

“Life 101”

Integrating Healthy Balance Into a University’s Curriculum

Portfolio courses are important in a school whose faith tradition emphasizes service to others.

Amy* studied physical therapy at an excellent university, graduating near the top of her class. She dug into her new career with enthusiasm and spent long hours at the clinic. After several years, though, she felt tired and burned out, and had little time for her two young children. She began to wonder if she was cut out for this field.

After receiving an A.S. degree in radiation technology, Tim* married and bought a large home. He and his wife came from unpretentious roots and were anxious to acquire some of the things their parents couldn’t afford. They filled their fancy new home with furniture bought on credit, purchased several expensive “toys” on impulse, and soon were overwhelmed with debt. The foundation of their happy marriage began to crack, as tempers flared over mounting bills.

What went wrong with these promising young people? Their academic work was excellent, and they were well prepared for their careers. Yet they were unable to achieve a balance between their personal and professional lives. In the relative safety of college, life seemed rosy, but out in the real world, things began to look grim.

The School of Allied Health Professions (SAHP) at Loma Linda University (Loma Linda, California) offers three portfolio courses in personal and professional wholeness that examine these and other issues. In to-



Heidi Roberts, physical therapy student, and Stephanie Korgan, physical therapy alumna, are part of Loma Linda University’s PossAbilities team for able-bodied and challenged athletes with permanent physical disabilities.

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*Names have been changed to protect students’ privacy.

day's fast-paced world, these courses have proved as valuable as the core classes in professional programs.

Portfolio courses are important in a school whose faith tradition emphasizes service to others. This article will describe the development, content, and assessment processes of the portfolio courses at Loma Linda University (LLU) in the hope that this can serve as a guide for other schools seeking to develop similar curricula.

History

Ten years ago, Cindy Malinowski and a team of LLU faculty members founded the Portfolio program based on the university's motto, "To make man whole." LLU was facing WASC (Western Association of Schools and Colleges) accreditation, and each SAHP professional program needed to complete an outcomes assessment based on SAHP's goals, which include the skills, abilities, and character of the ideal health professional graduate (see sidebar below). The portfolio program addresses 12 of the goals (e.g., ethics, compassion, diversity, wholeness, personal finance, and lifelong learning). The remaining goals are completed within the student's academic program. Thorough documentation ensures a comprehensive assessment of the student's growth and progress. Emphasis is placed on helping students develop a balanced lifestyle now, rather than waiting until after graduation. For this reason, the course is sometimes called "Life 101."

How Does a Portfolio Course Work?

Throughout the course, the student attends workshops and develops his or her portfolio, which is turned in at the end of the year. This portfolio includes both required and self-selected

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assignments, certificates from elective workshops, and personal reflections. The completed Portfolio binder:

- Documents personal growth and wholeness;
- Demonstrates the student's abilities, experiences, and development of personal and professional skills;
- Showcases the student's résumé and recommendation letters for future job interviews;
- Includes reflection papers, proof of workshop attendance, photographs, and optional artwork; and
- Contains organized evaluations, letters of appreciation, and continuing education/professional meeting attendance certificates as documentation for future pay raises and promotions.

Virtually all SAHP students must take a Portfolio course. Junior students register for Portfolio I, seniors for Portfolio II, and incoming graduate students enroll in Graduate Portfolio. The first week of fall quarter, students attend Portfolio I, II, or Graduate Portfolio orientation and learn about class requirements, which combine required and self-selected activities.

Curriculum Content

Required assignments for Portfolio I include writing a personal mission statement, visiting the Los Angeles Museum of

Tolerance, and completing seven hours of community service or "service learning" (the term used when service is done in conjunction with an academic course). These three assignments require students to write papers that reflect on their experiences.

Optional first-year assignments include attending workshops on study skills, personal finance, and the emotional benefits of laughter. Students with concerns about credit-card debt find relevance in the video *The Overspent American*. And the DVD *Supersize Me* speaks powerfully to those challenged by diet and weight control. The Health & Faith Forum lectures explore issues in ethics and wholeness across disciplines. Another popular option is to visit a house of worship of a different culture and faith tradition. For each of these

School of Allied Health Professions Goals

The ideal graduate from the School of Allied Health Professions should be an individual who can:

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



Children from the Norton Neighborhoods' gardening and nutrition program, one of the service learning projects in which Loma Linda University students participate.

options (with the exception of workshop attendance), the student completes a reflection paper.

