ROSEMAN UNIVERSITY
OF HEALTH SCIENCES

STUDENT CATALOG

Effective: 2017-2018 Academic Year

Published by Roseman University of Health Sciences
www.roseman.edu

UNDERGRADUATE
College of Nursing
GRADUATE
Master of Business Administration
DOCTORAL
College of Pharmacy
College of Dental Medicine – DMD
POST-DOCTORAL
College of Dental Medicine – AEODO/MBA

Approved by Roseman University of Health Sciences Administrative Council
March 20, 2017. Updated on September 20, 2018.

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PRESIDENT'S MESSAGE

Welcome to Roseman University of Health Sciences. Founded in Henderson, Nevada in 1999, Roseman is a private, non-profit educational institution that subscribes to truly unique pedagogical ideals:

- All students want to succeed and are capable of high levels of achievement, given the right environment.
- True academic achievement requires deep learning and mastery of content that leads to understanding, the ability to apply knowledge, and the ability to make wise decisions.
- Frequent assessment, feedback, and mechanisms to address any deficiencies are necessary to ensure mastery of content.
- Educational time can be used more efficiently to enhance student learning.
- Experiential learning should coincide both in sequencing and in content with didactic learning and consequently, should begin as early as possible in the curriculum.
- A successful educational experience requires an environment that is non-competitive, that encourages communication and teamwork, and that value and responds to student needs.
- We are in the "Information Age" and to prepare students for life and work in this age, use of information technology must be supported.

These ideals are the foundation for what Roseman University of Health Sciences is today.

Roseman encompasses the College of Dental Medicine, offering a Doctor of Dental Medicine (DMD) degree and Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA (AEODO/MBA) residency; College of Pharmacy, offering a Doctor of Pharmacy (PharmD) degree; College of Nursing, offering a Bachelor of Science in Nursing (BSN) degree, Accelerated Bachelor of Science in Nursing (ABSN) and RN to BSN degrees as well as a Veteran to Bachelor of Sciences pathway (BSN); and the Master of Business Administration (MBA) program.

I invite you to explore our Student Catalog and Website, or call us for more information. I am confident that you will gain an appreciation for our perspectives and philosophy of education.

Renee Coffman, PhD
President

GENERAL INFORMATION

ACADEMIC CALENDAR

July 1, 2017 - December 31, 2017

College of Pharmacy Summer Remediation (Nevada and Utah)	July 3 - August 11, 2017
MBA Program Orientation	July 3, 2017
MBA Classes Begin	July 3, 2017
College of Nursing ABSN July 2017 Classes Begin	July 10, 2017
College of Dental Medicine (Nevada) Orientation	July 10 - 14, 2017
College of Dental Medicine (Nevada) R1 Begins MBA Classes	July 18, 2017
College of Nursing BSN 2019 Classes Begin	August 7, 2017
College of Dental Medicine Pre-orientation	August 7, 2017
College of Dental Medicine (Utah) Orientation	August 8 - 10, 2017
College of Dental Medicine (Utah) Classes Begin	August 14, 2017
College of Pharmacy P1 Orientation (Henderson and South Jordan)	August 14 - 18, 2017
College of Pharmacy White Coat Ceremony (Henderson)	August 18, 2017
College of Pharmacy P2 Orientation (Henderson and South Jordan)	August 21, 2017
College of Pharmacy P1 Classes Begin (Henderson and South Jordan)	August 21, 2017
College of Pharmacy P2 Classes Begin (Henderson and South Jordan)	August 22, 2017
College of Pharmacy White Coat Ceremony (South Jordan)	August 24, 2017
College of Dental Medicine (Utah) White Coat Ceremony	August 25, 2017
Labor Day (University Closed)	September 4, 2017
College of Nursing RNBSN September 2017 Classes Begin	September 11, 2017
College of Nursing ABSN October 2017 Classes Begin	October 9, 2017
College of Nursing (Utah) ABSN July 2016 Pinning	November 3, 2017
College of Nursing (Nevada) ABSN July 2016 Pinning	November 4, 2017
Thanksgiving Break (University Closed)	November 22 - 24, 2017
College of Dental Medicine Winter Remediation	November 27 – December 15, 2017
Winter Break (University Closed)	December 18, 2017 - January 1, 2018

January 1, 2018 - June 30, 2018

All Classes Resume	January 2, 2018
College of Pharmacy Classes Resume	January 8, 2018
College of Nursing RNBSN January 2018 Classes Begin	January 8, 2018
College of Nursing ABSN February 2018 Classes Begin	February 5, 2018
College of Nursing (Nevada) BSN 2018 Pinning	February 9, 2018
College of Nursing (Utah) BSN 2018 Pinning	February 10, 2018
College of Nursing (Utah) ABSN October 2016 Pinning	February 23, 2018
College of Nursing (Nevada) ABSN October 2016 Pinning	February 24, 2018
College of Pharmacy Spring Break (Henderson and South Jordan) *(Students Only – pending Pharmacy curricular review)*	March 16 - 19, 2018
College of Nursing (Nevada and Utah) Spring Break	April 16 - 17, 2018
College of Dental Medicine (Utah) Program Completion, DMD Class of 2018	April 14, 2018
College of Dental Medicine (Utah) Hooding Ceremony, DMD Class of 2018	April 18, 2018
College of Nursing RNBSN May 2018 Classes Begin	May 7, 2018
College of Pharmacy P3 Classes End (Henderson)	May 17, 2018
College of Pharmacy P3 Classes End (South Jordan)	May 18, 2018
Summer Commencement (Nevada Campus)	May 18, 2018

Summer Commencement (Utah Campus)   May 19, 2018
College of Pharmacy P1 and P2 Classes End (Henderson and South Jordan)   May 25, 2018
College of Pharmacy IPPE Summer and P3 APPE Begins   May 28, 2018
(Nevada and Utah)
Memorial Day (University Closed)   May 28, 2018
College of Nursing (Utah) ABSN February 2017 Pinning   June 1, 2018
College of Nursing (Nevada) ABSN February 2017 Pinning   June 1, 2018
Summer Break (University Closed)   July 2– 6, 2018
College of Pharmacy Summer Remediation (Henderson and South Jordan)   July 9 - August 17, 2018
College of Nursing (Nevada) Classes Resume   July 9, 2018

ROSEMAN UNIVERSITY OF HEALTH SCIENCES CATALOG NOTICE

Thank you for your interest in Roseman University of Health Sciences (Roseman). This catalog is intended to provide information about Roseman. All references to "students" also apply to "residents" and "interns." The University reserves the right to make changes at any time with or without notice regarding any information contained in this catalog. Efforts have been made to ensure the accuracy of the information in this catalog at the time of printing.

In the event the University policy is in conflict with a College/Program policy, the stricter policy will apply. For specific information on a particular program, please refer to the degree program of interest to you. For more detailed information regarding University and College/Program policies, please refer to the Roseman Website at www.roseman.edu. Student handbooks and manuals are hereby incorporated as part of this catalog.

MISSION STATEMENT

Roseman University educates healthcare professionals and advances healthcare education through its innovative educational model; it creates and disseminates new knowledge; it impacts the health, education, and wellness of the communities it serves, and it provides a collaborative and supportive environment that enables its students, faculty, and staff to be successful.

VISION STATEMENT

Roseman University of Health Sciences aspires to be the first choice among "best in class" institutions of higher learning, universally recognized as an innovative, transforming force in health care education, and as a vibrant, stimulating place to work and learn.

CORE VALUES

We ascribe to the foundational, cultural and behavioral norms of all "best in class" institutions of higher learning. That is; professionalism, integrity, diversity, accountability, collegiality, social responsibility, and ethical behavior are all integral to the enduring relationships Roseman University of Health Sciences maintains with the constituencies it serves. In addition to these basic norms, Roseman University of Health Sciences espouses the following core values which are inherent in its unique Mission and Vision:

Risk-taking – We value responsible risk-taking that leads to the sustainable growth of the institution.

Innovation – We value innovations in education, organizational structures, and physical surroundings that create a vibrant, stimulating environment in which to work, to learn, and to grow.

Individual and Collective Achievement of Excellence – We value a culture that fosters and celebrates excellence and achievement for one and all.

Passion and Commitment – We value passion and true commitment as the requisite components of transformational leadership in education and the health professions.

Empowerment – We value the empowerment of individuals through the provision of a collaborative, supportive environment in which to learn and to work.

STATEMENT OF EDUCATIONAL PHILOSOPHY

Roseman University of Health Sciences is committed to the following educational ideals:

An educational system in which all students can realistically attain high levels of achievement. *We do not place emphasis on grades, rather on achievement of curricular outcomes.*

An educational experience that goes beyond memorization of facts. *We believe in the concept of deep learning and mastery of content that leads to understanding, the ability to apply knowledge, and make wise decisions.*

A system of assessment designed to "detect and correct" problems thus ensuring achievement of high expectations by all students. *We are committed to an assessment system that encourages and gauges progress toward the accomplishment of high academic standards by all students.*

An educational system that makes better use of time. *We utilize the "block system" of curricular design, which provides students with the opportunity to study one content area intensely and master it without distractions from other subjects.*

A curricular design that stresses the importance of early exposure to the health profession for those in the health sciences. *We believe in building basic skills early by exposing students where possible to early practice experiences.*

An educational experience that values and responds to the needs of students and encourages teamwork and communication. *Our curriculum places a premium on active learning in a non-competitive, collaborative environment.*

A curriculum that utilizes and is supported by technology. *We believe that technology holds remarkable potential to stimulate thinking and learning, as well as being an effective tool for acquiring, evaluating and utilizing new knowledge.*

SIX-POINT MASTERY LEARNING MODEL

Roseman University strives to produce graduates that are competent and to provide an educational environment that not only produces and ensures high levels of achievement from all students, but also fosters cooperation and collaboration in the learning process. This is the concept of mastery learning.

The Six-Point Master Learning Model consists of Block Curriculum, Active and Collaborative Learning, Competency-based Education, Assessment Learning, Early Experiential Learning, and a Classroom Design that facilitates learning. All of these components reinforce one another, and contribute to an unparalleled educational environment.

Block Curriculum

With a block curriculum, students take only one class at a time, focus intently on that content area, and master the content before proceeding to the next block or course. Students attend classes from 8 am to 3 pm daily, which is advantageous because faculty can deliver the classroom (didactic) component of the course content with more direct contact hours between faculty and students. It also encourages faculty to incorporate many different learning techniques, including discussions, activities, and breaks in the content delivery can occur naturally with the flow of instruction, so the important concepts can be reinforced.

Active & Collaborative Learning

In Roseman's Six-Point Mastery Learning Model, professors become more of an educational facilitator than that of a lecturer, incorporating a wide variety of activities that include the opportunity for students to listen, read, hear, think, discuss, reflect upon, and study each area intently during a given class period through discussions, case presentations, simulations, role-playing, debates, group projects, and various other activities that encourage participation, foster student interest, and increase motivation. These accommodate varied learning styles, and reinforce the concepts, knowledge, and application of the materials presented by the professors. The system also incorporates a team environment that mirrors today's healthcare settings. Instead of students competing with their peers to achieve the highest grades, the learning environment encourages and requires cooperation, creating

more competent professionals who can work collaboratively with others.

Competency-based Education

Roseman University's goal is to produce graduates that are competent, and to provide an educational environment that ensures high levels of achievement from all students. Most educational models determine student achievement based on norm-referenced exams, and compare each student's performance to that of his or her peers through a "curved" grading system with a passing grade set at around 70 percent.

By contrast, at Roseman University student competency is determined based on criterion-referenced assessment tools. We believe that all professionals, especially those in health care, should be required to demonstrate competence at a high level, which is why we require all students to achieve a score of 90 percent to "pass" every course.

Assessment Learning

Roseman University assessments are frequent, occurring every two to three weeks. Learning, assessment, feedback, and re-assessment are ongoing and continuous in the curriculum. Thus, students are better able to gauge their learning and detect areas of misunderstanding early so they can correct them prior to moving on to other subject areas.

Early Experiential Learning

Early exposure to clinical experiences is critical in building basic clinical skills. Roseman University enhances and supports learning in the classroom by providing students the opportunity to see, feel, and understand what was presented in the classroom in an actual healthcare setting at the beginning of their programs rather than one to two years after the completion of classroom learning.

Classroom As Teacher

Inclusive classroom design is the final piece of the Six-Point Mastery Learning Model. Classrooms are set up to form a circle, with the professor at the center, rather than a traditional lecture style with the professor at the front on the "stage" and the students in the "audience" observing the lecture or performance. Roseman University's classroom layout assures that every student is in close proximity to the instructor, facilitating learning, and encouraging student participation.

ACCREDITATION AND PROFESSIONAL MEMBERSHIPS

Roseman is licensed to operate in the State of Nevada by the Nevada Commission on Postsecondary Education.

Commission on Postsecondary Education
8778 S. Maryland Pkwy, Suite 115
Las Vegas, NV 89123
Tel: (702) 486-7330
Fax: (702) 486-7340
Website: www.cpe.state.nv.us.

Roseman has met the requirements of Utah Code to be a registered postsecondary school required under 34 C.F.R 600.9 to be legally authorized by the State of Utah.

Roseman is accredited by the Northwest Commission on Colleges and Universities (NWCCU). "Regional accreditation of postsecondary institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and institutional improvement. It recognizes higher education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public." http://www.nwccu.org

"The Northwest Commission on Colleges and Universities (NWCCU) is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. It fulfills its mission by establishing accreditation criteria and evaluation procedures by which institutions are reviewed." http://www.nwccu.org

Regional accreditation applies to the institution as a whole, not units or individual educational programs.

Northwest Commission on Colleges and Universities (NWCCU)
8060 165th Ave. N. E., Suite 100
Redmond, WA 98052
Tel: (425) 558-4224
Fax: (425) 376-0596
Website: www.nwccu.org

College of Pharmacy
The Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE).

Accreditation Council for Pharmacy Education (ACPE)
135 S. LaSalle Street, Suite 4100
Chicago, IL 60603-4810
Tel: (312) 664-3575, 800-533-3606

Fax: (312) 664-4652
Website: http://www.acpe-accredit.org

ACPE accredits Doctor of Pharmacy programs offered by Colleges and Schools in the United States and selected non-U.S. sites.

Questions regarding eligibility for licensure as a pharmacist in Nevada should be directed to:

Executive Secretary
Nevada State Board of Pharmacy
431 W. Plumb Lane
Reno, NV 89509

Questions regarding eligibility for licensure as a pharmacist in Utah should be directed to:

Utah Division of Professional
Licensing
160 E. 300 South
P.O. Box 146741
Salt Lake City, UT 84114-6741

The College of Pharmacy has an institutional membership in the American Association of Colleges of Pharmacy (AACP).

Master of Business Administration
Roseman has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas. The business program in the following degree is accredited by the IACBE: Master of Business Administration.

IACBE
11374 11374 Strang Line Road
Lenexa, KS 66215

College of Nursing
The College of Nursing at the Henderson, Nevada campus has full Approval from the Nevada State Board of Nursing.

For more information on becoming a registered nurse, please contact:

Nevada State Board of Nursing
5011 Meadowood Mall Way
Suite 300
Reno, NV 89502-6547Tel: (888) 590-6726
Fax: (775) 688-7707

4220 S. Maryland Parkway, Bldg. B, Suite 300
Las Vegas, NV 89119-7533
Tel: (888) 590-6726
Fax: (702) 486-5803

The College of Nursing at the South Jordan, Utah campus has full approval status by the Utah Board of Nursing. For more information on becoming a registered nurse, please contact:

Division of Occupational and
Professional Licensing
Utah Board of Nursing
160 East 300 South
Salt Lake City, UT 84111
Tel: (801) 530-6628
Fax: (801) 530-6511

The programs in the College of Nursing at the Henderson, Nevada and South Jordan, Utah campuses are accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road
Suite 850
Atlanta, GA 30326
Tel: (404) 975-5000
Website: http://www.acenursing.org

College of Dental Medicine

The Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA Residency Program at the Henderson, NV campus was granted "Approval without Reporting Requirements" in February 2011 by the Commission on Dental Accreditation (CODA). The next Accreditation Visit will take place in 2018.

The pre-doctoral dental education program at the South Jordan, Utah campus is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "Initial Accreditation." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation may be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: http://www.ada.org/100.aspx.

Decisions concerning eligibility for licensure, by examination or reciprocity, reside with the respective state boards in accordance with their state statutes and administrative rules.

HISTORY

Originally called the Nevada College of Pharmacy, Roseman University of Health Sciences began with the idea from founder Dr. Harry Rosenberg that pharmacy education should and could be better, more effective, and capable of producing highly competent graduates, who would be sought after by employers regardless of the job market. His belief in this idea was so strong that he moved from California to Nevada in August 1999, and with $15,000 (one-third of which was his own), rented a 900 square foot office in the Painter's Union Building on Whitney Mesa Avenue in Henderson to begin the Nevada College of Pharmacy (NCP), which would become one of the most innovative, creative, and cost-effective Colleges of Pharmacy in the nation.

It was a bold move. There hadn't been a new college of pharmacy started in over 50 years that was not part of an existing institution. Many doubted that it would even be possible, and with good reason. There were a lot of obstacles for such a project—financing, obtaining IRS non-profit status, incorporating, finding adequate facilities, gaining accreditation from the American Council on Pharmaceutical Education, obtaining licensure from the Nevada Commission on Postsecondary Education, and much more. To assist in this endeavor, Dr. Rosenberg enlisted the support of the Nevada pharmacy community, contacting leaders in pharmacy organizations such as chain pharmacy managers, hospital pharmacy directors, pharmacists leading home health companies, and the Nevada State Board of Pharmacy. These individuals became the nucleus of the eventual Nevada College of Pharmacy Board of Trustees, and they are still valued members of the Board today. With the help, support, and advice of these caring leaders in the pharmacy community, the Nevada College of Pharmacy began to take shape.

A curriculum was developed (which is still in use today) that emphasizes a student-centered, active learning environment where students participate in experiential education from the very beginning of the program. Rather than semesters or quarters, the curriculum is organized into blocks so students take only one course at a time, and study in class from 8:00 a.m. to 3:00 p.m. Monday through Friday. The single course schedule helps students focus on each individual topic, and also allows them to actively participate in the learning process by incorporating of a variety of hands-on activities in addition to the traditional lecture format. These early pharmacy practice experiences enhance and support the didactic curriculum by allowing students to see, feel, and understand what is

presented in the classroom in a real-life pharmacy setting. After restructuring the curriculum into the block format, Dr. Rosenberg realized it could be accomplished in three years, rather than the traditional four, making the Nevada College of Pharmacy one of the most affordable private colleges of pharmacy in the nation.

The inaugural class of 38 students entered the Nevada College of Pharmacy in January 2001.

Almost immediately, the NCP began a rapid phase of growth when its reputation for quality education started to spread. The second class began in Fall 2001 and was more than double the size of the first (80 students). The College had to hire new faculty and staff, rent additional office space for a temporary library, and find additional classroom space to meet the rapidly growing demand.

Just one year after it began, the NCP rented a 30,000 square foot facility, more than 30 times larger than the original space, to accommodate the rapid growth, and less than three years after it opened, the NCP moved again to a 100,000 square foot facility in Henderson, where it is today.

But the growth did not stop there--in 2004, the Board of Trustees approved changing the name of the institution to the University of Southern Nevada (USN) to reflect the intent to expand degree offerings beyond the Doctor of Pharmacy (PharmD) program. That year a Master of Business Administration (MBA) program was developed, and the first MBA class started in Fall 2005. The MBA program also gave pharmacy students the option of adding an MBA to their Doctor of Pharmacy program, preparing them for future jobs in pharmacy administration, and providing an advantage over other job seekers when they graduate. The MBA program is accredited by International Assembly for Collegiate Business Education (IACBE).

In 2006 the College of Pharmacy extended its PharmD program to a brand new campus in South Jordan, Utah.

The new College of Nursing developed a Bachelor of Science in Nursing (BSN) program, which began at the Nevada campus in April 2006 and at the Utah campus in January 2010. The Nursing Program received its license to offer the BSN program from the Nevada Commission on Postsecondary Education. It has also received Full Approval from the Nevada State Board of Nursing, and is accredited by the Accrediting Commission for Education in Nursing (ACEN).

Roseman applied for accreditation with the Northwest Commission on Colleges and Universities (NWCCU), and became fully accredited in September 2008.

The development of a College of Dental Medicine (CDM) was approved by the Roseman Board of Trustees in August 2007. In September 2007 the CDM's inaugural post-doctoral dental program, a combined Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration (AEODO/MBA) Residency Program, received its license from the Nevada Commission on Postsecondary Education and was recognized by the NWCCU in the Roseman accreditation process, which was happening at the same time the CDM was being developed. In January 2009, the Commission on Dental Accreditation granted initial accreditation to the CDM's AEODO/MBA Residency Program and the following month the CDM enrolled nine Residents in the inaugural Class of 2011. The University began offering a four-year Doctor of Dental Medicine (DMD) degree at the campus in South Jordan in Fall 2011.

Today, Roseman has four colleges (Pharmacy, Nursing, Dental Medicine, and MBA), and more than 1,000 students. As Roseman continues to grow, it remains true to the vision and ideals of Dr. Rosenberg by providing the highest quality education with innovative and effective instruction, and graduating competent professionals in health care and business fields.

Early in 2011, the Board of Trustees approved to change the University's name to Roseman University of Health Sciences, effective July 1, 2011.

MBA Program

In 2004, the University decided to develop a Master of Business Administration (MBA) degree program with an emphasis on developing the management and leadership skills of health care professionals, as well as to meet the management and leadership needs of the industries. The MBA program was designed to enable PharmD students to take a majority of their MBA courses before graduating with their PharmD Degree. The first MBA class matriculated in July 2005 with both PharmD students and general MBA students in attendance. The first class of the MBA program graduated in 2006. Although the program first was available to the students in Henderson, since 2009 the program is also offered at the Utah campus. In 2010, the MBA received a specialized business accreditation through the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas.

College of Nursing

In response to requests from the health care community, including several members from our Board of Trustees who are CEOs of major local hospitals, Roseman University of Health Sciences investigated the feasibility of starting a Nursing program. Based on the statistical data, community need and support, and consistency with the University's overall mission, the Board of Trustees made the decision to start a Bachelor of Science in Nursing (BSN) program. Graduates of the College of Nursing are eligible to take the licensing exam and assume entry-level RN positions, which will help to meet the community, state, and regional needs for registered nurses. The first class was admitted in April 2006, and graduated in October 2007.

Based on the nursing shortage and the population growth in Southern Utah, in 2009, the Board of Trustees approved the BSN program to be offered in South Jordan, Utah. The first class of students in the College of Nursing – South Jordan (CON-SJ) was admitted in January 2010 and graduated its inaugural in July 2011.

In response to recommendations from the Institute of Medicine (IOM), the Tri-Council of Nursing, the National League for Nursing (NLN) and the health care industry to advance the education of the current nursing workforce, the Board of Trustees made the decision to implement a RN to BSN online degree option to the existing BSN program beginning in 2016. The didactic component of the curriculum will be 100% online, using Blackboard as the course management system for asynchronous learning. The addition of an RN to BSN option meets the strategic goal of Roseman University of Health Sciences to add graduate nursing education to its program offering and the needs of the nursing profession.

College of Dental Medicine

Roseman's College of Dental Medicine was proposed in 2007 and launched in 2008, offering its initial program, postdoctoral training in Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration Residency Program.

This program is committed to providing an outstanding education to a group of highly qualified dentists. Additionally, this program offers high quality, affordable care to the citizens of Southern Nevada and the surrounding region in a state-of-the-art clinical facility.

In October 2009, Roseman University of Health Sciences announced expansion of the College of Dental Medicine to include a Doctor of Dental Medicine (DMD) program at its South Jordan, Utah campus, located in the River Park Corporate Center. The program is the first pre-doctoral dental program in Utah, offering residents interested in pursuing a dental career an opportunity to do so in their home state. It also provides educational opportunities for people in the Intermountain West region. The College's dental clinics offer high-quality, affordable oral health services to the surrounding population. Roseman enrolled its first class of 64 students in the Fall of 2011.

STUDENT LIFE & SERVICES

FACULTY

Roseman faculty members are highly qualified and experienced individuals representing diverse backgrounds. Several of our faculty members are recognized nationally. All faculty members hold professional and/or doctoral degrees in their chosen profession. Most hold professional licenses as well. A list of our faculty, their degrees, and institutions granting those degrees is included in this catalog (Please refer to the Table of Contents). Additional information on specific faculty members is posted on our Web site at www.roseman.edu.

STUDENTS

The University has a diverse student body. The term student includes residents, interns and all those enrolled at Roseman, except if specifically excluded. Many different ethnic groups and national origins are represented.

Our students are active in several organizations/clubs and exhibit the true spirit of volunteerism. Although several organizations/clubs are approved to operate at Roseman campuses, the views, opinions, statements, and/or philosophies of any organization are solely that of the organization and do not necessarily represent those of the students, employees, administration, and Board of Trustees of Roseman. Roseman students achieve upper level college standing prior to acceptance. We do not accept high school students into any of our programs.

CAMPUS LOCATIONS

Henderson, Nevada Campus

Main Campus
11 Sunset Way
Henderson, Nevada 89014
Tel: (702) 990-4433
Fax: (702) 990-4435
Hours of Operation: 8:00 a.m. - 5:00 p.m.

College of Dental Medicine

Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA Residency Program
4 Sunset Way, Building C
Henderson, Nevada 89014
Tel: (702) 968-5222
Fax: (702) 968-5277
Hours of Operation: 8:00 a.m. – 5:00 p.m.

