

SCHOOL OF BEHAVIORAL HEALTH

Dean's welcome



We're glad you have chosen to consider Loma Linda University's School of Behavioral Health as you make plans to continue toward your educational goals. This CATALOG describes who we are and what we have to offer. It will familiarize you with the philosophy and structure of our programs, and will provide you with a listing of participating faculty members.

Loma Linda University is a faith-based, nonprofit institution that welcomes students and staff from a broad spectrum of faith communities. As stated in its nondiscrimination policy, the institution "affirms that all persons are of equal worth in the sight of God." Because the School of Behavioral Health prepares its students to provide clinical services and advocacy for all persons, it is important that the institution, faculty, and staff demonstrate their acceptance of and willingness to assist those in our society who are affected by various forms of oppression and/or are less privileged. As such, the University actively sponsors several programs that move the institutional health-care personnel resources and expertise into the local, national, and international communities to work with otherwise underserved populations. This component of service is an integral part of the

statement of mission and a message intended to be captured in the Good Samaritan sculpture that occupies a central position on the campus.

The School of Behavioral Health, as part of the University, has expectations of students, faculty, and staff in the areas of conduct and behavior while they are on campus or involved in school or University activities. As such, the School of Behavioral Health adheres to the policies of the University and affirms that all persons are of equal worth in the sight of God and should be so regarded by all His people. Therefore, the School of Behavioral Health is committed to equal education and employment opportunities for individuals of all races; and does not unlawfully discriminate on the basis of veteran status, handicap, gender identity, sexual orientation, race, color, or national origin in its educational or admissions policies, financial affairs, employment, student life and services, or in any of its programs. In support of this position, we expect our students, faculty, and staff to demonstrate unwavering respect for the diversity of others and to interact with integrity—never forgetting the ethics and standards that guide professional actions. Further, we expect our programs through their faculty to develop competent, compassionate, ethical professionals who possess the knowledge, skills, and values that will equip them for professional lives dedicated to pleasing and honoring God through service to others. Again, welcome. Our administrators, faculty, and staff are here to help you prepare for your professional future.

Beverly J. Buckles, D.S.W.
Dean, School of Behavioral Health

School foundations

The School of Behavioral Health includes the Departments of Counseling and Family Sciences, Psychology, and Social Work and Social Ecology; and the Division of Interdisciplinary Studies. The school offers master's and doctoral degree programs, as well as postbaccalaureate and post-degree certificates. These programs equip graduates with leading-edge knowledge and practice experiences necessary for careers in behavioral health practice, research, and administration.

Philosophy

The School of Behavioral Health is grounded in a deep commitment to the University's mission to further the teaching and healing ministries of Jesus Christ, which produces wholeness within transformed lives. Transformation is viewed as a lifelong journey of faith and learning underpinned by a bio-psycho-social-spiritual perspective, which assumes that wholeness is achieved when all subsystems affecting human needs are understood and in balance. This pursuit seeks to understand and promote healthy minds, communities, social systems, and human relationships that enable individuals to experience resiliency and live meaningful lives. Such wholeness manifests itself in a life of service to humanity and to God.

In the School of Behavioral Health, these purposes are achieved through academic programs—including research, clinical practice, and global learning experiences—that engage faculty and students in the highest levels of scholarship, professionalism, and the quest for wholeness. Because these pursuits are served by knowledge, graduate students are obliged to achieve both broad and detailed mastery of their fields of study and participate with the faculty in the process by which knowledge is created and applied. The end result is firm adherence to the global traditions of Loma Linda University through scholarly and practice pursuits that aim to strengthen the effectiveness of behavioral health practice and research to improve the quality of life for individuals and communities around the world.

Goals

The School of Behavioral Health seeks to create an environment favorable to the pursuit of knowledge and meaning by:

1. Making available to graduate students who wish to study in a Seventh-day Adventist Christian setting the education necessary for scholarly and professional careers in the behavioral health professions.
2. Encouraging development of independent judgment, mastery of research techniques, and contribution to scholarly communication.
3. Fostering the integration of science and practice in the service of humankind.