Often, new students enter the class feeling unclear about the terms *wholeness* and *balance*, so one optional assignment helps clarify these terms. After reading about characteristics of a whole person, the student decides on a person fitting the description and sets up a one-hour interview with that individual. The student then writes a reaction paper describing the inter-

This portfolio includes both required and self-selected assignments, certificates from elective workshops, and personal reflections.

viewee and the interview.

For other optional assignments, students may read and reflect on a book selection from the approved reading list or go in pairs to a nearby mall, where they navigate via wheelchair through stores and restrooms. Participating students write a letter to the store manager describing problems encountered in negotiating the maze of narrow aisles and bathroom stalls.

The second-year Portfolio course requires students to complete eight hours of service learning and to create a professional résumé. Because those enrolled in the class are familiar with the program, most second-year assignments are self-selected. Op-

tions include attending workshops on topics such as praying with patients, compassion, basic needs of children, public speaking, change in healthcare, professional behavior, controlling emotions, personal credit scores, and buying a first home. Or students may opt to view videos/DVDs on topics such as a Dietrich Bonhoeffer documentary, end-of-life care, disabilities, marriage, self-care for student health professionals, media and the developing child, eating disorders, and addictions. The students evaluate each film, using a one- to four-star rating, and describe their personal reactions. Certain goals allow for art or poetry completion, and credit may be earned for attendance at marital counseling sessions at the student counseling center or relaxation classes at the school fitness center.

The Graduate Portfolio class is similar to Portfolio II, except that, with faculty approval, students may design their own options for each goal.

Service Learning

Albert Schweitzer said, "The only ones among you who will be really happy are those who will have sought and found how to serve."¹ Students select their own service activity and location, and then reflect in a written paper on the value of the assignment.

"Service learning is a method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful service, frequently youth service, throughout the community. As a teaching methodology, it falls under the category of experiential education. More specifically, it integrates meaningful community service with instruction and reflection

to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities.²

This portion of the course elicits a variety of reactions, described below by several physical therapy students. Service learning has changed their perceptions and attitudes and informed their choices and thinking about wholeness. Kathryn* tells how helping others enhanced her life: “I learned that any act of compassion done for somebody else is really the best thing you can do for yourself.” Bethany* gained insight into working with others who have problems: “Through this service learning project, I learned that we cannot always fix things, but we can make things better by sharing God’s love with others.” Kris* learned to appreciate the uniqueness of each individual: “The world is just so stuck on being perfect that they forget that we are all imperfect one way or another.” Tom* gained insight into disabilities: “When I was put in a wheelchair and asked to compete against them [the wheelchair basketball team], they would run circles around me.” Maria* said the pediatric patients “stand out in my mind, and I will be able to picture them . . . my entire life.”

In course assessments, 89 percent of the 127 Portfolio I students gave the service-learning assignment an exceptional grade.³ Student reaction papers reveal initial resistance to the service-learning assignment, subsequently changing to gratitude for the opportunity.

“There are two factors that distinguish service-learning programs from other community-service programs. First, service-learning programs explicitly include features that foster participants’ learning about the larger social issues behind the human needs to which they are responding. . . . The second factor . . . is an emphasis on reciprocity. Reciprocity is the exchange of both giving and receiving between the ‘server’ and the person or group ‘being served.’”⁴

Los Angeles Museum of Tolerance

As previously mentioned, one required first-year course component is a day-long visit to the Los Angeles Museum of Tolerance. In the past 14 years, more than four million visitors have participated in this experience. The museum’s exhibits challenge bigotry and racism and highlight international inequities and abuses. Visitors are asked to respond to real-life situations, such as who is guilty when a driver is arrested for driving under the influence: the driver, the salesclerk who sold the alcohol, or the liquor manufacturer.

The visitor listens to survivors’ eye-opening stories of the Holocaust and leaves with a clearer understanding of its causes and effects. When entering the museum, each person receives a card with a child’s name and picture on it. Throughout the tour, the card is inserted into slots that link to a computer, and the visitor learns what happened to the child—and finally, whether he or she survived the Holocaust.