MBA Program/College of Nursing - Accelerated Bachelor of Science in Nursing Program
4 Sunset Way, Building E
Henderson, Nevada 89014
Tel: (702) 968-1661
Fax: (702) 990-4435
Hours of Operation: 8:00 a.m. - 5:00 p.m.

Technology Services
4 Sunset Way, Building A, Suite 6
Henderson, Nevada 89014
Tel: (702) 990-4433
Fax: (702) 990-4435
Hours of Operation: 8:00 a.m. - 5:00 p.m.

Faculty Research Laboratories
14B Sunset Way
Henderson, Nevada 89014
Tel: (702) 968-5574
Hours of Operation: 8:00 a.m. - 5:00 p.m.

Summerlin (Las Vegas), Nevada Campus

10530 Discovery Drive*
Las Vegas, Nevada 89135
Tel: (702) 802-2841
Hours of Operation: 8:00 a.m. - 5:00 p.m.

One Breakthrough Way*
Las Vegas, Nevada 89135
Tel: (702) 802-2899
Hours of Operation: 8:00 a.m. - 5:00 p.m.

*These are administrative buildings.

South Jordan, Utah Campus

Main Campus
10920 South River Front Parkway
South Jordan, Utah 84095
Tel: (801) 302-2600
Fax: (801) 302-0768
Hours of Operation: 8:00 a.m. - 5:00 p.m.

College of Dental Medicine
Doctor of Dental Medicine Program
10894 South Riverfront Parkway

South Jordan, Utah 84095
Tel: (801) 878-1212
Hours of Operation: 8:00 a.m. - 5:00 p.m.

PHYSICAL FACILITIES

Roseman currently has campuses located in Henderson and Summerlin (Las Vegas), Nevada and South Jordan, Utah.

The Henderson campus is located at 11 Sunset Way in Henderson, Nevada and houses the College of Pharmacy and College of Nursing. The College of Dental Medicine's Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration Residency Program is located at 4 Sunset Way, Building C and the MBA Program is located at 4 Sunset Way, Building E in Henderson, Nevada. These locations are approximately a quarter mile from the main campus.

The Summerlin campus houses the College of Medicine, currently in the development stage, as well as its research programs.

The South Jordan campus is located at 10920 South River Front Parkway, South Jordan, Utah and houses the College of Pharmacy, College of Nursing and MBA Program. The College of Dental Medicine's Doctor of Dental Medicine Program is located at an adjacent building, 10894 South River Front Parkway, South Jordan, Utah. Campus facilities allow for the eventual expansion into other programs.

All Colleges and Program facilities are equipped with the latest technology in learning surroundings that are attractive, comfortable and efficient.

Roseman offices are open Monday through Friday from 8:00 a.m. to 5:00 p.m. except during holidays and other University closings as declared by the Office of the President (or designee).

RECREATIONAL FACILITIES

Recreational activities include some table games and other recreational games. There are a variety of recreational facilities sponsored by local government and private organizations, as well as multiple public tennis courts and golf courses within a short drive from campus.

STUDENT ORGANIZATIONS/CLUBS

Although student organizations have been or may be approved to operate on any Roseman University of Health Sciences campus, the views, opinions, statements and/or

philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, Administration and the Board of Trustees of Roseman. For a full list of approved Student Organizations, visit
http://www.roseman.edu/students/student-services-resources/student-organizations/.

STUDENT HOUSING

The University does not provide housing accommodations for its students. Incoming students may wish to review local newspapers or various published apartment guides readily available in local grocery, gas and convenience stores, or online.

All students on clinical rotations are responsible for making their own housing arrangements. While some clinical sites may offer temporary housing during a rotation, it is the student's responsibility to contact the site to identify, arrange, and, when necessary, pay for any potential accommodations. The student has the ultimate and final responsibility to arrange housing during a rotation or required educational session. While the University may share housing or apartment information with students, the University assumes no responsibility for the accuracy of information provided by property owners or other third parties, and each student should independently verify the condition of any property, its amenities, security arrangements, etc. Under no circumstances shall the University have any responsibility or be liable for damage, losses, injuries or liabilities of any nature relating to any housing provided by third parties.

CAMPUS SAFETY

Roseman Security Services

Roseman is dedicated to creating a safe and secure academic environment for students. The University has security guards who patrol the campuses. There is also a roving security guard who patrols the campuses throughout the evening and night. When University-sanctioned events occur during the weekends, a security guard is present for the duration of the activity. When an actual or suspected crime occurs on campus property, including the University parking lots, students should report the incident to the Facilities Management unit or, if after hours, to the security guard on duty. If a situation develops in which the student fears for his/her safety, he/she should immediately call 911. Students are encouraged to walk in groups when leaving campus after dark. Concerns regarding campus security should be directed to University Facility Management unit administration.

Roseman University Emergency Alert System

Students are encouraged to provide email and phone information to activate their accounts with the Roseman University Emergency Alert System. For more information or to register, please visit
http://www.roseman.edu/learn-about-us/safety/emergency-information/.

Access Badges

In effort to provide increased security for our students, faculty and staff, access to the University's facilities will be limited to entrance by secure, encrypted, access identification cards that must be visibly worn on all campus property at all times. For additional information on the Access Badge Policy, visit
http://www.roseman.edu/students/registrar/university-policies/.

Student Guest Policy

The University requires that a student's guest(s) (i.e., individuals who are NOT current students or employees of the University) must be accompanied by the student at all times. Students and their guests must abide by University rules and policies. When students and their guest(s) are in the Library, they must comply with Library policies.

Student guests who are on the premises during normal business hours must sign-in with the receptionist and wear a visitor guest badge. A student's guest(s) present during normal business hours is allowed to 1) receive a tour from a Roseman student or employee, 2) be in the Student Commons, the University Library, or public restroom, 3) meet with a Roseman employee in a conference room or office if the employee allows the guest to be present.

A student guest in the facility outside of normal business hours is only allowed access to the Student Commons, the University Library, public restroom, or to meet with a Roseman employee if the employee allows the guest to be present. A student guest present in the building outside of normal business hours is not required to obtain a visitor guest badge, except when using the Library. However, Campus Security has the right ask anyone without a Roseman University identification badge to provide appropriate identification. If an individual does not provide appropriate identification, Campus Security will ask the individual to leave Roseman property.

When a University, College/Program or University-recognized organization invites a student's guest(s) to

attend an event/function, the guest must comply with the terms of the invitation.

Students are responsible for the conduct of their guests and that their guests don't disturb other students or employees. The student is financially responsible for any damages caused by her/his guest(s). Students and/or guests that fail to comply with university rules and policies will be asked to leave the premises.

Student Parking

All Roseman students receive a parking decal during their new student orientation. Proper display of the parking decal is required for vehicles parking on Roseman properties. All unreserved parking spaces are available on a first-come, first-serve basis.

In addition to the main and north parking lots at the Henderson, Nevada campus at 11 Sunset Way, an additional 105 marked and uncovered parking spots are available for use in the lot of the University's campus extension buildings at 4 Sunset Way, located at the northwest corner of TV 5 Drive.

Students are encouraged to obey all posted speed limits in and around the Roseman campus properties.

Disclaimer

Roseman is not responsible for loss or damage to personal property. All personal property brought to the Roseman University of Health Sciences is brought at the owner's risk. Roseman assumes no liability of any kind for all personal property.

Inclement Weather / Emergency Closure Procedure

In the event of inclement weather or any other reason requiring the temporary closure of the University at the Henderson, Nevada and/or South Jordan, Utah campuses, the respective Chancellor will notify students and employees via the Roseman Emergency Alert system, which utilizes phone, text and email, through social media, and through radio and television news outlets when appropriate.

PROBLEMS WITH GAMBLING

Problem gambling is any gambling behavior, which causes disruptions in any major area of life: psychological, physical, social or educational. The University strongly encourages students who feel they may have or are experiencing problems with gambling to seek help. Resources include seeking the help of an appropriate mental health professional, local support groups such as Gamblers Anony-

mous, or calling 1-800-522-4700 to identify other resources for assistance with this problem.

UNIVERSITY LIBRARY

The University Library is a vital component of Roseman University of Health Sciences that provides information resources to support the institution's overall mission in an environment conducive to study, work, research and learning. All who share this space are expected to uphold standards of professional conduct and abide by the policies posted in the Library and on the University Policies webpage at:

http://www.roseman.edu/students/registrar/university-policies/.

Students, faculty and staff may receive assistance during scheduled hours. Other library users fall under the "Library Non-Affiliated Guest Access Policy."

Library Facilities

On each campus the Library provides access to library staff and collections, as well as seating for individual or group study. Wireless Internet access is available for use with laptops, and desktop computers are networked to student use copier/printers. Where study rooms are provided, they are to be used in accordance with posted guidelines. The "Library Use Policy" defines expectations for appropriate use of the facility and consequences for failure to comply. Please note that only certain designated foods are permitted in the Library and beverages must be in approved containers.

Library Resources

The Library provides 24/7 access to a variety of online research resources in support of the various programs at http://www.roseman.edu/library/. Library books, media, journals, and newspapers may be located by searching the Library Catalog, Discovery tool, and Journals & E-books List. Links to subject-based resources, tutorials, recommended websites, and other useful information can be found in the Online Guides. The University identification card is used for checking out materials. See the "Library Circulation Policy" for details about checkout periods, renewals, holds, overdue notices, and fees. Outstanding items or fines may result in a block on graduation and/or a withholding of transcripts.

Library Services

Library staff members are available to assist students in person and via phone, email, chat, or online reference (Ask the Library) during all hours of operation. Librarians provide instruction and support for the location, evalua-

tion, and effective use of needed information through classroom teaching, special sessions outside of class time, online tutorials, and one-on-one consultations.

For materials not available through the Library, requests may be made for an interlibrary loan (ILL) through the Library website's request form or the National Library of Medicine's Loansome Doc service. Fulfillment of requests may take anywhere from a few days for articles to a few weeks for books, so please plan ahead. Requests are processed from 8:00 a.m. to 5:00 p.m., Monday through Friday. Minimal charges may apply. See the "Library ILL Policy" for details.

TECHNOLOGY SERVICES

Roseman and Dell – 1:1 Program For New Students

Roseman understands that computers are a critical component to a student's successful academic experience and that the investment a student makes in developing strong technology skills will have a direct impact on his/her professional future. To support a student's quest for excellence as a student and a graduate, Roseman has introduced the 1:1 (pronounced one to one) Student Computing Initiative, designed to help one affordably acquire, maintain and use a laptop computer throughout his/her academic career. 1:1 means a new Dell laptop computer package will be provided to a student upon matriculation. These packages include an extended service warranty, onsite support, just-in-time repair, and discounted software bundles a student will need for his/her classes. The computer will be procured by Roseman, with ownership being transferred to each student once all appropriate fees are received. For details and policies of the Roseman and Dell - 1:1 Program for New Students, including important disclaimers and refund policies, visit the University website at
http://www.roseman.edu/students/registrar/university-policies/.

It is a privilege to offer the students this beneficial technology service. If you have any questions regarding the 1:1 Student Computing Initiative, please contact Technology Services.

In addition to the required Dell laptop, the College of Dental Medicine (South Jordan Campus) and the College of Pharmacy require the purchase of an iPad and is distributed at the same time as the laptop during orientation. Each student iPad comes with a three year AppleCare warranty. Dual MBA/PharmD students will receive their equipment during the MBA orientation.

The specific terms and conditions of the AppleCare warranty are located on Apple's website at:
https://www.apple.com/legal/sales-support/applecare/appforipadnaen.html

Help Desk Contact Information

For technical support, information on available services, audio-visual, and/or technical assistance in the classroom, or training requests, contact the Help Desk in one of the following ways:

Email: Henderson, NV campuses
nvhelpdesk@roseman.edu
Phone – (702) 968-2030

Email: Summerlin (Las Vegas), NV campus
nvhelpdesk@roseman.edu
Phone – (702) 802-2834

Email: South Jordan, UT campus
uthelpdesk@roseman.edu
Phone - (801) 878-1010

http://www.roseman.edu/students/technology-services/

Depending on the nature of the request, a technician will then be dispatched to assist the student in the appropriate manner either by phone, remote assistance, email, or in person. Classroom assistance, or any other type of multimedia request, must be scheduled with the Help Desk at least three business days in advance.

Technical support is provided for University owned/issued hardware and software only. Personally owned technologies e.g. peripherals, mobile devices, and/or software, are not supported.

Equipment Check Out

In the event a laptop fails and must be sent off campus for repair, the following pieces of equipment are available for loan from the Help Desk:
- Laptop computer
- AC Power Adapter

Equipment is loaned for a limited time, based on availability.

CAREER SERVICES

Roseman University's faculty and administration are committed to helping you explore your career options. The faculty and administration in your academic program are available to answer your questions regarding career opportunities and career development in your field. Since

career pathways are unique for students in each health profession and for students earning the MBA degree, students should contact a faculty member(s) in their academic program and/or their Dean/Program Director for career guidance.

The University does not guarantee employment.

DISABILITY SERVICES

Roseman University of Health Sciences complies with Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Roseman University of Health Sciences and its Registrar/Student Services Office will not discriminate and/or retaliate against any person because of his or her disability. Discrimination of and/or retaliation against persons with qualified disabilities is a violation of the Americans with Disabilities Act and the Rehabilitation Act of 1973 and will not be tolerated. Effective action, including disciplinary action where appropriate, will be taken should proven violations of either of these Acts occur.

Should a faculty member, staff, or administrator be made aware of a student requesting academic accommodations due to a disability, that faculty member or administrator should immediately refer the student to the Registrar/Student Services Office so that the student may be informed of policies and processes necessary to grant accommodations.

Students requiring accommodations must first contact the Registrar/Student Services Office. In order to provide accommodations in a timely manner, the student should notify the Registrar/Student Services Office as soon as possible, preferably before the start of the academic year so that any necessary documentation may be submitted.

Documentation requirements for disabilities will be determined on a case-by-case basis.

All students, including students with disabilities, will be provided with the opportunity to participate in assessment, reassessment, and remediation reviews with the class.

Any recommendation by an appropriate licensed professional for specific accommodations may include accommodations for the classroom setting and if the program requirements include experiential education in a clinical setting, recommended accommodations for the clinical setting as well.
The professional rendering the diagnosis must be qualified to do so. All documentation must be signed and submitted on official letterhead and include date, name, title, and credentials of the licensed professional.

The Registrar/Student Services Office determines eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted.

The following guidelines are provided in the interest of assuring that documentation will adequately verify eligibility and support requests for accommodations, academic adjustments, and/or auxiliary aids and services. Once appropriate documentation has been received, the Registrar/Student Services Office will facilitate an interactive process to determine appropriate accommodations for the classroom and clinical settings (if applicable).

In providing an academic adjustment, the University does not have to eliminate or lower essential requirements, make modifications that would result in a fundamental alteration of programs or activities or impose an undue burden on the institution.

Documentation-Learning Disability (LD)

- Diagnostic Interview, with relevant history performed by a licensed psychologist, learning specialist or clinical psychologist.
- Testing must be performed within the past year.
- Assessment
  - Cognitive ability/aptitude
  - Academic achievement (reading, oral and written language, math)
  - Information processing
- Specific Diagnosis must be included
- Actual test scores from standardized instruments may be provided
- Rationale for each recommended accommodation may be included.
- Interpretive summary should be provided and may include:
  - Indicate that evaluator ruled out alternative explanations.
  - Indicate how patterns in test results are used to determine the presence of a LD.
  - Indicate how the LD limits learning and/or affects test performance.
  - Offer rationale as to:
    - Why specific accommodations are needed.
    - How the effects of the specific disability are mediated by the accommodations.

Documentation-Psychological Disability

- Documentation may include a medical or clinical diagnosis of a psychological disability based on the most recent DSM criteria and a rationale for the diagnosis.
- The evaluation must be performed by an appropriate professional: a psychiatrist, or a clinical psychologist. The evaluator's name, title and professional credentials and affiliation should be provided.
- Documentation necessary to substantiate a psychological disability may include the following:
  - Information regarding the severity of the disability and the specific academic functions affected by the disability and/or medication (e.g., ability to concentrate, ability to attend class regularly, ability to interact in small/large groups):
  - Recommendations for academic accommodations based upon specific features/symptoms of the disability.
- Documentation may reflect the current (within the past year) array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

Documentation-ADD/ADHD

- Documentation may include a medical or clinical diagnosis of ADD/ADHD based on the most recent DSM criteria.
- The evaluation must be performed by an appropriate professional, a medical doctor or a clinical psychologist, who is knowledgeable regarding ADD/ADHD.
- The documentation may include the following:
  - Quantitative and qualitative information that supports the diagnosis;
  - Summary and interpretation of assessment instruments (formal assessment instruments and/or clinical interview);
  - Information regarding the specific academic functions affected by the disability and the severity of the limitations (e.g., ability to sustain attention, distraction index);
  - Recommendations for academic accommodations based on specific features/symptoms of the disability;
a. Documentation must reflect the current (within the past year) array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

REGISTRAR

STUDENT FILES

The Buckley Amendment, also known as the Family Educational Rights and Privacy Act of 1974 (FERPA), establishes that a postsecondary student has the right to inspect and review his/her academic records and generally prohibits outside parties from obtaining the information contained in these records without the student's written consent. However, a student may waive the right to review certain confidential information, for example, letters of recommendation placed in the student's file.

The paragraphs below outline the processes used by Roseman University of Health Sciences to fulfill the law's requirements. Roseman University of Health Sciences maintains the following types of student records.

Admission Files

Each program maintains its students' files. The Assistant Dean for Admissions and Student Affairs for the College of Pharmacy, Dean for College of Nursing, Program Director for the MBA program and Dean for the College of Dental Medicine are responsible for maintaining student files that contain data necessary to process a student's application in each respective program. These data may include, but are not limited to, transcripts from academic institutions, standardized test scores, interview scores, as well as any additional documentation required in the application. The Assistant Dean for Admissions and Student Affairs for the College of Pharmacy, Dean for College of Nursing, Program Director for the MBA program and Dean for the College of Dental Medicine, members of the Admissions Committee, the faculty, the administration, current students assisting with the admissions process, and appropriate admissions staff of the College of Pharmacy or MBA Program, as well as other appropriate University administrators, have access to these files for the purpose of evaluating candidates for admission. After a candidate is admitted and successfully enrolled in the University, the files of students admitted and enrolled in the program will be maintained by the Registrar/Student Services Office.

Student Files after Enrollment

The individual programs and the Registrar/Student Services Office are responsible for maintaining and updating student files that include, but are not limited to, official Roseman University of Health Sciences transcripts, letters or other written documentation submitted by faculty and administration, and written documentation submitted by the student. Faculty, administration, and appropriate

University staff have access to these files for official University, College or Program business.

If any records or documentation in a specific student's file refer to other students, the University will provide an edited copy of the document. The University will only provide the specific information relating directly to the student seeking access to the contents of the file. No student will have access to:

Financial records of parents or any information contained therein; any confidential information to which the student has properly waived the right to access.

A student who desires to have any material in the files altered or expunged on the grounds that such material is inaccurate or misleading, or that is being maintained in violation of his/her right of privacy or other rights, may request a hearing before a special committee. The committee will be composed of representatives of students, faculty, and administrators appointed by the University administration. The student will be given a full and fair opportunity to present evidence relevant to the issues presented during the hearing. The committee's decision will be made in writing within a reasonable period of time after the conclusion of the meeting. The committee's decisions may be appealed to the University administration and, if necessary, by means of a complaint filed with the United States Department of Education.

A student may insert into his/her files a personal written explanation concerning any content the student believes is inaccurate, misleading, or inappropriate.

Reviewing the File

Students and former students may review their files upon submission of a written request to their specific program. For the College of Pharmacy, contact the Associate Dean for Academic Affairs. For the MBA Program, contact the MBA Program Director. For the College of Nursing, contact the Dean. For the College of Dental Medicine, contact the Dean. The student will need to specify, in writing, the records he/she wishes to examine. The University will review and collect the desired material and provide it to the student no less than 45 calendar days after the student has appropriately completed and filed a written request. The University may provide, at the student's request, copies of the contents of the file. The University may charge a reasonable fee to provide this service. The privacy of student files is and will continue to be maintained.

The University will not release any contents of a student's file to outsiders unless prior written consent has been ob-

tained from the student or as permitted by the Family Educational Rights and Privacy Act of 1974 (FERPA). Outside parties exempt by this Act generally consist of certain federal and state officials, accrediting organizations, and educational agencies that need the information for valid educational purposes. The University is also authorized to release information contained in a student's file in any emergency situation involving the need to protect the health or safety of the student or other persons. A student (or applicant for admission) is permitted to waive access to confidential recommendations written on his/her behalf regarding: 1) admission to any educational agency or institution; 2) an application for employment; or 3) the receipt of an honor or recognition.

A student who consents to release any part of his/her file to outside parties must do so in writing, personally signed and dated. This written consent must specify the records to be released, the reasons for their release, and the names of the parties to whom records will be released. A student whose consent is required may request a personal copy of the specific records in question. Appropriate copying fees will apply.

The University will maintain a record identifying all outside parties who have requested or obtained access to a student's educational records and the specific interest they had in obtaining such access. This record will be available only to the student and to the University officials who are responsible for maintaining the appropriate files.

All such records are made available to students with the following limitations:
1. Recommendations submitted to the University by third parties under conditions of confidence, i.e., letters of recommendation will be shown only upon receipt of a signed release by the third party;
2. Student records requiring the interpretation of a professional, i.e., medical, psychiatric, psychological testing, etc., must be reviewed in consultation with the appropriate professional;
3. Generally, the University must have written permission from the student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
- University or College employees who have a need-to-know;
- Other schools to which the student is transferring;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;

- Organizations doing certain approved studies for the University, its Colleges or Programs;
- Accrediting organizations;
- Individuals who have court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies; and,
- State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974; and three items of information from student records are considered "public" information:
     a. The facts of attendance,
     b. The date of attendance, and,
     c. The fact and date of graduation.

With the exception of the above, no other student record information is divulged or released to persons or agencies outside the University without the expressed written consent or authorization of the student.

Under certain circumstances, the program may request written permission from the student to provide demographic data such as names, addresses, etc., to persons or agencies outside the University conducting research or other scholarly activities.

Records of students and graduates are maintained in accordance with University rules. The original application and supporting documents are maintained in the student's file by the Registrar's Office. Similarly, the respective college or program maintains an academic record for each student, including information related to academic and clinical performance in all phases of the student's coursework. Student's performance is documented on the appropriate record as soon as computed. This file is maintained for administration, faculty, and student use.

Transcripts of Roseman work completed are maintained and may be requested from the Registrar's Office. Contact the respective Dean or Program Director for further assistance.

TRANSCRIPTS

A Roseman University transcript may show any of the following grade notations for all of its academic programs: 'P' for Pass, 'NP' for No Pass, 'I' for Incomplete, or 'W' for Withdrawal. Effective for the 2015-2016 academic year, transcripts for the College of Pharmacy may also show the 'H' (Honors) designation.

Effective for students matriculating on or after February 6, 2017, transcripts for the College of Nursing may also show the 'H' (Honors) designation.

The College of Nursing has assigned 4.0 quality grading points to a grade of H or P and a 0.0 to a grade of NP for purposes of calculating a GPA. The student's GPA will be reported on the transcript.

A student may receive a copy of his/her transcript upon request. Unofficial transcripts are free. The transcript fee is $5.00 for an official transcript at the time of this printing. The student must submit a written request to the Registrar's Office to receive or for the University to send an official or unofficial transcript. An unofficial transcript may be faxed in an emergency situation. If requested, the faxed transcript will be followed by a mailed official transcript. No transcripts will be emailed nor expedited. Transcripts will not be provided for students who are delinquent in their financial obligations to the University or any federal or state agency. Copies of transcripts on file from other institutions attended will not be provided to the student nor a third party. Name changes will not be honored, therefore the legal name at the time of graduation will always be listed on the transcript.

Students on promissory notes may request and have official or unofficial transcripts processed provided they are currently in good standing on their financial obligations to the University. During this approved period, transcripts will only be sent directly to requesting agencies or another educational institution from the university and will not be issued directly to the student. Thus, once all financial obligations have been met according to the guidelines of the promissory note, multiple transcripts can be issued to students.

Failure to pay when due all University bills shall release the University of any obligation to continue to provide the applicable educational benefits and services, including, but not limited to transcript of records, diplomas, registration or written statements of dismissal and/or confirmation of graduation.

All requests for confirmation of graduation or dismissal or withdrawal must be submitted in writing and be signed by the student to permit release of information. Verbal statements and/or confirmations will not be given.

DIPLOMAS

Diplomas are not distributed during the commencement ceremony, but rather mailed or picked up 3-4 weeks later once all graduation requirements have been met and confirmed. Diplomas will be mailed to the student address on file in the Registrar's Office. Diplomas will not be released for those students who are delinquent on their financial obligations to the University.

DUPLICATE DIPLOMAS/CERTIFICATES

Roseman University of Health Sciences issues only one diploma and/or certificate to each student. Graduates can request that the Registrar/Student Services Office reissue a diploma and/or certificate (e.g., name change). If a graduate requests a name change, required documentation must be provided to the Registrar/Student Services Office. The re-issued diploma/certificate will be printed exactly as the original except the current officers' signatures will appear. Students must complete the "Duplicate Diploma / Certificate Order Form" located on the website. If the original diploma and/or certificate is not surrendered to the University, the diploma and/or certificate will be marked "Duplicate Diploma/Certificate.

