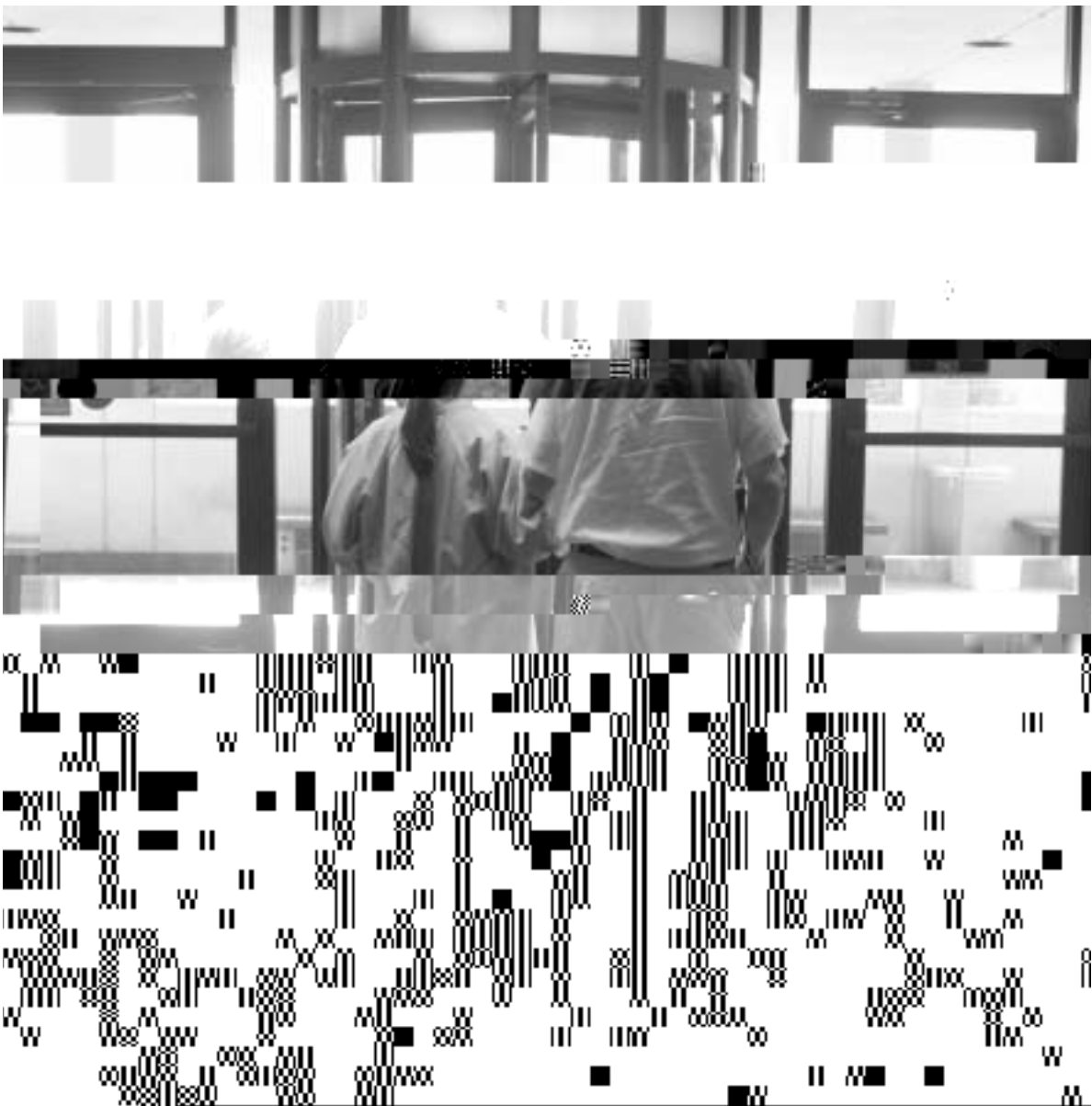
Lecture, laboratory demonstration, and clinical exercise to prepare students to diagnose and treat limited clinical problems. Application of theory. Minor tooth movement.

**ORDN 811 Principles of Orthodontics II (1)**

Biophysical principles. Removable and fixed orthodontic appliances, adult orthodontics, surgical orthodontics. Treatment planning. Interaction with other disciplines. National Board Examination preparation. Selected topics in orthodontics.

**ORDN 875 Orthodontics Clinic (1)**

Clinical application of skills that have been learned in the laboratory to manage minor tooth movement and early-treatment cases.



## PEDIATRIC DENTISTRY

J. TODD MILLEDGE, Chair, Advanced Education Program

JOHN PETERSON, JR., Director, Advanced Education Program

The Department of Pediatric Dentistry is committed not only to teaching excellent clinical techniques in children's dentistry but also to instilling within the dental student the importance of providing an emotionally healthy environment for the child patient while "at the dentist." The faculty has developed didactic, laboratory, and clinical learning environments in pediatric dentistry. This broad experience is designed to prepare the student for the general practice of dentistry for children.

### FACULTY

Jennifer Barry  
Shahnaz Bonyanpoor  
Eddie Chang  
Amy Chong  
Joseph Creech, Jr.  
Sheila Harris  
Jennifer Hoffer  
Melba Mayes  
J. Todd Milledge  
Wesley Morikawa

Numa Munoz  
Bonnie Nelson  
Wesley Okumura  
John Peterson  
Isabella Piedra-Munoz  
Jon Sayed  
Maria Sheu  
Jeremy Wiggins  
Melva Wyatt  
Stuart Yoon  
Julie-Ann Zerne-Young

### COURSES

#### DENTISTRY

**PEDN 751 Pediatric Dentistry I, Lecture (3)**  
Prevention of dental disease (oral hygiene, diet, fluoride, pit and fissure sealants). Behavior management of the child dental patient. Diagnosis, treatment planning, and operative dentistry for children. Pediatric pulp therapy, dental arch-length management, local anesthesia and sedation for children. Medical aspects of pediatric dentistry.

**PEDN 751L Pediatric Dentistry I, Laboratory (1)**  
A technique laboratory to accompany the lecture second quarter.

**PEDN 821 Pediatric Dentistry II (1)**  
Traumatic injuries to the primary and young permanent teeth and oral soft tissues. Dentistry for the handicapped, the adolescent, the infant, and the very



**PERI 751 Planning and Evaluation in Periodontal Therapy (1)**

Comprehensive treatment planning. Diagnosis of endo-perio lesions. Prognostication, limitations, and evaluations of periodontal therapy on a short- and long-range basis, including rationale for maintenance therapy and adjunctive chemical antimicrobial therapy.

**PERI 801 Special Topics in Periodontics (1)**

Advanced cases; special problems related to periodontal therapy in interdisciplinary cases.

**PERI 805 Periodontal Surgical Therapy (1)**

Long-term comparison of various currently accepted periodontal surgical procedures, including rationales, techniques, postoperative care, and healing processes and outcomes. Laboratory exercises in application of surgical principles for access procedures. Modification of tissue morphology.

**PERI 875 Periodontics Clinic (7.5)**



# PHYSIOLOGY AND PHARMACOLOGY

J. MAILEN KOOTSEY, Chair

JOHN LEONORA, Cochair

**U**pon completion of the physiology courses, students will be able to describe the normal physiological functions of the major body systems. They will be familiar with the basic concepts and information relating to the cardiovascular, respiratory, renal, gastrointestinal, and endocrine systems appropriate to current clinical application. Students will also be oriented to current research in physiology.

In pharmacology, students will be able to describe the principles and basic concepts of drug action, safety, and disposition. They will be able to recognize and classify the drugs commonly used in dentistry and be able to describe the major concepts relating to their actions, mechanism(s) of action, disposition, major side effects, and uses. Students will also have an introductory understanding of the application of this knowledge to clinical cases.

## FACULTY

C. Raymond Cress  
Ian M. Fraser  
Raymond G. Hall

J. Mailen Kootsey  
John Leonora  
George Maeda  
Marvin A. Peters  
Robert W. Teel

## COURSES

### DENTAL HYGIENE

#### PHRM 411 Pharmacology, DH (2)

Uses, actions, and potential toxic effects of medications most frequently used by dental patients.

### DENTISTRY

#### PHRM 501 Pharmacology and Therapeutics, SD (4)

Principles of drug action: drug receptors, absorption and fate of drugs, drug toxicity, and drug development. Systematic consideration of the pharmacology and clinical applications of the major drugs used by dental patients. Demonstrations illustrating the effects of drugs in animals and man.

#### PHRM 503 Clinical Pharmacology in Dentistry (2)

Use of medications in the treatment of dentally related diseases, and their potential interaction with total patient care.

#### PHSL 504 Physiological Systems of the Human Body (5)

Physiological bases of normal function. Lectures and laboratory demonstrations illustrating the physiological principles and systems in man.

#### PHSL 505 Homeostatic Mechanisms of the Human Body (4)

Physiological basis of homeostatic control mechanisms. Lectures and laboratory demonstrations illustrating how the various systems of the body are controlled.

# **RESTORATIVE DENTISTRY**

**DOUGLASS B. ROBERTS, Chair**





**RESD 763/763L Removable Prosthodontics III, Lecture/Laboratory (4)**

Biomechanics of removable partial dentures and their design and fabrication. Diagnosis and treatment plan for removable partial dentures. Clinical and laboratory procedures and sequencing of treatment for removable partial and complete dentures. Clinical and laboratory procedures associated with surveyed RPD abutment crowns seated to an existing RPD; RPD problems; troubleshooting and repair. Semi-precision attachments and single-CD treatment.

**RESD 771 Single Casting Technique, Lecture (2)**

Basic tooth preparation for single-cast restorations, including porcelain fused to metal, tissue management, impression techniques, and casting fabrication.

