

Loma Linda University

Online Syllabus Instruction Manual

INTRODUCTION

Online Syllabus Introduction

Loma Linda University

A syllabus should communicate:

- What the course is about
- Why the course is taught
- Where it is going
- What will be required of the students to complete the course with a passing grade

Our ultimate goal:

To strengthen the learning environment for our students by making it easier to find:

- necessary course information
- in consistent locations
- throughout all of their courses' syllabi

The development of the Online Syllabus is driven by the university's expectation that:

- Standards of academic integrity are maintained consistent with published policies
- Contractual agreements between faculty and students are clearly expressed to minimize misunderstandings that may lead to student grievances
- There is an identifiable mechanism that contributes to assessment of stated outcomes as related to accreditation standards

The Online Syllabus Tool is easy to find:

1. Login to myllu.llu.edu.
2. Go to Academic Resources and down to Class Management.

There are simple steps to make a syllabus in this tool:

1. Select your course from the drop down box.
2. Enter the information into each of the text boxes.
3. **Click on Save to remove the pink from each text box.**
4. **Click on Publish once all pink boxes have been turned white.**
5. Click on the course syllabus URL which appears next to the Publish button.
6. Copy the URL and paste it into Blackboard for the students.

Note: Should you choose to run copies to hand out to the students, you will need to save the Word document that the URL provides in order to correct any formatting issues.

New Features:

1. Programs can enter all their outcomes and competencies as well as their full list of courses.
2. Faculty can then select the outcomes and competencies addressed in their program.
3. A program curriculum map will automatically be generated for the outcomes and for the competencies when all of the program's course syllabi have been completed.

Loma Linda University's Goal:

- To have all course syllabi developed in the Online Syllabus Tool by fall quarter 2008.

Two possible ways to meet this goal:

- Develop the informational cover page for the syllabus in the Online Syllabus and then use Word for everything else.
- Develop the full course syllabus in the Online Syllabus.

Office of Assessment and Institutional Learning

- Phone: extension 15042
- Email: assessment@llu.edu
- URL: <http://www.llu.edu/assessment/>

GETTING STARTED

Online Syllabus Management System

Purpose

The Course Expectations Management System is designed to facilitate communication between:

- Faculty and Students (Syllabus Module)
- Faculty and School (School/Program outcomes Competencies)
- School/Program and Accrediting Agencies (Competency and Topic Mapping)

As such, there are three components to the system.

1. Syllabus Creation
2. Expectation Mapping
3. Mapping Reports

Syllabus Creation

The syllabus creation system was created to assist faculty in creating syllabi which contains consistent information across the programs, schools and university. The Syllabus Creation Solution consists of three sections.

- Non-Editable Course Data from Banner
- Faculty Created Standard Data
- Standard Text

Non-Editable Course Data

The following fields are retrieved from the Banner System and non-editable within the Syllabus Management Module:

- ~ Course Name
- ~ Course Descriptions
- ~ School
- ~ Location
- ~ Meeting Time
- ~ Term

If any of these items are incorrect, they should be corrected with the records office through the Course Change Form or Schedule Creation Process.

Faculty Created Standard Data

The following fields should be updated for each course:

- ~ Faculty Contact Information
- ~ Course Objectives
- ~ Course Materials
- ~ Attendance Policy
- ~ Grading Policy
- ~ Examination Policy
- ~ Lifelong Learning

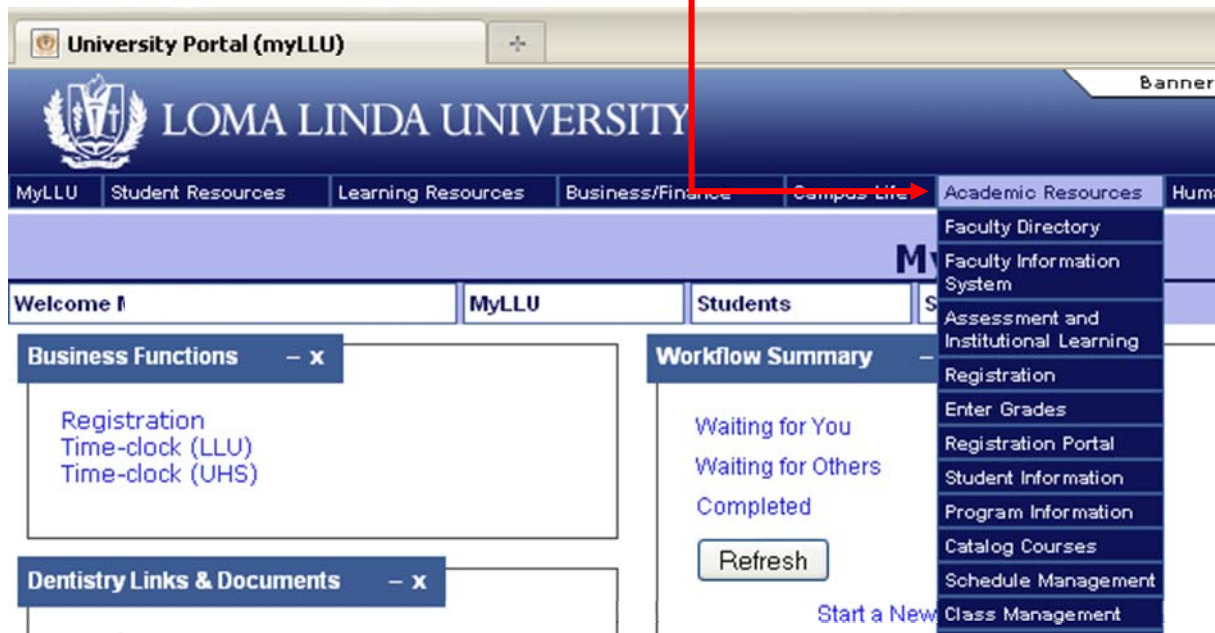
Standard Text Area

The following sections will appear on each syllabus. The text should appear exactly as shown:

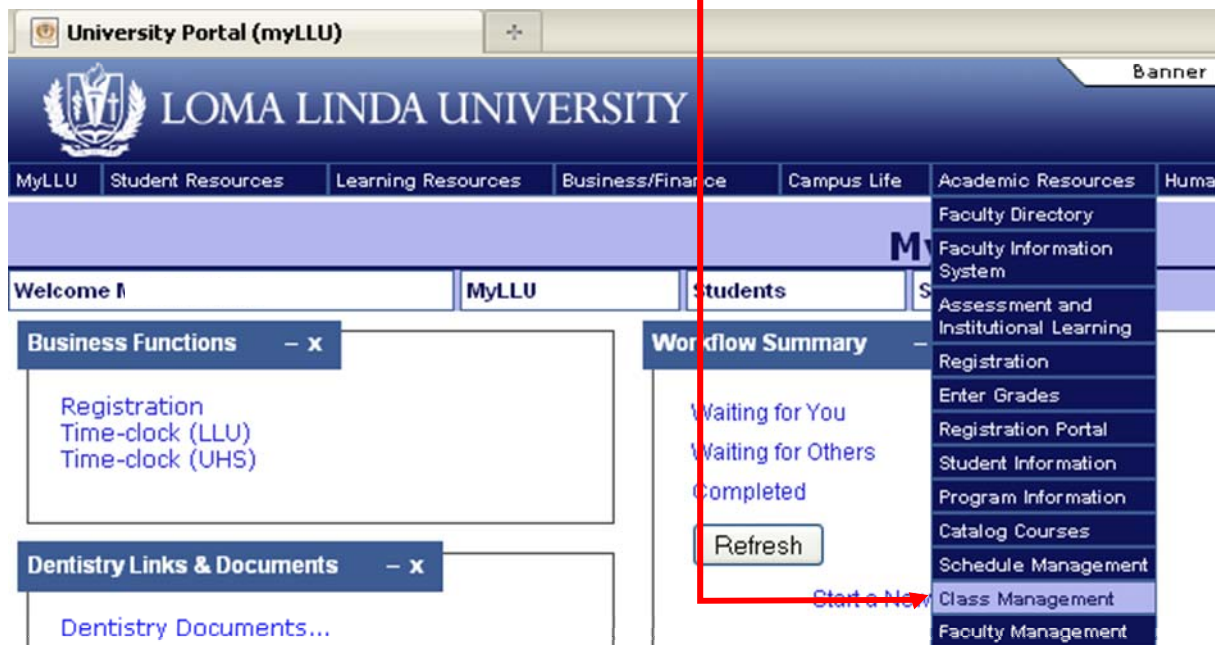
- ~ Americans with Disability Act Policy
- ~ Academic Integrity Policy
- ~ Protected Health Information Policy

Getting Started

You must be logged into myllu.llu.edu as faculty or staff to access the system which can be found under the **Academic Resources** tab.



Under Academic Resources you will select **Class Management**.



Course Selection Screen

In the course selection screen, you will use the drop down boxes to select the **term** and your **course**.

University Portal (myLLU) AMS -- Courses

LOMA LINDA UNIVERSITY

MyLLU Student Resources Learning Resources Business/Finance Campus Life Academic Resources

Select Course

☒ Full List
☐ New Course/Course Change in Progress

Choose a Term: 2011 - Winter

DNES 705 ETIOLOGY/MGMT OF DENTAL CARIES
DERM 891 DERMATOLOGY ELECTIVE

DNES

DNES 305 ETIOLOGY/MGMT OF DENTAL CARIES
DNES 504 SPANISH/DENTAL PROFESSIONAL
DNES 700 ORIENT TO TOOTH MORPHOLOGY
DNES 705 ETIOLOGY/MGMT OF DENTAL CARIES
DNES 707 PERSONAL DEVELOPMENT
DNES 708 INTRO TO THE DENTAL PROFESSION
DNES 718 COMM BASICS FOR THE DENTIST
DNES 789 NATIONAL BOARD PART I REVIEW
DNES 794 PUBLIC HEALTH DENTISTRY
DNES 804 APPLIED STATISTICS
DNES 806 RESEARCH DESIGN
DNES 806L RESEARCH DESIGN LABORATORY
DNES 807 PRACTICE MANAGEMENT I
DNES 809 PRACTICE MANAGEMENT II
DNES 817 PRACTICE MANAGEMENT I - IDP
DNES 818 PRACTICE MANAGEMENT II - IDP
DNES 851 THE DENTIST & THE LAW
DNES 889 NATIONAL BOARD PART II REVIEW

Starting a New Course

Once you have selected the term and your course, the following screen should appear. The **Course Schedule** box (screen a) will list all quarters the course is (should be) taught. In the **Select Course** box (screen a), click on **Syllabus Info** (screen a) and the link for the syllabus template will appear in the Course Schedule box in the **Action** section (screen b).

University Portal (myLLU) AMS -- Courses

LOMA LINDA UNIVERSITY

MyLLU Student Resources Learning Resources Business/Finance Campus Life Academic Resources Human Resources

Select Course

☒ Full List
☐ New Course/Course Change in Progress

Choose a Term: 2011 - Spring

DNES 705 ETIOLOGY/MGMT OF DENTAL CARIES

Add New Course reset

Course Home Syllabus Info
Edit Course Info View Course Info

DNES 705
Etymology and Management of Dental Caries

School of Dentistry

Dept: Dental Education Services

Etiology, prevention, and management of dental caries. The specific plaque hypothesis; role of diet, host resistance, and saliva in caries. Diagnosis, lesion progression, remineralization. Principles of medical and surgical management. Caries risk.

Course Schedule

Term CRN	Sec #	Instr.	Meeting Time & place	Action
201104 40702 Spring '11	1	Novy, Brian Bruce	---W-- 9:00-10:50 CUTLER AMPHI	
201004 40773 Spring '10	1	Novy, Brian Bruce	---W-- 9:00-10:50 CUTLER AMPHI	
200904 40915 Spring '09	1	Novy, Brian Bruce	---W-- 9:00-10:50 CUTLER AMPHI	
200804 41066 Spring '08	1	Novy, Brian Bruce	---W-- 9:00-10:50	

Select Course

Course Schedule

screen a

Syllabus Info

You will also notice that a link for the syllabus will also appear in the Select Course box but only for the current quarter that the course is being (supposed to be) taught in as shown in **diagram b**. Clicking on either syllabus link should take you to the template for the quarter you are currently working on.

screen b

Action

Term	CRN	Sec #	Instr.	Meeting Time & place	Action
2011-04	40702	1	Novy, Brian Bruce	9:00-10:50 CUTLER AMPHI	Syllabus Textbooks
Spring '11					
2010-04	40773	1	Novy, Brian Bruce	9:00-10:50 CUTLER AMPHI	Syllabus Textbooks
Spring '10					
2009-04	40915	1	Novy, Brian Bruce	9:00-10:50 CUTLER AMPHI	Syllabus Textbooks
Spring '09					
2008-04	41066	1	Novy, Brian Bruce	9:00-10:50 CUTLER AMPHI	Syllabus Textbooks
Spring '08					
2007-04	40635	1	Black, Brian Philip	9:00-10:50 PRINCE 1102	Syllabus Textbooks
Spring '07					
2006-04	40743	1	Black, Brian Philip	9:10-11:00 RISLEY	Syllabus Textbooks
Spring '06					

CRN	Sec #	Instructor	Time & Place	Action
40702	1	Novy, Brian Bruce	9:00-10:50 CUTLER AMPHI	Syllabus Textbooks

You will also notice that there is a **Textbooks** link. This link has been added because Federal Law now requires this information. In this link you can enter the required information, however in the Course Materials section of the syllabus you are given a more detailed explanation of what exactly is required to be in this section.