VETERAN'S ADMINISTRATION

Roseman University of Health Sciences is approved to offer educational opportunities to veterans and their families. Students who are formally admitted to a program at Roseman may use their GI Bill® benefits. If you have been approved for VA benefits and been formally accepted to a Roseman program students may contact the Student Services Office at the respective campus:

Henderson office: (702) 968-2029 or
South Jordan office: (801) 878-1040

One of our staff will discuss the next steps and assist you with determining how your benefits will apply towards your tuition and fees at Roseman. If you have not applied or don't know if you are eligible for VA benefits, please reference the GI Bill® website or call 1-888-442-4551.

Roseman currently does not participate in the Yellow Ribbon program.

Policy for Evaluation of Prior Education

If a student is a veteran or other person eligible to receive VA educational benefits payments, the University will maintain a written record of previous education and training of the veteran or eligible person. Official copies of ALL academic transcripts reflecting previously earned college credit, military coursework and post-secondary training must be submitted to the student's academic program for review and verification. The decision to grant or deny credit for previous coursework rests entirely with the student's academic program.

VA Probation Policy

The policy for students receiving educational benefits through the Veteran's Administration who are found in violation of the University's policies is as follows:

- Probation is defined as a period of time during which the student's progress will be closely monitored by an administrator from the student's academic program.
- The period of probation will be a maximum of eleven (11) consecutive terms.

A student who is placed on probation for more than eleven (11) consecutive terms will be ineligible for certification of her/his VA educational benefits.

F1 VISA STUDENTS RE-ATTENDING BLOCKS AT ROSEMAN

To refresh his/her knowledge in a block and increase the success in subsequent blocks, a F1 visa student who is required to withdraw and has been approved for re-admittance must re-attend that passed block with prior written approval from the Dean/Program Director. The student must notify the unit Dean/Program Director and the Primary Designated School Official (PDSO)/Registrar that he/she wishes to re-attend no later than the first day of the block. The student who attends the didactic component of a block will not be required to pay tuition or fees and may not take assessments. The student will not receive additional credit or a grade and must attend all passed Blocks. A notation will not be noted on the transcript.

For Nursing students who re-attend and elect to participate again in the Nursing skills laboratory component of a block, if applicable will be required to pay a lab fee of $50.00. The lab fee will be collected at registration. Clinical rotations cannot be re-attended. All non-nursing students please refer to your program for lab fees.

UNIVERSITY POLICIES

NON-DISCRIMINATION POLICY

Roseman is an equal opportunity educational institution in all of its activities. Roseman, in compliance with Titles VI and VII of the Civil Rights Act of l964, Title IX of the Education Amendments of 1972, Sections 503 and 403 of the Rehabilitation Act of 1973, and Sections 102 and 302 of the Americans With Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, religion, handicap or sexual orientation, or gender identity or expression in any of its policies, procedures, or practices. In compliance with the Age Discrimination in Employment Act of 1967, and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, Roseman does not discriminate on the basis of age, ethnic origin, marital status, sexual orientation, gender identity or expression, because an individual is a disabled veteran or veteran of the Vietnam Era, or because of a medical condition in any of its policies, procedures, or practices as required by

law. Within the limits of the law, Roseman does not discriminate on the basis of citizenship. This non-discrimination policy covers admission, access, and service in the University programs and activities, and application for and treatment in University employment.

POLICY ON HIV/AIDS

Roseman recognizes the serious nature of the public health problems of Acquired Immune Deficiency Syndrome (AIDS) and the threat it poses to the campus community. The University views AIDS as it does any other chronic illness and therefore does not approve of, and will take action against, cases of discrimination or harassment based on a person's actual or suspected Human Immunodeficiency Virus (HIV) status. The full HIV/AIDS policy is available on the University website, http://www.roseman.edu/students/registrar/university-policies/. A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu.

STUDENT RIGHT TO KNOW

In accordance with the Student Right to Know Act and the Campus Security Act ("Clery Act"), Roseman University of Health Sciences provides information on:

- Graduation and transfer out rates
- Financial aid available to students and restrictions imposed on Title IV aid
- Crime statistics on campus

Data on graduation and transfer out rates is available in the Office of Institutional Research and Assessment (702-968-1647) and is posted on the University website (http://www.roseman.edu/students/registrar/student-right-know/).

Information on financial assistance may be obtained from the Office of Financial Aid (702-968-1635) file://localhost/(http/::www.roseman.edu:students:financial-aid:).

The Roseman University of Health Sciences' Safety and Security on Campus report includes information about Campus Security and University policies, Crime Prevention and Safety Tips, and Crime Statistics. A copy of this report may be obtained by contacting the Office of Facilities Management (702-968-2023). This report is also available on the University website (http://www.roseman.edu/learn-about-us/safety/).

The public is also encouraged to gain access to certain sex offender information.

Henderson, NV – http://nvsexoffenders.gov

South Jordan, UT – http://www.communitynotification.com/cap_office_disclaimer.php?office=54438

Other institutional information pertaining to the cost of attendance, accreditation and academic program data, and withdrawal and refund policies is available elsewhere in this Catalog. Please consult the table of contents as needed.

DIRECTORY INFORMATION (FERPA) POLICY

In accordance with the Roseman University of Health Sciences policy and the U.S. Family Education Rights and Privacy Act of 1974 (FERPA), Roseman vigorously protects the privacy of student education records. Roseman does not release private records of individual students, such as grades and class schedules, without prior written consent of the student except if required by law. FERPA does designate certain information related to students as "directory information" and gives Roseman the right to disclose such information to anyone inquiring, without a student's permission, unless the student specifically requests in writing that all such information not be made public without his or her written consent. Roseman defines "directory information" as the following: name, current address, telephone number, student e-mail address, dates of attendance, class, full or part-time enrollment status, major field of study, honors and awards, and biographies and photographs. No other student information is released to non-University personnel without the student's written permission, unless required by law.

As permitted under federal law, the sole exception to the above practice is the release of directory information considered to be public in nature and not generally deemed to be an invasion of privacy. Roseman uses directory information for educational purposes, such as to mail notices to students about changes in policies, services or opportunities. Directory information may also be provided to the alumni association, foundations, or other individuals for purposes that may be beneficial to students. Roseman exercises discretion in responding to requests for directory information and may or may not provide such information when requested, depending on the intended purpose of the request as provided by the requestor. Students have the right to request that Roseman not release directory information about them. Students are advised to consider carefully the consequences of any decision made regarding the withholding of any category of directory information, as any future requests for such information from non-institutional persons or organizations will be refused. Some of the effects of this decision to request confidential status include, but are not limited

to, friends or relatives trying to reach a student will not be able to do so through Roseman; information on a student's enrollment status will be suppressed, so if a loan company, prospective employer, family members, etc. inquire about a student they will be informed that the University does not have information that it can release related to the student. Roseman will honor the student's request to withhold all categories of information designated by Roseman as directory information but will not assume responsibility for contacting the student for subsequent permission to release them.

If students wish to withhold the disclosure of all the items of directory information, they are required to complete the "Authorization to Release Student Education Record Information" form on the last page of this student catalog and submit it to the appropriate Dean's or Program Director's Office. This form must be received by the appropriate office within the first two weeks of class. If this form is not received by that date, all directory information will be disclosed for the remainder of the academic year. The form will be kept on file in the Registrar's Office.

Legitimate Educational Interest

Legitimate educational interest shall mean any authorized interest, or activity undertaken in the name of the University for which access to an education record is necessary or appropriate to the proper performance of the undertaking. It shall include, without limitation, access by a Student, Instructor, Unit Head, Dean, Chancellor, the President, a Trustee, the custodian of the University records, the Alumni Director, Legal Counsel, the Financial Aid Administrator, administrators charged with maintaining Education Records, the staff and subordinates of the foregoing, and others authorized by the President, to the extent of the foregoing persons are acting within the course and scope of their employment and authority.

PROFESSIONAL STANDARDS/CONDUCT

Freedom of inquiry and expression are essential to a learning environment. Students are encouraged to develop a capacity for critical judgment and engage in an independent search for truth. The responsibility for securing an environment conducive to freedom of inquiry and learning is shared by students, faculty, and administration. As a part of that shared responsibility, the University has adopted Standards of Professional Conduct.

Students must carry themselves with honor and integrity at all times. This includes accountability to oneself and to relationships with fellow students, colleagues, faculty, clients, and patients who come into the student's realm. This includes knowingly posting, publishing or circulating derogatory information concerning any member of the

student body, University faculty, staff, or preceptor that materially or substantially disrupts classes or other University activities or is, in the discretion of the University, considered vulgar or indecent, or otherwise not conducive to learning.

Upon accepting admission to the University, each student subscribes to and pledges complete observance to the professional standards/conduct as outlined in each college's Student Handbook. A violation of these standards is an abuse of the trust placed in every student and could lead to probation, suspension or dismissal.

When a student does bit accept responsibility for an allegation of academic or professional misconduct, the University Student Professionalism Board (USPB) will meet to evaluate the allegation(s). The USPB will make a determination of the findings of fact. The USPB will not recommend or impose sanctions. The USPB procedure is outlined on the University website, http://www.roseman.edu/students/registrar/university-policies/. A written copy of this policy can also be obtained by emailing studentsvs@roseman.edu.

NOTICE OF REQUIREMENTS TO CHECK STUDENT EMAIL ON A DAILY BASIS

Roseman uses e-mail as a primary method of communication with students/residents. All students/residents are expected to read their Roseman email messages on a daily basis. University and College administration, faculty and staff rely on e-mail to share information with students/residents about policies, procedures, deadlines, class materials, activities and other information. Students/residents must check their student e-mail at least once a day to make sure that they are aware of current notices and information. If a student/resident experiences a problem accessing his/her e-mail account (i.e., inability to access the account for longer than one (1) business day, i.e. 24 hours), he/she must contact the University Technology Services Help Desk to resolve the situation.

Students/residents who are not accessing their Roseman e-mail or who do not read notices via e-mail in a timely manner are not exempt from complying with University, College/Program rules, regulations, deadlines and information.

Please note that the University cannot possibly list all required student/resident behavior in the Catalog and/or Student/Resident Handbook so whenever in doubt, students/residents are strongly encouraged to contact their Dean, Program Director or Unit Director responsible for the issue in question, for clarification.

STUDENT TRANSPORTATION POLICY

Students are responsible for providing their own reliable means of transportation to travel to and from the following, including but not limited to: rotation sites, field trips, conferences, externships, and similar activities. Students are required to carry automobile liability insurance for their vehicle that meets at least the minimum coverage requirements for the state in which the vehicle is registered. For the full Transportation Policy, visit http://www.roseman.edu/students/registrar/university-policies/.

CONSENSUAL RELATIONSHIPS

Consenting romantic and sexual relationships between instructor (meaning all who teach at the University) and student (meaning any person studying with or receiving advisement from the instructor); between supervisor (meaning any person in a position of authority over another—to hire and fire, to grant raises, and oversee task performance) and employee (meaning any person employed at the University); and between employee and student (where there is an instructional, advisory, or an employment relationship between them) have the potential for extremely serious consequences and ought to be avoided. This list is not all-inclusive, but gives examples of the types of relationships that are covered by this policy.

Because of the possible difficulties associated with the power differential and because of potential conflicts of interest, the Roseman University of Health Sciences discourages all such consensual relationships. Employees and students engaging in consensual relationships must follow the procedure outlined on the University website, http://www.roseman.edu/students/registrar/university-policies/. A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu.

MULTIMEDIA RECORDING BY STUDENT(S)/RESIDENT(S), THEIR AGENTS, REPRESENTATIVES, AND/OR GUESTS

Audio, photographic, and/or video recording of faculty member(s), staff member(s) or preceptor(s) will be allowed only with the prior written approval of the faculty member(s), staff member(s), or preceptor(s) being recorded. Unauthorized recordings may be confiscated, and responsible individual(s) may be referred to the appropriate administrator and charged with violating the Standards of Professional Conduct. The University complies with the requirements of the Americans with Disabilities Act.

STUDENT GUEST POLICY

The University requires that a student's guest(s) (i.e., individuals who are NOT current students or employees of the University) must be accompanied by the student at all times. Students and their guests must abide by University rules and policies. For the full Student Guest Policy, please visit the University website at http://www.roseman.edu/students/registrar/university-policies/.

COMPUTER AND NETWORK ACCEPTABLE USAGE POLICY

Roseman University of Health Sciences technology resources (Roseman technology resources) are intended to support and enhance the academic mission and administrative functions of the University. This Acceptable Use Policy (AUP) states the rules and regulations regarding the use of these technologies. This AUP complements and supplements, rather than replaces other policies concerning appropriate conduct of employees and students of Roseman. Roseman University of Health Sciences technology resources includes any computer, computer-based network and supporting infrastructure, computer peripheral, e.g. printer, operating system, software or any combination thereof, owned or licensed by Roseman University of Health Sciences or under the custody or control of Roseman University of Health Sciences. This policy also applies to any of the above-mentioned items, which fall under company and/or personal ownership, used in conjunction with any portions of the Roseman University of Health Sciences networked infrastructure. The University grants access to its networks and computer systems subject to certain responsibilities and obligations set forth herein and subject to all local, state, and federal laws. Appropriate use should always be legal, ethical and consistent with the University's mission, policies, and procedures. The full Computer and Network Acceptable Usage policy can be found on the University website at http://www.roseman.edu/students/registrar/university-policies/.

FOOD AND BEVERAGE POLICY

The administration, faculty and staff of Roseman University of Health Sciences want students to feel comfortable while pursuing studies on campus by providing a clean and welcoming environment. Food and beverages allowed in the University Library, Classrooms and Break-Out Rooms are limited. To obtain a list of approved food and beverages, please visit http://www.roseman.edu/students/registrar/university-policies/.

TOBACCO-FREE POLICY

The purpose of this policy is to support the mission of the university and to provide a healthy environment that promotes wellness and good health habits within all Roseman University of Health Sciences facilities and surrounding campus space by minimizing the negative effects of smoke and tobacco use and by maximizing human safety. The full Tobacco-Free Policy can be found on the University website, http://www.roseman.edu/students/registrar/university-policies/. A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu.

FIREARMS AND WEAPONS POLICY

Roseman University Health Sciences strictly prohibits the possession or use of firearms and weapons on property owned, utilized, or controlled by the University. The full Firearms and Weapons policy can be found on the University website, http://www.roseman.edu/students/registrar/university-policies/. A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu.

SUBSTANCE ABUSE POLICY

Roseman is committed to maintaining a drug-free environment in compliance with applicable laws. The unlawful possession, use, distribution, sale or manufacture of controlled substances is prohibited on the University campus, any of its facilities, University-affiliated events, or experiential learning sites. This would also include coming onto university grounds, its facilities, University-affiliated events, or experiential learning sites intoxicated or under the influence. Violation of this policy will result in the appropriate disciplinary action.

Roseman University complies with all state and federal laws regarding controlled substances. In a situation where there is disagreement between state and federal law, the stricter law will be observed by the University.

The full Substance Abuse Policy can be found on the University website, http://www.roseman.edu/students/registrar/university-policies/. A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu.

SEXUAL MISCONDUCT - TITLE IX

Roseman University is committed to ensuring the safety of all members of the university community. Sexual misconduct violates University standards and it will not be tolerated. Roseman University prohibits all forms of sex-ual misconduct, to include domestic violence, dating violence, sexual assault, stalking and sexual harassment. The University's sexual misconduct policy outlines a process for those individuals who believe they have been subjected to sexual misconduct.

The University shall maintain a working and educational environment that is safe from all forms of discrimination, including sexual harassment. The University is fully committed to equal opportunity employment decisions and educational programs and activities, in compliance with all applicable Federal and State laws and including appropriate affirmative action efforts for all individuals without regards to race, color, national origin, religion, sex, disability, age, Vietnam Era Veteran's status, or sexual orientation, including heterosexuality, homosexuality, bisexuality, gender identity and gender expression. Violating this policy shall not be tolerated. Roseman University prohibits any form of sexual harassment of its students or its employees in the University workplace by any person.

This policy applies to all Roseman University students and employees, regardless of gender or sexual orientation. An individual is considered to be a student enrolled in the University from the time he/she attends the first day of orientation or the first day of class, including breaks, as outlined by an academic program's academic calendar, until graduation, official withdrawal, leave of absence, suspension, or termination.

Any student or employee that violates this policy shall be subject to disciplinary action, which may include, but is not limited to, warning, probation, suspension or termination. The University prohibits retaliation against individuals who, in good faith, report violations of the University's sexual misconduct policy and/or who participate in an investigation of such violations.

A student has the right to report sexual misconduct to civil and/or criminal authorities. The University will take appropriate action regardless of other possible or actual civil or criminal proceedings associated with the alleged misconduct. The University's process for handling allegations of sexual misconduct may be carried out prior to, simultaneously, or following civil or criminal proceedings. The University's notice of non-discrimination, the employee(s) designated by the University to comply with and carry out the its responsibilities under Title IX, and the grievance procedures to provide for the prompt and equitable resolution of student and employee sex discrimination complaints can be found on the University's website, http://www.roseman.edu/students/registrar/university-

policies/. A written copy of these policies can also be obtained by emailing studentsvs@roseman.edu.

SERVICE ANIMAL POLICY

It is the policy of the Roseman University of Health Sciences that service animals assisting individuals with disabilities be permitted on University property. All other animals are prohibited except as provided in the Service Animal Policy found on the University website, http://www.roseman.edu/students/registrar/university-policies/. A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu.

LATEX ALLERGY POLICY

A totally latex-free environment is not possible in either clinical or academic settings. The full Latex Allergy Policy can be found on the University website, http://www.roseman.edu/students/registrar/university-policies/. A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu

POLICY FOR STUDENT ONLINE PRESENCE

Roseman University of Health Sciences does not host, sponsor, promote, approve or authorize student organization websites, blogs or social media sites, profiles or groups. The full Policy for Student Online Presence can be found on the University website, http://www.roseman.edu/students/registrar/university-policies/.

A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu.

ACADEMIC POLICIES

STUDENT HANDBOOKS

Faculty, Staff, and Student Handbooks supplement the information in this Catalog. A complete detailed listing of policies specific to an academic program is included in the respective program Student Handbook. Student Handbooks are reviewed at orientation. A copy of the Student Handbook for each program is available from the administrative offices for each academic program and are available for download on the Roseman University website.

ATTENDANCE AND ABSENSES

Attendance is required at all scheduled instructional periods. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during the periods missed. Students who must miss scheduled instructional periods should notify

the administrator, faculty member, instructor or preceptor as designated in her/his academic program's Student Handbook as soon as possible.

The definitions of an excused absence, the process for requesting an excused absence, and the consequences of not attending a required instructional period are outlined in each academic program's Student Handbook. In the case of an excused absence, illness or extenuating circumstance, students should refer to the Student Handbook of the program for specific requirements regarding the program's make-up policies. Multiple unexcused absences will be viewed as violations of the student's academic program's Student Code of Conduct. Please refer to each academic program's Student Handbook for an explanation of how the program handles violations of its Student Code of Conduct. When an academic program places a student on professional probation, the student is notified in writing of the terms of the probation and the duration of the probation period. Students who violate the terms of probation may be suspended or dismissed from the academic program. In academic programs that allow for residents/students to have personal days, when a resident/student exceeds all allotted personal days, the student/resident is required to make-up for any missed clinic days and/or academic instructional periods.

The University's academic programs monitor student attendance in a variety of ways. Every academic program takes attendance when a student takes an assessment and/or reassessment.   For academic programs that have a clinical component to the program, a student's attendance is noted every day the student is supposed to be at an experiential learning site. For academic programs that have a clinical skills laboratory component to the curriculum, student attendance is noted on the days that a student has laboratory activities.

ADMISSIONS

ADMISSION PROCESSES

Each program handles its own admission process. Request for admissions information should be directed to the program of interest at:

Program Name
Office of Admissions
Roseman University of
Health Sciences
11 Sunset Way
Henderson, Nevada 89014
Phone: (702) 990-4433
http://www.roseman.edu

or

Program Name
Office of Admissions
Roseman University of
Health Sciences
10920 S. River Front Pkwy
South Jordan, Utah 84095
Phone: (801) 302-2600
http://www.roseman.edu

CAMPUS VISIT
The University encourages prospective students and their families to visit the campus. Tours can be arranged Monday through Friday from 9:00 a.m. to 3:30 p.m., except on holidays and when the University is closed. For a campus tour please call the program of interest to you:

College of Nursing
Henderson Campus:
(702) 968-2075
South Jordan Campus:
(801) 878-1063

MBA Program
(702) 968-1678

College of Pharmacy
Henderson Campus:
(702) 968-2007
South Jordan Campus:
(801) 302-2600

College of Dental Medicine
Henderson Campus (AEODO/MBA):
(702) 968-5222
South Jordan Campus (DMD):
(801) 878-1405

UNIVERSITYWIDE ADMISSION REQUIREMENTS
The University seeks to admit a diverse student population and individual students who have demonstrated academic competency and are committed to their chosen profession. The University has established standards, policies and procedures for obtaining, selecting, and admitting qualified applicants in a timely fashion. The admission requirements and policies vary by program. Please see the program specific component of this catalog. You may also visit the Website at http://www.roseman.edu.

Roseman University requires all students to submit two forms of identification prior to matriculation. US citizens must submit:

1) An unexpired US passport, or Birth Certificate or Naturalization Certificate
and
2) Unexpired Driver's License or State identification card

Non-US citizens must submit:
1) Permanent Resident Card (front and back of card) or Unexpired Passport (from home country)

and

2) Unexpired Government issued photo identification card (from home country)

Any individual issued a U.S. Social Security Number must provide a legible copy of the Social Security Card. The College of Nursing and the College of Pharmacy require prospective and current students to have a US Social Security number. Any student unable to attain a social security number by the deadline set by the College/Program is not eligible for admission and/or enrollment. The College of Dental Medicine, the Dentofacial Orthopedics/MBA Residency Program and the MBA Program do not require students to have a US Social Security number. Students with additional questions about this policy must check with the College's/Program's Admissions Office.

All two forms of identification must have the same name. For documents which show another name, (e.g., divorce, marriage), then the legal document showing the name change is required in addition to the two forms of identification listed.

TRANSFER STUDENTS
Because of the block system and the highly integrated nature of the didactic components of each curriculum, the University will consider requests for transfers on an individual basis. Please contact the specific program of interest for additional information.

INTERNATIONAL STUDENTS
Roseman is approved through USCIS to accept F1 Visa students for all programs. Roseman accepts qualified international students. International students should apply at least one year in advance of proposed entry to allow enough time to complete all United States immigration requirements for study in the United States.

Internship hours are not required for any academic program at Roseman. Therefore, F1 students are not eligible for Curricular Practical Training (CPT) during their enrollment.

Applicants who have completed any of the core prerequisites for their selected degree program from a country other than the U.S. must submit transcript evaluations from one of the following services: World Educational Services (www.wes.org) or Josef Silny and Associates (www.jsilny.com).

Please refer to identification requirements section above.

TUITION AND FEES FOR STUDENTS ON F1 VISAS

Roseman requires all students on a F1 visa to pay tuition and fees for the first-year of their program 30 days in advance of the start of classes and prior to issuance of an I-20. You must demonstrate that you are financially able to support yourself for the entire period of stay in the United States while pursuing a full course of study. You are required to show documentary evidence of means of support. This policy applies to both initial and transfer students.

The Registrar/Student Services Office will provide the student with a confirmation letter, which will accompany the I-20 and may be used to confirm monies paid to the government agency. A list of these costs is located in each respective unit's sections of this catalog.

All international students are required to submit with the enrollment packet legible photocopies of legal identification and comply with the University's payment policies (see section on tuition and fees for F1 students) to secure enrollment:

1) F1 visa (or other appropriate visa status)

2) Government issued photo ID (unexpired)

3) I-20 SEVIS Transfer Eligibility form (if transferring from a US school)

TUITION AND FEES

Tuition and fees are subject to change without notice upon approval by the Board of Trustees. All fees are mandatory for each student. An explanation of the University's refund policy is available on the University's website at http://www.roseman.edu/students/registrar/university-policies/.

COLLEGE OF NURSING (BSN) - HENDERSON, NEVADA AND SOUTH JORDAN, UTAH

Total Tuition and Fees for Class beginning July 2017
- Tuition: $50,000 (18 months)
- Seating Deposit: ($250)
- Technology Fee: $500
- Nursing Lab Fee: $3,080

- Computer**: $2,400 (not to exceed)
- Health Insurance: $3400 estimated
  (waived if student provides proof of insurance)
- Year 2 Health Insurance: Fee to be determined
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: $200 to be assessed on second year nursing students.

COLLEGE OF NURSING (ABSN) - HENDERSON, NEVADA AND SOUTH JORDAN, UTAH

Total Tuition and Fees
- Tuition: $54,200 (16 months)
- Seating Deposit: ($250)
- Technology Fee: $500
- Nursing Lab Fee: $3,080
- Computer**: $2,400 (not to exceed)
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
  Year 2 Health Insurance: Fee to be determined
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: $200 to be assessed on second year nursing students.