**RESD 771L Single Casting Technique, Laboratory (2)**

**RESD 772 Fixed Prosthodontics, Lecture (2)**  
Design and fabrication of porcelain-fused-to-metal restorations, including single units and fixed partial dentures.

**RESD 772L Fixed Prosthodontics, Laboratory (2)**

**RESD 773 Fixed Prosthodontics II, Lecture (2)**  
Continuation of RESD 772

**RESD 773L Fixed Prosthodontics II, Laboratory (2)**

**RESD 801 Fixed Prosthodontics and Occlusion (1)**  
Introduction to additional techniques for fixed prosthodontics, treatment planning, and repair techniques for prosthetic failures.

**RESD 811 Dental Materials II (1)**  
Selection and use of current dental materials. Required research project or written report.

**RESD 822 Operative Dentistry II, Lecture (1)**

Indications, preparations, and placement of the direct gold aesthetic veneer, atypical cast gold, complex amalgam, and state board-type restorations.

**RESD 822L Operative Dentistry II, Laboratory (1)**

**RESD 823 Operative Dentistry III, Lecture (1)**  
Principles of dental aesthetics, adhesion to tooth tissues, preparation and placement of tooth-colored restorations in anterior and posterior teeth.

**RESD 823L Operative Dentistry III, Laboratory (1)**

**RESD 844 Restorative Study Club Seminar (0.5)**

**RESD 854 Implant Dentistry (1)**  
Scientific and technical foundation for implant surgery and expansion of basic implant procedures. Postplacement care, long-term maintenance, and clinical complications associated with dental implants.

**RESD 861 Senior Lecture in Removable Prosthodontics (1)**

Instruction and practice designed to prepare fourth-year dental students for state board denture examinations.

**RESD 875 Restorative Dentistry Clinic (37.5)**



# IV

## INTERNATIONAL DENTIST PROGRAM

Faculty

The Program

Awards

Requirements for Graduation

Distribution of Instruction

Courses

# International Dentist Program

BRUCE A. PENCE, D.D.S., Director

**T**he International Dentist Program is designed for dentists who have received their dental degree from schools outside the United States and who wish to augment their training and be better prepared to practice dentistry in the United States. The program consists of two academic years completed in twenty-one months, with a



**INTERNATIONAL DENTIST PROGRAM**

**DISTRIBUTION OF INSTRUCTION**

**Spring Start**

			CLOCK HOURS				UNITS
			Lec./Semr.	Lab.	Clin.	Total	
<b>IDP 1</b>							
<b>SPRING QUARTER</b>							
ANES	752	Dental Anesthesia: Sedation Technique	22	-	-	22	2
IDPC	825	General Clinic	-	-	58	58	1
IDPE	764	Endodontics	10	26	-	36	2
IDPG	750	Review of General Dentistry	123	167	-	290	14
			155	193	58	406	19
<b>IDP 2</b>							
<b>SUMMER QUARTER</b>							
IDPC	825	General Clinic	-	-	400	400	9
IDPP	754	Clinical Periodontics	14	-	-	14	1
IDPR	845	Scientific Investigation and Research Design	28	8	-	36	IP
IDPR	846	Restorative Dentistry I	16	8	4	28	2
			58	16	404	478	12
<b>FALL QUARTER</b>							
IDPC	825	General Clinic	-	-	335	335	8
IDPR	845	Scientific Investigation and Research Design	8	-	-	8	4
IDPT	847	Dental Laboratory Technology	-	32	-	32	1
ORDN	801	Minor Tooth Movement	9	30	-	39	2
RESD	861	Advanced Removable Prosthodontics	24	-	-	24	2
RELF	717	Christian Beliefs and Life	24	-	-	24	2
			65	62	335	462	19
<b>IDP 3</b>							
<b>WINTER QUARTER</b>							
DNES	807	Practice Management I	-----Self-Study Course-----				1
IDPC	835	General Clinic	-	-	274	274	6
IDPR	847	Restorative Dentistry II	24	-	-	24	2
ODRP	761	Oral Pathology and Diagnosis	66	-	-	66	6
ORDN	811	Principles of Orthodontics II	11	-	-	11	1
PEDN	751	Pediatric Dentistry I (1 of 2)	11	-	-	11	1
			112	-	274	386	17
<b>SPRING QUARTER</b>							
DNES	809	Practice Management II	-----Self-Study Course-----				1
IDPC	835	General Clinic	-	-	287	287	7
IDPR	848	Restorative Dentistry III	24	-	-	24	2
PEDN	751	Pediatric Dentistry I (2 of 2)	22	-	-	22	2
PEDN	751L	Pediatric Dentistry Laboratory	-	33	-	33	1
PHRM	503	Clinical Pharmacology	22	-	-	22	2
RELE	734	Christian Ethics for Dentists	2 Tw[(DNES)-182P3---5(RELE)-305(P3E)-T81				

			CLOCK HOURS			UNITS	
			Lec./Semr.	Lab.	Clin.	Total	
<b>IDP 4</b>							
<b>SUMMER QUARTER</b>							
DNES	707	Personal Development	11	-	-	11	1
IDPC	845	General Clinic	-	-	405	405	9
IDPO	534	Oral Medicine- Orofacial Pain / TMD	22	-	-	22	2
IDPO	826	Oral and Maxillofacial Surgery	12	-	4	16	1
IDPP	755	Pediatric Dentistry Clinic	-	-	24	24	IP
			45	-	433	478	13
<b>FALL QUARTER</b>							
IDPC	845	General Clinic	-	-	368	368	8
IDPP	755	Pediatric Dentistry Clinic	-	-	24	24	1
IDPP	759	Special Topics in Periodontal Therapy	22	-	-	22	2
IDPT	754	Advanced Topics in Dentistry	22	-	2	24	2
			44	-	394	438	13
<b>TOTALS</b>			<b>591</b>	<b>304</b>	<b>2185</b>	<b>3080</b>	<b>112</b>
 <b>Fall Start</b>							
<b>IDP 1</b>							
<b>FALL QUARTER</b>							
IDPC	825	General Clinic	-	-	44	44	1
IDPE	764	Endodontics	10	26	-	36	2
IDPG	750	Review of General Dentistry	123	167	-	290	14
ORDN	801	Minor Tooth Movement	9	30	-	39	2
			142	223	44	409	19
<b>IDP 2</b>							
<b>WINTER QUARTER</b>							
DNES	807	Practice Management I	-----Self-Study Course-----				1
IDPC	825	General Clinic	-	-	243	243	6
IDPP	754	Clinical Periodontics	14	-	-	14	1
IDPR	846	Restorative Dentistry I	16	8	4	28	2
ODRP	761	Oral Pathology and Diagnosis	66	-	-	66	6
ORDN	811	Principles of Orthodontics II	11	-	-	11	1
PEDN	751	Pediatric Dentistry I (1 of 2)	11	-	-	11	1
			118	8	247	373	18
<b>SPRING QUARTER</b>							
ANES	752	Dental Anesthesia: Sedation Technique	22	-	-	22	2
DNES	809	Practice Management II	-----Self-Study Course-----				1
IDPC	825	General Clinic	-	-	300	300	7
PEDN	751	Pediatric Dentistry I (2 of 2)	22	-	-	22	2
PEDN	751L	Pediatric Dentistry Laboratory	-	33	-	33	1
RELE	734	Christian Ethics for Dentists	22	-	-	22	2
			66	33	300	399	15

			CLOCK HOURS				UNITS
			Lec./Semr.	Lab.	Clin.	Total	
<b>IDP 3</b>							
<b>SUMMER QUARTER</b>							
DNES	707	Personal Development	11	-	-	11	1
IDPC	835	General Clinic	-	-	361	361	8
IDPO	534	Oral Medicine-Orofacial Pain / TMD	22	-	-	22	2
IDPO	826	Oral and Maxillofacial Surgery	12	-	4	16	1
IDPR	845	Scientific Investigation and Research Design	28	8	-	36	IP
IDPT	847	Dental Laboratory Technology	-	32	-	32	1
			73	40	365	478	13
<b>FALL QUARTER</b>							
IDPC	835	General Clinic	-	-	360	360	8
IDPP	759	Special Topics in Periodontal Therapy	22	-	-	22	2
IDPR	845	Scientific Investigation and Research Design	8	-	-	8	4
IDPT	754	Advanced Topics in Dentistry	22	-	2	24	2
RESD	861	Advanced Removable Prosthodontics	24	-	-	24	2
RELF	717	Christian Beliefs and Life	24	-	-	24	2
			100	-	362	462	20
<b>IDP 4</b>							
<b>WINTER QUARTER</b>							
IDPC	845	General Clinic	-	-	338	338	8
IDPP	755	Pediatric Dentistry Clinic	-	-	24	24	IP
IDPR	847	Restorative Dentistry II	24	-	-	24	2
			24	-	362	386	10
<b>SPRING QUARTER</b>							
IDPC	845	General Clinic	-	-	340	340	8
IDPP	755	Pediatric Dentistry Clinic	-	-	24	24	1
IDPR	848	Restorative Dentistry III	24	-	-	24	2
PHRM	503	Clinical Pharmacology	22	-	-	22	2
RELF	706	Adventist Beliefs and Life	22	-	-	22	2
			68	-	364	432	15
<b>TOTALS</b>			<b>591</b>	<b>304</b>	<b>2044</b>	<b>2939</b>	<b>110</b>

**COURSES**

**DENTISTRY**

**IDPC 825 General Clinics (6, 8)**

The first two quarters of IDP general clinics.

**IDPC 835 General Clinics (14, 12)**

Third and fourth quarters of IDP general clinics.

**IDPC 845 General Clinics (10, 12)**

The final two quarters (fifth and sixth) of IDP general clinics.