Syllabus Edit Page

After you have clicked on the Syllabus link, the following screen should appear. This is the screen where you will enter information into the syllabus template or copy a syllabus over from a previous quarter. To copy over a previous syllabus, you will use the drop down box under **Copy from another syllabus?**

Syllabus

Syllabus Template for ODRP 501-PRINC OF MICROBIOLOGY DN

The syllabus rendered here for ODRP 501-PRINC OF MICROBIOLOGY DN is intended as a starting point for the courses full syllabus. This document contains the minimally required features as requested by your school. Please augment this syllabus with dates and times of lecture, and any other information which would be helpful to the students.

Copy from another syllabus?
Choose another syllabus to copy from:

ODRP 501: Principles of Microbiology DN (4 units)
Neal Johnson
Loma Linda University
Spring, 2011

Course Meeting
Days, Times, Location: Mon, Fri, 9:00-10:50, PRINCE 1101

Description
Covers fundamental concepts of microbiology and principles of infection and infection control. Systematically studies microorganisms pathogenic for humans, including bacteria, viruses, spirochetes, and parasitic agents. Emphasizes the dental aspects, including infection control in the dental setting, sterilization and disinfection, and significance of endogenous microbial flora in dental disease.

Note: If this is the very first time entering a syllabus and you are copying and pasting from an existing Word document, it is best to paste in into the Notepad application first. It is an extra step but it will strip the formatting from Word which will give you a much cleaner paste into the Online Syllabus program. Otherwise, if you copy and paste straight from Word into the Online Syllabus program, it will be all over the place and unfixable within the Syllabus Template.

The only editable sections are indicated by the **pencil icon**, all other information is what comes from Banner and can only be corrected through University Records. The editable fields, with the exception of the instructors name in the syllabus title are highlighted in pink; which are Instructor Contact Information, Course Learning Outcomes, School of Dentistry Competencies or LLU Student Outcomes Addressed in this Course (refer to this section of the instruction manual), Course Materials, Attendance Policy, Examination Policy, Grading Policy, Course Schedule, Lifelong Learning . The **ONLY** way to remove the pink highlighting is to enter or edit information in those fields.

AMS -- Courses

ODRP 501: Principles of Microbiology DN (4 units)
Neal Johnson
Loma Linda University
Spring, 2011

Course Meeting
Days, Times, Location: Mon, Fri, 9:00-10:50, PRINCE 1101

Description
Covers fundamental concepts of microbiology and principles of infection and infection control. Systematically studies microorganisms pathogenic for humans, including bacteria, viruses, spirochetes, and parasitic agents. Emphasizes the dental aspects, including infection control in the dental setting, sterilization and disinfection, and significance of endogenous microbial flora in dental disease.

Instructor Contact Information
Phone:
Email:
Office Location:
Office Hours:

Course Learning Outcomes
By the end of this course, the students should be able to:
1. Objective 1
2. Objective 2

School of Dentistry Competencies or LLU Student Learning Outcomes addressed in this course:
DDS, Dentistry
SD-01 **Critical Thinking** - Expanded / Advanced
Perform clinical decision-making that is supported by foundational knowledge and evidence-based rationales.
SD-09 **Diagnosis** - Introduced / Expanded / Advanced

In the Course Schedule section of the syllabus you will essentially breaking down what will be discussed and what day it will be discussed. To do this you will click on the **Add a New Class Session** link.

Course Schedule

[Add a new class session](#)

Here is where you will enter your information for your first day of class such as the date, session title (in other words, what you will be discussing for **that** day), details if necessary, ADA topic code, lecturer(s) (it will automatically populate the instructor for the course so this must be changed here if the lecture is given by someone other than the instructor), hours (refer to the ADA Topic Codes & Topic Mapping section of the manual for the three previous areas), instruction type and then click on **Save**.

Course Schedule

Date: *(Note: Date is a required field)*

Session Title:

Details:

Topic:

Lecturer(s): **Hours:**

Instruction: ☐ Exam Seminar ☐ Lab ☒ Lecture ☐ Patient Interaction ☐ Self-Instruction ☐

If at any time you need to remove a session, click on the **Delete Session?** check box and click **Save**.

Course Schedule

Date: *(Note: Date is a required field)*

Session Title:

Details:

Topic:

Lecturer(s): **Hours:**

Instruction: ☐ Exam Seminar ☐ Lab ☒ Lecture ☐ Patient Interaction ☐ Self-Instruction ☐

Delete Session?: ☐

You have now added in your first session. Continue adding in your sessions by clicking on Add a New Class Session and repeating the previous procedure.

Course Schedule

 [Add a new class session](#)

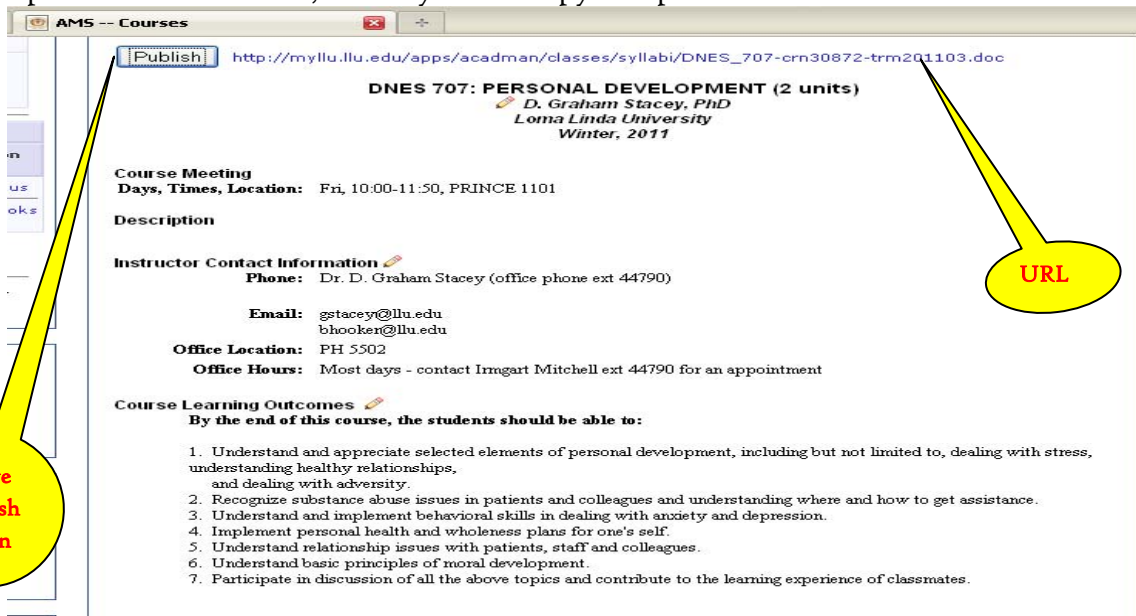


Apr 1, 2011 **Course Introduction**

Topic: ADA-41: Research - D. Graham Stacey - Lecture - 1 hour

Topic: ADA-42: Other Behavioral, Social, Information and Research - Dr. D. Graham Stacey - Lecture - 1 hour

Once all the pink highlighting has been removed, the **Publish** button will become active and you will be provided with a **URL**, which you can copy and paste into Blackboard.



AMS -- Courses

Publish http://myllu.llu.edu/apps/acadman/classes/syllabi/DNES_707-crn30872-trm201103.doc

DNES 707: PERSONAL DEVELOPMENT (2 units)
D. Graham Stacey, PhD
Loma Linda University
Winter, 2011

Course Meeting
Days, Times, Location: Fri, 10:00-11:50, PRINCE 1101

Description

Instructor Contact Information

Phone: Dr. D. Graham Stacey (office phone ext 44790)

Email: gstacey@llu.edu
bhooker@llu.edu

Office Location: PH 5502

Office Hours: Most days - contact Irmgart Mitchell ext 44790 for an appointment

Course Learning Outcomes

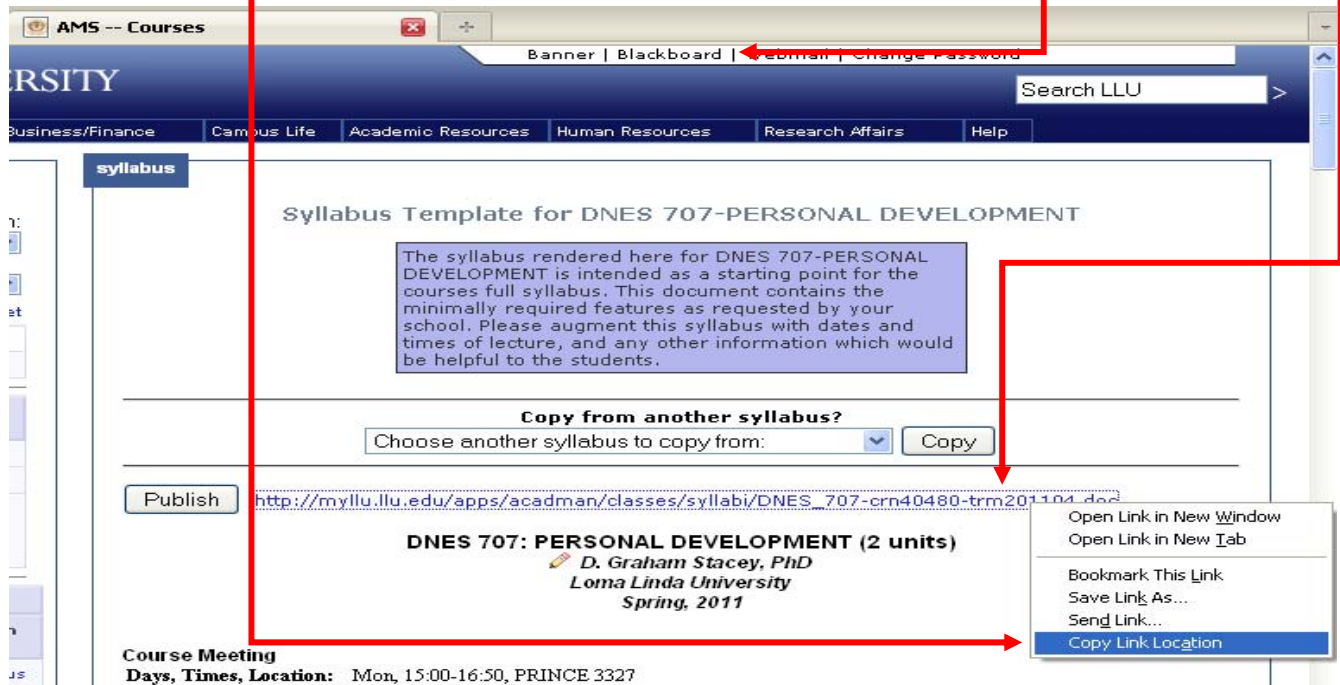
By the end of this course, the students should be able to:

1. Understand and appreciate selected elements of personal development, including but not limited to, dealing with stress, understanding healthy relationships, and dealing with adversity.
2. Recognize substance abuse issues in patients and colleagues and understanding where and how to get assistance.
3. Understand and implement behavioral skills in dealing with anxiety and depression.
4. Implement personal health and wholeness plans for one's self.
5. Understand relationship issues with patients, staff and colleagues.
6. Understand basic principles of moral development.
7. Participate in discussion of all the above topics and contribute to the learning experience of classmates.

ADDING A LINK TO BLACKBOARD

Adding a Link in Blackboard to your Online Syllabus

Once you have completed your syllabus and hit publish to create the URL, **right click on the link** and select **Copy Link Location**. Once the link has been copied, click on the **Blackboard** link to open Blackboard.