Learning outcomes and assessment

Supporting these goals, the School of Behavioral Health has adopted Loma Linda University's institutional learning outcomes (<http://llucatalog.llu.edu/about-university/institutional-learning-outcomes/>) (ILOs).

The School of Behavioral Health supports the realization of the University's learning outcomes through the curricula of its degree programs by providing students with content and active learning experiences that reflect the current practice and professional knowledge, skills, behaviors, and attitudes needed for competent practice in behavioral health, including, but not limited to:

- Professional and personal self-care.
- Ethical and professional standards of conduct and behavior.
- Legal and statutory mandates affecting practice.
- Clinical knowledge shared and specific to disciplines.
- Therapeutic and reflective use of self.
- Analytical methods supporting scholarship and the integration of science and practice in the development of new knowledge and improved services.
- Professional communication and presentation skills.
- Strengths perspectives supporting wellness, recovery, and anti-stigma.
- Integration of spirituality and cultural competency.
- Integration of behavioral health into primary health care.
- A global context of behavioral health practice.
- Collegial and collaborative team practice.
- A commitment to continuous professional development, service, and lifelong learning.

The assessment of the University's student learning outcomes is integrated into the specific program and department criteria and methods used to address professional accreditation assessment requirements. Where possible, these data are used to support the development of school-wide metrics.

Mission

Operationalizing this philosophy, the mission of the School of Behavioral Health is to provide a spiritually supportive context for teaching, clinical practice, and research innovation that pursues integrative behavioral health aimed at reducing health disparities and promoting social justice in a global context locally and abroad.

General regulations

Application procedure

1. Application instructions, available on the Web at llu.edu/central/apply (<http://www.llu.edu/central/apply/>), allow students to apply online and begin an application. Applications and all supporting information, transcripts, test results, and references should be submitted by the deadline posted on the application, per degree.
2. Complete official transcripts of all academic records from all colleges, universities, and professional or technical schools must be provided for official acceptance into a program. It is the applicant's responsibility to arrange to have the transcripts—including official English translations, if applicable—sent directly to Admissions Processing by the issuing institution. Transcripts that come via an intermediary are unacceptable.
3. A personal interview is often desirable and is required by some programs. The interview should be arranged with the program director or designated admissions coordinator for the program which the student wishes to study.

Acceptance procedure

1. When the program that the student wishes to enter has evaluated the applications and made its recommendation, the dean of the School of Behavioral Health takes official action and notifies accepted applicants by email and through first class U.S. mail. Accepted applicants must respond affirmatively using the online admissions confirmation system before becoming eligible to register in the School of Behavioral Health. Applicants who have been denied acceptance are currently notified using first class U.S. mail only.

2. As part of registration, accepted students will be asked to file with Student Health Service a medical history with evidence of certain immunizations.
3. Transcripts of records and all other application documents are retained by the University and may not be withdrawn and used for any purpose. Records of students who do not enroll or who withdraw prior to completion are retained for two years from the date of original acceptance to a School of Behavioral Health program.
4. New students are required to pass a background check before they can register for courses.

Admission requirements

A four-year baccalaureate degree (or its equivalent) from an accredited college or university is a prerequisite for admission to School of Behavioral Health's graduate programs. Transcripts of the applicant's scholastic record need to demonstrate appropriate preparation, in grades and content, for the curriculum chosen. Since there is some variation in the pattern of undergraduate courses prescribed by different programs, the applicant should note the specific requirements of the chosen program. Deficiencies may be fulfilled while enrolled; prerequisites must be completed prior to matriculation.

In addition, because California is not part of the State Authorization Reciprocity Agreement (SARA) – (an agreement between member states, territories, and districts of the United States of America) students applying to online programs must reside in one of the states that Loma Linda University has independently obtained state authorization. For more information about this, applicants can contact the School of Behavioral Health Admissions Office at Admissions.sbh@llu.edu.

Scholarship

Applicants are expected to present an undergraduate record with a grade point average of B (3.0) or better in the overall program and in the major field. Depending on program-specific criteria, admissions consideration may be given if grades from the junior and senior years of the undergraduate degree are superior or there is other evidence of capability.