At another location, the visitor approaches two doors labeled “Prejudiced” and “Unprejudiced.” After visitors attempt

unsuccessfully to open the “Unprejudiced” door, the guide explains that it is locked because no one is without prejudice.

Although the museum is some distance from LLU, the visit

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cannot be replicated by viewing a video or reading a book on the topic. According to the Portfolio students, the museum tour is a powerful and life-transforming experience.

Rob*, a physical therapy student, described the assignment as “one of the most profound and powerful visits I have ever experienced. The most remarkable feelings include shock, offensive disgust, sympathy, bitter sadness, and ultimate hope.” Ken*, a medical radiography student, said that “the Museum of Tolerance was worth every minute I spent on the Santa Monica Freeway from 4 p.m. to 7 p.m. coming back to Loma Linda University.” Janet*, a speech and language pathology student, said she needed “to work on not judging people by their race or religion . . . I discovered much about my own values and morals during this trip.” Nate*, a physical therapy student, said his favorite exhibits “showed the power of words to build up or tear down. It reminded me how something as simple as words can incite, comfort, brew hate, and generate love. . . . Leaders can manipulate the masses with words for good and for bad.” Finally, Megan*, a physical therapy student, said it gave her a new appreciation of people close to her: “I wanted to run to all of them and tell them how much I love them and appreciate them.”

In course assessments, 78 percent of Portfolio I students rated the Museum of Tolerance assignment as a significant positive experience.⁵ Negative reaction to the assignment related mainly to the long commute through heavy traffic.

Wil Alexander Wholeness Series

The Wil Alexander Wholeness Series, which honors a much-loved LLU theology professor, is an integral part of the Portfolio courses. Portfolio staff, SAHP faculty and students, and campus and community members suggest topics and speakers for the series. The lecture series is open to all LLU students, faculty, and staff, and has fostered a sense of community in a university where schools sometimes operate independently of one another. An average of more than 100 persons generally attend each workshop. The workshop program has been strengthened by arranging a consistent meeting time (Wednesdays, 5 – 5:50 p.m.) and place (Drayson Center, Collins Auditorium). Alternate-year topics are scheduled to reduce repetition: sleep deprivation, conflict styles, building a strong and meaningful relationship, identity theft, fatigue and its causes, and personal and professional organization.

Students rate each workshop speaker’s presentation skills,

the topic's relevance, and their own change in attitudes after attending.

For certain workshops, students complete a pre- or post-test to engage them in the subject. Before the above-mentioned identity workshop, an "ID IQ" test was administered. A sample question read as follows:

How often do you check your credit reports?

- a. Every time I apply for a loan
- b. Whenever I feel like it
- c. I check my credit report regularly
- d. What's a credit report?

In their course assessments, 95 percent of the Portfolio II students rated the relevance and quality of workshops as excellent or above average.⁶



Loma Linda University students attend the Wil Alexander Wholeness Series, a component of the portfolio program. The complimentary meal served afterwards gives time for discussion and encourages community.

Portfolio Advisory Committee

In the spring of 2006, a Portfolio Advisory Committee was established to regularly review the Portfolio program. The objectives of the committee are to:

1. Fine-tune course curriculum and workshops
2. Solicit feedback on the existing program
3. Plan future courses and workshops
4. Prepare for upcoming accreditations

The 17-member committee includes SAHP program directors and two students, LLU hospital and university administrators, representatives from the LLU Center for Spiritual Life and Wholeness, community members, and Portfolio class faculty and staff.

At the May 2006 Portfolio Advisory Committee meeting, students requested a more professional workshop environment. They suggested that the light meal be served after the workshop instead of before to minimize noise and interruptions. To encourage promptness, they recommended that attendance slips be distributed only for the first 10 minutes of workshops. Both

of these recommendations have been implemented, with good results.

Grading

A satisfactory/unsatisfactory grading system is used for Portfolio classes, since it would be difficult to give a letter grade to many of the assignments (for example, a personal mission statement). The course spans three quarters; an "in progress" (IP) grade is given for the first two quarters. A final grade is not calculated until near the end of the spring quarter, when workshops are completed and binders are submitted. Approximately 300 students enroll each year in the Portfolio courses offered by LLU's School of Allied Health Professions. Two online Portfolio courses are offered for students not enrolled in on-campus courses.