COLLEGE OF NURSING (RN-BSN) – HENDERSON, NEVADA

Total Tuition and Fees for Classes beginning September 2017
- Tuition: $15,000 (9 months)
- Seating Deposit: ($250)
- Technology Fee: $300
- Instructional Material Fee: $500
- Health Insurance: $3400 estimated
- (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: $200

MASTER OF BUSINESS ADMINISTRATION

MBA Summer Program PharmD/MBA, (returning COP Grad)
- Tuition: $701/Credit
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Technology Fee: $50
- Comp XM: $69
- Graduation Fee: $50

MBA Fall Blocks (3.3/3.4), PharmD/MBA- (P3 Year)
- Tuition: $701/Credit (18 credits)
- Technology Fee: $50

- Comp XM: $69
- Graduation Fee: $50

MBA Summer Program, PharmD/MBA - (Pre-P2 Year)
- Tuition: $701/Credit (9 credits)
- Technology Fee: $50

MBA Summer Program, PharmD/MBA (Pre-P1 Year)
- Tuition: $701/Credit (9 credits)
- Technology Fee: $50

MBA Summer Program, DMD/MBA (Pre-D2 Year)
- Tuition: $701/Credit (9 credits)
- Technology Fee: $50

MBA Evening/ Weekend Program
- Tuition: $778/credit
- Deposit: ($250)
- Technology Fee: $400
- Comp XM: $69
- Graduation Fee: $200
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

MBA Weekday Program
- Tuition: $701/Credit
- Deposit: ($250)
- Technology Fee: $400
- Comp XM: $69
- Graduation Fee: $200
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

COLLEGE OF PHARMACY

P-1 (First Year) Students
- Tuition: $52,000
- Seating Deposit: $(1,000)
- Technology Fee: $400
- Computer**: $2,400 (not to exceed)
- PCOA Fee: $75
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Immunization Fee: $125

P-2 (Second Year) Students
- Tuition: $52,000
- Technology Fee: $400
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

P-3 (Third Year) Students
- Tuition: $52,000
- Technology Fee: $400
- Graduation Fee: $200
- Exam Prep Fee: $175
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

COLLEGE OF DENTAL MEDICINE - SOUTH JORDAN, UTAH (DMD)

D-1 (First Year) Students
- Tuition: $73,400
- Seating Deposit: ($1000)
- Instructional Material Fee: $1,444
- Books: $132
- Student Kit (owned): $1,957
- Instrument Lease Fee: $9,773
- Disability Insurance: $99
- ASDA Dues: $85 (estimate)
- Technology Fee: $500
- Computer**: $2,400 (not to exceed)
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

D-2 (Second Year) Students
- Tuition: $73,400
- Instructional Material Fee: $1,331
- Student Kit: $589
- Instrument Lease Fee: $9,488
- Disability Insurance: $99 (estimate)
- ASDA Dues: $85 (estimate)
- Technology Fee: $500
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Background Fee: $106

D-3 (Third Year) Students
- Tuition: $73,400
- Instructional Material Fee: $1,331
- Clinic Fee (combined Instrument Fee & Clinical Utilization Fee): $9,212
- Disability Insurance: $99 (estimate)
- ASDA Dues: $85 (estimate)
- Technology Fee: $500
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Background Fee: $106

D-4 (Fourth Year) Students
- Tuition: $73,400

- Instructional Material Fee: $1,331
- Clinic Fee (combined Instrument Fee & Clinical Utilization Fee): $8,001
- Disability Insurance: $99 (estimate)
- ASDA Dues: $85 (estimate)
- Technology Fee: $500
- Graduation Fee: $200
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Background Fee: $106

COLLEGE OF DENTAL MEDICINE - HENDERSON, NEVADA (AEODO/MBA)

First Year Residents
- Tuition: $67,900
- Application Fee: $50
- Seating Deposit: ($2,500)
- Technology Fee: $400
- Research Fee: $1,000
- Computer**: $2,400 (not to exceed)
- Clinic Usage Fee: $6,000

Second Year Residents
- Tuition: $67,900
- Technology Fee: $400
- Research Fee: $1,000
- Clinic Usage Fee: $8,000

b.
Third Year Residents
- Tuition: $67,900
- Technology Fee: $400
- Research Fee: $1,000
- Clinical Usage Fee: $8,400
- Graduation Fee: $200

Interns
- Tuition: $26,700
- Application Fee: $25
- Seating Deposit: ($1,000)
- Technology Fee: $100
- Health Insurance: $3400 estimated
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Computer (Optional): $2,400 (not to exceed)

A 2.65% processing fee will be added to all credit card transactions.

In general, all materials required for classes will be provided to students on the College server. Standard texts are available in the Library.

**Students will be required to purchase a laptop computer. The Computer Fee covers the costs of a new Dell laptop computer package to include an extended service warranty, onsite support, just-in-time repair, and discounted software bundles needed for classes.

Tuition and fees are subject to change without notice upon approval by the Board of Trustees.

FUTURE TUITION RATE INCREASES
Students can expect that tuition increases will be part of their educational experience at Roseman University of Health Sciences; however, Roseman University of Health Sciences tuition is comparable to other private health profession educational institutions. The Board of Trustees and the administration of this University strive each year to keep tuition at a reasonable level. Our commitment to quality educational programs along with inevitable increases in operating costs each year, make it necessary to adjust tuition accordingly. Although we do not know what the percentage increase will be each year, students will be informed about tuition decisions.

FINANCIAL RESPONSIBILITIES MUST BE FULFILLED TO CONTINUE ENROLLMENT
Students must fulfill their financial responsibilities to the University in order to remain enrolled in the program. Students who have not satisfied the appropriate financial aid requirements and/or who have not paid their tuition and fees will not be allowed to continue to progress through the curriculum. Students who are late paying their tuition and/or fees will receive notice stating that payment is past due and they must fulfill their financial responsibilities to the University to continue their enrollment.

Students who are taking a block/class must make payment by 4:00 pm the day before an assessment to be eligible to take the assessment. Attempts will be made to prevent an ineligible student from starting an assessment. However, the Dean/Program Director or her/his designee will not grant credit for an assessment completed by a student who was not eligible to sit for the examination. Students who are prohibited from taking an assessment or who have their assessment scores excluded because of their failure to make appropriate payment will be required to retake the block during the designated remediation period unless payment is received prior to the scheduled reassessment. If a student is prohibited from taking an assessment because of or due to failure to meet financial obligations to Roseman, it will be considered an unexcused absence and the student must retake the assessment during the designated remediation period. If a student has completed the assessment, the results will be invalidated.

Students who are in a clinical block/professional experience will not be allowed to attend or complete the clinical rotation/professional experience. A clinical/professional experience absence due to financial reasons will be considered as "unexcused."

HEALTH INSURANCE

The Roseman University of Health Sciences policy requires that all students maintain health insurance during their entire enrollment at the University. Student Health Insurance coverage must be continuous from the date of enrollment through graduation, regardless of whether your academic schedules includes classroom instruction or participation in clinical rotations.

Personal insurance must meet the minimum program requirements of the student health insurance plan selected by the University. These minimum requirements and the process to request to use a student's personal insurance coverage rather than purchasing the student health insurance plan selected by the University (i.e., waiver) can be found on the University website at www.Roseman.edu in the 'Students' section. A written copy of these policies can also be obtained by emailing insurance@roseman.edu. Waivers are required every year regardless if one is already on file from the previous year. Students who do not meet the required deadlines, will be responsible for the full cost of the premium. The University does not provide student health insurance coverage. Rather, we work with a third-party broker.

Students that lose their coverage must contact Student Services before the termination date and submit a termination letter within 31 days in order to prevent a lapse in coverage. Failure to notify Student Services could result in suspension from clinical participation and possible termination from program.

Students who return to a program for remediation purposes and after more than 31 days of enrollment, must also comply with the student health insurance requirements and maintain adequate health insurance coverage.

FINANCIAL AID

Financial aid is any form of assistance to help meet the gap between family and student financial contribution and cost of attendance at Roseman University of Health Sciences. Financial aid is available in the form of scholarships, grants and loans and to only those who qualify. For information on the types of financial aid and the application process, please visit
http://www.roseman.edu/students/financial-aid/.

SATISFACTORY ACADEMIC PROGRESS ("SAP")

In order to maintain eligibility for Title IV financial aid, students must meet specific qualitative (pace of completion) and quantitative (Pass/No-Pass) measures, and complete their program of study within a reasonable period of time. This policy applies to all students (those who receive Title IV financial aid as well as those who do not). For those students who receive federal financial aid, it is critical to understand that failure to meet the minimum standards under SAP may lead to termination of eligibility for financial aid.

Each student's SAP status will be measured on both pace of completion and Pass/No-Pass status at the end of each payment period ("measurement point"). The end of each payment period generally coincides with the tuition due dates on your Registration and Payment Agreement as well as the disbursement dates of your federal student loans.

Pace of Completion

In order to meet the qualitative measure of SAP, you must maintain a minimum pace of completion of at least 65% for all graduate level programs. Undergraduate programs require a minimum pace of completion of at least 70%. Pace of completion is determined by dividing your cumulative credits earned by the cumulative number of attempted credits. For example, if you have earned 42 credits and attempted 50 credits, your pace of completion would be 84% (42 / 50 = 0.84). The following grids illustrate the minimum cumulative number of credits that must be earned at the end of each academic year for full-time students, as well as the standard number of credits that are attempted each academic year by program. Part-time minimums for the MBA program will be prorated based on the student's enrollment status (e.g., ¾ time, half time, etc.).

Pharmacy	Cumulative Credits Attempted	Cumulative Credits Earned to Meet SAP
P1 Year	66	43
P2 Year	137	89
P3 Year	179	116
AEODO/MBA		
R1 Year	98.5	64
R2 Year	214.5	139
R3 Year	289.5	188
DMD		

D1 Year	59	38
D2 Year	147	245
D3 Year	245	159
D4 Year	320	208
MBA		
Payment Pd 1	18	12
Payment Pd 2	39	25
ABSN		
1st Academic Year	39	27
2nd Academic Year	76.9	54
RN to BSN		
Payment Pd 1	16	11
Payment Pd 2	28	20
BSN		
1st Academic Year	39	27
2nd Academic Year	72.2	51
3rd Academic Year	76.9	54

Blocks/courses with a grade of Incomplete ("I") or Withdrawn ("W") will be counted as attempted but not earned credits for purposes of measuring pace of completion. All repeated blocks/courses will be counted as attempted credits, but only successfully completed blocks/courses (i.e., passed blocks/courses) will count as earned credits. Roseman University does not offer remedial courses; therefore they have no impact on SAP. Transfer credits from other institutions are counted as both attempted and earned for purposes of determining pace of completion.

Pass/No-Pass

Roseman courses are offered only on a Pass/No-Pass basis; therefore, no grade point average is calculated for students. In order to meet the quantitative measure of SAP, you cannot exceed the maximum number of blocks/courses with a No-Pass. For all graduate programs, you do not meet the minimum SAP standards if you have 6 or more cumulative blocks/courses with a No-Pass in your program of study. Only the most recent Pass/No-Pass status of a repeated block/course is counted in the calculation of your Pass/No-Pass status. For undergraduate programs, you do not meet the minimum SAP standards if you have 2 or more blocks/courses with a No-Pass in your program of study.

Warning and Termination Under SAP

If at any measurement point you do not meet the stated minimum requirements, you will be placed in a SAP status of Warning. If you are in a SAP status of Warning at the time of your next measurement point and still do not meet the stated minimum requirements, your eligibility for federal financial aid will be terminated with the option to appeal. If however, you meet the minimum requirements at your next measurement point, your SAP status will change from Warning to Satisfactory.

Appeals under SAP

Students who are terminated from federal financial aid for failing to meet the minimum requirements for SAP may have the option to file an appeal, seeking to reinstate financial aid eligibility. If a student's appeal is granted, that student will be granted a SAP status of Probation and must regain minimum satisfactory progress levels for both pace of completion and pass/no-pass status before the next required SAP measurement point. Additionally, the SAP Appeals Committee may impose additional conditions (i.e., an academic plan) on any student whose appeal is granted.

In order to file an appeal following a SAP termination, a student must submit a written appeal to:

SAP Appeals Committee
Financial Aid Office
11 Sunset Way
Henderson, NV 89014
financialaid@roseman.edu

Appeals may be submitted via postal mail, e-mail or in-person and must be submitted within 60 days of the notification that federal financial aid was terminated. All appeals must include a detailed explanation which includes 1) the reason for the appeal (for example, the death of a relative, an injury or illness, or other special circumstances), 2) any changes the student has made that will allow him or her to be successful, and 3) any additional information the student believes is relevant to the Committee's decision.

The Committee will issue a written decision via postal mail and e-mail, including any and all conditions of the decision, to the student. All decisions of the SAP Appeals Committee are final. If your appeal is approved, the decision is effective only for the current payment period and is not retroactive to any prior periods. If your appeal is denied, you may choose to apply for a private alternative loan until you have met the SAP minimum requirements.

Maximum Timeframe

The maximum timeframe to complete your program of study is 155% of the published length of your program for graduate programs and 145% of the published length of your program for all undergraduate programs. This means you can attempt no more than 155% or 145% (depending on program level) of the number of credits in your program of study.

FULL-TIME GRADUATE STUDENT DEFINITION

Roseman University recognizes students in the College of Pharmacy or College of Dental Medicine or residents in the College of Dental Medicine enrolled in eight (8) credit hours during a financial aid payment period as a minimum full-time course load. The University recognizes MBA students enrolled in twelve (12) credit hours over the course of the regular academic year (not including summer courses) as a minimum full-time course load.

WITHDRAWAL

Application for voluntary withdrawal from the University must be made in writing to the Dean or Program Director of the appropriate college/program or his/her designee. The student must satisfy the University's and College's/Program's requirements for completing the withdrawal process. Students who leave the University without notifying her/his Dean or Program Director or his/her designee and without completing the established withdrawal procedures within the timeframe required by the College/Program will be automatically withdrawn. Students with questions about the withdrawal process should contact her/his Dean or Program Director.

A student applying for voluntary withdrawal from the University must provide written or oral notice to the student's Dean/Program Director or designee. Students who withdraw completely from the University may be eligible for a refund of all or a portion of their University charges. Students who withdraw from the University who have questions about their eligibility for refunds of charges/fees should contact the Bursar's office.

Determining the Withdrawal Date

The withdrawal date is:
- The date the student begins the withdrawal process prescribed by the University;
- The date that the student otherwise provides official notification to the academic program of the intent to withdraw; or
- If the student did not begin the withdrawal process or otherwise notify the academic program of the intent to withdraw the midpoint of the payment period for which Student Financial Aid (SFA) Programs Assis-

tance was disbursed or a later date documented by the academic program.

If the academic program determines that a student did not begin the withdrawal process or otherwise notify the academic program of the intent to withdraw due to illness, accident, grievous personal loss, or other circumstances beyond the student's control, the academic program may determine the appropriate withdrawal date.

Additional Responsibilities of Students Who Withdraw

Any time a student withdraws, the student should consider the potential effect on his or her satisfactory academic progress (SAP) status.

Whenever a student's enrollment status changes to less than half-time, the student withdraws completely, or takes a leave of absence, he or she must notify the lender or holder of the loan of any changes. Student borrowers of federal loans must also satisfy exit loan counseling requirements. It is the student's responsibility upon withdrawal to notify his/her lender of the intent to withdraw. Prior to completing the withdrawal process the student must ensure all pending tuition and fees are paid and his or her student account is settled. Based on the official date of withdrawal students may be entitled to a prorated cancellation pending tuition and fees.

TUITION REFUND SCHEDULE/ POLICY

Roseman has established a refund policy for all students who find it necessary to withdraw from the University. Students who elect to withdraw or take a leave of absence during the academic year must submit prior written notification to the appropriate Academic Dean/Program Director according to the procedures specified in the Student Handbook for their program. Roseman may amend its institutional refund policy at any time, but any amendments will only be effective for academic years that begin following notice of the amendment. Any questions concerning the Roseman refund policy should be directed to the Financial Aid Office, if financial aid was obtained, otherwise the Bursar's office.

If the student withdraws or takes a leave of absence up to the 60 percent point of the payment period, tuition will be refunded on a pro-rata basis. Based on the method of payment for tuition and fees, refunds will be made either to the student or the appropriate federal student aid (FSA) program if the student is receiving federal loans and/or grants. Students receiving federal loans who withdraw during the academic year must complete an exit interview at http://www.studentloans.gov.

The following applies to all students:
If a student withdraws or is expelled by Roseman after the start of the training program before completing 60 percent or more of the enrollment period, Roseman shall refund to the student a pro rata amount of the tuition and refundable fees per payment agreement. Please note that some fees are not refundable at this point.

If a student withdraws or is expelled by Roseman University after the completion of more than 60% of the program, the student will not receive a refund.

The University complies with all U.S. Department of Veterans Affairs (VA) policies with regard to refunds for students who qualify for VA benefits.

If a refund is owed, Roseman shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:
a. Date of cancellation by student of his enrollment;
b. Date of termination by the institution of the enrollment of a student;
c. Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
d. Last day of attendance of a student, whichever is applicable (per NRS 394.449).

For the purposes of this refund policy:
a. The period of a student's attendance shall be measured from the first day of instruction as set forth in the registration/payment agreement through the student's last day of actual attendance, regardless of absences
b. The period of time for a training program is the period set forth in the registration and payment agreement;
c. Tuition shall be calculated using the tuition and fees set forth in the payment agreement and does not include books, educational supplies or equipment that are listed separately from the tuition and fees (per NRS 394.449).

READMISSION
A student withdrawing from the University who is determined by the student's Dean/Program Director or designee to be eligible to return to the academic program must satisfy the requirements outlined in the student's readmission form. Students must review their academic program's student handbook for additional information on the readmission process. Students with questions about the readmissions process should contact her/his Dean or Program Director.

COLLEGE OF NURSING

Henderson, Nevada Campus
South Jordan, Utah Campus

Bachelor of Science in Nursing (BSN)
Accelerated Bachelor of Science in Nursing (ABSN)
Veteran to Bachelor of Science in Nursing (VBSN) Pathway
RN to BSN

Service
Integrity
Innovation
Knowledge

Office of Admissions
(702) 968-2075 - Henderson Campus
(801) 878-1063 - South Jordan Campus

PROGRAM OVERVIEW

Roseman University offers an 18-month, full-time Bachelor of Science in Nursing (BSN) degree. The program of nursing prepares the candidate for entry into practice as a nurse generalist. Completion of the BSN degree allows the graduate to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The graduate must apply to and meet the requirements of the appropriate state board of nursing for licensure as a registered nurse, which includes successful completion of the NCLEX-RN.

The 16 to 17-month, full-time Accelerated Bachelor of Science in Nursing (ABSN) program is designed for students who have a Bachelor of Science or a Bachelor's of Art degree or at least 54 credits in college level coursework from an accredited college or university and who desire to pursue a Bachelor of Science in Nursing. The Accelerated BSN program provides students with the foundation needed to take the National Council Licensing Examination (NCLEX-RN), to become registered nurses and to assume the role of entry-level practitioners in a variety of health care settings. The program combines online didactic content, on-site simulation and skills laboratory instruction and practices, and clinical rotations at health care facilities in Southern Nevada for students at the Henderson campus and the Salt Lake City region for students at the South Jordan campus. With the exception of the clinical preceptor rotations, students are supervised by College of Nursing faculty.

The 35-week RN-BSN Program at Roseman is structured to support working nurses in completing their baccalaureate nursing education while meeting their other day-to-day responsibilities. The program consists of eight (8) Blocks completed in an asynchronous online environment. The curriculum is taught by a team of expert faculty with a myriad of clinical, educational and professional backgrounds. Students are assigned to groups for specified learning activities to develop leadership, communication and team skills. Students will not have supervised clinical rotations. Students will complete projects that enhance their previous clinical experiences. In addition to the courses described below, the students will be required to attend two 4-day on campus residencies. The first residency will be at the beginning of the program and will provide orientation information related to the mastery learning philosophy, block curriculum, overview of the program of study, the online platform, information technology support, expectations, library resources, and review of policies and procedures. The second residency will occur approximately at the mid-point in the program. During the second residency, students will have the opportunity to complete remediation and clarify expecta-

tions concerning the remaining blocks and the final capstone block. Prior to the capstone block, a two-week remediation period will allow students the ability to complete any outstanding course work, if needed. Students will be able to remediate any prior courses during each remediation or residency period.

COLLEGE OF NURSING MISSION, PURPOSE, AND GOALS

Mission

The mission of the College of Nursing is to provide a quality, innovative undergraduate nursing education designed to meet the diverse health needs of the individuals, families, communities and societies.

Fundamental to this mission is the faculty's commitment to excellence in education, scholarship, and public service. To support Roseman University's commitment to academic freedom, the College of Nursing endeavors to provide an educational environment that values, respects, and promotes academic freedom for faculty and students.

Purpose

The purpose of the Nursing program is to provide a quality multifaceted nursing education that prepares its graduates to achieve their optimal intellectual and professional development.

The College of Nursing advocates lifelong learning, clinical excellence in various healthcare environments, and provision of competent and caring health services to diverse populations.

In addition, the College of Nursing fosters the core values of excellence, competence, integrity and leadership, which provide the framework for students in their professional practice.

Goals

Guided by the core values, the goals of the College of Nursing are to:
- Present a curriculum that provides students with knowledge, skills, and competency to perform the role of a professional nurse in a culturally diverse population and variety of environments;
- Provide an environment that promotes intellectual stimulation of students and that facilitates positive faculty/student relationships;
- Promote the health of the community through educational partnerships and collaborations, faculty service and scholarship, and preparation of graduates who

can effectively and professionally respond to societal demands;
- Uphold the integrity of the nursing profession through principled actions and ethical decision making; and
- Ensure accountability of our students and faculty.

ADMISSIONS, CRITERIA, POLICIES, AND PROCEDURES (BSN)

All College of Nursing degree program's application processes are conducted on a rolling-admissions basis, therefore classes may be filled prior to the published deadline. Applicants are encouraged to apply early. The College of Nursing degree programs are not open enrollment. Program admission is competitive and applicants will be considered using the same criteria. The admissions committee will consider each applicant individually in relationship to the entire applicant pool. The College of Nursing reserves the right to limit the number of students admitted based upon faculty and clinical resources. The BSN, ABSN and RN-BSN programs have varying requirements.

Requirements (BSN)

All programs require:
- A completed application via NursingCAS (www.nursingcas.org) and payment of a $45 submission fee to NursingCAS and a $40 supplemental application processing fee to the College of Nursing. The College's supplemental application fee is non-refundable.
- All prerequisites must be completed and documented by an official transcript prior to the first day of classes.
    - Students completing prerequisite coursework just prior to orientation may request a two-week extension for submission of official transcripts.
    - The Admission's Department may request documentation of the final course grade.
- All minimum GPA requirements must be met on or prior to the first day of orientation.
- Official TEAS™ Results (please review the minimum TEAS requirements)
- In-person interview with the Admissions Committee, including a writing sample at the time of the interview, if granted.
- Official transcripts, evaluations and/or test results documenting previous coursework and degrees (all coursework must indicate a final grade; Updated transcripts are required if coursework is in progress regardless of whether or not the course is a prerequisite requirement).

Applicants may not disregard any part of their college-level educational history. An applicant who fails to report all institutions attended will forfeit his/her eligibility for admission to the College of Nursing or will be dismissed. All credentials and documents submitted for admission to the College of Nursing become the property of the College and will not be returned or released.

Prerequisites (BSN)

The 18-month BSN program requires:
- A cumulative GPA of 2.75 or above in prerequisite coursework with a minimum GPA of 2.75 or above in math and science prerequisite coursework
- Science prerequisite coursework is suggested to be completed within the last 7 years at the time of application.
- A *minimum* of 54 semester credits or its equivalent of specified prerequisite coursework prior to the start of the program. The following prerequisites (indicated in semester credits) to be completed, unless otherwise indicated:
    - Chemistry or Biochemistry with lab (4 credits)
    - Human Anatomy and Physiology I and II or Human Anatomy and Human Physiology with labs (8 credits)
    - Microbiology with lab (4 credits)
    - Statistics (3 credits)
    - English Composition I and II (6 credits)
    - General or Lifespan Psychology (3 credits)
    - General or Introductory Sociology (3 credits)
    - College Math or higher (3 credits)
    - 3 Humanities courses (9 credits)
    - Electives (up to 12 credits may transfer)
    - Utah Campus: US Constitution (must be completed prior to Block 12.0)*
    - Nevada Campus: US & NV Constitution (must be completed prior to Block 12.0)*

May be completed within the first year of the Nursing Program; however, it must be completed before Block 13.0, Nursing Leadership.

Requirements (ABSN)

The 16 to 17-month accelerated BSN program requires:

- A *minimum* of 54 semester credits in college-level coursework, which must include the prerequisite coursework listed below or,
- A Bachelor's degree from a regionally accredited institution or an equivalent non-U.S. institution.
- Science prerequisite coursework is suggested to be completed within the last 7 years at the time of application
- Please note that all prerequisite coursework:
    - Must be directed toward an academic program of study.
    - May not be earned in sports participation, physical fitness, band, dance, and art activities that are specifically offered for personal training (examples: Yoga, Kickboxing, Waltz, Volleyball, and Driver's Ed. etc.)
    - May not be occupational, technical, certificate, or professional training coursework (Examples: CNA, LPN, Apprenticeship, Auto-Mechanic, Dental Assistant, etc.)
    - May not be developmental or remedial.
    - May be from a Credit by Examination course and must meet or exceed the minimum required score.
- For applicants without a bachelor's degree:
    - A cumulative GPA of 2.75 or above in the minimum 54-credit prerequisite coursework with a minimum GPA of 2.75 or above in math and science prerequisite coursework
- For applicants with a bachelor's degree the following prerequisites (indicated in semester credits) suggested to be completed prior to entry and within the last 7 years, unless otherwise indicated:
    - Chemistry or Biochemistry with lab (4 credits)
    - Human Anatomy and Physiology I and II or Human Anatomy and Human Physiology with labs (8 credits)
    - Microbiology with lab (4 credits)
    - Statistics (3 credits)
    - Utah Campus: US Constitution (must be completed prior to Block 12.0)*
    - Nevada Campus: US & NV Constitution (must be completed prior to Block 12.0)*
    - A cumulative GPA of 2.75 in the last 60 semester credits in undergraduate coursework is required.