**IDPE 764 Endodontics (2)**

Proper diagnosis and treatment of teeth requiring pulpal obturation. Laboratory experience includes handling files and diagnostic tools, use of gutta percha, and familiarization with the wide variations in pulpal and root anatomy. Lectures also cover several advanced procedures, such as apical surgery, post removal, and retreatment.

**IDPG 750 Review of General Dentistry (14)**

Introduction and review of dentistry, with emphasis on procedures and protocol used in the IDP clinic. Includes reviews of charting, radiology, impressions, dental materials, dental anatomy, periodontics, anesthesia, restorative dentistry, prosthetics, disease control, photography, and oral surgery.



**IDPJ 830 Conjoint Dental Seminars (4)**



# Advanced Dental Education Programs

LEIF K. BAKLAND, Associate Dean, Advanced Education, School of Dentistry;  
Coordinator, Graduate Programs in Dentistry, Graduate School

## GENERAL INFORMATION

**T**he School of Dentistry offers advanced education programs in specialty and non-specialty areas of dentistry. Graduate degrees—Master of Science and doctoral degrees—are available through combined programs with the Graduate School. The purpose of these programs is to offer candidates an opportunity to integrate advanced clinical training with meaningful exposure to applied basic science and research. For applications and additional information, those interested should contact the individual program director.

## PROGRAMS

**A**dvanced dental education programs leading to a specialty certificate and additionally to the Master of Science degree are offered in endodontics, oral and maxillofacial surgery, pediatric dentistry, periodontics, and prosthodontics. Those applying to the orthodontics and dentofacial orthopedics advanced education program are usually accepted into both the advanced education and the M.S. degree programs at the same time. A program certificate and additionally the Master of Science degree are offered in implant dentistry. Postdoctoral study in dental anesthesiology leads to a certificate upon completion of the program.

The specialty programs are organized in line with the Standards of the Council on Dental Education of the American Dental Association, and the objectives and content meet the requirements of the respective specialty boards. In addition, the programs in endodontics, oral and maxillofacial surgery, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics, and prosthodontics are accredited by the Commission on Dental Accreditation, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and the United States Department of Education.



**GRDN 609 Professional Ethics (2)**

Designed to provide students with a theological and philosophical framework for professional ethics. Topics include individual rights, autonomy, informed consent, and responsibilities of the professional person in the dental field, as well as in society as a whole.

**GRDN 622 Biomedical Science I (4)**

Advanced, two-quarter course offered every other year (alternating with GRDN 623) during Autumn and Winter Quarters. Course content includes applied oral bacteriology, immunology, topics in oral medicine, applied pharmacology, and orofacial pain. Students expected to have prior basic knowledge in the various topic areas.

**GRDN 623 Biomedical Science II (4-5)**

Advanced, two-quarter course offered every other year (alternating with GRDN 622) during Autumn and Winter Quarters. Course content includes cell biology, applied oral pathology, biology of hard tissues, physiology, and biochemistry. Students expected to have basic knowledge in the various topic areas since course is constructed on an advanced level of understanding.

**GRDN 632 Basic Microsurgery Techniques (2)**

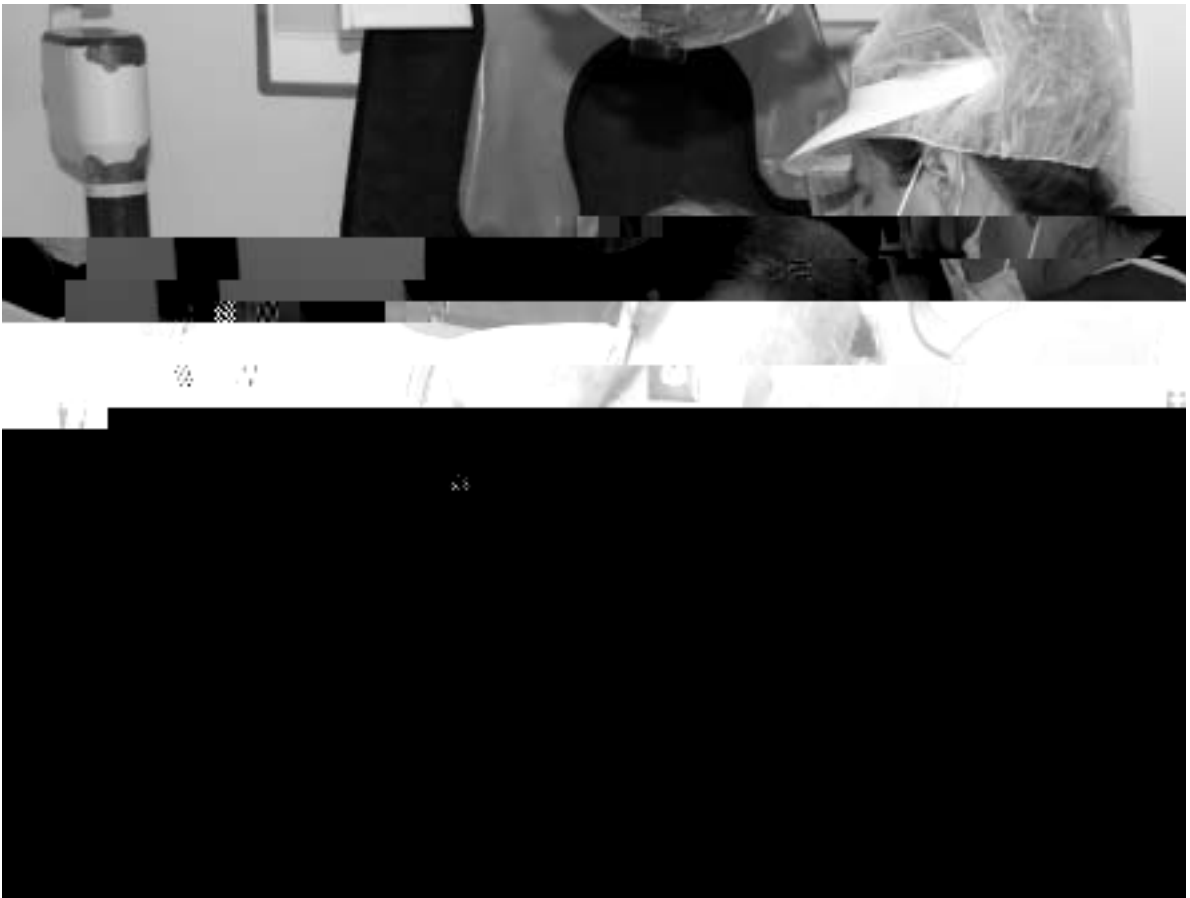
Designed as an integrated, forty-hour laboratory course tailored to the needs of the individual student. Principles and application of microscope operation and use, microinstrumentation, microdissection, micromanipulation, and microsuturing techniques. Performance of various microvascular and microneural repair procedures.

**ORPA 531 Clinical Oral Pathology (2)**

Emphasis on oral manifestations of disease. Diagnosis, prognosis, and treatment of various oral neoplasms.

**ORPA 533 Radiology (2)**

Utilization of the physical nature of x-rays to better understand image production, biological effects of x-rays, radiation safety, application of principles of radiographic techniques. Risk estimation and radiographic interpretation.



## DENTAL ANESTHESIOLOGY

JOHN W. LEYMAN, Director, Advanced Education Program

### PROGRAM DESCRIPTION

**T**his two-year, postdoctoral program is offered to dentists who desire to pursue a career in anesthesiology for dentistry. The educational design of this program provides a strong clinical background in anesthesiology. The program is based in the Surgery Center for Dentistry, located in the School of Dentistry, where approximately 4,000 patients are treated on an annual basis. Additional training at area hospitals is received in structured rotations in cardiology, internal medicine, and anesthesiology.

Didactic instruction is coordinated through the Department of Dental Anesthesiology. Residents attend an anesthesiology lecture series and weekly Grand Rounds at Loma Linda University Medical Center. In addition, regular meetings of the dental anesthesiology residents are held, during which a variety of contemporary topics are discussed—including a review of the current literature. Residents also participate in teaching pain control in the predoctoral curriculum. In an effort to develop dentist-educators, an optional third year of study leading to a master's degree in physiology or pharmacology is available.

Upon successful completion of the program, the dental anesthesiologist will be eligible to take the diplomate examination of the American Dental Board of Anesthesiology and to apply for a general anesthesioidicae an Dentaro a4on successful comple Resi\*15 lwilrd eE

## **REQUIRED COURSES**

### **ANES 521 Principles of Medicine, Physical Diagnosis, and Hospital Protocol (2)**

Study of methods recognizing normal and abnormal physical conditions. Review of organ systems to expand the dentist's general medical knowledge. Specific topics reviewed include blood diseases, systemic diseases, cardiac disease, patient admission, physical examination, and hospital charting.

### **ANES 546 General Anesthesia (9)**

Administration of general anesthesia and regional block anesthesia to a variety of medical and dental patients in the operating room, under the supervision of attending anesthesiologists.

### **ANES 547 Anesthesia Grand Rounds (1)**

Weekly meeting of the Department of Dental Anesthesiology featuring guest lecturers who present a variety of current topics in anesthesiology. One session per month designated as the Mortality and Morbidity Conference.

### **ANES 548 Anesthesia Residents Seminar (2)**

Comprehensive didactic course designed to cover the entire field of anesthesiology in a two-year cycle. Sectional written examinations given.

### **ANES 604 Anesthesia Literature Review (1)**

Weekly session to review current anesthesia literature.

## ENDODONTICS

MAHMOUD TORABINEJAD, Director, Advanced Education Program

### PROGRAM DESCRIPTION

The goal of the advanced education program in endodontics is to train endodontists who are proficient in treating teeth that require root canal therapy (art), possess an in-depth biological knowledge related to endodontics (science), and have participated in endodontic research and teaching.

A minimum of two years of general practice experience is required prior to entering the program. The program begins in July and requires two years in residence for the specialty certificate.