The screenshot shows the 'Syllabus Template for DNES 707-PERSONAL DEVELOPMENT' page. A red box highlights the 'Publish' button and the resulting URL: http://myllu.llu.edu/apps/acadman/classes/syllabi/DNES_707-crn40480-trm201104.doc. A right-click context menu is open over the URL, with 'Copy Link Location' selected. Red arrows indicate the flow from the 'Publish' button to the URL and then to the context menu.

AMS -- Courses

Banner | Blackboard | [Email](#) | [Change Password](#)

Search LLU

Business/Finance | Campus Life | Academic Resources | Human Resources | Research Affairs | Help

syllabus

Syllabus Template for DNES 707-PERSONAL DEVELOPMENT

The syllabus rendered here for DNES 707-PERSONAL DEVELOPMENT is intended as a starting point for the courses full syllabus. This document contains the minimally required features as requested by your school. Please augment this syllabus with dates and times of lecture, and any other information which would be helpful to the students.

Copy from another syllabus?

Choose another syllabus to copy from:

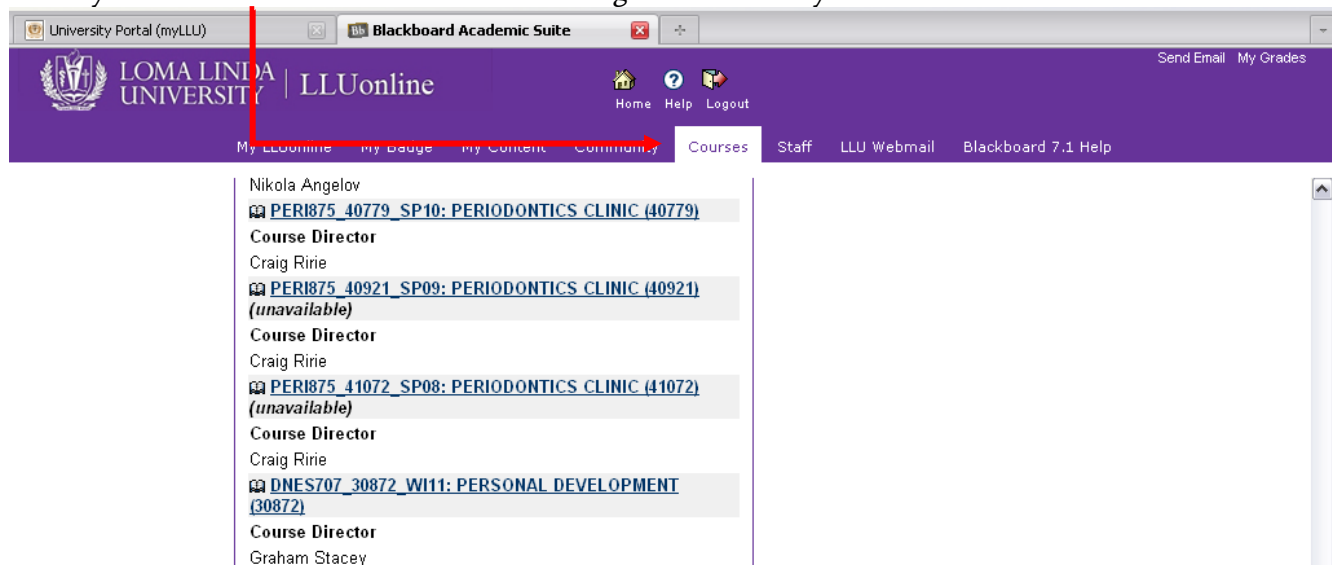
http://myllu.llu.edu/apps/acadman/classes/syllabi/DNES_707-crn40480-trm201104.doc

DNES 707: PERSONAL DEVELOPMENT (2 units)
D. Graham Stacey, PhD
Loma Linda University
Spring, 2011

Course Meeting
Days, Times, Location: Mon, 15:00-16:50, PRINCE 3327

- Open Link in New Window
- Open Link in New Tab
- Bookmark This Link
- Save Link As...
- Send Link...
- Copy Link Location**

From your **Courses** tab select the course that goes with the syllabus.



The screenshot shows the 'Courses' tab in the Blackboard Academic Suite. A red arrow points to the 'Courses' tab in the navigation bar. The list of courses includes:

- Nikola Angelov
- [PER1875_40779_SP10: PERIODONTICS CLINIC \(40779\)](#)
- Course Director
- Craig Ririe
- [PER1875_40921_SP09: PERIODONTICS CLINIC \(40921\)](#)
- (unavailable)
- Course Director
- Craig Ririe
- [PER1875_41072_SP08: PERIODONTICS CLINIC \(41072\)](#)
- (unavailable)
- Course Director
- Craig Ririe
- [DNES707_30872_W11: PERSONAL DEVELOPMENT \(30872\)](#)
- Course Director
- Graham Stacey

At this screen, click on the **Control Panel**.

Once in the control panel choose which area you would like to paste your syllabus into from the **Content Areas** box.

Content Areas

Course Information	Assignments
Course Materials	External Links

Course Tools

Announcements	Manage Chalk Title
Course Calendar	Link or Reserves Link
Staff Information	Content Collection
Tasks	Course Portfolio
Send Email	Check Collection
Discussion Board	Copy Files to Collection
Collaboration	Course Health Check
Digital Dropbox	SafeAssign
Glossary Manager	

Course Options

Manage Course Menu	Course Copy
Course Design	Import Course Cartridge
Manage Tools	Import Package
Settings	Archive Course

User Management

List / Modify Users
Manage Groups

Assessment

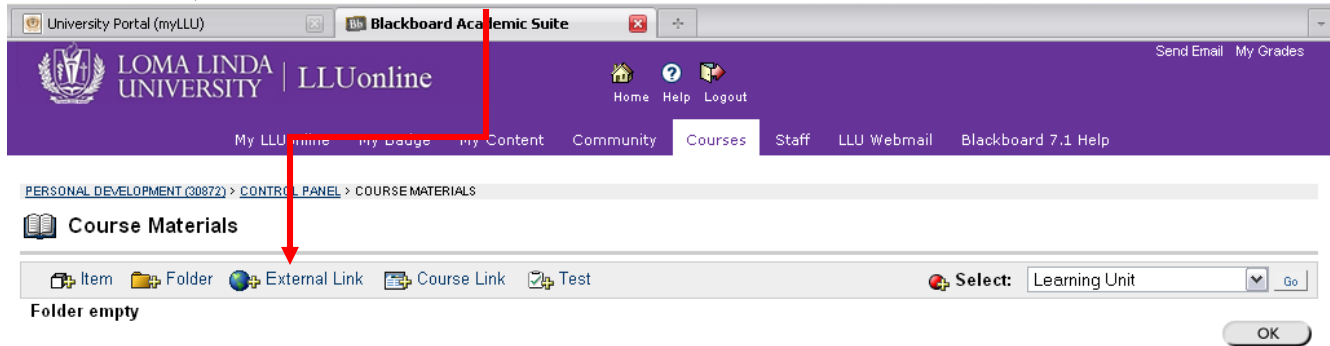
Test Manager	Gradebook
Survey Manager	Gradebook Views
Pool Manager	Performance Dashboard
Course Statistics	Questionmark

Help

Support	Contact System Administrator
Manual	Quick Tutorials

Choose Course Information or Course Materials

At this screen, click on **External Link**.

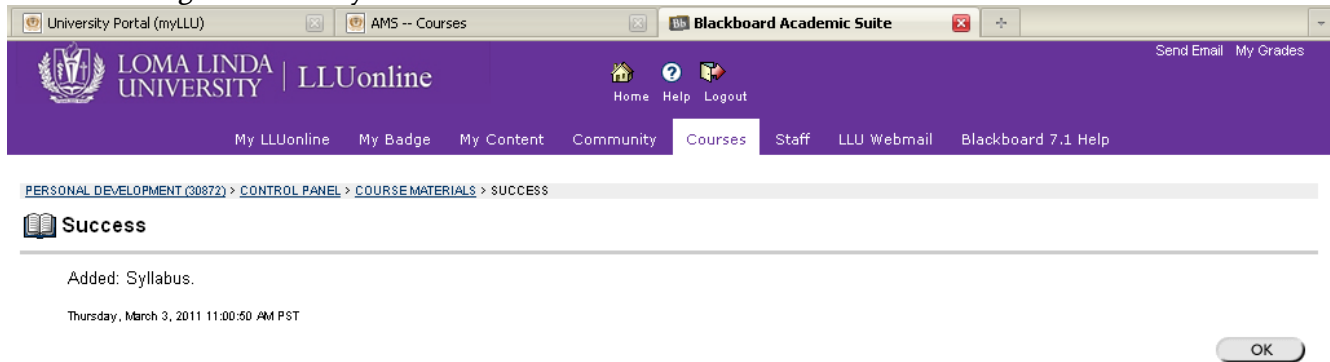


Enter **Syllabus** into the **Name** box and paste the link into the **URL** box. There is also a **Text** box for you to add any information you feel might be relevant to this syllabus.

In box #3, you are able to automatically set the syllabus to become inactive at the end of each quarter by checking the boxes and entering dates into the **Choose Date and Time Restrictions** area.

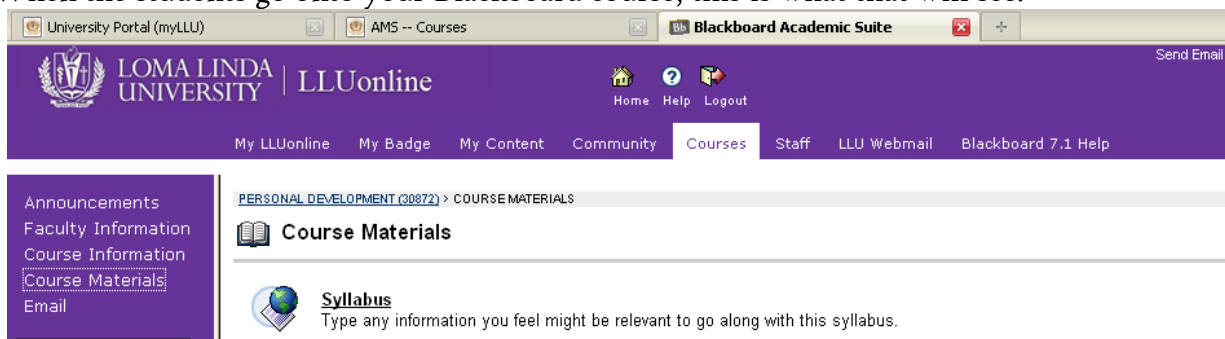
Once you have entered in all your information into box #1 and #3, should you choose to use this option, click on the **Submit** button.

After clicking on Submit you will be taken to this screen. Click OK.



This screenshot shows the Blackboard Academic Suite interface. The top navigation bar includes the Loma Linda University logo, the text 'LOMA LINDA UNIVERSITY | LLUonline', and links for Home, Help, and Logout. Below this is a secondary navigation bar with links for My LLUonline, My Badge, My Content, Community, Courses (highlighted), Staff, LLU Webmail, and Blackboard 7.1 Help. The main content area displays a breadcrumb trail: PERSONAL DEVELOPMENT (30872) > CONTROL PANEL > COURSE MATERIALS > SUCCESS. Below the trail is a 'Success' message with a book icon, stating 'Added: Syllabus.' and 'Thursday, March 3, 2011 11:00:50 AM PST'. An 'OK' button is located in the bottom right corner.

When the students go onto your Blackboard course, this is what that will see.



This screenshot shows the Blackboard Academic Suite interface for a student. The top navigation bar is identical to the previous screenshot. The main content area displays a breadcrumb trail: PERSONAL DEVELOPMENT (30872) > COURSE MATERIALS. Below the trail is a 'Course Materials' section with a book icon. Under this section, there is a 'Syllabus' link with a globe icon and the text 'Type any information you feel might be relevant to go along with this syllabus.' On the left side of the page, there is a vertical menu with links for Announcements, Faculty Information, Course Information, Course Materials (highlighted), and Email.

Blackboard Tips

Course Availability

All new Blackboard course are, by default, set to **Unavailable**. The reason for this setting is to provide instructors with an opportunity to develop their courses prior to student access. Although unavailable courses are accessible by instructors, they are not visible to students.

Instructors: To make your course **Available**, enter your course's Control Panel; then under Course Options, select Settings; and then Course Availability; make Course Available: Yes.

Printing Student List

Instructors may easily print a list of students in a Blackboard course. Access the course control panel and click on **List/Modify Users**. Click on the **List All tab** then click on the **List All button**. You can now print the page(s) using your web browser print function.

Course Statistics

Did you know that you can run statistics on your course to find out who is accessing your material, when they are accessing it, and what they are looking at? This can help you identify students who have never accessed your course and therefore may be at risk of poor performance.