Grading for all three classes is completed a month before the end of the school year. There are advantages to early compilation of grades: (1) Portfolios are returned to students in class prior to exam week to eliminate having to mail 300 portfolios to students' home addresses; (2) students are free to concentrate on their remaining classes the last month of school; and (3) Portfolio faculty are able to select award recipients for excellence in critical thinking and organization in time for the May Awards Chapel.

Online Communication

Portfolio faculty communicate with students via *Blackboard*, a Web-based course management program that facilitates online teaching and enriches on-campus courses. *Blackboard* allows the instructor to e-mail information to a single user or to the entire class. This type of communication is extremely valuable, since there are no regularly scheduled class periods. All the required course components are available to the students in *Blackboard*: workshop and lecture descriptions and dates, assignments and forms, service learning contact information, instructions for résumé creation, and descriptions of DVDs and videos.

Research

Laura Alipoon, chair of LLU's radiation technology department and instructor for the Portfolio distance-education courses, studied the effectiveness of LLU's Portfolio program in her doctoral dissertation. She examined the impact of service-learning requirements and the Museum of Tolerance visit on Portfolio students: "The two field experiences, community service and the visit to the Museum of Tolerance, provide a moral challenge or dissonance, which led to growth in moral development, in the students enrolled in the course *Portfolio Practicum I*."⁷

She further commented: "Service experiences that allowed students to interact personally with recipients were reported as the most rewarding . . . Interacting with service recipients caused students to reflect and challenged their assumptions concerning poverty, especially when dealing with the homeless and children of low socioeconomic backgrounds. Students also

rethought their assumptions concerning the elderly, realizing that the elderly may still have something to offer or are, at least, deserving of respect and attention.”⁸

Alipoon also found that many of the students she interviewed plan to stay involved in their communities after graduation.

Regarding the museum visit, students she interviewed saw the “snowball effect” of prejudice.⁹

“While many Caucasians were surprised to discover they were prejudiced, non-Whites were shocked to discover their prejudice, as they were certain they would never be prejudiced toward anyone due to the way others have treated them.”¹⁰

Challenges

The biggest challenge in producing the workshop series was scheduling. With 39 Allied Health academic programs, it was difficult to find a time when the majority of students could attend.

Finances continue to pose a problem. The LLU Student Affairs Office has co-sponsored the series by providing a meal after each workshop. After a long day of classes, hungry, tired students enthusiastically greet the sight of a hot meal. In addition, eating together gives them a sense of community and an opportunity to get acquainted with people from other programs and schools. As workshop attendance increases, however, it becomes more difficult to find sufficient funding for this meal.

Another hurdle: finding funds to pay workshop speakers more than token honorariums. This year, employees of the Loma Linda University Medical Center East Campus

rehab hospital are attending a noontime duplication of the Wil Alexander Wholeness Series evening program. The East Campus administration has begun to sponsor both series by covering the cost of all honorariums.

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Tim Hoang, physician assistant student, and Ana Rojas, public health student, use puppets for a health education skit during a Honduras mission trip.



Dr. Craig Jackson, dean of Loma Linda University's School of Allied Health Professions, discusses professional behavior during the Wil Alexander Wholeness Series.

Future Plans

Here are some ideas that are presently being examined by the Portfolio staff:

1. Electronic portfolios for today's technologically savvy student. This could include video clips of research presentations or mission trips. Offering the option of an electronic portfolio would showcase the student's computer knowledge as well as his or her personal and professional growth.
2. Collaboration with area universities to implement cutting-edge techniques to strengthen the service-learning program.
3. Purchasing an audience-response system with individual hand-held devices that can create instant charts and incorporate them into a PowerPoint presentation. When the presenter asks a multiple-choice question, the audience's responses immediately appear in a column chart that flashes on the screen. A speaker could also give pre- and post-tests via the electronic equipment to quickly ascertain the audience's knowledge about a subject.

Looking to the Future

There are several important questions yet to be answered: Will SAHP alumni continue to perform community service af-

ter graduation? Will their lives be influenced by the practical skills learned in the Wil Alexander Wholeness Series? Will students and graduates access available resources to deal with life's challenges? When encountering a colleague with addictions, will the Portfolio alumnus recall the lecture on addictions in caregivers? Further research will be needed to determine the answers to these questions, and to make the courses as useful as possible.