Following enrollment into the program, residents may apply for acceptance to the Graduate School for a Master of Science (M.S.) degree in addition to the specialty certificate. The application should be submitted by the end of the first year and must be supported by the program director. Acceptance into the M.S. degree program may extend the length of study approximately one additional year; the additional time must be in residence.

Graduates of the program are educationally qualified for certification by the American Board of Endodontics.

### FACULTY

Hamid R. Abedi  
Leif K. Bakland  
Melvin Coleman  
G. Reed Cummings  
Robert J. Frank  
Charles M. Holman  
Lee R. Ingersoll  
Steve McNicholas  
Steven G. Morrow

John C. Munce  
Shahab Noorvash  
Geoffrey T. Okada  
Donald L. Peters  
Merrill E. Schmidt  
Shahrokh Shabahang  
James H. Simon  
Hong-Ming Tang  
Sony Thomas  
Mahmoud Torabinejad  
David J. Wolfe

### APPLICATION DEADLINE

Application for admission should reach the School by September 15 of the year prior to the summer of intended enrollment.

### TUITION (2001-2002)

Tuition is \$6,700 per quarter and includes insurance and fees. In addition, there is a \$1,200 fee for the course GRDN 632 Basic Microsurgery Technique (2 units).



**REQUIRED COURSES**

**ENDN 499 Directed Study (1)**







# ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS



**INTERDISCIPLINARY REQUIRED COURSES**

- GRDN 509 Research and Statistics I (3)
- GRDN 601 Practice Management (2)
- GRDN 607 Research and Statistics II (3)
- GRDN 609 Professional Ethics (2)

- GRDN 623 Biomedical Science II (5)
- GRDN 651 Scientific Writing (2)
- ORPA 531 Clinical Oral Pathology (2)
- ORSR 641 The Application of Surgical Principles to Orthognathic Surgery (2)
- REL\_ \_\_\_ Religion elective (3)



## PEDIATRIC DENTISTRY

JOHN PETERSON, JR., Director, Advanced Education Program

### PROGRAM DESCRIPTION

**T**he advanced education program in pediatric dentistry is designed to prepare the resident as a specialist in this area of dentistry. The curriculum leads to a certificate in pediatric dentistry. Clinical pediatric dentistry is emphasized; however, this clinical experience is balanced with a didactic curriculum of core courses and seminars. There is also a research component designed to expose the resident to problem solving using the scientific method. The program requires a minimum of twenty-four months in residence beginning July 1, and fulfills the requirements for initiating the process of certification by the American Board of Pediatric Dentistry.

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

### APPLICATION DEADLINE

**A**pplication for admission should reach the School by November 15 of the year prior to the year of intended enrollment.

### TUITION (2001-2002)

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**REQUIRED COURSES****PERI 524 The Periodontium (2)**

Review of the literature concerning the anatomy (macro-, micro-, and ultrastructural) and the physiology of the periodontium.

**PERI 531 Periodontal Pathology (6)**

Review of the literature that forms the basis for current concepts of the etiology and pathogenesis of periodontal diseases.

**PERI 546 General Anesthesia Clinic (84 clock hours)**

Clinical rotation including physical evaluation, airway management, management of medical emergencies in patients scheduled for anesthesia, and introduction to conscious sedation.

**PERI 601 Periodontal Therapy (12)**

Review of the literature that forms the basis for current concepts of the treatment of periodontal diseases.

**PERI 604 Current Periodontal Implant****Literature (24)**

Review of the most recent issues considered in periodontal scientific journals.

**PERI 605 Implant Review (2)**

Review of literature providing the basis for implant surgery, as well as concepts for implant restoration.

**PERI 611 Introduction to Periodontics (2)**

Overview of the clinical science of periodontics, including epidemiology, etiology, therapy, clinical methods, and record keeping.

**PERI 614 Implant Treatment Planning and Restoration (2)**





**INTERDISCIPLINARY REQUIRED COURSES**

- GRDN 509 Research and Statistics I (3)
- GRDN 555 TMJ Function and Dysfunction (1)
- GRDN 607 Research and Statistics II (3)
- GRDN 609 Professional Ethics (2)
- GRDN 622 Biomedical Science I (4)

- GRDN 651 Scientific Writing (2)
- ORPA 531 Clinical Oral Pathology (2)
- IMPD 561 Dental Bioengineering (2)
- IMPD 611 Introduction to Implant Dentistry (2)
- IMPD 631 Oral Implant Surgery (1/quarter, 3 quarters)
- REL\_ \_\_\_ Religion elective (3)



# VI

## FACULTY OF RELIGION

Mission Statement

Courses

# 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

#### **REL 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.

#### **REL 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.

#### **REL 424 Hebrew Prophets (2-3)**

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

Additional project required for third unit.

#### **REL 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.

#### **REL 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.

#### **REL 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.

#### **REL 439 Gospel of Matthew (2-3)**

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

Additional project required for third unit.

#### **REL 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.

#### **REL 468 Daniel (2-3)**

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

Additional project required for third unit.

#### **REL 469 Revelation (2-3)**

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

Additional project required for third unit.





**HISTORICAL STUDIES**

**RELF 407 Comparative Religious Experience (2-3)**

Examination of the religious experience held by 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 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 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)**

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.

**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)**

Theories and applications of clinical biomedical ethics.

**RELE 555 Clinical Intensive in Biomedical Ethics II (4)**

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 which 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 404 Christian Service (1-2)**

Participation in approved service learning with written reflection on the Christian reasons for service.

Additional project required for second 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 528 Christian Citizenship and Leadership (3-4)**

Christian principles for fostering healthy communities and transforming the institutions of society. Study will include the function of religion in society and the significance of Christian faith for public leadership and social policies.

Additional project required for fourth 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.

**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 535 Spirituality and Mental Health (3-4)**

Explores the interrelationship between spirituality and mental health. Seeks to enhance understanding of the term "spirituality" and its therapeutic effects within the context of religious traditions.

Additional project required for fourth unit.

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

The family in theological, historical, and ethical perspectives, with a Christian assessment of it" 9 49.0243 -1.23 Seminar in sly in theological, historical, and ethicalr dan cregardact

# VII

## **DIVISION OF GENERAL STUDIES**

LLU Philosophy of General Education

Criteria for LLU General Education Courses

LLU General Education Requirements

LLU General Education Courses Booklet

LLU General Education Courses Offered by the School

# Division of General Studies

**T**he 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 Graduate School and in the Schools of Nursing, Dentistry, Allied Health Professions, and Public Health. These courses contribute to the fulfillment of General Education requirements.

## LOMA LINDA UNIVERSITY PHILOSOPHY OF GENERAL EDUCATION

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

General education at Loma Linda University consists of courses, lectures, programs and activities coordinated with the intent to integrate faith and learning. In addition to the basics of cultural heritage and diversity, scientific inquiry and analysis, communication, and wellness, the curriculum emphasizes the University's spiritual heritage as well as moral and ethical decision-making that is grounded in Christian principles. Thus, general education is considered to be the cornerstone upon which students begin cultivating their abilities to:

1. Understand the fundamental Christian principles and Adventist heritage that undergird Loma Linda University.
2. Make informed moral and ethical decisions.
3. Incorporate critical thinking skills into personal and professional experience.
4. Value individuals with diverse capabilities and ideological, ethnic, gender, and generational perspectives.
5. Communicate effectively.
6. Undertake scientific inquiry and analysis.
7. Appreciate the contributions of the arts and humanities to society.
8. Examine the historical basis of the health sciences professions.
9. Develop self-awareness through balance of mental, physical, social, and spiritual aspects of daily living.
10. Model servant-leadership in health care as exemplified by Jesus of Nazareth.

The Loma Linda University philosophy of general education creates a unique learning environment committed to the concept of human wholeness. Faculty are selected who embrace the

spirit as well as the specifics of general education and who purpose to extend its goals into all aspects of university life—from the residence hall programs to the core of professional studies—thus adding an invisible curriculum to the required course offerings. It is this spirit in tandem with the specifics of a liberal arts education that inspires students to achieve academic excellence, value diversity, pursue lifelong learning, and live to bless others.

## LOMA LINDA UNIVERSITY CRITERIA FOR GENERAL EDUCATION COURSES



**DOMAIN 3: COMMUNICATION  
(9-13 quarter credits)**

**DNHY 499 Research Writing (2)**

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

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

**DNHY 317 Applied Nutrition (2)**

Basic concepts of nutrition. Recognition of a balanced diet. Evaluation of the specialized nutritional needs of the young, the medically compromised, and the aging patient. Dietary assessment and counseling. Health-behavior change.

**DNHY 407 Community Health Principles (3)**

Familiarizes student with community health problems, practices, various programs, and methods of operation. Acquaints student with facts, issues, and other pertinent information relevant to major health concerns of community. Makes student aware of regionally available community programs that address health problems. Exposes student to first-hand experiences in community health.