To run course statistics, enter your course's Control Panel. Then under Assessment select Course Statistics and select the appropriate report, dates and users.

Personalizing You Course

Blackboard provides the option to use your own custom-designed image or course banner at the top of the Announcements page in your course website. You can easily create one yourself using Word, Photoshop or PowerPoint. Images for banners should ideally be .jpg or .gif images around 450 to 480 pixels wide by 60 to 90 pixels tall. You can also use a free banner creation site to create and save a banner that you can then upload into your course. FlamingText.com and CoolArchive.com are two of the many sites available.

To upload your banner, enter your course's Control Panel. Then under Course Options select Settings; then Course Design and Course Banner. Click the Browse button and find the image to upload then click the Submit button.

Discussion Board

Use the Discussion Board tool to have students post discussion questions, respond to each other, lead discussions, engage in peer review and more. With a bit of creativity, you will find that Discussion Board has a myriad of uses.


Enter your course's Control Panel and under Course Tools area, click on Discussion Board. Click on Add Forum and set your preferences for the options listed.

Breadcrumb Trail

No matter where you go in Blackboard, you have a bread crumb trail; this navigation technique takes its name from the bread crumb trail left by Hansel and Gretel in the popular fairy tale.

By clicking on a link in the trail, you can “jump to previously view pages without using the back button.

[PERSONAL DEVELOPMENT \(30872\)](#) > [CONTROL PANEL](#) > [COURSE MATERIALS](#) > SUCCESS

 Success

Bread Crumb
Trail

Using Folders

Before you start uploading files to Blackboard, take some time to think about how information and documents will be organized and presented. If you will be placing more than a couple of documents in your course, create folders first and then place documents in the folders, so that you and your students can clearly identify and find the materials. Decide on the organization of the document, it may be by class session, by topic, by type of document, by source, or by any number of other criteria.

Navigation Menu

The navigation menu on the left side of your Blackboard site can be modified and customized with new items as needed. If you don't use all the features, you can and should disable the buttons for the tools you will not be using. This keeps your students from having to click through all the extra buttons to find that you have not posted anything in those areas.

To modify the menu, enter your course's Control Panel; then under Course Options, select Manage Course Menu. Use the buttons along the top to add major buttons. Use the Remove button to the right of any of the listed areas to remove that button from the course menu. Instead of removing the button, you can also unclick the Available for Student User button. This will make the area unavailable until you are ready to show it to users. Use the Modify button to the right of any listed area to modify the properties of that part of your course. Use the numbers to the left of each area to reorder the buttons.

Modifying Course Lists

When you view the Welcome page of myLLU online is your my Courses module cluttered with courses from past terms? Is it hard for you to tell which courses you are currently teaching?

Use the yellow pencil icon in the top right corner of your my Courses module to modify your list of courses. Just de-select the courses you don't want to see. The information is not deleted, just hidden. You can still access everything you have added to the old course or perform a course copy. You can also choose to display the course ID or display announcements if desired.

External Links

External links are links to Web pages you want your students to access. These links can be used to guide students on virtual “field trips” to websites containing relevant information, research, reports or data. You can add external links to any document area in Blackboard.

Navigate to the area where you want to add the link and click on the URL icon at the top of the page. Complete the external link information and click submit. Remember, URLs are case-sensitive and must be typed exactly for the link to work.

Announcements

As the default item that appears when students enter a course, this is the ideal place to post time-sensitive material. The announcement area can be used to: remind students of assignment and/or test dates, post special notices about the course or changes to the course, weekly announcements, or other information relevant to your course and the students.

To add an announcement, access the course Control Panel; then under Course Tools, select Add Announcement.

Student Homepage

Each Blackboard course has an area for students to fill out information about themselves including name, address, phone numbers and other pertinent information you might need throughout the semester. This area is called the “Homepage” area and can only be viewed by others in the course. For the students to access their information area, you must have the “Course Tools” button listed in the “Course Menu” at the left side of the screen.

Study Handouts

If you have included a PowerPoint presentation in your Blackboard course consider adding an additional PDF file of the black and white handout view as a separate document. This makes a quick printing study guide for the students.

Sending Email to Blackboard Users

Blackboard can be used as a “messenger” to send email to students and instructors. To send email from within Blackboard, visit the course menu or control panel and click Send Email. Select any of the available links such as All Students, All Instructors or Select Students. Enter a subject and message and click the Submit button. You can also add attachments to the email. The message is delivered to the recipients’ LLU email address. Blackboard is used to simply send the messages, not receive them.

Adding Faculty Information

The Faculty Information course tool allows you to introduce yourself to your students. You may include contact information, office hours, class locations and information regarding teaching assistants.

If you have a picture of yourself, include that too. Remember to size your photo before you upload it. The recommended size is 150 x 150 pixels. Larger pictures will be resized, which could distort the image.

Controlling Document Availability

Timed content release allows you to specify when your items will first be displayed and how long it will be available. You can lay out your course in advance and have sections appear over time or this feature can be used to impose a due date on a quiz. Note that after you copy these items into a course for a new term, you will have to update the date settings or the content won’t show up.

Tracking Views

Whenever you add an item to your Blackboard course you have the option of tracking the number of views this item receives. A “tracking” button will appear to the right of the item in the Edit View. Clicking this button will bring up filter options that allow you to create reports displaying who accessed the item and when.

Entry Point

By default, users logging into your site will see the Announcements section. If that is not used on your site or you want to take students to your course content right away, you can specify a different start page. Enter your course’s Control Panel; then under Course Options, select Settings and then Set Course Entry Point.

SCHOOL OF
DENTISTRY
COMPETENCIES

Loma Linda University School of Dentistry

Competencies for the New Dental Graduate

The curriculum is designed to ensure that by graduation all students will have the skills, attitudes, and competencies important to the successful practice of dentistry. Students must be competent in the following knowledge and skills, and are expected to be able to perform them independently.

DOMAIN I: PROFESSIONALISM

1. CRITICAL THINKING - Perform clinical decision-making that is supported by foundational knowledge and evidence-based rationales.

The new dentist must be able to:

- a. Understand the fundamental principles governing the structure and functioning of the human organism.
- b. Integrate information from biomedical, clinical, and behavioral sciences in addressing clinical problems.
- c. Read and evaluate scientific literature and other appropriate sources of information in making oral health management decisions.
- d. Demonstrate the ability to use sound scientifically derived laboratory and clinical evidence to guide clinical decision making.
- e. Apply critical thinking and problem-solving skills in the comprehensive care of patients.
- f. Understand the role of lifelong learning and self-assessment in maintaining competency and attaining proficiency and expertise.

2. COMMUNITY INVOLVEMENT - Promote, improve and maintain oral health in patient-centered and community settings.

The new dentist must be able to:

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

3. DIVERSITY - Function as a leader in a multi-cultural work environment and manage a diverse patient population.

The new dentist must be able to:

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

4. PROFESSIONAL PRACTICE - Understand the basic principles important in developing, managing and evaluating a general dental practice.

The new dentist must be able to:

- a. Evaluate the advantages and disadvantages of different models of oral health care management and delivery.
- b. Explain legal, ethical, and risk management principles relating to the conduct of dental practice.
- c. Explain the basic principles of personnel management, office systems, and business decisions.
- d. Apply financial management skills to debt and business management.
- e. Apply knowledge of informational technology resources in contemporary dental practice.
- f. Understand the importance of spiritual principals as a basis for developing a philosophy of health care.

5. PERSONAL AND PROFESSIONAL BALANCE - Understand the importance of maintaining physical, emotional, financial, and spiritual health in one's personal life.

The new dentist must be able to:

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

6. PATIENT MANAGEMENT - Apply behavioral and communication skills in the provision of patient care.

The new dentist must be able to:

- a. Recognize and manage significant cultural, psychological, physical, emotional and behavioral factors affecting treatment and the dentist-patient relationship.
- b. Establish rapport and maintain productive and confidential relationships with patients using effective interpersonal skills.
- c. Recognize common behavioral disorders and understand their management.
- d. Use appropriate and effective techniques to manage anxiety, distress, discomfort and pain.
- e. Manage dental fear, pain and anxiety with appropriate behavioral and pharmacologic techniques.

7. ETHICS - Apply ethical principles to professional practice and personal life.

DOMAIN II: ASSESSMENT OF THE PATIENT & THE ORAL ENVIRONMENT

8. EXAMINATION OF PATIENTS - Conduct a comprehensive examination to evaluate the general and oral health of patients of all ages within the scope of general dentistry.

The new dentist must be able to:

- a. Identify the chief complaint and take a history of the present illness.
- b. Conduct a thorough medical history, social history, and dental history.

- c. Perform an appropriate clinical and radiographic examination using diagnostic aids and tests as needed.
- d. Identify patient behaviors that may contribute to orofacial problems.
- e. Identify biologic, pharmacologic, and social factors that may affect oral health.
- f. Identify signs of abuse or neglect.
- g. Establish and maintain accurate patient records.

9. DIAGNOSIS - Determine a diagnosis by interpreting and correlating findings from the examination.

The new dentist must be able to:

- a. Identify each problem that may require treatment.
- b. Establish a clinical or definitive diagnosis for each disorder identified.
- c. Assess the impact of systemic diseases or conditions on oral health and/or delivery of dental care.
- d. Recognize conditions that may require consultation with or referral to another health care provider and generate the appropriate request.

10. TREATMENT PLANNING - Develop a comprehensive treatment plan and treatment alternatives.

The new dentist must be able to:

- a. Identify treatment options for each condition diagnosed.
- b. Identify systemic diseases or conditions that may affect oral health or require treatment modifications.
- c. Identify patient expectations and goals for treatment.
- d. Explain and discuss the diagnosis, treatment options, and probable outcomes for each option with the patient or guardian.
- e. Develop an appropriately sequenced integrated treatment plan.
- f. Modify the treatment plan when indicated due to unexpected circumstances, noncompliant individuals, or for patients with special needs (such as frail, elderly or medically, mentally, or functionally compromised individuals).
- g. Present the final treatment plan to the patient, including time requirements, sequence of treatment, estimated fees, payment options and other patient responsibilities in achieving treatment outcomes.
- h. Secure a signed consent to treatment.

11. MANAGEMENT OF PAIN AND ANXIETY - Manage pain and anxiety with pharmacologic and non-pharmacologic methods.

The new dentist must be able to:

- a. Evaluate the patient's physical and psychological state and identify factors that may contribute to orofacial pain.
- b. Manage patients with craniofacial pain and be able to differentiate pain of a non-dental origin.

12. EMERGENCY TREATMENT - Manage dental emergencies and medical emergencies that may be encountered in dental practice.

The new dentist must be able to:

- a. Manage dental emergencies of infectious, inflammatory and traumatic origin.
- b. Provide basic life support measures for patients.

- c. Develop and implement an effective office strategy for preventing and managing medical emergencies.
- 13. HEALTH PROMOTION AND MAINTENANCE - Provide appropriate preventive and/or treatment regimens for patients with various dental carious states using appropriate medical and surgical treatments.**
- The new dentist must be able to:
- a. Use accepted prevention strategies such as oral hygiene instruction, microbiologic evaluation, nutritional education and pharmacologic intervention to help patients maintain and improve their oral and systemic health.
 - b. Properly isolate the tooth/teeth from salivary moisture and bacterial contamination.
 - c. Differentiate between sound enamel, hypomineralized enamel, remineralized enamel and carious enamel.
 - d. Develop and implement an appropriate treatment plan for enamel surfaces that can be managed by remineralization therapies.
 - e. Develop and implement an appropriate treatment plan for tooth surfaces with caries involving the enamel and/or dentin.
 - f. Remove or treat carious tooth structure and restore with appropriate materials.
 - g. Determine when a tooth has such severe carious involvement as to require extraction.
- 14. ASSESSMENT OF TREATMENT OUTCOMES - Analyze continuously the outcomes of patient treatment to improve the treatment.**
- a. Perform periodic chart review and case presentations.
 - b. Review and assess patient care outcomes.