The Portfolio courses examine areas of a young person's life often overlooked in the scramble for a professional education. They integrate a healthy balance into the curriculum and give students a better chance to create a successful future. The classes also give Loma Linda University an opportunity to evaluate how successfully it is accomplishing its mission "To make man whole."

Each SAHP professional program requires documentation of progress toward the school goals and emphasizes the healing and teaching ministry of Jesus Christ. The Portfolio classes provide a way to do that while giving practical assistance with daily living. ✍



This article has been peer reviewed.

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LLU students improve the landscaping around the Ronald McDonald House on the Loma Linda University campus.

NOTES AND REFERENCES

1. Albert Schweitzer (French philosopher and physician, 1875-1965).
2. Wikipedia, the free encyclopedia: http://en.wikipedia.org/wiki/Service_learning.
3. One hundred thirteen out of 127 students (89 percent) gave the assignment an A or B, using the A to F grading scale.
4. Jane C. Kendall, *Combining Service and Learning: A Resource Book for Community and Public Service* (Raleigh: National Society for Internships and Experiential Education, 1990), p. 20, 21.
5. Ninety-nine out of 127 students (78 percent) gave the Museum of Tolerance assignment an A or B, using the A to F grading scale.
6. Fifty-five out of 58 students (95 percent) graded the relevance of workshops and speaker presentation skills an A or B in the A to F grading scale.
7. Laura Alipoon, *Moral Dissonance and Growth in Moral Development: The Impact of Field Experiences in a School of Allied Health* (Ph.D. dissertation, La Sierra University, 2001), p. v.
8. *Ibid.*, pp. 191, 192.
9. *Ibid.*, p. 194.
10. *Ibid.*, p. 197.

Portfolio I Requirements	
Goal	Goal Options
ORIENTATION	<p>_____ REQUIRED: Attend Portfolio I Orientation Workshop (location provided).</p>
LITERAL LEARNING (TWO REQUIRED)	<p>_____ REQUIRED: Mission Statement and reflection paper.</p> <p>AND CHOOSE ONE OPTION BELOW:</p> <p>_____ Attend Sharpening Your Study Skills workshop.</p> <p>OR</p> <p>_____ Whole Person Interview (see Blackboard for details).</p> <p>OR</p> <p>_____ Read one of the books listed under Section XI, and write a one-page REACTION paper (not a summary).</p> <p>OR</p> <p>_____ Complete the Wholeness Assignment, including the letter to the business and a one-page REACTION paper (not a summary; see Blackboard).</p>
PERSONAL FINANCE	<p>_____ Attend Personal Finance: Loans & Budgets workshop.</p> <p>OR</p> <p>_____ Watch the video <i>The Overpower Americans</i>, and write a one-page REACTION paper (not a summary). On reserve at university library. Rate video using 1-4+*.</p>
HEALTHY ETHICS COMMISSION	<p>_____ REQUIRED:</p> <ul style="list-style-type: none"> • Visit the Museum of Television in Los Angeles • Submit two-page REFLECTION paper on the museum experience. Attach ticket stub.
WHOLENESS	<p>_____ Attend <i>Rx: Laughter: A Good Medicine in Prescribe</i> workshop.</p> <p>OR</p> <p>_____ Watch the video <i>Superstar Me</i>, and write a one-page REACTION paper (not a summary). In video stores. Rate video using 1-4+*.</p> <p>OR</p> <p>_____ Watch the video <i>Power of Addiction</i>, and write a one-page REACTION paper. On reserve at university library. Rate video using 1-4+*.</p> <p>OR</p> <p>_____ Attend one Health and Faith Forum in the [location]. Sign in at the location and submit Attendance and Summary Form (found on Blackboard).</p> <p>OR</p> <p>_____ Watch the DVD <i>Focus: Acknowledging Your Higher Priorities</i>, and write a one-page REACTION paper. On reserve at university library. Rate using 1-4+*.</p>

Goal	Goal Options
HUMAN WORTH (TWO REQUIRED)	<p>_____ REQUIRED:</p> <ul style="list-style-type: none"> • Complete seven hours minimum of service learning. • Submit a two-page REACTION paper. • Submit Service Learning Documentation Form. <p>AND CHOOSE ONE OPTION BELOW:</p> <p>_____ Attend <i>Shaped by the Word</i> workshop.</p> <p>OR</p> <p>_____ Visit a house of worship in which the culture and faith tradition is different from yours, and write a one-page REFLECTION paper about the experience.</p>
DUE DATE	Turn in your completed portfolio to the Portfolio Office [location] by _____.