**DOMAIN 5: ELECTIVES**

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





THE DIRECTORY

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CALVIN

**SCHOOL ADMINISTRATIVE PERSONNEL**

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CHARLES J. GOODACRE, D.D.S., M.S.D., Dean

JAMES M. CRAWFORD, D.D.S., Executive Associate Dean

LEIF K. BAKLAND, D.D.S., Associate Dean for Advanced Dental Education

RONALD J. DAILEY, M.A., Ph.D., Associate Dean for Academic Affairs

WILLIAM M. HOOKER, Ph.D., Associate Dean for Student Affairs

FRED C. KASISCHKE, D.Min., Assistant Dean for Admissions, Pastoral Ministry and Service Learning

WILLIAM ALLEN, Ph.D., Special Gifts and Planned Giving

RONALD SECOR, M.P.H., Associate Dean for Financial Administration

BARBARA BOSTWICK, Director of Development

SYLPesVeLeT5473.8(SS., M.CK, Director or Admission)JTJT\*0 TwGEORGE ARLSAFORD, Ph.D., Director oRes Lechnd Plaivin

## THE FACULTY

Abbate, Matty, DDS	RESD	Caplanis, Nicholas, DMD	RESD
Abedi, Hamid, BDS, MA	ENDN	Carmicino, Kathleen, BS, MBA	DNHY
Abensur, David, DDS	RESD	Carpenter, Mark, DDS, MPH	DNES
Adamich, Thomas, DDS	PERI	Cartwright, Susan, DDS	PERI
Al-Abdulla, Angham, DDS, BA	RESD	Caruso, Joseph, DDS, MS	ORDN
Al-Rasheed, Abdulaziz, BDS	PERI	Casellini, Renzo, DDS	RESD
Allen, William, Ph.D., BA	DNES	Castro, Sylvia, BS	DNHY
Anderson, David, DDS, BA	ANES	Chan, Gary, DDS	ANES
Andreiko, Craig, DDS, MS	ORDN	Chan, Alex, DDS, BDS	RESD
Anholm, J. Milford, DDS	ORDN	Chanez, Tom, DDS, BA	ORSR
Appleton, Stanton, DDS, MPH	ODRP	Chang, Bernard, DDS, MS	ORDN
Aranyarachkul, Prasit, DDS	PERI	Chang, Eddie, DDS, BS	PEDN
Armstrong, Daniel, DDS, BS	RESD	Chavez, Carlos, DDS, MS	RESD
Armstrong, Darlene, BS	DNHY	Cheek, D. Darlene, MPH, BS	DNHY
Arnett, William, DDS	ORSR	Chin, Martin, DDS, BS	ORSR
Arnett, Jr., R. Leslie, DDS, MS	PERI	Cho, James, DDS, MS	RESD
Aronovitz, Robert, DDS, BA	PERI	Choi, Andrea, DDS	RESD
		Chongm Amym DDS	PEDN
Bailey, Donald, DDS	RESD	Christensen, Heidi, DDS, BS	ODRP
Bakland, Leif, DDS	ENDN	Chu, Paul, DDS	PERI
Barizo, Esther, DDS	RESD	Chung, Thu-Diem, DDS, BS	PERI
Barry, Jennifer, BS, DDS	PEDN	Claffey, Noel, BDS, Other Mas	PERI
Bass, Robert, DDS	ORSR	Clark, Dennis, DDS, MS	ODRP
Batesole, Mark, DDS, MS	ORDN	Clement, Robert, DDS	ODRP
Baugh, Wilson, DDS	ORSR	Coleman, Melvin, DDS, BA	ENDN
Baum, Lloyd, DMD, MS	RESD	Cooper, Todd, DDS, BS	ORSR
Beatty, Mark, DDS, BS	RESD	Corcoran, Lynn, MPH, RDH	PERI
Bench, Ruel, DDS, BS	ORDN	Crawford, James, DDS, MPH	DNES
Bernal, D. Guillermo, DDS, MSD	RESD	Creech, Jr., Joseph, DDS, BA	PEDN
Berry, Frederick, DDS	RESD	Crigger, Max, DDS, MA	PERI
Bickert, Glenn, BS, DDS	RESD	Cummings, G. Reed, DDS	ENDN
Bishop, John, DDS, MS	PERI	Cutting, Charles, DDS	RESD
Blank, Ronald, DDS	ODRP		
Boggs, Sharon, BS	DNHY	Daher, Tony, DDS	RESD
Bogle, Gary, DDS, MS	PERI	Dailey, Ronald, Ph.D., MA	DNES
Bonyanpoor, Shahnaz, DMD	PEDN	Davis, Sylvia, MA, BA	DNES
Boyko, Michael, DDS, MPH	ORSR	Davis, W., DDS	ORSR
Briggs, Roger, DDS	RESD	de Julien, Lorenz, DDS, MSD	ORSR
Brodeur, David, DDS	RESD	Dennis, David, DDS, BS	RESD
Brown, Garth, DDS, BS	ODRP	Desai, Sandip, BDS, MS	RESD
Browning, David, DDS, BS	ENDN	Devlin, Dena, BS	DNHY
Bruinsma, Tina, BS	DNHY	Dinger, Coralie, BS	DNHY
Buffenmeyer, Sandra, DDS, BS	RESD	Dohr, Mak Nai, BS, AS	DNHY
Bui, Daniel, DDS	RESD	Domb, William, DDS	RESD
		Duggan, D. Michael, DDS, Ph.D.	RESD
Caley, James, DDS, BS	ANES	Dumitrescu, Adrian, DDS	RESD
Campagni, Wayne, DMD	RESD	Dunn, James, DDS, BA	RESD
		Dupper, Gilbert, DDS	RESD
		Dus, Ivan, MD	ORDN

Eftimie, F. Liviu, DDS	ORSR	Hassan, Mohamed, BDS	PERI
Ehrler, Lorraine, BS	DNHY	Heinrich, Bruce, DDS, MS	ORDN
Emmerson, William, DDS, BA	ORDN	Heisler, William, DDS	RESD
Estey, Mark, DDS, BS	RESD	Herford, Alan, BA, DDS	ORSR
		Herrera, William, Ph.D.	RESD
Farrage, James, DDS, MS	ORDN	Heyde, Marilyn, BS, MPH	DNHY
Feller, Ralph, DMD, MPH	RESD	Hickman, Donald, DDS	RESD
Fillman, Michael, DDS, BA	ORDN	Ho, Howard, DDS, BDS	RESD
Fimbres, Scott, DDS, BS	ORSR	Hoag, E. Patrick, DDS, MS	RESD
Fitzmorris, Linda, DDS, BS	PERI	Hoffer, Jennifer, DDS, MS	PEDN
Fitzpatrick, Michael, DDS, BS	RESD	Holman, Charles, DDS, BA	ENDN
Fletcher, Hansel, BS, MS	PERI	Homer, Robert, DDS, BA	ORDN
Fletcher, Madelyn, DDS	RESD	Hooker, William, BA, Ph.D.	DNES
Flores, Frank, DDS, MS	DNES	Hsu, G-Hong, DDS	ENDN
Flores, Luis, DDS, MS	RESD	Hsu, Shelton, DDS	DNES
Flores, Daniel, DDS, BS	ORDN	Hunt, Brad, DDS, BS	DNHY
Flores, Mario, DDS	PERI	Hurlbutt, Michelle, BS	DNHY
Forde, Ronald, DDS, BS	DNES		
Foulston, Richard, DDS, BA	RESD	Ingersoll, Lee, DDS, MS	ENDN
Fox, Michael, DDS, MS	ORSR		
Francis, Michael, DDS	RESD	Jackson, Courtney, DDS, BA	RESD
Frank, Robert, DDS, BS	ENDN	Janzen, Bruce, DDS, BS	RESD
Franks, Kevin, DDS, BS	RESD	Jo, David, DDS, BS	ORDN
Friesen, Debra, BS	DNHY	Johnson, Michelle, BS	DNHY
Fritz, Ronald, BA, DDS	DNES	Johnson, Ebenezer, DDS, BDS	RESD
Fuentes, Joseph, DDS, BS	PERI	Johnston, Zina, DDS	RESD
Furber, Julie, DDS, BA	RESD	Johnstone, Dale, DDS	PERI
Gage, Arthur, DDS	ENDN	Kan, Joseph, DDS, BS	RESD
Galvan, Kathy, DDS	DNES	Kantarovich, Daniel, DDS	RESD
Gantes, Bernard, DDS	PERI	Kasischke, Fred, BA, Dmin	DNES
Garber, David, DDS	RESD	Kattadiyil, Mathew, DDS	RESD
Gatov, Nelson, DDS, MPH	ORDN	Kevorkian, Gary, DDS, BS	ORDN
Gelman, Richard, DDS, BS	ORSR	Kiger, Robert, DDS, MA	PERI
Gillespie, Heather, BS	DNHY	Kim, J. S. (Jay), Ph.D., MS	DNES
Golden, Gary, DDS	RESD	Kim, Kyo Sung, DDS, BS	RESD
Goodacre, Charles, DDS, MSD	RESD	King, Brett, DDS, BS	ORSR
Gorden, Mark, DDS	RESD	Kinzer, Robert, DDS, BA	RESD
Gottfried, Myron, DDS	RESD	Kircos, Louis, DDS, Ph.D.	RESD
Guillen, Theresa, BS	DNHY	Kleinman, S. Alejandro, DDS	RESD
		Kloeffler, Gale, DDS, BS	RESD
Haglund, Laurel, BS	DNHY	Ko, Judith, DDS, BS	RESD
Hall, Bertin, DDS	RESD	Koh, Alexander, DDS, BS	PERI
Hamerslough, Rhonda, BS, BS	DNHY	Konugres, James, DDS	RESD
Handysides, Robert, BS, DDS	ODRP	Krauss, Kenneth, DDS	RESD
Hansen, Kent, BA, JD	DNES	Kunihira, Richard, DDS	RESD
Hansen, Floyd, DDS, BA	ODRP	Kunihira, Daniel, DDS, BA	PERI
Harris, Sheila, BS, DDS	PEDN	Le, Colin, DDS, BA	ORSR
Hasenauer, C. Bruce, DDS, BS	RESD	Lee, Michael, DDS, BS	PERI