DOMAIN III: RESTORATION TO OPTIMAL ORAL HEALTH, FUNCTION & ESTHETICS

- 15. TREATMENT OF PERIODONTAL DISEASE - Evaluate and manage the treatment of periodontal diseases.**
- The new dentist must be able to:
- a. Design and provide an appropriate oral hygiene instruction plan for the patient.
 - b. Remove hard and soft deposits from the crown and root surfaces.
 - c. Evaluate the outcomes of the initial phase of periodontal treatment.
 - d. Manage the treatment of patients in the maintenance phase of therapy.
 - e. Recognize and manage the treatment of advanced periodontal disease.
 - f. Recognize the need for and appropriately use chemotherapeutic agents.
 - g. Manage the treatment of mucogingival periodontal problems.
 - h. Manage the treatment of hard and soft tissue problems in preparation for restorative procedures.
- 16. MANAGEMENT OF DISEASE OF PULPAL ORIGIN - Evaluate and manage diseases of pulpal origin and subsequent periradicular disease.**
- The new dentist must be able to:
- a. Prevent and manage pulpal disorders through the use of indirect and direct pulp capping and pulpotomy procedures.
 - b. Assess case complexity of each endodontic patient.
 - c. Manage endodontic emergencies.
 - d. Manage non-surgical endodontic therapy on permanent teeth.

- e. Recognize and manage endodontic procedural accidents.
- f. Manage pulpal and periradicular disorders of traumatic origin.
- g. Manage endodontic surgical treatment.
- h. Manage bleaching of endodontically treated teeth.
- i. Evaluate outcome of endodontic treatment.

17. MANAGEMENT OF PATHOLOGICAL CHANGES - Recognize and manage pathologic changes in the tissues of the oral cavity and head and neck area.

The new dentist must be able to:

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

18. BASIC SURGICAL CARE - Provide basic surgical care.

The new dentists must be able to:

- a. Perform uncomplicated extractions of teeth.
- b. Manage surgical extraction, 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.

19. MANAGEMENT OF OCCLUSAL INSTABILITY - Recognize and manage problems related to occlusal stability.

The new dentist must be able to:

- a. Recognize and manage occlusal discrepancies.

20. ASSESSMENT AND MANAGEMENT OF MAXILLARY AND MANDIBULAR SKELETO-DENTAL DISCREPANCIES - Assess and manage maxillary and mandibular skeleto-dental discrepancies, including space maintenance, as represented in the early, mixed and permanent dentitions.

The new dentist must be able to:

- a. Perform mixed dentition analyses, utilizing the Moyers and Nance methods.
- b. Perform a Steiner cephalometric analysis to evaluate for individual sagittal and coronal plane skeleto-dental discrepancies compared to normative data.
- c. Evaluate the non-cephalometric skeleto-dental facial esthetics of the child, adolescent or adult patient.
- d. Manage multidisciplinary treatment cases involving orthodontics.
- e. Recognize the effects of abnormal swallowing patterns, mouth breathing, bruxism, and other parafunctional habits on the skeleto-dental structures and manage treatment.

21. RESTORATION AND REPLACEMENT OF TEETH - Manage the restoration of individual teeth and replacement of missing teeth for proper form, function and esthetics.

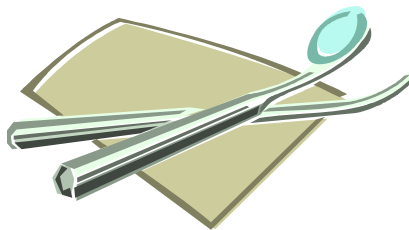
The new dentist must be able to:

- a. Assess teeth for restorability.

- b. Assess esthetic and functional considerations.
- c. Manage preservation of space following loss of teeth or tooth structure.
- d. Select appropriate methods and restorative materials.
- e. Design fixed and removable prostheses.
- f. Implement appropriate treatment sequencing.
- g. Perform biomechanically sound preparations.
- h. Fabricate and place biomechanically sound provisional restorations.
- i. Make impressions for diagnostic and treatment casts.
- j. Obtain anatomic and occlusal relation records for articulation of casts.
- k. Prepare casts and dies for the construction of restorations and prostheses.
- l. Manage the laboratory fabrication of restorations and prostheses.
- m. Evaluate and place restorations that are clinically acceptable.
- n. Instruct patients in follow up care of restorations and prostheses.
- o. Determine causes of postoperative problems after restoration and resolve such problems.

Core Competencies in Dental Hygiene

- Competency 1: Apply a professional code of ethics in all patient and professional interactions.
- Competency 2: Understand and adhere to the federal/state legal and regulatory framework in the provision of oral health care.
- Competency 3: Apply critical thinking and problem-solving skills in the provision of oral health care to promote whole-patient health and wellness.
- Competency 4: Use evidence-based decision making and emerging treatment modalities to evaluate and incorporate accepted standards of care.
- Competency 5: Incorporate self-assessment and professional growth through lifelong learning.
- Competency 6: Advance oral health services through affiliations with professional organizations, service activities, and research.
- Competency 7: Provide quality assurance to ensure a continued commitment to accepted standards of care.
- Competency 8: Communicate effectively with diverse individuals and groups serving all persons without discrimination by acknowledging and appreciating diversity.
- Competency 9: Provide accurate, consistent, and complete documentation for assessment, diagnosis, planning, implementation, evaluation and documentation for the provision of all phases of the dental hygiene process of care.
- Competency 10: Provide collaborative, individualized patient care that is comprehensive and compassionate.



The School of Dentistry Competencies or LLU Student Learning Outcomes, which have been listed above are entered into the section of your syllabus with the same heading. This section has an area for the LLU Student Learning Outcomes (refer to the LLU Student Learning Outcomes section of this manual), DDS, IDP and Dental Hygiene (only shows up for hygiene courses and does not appear in DDS or IDP courses). Courses where DDS and IDP students are combined will have boxes for both. In this section you should indicate which competencies are being covered in your course by checking the box next to each competency and then checking the corresponding box indicates whether it is being Introduced, Emphasized, Reviewed, Assessed or any combination of those.

School of Dentistry Competencies or LLU Student Learning Outcomes addressed in this course:

Note: Changes here affect all users of this course.

Loma Linda University - Student Learning Outcomes

<input type="checkbox"/> LLU-01 (Wholeness)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-02 (Values)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-03 (Critical Thinking)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-04 (Life-Long Learning)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-05 (Communication)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-06 (Technology)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-07 (Diverse World)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-08 (Collaboration)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced

DDS, Dentistry

<input checked="" type="checkbox"/> SD-01 (Critical Think)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input checked="" type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-02 (Comm Involvr)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-09 (Diag)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-11 (Mgmt Pain & Anxiety)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-13 (Health Prom & Maint)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-14 (Assess Trt Outcomes)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input checked="" type="checkbox"/> SD-19 (Occlusion)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input checked="" type="checkbox"/> Review	<input type="checkbox"/> Assess
<input checked="" type="checkbox"/> SD-21 (Rest)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input checked="" type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-03 (Diversity)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-05 (Pers & Prof Balance)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-07 (Ethics)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-06 (PT Mgmt)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess

Learning Outcomes Check Boxes

DDS

Competency Check Boxes

School of Dentistry Competencies or LLU Student Learning Outcomes addressed in this course:

Note: Changes here affect all users of this course.

Loma Linda University - Student Learning Outcomes

<input checked="" type="checkbox"/> LLU-01 (Wholeness)	<input checked="" type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input checked="" type="checkbox"/> LLU-02 (Values)	<input checked="" type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-03 (Critical Thinking)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-04 (Life-Long Learning)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-05 (Communication)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-06 (Technology)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-07 (Diverse World)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-08 (Collaboration)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced

DDS, Dentistry/Internal Dentist Prg

<input type="checkbox"/> SD-01 (Critical Think)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-02 (Comm Involvr)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-09 (Diag)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-11 (Mgmt Pain & Anxiety)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-13 (Health Prom & Maint)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-14 (Assess Trt Outcomes)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-19 (Occlusion)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-21 (Rest)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-03 (Diversity)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-05 (Pers & Prof Balance)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-07 (Ethics)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> SD-06 (PT Mgmt)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess

IDP

School of Dentistry Competencies or LLU Student Learning Outcomes addressed in this course:

Note: Changes here affect all users of this course.

Loma Linda University - Student Learning Outcomes

<input type="checkbox"/> LLU-01 (Wholeness)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-02 (Values)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-03 (Critical Thinking)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-04 (Life-Long Learning)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-05 (Communication)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-06 (Technology)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-07 (Diverse World)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced
<input type="checkbox"/> LLU-08 (Collaboration)	<input type="checkbox"/> Introduction	<input type="checkbox"/> Expanded	<input type="checkbox"/> Advanced

BS, Dental Hygiene

<input checked="" type="checkbox"/> DH 01 (Ethics)	<input checked="" type="checkbox"/> Introduce	<input checked="" type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input checked="" type="checkbox"/> DH 02 (Legal)	<input checked="" type="checkbox"/> Introduce	<input checked="" type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input checked="" type="checkbox"/> DH 03 (Critical Think)	<input checked="" type="checkbox"/> Introduce	<input checked="" type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> DH 05 (LifeLong)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input type="checkbox"/> DH 06 (Rsch & Srv)	<input type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input checked="" type="checkbox"/> DH 09 (APIE)	<input checked="" type="checkbox"/> Introduce	<input checked="" type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input checked="" type="checkbox"/> DH 04 (Std Care)	<input checked="" type="checkbox"/> Introduce	<input checked="" type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input checked="" type="checkbox"/> DH 07 (Qual. Ass)	<input checked="" type="checkbox"/> Introduce	<input checked="" type="checkbox"/> Emphasize	<input checked="" type="checkbox"/> Review	<input checked="" type="checkbox"/> Assess
<input checked="" type="checkbox"/> DH 08 (Comm)	<input checked="" type="checkbox"/> Introduce	<input type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess
<input checked="" type="checkbox"/> DH 10 (Ind. Pt Care)	<input checked="" type="checkbox"/> Introduce	<input checked="" type="checkbox"/> Emphasize	<input type="checkbox"/> Review	<input type="checkbox"/> Assess

Save Cancel

Dental Hygiene

The competency information you enter into your syllabus is necessary for updating the Curriculum Map, which is shown in the following pages.

Curriculum Map for SD.DDS.Dentistry..LL

Curriculum Map for SD.DDS.Dentistry..LL

Select New Program

I=Introduced, E=Emphasized, R=Reviewed, A=Assessed																						
Course	Year Term	Critical Think	Comm Involv	Diversity	Pract Mgmt	Pers & Prof Balance	PT Mgmt	Ethics Exam	Pt Exam	Diag Plan	Trt Plan	Mgmt Pain & Anxiety	Emer Trt	Health Prom & Maint	Assess Trt Outcomes	Perio	Endo	Path	Surgical	Occlusion	Ortho	Rest
ANAT 511	1 2	I/E	E	E		I		I														
DNES 708	1 2		I/E			I		I/E														
PHSL 503	1 2		I	I				I	I	I				I				I				
RELT 775	1 2	R/A																				
RESO 701	1 2																					
RESO 701L	1 2																					I/A
ANAT 512	1 3	I/E						E	I/E	E	E			I/E			I/E	I	I		I	
DNES 705	1 3	I/E/A	R		I		I/E/R/A	E	I/A	I/E/A	I/E/A			I/E/A	I/E/A	I/E/A		I/E/A				R
PHSL 504	1 3					I		I														
RELE 734	1 3	I	I	E		E/A	E	I/E/A														
RESO 702	1 3	I																				
RESO 702L	1 3																			I		I/A
ANAT 513	1 4	I/E	E	E		E		E														I/R/A
DNES 707	1 4	E/A	I/E/A	I	R	I/E/A	I	I/E/A	I	I	I			E		I	I	I	I			
PERI 705	1 4	I					I	I/A	I	I	I											
PHSL 505	1 4	E				I		I					I/A	I	I/A	I	E/A	E/A		I/A		
RESO 708	1 4																					
RESO 708L	1 4																					I/A
DNES 718	2 1	E		R	I		R															I/A
ODRP 501	2 1	E/A																				
ODRP 701	2 1	I/E/A				I			I/E/A	I	I/R					E/R		I/E/R/A				
ODRP 725	2 1	I/E/A					E/R/A	I/E/A	I/E/A	I/E/A	I/E/A				I	I	I	I	I	I	I	I
ODRP 751	2 1	I/E						I/E	I/E/A	I					I/E/A	R/A	R/A	R/A				
PERI 742	2 1		E				E/R/A	E/R/A	E/R/A	E/R/A	E/R/A				E/R/A	E/R/A	E/R/A	R				
RESO 709	2 1																					I/A
RESO 709L	2 1																					I/A
ANES 751	2 2						I		I/A													I/A
ODRP 726	2 2	E/R/A					E/R/A	E/R/A	E/R/A	E/R/A	E/R/A				I							
ODRP 752	2 2	E/A						E	E/A	I												
ODRP 755	2 2	R			I		I		R/A	I/E/A												
RESO 764	2 2	I/E/R/A	I/E/R		I	I	I/E/R	I/E/R/A	I/E/R	I/E/R/A	I/E/R/A				I	I	I/A	I/A				E/A
RESO 771	2 2	R/A				R			R	R	R				I/E/R			R		I/E/R/A		I/E/R/A
RESO 771L	2 2	R/A			R		R/A	E/A	R	R	R				R					E/A		E/A
SDCL 711	2 2	E			E	E	E	E	E	E	E				R/A					E/A		E/A
ODRP 781	2 3		R	R		R	R	R	R	I	I/E/R/A											
PERI 741	2 3	R/A			I/A		R	E/A	E/A	E	I/E			E	E	I/E		E	I/E/R/A	R/A	R	I/R
RESO 772	2 3	R/A							E/A	E/A	E/A									I	I/A	I/R
RESO 772L	2 3	R/A								E/A	E/A									R/A	R/A	I/E/R/A
RESO 875	2 3	E		E			E	E	E	E	E			E	E					E	E	E

Program Management System

This curriculum map shows how the program directors and faculty have stated that each outcome is covered in each class.