Graduate Record Examination

Scores on the general test of the Graduate Record Examination (GRE) are required with application for admission to some degree programs. Waiver of the GRE requirement is program specific. New test scores are needed if it has been more than five years since the last test was taken. Applicants are advised to request information specific to their proposed program of study.

For complete information about the GRE, please visit their website at <http://www.ets.org/gre/>; or write to Educational Testing Service, 1947 Center Street, Berkeley, CA 94701 (for the West); and P.O. Box 6000, Princeton, NJ 08541 (for the East). For GRE publications (including study materials), call 800/537-3160.

Programs that do not require the GRE must submit one additional measure of a candidate's preparation for graduate study. This may be either an evaluation of critical essay-writing skills, the Miller Analogies Test, the results of a structured interview, or other specified program criteria.

Re-entrance

Students who are currently enrolled in the School of Behavioral Health may request transfer to a different program or a more advanced degree level by contacting the School of Behavioral Health Admissions Office for information on an abbreviated application and instructions for submitting

the appropriate supporting documents. Transcripts on file with the University are acceptable.

English-language competence

Regardless of nationality or citizenship, an applicant whose native language is not English or who's secondary education has been obtained outside the U.S. is required to pass an approved English proficiency test. Additionally, any applicant whose English competency is uncertain in regard to their professional success in course, clinical, or other program requirements will be required to pass an English proficiency test. University policy regarding minimum passing scores and timeline for acceptable test reports all apply.

Graduate degree requirements

Minimum required grade point average

Each student must maintain a cumulative grade point average of at least a B (3.0) and receive a grade of B or higher in each graduate-level course to continue in regular standing. Students need to familiarize themselves with the minimum grade requirements applied in their program of study.

All transfer courses must meet the B (3.0) minimum grade requirement and be equivalent to courses appropriate to degree requirements. Grades for transfer courses are not calculated as part of a student's matriculating G.P.A.

Service learning

All School of Behavioral Health students are required to complete an approved academic service-learning course prior to graduation. Courses currently approved to meet this requirement are specified in each program's curricula.

From master's to Ph.D. degree

Bypassing master's degree

A graduate student at this University may proceed first to a master's degree. If, at the time of application, the student wishes to qualify for the Doctor of Philosophy degree, this intention should be declared even if the first objective is a master's degree.

If after admission to the master's degree program a student wishes to go on to the doctoral degree, an abbreviated application should be completed and submitted, along with appropriate supporting documents, to the School of Behavioral Health Admissions Office. If the award of the master's degree is sought, the student will be expected to complete that degree before embarking on doctoral activity for credit.

Second master's degree

A student who wishes to qualify for an additional master's degree in a different discipline may apply. The dean of the School of Behavioral Health and the faculty of the program the student wishes to enter will consider such a request on its individual merits.

Combined degrees

Students may not be admitted to a School of Behavioral Health program while admitted to another program at this University or elsewhere. The exceptions to this are the combined degrees programs.

Certificate programs

The School of Behavioral Health offers post-baccalaureate and post-degree certificate programs. Students accepted into such programs are assigned an advisor who works with them as they fulfill the program requirements. Students are required to maintain a B (3.0) grade point average, with no course grade below B (3.0). All certificate students are

required to take at least one religion course (numbered between 500 and 600). The unit values of the required religion courses are specified in each certificate program.

Master of Arts/Master of Science/Master of Social Work Advisor and guidance committee

Each student accepted into a degree program is assigned an advisor who advises the student in meeting the program of study and University requirements. The advisor works with the director of the student's program to support the student's successful progress to graduation.

Subject prerequisites and deficiencies

Gaps in an applicant's academic achievement will be identified by subject and classified either as prerequisites or as subject deficiencies. Applicants lacking certain subject or program prerequisites may not be admitted to the master's degree program until the prerequisites are completed (at Loma Linda University or elsewhere) and acceptable grades are reported. In many cases, subject deficiencies do not exclude an applicant from admission or enrollment; but deficiencies must be completed as specified and within the time-frame determined, usually during the first full quarter of study at this University. Applicants need to confer with their specific program of study to determine if there are subject prerequisites or deficiencies.