Lee, Daniel, DDS, BA	PERI	Nemetz, Harold, DDS	RESD
Lee, Charles, DDS	DNES	Nethery, Winston, DDS	RESD
Lee, Sean, DDS, BA	RESD	Neufeld, Roland, DDS, MS	ORDN
Lee, Mingway, DDS, BDS	RESD	Ngo, Annie, DDS	RESD
Lee, Frank, DDS, BDS	RESD	Nick, Doyle, DDS, BS	RESD
Lee, Shirley, BS	DNHY	Nicola, Quint, DDS	DNES
Leggitt, V. Leroy, DDS, MS	ORDN	Noorvash, Shahab, DDS, BS	ENDN
Lennan, Patricia, BS, AS	DNHY		
Lenoir, Leticia, BS	DNHY	Ojano, Mac-Rey, DDS, DMD	RESD
Lentz, Hilbert, DDS, MS	ODRP	Okada, Geoffrey, DDS, BS	ENDN
Lessard, George, Ph.D., MA	DNES	Okumura, Wesley, DDS	PEDN
Leyman, John, DDS, BS	ANES	Oshita, Patrick, DDS	RESD
Li, Yiming, DDS, MSD	RESD		
Li, Yen-Hui, DDS	PERI	Pagan, William, DMD	RESD
Lidner, Carla, DDS, MS	DNES	Palmer, Wiliam, DDS	RESD
Lier, Anthony, DDS, BS	ORDN	Park, Song Joon, DDS	RESD
Lin, Albert, DDS, BS	ORSR	Park, Sungjin, DDS, BS	ANES
Litvinoff, Gregory, DDS, BS	ORSR	Parris, Richard, DDS	PERI
Liu, Yong, DDS, MS	PERI	Pence, Bruce, DDS	RESD
Loveless, William, Other Bach, MA	DNES	Peng, Wei-Peng, DDS, BA	RESD
Lozada, Jaime, DDS	RESD	Pesh, Shawn, BS, DDS	RESD
Lundgren, Tord, DDS	PERI	Peters, Donald, DDS, MS	ENDN
		Peterson, John, DDS	PEDN
Marshall, Edward, DDS	ORSR	Piedra-Munoz, Isabella, DDS, Cert	PEDN
Martin, Lin, DDS, Other Mas	RESD	Plata, Roger, DDS, BA	RESD
Mashni, Michael, DDS, BS	ANES	Prieto, Claudia, DDS	ENDN
Mayes, Melba, DDS, MS	PEDN	Proussaefs, Periklis, DDS	RESD
McCormick, Suzanne, BA, MS	ORSR	Pulsipher, David, DDS, MD	ORSR
McDonald, Pearl, BS	DNHY	Punjabi, Bindoo, DDS	RESD
Meadows, Debra, DDS, BS	ENDN		
Milledge, J. Todd, DDS	PEDN	Quishenberry, Mary,BS	DNHY
Mishra, Ranu, BDS	RESD		
Mitchell, Robert, DDS, BS	ORDN	Rathbun, W. Eugene, DDS, Ph.D.	PERI
Moore, Kathleen, MS	DNES	Rengasamy, Kandasamy, DDS	ODRP
Moretta, Carlos, DDS, AA	RESD		
Morikawa, Wesley, DDS, BS	PEDN		
Morrow, Steven, DDS, MS	ENDN		
Moussa, Raed, DDS, MS	ORDN		
Mower, Robert, DDS	ORSR		
Munguia, Fernando, DDS	RESD		
Munoz, Numa, DDS	PEDN		
Munoz, Carlos, DDS, MSD	RESD		
Nahoum, Henry, DDS, BA	ORDN		
Naylor, William, DDS	DNES		
Nazaroff, Leslie, DrPH, MPH	PERI		
Nelson, Peter, DDS	RESD		
Nelson, Kevin, DDS	RESD		
Nelson, Bonnie, DDS	PEDN		

Santimalapong, Amy, DDS, DMD	RESD
Sayed, Jon, DDS, MS	PEDN
Sceville, Jodi, DDS	RESD
Schlenker, Willis, DDS, MS	ORDN
Schmidt, Merrill, DDS	ENDN
Schnepper, Harold, DMD, MSD	RESD
Schumacher, Mary, BS	DNHY
Secor, Ronald, MBA	DNES
Seibly, William, DDS, BA	RESD
Seifert, Laurence, DDS, BS	ORDN
Shabahang, Shahrokh, DDS	ENDN
Shaw, Peter, DDS	RESD
Shellard, Edward, DDS	RESD
Sheu, Maria, DDS, Cert	PEDN
Shryock, Edwin, DDS	RESD
Simon, James, DDS	ENDN
Simpson, Karen, BS, MPH	DNHY
Singh, Shalini, DDS, BDS	PERI
Slater, Shelley, BS	PERI
Sljivar, Mikan, DDS	ANES
Smith, Brian, DDS	RESD
Soper, Barton, DDS	ORDN
Spint, Kenneth, DMD, BS	ORSRw, PetN44Dbrun, DChRDN

## SUMMARY OF GRADUATES

### DENTAL ASSISTANTS

Class of 1969 . . . . . 2	Class of 1974 . . . . . 11	Class of 1979 . . . . . 9	Class of 1984 . . . . . 5
Class of 1970 . . . . . 3	Class of 1975 . . . . . 10	Class of 1980 . . . . . 9	Class of 1985 . . . . . 3
Class of 1971 . . . . . 8	Class of 1976 . . . . . 16	Class of 1981 . . . . . 10	Class of 1986 . . . . . 0
Class of 1972 . . . . . 9	Class of 1977 . . . . . 19	Class of 1982 . . . . . 10	Class of 1987 . . . . . 11
Class of 1973 . . . . . 10	Class of 1978 . . . . . 18	Class of 1983 . . . . . 11	Class of 1988 . . . . . 10
			<b>Total . . . . . 184</b>

### DENTAL HYGIENISTS

Class of 1961 . . . . . 10	Class of 1972 . . . . . 34	Class of 1983 . . . . . 34	Class of 1994 . . . . . 41
Class of 1962 . . . . . 13	Class of 1973 . . . . . 48	Class of 1984 . . . . . 34	Class of 1995 . . . . . 39
Class of 1963 . . . . . 18	Class of 1974 . . . . . 35	Class of 1985 . . . . . 34	Class of 1996 . . . . . 42
Class of 1964 . . . . . 17	Class of 1975 . . . . . 36	Class of 1986 . . . . . 36	Class of 1997 . . . . . 38
Class of 1965 . . . . . 21	Class of 1976 . . . . . 33	Class of 1987 . . . . . 35	Class of 1998 . . . . . 43
Class of 1966 . . . . . 24	Class of 1977 . . . . . 33	Class of 1988 . . . . . 33	Class of 1999 . . . . . 40
Class of 1967 . . . . . 25	Class of 1978 . . . . . 36	Class of 1989 . . . . . 33	Class of 2000 . . . . . 37
Class of 1968 . . . . . 31	Class of 1979 . . . . . 35	Class of 1990 . . . . . 38	Class of 2001 . . . . . 40
Class of 1969 . . . . . 31	Class of 1980 . . . . . 35	Class of 1991 . . . . . 40	
Class of 1970 . . . . . 30	Class of 1981 . . . . . 35	Class of 1992 . . . . . 40	<b>Total . . . . . 1,327</b>
Class of 1971 . . . . . 33	Class of 1982 . . . . . 34	Class of 1993 . . . . . 40	

### DENTISTS

Class of 1957 . . . . . 39	Class of 1969 . . . . . 59	Class of 1980 . . . . . 76	Class of 1992 . . . . . 72
Class of 1958 . . . . . 42	Class of 1970 . . . . . 59	Class of 1981 . . . . . 80	Class of 1993 . . . . . 77
Class of 1959 . . . . . 48	Class of 1971 . . . . . 64	Class of 1982 . . . . . 98	Class of 1994 . . . . . 63
Class of 1960 . . . . . 43	Class of 1972 . . . . . 56	Class of 1983 . . . . . 98	Class of 1995 . . . . . 73
Class of 1961 . . . . . 52	Class of 1973 . . . . . 64	Class of 1984 . . . . . 83	Class of 1996 . . . . . 72
Class of 1962 . . . . . 55	Class of 1974 . . . . . 69	Class of 1985 . . . . . 96	Class of 1997 . . . . . 62
Class of 1963 . . . . . 53	Class of 1975-A . . . . . 68	Class of 1986 . . . . . 96	Class of 1998 . . . . . 74
Class of 1964 . . . . . 52	Class of 1975-B . . . . . 35	Class of 1987 . . . . . 87	Class of 1999 . . . . . 66
Class of 1965 . . . . . 43	Class of 1976 . . . . . 66	Class of 1988 . . . . . 92	Class of 2000 . . . . . 86
Class of 1966 . . . . . 41	Class of 1977 . . . . . 72	Class of 1989 . . . . . 89	Class of 2001 . . . . . 88
Class of 1967 . . . . . 57	Class of 1978 . . . . . 73	Class of 1990 . . . . . 69	
Class of 1968 . . . . . 55	Class of 1979 . . . . . 81	Class of 1991 . . . . . 75	<b>Total . . . . . 3,032</b>

### INTERNATIONAL DENTIST PROGRAM

Class of 1986 . . . . . 9	Class of 1995 . . . . . 12
Class of 1987 . . . . . 12	Class of 1996 . . . . . 14
Class of 1988 . . . . . 12	Class of 1997 . . . . . 14
Class of 1989 . . . . . 12	Class of 1998 . . . . . 14
Class of 1990 . . . . . 13	Class of 1999 . . . . . 14
Class of 1991 . . . . . 16	Class of 2000 . . . . . 16
Class of 1992 . . . . . 12	Class of 2001 . . . . . 16
Class of 1993 . . . . . 14	
Class of 1994 . . . . . 14	<b>Total . . . . . 198</b>

### PROFESSIONAL CERTIFICATES

Class of 1995 . . . . . 4	Class of 1999 . . . . . 24
Class of 1996 . . . . . 15	Class of 2000 . . . . . 20
Class of 1997 . . . . . 12	Class of 2001 . . . . . 18
Class of 1998 . . . . . 19	
	<b>Total . . . . . 92</b>



## SCHOOL ALUMNI ASSOCIATION

Graduates of the School of Dentistry organized the Alumni Association in 1957. Membership is extended to those who have earned degrees at this School. Student membership is extended to students of the School.