Course	Year	Term	Critical Think	Comm Involv	Diversity	Pract Mgmt	Pers & Prof Balance	I=Introduced, E=Emphasized, R=Reviewed, A=Assessed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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Program Management System

Curriculum Map for SD.BS.Dental Hygiene..LL in Dental Hygiene

Select New Program

This curriculum map shows how the program directors and faculty have stated that each outcome is covered in each class.

I=Introduced, E=Emphasized, R=Reviewed, A=Assessed

Course	Year	Term	Ethics	Legal	Critical Think	Std Care	LifeLong	Rsch & Srv	Qual. Ass	Comm	APIE	Ind. Pt Care
ANAT 301	1	2	I		I/E		I/E		I	I		I
DNHY 303	1	2		R	R	E/R	R		R		R	E/R
DNHY 305	1	2			I		I		I	I	I	
DNHY 305L	1	2			I		I		I	I	I	
DNHY 309	1	2	I/E	I/E	I/E	I/E			I/E/R/A	I	I/E	I/E
DNHY 321	1	2	I/A	I/A	I/E/A	I/E/A	I/E/A	I	I/A	I/A	I/E/A	I/E/A
DNHY 321L	1	2	R		E/A	E/A	E		R/A		E/A	E
RELT 423	1	2			E/R		E/R			E/R		
ANAT 303	1	3	I/E		I/E		I			I/E		
ANES 314	1	3			E/R/A	E/R/A						E/R/A
DNHY 310	1	3	E/R/A	E/R/A	E/A	E/A	I/E/A		E/R/A	E/R/A	E/R/A	E/R/A
DNHY 322	1	3	E	R	E/A	E/A	R		E/A	R	E/A	I/E
DNHY 322L	1	3	R		R/A	R/A	R		R/A		R/A	
DNHY 375	1	3	I/E/R	I/E/R	E/R	I/E/R	E/R		I/E/R	E/R	E/R	I/E/R
DNHY 380	1	3	E	E/R/A	E/R/A	E/R/A	E/R/A	null	E/A	E/R/A	R/A	R/A
DNHY 381	1	3	E/R	I/E/R/A	I/E/R/A	E/R/A	I/A	I/E		E/R	I/E/R/A	I/E/R/A
DNHY 323	1	4	E	E	E	E	R		E	I	E/A	E/A
DNHY 323L	1	4	E	E	E	E	R		E	I	E/A	E/A
DNHY 376	1	4	R	R	R	R	R		I/R	R	R	R
DNHY 382	1	4	E/R	E/R/A	I/E/R/A	E/R/A		I/E/R/A		E/R	E/R/A	E/R/A
DNHY 405	1	4			E/A	E/A					E/R/A	E/R/A
ODRP 311	1	4	I				I	I		I/A	I/A	I/A
RELE 457	1	4										
DNES 305	2	1	E/A		E/A	E/A	E/A	I	E	E		
DNHY 328	2	1	A	A	A	A	A	A	A	A	A	A
DNHY 390	2	1			I/E/R/A		I	I/E/R/A	I/E	I/E		
DNHY 406	2	1			I					I		I
DNHY 416	2	1	R	R	R/A	E/A	E	E/R	E/R	R/A	R/A	E/A
DNHY 421	2	1	R		I/E/R/A			E/R/A				
DNHY 411	2	2	E/A	E/A	E/R/A	E/R/A	E/R/A	E	E/R/A	E/R/A	E/R/A	E/R/A
DNHY 415	2	2	E/R	E/R	E/R/A	E/R/A		I/E/R		E/R	E/R/A	E/R/A
DNHY 417	2	2	E	E	E/A	E	E	E	E/A	E/A	E/A	R
DNHY 422	2	2			E/A		E/A	E/R/A				
DNHY 435	2	2	R	R	E	E	E		R		E	E
DNHY 451	2	2	E	E	R	E	E	R	E	R	E	E
DNHY 475	2	2	E/A	E/R/A	E/R/A	E/R/A	R	E	E/R/A	E	E/R/A	E/R/A
DNHY 495	2	2	R/A	R/A	R/A	R/A	R	R/A	R/A	R/A	R/A	R/A
RELR 475	2	2	A	A	E	A	E/A	R/A	E/R	E	E/A	I/E/A
DNHY 408	2	3	I/E/R/A	E/R	E/R/A	E/R	E/R	E/R	R	E/R/A	E/R	E/R/A
DNHY 412	2	3		R/A	E/A	I/A	R		R/A		E/R/A	E/R/A
DNHY 418	2	3	E/R	E/R	E/R/A	E/R/A	E/R	E/R	E/R	E/R	E/R	E/R/A
DNHY 431	2	3	R/A	R/A	R/A	R/A	R/A	R/A	R/A	R	R	R/A
DNHY 452	2	3		R	E/A				R	R	E	E
DNHY 476	2	3	E/A	E/R/A	E/R/A	E/R/A	R	E	E/R/A	E	E/R/A	E/R/A
DNHY 409	2	4	R/A	I/E/A	R/A	R	I/E/R/A			R	R/A	

DNHY 413	2	4	E/R/A	E/R/A	E/R/A	R/A	E/R/A	E/A	E/R/A	E/A	E/R/A	E/R/A
DNHY 414	2	4					E					
DNHY 453	2	4	E		E/A	E/R	R		E	R	E/A	E/A
DNHY 477	2	4	E/A	E/R/A	E/R/A	E/R/A	R	E	E/R/A	E	E/R/A	E/R/A
RELR 408	2	4										
Introduced			7	5	11	4	10	7	8	11	6	9
Emphasized			22	19	34	27	20	15	20	19	26	28
Reviewed			17	21	24	20	21	12	21	19	22	21
Assessed			14	16	31	24	12	9	17	11	26	25

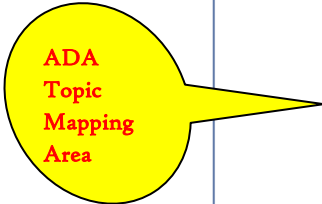
ADA TOPIC CODES & TOPIC MAPPING

Topic Mapping

Topic mapping allows you to indicate which ADA Topics are being discussed in your course for every class session. It is important that these codes and discussion hours be entered because this information is reported the ADA. Should multiple codes be covered in one session, the time between codes must be recorded appropriately.

In the Course Schedule section of your syllabus you will find the drop down box with the ADA Topic Codes. Ideally you should enter this information in while you are entering in the session dates and titles.

Course Schedule





Date:	04/01/2011	(Note: Date is a required field)
Session Title:	Course Introduction	
Details:		
Topic:	Not used...	
Lecturer(s):	Not used...	
Instruction:	ADA-01 - ADA-01: Gross/Macroscopic Anatomy ADA-02 - ADA-02: Microscopic Anatomy ADA-03 - ADA-03: Neuroanatomy ADA-04 - ADA-04: Biochemistry and Molecular Biology ADA-05 - ADA-05: Craniofacial Biology ADA-06 - ADA-06: Microbiology ADA-07 - ADA-07: Physiology	
Delete Session?	<input type="checkbox"/>	

Once you've chosen a topic code; enter the name of the lecturer, the number of hours for this session and then chose what type of session this was. If you need to add another topic code you will need to click the **Save and Add Topic** button.

Course Schedule

Date:	04/01/2011	(Note: Date is a required field)
Session Title:	Course Introduction	
Details:		
Topic:	ADA-42 - ADA-42: Other Behavioral, Social, Information and Research	
Lecturer(s):	Dr. D. Graham Stacey	Hours: 2
Instruction:	<input type="radio"/> Exam <input type="radio"/> Lab <input checked="" type="radio"/> Lecture <input type="radio"/> Patient Interaction <input type="radio"/> Self-Instruction <input type="radio"/> Seminar	
Delete Session?:	<input type="checkbox"/>	
<div>Save Save and Add Topic Cancel</div>		

If more than one topic code is discussed in this session, you will need to chose the appropriate topic codes, enter the lecturer or lecturers, divide the time between the topic codes and specify which type if instruction session it is. If yet another topic code is discussed in the session, you will again click on the **Save and Add Topic** button and do the same as before.

Date:	05/27/2011 <i>(Note: Date is a required field)</i>		
Session Title:	Setting a Moral Compass		
Details:			
Topic:	Not used... 		
Lecturer(s):	Dr. D. Graham Stacey	Hours:	2
Instruction:	<input type="radio"/> Exam <input type="radio"/> Lab <input checked="" type="radio"/> Lecture <input type="radio"/> Patient Interaction <input type="radio"/> Self-Instruction <input type="radio"/> Seminar		
Topic:	Not used... 		
Lecturer(s):	D. Graham Stacey	Hours:	2 Move this Topic?: <input type="checkbox"/>
Instruction:	<input type="radio"/> Exam <input type="radio"/> Lab <input checked="" type="radio"/> Lecture <input type="radio"/> Patient Interaction <input type="radio"/> Self-Instruction <input type="radio"/> Seminar		
Delete Session?:	<input type="checkbox"/> <input type="button" value="Save"/> <input type="button" value="Save and Add Topic"/> <input type="button" value="Cancel"/>		

If at any time you need to remove a topic code(s), click on the **Move this topic?** check box and a drop down box will appear, choose the **No Date Set** option and this will break this topic code away from the session. From that point you can go into the edit mode and click on the **Delete Session?** check box, click on Save and the session with the unwanted topic code will be deleted.

Once you have entered in all the necessary information and clicked the **Save** button, your Course Schedule and Topic Mapping will look like the following picture.

Course Schedule

 [Add a new class session](#)



Apr 1, 2011 **Course Introduction**

Topic: ADA-41: Research - D. Graham Stacey - Lecture - 1 hour

Topic: ADA-42: Other Behavioral, Social, Information and Research - Dr. D. Graham Stacey - Lecture - 1 hour

Topics for Major Teaching Areas

Biomedical Sciences

1. Gross/Macroscopic Anatomy

- Blood and lymph vascular systems (Reticuloendothelial system)
- Connective tissues (skeleton, joints and ligaments, cartilage, muscles and fascia)
- Gastrointestinal (tract, associated organs)
- Genitourinary tract (including reproductive system)
- Special senses
- Respiratory system
- Endocrine system
- Skin and appendages
- Head and neck anatomy
 - Blood and lymph vascular systems (Reticuloendothelial system)
 - Connective tissues (skeleton, joints and ligaments, cartilage, muscles and fascia)
 - Special senses
 - Tooth morphology
 - Primary dentition
 - Permanent dentition
 - Pulpal morphology
 - Anatomy of the investing tissue
 - Comparative dental anatomy

2. Microscopic Anatomy

- Blood and lymph vascular systems (Reticuloendothelial system)
- Connective tissues (skeleton, joints and ligaments, cartilage, muscles and fascia)
- Gastrointestinal (tract, associated organs)
- Genitourinary tract (including reproductive system)
- Special senses
- Respiratory system
- Endocrine system
- Skin and appendages
- Oral Histology
 - Teeth (development and structure)
 - Oral mucosa (including tongue and tonsils)
 - Supporting structures
 - Temporomandibular joint
 - Salivary glands

3. Neuroanatomy

- Gross
- Head and neck
- Microscopic

4. Biochemistry and Molecular Biology

- Review of physical and organic chemistry (water, buffers, colloids, carbohydrates, lipids, proteins, amino acids, enzymes)
- Cell biology
- Digestion and absorption

- Vitamins
- Biological oxidation
- Lipid, protein, and carbohydrate metabolic pathways
- Nucleotides, DNA, RNA, replication, synthesis
- Inborn errors of metabolism
- Body fluids and acid-base balance
- Blood clotting mechanisms
- Hormones
- Biochemistry of specific dental interests (calcified tissues, fluorides, plaque, calculus, caries, saliva, periodontal disease, pain)