Study plan

The student's advisor should develop with the student a written outline of the complete graduate experience, with time and activity specified as fully as possible. This will serve as a guide to both the student and the advisor. Changes to the academic plan must be approved by the student's advisor and the program director.

The student is ultimately responsible for ensuring both timely registration and completion of all required courses.

Time limit

The time allowed from admission to the School of Behavioral Health to conferring of the master's degree may not exceed five years. Program extensions can be considered within the limits of University policy.

Course credit allowed toward the master's degree is nullified five years from the date of course completion. Nullified courses may be revalidated, upon successful petition, through reading, conferences, written reports, or examination to assure currency in the content. Academic documentation of the justification of revalidated courses must be approved by the dean's office.

Residence

Students must meet the residence requirements indicated for their particular program (never less than one academic quarter). The master's degree candidate must complete one quarter of full-time study at the University or perform the thesis research at the University. Although the number of units students take varies by program, students are expected to work closely with their advisors to assure that their course loads are consistent with program requirements, as well as degree completion options and timelines.

Comprehensive and final examinations

The student must take written, oral, and final examinations prescribed by the program on or before the published dates. If a candidate fails to pass the oral or written examination for a graduate degree, the program director in association with the program's academic standards committee determines the requirements needed to ameliorate the failed examination. In the case of a failed thesis defense, a written analysis of the candidate's status and program's recommendations are filed

with the dean's office. The student receives a copy of the committee's recommendation.

Research competence

Student skills required in research, language, investigation, and computation are specified in each program description in this CATALOG.

Candidacy

Admission to the School of Behavioral Health or designation of regular graduate standing does not constitute admission of the student to candidacy for a graduate degree. After achieving regular status, admission to candidacy is initiated by a written petition (School of Behavioral Health Form A) from the student to the dean, on recommendation of the student's advisor and the program coordinator or department chair.

Students petitioning the School of Behavioral Health for candidacy for the master's degree must present a satisfactory grade record, include a statement of the proposed thesis topic (where applicable) that has been approved by the student's guidance committee, and note any other qualification prescribed by the program. Students are usually advanced to candidacy during the third quarter of study for full-time students.

Specific program requirements

In addition to the foregoing, the student is subject to the requirements stated in the section of the CATALOG governing the specific program chosen.

Religion requirement

All master's degree students are required to take at least one, three-unit religion course (courses numbered between 500 and 600). Students should check with their programs for specific guidelines.

Combined degrees programs

A number of combined degrees programs are offered, each intended to provide more comprehensive preparation in clinical applications and the biomedical sciences. Concurrent admission to two programs in the School of Behavioral Health or to a program in the School of Behavioral Health and to a professional school in the University is required. These curricula are described in greater detail under the heading "Combined Degrees Programs" in this section of the CATALOG.

Thesis

Students writing a thesis must register for at least one unit of thesis credit. The research and thesis preparation are under the direction of a thesis chair and research committee. The timeline for determining a thesis topic and research design are program specific, but must be secured before petition is made for candidacy.

The student must register and pay tuition for thesis credit, whether the work is done in residence or in absentia. If the student has been advanced to candidacy, has completed all course requirements, and has registered for but not completed the research and thesis, continuous registration is to be maintained until the manuscript has been accepted. This involves a quarterly enrollment fee paid at the beginning of each quarter.

Format guide

Instructions for the preparation and format of the publishable paper, thesis, or dissertation are in the *Thesis and Dissertation Format Guide*, available through the Faculty of Graduate Studies dissertation editor. Consultation with the dissertation editor can help the student avoid formatting errors that would require them to retype large sections of manuscript. The last day for submitting copies to the school office in final

approved form is published in the events calendar (available from the academic dean's office).

Binding

The cost of binding two copies of the thesis, one copy to be deposited in the appropriate department or school collection and one for the student, will be paid for by the student's department. The student will be responsible for paying the cost of binding additional personal copies.