The primary purposes of the association are to promote the interests of the School, to secure unity among alumni, to foster an attachment to its alma mater, to enlist members as continuing participants of the association and as active participants in Christian activities and interests, to aid members in attaining to the highest ethical and scientific standards in the practice of their profession, and to aid in general charitable and educational purposes. Major interests of the association include:

1. Conducting the Alumni-Student Convention. Included in the activities of this annual spring session are lectures, refresher courses, and religious and social programs.
2. Advancing the Century Club. Members include alumni and others of the dental profession who contribute a qualifying amount annually to promote and support interests of the alumni and the School.
3. Preparing and distributing alumni news pertaining to members and faculty, and School activities.

The School of Dentistry Alumni Association, through its Century Club Annual Fund, has made an ongoing commitment to students in the predoctoral program by supporting a student loan fund which is administered by the University.

## 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.

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

**DIETETIC TECHNOLOGY:** Started in 1988. The Dietetics Technology Program is currently granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetics Association April 25, 1988.

**EMERGENCY MEDICAL CARE:** Started in 1993 as a baccalaureate degree program for paramedics, respiratory therapists, and other allied health professionals desiring education, science, or management credentials in emergency medical services.

**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.

**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.

**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. Since 1974 the Coordinated Program in Dietetics has been granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetics Association.

**OCCUPATIONAL THERAPY:** Started in 1959. Initial approval by the Council on Medical Education of the American Medical Association June 10, 1960. Full

**Social Work**

Council on Social Work Education  
 Division of Standards and Accreditation  
 1600 Duke Street, Suite 500  
 Alexandria, Virginia 22314-3457  
 Phone: 703 / 683-8080  
 FAX: 703 / 683-8099  
 Web site: www.cswe.org  
 Email: info@cswe.org

**Speech-Language Pathology**

Speech-Language Pathology  
 Educational Standards Board  
 American Speech-Language-Hearing  
 Association  
 10801 Rockville Pike  
 Rockville, MD 20852  
 Phone: 301 / 897-5700  
 FAX: 301 / 571-0457  
 Web site: www.asha.org  
 Email: accreditation@asha.org

**SCHOOL OF ALLIED HEALTH  
PROFESSIONS****Cardiopulmonary Sciences****Respiratory Care**

Committee on Accreditation for Respiratory Care  
 1248 Harwood Road  
 Bedford, TX 76021-4244  
 Phone: 800 / 874-5615 or 817 / 283-2835  
 FAX: 817 / 354-8519 or 817 / 252-0773  
 Web site: www.coarc.com  
 Email: richwalker@coarc.com

**Physician Assistant**

Accreditation Review Commission on Education for the  
 Physician Assistant (ARC-PA)  
 Medical Education Department 1R6  
 1000 North Oak Avenue  
 Marshfield, WI 54449-5778  
 Phone: 715 / 389-3785  
 FAX: 715 / 387-5163  
 Web site: www.arc-pa.org  
 Email: mccartyj@mfldclin.edu

**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.arcst.org  
 Email: coa@ast.org

**Clinical Laboratory Science****Phlebotomy Certificate**

National Accrediting Agency for Clinical Laboratory  
 Sciences (NAACLS)  
 8410 West Bryn Mawr Avenue, Suite 670  
 Chicago, IL 60631-3415  
 Phone: 773 / 714-8880  
 FAX: 773 / 714-8886  
 Web site: www.naacls.org  
 Email: naaclsinfo@naacls.org

**Clinical Laboratory Science  
(formerly Medical Technology)**

National Accrediting Agency for Clinical Laboratory  
 Sciences (NAACLS)  
 8410 West Bryn Mawr Avenue, Suite 670  
 Chicago, IL 60631-3415  
 Phone: 773 / 714-8880  
 FAX: 773 / 714-8886  
 Web site: www.naacls.org  
 Email: naaclsinfo@naacls.org

**Cytotechnology**

Commission on Accreditation of Allied Health  
 Education Programs (CAAHEP)  
 35 East Wacker Drive, Suite 1970  
 Chicago, IL 60601-2208  
 Phone: 312 / 553-9355  
 FAX: 312 / 553-9616  
 Web site: www.caahep.org  
 Email: caahep@caahep.org

**Health Information Management****Health Information Administration**

Commission on Accreditation of Allied Health  
 Education Programs (CAAHEP)  
 35 East Wacker Drive, Suite 1970  
 Chicago, IL 60601-2208  
 Phone: 312 / 553-9355  
 FAX: 312 / 553-9616  
 Web site: www.caahep.org  
 Email: caahep@caahep.org

**Nutrition and Dietetics****Dietetic Technician Program—A.S.****Nutrition and Dietetics Program—B.S.**

Commission on Accreditation for  
 Dietetics Education (CADE)  
 The American Dietetic Association  
 216 West Jackson Boulevard, 7th floor  
 Chicago, IL 60606-6995  
 Phone: 800 / 877-1600  
 FAX: 312 / 899-4899 or 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](http://www.jrcert.org)  
Email: [mail@jrcert.org](mailto:mail@jrcert.org)

#### **Diagnostic Medical Sonography—certificate**

Commission on Accreditation of Allied Health  
Education Programs (CAAHEP)  
35 East Wacker Drive, Suite 1970  
Chicago, IL 60601-2208  
Web site: [www.caahep.org](http://www.caahep.org)

Joint Review Committee on Education in

Diagnostic Medical Sonography (JRCE-DMS)  
1248 Harwood Road  
Bedford, TX 76021-4244  
Phone: 817 / 685-6629  
FAX: 817 / 354-8519  
Web site: [www.jrcdms.org](http://www.jrcdms.org)  
Email: [sharonworthing@coarc.com](mailto:sharonworthing@coarc.com)

#### **Nuclear Medicine Technology—Certificate**

California Department of Health Services  
Radiologic Health Branch  
P. O. Box 942732  
Sacramento, CA 94234-7320  
Phone: 916/322-5096  
FAX: 916/324-3610  
Web site: [www.csrt.org](http://www.csrt.org)  
Email: [RKubiak@dhs.ca.gov](mailto:RKubiak@dhs.ca.gov)

### **Speech-Language Pathology and Audiology**

American Speech-Language-Hearing  
Association  
10801 Rockville Pike  
Rockville, MD 20852  
Phone: 301 / 897-5700  
FAX: 301 / 571-0481  
Web site: [www.asha.org](http://www.asha.org)  
Email: [accreditation@asha.org](mailto:accreditation@asha.org)

### **SCHOOL OF DENTISTRY**

Commission on Dental Accreditation  
of the American Dental Association  
211 East Chicago Avenue  
Chicago, IL 60611  
Phone: 800 / 621-8099  
FAX: 312 / 440-2915  
Web site: [www.ada.org](http://www.ada.org)  
Email: [licarif@ada.org](mailto: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](http://www.lcme.org); [www.aamc.org](http://www.aamc.org)  
Email: [lcme@aamc.org](mailto:lcme@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.nln.org](http://www.nln.org)  
Email: [Gfelton@nlac.org](mailto:Gfelton@nlac.org)

Board of Registered Nursing  
400 R Street, Suite 4030  
P. O. Box 944210  
Sacramento, CA 94244-2100  
Phone: 916 / 322-3350  
FAX: 916 / 327-4402  
Web site: [www.rn.ca.gov](http://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](http://www.aacn.nche.edu/accreditation)  
Email: [jbutlin@accn.nche.edu](mailto:jbutlin@accn.nche.edu)

### **SCHOOL OF PUBLIC HEALTH**

Council on Education for Public Health  
800 Eye St. NW, Suite 202  
Washington, DC 20001-1397  
Phone: 202 / 789-1050  
FAX: 202 / 789-1895  
Web site: [www.ceph.org](http://www.ceph.org)  
Email: [jconklin@ceph.org](mailto:jconklin@ceph.org)

### **Certified Health Education Specialist (CHES)**

National Commission for Health Education  
Credentialing, Inc.  
944 Marcon Boulevard, Suite 310  
Allentown, PA 18109  
Phone: toll free 888 / 624-3248 or 673-5445  
FAX: 800 / 813-0727  
Web site: [www.nchec.org](http://www.nchec.org)  
Email: [nchec@fast.net](mailto:nchec@fast.net)

### **Registered 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: 916 / 324-8819  
FAX: 916 / 323-9869  
Web site: [www.dhs.ca.gov](http://www.dhs.ca.gov)  
or [www.dhs.cahwnet.gov](http://www.dhs.cahwnet.gov)  
Email: [rhook1@dhs.ca.gov](mailto:rhook1@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 / 899-4899  
Web site: [www.eatright.org/cade](http://www.eatright.org/cade)  
Email: [education@eatright.org](mailto:education@eatright.org)

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

## 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 Jorgensen 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 June 2001, the library has a total collection of 410,807 books, bound and current journals/periodicals, and media items (197,303 books; 125,577 bound journals, 1,420 current periodical subscriptions, 349 nonsubscription periodicals; and 84,158 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

### 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.



# San Bernardino

Marriage and Family Therapy Clinic 71  
to Los Angeles ← Hospitality Lane

65 E. San Bernardino Ave.  
Victoria  
Coulston Street

to Palm Springs →



Redlands Boulevard



# Loma Linda

Hunt's Lane

Waterman

Drayson Center 7  
Child Care Center 66  
Shepardson  
Mound  
Prospect  
Barton Rd.  
Faculty Medical Offices  
Lawton Ave.