5. Craniofacial Biology

- Growth and development, general concepts
- Craniofacial growth & development
- Developmental biology
- Genetics
- Control of gene activity

6. Microbiology

- Microbial physiology, metabolism and structure
- Microbial genetics
- Cultivation of microorganisms
- Antimicrobial chemotherapy
- Microbial infections
- Microbiology of oral infections, dental caries and periodontal diseases
- Oral microbial ecology
- Virology, viral structure and metabolisms (includes viral infections, etc.)
- Herpes viruses and viral hepatitis
- Mycology
- Sterilization, disinfection and asepsis

7. Physiology

- Basic nerve, muscle, and membrane potentials
- Cardiovascular
- Respiration
- Renal, body fluids
- Gastrointestinal
- Endocrinology
- Nervous system (autonomic nervous system, somatosensory point system, motor function, special senses, higher brain functions)
- Oral physiology
- Neurophysiology

8. **Pathology - General and Systemic**
 - Basic cellular and vascular pathology processes
 - Infectious diseases (systemic)
 - Inflammation and repair (including immunopathology)
 - Neoplasia and growth disturbances
 - Nutritional, metabolic, and storage disorders
 - Organ and system pathology

9. **Immunology**
 - Immune responses
 - Antigen-antibody reactions
 - Antibody structure and function
 - Complement
 - Allergy and hypersensitivity
 - Antibody mediated and cell-mediated reactions
 - Host-parasite interactions
 - Secretory immune system
 - Transplantation and tumor immunology
 - Vaccines
 - Non-specific and specific host defenses in the oral cavity

10. **Pharmacology and Therapeutics**
 - Pharmacodynamics
 - Drug and laws and prescription writing
 - Autonomic nervous system
 - Central nervous system (including analgesics and local anesthesia)
 - Cardiovascular (including agents affecting coagulation)
 - Renal
 - Pulmonary
 - Chemotherapy (local and systemic)
 - Endocrine
 - Muscle Digestive
 - Clinical pharmacology in dentistry
 - Adverse interactions of drugs

11. Other Biomedical Sciences

Dental/Clinical Sciences

12. **Physical Evaluation/Data Collection**
 - Biodata (identify age, sex, race, marital status, etc.)
 - Clinical laboratory examination
 - Evaluation of the medically compromised patient history
 - Review of systems -general examination
 - Vital signs
 - Clinical Nutrition

13. **Oral and Maxillofacial Radiology**
 - Radiation physics
 - Interaction of X-radiation and matter
 - Factors affecting radiographic image-production

- Biological effects of X-radiation Radiation safety and protection
- Intraoral radiographic techniques
- Extraoral radiographic techniques Interpretation of radiographs
- Digital imaging
- Complex imaging

14. General Medical Emergencies

- Syncope
- Drug reactions and anaphylaxis
- Cardiopulmonary emergencies
- Comas and convulsions

15. Dental Emergencies

- Acute oral pain
- Acute oral infection
- Acute traumatic injury
- Post-operative complications (excluding oral surgery complications)

16. Oral Diagnosis and Treatment Planning

- Examination of head, neck, and oral soft tissues (excluding radiographic examination)
- Diagnosis, treatment alternatives
- Clinical examination of dental and periodontal tissues I (excluding radiographic examination)
- Treatment planning for disorders/diseases of the dentition and periodontium
- Treatment planning for disorders/diseases of the oral soft tissues and bone
- Risk assessment
- Criteria for referral and interactions with specialists

17. Oral Medicine

- Non-surgical management alternative of disorders/disease of the dentition and periodontium
- Non-surgical treatment alternatives of disorders/diseases of the oral soft tissue and bone
- Women's health issues

18. Oral and Maxillofacial Pathology

- Disturbances of oral development and growth (including neoplasia)
- Diseases of microbial and viral origin (including dental caries and periodontal diseases)
- Infectious diseases (oral, and systemic with oral manifestations)
- Oral injuries and repair
- Oral aspects of specific tissues or organs (including bone, joints, blood, skin, nerve, and muscle)
- Oral medicine, clinical evaluation or differential diagnosis/disorders of diseases of dentition and periodontium)
- Clinical evaluation differential diagnosis of disorders/diseases of the soft tissue and bone

19. Orofacial Pain and Dysfunction

- Chronic pain
- Occlusally related pathologies and their treatment (including temporomandibular dysfunctions, relief of occlusal interferences)

20. Anesthesiology/Pain and Anxiety Control

- Local anesthesia techniques
- Intravenous analgesia – anesthesia indication/techniques
- Nitrous oxide analgesia indication/techniques
- Hypnosis and acupuncture

21. Periodontics

- The normal periodontium
- Etiology of periodontal disease
- Periodontal therapy
- Supportive periodontal therapy

22. Endodontics

- Pulpal biology
- Non-surgical endodontics
- Surgical endodontics

23. Oral and Maxillofacial Surgery

- Extractions
- Impaction surgery
- Soft tissue surgery
- Hard tissue surgery
- Preprosthetic surgery
- Post-operative complications
- Orthognathic surgery

24. Hospital Dentistry

- Hospital protocol
- The dentist's role in the hospital operating room under general anesthesia conditions
- Hospital records and the dentist
- Outpatient care

25. Biomaterials Science

- Materials used intraorally
- Materials used extraorally (gypsum products, polishing agents used outside the mouth, etc.)

26. Operative Dentistry

- Basic procedures (instruments, cavity classification)
- Isolation of the working field
- Treatment of the moderate and deep carious lesion
- Dental amalgams
- Cast gold restorations (partial coverage)
- Restoration of the endodontically treated tooth
- Ceramic (including metal-ceramic restorations)
- Tooth-colored restorative materials

27. Esthetic Dentistry

- Whitening systems

- Veneers
- Direct Bonded Restorations

28. Prosthodontics: Fixed and Removable (Complete and Partial)

- Principles of engineering and design
- Full coverage single tooth
- Full coverage retainers
- Partial coverage retainers for abutments
- Precision attachments for bridges or partial dentures
- Prosthesis design Technical procedures
- Long-term maintenance
- Maxillofacial prosthetics

29. Occlusion

- Growth and development of occlusion (biofunctional therapy and habit patterns)
- Dynamics of mandibular movement (anatomy and physiology of the stomatognathic system)
- Determinants of occlusion (neuromuscular, emotional, etc.)
- Classification of types of occlusion of the natural dentition (group function, cuspid, guarded, centric related)
- Articulator designs
- Recording of mandibular movement and occlusal records
- Theories of occlusion of the artificial dentition

30. Implant Dentistry

- Indications and diagnosis
- Surgical placement
- Restoration
- Maintenance

31. Pediatric Dentistry

- Clinical dentistry procedures in children
- Pediatric restorative dental procedures
- Space maintenance
- Child/behavior management
- Pulp therapy for the child patient
- Child abuse
- Infant care

32. Orthodontics and Dentofacial Orthopedics

- Biomechanics
- Appliance design and fabrication
- Treatment of children
- Treatment of adults

33. Dental Public Health and Prevention

- Forensic dentistry/medicine
- Principles of biostatistics
- Epidemiology of disease
- Health care economics
- Social and access to care issues
- Health care delivery systems
- Primary preventive theory and technique
- Domestic and elder abuse

34. Community-Based Patient Care

35. Other Dental/Clinical Sciences

- Emerging Technologies

Behavioral/Social/Information/Research Sciences

36. Behavioral/Social Science principles of Dental Practice

- Understanding human behavior
- Management of human behavior
- Behavior modification
- Patient management
- Communication skills
- Smoking cessation
- Cultural competence

37. Geriatric and Application of Behavioral Principles to the Clinical Care of Patients with Special Needs

- Mentally/emotionally handicapped
- Physically handicapped
- Chronically ill
- Homebound
- Elder abuse
- Third party caregiver
- Geriatric nutrition
- Medically compromised
- Communicable disease
- Culturally diverse populations

38. Information Management

- Information technology
- Software applications
- Literature searches
- Preparation/design of case presentations
- Internet/World Wide Web

39. Ethics, Jurisprudence and Regulatory Compliance

- Professional ethics Jurisprudence
- History of dentistry
- Scope of practice
- HIPAA
- OSHA
- Informed Consent
- Quality assurance and peer review

40. Practice Management

- Professional practice development
- Personnel management: securing, hiring, and training intraoffice personnel
- Managing relations with laboratory technicians
- Business management
- Leadership training
- Personal finance
- Dental team management
- Ergonomics
- Principles of four-handed dentistry

- Delegation of duties

41. Research

- Research Methodology
- Research Design
- Critique of Dental Literature
- Evidence-Based Dentistry

42. Other Behavioral, Social, Information and Research Sciences

LLU STUDENT
LEARNING
OUTCOMES

Purpose

To help programs submit their University Student Learning Outcomes Report and documents for LLU program review, data collection and analysis and WASC.

Go to <http://myllu.llu.edu>, then to **Academic Resources** and select **Program Information** in the pull-down menu.

The screenshot shows the Loma Linda University website. The top navigation bar includes links for MyLLU, Student Resources, Learning Resources, Business/Finance, Campus Life, Academic Resources, Human Resources, and Research Affairs. The Academic Resources menu is open, showing options: Faculty Directory, Faculty Information System, Assessment and Institutional Learning, Registration, Enter Grades, Registration Portal, Student Information, Program Information, Catalog Courses, and Schedule Management. A red arrow points to the 'Academic Resources' link in the top bar, and another red arrow points to the 'Program Information' option in the dropdown menu. On the left side, under 'ACADEMIC MANAGEMENT', there is a 'Session Set-up' section with links for Program Info >>, Course Info >>, Faculty Info >>, Section Info >>, and Schedule Management >>.

Select your program.

The screenshot shows the Loma Linda University website. The top navigation bar includes links for MyLLU, Student Resources, Learning Resources, Business/Finance, Campus Life, Academic Resources, Human Resources, and Research Affairs. The 'Select Program' section is active, showing a list of programs. The '2010 - Spring' term is selected. The 'Program Courses' section is also active, showing a list of courses.

Select Program

☐ Show All Programs

2010 - Spring

Select A Program

- Select A Program
- SM, FP CERT, Health Care Practice
- SM, MD, Medicine
- SM, MS, Anatomy
- SM, MS, Biochemistry**
- SM, MS, Microbiology and Molecular Genetics
- SM, MS, Pharmacology
- SM, MS, Physiology
- SM, PB CERT, Biomedical Sciences/Medicine
- SM, PhD, Anatomy
- SM, PhD, Biochemistry

Program Courses

Course ID	Degree Title	M/E/P/C
M=Mandatory, E=Elective, P=Preadmission, C=Concurrent		
EPDM 509	Principles of Epidemiology I	course
EPDM 510	Principles of Epidemiology II	course
EPDM 515	Clinical Trials	course
EPDM 534	Epidemiology of Maternal-Child Health	course
EPDM 544	Epidemiology of Infectious Disease	course

Click on **Student Learning Outcomes**. Then click on the **yellow Edit Pencil**.

LOMA LINDA UNIVERSITY

MyLLU | Student Resources | Learning Resources | Business/Finance | Campus Life | Academic Resources | Human Resources | Research Affairs | Help

Select Program -

☐ Show All Programs 2009-2010

SM, MS, Biochemistry

Program Home | Program Curricula

Marketing Info | Satisfactory Academic Progress Info

Enter/Edit Program Learning Outcomes

Annual Program Evaluation

Student Learning Outcomes | Annual Program Report

Program Learning Outcomes Report

Program concentrations and variations:

- MS, Biochemistry
 - Coursework Track
 - Research Track

Program Courses -

Course ID	Degree Title	M/E/P/C
BCHM ***	Graduate Biochemistry Elective	course
BCHM 697	Research	course
IBGS 501	Biomedical Communication and Integrity	course
IBGS 502	Biomedical Information and Statistics	course
IBGS 511	Cellular Mechanisms and Integrated Systems I	course
IBGS 512	Cellular Mechanisms and Integrated Systems II	course
IBGS 513	Cellular Mechanisms and Integrated Systems III	course
IBGS 521	Cellular Mechanisms and Integrated Systems I	course
IBGS 522	Cellular Mechanisms and Integrated Systems II	course
IBGS 523	Cellular Mechanisms and Integrated Systems III	course

Learning Outcomes -

Curriculum Map Outcome

Program Personnel -

- Faculty Names, noted as
- Faculty % Dedicated to
- Student Faculty Ratios??

Click on the **Select Student Learning Outcome** pull down menu to select the desired outcome.