Doctor of Philosophy and professional doctoral degrees

The Doctor of Philosophy degree is awarded for evidence of mature scholarship; productive promise; and active awareness of the history, resources, and demands of a specialized field. Professional doctoral degrees require demonstration of integrated scholar practitioner requirements as determined by professional academic agencies and standards of practice.

Advisor and doctoral research committee

The School of Behavioral Health requires advisors for candidates in either Doctor of Philosophy degrees or professional doctoral degrees have demonstrated scholarship productivity in their chosen disciplines. Each student, upon acceptance into a doctoral degree program, is assigned an advisor to assist with academic planning and guidance through program requirements. Subsequently (no later than when applying for candidacy), the student is assigned a doctoral research committee. Each program maintains a list of qualified doctoral degree mentors. The doctoral research committee, usually chaired by the advisor, is responsible for screening dissertation and project topics, recommending candidacy, guiding research, administering written and oral examinations, evaluating the dissertation/project and other evidence of the candidate's fitness to receive the degree, and recommending the student for graduation.

Subject prerequisites and deficiencies

Gaps in an applicant's academic achievement will be identified by subjects and classified as either prerequisites or as subject deficiencies.

Applicants lacking program prerequisites may not be admitted to a Ph.D. degree program or professional doctoral degree program until prerequisites are completed (at Loma Linda University or elsewhere) with acceptable grades. However, in most cases subject deficiencies do not exclude an applicant from admission or enrollment; but deficiencies must be completed as specified and within the time frame determined, usually during the first full quarter of study at this University.

Study plan

The student's advisor should develop with the student a written outline of the complete graduate experience, with time and activity specified as fully as possible. This serves as a guide to both the student and the advisor, as well as to members of the guidance committee when it is selected. The study plan is changed only after careful consultation. The student is ultimately responsible for ensuring both timely registration and completion of required courses.

Time limit

Completion of the graduate experience signals currency and competence in the discipline. Seven years are allowed for completion after admission to a doctoral degree program. Program extensions can be considered within the limits of University policy.

Course credit allowed toward the doctorate is nullified eight years from the date of course completion. To assure currency in the content, nullified courses may be revalidated—upon successful petition—through reading, conference, written reports, or examination. Academic documentation of the justification of revalidated courses must be approved by the dean's

office with recommendations regarding the student's future relation to the school.

Residence

The School of Behavioral Health requires two years of residency for the doctoral degrees—D.M.F.T, D.S.W., Psy.D., Ph.D.—spent on the campus of the University after enrollment in a doctoral degree program. During residence, students devote full time to graduate activity in courses, clinical practice, research, or a combination of these. A full load of courses is eight or more units each quarter; 36 or more clock hours per week is full time in research.

Students may be advised to pursue for limited periods at special facilities studies not available at Loma Linda University. Such time may be considered residence if the arrangement is approved in advance by the dean of the School of Behavioral Health.

The spirit and demands of doctoral degree study require full-time devotion to courses, research, reading, and reflection. But neither the passage of time nor preoccupation with study assures success. Evidence of high scholarship and original contribution to the field or professional competence form the basis for determining the awarding of the degree.

Scholarly competence

Doctoral degree students demonstrate competency in scholarship along with research, clinical competence, and professional development. Expectations and standards of achievement with the tools of investigation, natural and synthetic languages, and computers are specified in this section of the CATALOG for each program.

Comprehensive examinations

The doctoral degree candidate is required to take comprehensive written and oral examinations over the principal areas of study to ascertain capacity for independent, productive, scientific work; and to determine whether further courses are required before the final year of preparation for the doctorate is undertaken. The program director is responsible for arranging preparation and administration of the program specific examination, which may vary in format by program, as well as its evaluation and subsequent reports of results. Success in the comprehensive examination is a prerequisite to candidacy.

Students cannot be admitted to the examination until they have completed the majority of units required beyond the master's degree or its equivalent.

The final oral examination

After completion of the dissertation or project document, and not later than a month before the date of graduation, the doctoral degree candidate is required to appear before an examining committee for the final oral examination/dissertation or project defense.

If a candidate fails to pass this final examination/dissertation or project defense for a graduate degree, the program director in association with the program's academic standards committee determines the requirements needed to ameliorate the failed examination. A written analysis of the candidate's status and the program's recommendations are filed with the dean's office. The student receives a copy of the committee's recommendation.