Portfolio II Requirements Goal Options	
ORIENTATION	<ul style="list-style-type: none"> Attend Portfolio II Orientation Workshop (used provided).
ETHICS	<ul style="list-style-type: none"> Attend Spiritual Boundaries: The Ethics of Praying With Patients workshop. OR Attend one Health and Faith Forum at [location]. Submit Attendance & Summary Form. Topics posted on Blackboard prior to lecture. OR View a Bioethics Grand Rounds video, and write a one-page REACTION paper. Available at university library. Rate video using 1-4*. OR Watch the Ethical Bioethics documentary on reserve at university library, and write a one-page REACTION paper. Rate video using 1-4*. OR Watch DVD Beyond Hair Comptony: Platonism and Care at Life's End by Drs. Winslow on reserve at university library, and write a one-page REACTION paper. Rate using 1-4*.
COMMUNISM	<ul style="list-style-type: none"> Attend Compassion: The Heart of Healing Love workshop. OR Watch the video The Swine, and write a one-page REACTION paper. Available in video stores. Rate video using 1-4*. OR Watch the video W6, and write a one-page REACTION paper. Available at university library. Rate video using 1-4*. OR Watch the DVD Code the Book, and write a one-page REACTION paper. Available at university library. Rate video using 1-4*. OR Watch the DVD/Video Paperolla, and write a one-page REACTION paper. Available at video stores. Rate video using 1-4*.
HUMAN WORTH (TRAD REQUIRED)	<p>REQUIRED: Complete eight hour mission of service learning. Submit Service Learning Documentation Form.</p> <p>AND CHOOSE ONE OPTION BELOW:</p> <ul style="list-style-type: none"> Watch the HBO documentary <i>Without Pity</i>, a film about abortion – narrated by Christopher Reeve – and write a one-page REACTION paper. On reserve at university library. Rate video using 1-4*. OR Watch the video <i>Parity Matters</i>, and write a one-page REACTION paper. On reserve at university library, and in video stores. Rate video using 1-4*. OR Watch the video <i>The Color of Paradise</i>, and write a one-page REACTION paper. On reserve at university library. Rate video using 1-4*. OR Create original art or poetry to express your thoughts and feelings on human worth. Art must be sized 8 1/2" x 11". Poetry must be a minimum of 12 lines.

Goal Options	
TEAMWORK	<ul style="list-style-type: none"> Attend Training King Rats and Certain Clickers: Meeting the Basic Needs of Children workshop. OR Watch the video <i>Caring Home Care: Self-Care for Health Professionals</i>, and write a one-page REACTION paper. On reserve at university library. Rate video using 1-4*. OR Watch the video <i>Growing Up in a Filled World: Media & the Developing Child</i>, and write a one-page REACTION paper. On reserve at university library. Rate video using 1-4*. OR Watch the video <i>United System: Attend the interdisciplinary Genetics presentation only (if invited by your program. Not open to all students).</i>
COMMUNICATION	<ul style="list-style-type: none"> Attend No More Stage Fright: Teamwork's International workshop. OR Watch the video <i>Seven Principles for Making Marriage Work</i>, and write a one-page REACTION paper. On reserve at university library. Rate video using 1-4*. OR Watch the video <i>Make Presentations Hard for You (12 min.) AND Communicating for Results: How to Be Clear, Concise & Credible (17 min.)</i> on reserve at university library. Write a one-page REACTION paper covering both videos. Rate using 1-4*. OR Attend one session of Marital Counseling at university Student Counseling Center (free). Submit Attendance and Summary Form with signature.
CHANGE IN HEALTHCARE	<ul style="list-style-type: none"> Attend Playing the Devil's Advocate in Healthcare Decision Making workshop. OR Watch Congressman Jerry Lewis' May 2003 address on healthcare issues, and write a one-page REACTION paper. DVD on reserve at university library. Rate video using 1-4*. OR Find an article in your discipline that discusses a change in healthcare, and write a one-page REACTION paper. Attach a copy of the article to your paper.
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> Attend The License You Love May Be Your Own: Professional Behavior workshop. OR Read an article from your professional organization journal and write a one-page REACTION paper. Submit journal article, reaction paper, and copy of the journal cover. OR Attend a professional meeting in your discipline. Submit Attendance and Summary Form.