May be completed within the first year of the Nursing Program; however, it must be completed before Block 13.0, Nursing Leadership

Requirements (RN-BSN)

- Associate degree (A.D.N.) or diploma in nursing
- Current NCLEX-RN license
- Completion of the following nursing pre-requisite courses:
    - English Composition (6 credits)
    - Humanities (9 credits)
    - Introductory, General or Lifespan Psychology (3 credits)
    - Introductory or General Sociology (3 credits)
    - Fundamentals of College Mathematics or higher (3 credits)
    - Electives (may transfer up to 27 credits)
    - Major Prerequisites
    - Chemistry or Biochemistry with lab (4 credits)
    - Human Anatomy & Physiology I and II with labs (8 credits)
    - Microbiology with lab (4 credits)
    - Statistics (3 credits)
    - U.S. and Nevada Constitution Requirement (3 credits)

Total credits= 73
Minimum GPA of 2.75

Any RN-BSN student with a prior baccalaureate degree will be considered as meeting all of the general education requirements, but must meet the major prerequisite requirements, listed above. Forty (40) upper division credits will be allocated towards the BSN degree representing clinical competencies by exam with verification of NCLEX-RN licensure. This allocation of upper division credit by exam is applicable exclusively to the BSN degree at Roseman University. The RN to BSN online curriculum consists of 8 blocks and 28 credits delivered over 35-weeks including residency and remediation periods. The block titles and associated credit hours are presented below.

Veterans to Bachelor of Science in Nursing Pathway

To determine eligibility for the Veteran to Bachelor of Science in Nursing (VBSN) pathway, an appointment with an Advisor is highly recommended. Please email vbsn@roseman.edu or call 702-968-1651 to schedule an advisory session.

The following documents will be requested prior to a scheduled advisory session (unofficial copies will be acceptable in the initial advisory session, however, official documents are required in the application process):
    i.   DD Form 214 (DD-214 Certificate of Release or Discharge from Active Duty) documenting proof

of Veteran/prior service with an honorable discharge or reservist status

ii. Military Transcripts
    a. Joint Services Transcript (JST) (Army, Coast Guard, Marine Corps, and Navy)
    b. Community College of the Air Force
    c. Air Force Institute of Technology
    d. Other Air University schools

iii. Transcripts from all colleges and universities attended, and

iv. If applicable
    a. A foreign coursework evaluation if any courses were completed in a non-US post-secondary institution, and/or
    b. Credit by examination results (CLEP, DSST/DANTES, AP, IB) if the scores of the exam are not reflected on the military transcripts.

Please have the documents emailed to vbsn@roseman.edu or mailed to:

Roseman University of Health Sciences
Attn: Imelda Revuelto
VBSN, College of Nursing
11 Sunset Way
Henderson, NV 89014

To be considered for the Veterans to BSN Pathway, applicants must meet the following requirements:
- Be a veteran/prior service with an honorable discharge or reservist in the United States Military.
- Students who wish to be considered for eligibility for a credit by examination for NURS 301, 302 or 303 must have a healthcare specialist rating or comparable role within the past five years (applicants must apply within 5 years of separation from the military to be considered). The last date of service as a healthcare specialist or comparable occupation will be used to determine eligibility.
- Complete all other application and admission requirements for the applicable program in which he/she is applying.

International Students and Non-U.S. Coursework

Applicants who have completed any of the core prerequisites for their selected degree program from a country other than the U.S. must submit transcript evaluations from one of the following evaluation services:

World Education Services (WES)
P.O. Box 745, Old Chelsea Station
New York, New York 10113-0745

(212) 966-6311
Josef Silny & Associates (JSA)
P.O. Box 248233
Coral Gables, FL 33125
(305) 666-0233

Transfer Students from Other Nursing Programs

Students seeking to transfer into Roseman University's BSN program from another Nursing program must meet the following criteria:

- Have a cumulative GPA of 2.75

- Have completed the minimum 54 semester credit hours of prerequisite course work as outlined in the BSN admissions requirements. The prerequisite coursework must be completed from a Regionally-accredited or approved Nationally-accredited College/University as recognized by CHEA.

Applicants seeking to transfer previous nursing credits from an ACEN or CCNE accredited BSN program must submit photocopies of all nursing course syllabi and an official transcript documenting the final grade received for which they desire transfer credit approval. Only previous coursework meeting the course requirements for NURS 300 through NURS 303 of Roseman's nursing curriculum will be considered for transfer. A student must have earned a 90% or higher grade in the course to be considered for review. The College of Nursing's curriculum committee will review the transfer course content for comparability with Roseman's nursing courses to determine whether the student's previous coursework is adequate to meet specific course requirements for transfer credit.

If approved by the College of Nursing's curriculum committee in consultation with the Assistant Dean, Curriculum and Assessment, applicants may matriculate with an existing cohort starting in NURS 304 based on space availability. Due to the nature of Roseman University's Curriculum, students may have to make up additional clinical hours. Students submitting coursework with clinical hours associated with the course are subject to a skills assessment to ensure proficiency level of Roseman University standards.

Requirement for Criminal Background Check

The nursing curriculum contains a didactic and clinical component. All students must complete a criminal background check as required by the clinical agencies. Student criminal background checks are conducted via Precheck. Personnel from Human Resources at the clinical agency review the results of each student's criminal background check and either accept or deny the student the oppor-

tunity to enter their agency for the clinical rotation. A student who is not accepted in an agency for the clinical rotation cannot meet the curriculum requirements. The student must withdraw from the nursing program.

PROGRAM PROGRESSION

Students must successfully complete each block to graduate from the College of Nursing. The College uses a "Pass"/"No Pass" system of recording student achievement. The faculty of the College set the standard of achievement for each student at 90% in order to receive a "Pass" (designated as "P" on the transcript). If a student does not achieve 90%, then he or she must remediate that portion of the curriculum at a pre-designated time, be reassessed and achieve a level of 90% in order to progress to the next academic period. A student who receives a No Pass in two Blocks following remediation or a second No Pass in a repeated Block after remediation must withdraw from the College of Nursing and will be considered not in good academic standing. The student may request readmission through the College's Admissions Application process. Re-admission requests will be reviewed by the Director of Admissions and the Admissions Committee. If there are more re-admission requests than open seats for admission, the Director of Admissions and the Admissions Committee will rank the requests based on prior academic performance within the program with higher ranked requests given preference but not guaranteed for re-admission. Students sending a request for re-admission after being readmitted once will be denied. Students approved for re-admission will be notified no later than Monday of orientation week. Students re-admitted will be required to pay full tuition for the entire program.

INSTRUCTIONAL TIMES (BSN)

Didactic Blocks – Students attend classes Monday through Friday from 8:00 a.m. – 3:00 p.m.

Skills and Simulation Laboratory – Students must be on-site to participate in lab based blocks according to the posted schedule.

Clinical Blocks – Students attend clinical for three 12-hour shifts, four 10-hour shifts, or five 8-hour shifts per week for 2 to 4 weeks for each clinical block at the assigned healthcare facility or clinical agency.

INSTRUCTIONAL TIMES (ABSN)

Didactic Blocks – Students must adhere to the posted due dates for discussion forums and other online learning activities. Students must be onsite for all proctored course assessments according to the posted schedule. NURS 305 and NURS 401 are delivered completely online, therefore no onsite assessments are required.

Skills and Simulation Laboratory – Students must be on-site to participate in lab-based blocks according to the posted schedule.

Clinical Blocks – Students attend clinical for three 12-hour shifts, four 10-hour shifts, or five 8-hour shifts per week for 2 to 4 weeks for each clinical block at the assigned healthcare facility or clinical agency.

INSTRUCTIONAL TIMES (RN-BSN)

Didactic Blocks – Students must adhere to the posted due dates for discussion forums and other online learning activities. Two required 4-day residency periods will be scheduled from 8:00 a.m. – 3:00 p.m.

GRADING

Grades are recorded using the Pass/No Pass (P/NP) grading system in accordance with Roseman University of Health Science policy. Refer to the Transcript section of this catalog.

BSN & ABSN CURRICULUM

The BSN & ABSN curriculum consists of 15 blocks and 76.9 credits delivered over 18 months (BSN) or 16 to 17 months (ABSN). The course titles and associated credit hours are presented below.*

Subject to change. Please refer to College of Nursing Handbook for updated and/or revised curriculum.

Course Descriptions

NURS 300 - Introduction to the Profession
This Block is an introduction to professional nursing from historical, social, legal-ethical, political, economic, theoretical, and cultural perspectives. An overview of the professional roles of the nurse in healthcare environments is introduced. *3 credits didactic (45 contact hours)*

NURS 301 - Health Assessment
This Block is designed to introduce the student to the basic principles, knowledge, and motor skills required for a comprehensive health assessment of clients within a legal/ethical framework in a laboratory setting. The student will also develop interview and therapeutic communication techniques that may be used in the assessment of clients across the lifespan. *3 credits, laboratory (90 contact hours)*

NURS 302 - Fundamentals of Nursing
This Block provides the fundamentals of nursing principles and practice related to basic health needs of individuals. Students will learn the basic principles, skills, and behaviors essential to safe, effective nursing care of the client. *4 credits, with laboratory component (75 contact hours): 3 credits di-*

dactic (45 hours) and 1 credit lab (30 hours lab). Prerequisite: Documentation showing completion of all clinical requirements given to the Director of Clinical Resources

NURS 302.1 - Fundamentals of Nursing and Basic Skills
Students will apply basic skills and nursing principles in clinical settings. *1.8 credits clinical (72 contact hours)*

NURS 303 - Nursing Pharmacology
This Block provides students with an analysis of the physiological actions, therapeutic uses, adverse effects, drug interactions and safe administration of selected drugs. Emphasis is placed on the application of the nursing process as the framework for safe administration of drugs. *3 credits didactic (45 contact hours)*

NURS 304 - Adult Health Nursing I
This Block builds on the fundamentals of nursing. Emphasis is placed on care and management of adult clients experiencing alterations in health. *7.5 credits with laboratory component (150 contact hours: 5 credit didactic (75 hours) and 2.5 credits lab (75 hours)*

NURS 304.1 - Adult Health Nursing I – Clinical
Students will further develop psychomotor skills essential for professional nursing practice. Students will synthesize knowledge using the nursing process to manage care for adult clients. *2.7 credits clinical (108 contact hours) Prerequisite: All previous blocks (BSN & ABSN)*

NURS 305 - Nursing Theories, Practice and Issues
This Block focuses on nursing theories and their relevance to professional practice. Students are introduced to practice models in various health care environments. Future and current issues in nursing practice will be explored. *3 credits didactic (45 contact hours) Prerequisite: NURS 304.1 (ABSN)*

NURS 401 - Nursing Research
This Block introduces the student to fundamental concepts in nursing research and focuses on understanding the purpose of research as a major contributor to nursing science, interpretation of study results, and cultivation of critical thinking through the research critique. Concepts of evidenced-based practice in nursing are emphasized. *3 credits didactic (45 contact hours) Prerequisite: NURS 304.1 (ABSN)*

NURS 409 - Community and Mental Health Nursing
This Block focuses on the theories and principles that guide nursing care for clients' across the lifespan experiencing alterations in mental health while addressing the social determinants of health within the community. Emphasis is on psychopathology and therapeutics, community assessment techniques and community interventions. Var-

ious healthcare delivery systems will be explored. *8 credits didactic (120 contact hours) Prerequisite: NURS 304.1 (BSN & ABSN)*

NURS 409.1 - Community and Mental Health Nursing – Clinical
Clinical experience will focus on management of psychiatric clients in supervised clinical environments. In addition, students will serve as case managers for clients and study an in-depth community health issue. *3 credits clinical (120 contact hours) Prerequisite: NURS 409 (BSN & ABSN)*

NURS 306 - Adult Health Nursing II
This Block includes a more in-depth analysis of adult clients experiencing acute, chronic, and critical alterations in health status. *7 credits, with laboratory component (135 contact hours); 5 credits didactic (75 hours) and 2 credits lab (60 hours) Prerequisite: NURS 304.1 (BSN), Prerequisite: NURS 409.1 (ABSN)*

NURS 306.1 - Adult Health Nursing II – Clinical
Students will build upon previous clinical experiences to manage care of adults experiencing acute or critical alterations in health status. *3.6 credits clinical (144 contact hours) Prerequisite: NURS 306 (BSN & ABSN)*

NURS 402 - Maternal Newborn Nursing
This Block focuses on the healthcare needs of childbearing women and their families through all stages of the perinatal period and childbirth. Emphasis is placed on the growth and development of the fetus and needs of the mother, the newborn, the family, and support systems. High risk pregnancies, labor complications and the physiologically challenged neonate are also covered. *5 credits with laboratory component (90 contact hours); 4 credits didactic (60 contact hours) and 1 credit lab (30 hours). Prerequisite: NURS 306.1 (BSN & ABSN)*

NURS 402.1 - Maternal Newborn Nursing – Clinical
Clinical experience will focus on physical and psychosocial assessment of mother and child. This will include providing care to uncomplicated pregnancies, healthy newborns, and to women with complicated pregnancies. *1.8 credits clinical (72 contact hours) Prerequisite: NURS 402 (BSN & ABSN)*

NURS 403 - Pediatric Nursing
This Block focuses on the healthcare of children from infancy through adolescence. Emphasis is placed on the needs of the child, the family, and their support systems throughout developmental milestones. *5 credits with laboratory component (90 contact hours); 4 credit didactic (60 contact hours) and 1 credit lab (30 hours) Prerequisite: NURS 306.1 (BSN), NURS 402.1 (ABSN)*

NURS 403.1 - Pediatric Nursing – Clinical
Clinical experience will focus on age appropriate care for infants, children, and adolescents in supervised clinical environments. Emphasis is placed on incorporating the family and support systems in meeting the child's developmental needs. *1.8 credits clinical (72 contact hours) Prerequisite: NURS 403 (BSN & ABSN)*

NURS 410 - Care of the Older Adult
This Block focuses on the health care issues and needs of older adults across the health care continuum in various environments. The process of aging is analyzed utilizing various theoretical perspectives that include physical, emotional, and social aging and their impacts on the older adult and their families. The complex interplay of the political, economic, cultural, legal, and ethical factors that influence health care delivery to older adults is examined. *3 credits didactic (45 contact hours) NURS 306.1 (BSN), NURS 403.1 (ABSN)*

NURS 406 - Leadership
This Block focuses on the theories and principles of nursing leadership and management in healthcare environments. *3 credits didactic (45 contact hours). Prerequisite All previous blocks and all prerequisites including the United States and Nevada Constitution courses or Utah Constitution or American Heritage (BSN & ABSN)*

NURS 407 - Senior Practicum
This Block focuses on the transition from a student nurse to a professional registered nurse in the coordination and delivery of healthcare. Emphasis is placed upon management and leadership skills. *2.7 credits clinical (108 contact hours) Prerequisite: NURS 406 (BSN & ABSN)*

NURS 408 - Block 15.0 - Senior Seminar
This Block synthesizes the legal-ethical framework governing professional practice, explores issues and trends of professional nursing and prepares the students to take the NCLEX-RN exam. Students must successfully complete the designated Comprehensive Predictor, as the final Block assessment. 2 *credits didactic (30 contact hours) Prerequisite: All Previous Blocks (BSN & ABSN)*

RN-BSN CURRICULUM
The RN to BSN online curriculum consists of 8 blocks and 28 credits delivered over 35-weeks including residency and remediation periods. The course titles and associated credit hours are presented below.*

Subject to change. Please refer to College of Nursing Handbook for updated and/or revised curriculum.

Course Descriptions

NURS 411 - Transition to Professional Nursing
This block facilitates the development and implementation of strategies to enhance the synthesis of professional development for the practicing nurse. The block enables the RN to BSN student to recognize and understand the critical role that nurses play in the healthcare delivery system. Students will analyze principles of professional practice and will explore strategies within a framework of role development within current clinical settings. *4 credits didactic (60 contact hours)*

NURS 305 - Nursing Theories, Practice and Issues
This Block focuses on nursing theories and their relevance to professional practice. Students are introduced to practice models in various health care environments. Future and current issues in nursing practice will be explored. *3 credits didactic (45 contact hours)*

NURS 401 - Nursing Research
This Block introduces the student to fundamental concepts in nursing research and focuses on understanding the purpose of research as a major contributor to nursing science, interpretation of study results, and cultivation of critical thinking through the research critique. Concepts of evidenced-based practice in nursing are emphasized. *3 credits didactic (45 contact hours)*

NURS 410 - Informatics
This block will provide an introduction to health information concepts and systems to include the history of healthcare informatics, current issues, and future applications/utilization. The RN to BSN student will learn how to apply informatics concepts to current clinical practice environments. The nurse will analyze methods that use technology to improve patient safety, work effectiveness and the use of technology to help make decisions and improve the health status of the individual, family, and community. *3 credits didactic (45 contact hours)*

NURS 406 - Nursing Leadership & Management
This Block focuses on nursing theories and their relevance to professional practice. Students are introduced to practice models in various health care environments. Future and current issues in nursing practice will be explored. *3 credits didactic (45 contact hours)*

NURS 406.1 Leadership & Management Project
This block provides the RN to BSN student with an opportunity to design, research, and enact a leadership & management project in collaboration with faculty and healthcare preceptors in appropriate health delivery environments. Current evidence will be used as it relates to

the principles of leadership and organizational processes. The findings will be disseminated to the collaborative team. *1 credit didactic (15 contact hours)*

NURS 414 - Community Health
This block focuses on the care of various populations including vulnerable groups using a community and public health focus. Emphasis will be placed on health promotion, health education, community assessment, disease prevention, and disaster prevention and planning.   Global health issues will be explored and the impact of social determinates on health. This block includes a clinical component. *6 credits didactic (90 contact hours)*

NURS 415 - Capstone Course
This block provides the RN to BSN student the ability to synthesize and apply learned didactic and clinical knowledge from the on-line BSN completion program to identify and explore a scholarly nursing project and PICO question. This process will incorporate the concepts of nursing theories, professionalism, research, leadership-management principles, health care polices, evidence based care, information technology and systems, teaching-learning principles, and health promotion as it applies to population focused care. This project will be conducted within an interprofessional environment. *5 credits didactic (75 contact hours)*

GRADUATION

Comprehensive Predictor (BSN & ABSN only)

The ATI Comprehensive Predictor® is completed as the final assessment for Senior Seminar NURS 408. Students can retake the Comprehensive Predictor until they successfully pass the ATI comprehensive examination with a score equivalent to a 90 percent probability of passing the NCLEX-RN on the first attempt.

Remediation of the Comprehensive Predictor

Retaking the examination may occur one month (four weeks) after the initial attempt and four weeks apart thereafter until successful completion of the ATI assessment. The student will receive an "Incomplete" for NURS 408 (block 15.0) until successful completion of the ATI. A student who fails to receive the passing score will work with their student advisor to develop a weekly plan for success. Students will follow the ATI remediation plan and will be required to submit proof of meeting with the advisor and proof of completion of the study plan.

Graduation from the College of Nursing with a Bachelor of Science in Nursing degree requires successful completion of

prerequisite coursework and all courses described in the nursing curriculum.

STUDENT ORGANIZATIONS/CLUBS
Although student organizations have been or may be approved to operate on any Roseman University campus, the views, opinions, statements and/or philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, administration and the Board of Trustees of Roseman University. A full list of approved student organizations can be found at
http://www.roseman.edu/students/student-services-resources/student-organizations/.

STUDENT PARTICIPATION IN GOVERNANCE
Students are active participants in the governance of the College of Nursing. The College has student representation on the Student Affairs Committee, Simulation Committee, Curriculum Committee and the Advisory and Resource Committee.

MBA PROGRAM

Master of Business Administration

Entrepreneurial
Innovative
Accelerated

Office of Admissions
(702) 968-1661

PROGRAM OVERVIEW

The mission of the MBA program is to graduate competent business professionals, responsible leaders, entrepreneurial managers and effective communicators.

The Roseman MBA program is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas. The program was developed by professionals who possess strong backgrounds in business, health care and education. IACBE is recognized by the Council for Higher Education Accreditation (CHEA) as a programmatic accrediting organization.

The MBA program develops 21st century business leaders by focusing on the mastery of business fundamentals and their application in a complex, dynamically changing world. We invite potential students to learn more about our healthcare-focused, groundbreaking program.

Entrepreneurial
The MBA program provides the entrepreneurial knowledge and skills leaders need to start a company or to help an existing business to:
- Successfully launch new products and services;
- Improve existing products and services; and
- Find new applications and markets for existing products and services.

As part of, and throughout the core curriculum, participants develop and refine business plans for new products or services and present their plans.

Innovative
The block system* of instruction allows participants to concentrate on and master one subject at a time. Certain skills span the curriculum and are a significant part of every course. These "across the curriculum" skills include leadership, ethics, critical analysis, written communication, public speaking, teamwork, and interpersonal skills.

Blocks and courses are used interchangeably in this document.

Business Leaders
We have developed an innovative MBA program that weaves the best practices of the health care profession with the best practices of other industries. Many of the most significant management improvements occur when leaders scan other industries and bring the best practices to their own companies.

Focal Points of The MBA Program

Healthcare Emphasis - Our program develops the big picture perspective of the business generalist with the specialization needed to address specific health care management concerns.

d. Communication and Interpersonal Skills - Throughout the MBA program, students learn to utilize critical thinking skills to effectively communicate both in written form and orally in order to logically articulate a point-of-view.

e. Original and Visionary Thinking - Leadership, creativity and innovation is discussed throughout the program. It focuses on visionary leadership and developing a culture of creativity and innovation.

f. Leadership Potential - All students must enroll in a Leadership and Organizational Behavior block/course that focuses on the skills of an effective leader.

g. Ability to Work Well Within a Team - Throughout the program, students learn how to build productive teams and to work collaboratively with others to achieve excellent results. Students have the opportunity to work in teams almost every day in every course in the program. As a result of this experience they learn how to assess and improve team performance.

h. Analytical and Problem-solving Skills - In every course, students have the opportunity to demonstrate a mastery level of understanding and application of management analytical and problem-solving skills.

i. Strategic Thinking - All students take a course in strategy that focuses on strategic thinking and developing strategy formulation skills.

j. Fit Within the Corporate Culture - The interactive nature of the program and the leadership emphasis of the curriculum help students to adapt to a variety of corporate cultures.

k. Entrepreneurial Skills - Within the Entrepreneurship block/course, students draw on their learning from other courses in the curriculum to write a comprehensive business plan, which they will present in the course.

l. General Management Point-of-View - The curriculum, with its generalist orientation, is designed to

provide a broad perspective of management that can equip students to work in profit and non-profit organizations, in industry, and in other sectors of the economy. The program requires that every student develop a business plan throughout the MBA Program, which includes a marketing plan, a market analysis, a strategic plan, an operational plan, and a financial plan.

m. <u>Awareness of Corporate Citizenship Issues: Social and Environmental</u> - Part of the core curriculum is a course in Legal Environment and Corporate Responsibility, in which corporate citizenship issues are addressed. The principles and practices taught in this course are reinforced throughout the curriculum.

Career Opportunities

In this unpredictable global business environment, the success of an MBA graduate depends upon innovative ability. The leaders of the future must cope with cross-functional jobs and crossbred industries.

This new millennium requires leaders who can integrate business operations and technologies to serve both profit and non-profit organizations. Roseman's business program helps the MBA student to realize his or her professional goal whether they are in the corporate, not-for-profit, venture capital sectors, or whether they are in a completely new enterprise.

The MBA degree opens the door to a variety of management and leadership opportunities in healthcare, service, retail, finance, and manufacturing environments.

MBA PROGRAM MISSION STATEMENT

Roseman University of Health Sciences Master of Business Administration program prepares graduates to be competent business professionals, responsible leaders, entrepreneurial managers, and effective communicators.

There are four (4) student learning goals derived from the mission statement.
- <u>Goal 1</u>: Prepare students to be competent business professionals.
- <u>Goal 2</u>: Prepare students to be responsible leaders.
- <u>Goal 3</u>: Prepare students to be entrepreneurial managers.
- <u>Goal 4</u>: Prepare students to be effective communicators.

We achieve these goals through our innovative curriculum and outcomes assessment program.

ADMISSIONS REQUIREMENTS AND PROCESSES

Requirements
- Students must have completed a baccalaureate degree or higher from an accredited college/university or must first gain admission into the College of Pharmacy or College of Dental Medicine; and
- Have a minimum GPA of 3.0 (if not, a minimum score of 500 on the GMAT required or the successful completion of a designated leveling course).
- There are no specific prerequisite course requirements. However, prior work experience is highly desirable.

For non-joint program students to be considered for admission to the MBA program, the University must receive the following items:
- A completed application;
- $100.00 application fee in cashier checks, or money orders payable to the "Roseman University" (non-refundable);
- Official transcripts of all college level work. (The transcripts must be sent directly from the colleges or universities attended directly to the Roseman University of Health Sciences; and
- Have a minimum GPA of 3.0 (if not, a minimum score of 500 on the GMAT required or the successful completion of a designated leveling course).

The Admissions Committee reviews applications as they are received and looks for an indication of qualities that suggest successful program completion. Such qualities include, but are not limited to:
- Strong communication skills;
- Success in prior college courses;
- Evidence of leadership potential;
- Intellectual ability;
- Maturity; and
- Motivation to succeed.

Applicants are encouraged to apply as early as possible as class size is limited.

Application Procedure
Applications for admission can be downloaded at www.roseman.edu. If a student is unable to download the

application, an application may be requested by emailing mba@roseman.edu or writing to the following address:

MBA Program Application Request
Roseman University of Health Sciences
4 Sunset Way, Building E
Henderson, NV 89014

Joint Programs

Admission into the College of Pharmacy or the College of Dental Medicine is required for enrollment in the joint program.