Project

All, Doctor of Marital and Family Therapy, Doctor of Psychology, and Doctor of Social Work degree students are required to complete a project.

All professional doctoral degree students must register for and complete all research units as specified by the program requirements.

Each student, upon acceptance into a professional doctoral degree program, is assigned an advisor to assist with academic planning and guidance through program requirements. The School of Behavioral Health requires advisors for professional doctoral degree program to have demonstrated scholarship productivity in specific disciplines. Prior to advancing to candidacy each student is also assigned a doctoral research committee and have an approved topic for research project. Each program maintains a list of qualified doctoral degree mentors. The doctoral research committee, usually chaired by the advisor, is responsible for screening research topics, recommending candidacy, guiding research, administering written and oral examinations, evaluating the research project and other evidence of the candidate's fitness to receive the degree, and recommending the student for graduation.

If the student has been advanced to candidacy, has completed all course requirements, and has registered for but not completed the research and project, continuous registration is maintained until the project manuscript is accepted and the final oral defense completed. This involves a quarterly fee to be paid during registration each quarter. A continuing registration fee is also assessed for each quarter the student fails to register for new units. As such, the student must have active registration during the quarter that the final oral defense is completed.

Dissertation

All Doctor of Philosophy students are required to complete a dissertation and must register for and complete all of the research units as specified by the program requirements.

Each student, upon acceptance into a Doctor of Philosophy program is assigned an advisor to assist with academic planning and guidance through program requirements. The School of Behavioral Health requires advisors for these doctoral degree program to have demonstrated scholarship productivity. Prior to advancing to candidacy each student is also assigned a doctoral research committee and have an approved topic for the dissertation. Each program maintains a list of qualified doctoral degree mentors. The doctoral research committee, usually chaired by the advisor, is responsible for screening dissertation topics, recommending candidacy, guiding research, administering written and oral examinations, evaluating the dissertation and other evidence of the candidate's fitness to receive the degree, and recommending the student for graduation.

Doctor of Philosophy students are required to be knowledgeable of the dissertation requirements and policies set by the Faculty of Graduate Studies. Consultation with the Faculty of Graduate Studies dissertation editor can prevent the student from committing formatting errors that would require retyping large sections of the manuscript.

Students register and pay tuition for the dissertation, whether the work is done in residence or in absentia. If the student has been advanced to candidacy, has completed all course requirements, and has registered for but not completed the research and dissertation, continuous registration is maintained until the manuscript is accepted and the final oral defense completed. This involves a quarterly fee to be paid during registration each quarter. A continuing registration fee is also assessed for each quarter the student fails to register for new units. As such, the student must have active registration during the quarter that the final oral defense is completed.

Doctoral dissertations are reported to University Microfilms International and to the National Opinion Research Center. The Faculty of Graduate Studies provides appropriate information and forms.

Candidacy

Admission to the School of Behavioral Health does not constitute candidacy for a graduate degree. Admission to candidacy is initiated by a written petition (School of Behavioral Health Form A) from the student to the dean, with support from the student's advisor and the program chair.

The student's petition for candidacy for the Doctor of Philosophy or professional doctoral degree will include confirmation that all comprehensive written and oral examinations have been passed.

Students expecting the award of the doctorate at a June graduation should have achieved candidacy no later than the previous November 15. One full quarter must be allowed between the achievement of candidacy and the quarter of completion.

Specific program requirements

Doctoral programs differ. Each unique program's requirements appear in the programs section of this CATALOG (Section III) and in the program guides available from specific departments.

Religion requirement

All doctoral students take at least three, three-unit religion courses (numbered between 500 and 600) for a total of nine units of religion courses. Students should check with their programs for specific guidelines.

Combined degrees programs

A number of combined degrees programs are offered, each intended to provide additional preparation in clinical, professional, or basic areas related to the student's field of interest. All require concurrent admission to the School of Behavioral Health and a professional school in the University. The combined degrees programs provide opportunity for especially well-qualified and motivated students to pursue professional and graduate education; and to prepare for careers in clinical specialization, teaching, or investigation of problems of health and disease in humans.