LOMA LINDA UNIVERSITY

MyLLU | Student Resources | Learning Resources | Business/Finance | Campus Life | Academic Resources | Human Resources | Research Affairs | Help

Select Program -

☐ Show All Programs 2009-2010

SM, MS, Biochemistry

Program Home | Program Curricula

Marketing Info | Satisfactory Academic Progress Info

Enter/Edit Program Learning Outcomes

Annual Program Evaluation

Student Learning Outcomes | Annual Program Report

Program Learning Outcomes Report

Program concentrations and variations:

- MS, Biochemistry
 - Coursework Track

student_learning_outcome_assessment

MS, Biochemistry

Student Learning Outcome: Select Student Learning Outcome

Select Student Learning Outcome

Mandatory Assessment for 2010

- Wholeness
- Critical Thinking — Last update: meggers, 6/11/10
- Oral Communication**
- Written Communication

Available for Assessment

- Values
- Life-long Learning
- Technology
- Diverse World
- Collaboration

Click the **yellow Edit Pencil** by the desired report item you want to edit.

Search LLU

Campus Life | Academic Resources | Human Resources | Research Affairs | Help

student_learning_outcome_assessment

MS, Biochemistry

Student Learning Outcome: Critical Thinking — Last update: meggers, 6/11/10

Assessment Measurement Tool(s):

Data Collection Cycle:

Criteria For Success:

How is Assessment Data Interpreted:

Findings — Averages (scale from 0-4): Mean: [-None-] Mode: [-None-]

Enter your response in the textbox. Click **Save** when done.

student_learning_outcome_assessment

MS, Biochemistry

Student Learning Outcome: Critical Thinking — Last update: meggers, 6/11/10

Assessment Measurement Tool(s):

Type your response in this textbox or copy and paste your response from Word.

Save Cancel

To upload supporting files when needed: 1) **Browse** your computer to find your file. It is like attaching a file to an email. 2) Write a short **File description** for the file and include the report section name that the file supports. 3) Click on **Upload**.

Uploaded Files

Filename	Description
No uploaded files found...	

File to Upload: **1** Browse...

2 File Description:

3 Upload

To complete the University Student Learning Outcome Report, continue to select report sections by clicking on the **yellow Edit Pencils** next to them, and repeat the process described above.

Additional Tips for the University Student Learning Outcome Report

Findings

- There are some additional entries for Findings that were not included in the original SLO Assessment Strategy document.
- **Success Criteria Met:** Refer back to the success levels you set for the outcome in **Criteria for Success** earlier in the report sections.

How to Switch Tools

- When you want to move from one reporting tool to another, you must select the desired tool in the left menu grid, and then click the **yellow Edit Pencil** again.

File Uploads

- There is only one **File Upload** for the University Student Learning Outcome Report tool, which means you have to use the same **Upload** for all report sections.
- Be sure to include clear **File Descriptions** so it will be obvious to you and others what each file is and the report section name it supports.
- The files will be shown in a list at the end of the University **Student Learning Outcome Report** entry screen.

For more information and support:

LLU Student Learning Outcomes

<http://www.llu.edu/central/assessment/slo.page>

LLU Tools and Resources

<http://www.llu.edu/central/assessment/lluresources.page>

Office of Educational Effectiveness

Email: assessment@llu.edu

Web: <http://www.llu.edu/central/assessment/>

Extension: 15402

PROGRAM LEARNING OUTCOMES

Purpose

To help programs submit their Annual Program Reports and supporting documents for LLU program review process, data collection and analysis, and WASC.

Go to <http://myllu.llu.edu>, then to Academic Resources and select Program Information in the pull-down menu.

The screenshot shows the Loma Linda University MyLLU portal. The top navigation bar includes links for MyLLU, Student Resources, Learning Resources, Business/Finance, Campus Life, Academic Resources, Human Resources, and Research Affairs. The Academic Resources menu is open, showing options: Faculty Directory, Faculty Information System, Assessment and Institutional Learning, Registration, Enter Grades, Registration Portal, Student Information, Program Information (highlighted with a red arrow), Catalog Courses, and Schedule Management. On the left, the ACADEMIC MANAGEMENT section is visible, with links for Session Set-up, Program Info >>, Course Info >>, Faculty Info >>, Section Info >>, and Schedule Management >>.

Select your program.

The screenshot shows the Loma Linda University MyLLU portal. The top navigation bar includes links for MyLLU, Student Resources, Learning Resources, Business/Finance, Campus Life, Academic Resources, Human Resources, and Research Affairs. The Select Program section is active, showing a dropdown menu for 2010 - Spring. The dropdown menu lists the following programs: SM, FP CERT, Health Care Practice; SM, MD, Medicine; SM, MS, Anatomy; SM, MS, Biochemistry (highlighted); SM, MS, Microbiology and Molecular Genetics; SM, MS, Pharmacology; SM, MS, Physiology; SM, PB CERT, Biomedical Sciences/Medicine; SM, PhD, Anatomy; and SM, PhD, Biochemistry. The Program Courses section is also visible, showing a table of courses.

Course ID	Degree Title	M/E/P/C
EPDM 509	Principles of Epidemiology I	course
EPDM 510	Principles of Epidemiology II	course
EPDM 515	Clinical Trials	course
EPDM 534	Epidemiology of Maternal-Child Health	course
EPDM 544	Epidemiology of Infectious Disease	course

Click on Enter/Edit Program Learning Outcomes (PLOs), if this is *the first time* you have used this new submission tool. Then click on the yellow Edit Pencil to enter your PLOs.

☐ Show All Programs 2009 – Summer

SM, MS, Biochemistry

reset

Program Home	Program Curricula
Marketing Info	Satisfactory Academic Progress Info
Enter/Edit Program Learning Outcomes	
Annual Program Evaluation	
Student Learning Outcomes	Annual Program Report
Program Learning Outcomes Report	

Program concentrations and variations:

MS, Biochemistry

- Coursework Track
- Research Track

Click on Add a new outcome. Once you have entered your Program Learning Outcomes, you will not need to come back to this section again until you want to edit them. Your PLOs will also be used in the Online Syllabus.

Campus Life Academic Resources Human Resources Research Affairs Help

learning_outcomes

Add a new outcome

No learning outcomes found...

Click on Annual Program Report. Then click on the yellow Edit Pencil to enter or edit your report.

LOMA LINDA UNIVERSITY

MyLLU Student Resources Learning Resources Business/Finance Campus Life Academic Resources Human Resources Research Affairs Help

Select Program –

☐ Show All Programs 2009-2010

SM, MS, Biochemistry

reset

Program Home	Program Curricula
Marketing Info	Satisfactory Academic Progress Info
Enter/Edit Program Learning Outcomes	
Annual Program Evaluation	
Student Learning Outcomes	Annual Program Report
Program Learning Outcomes Report	

Program concentrations and variations:

MS, Biochemistry

- Coursework Track
- Research Track

Program Courses –

Course ID	Degree Title	M/E/P/C
M=Mandatory, E=Elective, P=Preadmission, C=Concurrent		
BCHM ***	Graduate Biochemistry Elective	course
BCHM 697	Research	course
IBGS 501	Biomedical Communication and Integrity	course
IBGS 502	Biomedical Information and Statistics	course
IBGS 511	Cellular Mechanisms and Integrated Systems I	course
IBGS 512	Cellular Mechanisms and Integrated Systems II	course
IBGS 513	Cellular Mechanisms and Integrated Systems III	course
IBGS 521	Cellular Mechanisms and Integrated Systems I Journal Club	course
IBGS 522	Cellular Mechanisms and Integrated Systems II Journal Club	course

Learning Outcomes –


Curriculum Map

Outcome

Program Personnel –

- Faculty Names, noted as tenured
- Faculty % Dedicated to program
- Student Faculty Ratios???

Enter the data for one PLO. Only one performance indicator can be entered at a time. See Additional Tips at end of document for more about entering performance indicators. Save when done.

Campus Life	Academic Resources	Human Resources	Research Affairs	Help
learning_outcomes				
<p>Code: <input type="text" value="Write your own code."/></p> <p>Name: <input type="text"/></p> <p>Short Name: <input type="text"/></p> <p>Description: <input type="text"/></p> <p>Details: <div> <div> B I List icons Globe Network RBC Help </div> <div></div> </div></p> <p>Performance Indicator: <input type="text" value="Only one online performance indicator can be entered at a time."/></p> <p style="text-align: right;">  <input type="button" value="Save"/> <input type="button" value="Cancel"/> </p>				

To upload supporting files when needed: 1) Browse your computer to find your file. It is like attaching a file to an email. 2) Write a short File description for the file and include the report section it supports. 3) Click on Upload.

Uploaded Files	
Filename	Description
No uploaded files found...	

File to Upload: 1

2 File Description:

3

To complete the Annual Program Report, continue to select report sections by clicking on the yellow Edit Pencils next to them, and repeat the process described above.

Additional Tips for the Annual Program Report

PLO Performance Indicators

- In this version of the Annual Program Report, you cannot enter more than one Performance Indicator per PLO.
- If you have more than one Performance Indicator for a PLO, which is the norm, you will need to enter a second version of the PLO in order to add it.
- Codes for each PLO must be unique even when there is more than one Performance Indicator. For example, the codes for the *same* PLO with multiple performance indicators could be: BiochemMS1a, BiochemMS1b, and BiochemMS1c. Other PLO codes for this program could be: BiochemMS2, BiochemMS3, BiochemMS4, etc.

How to Switch Tools

- When you want to move from one reporting tool to another, you must select the desired tool in the left menu grid, and then click the yellow Edit Pencil again to access the new tool.

File Uploads

- There is only one File Upload for the Annual Program Report tool, which means you have to use the same Upload tool for all report sections.
- Be sure to include clear File Descriptions so it will be obvious to you and others what each file is and the report section name it supports.
- The files will be shown in a list at the end of the Annual Program Report entry screen.

For More Information and Support:

LLU Program Review

<http://www.llu.edu/central/assessment/programreview.page>

LLU Tools and Resources

<http://www.llu.edu/central/assessment/lluresources.page>

Office of Educational Effectiveness

Email: assessment@llu.edu

Web: <http://www.llu.edu/central/assessment/>

Extension: 15402

Annual Program Report

1. *Assessment Plan*

Provide the following components as part of the program assessment plan¹:

- Program learning outcomes
- Curriculum map²
- Assessment matrix³

2. *Annual Results:*

Learning Results

Provide annual learning results and other related evidence to track over time with the appropriate student learning outcomes (e.g. rubrics, copies of survey instruments, other assessment instruments).

Student Satisfaction Results

Provide evidence of student satisfaction (surveys, course evaluations, exit interviews, etc.).

Alumni Satisfaction Results

Provide evidence of alumni satisfaction (alumni surveys, employer surveys, interviews, etc.).

3. *Curriculum Flow Chart*

Provide your program's curriculum flow chart. Be sure to include the quarter in which each course is offered.

4. *Faculty Profile*

Provide a summary of your faculty profile.

- Faculty demographics (age, gender, and ethnicity)
- Status (number, full-time, part-time, secondary appointments, adjunct, clinical, rank, etc.)
- Productivity (publications, grants, research, service, etc. – could be pulled from the annual faculty report)
- Student/faculty ratio

5. *Student Admissions, Retention, Attrition, and Graduation Data*

Provide summary of:

- Applications
- Acceptances

¹ Assessment Plan resources and help: <http://www.llu.edu/central/assessment/>

² Curriculum map: <http://www.llu.edu/assets/assessment/documents/CurriculumMapTemplate.doc>

³ Assessment matrix: <http://www.llu.edu/assets/assessment/documents/assessmatrixtemplate.doc>

- Matriculations
- Retention/Attrition
- Time for completion (cohort)
- Graduation rates

6. *Student Demographics*

Provide student demographic information.

FAQs

Frequently Asked Questions: Online Syllabus System

1. **Do I have to include the LLU Student Learning Outcomes (SLOs) in my course syllabus?**
Yes, you need to include the LLU SLOs in your course syllabus. Just select the SLOs that are directly addressed in your course.
2. **Why don't my program outcomes show up in all of my courses?**
All your program's courses must first be entered into the Program Information Tool by your Program Director or Manager:
 - a. Go to myLLU → Academic Resources → Program Information.
 - b. Then select **Program Curriculum** in the left menu.
 - c. Enter all courses.
 - d. Once they have been entered and saved, they will show up in the Online Syllabus Tool for all of the program's courses.
3. **Some features of the program never work for me. Why?**
This is a web-based tool, so you must use a web browser. The LLU tools work best when using one of the LLU supported browsers:
 - a. Mac – Firefox
 - b. PC – Internet Explorer 7