Students seeking the PharmD or DMD /MBA joint degree may be accepted into the program prior to receiving the PharmD or DMD degree. However, PharmD and DMD students who have no prior baccalaureate (or higher) degree must receive their PharmD or DMD degree and complete the MBA degree requirements before a MBA degree can be awarded.

PharmD students with a baccalaureate or higher degree can earn the MBA degree upon completion of the MBA requirements even if they have not received the PharmD degree.

Transfer Students from Other Master of Business Administration Programs

The MBA Program will only consider applications for transfer from students who have attended or are currently attending a Master of Business Administration program at an accredited university. The MBA Program admission committee and the Director evaluate each transfer request on a case-by-case basis. The MBA program admission committee and the Director determine whether the student's previous coursework is adequate to meet specific course requirements for transfer credit (see residency requirement and time limitation policies).

Applicants interested in applying for transfer should:
- Write a one-page cover letter explaining the reason(s) for the request to transfer into the program;
- Complete and provide all information requested in the application, including all official transcripts of undergraduate and graduate coursework; and
- Send completed application to the attention of the MBA Program Director.

> Director, MBA Program
> Roseman University of Health Sciences
> 4 Sunset Way, Building E
> Henderson, NV 89014

MBA Program Policy for Evaluation of Prior Education/Work Experience

Prior undergraduate business course work cannot be considered for MBA courses. Students will not be awarded any MBA credits for prior work experience.

International Students and Non-U.S. Coursework

International students are encouraged to apply. International students must supply documentation supporting their lawful entry or residency within the United States. We follow U.S. Customs and Immigration Service (US CIS) rules and regulations on Form I-20 issuance. Degree(s) earned or course work completed in a country other than the U.S. must be submitted for evaluations to World Education Service (WES: www.wes.org) or Josef Silny & Associates (JSA:www.jsilny.com).

Applicants whose language of instruction is not English must submit results for the Test of English as a Foreign Language (TOEFL). Only original TOEFL documents will be accepted. Applicants must achieve a minimum score of 550 on the paper-based, 213 on the computer- based, and 79 on the internet-based test. The Roseman University TOEFL institution code is 4463.

Credit for Prior Academic Experience (Residency requirement)

The minimum course work that must be taken to fulfill Roseman MBA residency requirement is seven blocks (or 21 semester credits). Thus, a student may earn credit for graduate (MBA) courses/programs completed elsewhere but must at a minimum complete seven (7) courses/blocks at Roseman to be awarded a Roseman MBA. Prior course work must be within the last 7 years, taken at regionally accredited institutions and approved for transfer before admission. Any request received after admission will not be considered.

Transfer Courses

If, after matriculation it becomes necessary to approve and allow a graduating student to take selected MBA courses at another regionally accredited university, the MBA Program Director or designee must pre-approve in writing the course(s) for transfer and the final course grade(s) submitted must be an "A" on the official transcript(s) received, in addition to the other related requirements.

Courses accepted for transfer must 1) be graduate courses; 2) not be used previously to meet a degree requirement; 3) be reviewed and certified by the curriculum committee for its equivalency value; 4) not be taken after matriculation at Roseman, (without prior documented approval); and

5) not be taken concurrently when enrolled in any Roseman University MBA course/ block.

Consequently, students who take two or more MBA blocks concurrently will receive credit for only one block even if the conflicting blocks were taken at Roseman and/or another institution, and/or scheduled during weekdays, weekends, or holidays where no conflict exists.

Admission Policies

Applicants must provide all requested information on the application. Any purposely omitted or falsified information submitted to Roseman may be grounds for rejection of the application for admission. Applicants are required to write their own original essays. Roseman has a zero tolerance plagiarism policy.

Admission, Enrollment and Attendance

An applicant is admitted when the applicant receives a formal letter of admission from the MBA Director based on the recommendations of the MBA Admissions Committee. In some cases, the admissions letter may be conditional either because the applicant has not provided certified or official copies of academic transcripts or other requested information. However, a student is considered enrolled (or matriculated) only if the student registers and attends the first class. Students can continue to attend classes only if they fulfill their financial obligations to the university.

Time Limitation

All requirements for the MBA program must be completed within seven years from the date of matriculation and all course work transferred from other regionally accredited US institutions (or approved international institutions) must have been completed within seven years of Roseman matriculation.

CURRICULUM

Core Curriculum

The Program's subject cluster focuses on creating value for the customer, developing and sustaining competitive advantage, maximizing effectiveness, and minimizing costs and risks. A course in Entrepreneurship gives students the opportunity to refine a comprehensive business plan for a new product, new service, or new business. The students, at the culmination of the course, present their business plan, both in oral and in written forms.

MBA Course Numbers

CORE BLOCKS*	
Course Number	Course Title
MBA 602	Healthcare Management
MBA 603	Legal Environment, Healthcare Law & Corporate Responsibility
MBA 605	Human Resource Management
MBA 610	Organizational Behavior and Leadership
MBA 615**	Arbitration & Mediation: Theory and Practice, or approved Business Elective
MBA 620	Marketing
MBA 630	Healthcare Operations Management
MBA 642	Managerial Economics for Healthcare Professionals
MBA 645	Business Ethics and Practices for Healthcare Professionals
MBA 650	Managerial Accounting and Control
MBA 662	Entrepreneurial Finance
MBA 670	Strategic Management
MBA 690	Entrepreneurship (Capstone)
ELECTIVE BLOCKS***	
Course Number	Course Title
MBA 510	Leadership Communication
MBA 520	Financial Accounting
MBA 521	Healthcare Accounting and Controls
MBA 530	Legal Environment and Corporate Responsibility
MBA 540	Statistical Methods for Decision Making
MBA 550	Business Economics
MBA 551	Managerial Economics
MBA 552	Healthcare Economics
MBA 560	Foundations of Management
MBA 600	Leadership, Innovation, and Evidence-Based Practice Management
MBA 615	Arbitration & Mediation: Theory and Practice
MBA 640	Management Information Systems
MBA 651	Cost Accounting
MBA 652	Auditing
MBA 660	Finance
MBA 661	Healthcare Financial Management
MBA 665	Investment Finance
MBA 680	Advanced Finance
MBA 700	Independent Study Research (1-6 credits)
MBA 710	Professional Development Internship
MBA 720	Distinguished Leaders Speaker Seminars
MBA 750	Seminar in Business
MBA 750 A	Seminar in Dental (Orthodontic) Practice Management

*Curriculum is subject to change

**PharmD students take PHAR 541 in place of MBA elective.

***Elective blocks offered with minimum enrollment.

Course Descriptions

All courses are 3 semester credits each unless otherwise stated. Minimum enrollment is required to offer any course.

MBA 510 - Leadership Communication

This block/course prepares students with the writing, public speaking, and teamwork foundation they will need throughout the program and throughout their careers. This course uses case analysis to emphasize current topics in business communication, such as plain language laws, persuasive strategies for use in written and oral communication. The assignments will enable students to target decision-makers' needs, craft verbal and quantitative arguments, and provide problem-solving, action-oriented content. Students will have extensive practice with memo reports, correspondence, interviewing, and speaking.

MBA 520 - Financial Accounting

Financial Accounting provides the primary channel of communicating information about business economic activity. In this course students will learn how to communicate financial results and data and understand financial statements and accounting reports.

MBA 521 - Healthcare Accounting and Controls

This block/course introduces concepts of accounting to the non-financial manager. Basic accounting transactions, statement preparation and concepts of accrual versus cash accounting are presented. This course also provides an examination of the tools, concepts, and applications of managerial accounting concepts such as budgeting, control, reporting, and analytical techniques in health services organizations in the U.S.

MBA 530 - Legal Environment and Corporate Responsibility

This block/course focuses on the legal, ethical, and social responsibilities of corporate leaders. It provides an introduction to the Anglo-American legal system and the development of substantive and procedural law. The content of the course includes, but is not limited to, product liability, consumer protection laws, and the relationship between law and ethics. It also explores how cases are brought to court. It identifies different types of law, and it surveys various non-legal means of dispute resolution. The course emphasizes two foundational substantive law topics: contracts and torts.

MBA 540 - Statistical Methods for Decision Making

This course focuses on basic statistical techniques for decision-making including frequency, probability, sampling, estimation, tests of hypotheses, regression and correlation analysis. This course will provide students with an understanding of discrete and continuous probability distributions, interpret analysis of variance, linear regression, and correlation result and how to apply sampling methods for tests of hypothesis.

MBA - 550 Business Economics

This course focuses on the study of the economic environment and their implications for the firm. It provides a general introduction to microeconomic and macroeconomic principles. The students will be able to understand national economic activity and production, inflation, unemployment, macroeconomic policy, money, the banking system and monetary policy, market models, production costs, output decisions, and etc.

MBA - 551 Managerial Economics

The emphasis of this block/course will be on demand analysis and estimation, production and cost analysis under different market conditions, forecasting, and decision-making under uncertainty. The course will also include an understanding of pricing, studying how consumer and other firms respond to price changes and how to decide what price to charge. Students will also learn game theory, which is a framework for decisions made between a small group of managers or firms. Prerequisite: MBA 550 or Intro to Micro and Macro Economics.

MBA 552 - Healthcare Economics

This block/course introduces micro- and macro-economic concepts, principles, and methods, and examines the application of micro and macroeconomics to the organization, regulation, and distribution of health services. Topics include elasticity of demand, the structure of the health care market, the health production function, provider-induced demand, health insurance premium pricing, cost-effectiveness, cost-benefit analysis, and health labor shortages and surpluses.

MBA 560 - Foundations of Management

This block/course provides a basic body of knowledge about leadership, management, operations management, marketing and strategic management, including principles, concepts, and practices.

MBA 600 – Leadership, Innovation, and Evidence-Based Practice Management

This block/course focuses on visionary leadership and developing a culture of creativity and innovation. The students examine the relationship between innovation, evidence-based healthcare, and the leadership dynamic. This course examines a business case for innovation as a way of life. Students focus on the driving forces for build-

ing momentum and initiating change, communicating and connecting and leading, and building an advanced innovation skillset.

MBA 602 - Healthcare Management
This block/course will provide students with a fundamental understanding of the principles of management and managerial functions as a framework for organizing knowledge and techniques in the healthcare field. This will be done by relating each of the functions of management (planning, organizing, directing, and controlling) to business and healthcare. Ethical decision-making and communication, practical examples, applications, issues, and exercises requiring critical thinking and effective written and verbal presentations will be emphasized.

MBA 603 – Legal Environment, Healthcare Law & Corporate Responsibility
This course focuses on the legal, ethical, and social responsibilities of corporate leaders, managers, and providers in healthcare. It provides an introduction to the Anglo-American legal system and the development of substantive and procedural law. The course explores the legal environment of businesses and professions, organizational legal structures and requirements, and how regulatory law and public policy influences corporate strategy in healthcare. How cases are brought to court, alternate dispute resolution, decision-making, and the impact of emerging technologies, globalization and social values and attitudes on healthcare will also be covered.

MBA 605 - Human Resource Management
This block/course introduces the technical and legal aspects of human resource management from a strategic business perspective. The course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently constraining organizations. Among the topics included are: formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of HRM systems. Emphasis is placed on integrated human resource management with the overall business strategy.

MBA 610 - Organizational Behavior and Leadership
This block/course focuses on how to become an effective leader by understanding and influencing human behavior. Students will be able to understand organizational culture, individual and group behavior, and interpersonal influence on the organization. Students learn how to create high-performance teams as a current platform for accomplishing work in the 21st century. Students will be able to

identify forces that create change and describe models for leading organizational change. This course compares and contrasts leadership theories.

MBA 615 - Arbitration and Mediation: Theory and Practice
This block/course is designed to explore the processes of bargaining and negotiation as social and managerial activities. Special emphasis will be given to the areas of interpersonal and intergroup conflict, in addition to the interpersonal influence techniques, and the tactics and strategies involved with improving bargaining and negotiation.

MBA 620 - Marketing
This block/course focuses on the strategic intentions of the marketing function. Key themes include the diverse functions of the field, marketing intelligence, applied professional research, consumer behavior, and target market selection. The primary outcome is an integrated plan which transfers knowledge of theories, principles and terms to a real-world application that brings direct benefit to graduate learners.
Prerequisite: MBA 642

MBA 630 - Healthcare Operations Management
This block/course focuses on developing students' knowledge and skills to align the company's operations with its competitive position in healthcare and other business environments. Students will understand the strategic importance of operations and the operating system design. This course will also instruct students on managing the supply chain and how to apply quality assurance tools. Prerequisites: MBA 642, MBA 650 and MBA 662

MBA 640 - Management Information Systems
This block/course will instruct students how to use information technology, the fundamentals of databases, and the use of artificial intelligence systems to aid in decision-making and the basis of electronic commerce. Students will also learn the steps, tools, and techniques for systems development and information technology infrastructure and security safeguards.

MBA 642 – Managerial Economics for the Healthcare Professional
The emphasis of this block/course will be on healthcare-related demand analysis and estimation, production and cost analysis under different market conditions, and forecasting and decision-making under uncertainty. The course will also include an understanding of pricing, studying how consumer and other firms respond to price changes and how to decide what price to charge for decisions made between a small group of managers or firms.

MBA 645 - Business Ethics and Practices for Healthcare Professionals
This block/course is an introduction to ethical and legal dilemmas healthcare professionals face in various healthcare organizations. As this course is intense and fast paced, successful completion of this course will require completing the assigned readings, cases, and active involvement in class discussions.

MBA 650 - Managerial Accounting and Control
Students will learn the way in which accounting provides information for organizational decision making. Students will be able to use accounting information to assess performance and to improve organizational decisions. Additionally, the course will include a thorough review of internal control procedures. Prerequisite: MBA 642.

MBA 651 - Cost Accounting
This block/course focuses on cost management analysis linking costs to strategic planning and other financial and non-financial tools. The linkage between cost management/analysis and strategy is facilitated by utilizing three powerful strategic tools: Value chain analysis, Strategic positioning analysis, and Cost driver analysis. Prerequisite: MBA 520 or MBA 650.

MBA 652 - Auditing
This course will focus on the auditing of company financial statements. Students will master general audit principles and procedures which are applicable to all types of organizations. Additionally, the course will include applying internal controls to operating a business. Prerequisite: MBA 520 or MBA 650.

MBA 660 - Finance
This block/course provides students with the basic principles of corporate finance, including working capital management and long-term financial management. Students will be able to understand the function of financial institutions and capital markets as well as apply capital budgeting, discounted cash flow valuation, and risk analysis techniques. Prerequisites: MBA 642 and MBA 650.

MBA 661 – Healthcare Financial Management
This block/course addresses value creation for stakeholders of health care organizations. Materials will primarily involve cases covering a range of health care organizations, including hospitals, insurers, managed care plans, neighborhood health centers, physician groups, home health agencies, and other health care organizations. Topics include financial management of working capital, net present value, project analysis, valuation of securities, investment decision models, long term capital structure, mergers and acquisitions, and international finance as

they apply in health care organizations. Prerequisite: MBA 520 or MBA 650.

MBA 662 – Entrepreneurial Finance
This block/course provides an overview of the various alternative financing opportunities for entrepreneurial ventures. The topics will focus on venture capital partnership, raising capital, evaluating investment opportunities, valuing, structuring, and negotiating investments. Students will analyze how entrepreneurial finance fits into the entrepreneurial process and the business plan. Prerequisites: MBA 642 and MBA 650.

MBA 665 - Investment Finance
The objective of this block/course is to help students develop a basic understanding of the practice of investment analysis. Course coverage includes security trading mechanism, investment theories, and equity and bond valuations. Emphasis is on developing an understanding of the investment process. The course includes basic analysis and valuation of stocks, bonds, options and futures. Prerequisite: MBA 660 or MBA 662.

MBA 670 - Strategic Management
This block/course focuses on developing strategy formulation and implementation skills. Students will be able to develop and sustain competitive advantage and balance opportunities and risks. Students will learn how to apply analytical tools to perform in-depth analysis of industries and competitors, competitive behavior, and sustainable competitive advantage. Prerequisites: All required MBA core courses and one approved Business Elective, with the exception of MBA 690, the Capstone course.

MBA 680 - Advanced Finance
The block/course will focus on how to evaluate complex investments, how to establish firm financial policies, and how to integrate financial decisions. Students will learn how to perform advanced valuation analysis of firms, projects, and options, make strategic decisions involving financing, risk management, and dividend policies, and integrate financial decisions with other strategic decisions. Prerequisite: MBA 660 or MBA 662.

MBA 690 – Entrepreneurship (Capstone)
This block/course will provide students with an opportunity to construct, integrate and refine a business plan. Students will focus on best practices of entrepreneurs' vision of a business to learn the next steps required to operate a business for profit. Strong emphasis is placed on the development of a real world, implementable business plan that applies the proper methods, techniques and skills needed for successfully developing and growing a new venture. Students will prepare and submit a written

business plan and orally present their plan. In addition, students must complete the Capstone® and Comp-XM® Simulations. Prerequisite: MBA 670.

MBA 700 - Independent Study Research (1-3 credits)
The purpose of this block/course is to introduce students to the processes of research methods and to assist them in developing, designing and carrying out their chosen research projects. Emphasis will be placed on individual progress on the literature review and the "why" and "how" research methodology of the chosen project. Grading in this course is largely based on the student's research progress output, not on tests or presentations.

MBA 710 - Professional Development Internship
The MBA Professional Development Internship is a learn-by-doing opportunity for students, under faculty supervision, to work with and shadow an executive in a business environment, and connect small, medium, and large businesses and professional firms with talented, dedicated, and motivated MBA students, in order to tackle and solve real-world business problems. Students may choose to do the internship at their place of employment.

MBA 720 - Distinguished Leaders Speaker Seminars
The Distinguished Leaders Speaker series is a unique component of the MBA Program curriculum. Through this lecture series, students are exposed to the latest ideas and issues that are shaping American and international businesses, as seen by the leaders in healthcare and other industries, including education and government, and by those who are facing these issues daily, and who can provide significant educational enrichment that complements the in-class curriculum.

MBA 750 - (A-Z) Seminar in Business (1-3 credits)
Seminar topics will focus on specific aspects of a business discipline (management, finance, accounting, economics, etc.) or the business aspects of a specific industry (dental, pharmacy, nursing, etc.). The outcomes of the seminar course are to increase students' interest, competency, and proficiency in an area of business.

MBA 750A - Seminar in Dental (Orthodontic) Practice Management (1-3 credits)
This block/course will examine the many challenges and aspects of a dental (orthodontic) business for a new or an incoming practitioner. The course topics will include evaluation of existing practice, build/purchase/associate ship options, front/back office staffing, overhead control, and marketing decisions, in addition to the management of operation and financial systems.

Graduation Requirements

The general MBA curriculum consists of 12 Core blocks/courses and one approved Business Elective that are 3 credit hours each. In order to graduate, students are required to satisfactorily complete 39 credit hours consisting of 13 courses. Effective with the graduating class of 2018, and thereafter, in order for students to be recognized at the graduation ceremony, students are required to satisfactorily complete all 39 credit hours consisting of the 13 blocks/courses.

STUDENT GOVERNMENT

Class Representatives

Each class will hold elections for class representatives. The MBA Program Director and Student Affairs Committee chair or his/her designee will collaborate with students in each class to hold a fair and legitimate election.

MBA Student Liaison Committee

The Student Liaison Committee is composed of the class representatives and other student representatives as selected by the Director. The Student Liaison Committee meets with the Director and his/her appointed staff on a regular basis to discuss student, professional, University and community issues.

Student Participation in Governance

Students are encouraged to participate in University and Program governance.

STUDENT ORGANIZATIONS/CLUBS
Although student organizations have been or may be approved to operate on any Roseman University of Health Sciences campus, the views, opinions, statements and/or philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, administration, or the Roseman Board of Trustees. A list of student organizations can be found here: http://www.roseman.edu/students/student-services-resources/student-organizations/.

COLLEGE OF PHARMACY

Doctor of Pharmacy (PharmD)

11 Sunset Way
Henderson, NV 89014

10920 S. River Front Parkway
South Jordan, UT 84095

Accredited by the Accreditation Council for Pharmacy Education

Office of Admissions
(702) 968-2007

PHARMACY – THE PROFESSION

The role of the pharmacist in the provision of patient care has expanded in recent years. The traditional role of preparation and dispensing has evolved and is complemented by additional responsibilities and prerogatives in patient care.

Pharmacists Today:
- Are recognized as the experts in Pharmaceutical Care;
- Are involved in the planning and implementation of safe and effective drug therapy;
- Work in concert with other members of the health care team to educate and counsel patients;
- Determine the dosage, route of administration and dosage schedules for medications;
- Assist patients in the selection of the most cost effective delivery of medications; and
- Prepare medications.

THE DOCTOR OF PHARMACY DEGREE (PHARMD)

The PharmD is the standard entry-level degree currently awarded on completion of professional pharmacy education in the United States.

The PharmD degree is recognized in all states and entitles the graduate to take state examinations for licensure. After passing the appropriate licensure examinations, the candidate is entitled to full privileges as a practicing pharmacist in that state.

Career Opportunities
The PharmD degree opens the door to a variety of career pathways:
- *Community Practice*: Pharmacists serve patients by practicing in local community pharmacies, home health care agencies, health maintenance organizations, and as consultants in a variety of ambulatory care practice settings.
- *Hospital Practice*: Pharmacists are integral to drug preparation, administration, and collaboration with others on the medical team to better serve patients.
- *Academia*: Career opportunities exist for pharmacists in colleges of pharmacy serving as teachers, administrators, researchers and clinical practitioners.
- *Pharmaceutical Companies*: Pharmacists are employed in research, administration and sales.
- *Government Agencies/Military*: Career opportunities exist for pharmacists in several government agencies such as Public Health Service, Food and Drug Administration, Drug Enforcement Agency, National Institutes of Health and the different branches of the military.

THE COLLEGE OF PHARMACY

The College of Pharmacy is dedicated to educating and preparing its students to become pharmacists who are:
- Current in the latest developments in pharmacy practice;
- Caring individuals who see each patient as an individual and participate along with other health care professionals in the provision of compassionate care; and
- Competent practitioners who participate in the total management of the patient's medicinal needs.

Faculty

The faculty is supportive of and dedicated to active student learning. All faculty members hold professional and/or Doctoral degrees. For the location of a list of faculty, please refer to the Table of Contents.

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES

The College seeks to admit a diverse student population with demonstrated academic competency and commitment to the profession of pharmacy. In doing so, it follows standard policies and procedures for obtaining, selecting and admitting applicants in a timely fashion.

Technical Standards for Admission, Advancement, and Graduation

Introduction
According to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act, qualified individuals with a disability shall not, by reason of such disability, be excluded from participation in or denied the benefits of services, programs, or activities or subjected to discrimination. A "qualified individual with a disability" is a person who meets legitimate skill, experience, education, or other requirements for admission to a program or activity that he or she holds or seeks, and who can perform the "essential functions" of the program with or without reasonable accommodation. Roseman University of Health Sciences College of Pharmacy (RUCOP) will not discriminate against qualified individuals with disabilities seeking admission to its Doctor of Pharmacy (PharmD) Program. To ascertain that no qualified

individuals with disabilities will be discriminated against, the admission committee will follow the Technical Standards set forth in this document in conjunction with RUCOP admission policies. However the College reserves the right not to admit any applicant who is unable to meet the Technical Standards with reasonable accommodations. Applicants, therefore, should evaluate themselves prior to submission of an application for admission as to whether he or she complies with the Technical Standards stated in this document.

Principles

The primary role of the graduates from the PharmD program of RUCOP is to function as registered pharmacists and to provide safe and effective patient care. Concern about patient safety is of utmost importance when selecting and training student pharmacists. Students admitted and enrolled to the PharmD program at RUCOP must be eligible to attain and maintain a license to practice as Pharmacy Interns during the program. Therefore, students admitted to the professional program leading to the PharmD degree are required to have a certain level of cognitive, behavioral and technical skills. These skills, as distinguished from academic standards, are referred to as Technical Standards stated below.

Technical Standards

Sensory and Motor Abilities: These abilities require the functional use of visual, auditory and tactile senses, and proper coordination of muscular movements with accommodations, if necessary. Applicants and students must have the ability to observe, evaluate, and participate in classroom and patient care settings, lectures, demonstrations and laboratories, and perform physical assessments (e.g. palpation, percussion, auscultation). Additionally, applicants and students must be able to observe and assess patients from a distance and also close at hand. Applicants and students must have the coordination of muscular movement with accommodation, if necessary, to undertake preparation of all routine forms of medication orders, the use of diagnostic equipment for patient assessment, and the direct delivery of patient therapies such as administering subcutaneous (s.c.) or intramuscular (i.m.) injections.

- Communication Skills: Applicants and students must be able to speak, to hear, and to observe patients in order to exchange information. They must effectively and efficiently communicate using the English language in academic as well as patient care settings, and should know the prop-

er use and recognition of nonverbal communication cues. Communication includes not only speech but also proficiency in reading and writing in English.

- Intellectual, Conceptual, Integrative and Quantitative Abilities: Applicants and students must be able to recollect, gather, analyze, integrate and synthesize complex information quickly and accurately in the classroom and in patient care settings, and be able to generate rational solutions to academic and patient-related problems. They should be able to quickly assimilate and adapt to new information and guidelines in academia and practice. Applicants and students must also be able to evaluate academic and patient-related literature and clinical decisions.

- Behavioral, Ethical and Professional Attributes: Applicants and students must demonstrate appropriate professional and ethical behavior. Students must be willing to abide by institutional regulations at school and practice sites. They must demonstrate compassion and integrity, and show respect for differences in culture, values and ethnic backgrounds of other students, teams, teachers, staff and other professionals. Applicants and students must be responsible for personal action and show emotional and mental stability under stressful conditions which may happen both during the intense 3-year program and during their career as a pharmacist.