For admission to a combined degrees program, the student must have a baccalaureate degree, qualify for admission to the School of Behavioral Health, and already be admitted to another program at the University. Application may be made at any point in the student's progress in the professional school, though it is usually made during the second year.

Students may, as needed, be required to interrupt their professional study for two or more years for courses and research for the graduate degree sought. Elective time in the professional school may be spent in meeting School of Behavioral Health requirements.

The student's concurrent status is regarded as continuous until the program is completed or until discontinuance is recommended by the School of Behavioral Health or the professional school. The usual degree requirements apply.

Student life

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

policies specific to a particular school or program within the University is available from the respective school.

The School of Behavioral Health provides a school-specific *Policies and Procedures Manual* to all School of Behavioral Health students. Regulations, policies, procedures, and other program requirements are contained in this manual.

Academic information

Conditions of registration, residence, attendance

Academic residence

A student must meet the residence requirements indicated for a particular degree, which is never less than one academic quarter. A year of residence is defined as three quarters of academic work. A student is in full-time residence if registered for at least eight units. A maximum of 12 units may be taken without special petition to the dean of the School of Behavioral Health, unless the student is enrolled in an approved block-registration program or the program requirements specify otherwise.

Transfer credits

The transfer of credits into School of Behavioral Health degree programs is guided by University policy. Transfer credits will not be used to offset coursework at this University that earns less than a B (3.0) average.

Students should also review the requirements of in their program of study as some professional degree programs require grades higher than a B (3.0) for transfer courses, and may restrict the courses and experiences that may be transferred from other academic institutions.

If permitted for transfer, credit for practicum experiences is allowed only where university credit has been received for equivalent experiences. Credit for life or work experiences cannot be used to meet the requirements in any degree or certificate program in the School of Behavioral Health.

Advanced standing

Advanced standing is a designation used in specific professional degree programs to address possible content redundancy between levels of degrees available within those professions. Evaluation of eligibility for advanced standing is program specific when specific conditions are met. Students should review the availability of advanced standing in their program. Academic variances are used to document the availability of advanced standing.

Academic and professional/clinical probation

Continued enrollment in a professional degree program or certificate is contingent upon a student's continued satisfactory academic and professional (clinical) performance. Any student whose performance in either of these areas falls below the requirements of their program, the school, or University will be placed on one or more of these types of probation.

Academic probation

Degree students whose overall grade point average falls below a 3.0 will be placed on academic probation. Students on academic probation who fail to earn a 3.0 for the next quarter or who fail to have an overall G.P.A. of 3.0 after two quarters may be dismissed from school. The academic requirements for post-baccalaureate and post-degree certificate programs is the same as the G.P.A. requirements for all other School of Behavioral Health programs.

Professional performance probation

All students enrolled in professional programs are required to adhere to the professional, clinical, and ethical standards set forth by their disciplines, the school, and university. Students obtain copies of the ethical and professional performance and clinical practice standards and requirements set forth by their disciplines through their academic programs. Professional performance requirements for the School of Behavioral Health are included in each program's student handbooks and in the school's student handbook. Program handbooks and the school's student handbook are provided to students as they begin their degree program. The University's conduct and behavior expectations are provided in the Loma Linda University *Student Handbook*. Any student whose performance is evaluated to fall below these requirements will be placed on professional performance, or clinical, probation at the recommendation of the department's academic standards committee and department chair to the dean of the school. Enrollment in course, clinical work, or other program requirements while on professional performance probation is at the recommendation of the department and approval of the dean, and also conditional based upon the severity of the situation and extent of amelioration. Any student whose professional performance falls below these minimum requirements for two consecutive or dispersed quarters will be evaluated for dismissal from the school.

In addition, a student who receives an Unsatisfactory (U) in any segment or quarter of a practicum or clinical requirement is automatically placed on professional performance, or clinical, probation by the dean's office. Continued enrollment for the next quarter, term, or rotation segment for a student on professional performance probation is subject to the recommendation of the department chair and its academic standards committee to the dean of the school. A student who receives a U grade for a second consecutive or dispersed segment or quarter of practicum will be evaluated for dismissal from the school. Program and professional specific requirements also apply in these situations and will affect the evaluation of the student's continuing status in the program of study, the school, and University.