Goal Options	
WHOLENESS	<ul style="list-style-type: none"> Attend Mad About Everything: Managing Anger and Resentment workshop. OR Attend Addiction in Caregivers: Just When You Thought It Couldn't Be You workshop. OR Watch the video <i>Yankee Whiskeris</i>, and write a one-page REACTION paper. In video stores. Rate video using 1-4*. OR Watch the video <i>Ending Disorders: The Inner Voice</i>, and write a one-page REACTION paper. On reserve at university library. Rate video using 1-4*. OR Watch the DVD <i>Spin the Bottle: Sex, Lies & Alcohol</i>, and write a one-page REACTION paper. On reserve at university library. Rate video using 1-4*. OR Attend three relaxation classes at [location]. Obtain the instructor's signatures at each class. Submit Attendance and Summary Form. OR Attend an AA (or Al-Anon or Adult Child of Alcoholics) meeting. Submit Attendance and Summary Form with Coordinator's signature. See Blackboard for details/website.
DIVERSITY	<ul style="list-style-type: none"> Attend two Diversity Lunch Powers. Complete Diversity Lunch Power Documentation Form. OR Watch the video <i>Cultural Diversity in Healthcare</i>, and write a one-page REACTION paper. On reserve at university library. Rate video using 1-4*. OR Attend the Martin Luther King Symposium on Diversity in Healthcare. Lunch invitation required, e-mail [address]. Submit Attendance and Summary Form.
LIFELONG LEARNING (TRAD REQUIRED)	<p>REQUIRED: Professional student (see Blackboard for required guidelines and samples).</p> <p>AND CHOOSE ONE OPTION BELOW:</p> <ul style="list-style-type: none"> Attend <i>Vocations: Enjoying the View</i> workshop. OR Read one of the books listed under Goal Characteristics – Lifelong Learning, and write a one-page REACTION paper. OR Attend one of the following and submit Attendance and Summary Form (see website for hours and directions): <ul style="list-style-type: none"> The Rothlands Synagogue (35 with student ID) Getty Museum (free, parking \$7/car) Mormon Temple Museum in Pasadena (free with student ID) LA County Museum of Art (35 with student ID)
PERSONAL FINANCE	<ul style="list-style-type: none"> Attend <i>Your Credit Score: What is it and How Can You Change it?</i> workshop. OR Attend <i>Home Buying 101: Making Your First Real Estate Investment</i> workshop. OR Watch one of the four <i>State Dream Personal Finance</i> DVDs (see film on Blackboard), and write a one-page REACTION paper. On reserve at university library. Rate video using 1-4*.

brace peace, justice, the relief of suffering, science, reason, and culture, as valuable as are these worthy goals and pursuits, they cannot replace Christ in Seventh-day Adventist higher education.

Conclusion

The USDOE commission summed up its report with the acknowledgement that reaching its goals will require difficult decisions and major changes. It concluded with optimism that “Working together, we can build on the past successes of U.S. higher education to create an improved and revitalized postsecondary system that is better tailored to the demands, as well as the opportunities, of a new century.” Can we, as Seventh-day Adventists, conclude any less? 📝

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REFERENCES

1. *A Test of Leadership: Charting the Future of U.S. Higher Education*. A Report of the Commission Appointed by Secretary of Education Margaret Spellings (Washington D.C.: U.S. Department of Education, 2006).
2. *Ibid.*, Summary, p. 16.
3. Ellen G. White, *Education* (Mountain View, Calif.: 1903), p. 17.
4. Charles Malik, *A Christian Critique of the University* (Waterloo, Ontario, Canada: North Waterloo Academic Press, 1987), p. 29.

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to discern the compatibility of academic excellence and faith. Our colleges and universities have not yet gone that route, but they are vulnerable to this destabilization. Let us not fall away from our center, or take that excursion into decline.

We must not allow academic progress or scholarly attainment, worthy as these may be, to eclipse Christ as the center of our educational endeavors. While we believe in and em-