Applicants and Enrolled Students with Disabilities

Individuals with questions or concerns about their ability to meet these standards are encouraged to contact the College of Pharmacy's Assistant Dean for Admissions and Student Affairs or his/her designee at (702) 968-5248 or the University's Student Services Office at (702) 968-2029. Enrolled students should contact the Student Services Office for any questions or concerns about their disabilities.

Academic Requirements

In order to be eligible for admission to the PharmD Program, applicants must:
- Have completed a minimum of the equivalent of 60 semester credit hours (90 quarter hours) of pre-pharmacy study in an accredited college or university in the United States or its equivalent;
- Achieve a preferred minimum cumulative grade point average of 2.8/4.0 (or its equivalent) in or-

der to have their applications considered for admission; Have received a grade of "C" (or its equivalent) or better in all science and math prerequisite courses;

- All candidates must earn a grade of "B" or better in the English Composition and Speech prerequisites; and
- Complete the Pharmacy College Admissions Test (PCAT) by the appropriate deadline.
  - The PCAT requirement is waived for applicants who have completed a bachelor's degree or higher.

All applicants who meet the minimum criteria will have their files evaluated. The file evaluation process will be competitive and the most competitive applicants will be invited for an on-campus interview.

It is recommended, but not required, that all coursework be completed within six calendar years of the time of application to the program. The College requires the following Science and Humanities prerequisite coursework:

Science Prerequisites
General Chemistry I with Laboratory
4 semester hours or
4 quarter hours of Chemistry I and
4 quarter hours of Chemistry II

General Chemistry II with Laboratory
4 semester hours of Chemistry II or
4 quarter hours of Chemistry III

Organic Chemistry I with Laboratory
4 semester hours or
4 quarter hours of Organic Chemistry I and 4 quarter hours of Organic Chemistry II

Organic Chemistry II with Laboratory
4 semester hours of Organic Chemistry II or
4 quarter hours of Organic Chemistry III

Calculus
3 semester hours or 4 quarter hours

Microbiology
3 semester hours or 3 quarter hours

Human Anatomy and Human Physiology
The College requires a total of 6 semester hours or 8 quarter hours of Human Anatomy and Human Phys-

iology. These prerequisites can be fulfilled by completing one of the following options:

3 semester hours of Human Anatomy and 3 semester hours of Physiology

or

3 semester hours of Human Anatomy and Physiology I
and
3 semester hours of Human Anatomy and Physiology II

or

6 semester hours of Human Physiology

Anatomy and Physiology courses with modifiers other than "human" (i.e., mammalian, vertebrate) will be considered on a case-by-case basis through a syllabus review. Only courses that primarily emphasize human anatomy and human physiology will be considered for evaluation.

Applicants must complete five of the math and science prerequisites listed above by the end of December so that the Admissions Office can calculate the math and science prerequisite grade point average.

Humanities Prerequisites
English Composition (Freshman level)
3 semester hours or 3 quarter hours

Speech
3 semester hours or 3 quarter hours

Although they are not required prerequisites and do not count in admissions criteria, the Admissions Office strongly recommends completion of a Biochemistry and/or Molecular Biology course prior to admission.

Academic Forgiveness Policy
An applicant may request that the Admissions Office only include grades from the last five years to calculate overall and prerequisite grade point averages. However, applicants making this request must have completed the prerequisites within the last five years.

Non-U.S. Coursework
Applicants who have completed coursework from a country other than the U.S. must submit transcript

evaluations from one of the following services: World Educational Services (http://www.wes.org) or Josef Silny & Associates (http://www.jsilny.com) or other service approved by the College of Pharmacy Admissions Office.

Applicants may not disregard any part of their college-level educational history. An applicant who fails to report all institutions attended will forfeit his/her eligibility for admission to the University or will be dismissed. All credentials submitted for admission to Roseman University of Health Sciences become the property of the University and will not be returned or released.

Nevada State Board of Pharmacy Intern Pharmacist Certificate of Registration and State of Utah Division of Occupational and Professional Licensing Pharmacy Intern Registration

Students must be eligible to obtain and maintain a Pharmacy Intern License from the Nevada State Board of Pharmacy or Utah Division of Occupational and Professional Licensing in order to remain enrolled in the program. This requirement is specific to the campus of the state where the student is completing their professional pharmacy practice requirements. Students who have any of the following conditions should check with the appropriate Board of Pharmacy to determine eligibility for licensure:

- Been diagnosed or treated for an illness or condition that could impair the student's ability to perform any of the essential functions of the license;
- Held a license under any name other than on the application;
- Been charged, arrested or convicted of a felony or misdemeanor;
- Been denied the right to sit for licensure examination;
- Been named as a defendant in a malpractice suit;
- Been terminated from a position for drug use or abuse;
- Have recently used any drugs without a valid prescription;
- Been a subject of an administrative action whether completed or pending; or
- Had a license suspended, revoked, surrendered or otherwise disciplined, including any action against the student's license that was not made public.

All students must maintain an active pharmacy intern license issued by the state where attending pharmacy school while enrolled in the program. A copy of this intern license must be provided to the Office of Experiential Education. Suspension, revocation or expiration of said license precludes student's ability to participate in experiential activities and may preclude the student from successful matriculation and progression through the program.

Student Selection Criteria

When the Admissions Office at the College of Pharmacy at Roseman University receives a complete application, they utilize the following criteria to determine which applicants are invited to interview:

<u>Academic Achievement</u>

- Overall GPA
- Science and Math prerequisite GPA
- PCAT score or Bachelor's, Master's, or other Doctoral level degree

Note: Local residents of Nevada or Utah will be given additional preference in the admission selection process. Roseman University accepts applicants from all fifty states and abroad. Tuition and fees are the same for ALL students.

Interview

An applicant's academic achievements will determine if they are invited to an on-campus interview. Applicants are interviewed by a panel that consists of one faculty member and one student from the College of Pharmacy.

Through various questions, the panel assesses the applicant's strengths and abilities in their:

- Understanding and motivation for pharmacy
- Professionalism
- Leadership
- Problem solving
- Working within a team
- Oral communication skills

Letters of Recommendation

The College does not require and will not accept letters of recommendation.

Final Selection Process

Faculty, after reviewing data collected from applicants during the admissions process, vote to grant admission to qualified candidates. Communication

to applicants and candidates regarding their status in the admissions process will originate from the Office of Admissions and Student Affairs with approval of the Dean. It is expected that all applicants will be notified regarding their final admission status by the end of May.

Transfer Students from Other PharmD Programs/Post B.S. Enrollments

Applicants may request to transfer into the program from another accredited college of pharmacy. To be considered for transfer, candidates must have earned a minimum grade point average of 3.0 when enrolled in the professional year(s) of the pharmacy program. Roseman University of Health Sciences College of Pharmacy will only consider applications for transfer from students who have attended or are currently attending a college of pharmacy that has been granted candidate status or accreditation by the Accreditation Council for Pharmacy Education.   Transfers are only accepted into the second academic (P2) year and only at the beginning of that academic year. Each transfer request is evaluated on a case-by-case basis. The Admissions Committee, in consultation with the Associate Dean for Academic Affairs determines whether the student's previous coursework is adequate to meet the didactic component of the College's P1 curriculum.

Further, the student is required to meet all requirements of the College's experiential program for the P1 academic year. This includes 136 hours of Introductory Pharmacy Practice Experiences (IPPE-1).

Transfer students must complete these hours prior to the start of the P2 didactic blocks. Students may complete these hours with conditions determined by the office of Experiential Education and approved by the Associate Dean for Academic Affairs. Students will be charged prorated tuition and appropriate fees for these experiences. Students must also complete 240 Introductory Pharmacy Practice Experience Summer (IPPE-S) hours (divided as 80 institutional and 160 community hours) as part of the College and graduation may be delayed by approximately 6 weeks if these hours are not completed before the start of the P2 didactic year.

Finally, evaluation of the transfer request is subsequently presented and reviewed by Roseman College of Pharmacy faculty during a formal faculty meeting. The faculty vote to either approve or deny the student's request to transfer into the program and to

accept credits earned at another college of pharmacy. If the student is granted admission, 61 credits corresponding to the didactic component of the P1 year will be awarded. Once IPPE hours have been completed, an additional four credit hours will be awarded. When IPPE-S hours have been completed, an additional six credit hours will be awarded.

Applicants interested in applying for transfer should:
1. Complete and provide all information requested in the application, including all official transcripts of undergraduate and pharmacy coursework, and the application fee; and
2. Send completed application to the attention of the College of Pharmacy Admissions Office.

Applicants interested in transferring to the program must submit an application by the deadline established by the Admissions Office.

Individuals with a prior B.S. Pharmacy degree will not be admitted with advanced standing into the entry-level Doctor of Pharmacy program.

Application Fee

Applicants to the Roseman University of Health Sciences College of Pharmacy must apply through PharmCAS and pay their application fee and pay a supplemental application processing fee to the College of $60. The College's supplemental application fee is non-refundable.

Seating Deposit

Students granted admission into the College receive a written formal offer from the Office of Admissions and Student Affairs. The Office of Admissions must receive the student's written acceptance of the admission offer and tuition deposit to secure a position in the class by the deadline specified in the candidate's admission letter. The admission deposit will be applied towards the first tuition and fees payment. The college's seating deposit is non-refundable.

Deferred Admission

The Admissions Office will consider granting deferred admission in extenuating circumstances that would preclude an applicant from beginning classes at the start of the academic year. Requests for deferment will be considered on a case-by-case basis upon an admitted applicant's written request.

An applicant who requests and is approved to defer admission is considered under obligation to enroll

and attend the pharmacy program the following year. Applicants can only request to defer their offer of admission once and that deferral, if accepted, will only be valid for the next academic year.

Only applicants who accept an offer of admission, paid the tuition deposit, and have satisfied all the admissions requirements (i.e. outstanding prerequisite coursework) will be considered for a deferral request. Applicants will be required to sign an agreement contract certifying that you will not apply to, attend or hold a deferment at another College or School of Pharmacy. Violations of this contract will result in the deferment being revoked. Deferral requests must be made no later than August 1st.

TUITION AND FEES
Please refer to the Tuition and Fees section of this catalog.

FINANCIAL AID AND SCHOLARSHIPS
Please refer to the financial section of this catalog or the Roseman Website (www.roseman.edu) for information. The College also awards a variety of scholarships to qualified students based on merit and financial need.

PLACEMENT
Placement services are offered through the Office of Admissions and Student Affairs. Following licensure as an intern, the College can assist students in finding intern positions. During the school year the Office will arrange for interviews with employers and will host an annual Career Fair.

STUDENT GOVERNMENT
Pharmacy Class Officers
Each class will hold elections for class officers. The Assistant Dean for Admissions and Student Affairs or his/her designee will collaborate with students in each class to hold a fair and legitimate election. Each class will elect a President, Vice President, Secretary, Treasurer, and/or other officers as appropriate.

Pharmacy Student Liaison Committee
The Student Liaison Committee is composed of the pharmacy class officers, representatives from pharmacy student organizations and professional fraternities, and other student representatives as selected by the Dean. The Student Liaison Committee meets with the Dean and his/her appointed staff on a regular basis to discuss student, professional, University and community issues.

Student Participation in Governance
Students are encouraged to participate in University, College and/or Program committees. Examples of committees that require student membership include, but are not limited to, admissions, curriculum, and the assessment appeals committee. Students serving on these committees are responsible for providing student views on campus issues and policies.

STUDENT ORGANIZATIONS/CLUBS
Although student organizations have been or may be approved to operate on any Roseman campus, the views, opinions, statements and/or philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, administration and the Board of Trustees of Roseman. A full list of approved student organizations can be found at http://www.roseman.edu/students/student-services-resources/student-organizations/.

ELIGIBILITY FOR EXPERIENTIAL ROTATIONS
All requirements concerning eligibility for experiential rotations are contained within the College of Pharmacy Student Handbook.

CURRICULAR OVERVIEW AND COURSE DESCRIPTIONS
The curriculum of the PharmD program can be divided into two major components: the didactic component and the experiential component. The didactic component consists primarily of classroom experiences in the first two professional years (P1 and P2 years). The didactic curricular content is delivered as a "modified block" system in which students concentrate on one subject area at a time. Each content area comprising a block varies in duration and is allotted as much time as necessary. The didactic portion of the P1 year consists of 15 sequential blocks and five activities-based mini-blocks. The didactic portion of the P2 year consists of 15 sequential blocks, four activities-based mini-blocks and one interprofessional education mini-block.

The experiential component begins in the P1 year and is integrated into all three professional years.

First Professional Year (P1 Year) Didactic Curriculum
PHAR 410 - Fundamentals of Drug Action and Metabolism
A study of the composition and structure of proteins, classification of enzymes and coenzymes, enzyme

kinetics and regulation, drug biotransformation, drug receptor properties, structural features of drugs, functional group properties and receptor interactions, fundamentals of pattern recognition that relate chemical structure to pharmacological action, drug dose response curves, membrane structure and transport, and mechanisms of signal transduction.

PHAR 411 - Fundamentals of Molecular Biology and Pharmacogenomics
A study of the basic concepts of mammalian biochemistry including the biosynthesis of proteins, nucleic acid structure and function in gene expression at the cellular level in both normal and disease states. Additionally, there is a review of nucleotide metabolism, an introduction to the pharmacology of antineoplastic agents and an introduction to pharmacogenomics.

PHAR 412 - Metabolism of Carbohydrates, Lipids, and Amino Acids
A study of the basic concepts and principles of mammalian biochemistry including the digestion, absorption, biosynthesis and metabolism of carbohydrates, lipids and amino acids at the cellular level in both the normal and disease states. The principles of energy transformations are also studied.

PHAR 413 - Hematology and Immunology
A study of basic hematology and immunology and the fundamental principles related to clinical immunology.

PHAR 414 - Drug Information and Literature Evaluation I
A study of the practice of drug information, drug literature evaluation and searching, principles of evidence-based medicine, medical writing, medication safety, and pharmacovigilance.

PHAR 420 - Neuropharmacology and Medicinal Chemistry
This block introduces basic concepts of pharmacology and medicinal chemistry particularly as applied to the autonomic and central nervous system. In this Block, a study of the basic principles of drug action is presented for specific drug classes including: the chemical properties, mechanisms of drug action, routes of administration, clinical uses, disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interaction.

PHAR 421 - Cardiovascular, Renal, and Pulmonary Systems: Pharmacology and Medicinal Chemistry

This block introduces basic concepts of pharmacology and medicinal chemistry particularly as applied to the cardiovascular, renal and pulmonary systems. In this Block, a study of the basic principles of drug action is presented for specific drug classes including: the chemical properties, mechanisms of drug action, routes of administration, clinical uses, disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interaction.

PHAR 422 - Gastrointestinal, Genitourinary and Skeletal Muscle: Pharmacology and Medicinal Chemistry
This block introduces basic concepts of pharmacology and medicinal chemistry particularly as applied to gastrointestinal, genitourinary and skeletal muscle systems. In this Block, a study of the basic principles of drug action is presented for specific drug classes including: the chemical properties, mechanisms of drug action, routes of administration, clinical uses, disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interaction.

PHAR 423 - Endocrine System: Pharmacology and Medicinal Chemistry
This block introduces basic concepts of pharmacology and medicinal chemistry as applied to the endocrine system. In this Block, a study of the basic principles of drug action is presented for each specific drug class including: the chemical properties, mechanisms of drug action, routes of administration, clinical uses, disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interaction.

PHAR 424 - Antimicrobial Pharmacology and Fundamentals of Toxicology
An overview of fundamental principles of antimicrobial therapy and the basic pharmacology of antimicrobial agents along with a study of the basic principles of toxicology along with an introduction to clinical toxicology.

PHAR 430 - Pharmaceutics and Biopharmaceutics
A study of the application of physical and chemical principles to the development, preparation, and stabilization of pharmaceutical dosage forms. Also included is a study of biological and physicochemical factors that influence the availability of a drug from a dosage form and the subsequent disposition and response of the drug in the body.

PHAR 431 - Pharmacokinetics

The application of the concepts of biopharmaceutics and kinetics to the rational design of individualized drug dosage regimens, taking into consideration such factors as hepatic and renal impairment.

PHAR 440 - Pharmacy Administration
A study of the history of pharmacy, the role of pharmacy in the US health care system, and the laws that have shaped contemporary pharmacy practice.

PHAR 441 - Pharmacy Law
A study of the basic provisions of State and Federal pharmacy laws and regulations pertaining to pharmacy practice, licensure, controlled substances, poison, legal liabilities, laws and regulations of other health care providers, and pharmacy case law.

PHAR 442 - Pharmacy Communications & Self-Care Therapeutics
This course (held throughout the P1 year) emphasizes the vital role of communication in contemporary pharmacy practice. Students are evaluated in both oral and written formats. Course content includes: study of professional interpersonal communication, verbal and nonverbal communication strategies, effective interviewing techniques, and patient counseling with an emphasis on over-the-counter (OTC) medications.

PHAR 444 - Immunization Provider Certification
Students will complete didactic and skills-based learning on the topic of vaccine-preventable diseases, immunization policies and recommendations, running an immunization service, and practical skills for administering subcutaneous and intramuscular injections. Approximately 8 hours are spent completing a self-study that must be completed prior to the didactic and skills-based portion of the course, which requires an additional 8 – 10 hours.

PHAR 450 - Pharmaceutical Calculations
This course (held throughout the P1 year) covers all aspects of pharmaceutical calculations including: fundamentals of measurement and calculation, measurement systems, dosage and concentration units, isotonic solutions, electrolyte solutions, and calculations related to compounding.

PHAR 451 – Top 200 Drugs I
This course is offered throughout the first academic (P1) year and focuses on familiarizing students with the 200 most frequently prescribed drugs. For each drug, students will: identify the trade names, generic names, dosage forms, routes of administration, strengths, indications, drug class, and generic availability of each drug.

PHAR 452 – Self-Care Therapeutics
This course serves as an introductory therapuetics course focused on OTC self-care, complementary and alternative medicines, and nonpharmacologic interventions for medical conditions that are appropriate for pharmacist guided patient self-care.

PHAR 465 – Pharmacist Patient Care Process (PPCP) I
This skills based course is offered throughout the first academic (P1) year and strengthens the students' communication, drug information, and patient care skills.

PHAR 495 – Continuing Professional Development
This block is offered throughout the first academic (P1) year and is designed to mentor students through the beginning of their professional development. Students are assigned a faculty mentor who will be their point of contact throughout this course. Throughout the course, the student will build a portfolio that will document their professional development.

Second Professional Year (P2 Year) Didactic Curriculum

PHAR 511 - Therapeutic Disease State Management: Fluids, Electrolytes and Nephrology
An integrated study of anatomy, patho-physiology, physical and laboratory assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to fluid homeostasis, electrolyte/mineral balance and major renal diseases.

PHAR 512 - Therapeutic Disease State Management: Cardiology
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major cardiovascular diseases.

PHAR 513 - Clinical Immunology and Ophthalmology

An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major immune disorders and diseases involving the eye. Also included are concepts pertaining to immunization.

PHAR 514 - Therapeutic Disease State Management: Pulmonology
An integrated study of anatomy, patho-physiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major lung diseases.

PHAR 515 - Therapeutic Disease State Management: GI Disorders
An integrated study of anatomy, patho-physiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major gastrointestinal disorders.

PHAR 516 - Therapeutic Disease State Management: Infectious Disease
A study of the basic principles of antibiotic action including, for each specific antibiotic class, the mechanism of action, routes of administration, disposition, contraindications, adverse reactions, and clinically relevant drug interactions. Also included is an integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major infectious diseases.

PHAR 517 - Therapeutic Disease State Management: Hematology/Oncology
A study of the pharmacological principles of chemotherapeutic agents. Also included is an integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to the major neoplastic and hematological diseases.

PHAR 518 - Therapeutic Disease State Management: Endocrinology
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to endocrinology and endocrine disorders.

PHAR 519 - Therapeutic Disease State Management: Psychiatry
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major psychiatric disorders.

PHAR 520 - Therapeutic Disease State Management: Neurology
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major neurological disorders.

PHAR 521 - Clinical Nutrition
A study of the pathophysiology, administration, pharmacology, patient care, alternative/complementary therapies, pharmacoeconomic issues, use in special populations, and review of pertinent literature as they relate to the practical applications of nutrition therapy. In addition, optimal nutrition for healthy adults and children will be reviewed.

PHAR 522 - Women's and Men's Health
An integrated study of anatomy, physiology, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to contraception, gender-specific disease states and/or conditions.

PHAR 525 - Therapeutic Disease State Management: Critical Care Management

An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, pharmacokinetics, patient care, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major diseases that are often associated with critical care medicine. Assimilated into this course will be components of pulmonology, cardiology, and other disciplines of medicine commonly seen in the intensive care setting.

PHAR 540 - Drug Information and Literature Evaluation II
A study of biostatistical concepts as they relate to the pharmacist's role in evaluating drug literature and clinical trial design.

PHAR 541 - Pharmacy Administration
A study of the economic, social, and political forces affecting the delivery of health care services. In addition, the effect of these forces on pharmacy practice and the impact of pharmacy on the health care system are explored. Also included are concepts related to people management skills.

PHAR 550 - Top 200 Drugs
This course is offered throughout the second academic (P2) year and focuses on familiarizing students with the 200 most frequently prescribed drugs. This course builds on the objectives of PHAR 451 and assesses students' ability to identify the mechanism of action, therapeutic dose, contraindications, black box warning, adverse effects, and controlled schedule for each drug.

PHAR 565 – Pharmacist Patient Care Process (PPCP) II
This skills based course is offered throughout the second academic (P2) year. This course builds upon the skills developed in PHAR 465 and further strengthens the students' communication, drug information, and patient care skills.

PHAR 595 – Continuing Professional Development
This block is offered throughout the second academic (P2) year and is designed to mentor students through the continuation of their professional development. Students are assigned a faculty mentor who will be their point of contact throughout this course. Throughout the course, the student will continue to build a portfolio that will document their professional development.

Third Professional Year (P3 Year) Didactic Curriculum
PHAR 699 - Capstone Course
This course is offered at the end of the third (P3) and final academic year after the students have completed the experiential curriculum. The course offers classroom instruction that consist of a review of all curricular competencies and prepare the student for licensure examination and entrance into the profession.

Experiential Curriculum
The second major component of the PharmD program is its experiential curriculum. During this phase of the curriculum, students are placed in different pharmacy practice settings to learn contemporary pharmacy practice from pharmacist preceptors.

The Roseman College of Pharmacy Experiential program is divided into two main categories: Introductory Pharmacy Practice Experience (IPPE-1, IPPE-SC,, IPPE-SI and IPPE-2) and Advanced Pharmacy Practice Experience (APPE). The following provides a short description of student experiences and practice-related outcomes.

PHAR 470, 570, 572 & 573
The overarching objective of IPPE is to emphasize the relevance of the didactic curriculum in relationship to contemporary pharmacy practice. Students complete activities/assignments in experiential settings derived by instructors, based on what is being taught in the classroom. These opportunities allow students to observe first-hand the drugs, patients and disease states discussed in class, thus reinforcing didactic learning experiences. The practice-related objectives for IPPE include an array of outcomes that increase in level and intensity with student knowledge, skills, and abilities.

PHAR 470 P1 Community Pharmacy Longitudinal
When: Longitudinal rotation, during the first academic year.
Number of hours: 128
Outcomes: The prescribed outcomes begin with becoming familiar with the practice site, the role and responsibilities of pharmacists and other site personnel, and culminate with the student performing rudimentary aspects of pharmaceutical care. Each preceptor is supplied with a checklist of abilities that the student is expected to demonstrate by the end of the experience. A copy of the checklist is submitted for

review by the College at the middle and end of each rotation.

Additionally, students complete IPPE related assignments and participate in Professionalism Day and IPPE Seminars.

PHAR 570 P2 Community Pharmacy Longitudinal
When: Longitudinal rotation, during the second academic year.
Number of hours: 144
Outcomes: The learning outcomes build upon those assessed in PHAR 470 and PHAR 472. Each preceptor is supplied with a checklist of abilities that the student is expected to demonstrate by the end of the experience. A copy of the checklist is submitted for review by the College after the middle and at the end of each rotation.

Additionally, students complete IPPE related assignments and participate in Professionalism Day and IPPE Seminars.

PHAR 572 - IPPE-Summer Community
When: During the summer between the first and second academic year.
Number of Hours: 160 (4 weeks at 40 hours per week minimum)
Outcomes: The outcome expectations for the IPPE Community 4 Week Block experience build on those from IPPE, culminating with the student being able to perform all duties expected of an entry-level pharmacist. Each preceptor is supplied with a checklist of abilities that the student is expected to demonstrate by the end of the experience A copy of the checklist is submitted for review by the College after the middle and at the end of each rotation.

PHAR 573 – IPPE-Summer Institutional
When: During the summer between the first and second academic year.
Number of Hours: 80 (2 weeks at 40 hours per week minimum)
Outcomes: The outcome expectations for the IPPE Institutional 2 Week Block experience begin with students being introduced to the distiributive and logistical functions of inpatient pharmacy services at a hospital. Additionally, students are exposed to clinical and patient care activities in the institutional setting. Each preceptor is supplied with a checklist of abilities that the student is expected to demonstrate by the end of the experience. A copy of the checklist is submitted for review by the College at the end of each rotation.