Financial information

Schedule of charges (2023-2024)

Tuition, fees, and other cost-of-attendance items are located on the Find a Program (<https://llu.edu/academics/programs/>) webpage.

Special charges

\$0	Application fee*
\$0	Application fee for combined degrees*
\$100	Nonrefundable tuition deposit**
\$0	Application to add program or degree*

* Application fees are being waived for the 2023-2024 academic year.

**The \$100 nonrefundable deposit will be credited to the student's account towards the first quarter of tuition.

VIP Priority Application Deadline Dates for 2023-2024

Program	Autumn Qtr.	Winter Qtr.	Spring Qtr.	Summer Qtr.
Child Life Specialist	February 3, 2023	Applications not accepted	Applications not accepted	Applications not accepted
Counseling	February 3, 2023	May 5, 2023	August 4, 2023	March 1, 2023
D.M.F.T.	November 30, 2022			

Drug and Alcohol Counseling Certificate	February 3, 2023	May 5, 2023	August 4, 2023	March 1, 2023
Dual Degrees	February 3, 2023	May 5, 2023	August 4, 2023	March 1, 2023
Marriage and Family Therapy	February 3, 2023	May 5, 2023	August 4, 2023	Applications not accepted
Ph.D./ Systems, Families, & Couples	November 30, 2022	May 5, 2023	Applications not accepted	Applications not accepted
Psychology	December 1, 2022*			
School Counseling Certificate	February 3, 2023	May 5, 2023	August 4, 2023	March 1, 2023
Social Work	November 15, 2022 **			November 15, 2022***

- Social Welfare and Social Research – Ph.D. (<http://llucatalog.llu.edu/behavioral-health/social-welfare-research-phd/>)
- Social Work – M.S.W. (<http://llucatalog.llu.edu/behavioral-health/social-work-msw/>)
- Systems, Families and Couples – Ph.D. (<http://llucatalog.llu.edu/behavioral-health/systems-families-and-couples-phd/>)

* Standard deadline may be extended in consideration of program capacity.

**All hybrid students enroll during fall quarter

***Advance standing students only

Departments

- Department of Counseling and Family Science (<http://llucatalog.llu.edu/behavioral-health/counseling/>)
- Department of Psychology (<http://llucatalog.llu.edu/behavioral-health/psychology-dept/>)
- Department of Social Work and Social Ecology (<http://llucatalog.llu.edu/behavioral-health/social-work-ecology/>)

Programs

- Child Life Specialist – M.S. (<http://llucatalog.llu.edu/behavioral-health/child-life-specialist/>)
- Clinical Leadership – D.S.W. (<http://llucatalog.llu.edu/behavioral-health/social-work-dsw/>)
- Counseling – M.S. (<http://llucatalog.llu.edu/behavioral-health/counseling-ms/>)
- Criminal Justice – M.S. (<http://llucatalog.llu.edu/behavioral-health/criminal-justice-ms/>)
- Drug and Alcohol Counseling – Certificate (<http://llucatalog.llu.edu/behavioral-health/drug-alcohol-counseling-certificate/>)
- Gerontology – M.S. (<http://llucatalog.llu.edu/behavioral-health/gerontology-ms/>)
- Marital and Family Therapy – M.S. (<http://llucatalog.llu.edu/behavioral-health/marital-family-therapy/ms/>), D.M.F.T. (<http://llucatalog.llu.edu/behavioral-health/marital-family-therapy/>)
- Play Therapy – Certificate (<http://llucatalog.llu.edu/behavioral-health/play-therapy-certificate/>)
- Psychology – Psy.D. (<http://llucatalog.llu.edu/behavioral-health/psychology-psyd/>), Ph.D. (<http://llucatalog.llu.edu/behavioral-health/psychology-phd/>)
- School Counseling – Certificate (<http://llucatalog.llu.edu/behavioral-health/school-counseling-certificate/>)