Stewart  
Campus  
University  
Anderson  
Parkland  
Anderson  
Benton  
VA  
Mt. View



Loma Linda Health Center

Alabama

# LLUBMC

Terracina

# LLUCMC

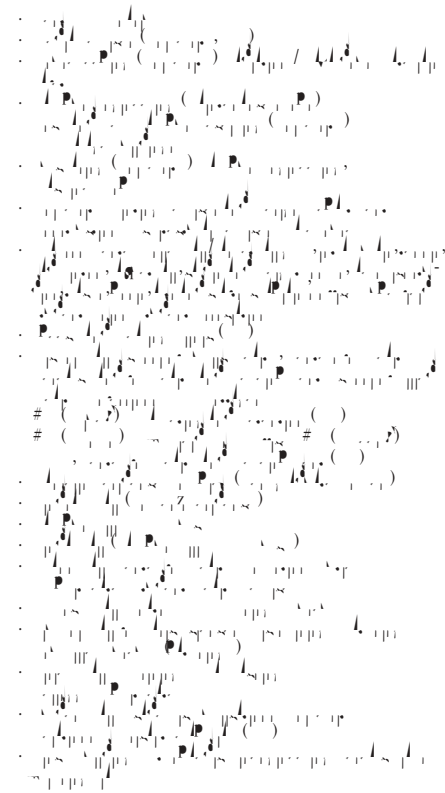
Professional Plaza

Loma Linda

**Key to abbreviations and symbols**  
 (See also key to Schools on Campus Map)

- X = Nearest cross street
- > = See Area Map
- LLUAHSC = Loma Linda University  
Adventist Health Sciences Center
- LLU = Loma Linda University:
- LLUBMC = Behavioral Medicine Center
- LLUCH = Children's Hospital
- LLUCMC = Community Medical Center
- LLUMC = Medical Center

*Campus Map (numerical)*





1. The first part of the document discusses the importance of maintaining accurate records in a laboratory setting. It emphasizes the need for clear labeling and organization of samples and equipment.

2. The second part of the document describes the various methods used for data collection and analysis. It includes detailed information on how to use the laboratory's software and how to interpret the results.

3. The third part of the document provides a comprehensive overview of the laboratory's safety protocols. It covers everything from personal protective equipment to emergency procedures.

4. The fourth part of the document discusses the importance of quality control and how to ensure that all experiments are conducted under the same conditions.

5. The fifth part of the document provides a detailed guide to the laboratory's equipment and how to use them safely and effectively.

6. The sixth part of the document discusses the importance of communication and how to effectively collaborate with other researchers in the laboratory.

7. The seventh part of the document provides a detailed overview of the laboratory's budget and how to manage resources effectively.

8. The eighth part of the document discusses the importance of staying up-to-date on the latest research and how to incorporate new findings into the laboratory's work.

9. The ninth part of the document provides a detailed guide to the laboratory's record-keeping system and how to maintain accurate records.

10. The tenth part of the document discusses the importance of maintaining a clean and organized laboratory environment and how to achieve this goal.

11. The eleventh part of the document provides a detailed overview of the laboratory's safety training program and how to ensure that all staff are properly trained.

12. The twelfth part of the document discusses the importance of maintaining accurate records of laboratory equipment and how to track their usage.

13. The thirteenth part of the document provides a detailed guide to the laboratory's waste disposal procedures and how to ensure that all waste is properly disposed of.

14. The fourteenth part of the document discusses the importance of maintaining accurate records of laboratory accidents and how to prevent future incidents.

15. The fifteenth part of the document provides a detailed overview of the laboratory's quality control system and how to ensure that all experiments are conducted under the same conditions.

16. The sixteenth part of the document discusses the importance of maintaining accurate records of laboratory equipment and how to track their usage.

17. The seventeenth part of the document provides a detailed guide to the laboratory's safety training program and how to ensure that all staff are properly trained.

18. The eighteenth part of the document discusses the importance of maintaining accurate records of laboratory accidents and how to prevent future incidents.

19. The nineteenth part of the document provides a detailed overview of the laboratory's quality control system and how to ensure that all experiments are conducted under the same conditions.

20. The twentieth part of the document discusses the importance of maintaining accurate records of laboratory equipment and how to track their usage.

**LOMA LINDA UNIVERSITY ADVENTIST HEALTH SCIENCES CENTER (LLUHSC)**

21. The twenty-first part of the document provides a detailed overview of the laboratory's safety training program and how to ensure that all staff are properly trained.

22. The twenty-second part of the document discusses the importance of maintaining accurate records of laboratory accidents and how to prevent future incidents.

23. The twenty-third part of the document provides a detailed guide to the laboratory's quality control system and how to ensure that all experiments are conducted under the same conditions.

24. The twenty-fourth part of the document discusses the importance of maintaining accurate records of laboratory equipment and how to track their usage.

25. The twenty-fifth part of the document provides a detailed overview of the laboratory's safety training program and how to ensure that all staff are properly trained.

26. The twenty-sixth part of the document discusses the importance of maintaining accurate records of laboratory accidents and how to prevent future incidents.

27. The twenty-seventh part of the document provides a detailed guide to the laboratory's quality control system and how to ensure that all experiments are conducted under the same conditions.

28. The twenty-eighth part of the document discusses the importance of maintaining accurate records of laboratory equipment and how to track their usage.

29. The twenty-ninth part of the document provides a detailed overview of the laboratory's safety training program and how to ensure that all staff are properly trained.

30. The thirtieth part of the document discusses the importance of maintaining accurate records of laboratory accidents and how to prevent future incidents.

31. The thirty-first part of the document provides a detailed overview of the laboratory's safety training program and how to ensure that all staff are properly trained.

32. The thirty-second part of the document discusses the importance of maintaining accurate records of laboratory accidents and how to prevent future incidents.

33. The thirty-third part of the document provides a detailed guide to the laboratory's quality control system and how to ensure that all experiments are conducted under the same conditions.

34. The thirty-fourth part of the document discusses the importance of maintaining accurate records of laboratory equipment and how to track their usage.

35. The thirty-fifth part of the document provides a detailed overview of the laboratory's safety training program and how to ensure that all staff are properly trained.

36. The thirty-sixth part of the document discusses the importance of maintaining accurate records of laboratory accidents and how to prevent future incidents.

37. The thirty-seventh part of the document provides a detailed guide to the laboratory's quality control system and how to ensure that all experiments are conducted under the same conditions.

38. The thirty-eighth part of the document discusses the importance of maintaining accurate records of laboratory equipment and how to track their usage.

39. The thirty-ninth part of the document provides a detailed overview of the laboratory's safety training program and how to ensure that all staff are properly trained.

40. The fortieth part of the document discusses the importance of maintaining accurate records of laboratory accidents and how to prevent future incidents.

To update information on maps or legends, please contact Academic Publications, ext. 4-4525.

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1. ( )

This page contains a complex musical score for the left side of a double spread. It features approximately 15 staves of music. The notation is dense, with many notes, rests, and dynamic markings such as *p* and *pp*. The music appears to be in a minor key and has a fast tempo. The staves are arranged in a vertical column, with some systems containing multiple staves.

This page contains a complex musical score for the right side of a double spread. It features approximately 15 staves of music, continuing the notation from the left page. The notation is dense, with many notes, rests, and dynamic markings such as *p* and *pp*. The music appears to be in a minor key and has a fast tempo. The staves are arranged in a vertical column, with some systems containing multiple staves.





## TO COMMUNICATE WITH LLU . . .

**MAIL:** Loma Linda University  
11060 Anderson Street  
Loma Linda, CA 92350

**WORLDWIDE WEB:** <http://www.llu.edu>

**PHONE:**  
For information about LLU 1/800-422-4LLU  
dialing from Canada 1/800-548-7114

**Area Code:** 909 /

**Switchboard:** 558-1000, 558-4300

<b>Off-campus PHONE:</b>	<b>On-campus PHONE:</b>		<b>Off-campus FAX:</b>	<b>On-campus FAX:</b>
558-4540	44540	<b>Chancellor</b>	558-0242	80242
558-4787	44787	<b>Diversity</b>	558-0140	80140
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558-4508	44508	<b>University Records</b>	558-4879	44879
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558-6028	66028	<b>Student Counseling</b>	558-6090	66090
558-8625	88625	<b>Teaching Learning Center</b>	558-0179	80179
558-6050	66050	<b>Student Assistance Program</b>	558-6051	66051
558-4570	44570	<b>Spiritual Counseling</b>	558-4186	44186
335-4275	34275	<b>Crisis Hotline</b>	1-800-752-5999	
793-9333	34008	Behavioral Medicine Center	558-9262	34262
558-4536	44536	<b>Faculty of Religion</b>	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

<b>Off-campus PHONE:</b>	<b>On-campus PHONE:</b>		<b>Off-campus FAX:</b>	<b>On-campus FAX:</b>
		<b>Graduate</b>		
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558-4528	44528	Dean	558-0441	80441
		<b>Medicine</b>		
558-4462	44462	Admissions	558-4146	44146
558-4467	44467	Dean	558-0359	80359
558-4481	44481		558-4146	44146
		<b>Nursing</b>		
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	International Nursing	558-4134	44134
558-7122	87122			
		<b>Pharmacy</b>		
558-4529	44529	Admissions	558-4859	44859
558-4528	44528	Dean	558-0441	80441
		<b>Public Health</b>		
558-4546	44546	Admissions/Academic Records	558-4087	44087
558-4694	44694	Dean	558-4087	44087 attn. Admissions
558-4578	44578	Environmental and Occupational	558-4087	44087 attn. Dean
558-8750	88750	Health		
558-8750	44590	Epidemiology and Biostatistics	558-0493	84493 attn. ENVH
558-4573	44573	Health Administration	558-0126	80126 attn. EPDM/STAT
558-4575	44575	Health Promotion and Education	558-0469	80469 attn. HADM
			558-0471	80471 attn. HPRO

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