PHAR 600 - APPE
When: Third academic year
Number of Hours: 1,440 (Six-week rotations; minimum of 40 hrs/week)
Outcomes: In general, the outcome expectations for APPE represent further advancement of student abilities to include the provision of pharmaceutical care and disease state management. Each preceptor is supplied with learning outcomes that the student is expected to demonstrate by the end of the six-week experience. An assessment form of the learning outcomes is submitted for review by the College after the third week and at the end of the rotation.

Required APPE

Each student must complete each of the following rotations:

PHAR 601 - Adult Acute Care
The overall goals of the Adult Acute Care experience are to promote student knowledge, skills and abilities and to effectively participate in the patient care, decision-making process in the inpatient institutional setting. During these experiences the student will have the opportunity to participate in ongoing clinical activities. The student will function as an integral part of the health care team and will gain experience with patient interviewing techniques, patient monitoring, clinical use of drugs, chemical concentrations in biological fluids, and manual and computerized methods for planning dosing regimens. Emphasis will be placed on student's demonstration and understanding of common disease states and treatment modalities.

PHAR 602 - Advanced-Community-Based Medicine
The overall goals of the Advanced Community experience are to promote student knowledge, skills and abilities and effectively participate in the patient care, decision-making process in the community pharmacy setting. Emphasis will be placed on disease state management, the development of professional attitudes and judgment.

PHAR 603 - Ambulatory Care
The purpose of this rotation is for students to gain professional skills in an ambulatory care practice environment. The Ambulatory Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare

team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care.

PHAR 604 - Institutional Practice
The purpose of this rotation is for students to gain professional skills in the distributive functions of pharmaceutical care in the inpatient setting (e.g., prescription orders and order entry, dispensing, record-keeping, patient interviewing and counseling, patient profiles/charts, third-party billing, legal requirements, compounding, sterile products, communication with other health care professionals, inventory control and etc.).

Selectives

Selective experiences include all specialty pharmacy practice experiences. Students are required to complete two Selectives. The areas of specialty for these experiences include but are not limited to: drug information, cardiology, critical care, pediatrics, geriatrics, infectious disease, hematology/oncology, surgery, nutrition, and pain management. The number of the different selective experiences may vary annually based on site and preceptor availability.

Elective Course Offerings

Elective courses are typically taken in the P3 year. Pharmacy practice selective experiences may also be taken as electives to fulfill the elective requirement. It is possible to take electives prior to the P3 year with approval of the instructor and the Assistant Dean for Academic Affairs. Students must have at least P2 status in order to enroll in any elective courses. Not all elective courses will be offered during each academic year.

PHAR 700 - Advanced Pharmacotherapy
This course is designed to give students a chance to apply the appropriate literature source to case scenarios in the following situations: for discussing diseases that were only briefly introduced in therapeutics, for treating patients with the most commonly overlapping disease states, and for selecting appropriate therapy when clear recommendations or guidelines are lacking. The course is team-taught by seasoned clinical practitioners from the local area. Students complete a take-home midterm and final assessment and participate in case discussions in class. Cr. Hr.: 4.

PHAR 701 - Complementary Medicine: Drug and Non-drug Therapies

This course is designed to survey and analyze the alternative therapies to traditional Western medicine currently available to patients/clients in the United States with emphasis on identifying the impact and compatibility of these non-drug options with that of FDA approved medications. The areas to be covered include the following: Evidence-based approaches to therapy, Pharmacognosy, Herbal medicine, Ayurvedic medicine, traditional Chinese medicine, prolotherapy, drug-herb interactions, phytohormone replacement, nutritional therapy, detoxification therapies, manipulative therapies, mind-body medicine, magnetic field therapies, flower essence and aromatherapy, longevity medicine, precautions and recommendations. Cr.Hr.: 4.

PHAR 702 - Exercise Pharmacology and Toxicology
This course is designed to provide the student with knowledge of the potential interactions of physical activity and pharmacological agents in everyday lifestyles. The course will specifically compare the mechanisms of exercise training and drug administration in maintaining healthy lifestyles. In addition, the effects of exercise on drug actions, the effects of drugs on exercise and athletic performance, and drug abuse in individuals who exercise and/or compete in athletic competition will be discussed. Cr. Hr.: 4.

PHAR 703 - Pharmacovigilance
Pharmacovigilance is a broad-based science that involves identification and evaluation of adverse drug reactions (ADR) in order to determine appropriate actions to reduce or prevent drug-induced harm to patients. Adverse Drug Reactions (ADRs) confront community and hospital/institutional pharmacists on a regular basis, e.g., a patient with a possible drug reaction, analysis of a recently reported ADR, review of a recent journal article dealing with pharmacotherapy, a new drug being considered for addition to the hospital formulary, setting up a drug study with a pharmaceutical company or a group of research colleagues, or evaluating a drug data base for a government or institutional department. This important 4 credit elective course requires application of knowledge and skills obtained during the PharmD program. The PVG elective enhances his/her knowledge and skills regarding discovery, evaluation, documentation plus treatment and prevention of ADRs from the patient care level to strategic planning at the program level. Students will also obtain a unique perspective of FDA regulations, which govern the practice of pharmacovigilance by pharmaceutical companies. Students will also discuss methods to enhance the role of pharmacists in pharmacovigi-

lance activities. The course directors will present didactic knowledge and skills, assessments will document the accrual of learning, and student presentations on timely issues and topics will demonstrate the students' enhanced abilities. Cr. Hr.: 4.

PHAR 704 - Teaching to Learn-Learning to Teach
Block participants will learn some of the fundamentals of good teaching; e.g., writing clear outcome statements, designing learning experiences, and assessment essentials (using Bloom's taxonomy for test development, how to write good multiple choice questions, formative vs. summative assessment). Block participants will also observe faculty teaching (with consent) and write about their observations in reports. Block participants will apply what they have learned by designing and implementing at least one learning session and assessment on their own under the supervision of the instructor. Cr. Hr.: 4.

PHAR 705 - University of Utah School on Alcoholism and Other Drug Dependencies
To serve as an introductory or refresher course and a networking opportunity and to provide information, motivation and guidance for pharmacists and pharmacy students who currently participate in or wish to become involved in the planning, implementation, or strengthening of state-level and campus-level programs to help pharmacists or pharmacy students whose competence to perform their responsibilities has become impaired due to chemical dependency or other causes by assisting them in finding treatment, ongoing recovery and reentry into the practice of pharmacy or their pharmacy education. Cr. Hr.: 2.

PHAR 706 - Drug and Alcohol Addiction Education in the Health Professions
This course is designed for the pharmacy student to increase awareness of the health and social problems of alcoholism and other drugs dependencies in the profession of pharmacy. The course will specifically address the principles of Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and Alanon programs as well as familiarize the student with the local treatment programs. In addition, the student will become familiar with Nevada Pharmacists Recovery Program. Attending the University of Utah School on Alcoholism and Drug Dependencies is a prerequisite for enrolling in this course. Cr. Hr.: 2.

PHAR 707 - (MBA 610) - Organizational Behavior and Leadership

This course focuses on how to become an effective leader by understanding and influencing human behavior. Cr. Hr.: 3.

PHAR 708 - (MBA 620) - Marketing
This course focuses on how to create and communicate value to customers. Cr. Hr.: 3.

PHAR 710 - Introduction to Research
This elective is an introduction to drug development laboratory research. Students are assigned a research project to complete in the six-week timeframe. Students will learn laboratory skills; research methods and instrumentation use related to their research topics. Sample topics can include drug design and synthesis; drug delivery; drug stability and biological assay development among others. Cr. Hr.: 6.

PHAR 712- Medical Parasitology
There is a need for pharmacists to become involved in this area of expertise. However, there are few pharmacists trained in the pathophysiology, management and treatment of parasitic disease. Pharmacists are considered to be major source of information for patients and need to be able to manage a significantly increasing parasitic problem here in the United States and serve as therapeutic consultants for international travelers returning to this country. Reasons for this include: increased international travel, longer terms of residence in developing countries, and increasing exposure to infections through day care centers, back country trips, and decreasing areas of personal hygiene. This lecture course will cover the life cycles, pathophysiology, management and treatment of major human infective protozoa [single-cell] and helminths [multiple-cell]. Cr. Hr.: 4.

PHAR 713 - Getting Published
Students will take what they have learned in PHAR 560 in order to submit a completed manuscript for publication. Students will learn the process of writing and publishing a review article including, analyzing published literature, soliciting journals for interest, referencing, journal requirements/deadlines, peer review, and author rights/responsibilities in this longitudinal, personalized course. Cr. Hr.: 4.

PHAR 714 - Pain Management and Palliative Care
Students will build upon what they have learned in PHAR 520 on pain management and palliative care from a pharmacist's perspective. Students will learn the basic pain neurobiology followed by pathophysiology and pharmacotherapy of various pain conditions. To better understand pharmacotherapy, stu-

dents will also be introduced to the mechanisms of action and chemical properties of different classes of classic and non-traditional analgesic agents. Students will also learn about palliative care relevant to pharmacists. Cr. Hr.: 4.

PHAR 715 - International APPE
Students will participate in an international medical mission in various locations to help improve the students' understanding of global health and the treatment of underserved populations. Pre-mission and post-mission activities may be required. Additional fees may also apply. Cr. Hr. Varies: 4-6.

PHAR 717: Leadership & Pharmacy
While many professions require only administrative personnel to lead, the profession of pharmacy requires all pharmacists to lead in some capacity. The extent of leadership will vary from pharmacist to pharmacist; however, the development of leadership skills is a requirement to be successful in this profession. This course seeks to present, explain, apply and reflect on different themes related to leadership and the profession of pharmacy. Cr. Hr.: 4

PHAR 718: TDSM: Pediatrics
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, pharmacokinetics, patient care, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to care of pediatric populations. Assimilated into this course will be components of pulmonology, cardiology, and other disciplines of medicine commonly seen in the pediatric setting. Cr. Hr.: 4

PHAR 719 – Longitudinal Research Elective
Students will participate in ongoing research projects in collaboration with College faculty. The course will be conducted during student freetime throughout the academic year. Credit assignment will be based on amount of active time spent in the laboratory. Cr. Hr. Varies: 1-3.

PHAR 721 – Medicare and Pharmacy Part I
Part 1 of this two-part elective course focuses on expanding a student's knowledge of Medicare and extra assistance programs available in the state of Nevada. Students will engage in a combination of didactic and live training as they develop skills related to communication, documentation, assisting beneficiaries to navigate the complex world of Medicare via teleservices, and reflecting upon these experiences. Students

who successfully complete all components of this course will earn 2 elective credits. Cr. Hr.: 2

PHAR 722 – Medicare and Pharmacy Part II
Part 2 of this two-part elective course further develops the skills and knowledge attained in Part 1: Medicare knowledge, extra assistance programs in Nevada, communication with beneficiaries, documentation, and reflection. Students will also get the opportunity to prepare and present a ten to fifteen-minute presentation. Students who successfully complete all components of this course will earn 2 elective credits. Students must successfully complete Part 1 of this course to be eligible for Part 2. Cr. Hr.: 2

PHAR 723 – Advanced Pharmaceutical Compounding
Pharmacy compounding is the art and science of designing, formulating, and preparing a non-commercially available medication for the specific needs of an individual patient. As the societal focus on personalized medicine intensifies and the demand for safe and effective personalized medications by patients and regulatory agencies grows, there is a dramatic need for a corresponding advance in the education of pharmacy compounding. This elective complements and builds upon PHAR 430 Pharmaceutics. For students interested in specializing in pharmacy compounding this course is designed as equivalent to expensive training courses offered by organizations primarily located in the Eastern United States. Students will participate in 5 laboratory days and will master in depth topics related to pharmacy compounding regulation as well as a variety of preparations and compounding techniques.
Cr. Hr.: 2

PHAR 724 – Honors: Peer Mentoring Elective
In this course, P3 students will provide mentorship for students in lower classes in conjunction with the assigned faculty mentors. Participating students in this elective will act as peer mentors to students in the P1 and P2 classes, as assigned. The intent is for these P3 students to be a resource for students in the P1 and P2 year who are having trouble adapting to the Roseman model of education, are having difficulty navigating the requirements of RUCOP or who desire a more experienced student who may be able to provide advice pertaining to their academic career.

This course is a highly individualized independent study course with one-on-one interactions with the course coordinator and other mentors.
Cr. Hr.: 2

PHAR 740 – Introduction to Drug Discovery and the Pharmaceutical Industry
Cr. Hr.: 4

ASSIGNMENT OF CREDIT HOURS IN THE PHARMD PROGRAM

Credit hours are accrued via completion of didactic coursework (based on regularly scheduled assessments) and pharmacy practice experiences. Since the Blocks are not uniform in length, the regular assessments may cover material from one Block, part of a Block, or a combination of Blocks. The three years of the program are designated P1 (first year), P2 (second year) and P3 (third year). All P1 requirements must be completed to advance to the P2 year. All P2 requirements must be completed in order to advance to the P3 year and all program requirements must be completed in order to be eligible for graduation. Maximum credit hours at graduation: 205. A summary of the distribution of credit hours is given below.

Credit hours are assigned with the general rule that 15 class hours are equivalent to one semester hour and 40 experiential hours are equivalent to one semester hour. Minor changes may take place in credit hours from year to year, based on changes to the curriculum.

First Academic Year (P1)

Assessments 1.1-1.16	51
Pharmaceutical Calculations	3
Top 200 Drugs I	1
Self-Care Therapeutics	1
Pharmacist Patient Care Process I	4
Pharmacy-based Immunization Delivery Certification	1
P1 Introductory Pharmacy Practice Experience (IPPE) Longitudinal	4
Continuing Professional Development	1
Minimum credit hours to complete	
P1 Year	**66**

Second Academic Year (P2)

Assessments 2.1-2.16	53
(17 assessments covering 15 Blocks)	
Top 200 Drugs II	1
P2 IPPE Longitudinal	5
IPPE-Summer Community	4
IPPE-Summer Institutional	2
Continuing Professional Development	1
Minimum credit hours to complete	

P2 Year	**137**

Third Academic Year (P3)

Advanced Pharmacy Practice Experience Credit Hours	36
Elective Credit Hours	4
Capstone Course	2
Minimum credit hours required for graduation	**179**

COLLEGE OF DENTAL MEDICINE

Doctor of Dental Medicine (DMD)
Advanced Education In Orthodontics And Dentofacial Orthopedics/
Master of Business Administration Program (AEODO/MBA)

DMD PROGRAM MISSION, VISION, AND CORE VALUES

Mission

The Roseman University of Health Sciences College of Dental Medicine DMD program's mission is to improve the oral health of the public with special attention to underserved people in the Intermountain West region by educating dentists, conducting educational and clinical research, and providing on-site and community-based health services as well as health care leadership.

Vision

The CODM-SJ leads the transformation of dental education and declares that:

- Roseman is the place where faculty, staff and students declare and make real their commitment to developing each other as Lifelong Colleagues and abiding by the Honor Code.
- Roseman is the place where individuals and families receive compassionate patient-centered caring on campus and in communities.
- Roseman is the place where faculty, staff, and students provide and engage in Mastery Learning and Inter-professional Education.
- Roseman is the place where men and women of science collaborate using their diverse experience, creativity, and imagination.
- Roseman is the place where women and men of science fall in love with lifelong learning and are eager to discover, adapt and disseminate evidence-based advances that transform the delivery of patient–centered healthcare.

Roseman CODM-SJ Core Values

The CODM is a stimulating and supportive place to work and learn. Following its parent institution, the College of Dental Medicine subscribes to these basic norms of "best in class" institutions: professionalism, integrity, diversity, accountability, collegiality, social responsibility, and ethical behavior. In addition to these basic norms, the CODM holds these values as core to achieving its mission and vision:

value innovations in education, organizational structure, and in facilities that create a stimulating environment in which to learn, to work, and to grow. We support responsible risk taking as a means to effective change.

Excellence - The CODM measures its performance by seeking input from students, faculty, staff, patients, and other stakeholders. The College is committed to continu-

ous improvement to ensure the highest quality in everything it does. The CODM is committed to individual and collective achievement of excellence.

Passion - Leadership is a matter of the head and the heart. We value passionate commitment as a necessary component to transformational leadership in dental education and oral health care.

derive strength and vitality from each other and the patients we serve. The CODM is characterized by an organizational structure and environment that promotes open exchange of ideas, mutual respect, participatory decision making, and cooperation for the common good of students, patients, faculty, and staff.

Diversity - The CODM serves a diverse population. We believe that diversity among students, faculty, staff, and patients enriches the experiences of all and defines essential competencies required of the 21st century health care provider.

Scholarship - We aim to discover and apply new knowledge. From innovative pedagogies to the integration of knowledge across disciplines, the CODM contributes to the improvement of society and the health care professions.

Accountability - Those who comprise the CODM are accountable to each other, to the community, and to the patients we serve. Our accountability not only includes judicious use of resources, but also the fulfillment of the public trust to develop practitioners with the attributes required of a caring profession.

DEGREE DESCRIPTION

The Doctor of Dental Medicine (DMD) degree is granted upon graduation from the College of Dental Medicine. The course of study comprises 4 academic years. The first two years consist of didactic and simulated clinical instruction, along with several introductory clinical experiences. In the spring of the 2nd year, students begin their clinical experiences on a limited basis. This is followed by two years of primarily clinical experiences and clinical rotations, where students treat patients under the supervision of faculty who are Utah-licensed dentists. Didactic courses and small-group seminars are also included in years 3 and 4. Students complete Part I of the National Board Dental Examinations upon completion of the first year, and will complete Part II by December of the fourth year. Upon graduation with the DMD degree, graduates will be eligible to complete licensing examinations in the USA and Canada. Graduates will also be eligible for post-

doctoral specialty and residency training in all fields of dentistry.

*Pending approval by the Commission on Dental Accreditation, the CODM-SJ may transform its 4-year mastery learning model into a 3 year program during or after the 2018-2019 application cycle.

The Three Commitments

DMD faculty, students and staff make real their commitments to 1) be lifelong colleagues, 2) abide by the Honor Code, and 3) to each other.

Lifelong Colleague Philosophy

The CODM emphasizes the development of Lifelong Colleagues at every level. This approach encourages all students, faculty, and staff to make each and every interaction reflect a sincere desire to develop one another as lifelong colleagues during the educational program and throughout their professional careers.

Honor Code

The DMD program has adopted an honor code that applies to all students, faculty and staff. Adapted from the US Military Academies, it states simply that "I will not lie, cheat, steal, disrespect others nor tolerate among us anyone who does."

To Each Other

We commit to help each other become the best dentists and health care professionals we can be.

ADMISSIONS

The College of Dental Medicine (CODM) DMD Program seeks to admit a diverse student population with demonstrated academic competency, commitment to the profession of dentistry as well as compassion for the patients and communities they will serve during the dental program and throughout their careers. The DMD Program selects students who identify with and reflect the values of the Lifelong-Colleague Philosophy, Honor Code, and the profession's Code of Ethics. In doing so, CODM follows standard policies and procedures for selecting and admitting applicants in a timely fashion.

Academic Preparation

The CODM recognizes that qualified individuals come from diverse personal, educational and career backgrounds as well as geographical regions. As a strategy to encourage individual development, the CODM recommends that each applicant meet with a health professions advisor at his/her institution to develop a course of study that will enable the student to master the foundation ma-

terials essential for success in dental school. CODM encourages students to access information on health professions advisors from the National Association of Advisors for the Health Professions website (http://naahp.org/advisors.htm). If a student is attending an institution that does not have health professions advisors, students are encouraged to consult with Biology or Chemistry faculty for guidance on selecting courses appropriate for pre-dental students.

Applicants are encouraged to read and reflect on the description of Roseman DMD's unique learning environment that appears on the AADSAS website.

Majors and Degrees

Although the CODM encourages applicants to complete their degree programs, a degree is not required for admission. A student may pursue any major, provided she or he fulfills the science and communication coursework prerequisites, at the required performance levels, prior to matriculation into the DMD program.

Prerequisites

In general, successful applicants will have completed the following courses (or their equivalents) that are approved for pre-dental or health science majors at their institution(s):

- Six semester courses in Biological Sciences* (with laboratories, if offered)
- Two semester courses in Inorganic Chemistry with laboratories
- Two semester courses in Organic Chemistry (with laboratories, if offered)
- One semester course in Biochemistry
- Two semester courses in Physics (with laboratories, if offered)
- Two semester courses designed to develop skills essential for effective communication with health care professionals, patients, staff and others involved with the practice of dentistry.

There are many ways students can fulfill the communications prerequisite including, but not limited to, the following**:

- Completion of a baccalaureate degree
  or
- English, composition, creative, business, technical or scientific writing courses (one writing intensive course is required);
- Literature or Philosophy courses (if writing intensive);

- Communication courses focusing on speech, debate, public speaking or interpersonal relationships;
- Journalism courses emphasizing interviewing, reporting, or editing;
- Psychology, Counseling or Education courses that include a supervised practicum or field experience;
- Theater courses that include acting experience.

* Biologically oriented courses in other disciplines, such as physical anthropology with lab or field experience, may satisfy the biology prerequisite if approved by the health professions advisor.

** English as a Second Language coursework does not meet the communications requirement.

CODM recognizes that some institutions have developed a unique sequence of courses for pre-dental and premedical majors to fulfill these requirements. Candidates who complete a unique, non-traditional, pre-dental curriculum are asked to submit a letter from their advisor detailing the course of study. Narrative transcripts will be accepted from institutions that do not use grades.

The CODM-SJ will accept coursework completed at a community college if those courses transfer as equivalent to pre-dental level courses at a four-year college or university. Students must have completed a minimum of 60 semester credit hours (90 quarter hours) to be eligible for consideration.

Students who have completed coursework at institutions outside of the United States or Canada must submit transcript evaluations from one of the following services: World Educational Services or Josef Silny and Associates.

Grade Point Average

Candidates must achieve a minimum science GPA of 3.0 in the last 30 semester hours of science courses to be eligible for initial consideration for the DMD program. The CODM Admissions Committee will evaluate performance in all undergraduate, graduate, certificate and professional studies in its final admissions decisions. If a candidate does not achieve a 3.0 GPA in the last 30 hours of sciences, the application will be put on hold pending receipt of academic information that demonstrates the required performance level.

Grades reported in the AADSAS application are considered sufficient for the initial evaluation of files. Accepted students must request, and CODM must receive, official transcripts from all post-secondary institutions attended by the student prior to matriculation. If transcripts are not received prior to matriculation, the student's registration will be put on hold. The CODM reserves the right to withdraw or defer an offer of acceptance if required transcripts are not timely received. If the CODM requires an official DAT score report for a specific student, the same policy will apply.

Dental Admission Test (DAT)

The Admissions Committee considers DAT scores on an individual basis as part of its evaluation of the candidate's entire academic record. To be considered for admission, scores on Academic Average, Total Science, Reading Comprehension and Perceptual Ability must be 17 or higher. The Admissions Committee will use the most recent DAT score in its initial review of the candidate's credentials. DAT scores older than three years at the time of application will not be accepted.

If a candidate has not achieved a score of 17 on Academic Average, Total Science, Reading Comprehension and Perceptual Ability on the most recent DAT, the candidate's file will be put on hold pending receipt of new scores. If these scores are not achieved by December 31, the applicant will be denied admission for that admissions cycle. Candidates are encouraged to access information about the DAT at: http://www.ada.org/dat.aspx.

The American Dental Association uploads official U.S. DAT scores directly to AADSAS. Since the AADSAS application includes official scores, students do not need to provide this information separately. Official Canadian DAT scores are not yet uploaded to AADSAS. The CODM will accept self-reported Canadian DAT scores for the initial review of applications. The official Canadian DAT score reports must be received prior to final acceptance. The CODM reserves the right to request official DAT scores for any individual offered admission to the College or in cases where academic information may be inconsistent.

Application Procedures

The CODM receives applications through the American Dental Education Association's AADSAS service. To obtain information on the application process, applicants are directed to review information on the AADSAS website: http://www.adea.org/AADSAS.

Candidates must submit complete AADSAS applications on or before November 15. The College of Dental Medicine reviews applications on a rolling basis.

Concurrently with submitting the AADSAS application, applicants should send their $75 application processing fee directly to CODM along with a 3x5 index card that provides the individual student's AADSAS ID, email, phone and other contact information. This information is

used to record application processing fees and to let students know that their checks have been received. For online payments, visit www.roseman.edu/payments.

The CODM does not require a photograph with the application or   with application processing fees. If a student submits a photo with his or her application, the photo will be destroyed. A 2x2 digital color photograph is requested only from students who are invited for an interview and is attached to the interview file as an aid to help interviewers identify interviewees.

Review of the AADSAS Application

The candidate's entire academic record will be evaluated by the Admissions Committee. This includes all courses in undergraduate, graduate, professional or other specialty programs.

Faculty and staff first review the AADSAS application to determine if the candidate has mastered the essential academic skills as demonstrated by the successful completion of the prerequisites, achievement of the required GPA in the last 30 hours of science courses, and DAT scores that meet the required minimum. As part of their holistic evaluation, faculty then review the personal statement, letters of evaluation and other areas of the AADSAS application for evidence of growth mindsets (Carol Dweck's concept, http://mindsetonline.com/), emotional intelligence (Daniel Goleman's concept, http://www.danielgoleman.info/t), resilience (American Psychological Association, http://www.apa.org/helpcenter/road-resilience.aspx), motivation, area(s) of major development or project management, leadership and team skills, communication skills and other characteristics considered essential by the Admissions Committee for patient-centered care and team-based learning.

Official Transcripts and DAT Scores

The American Dental Association uploads official U.S. DAT scores directly to AADSAS. Since the AADSAS application includes official scores, students do not need to provide this information separately. Official Canadian DAT scores are not yet uploaded to AADSAS. The CODM will accept self-reported Canadian DAT scores for the initial review of applications. The official Canadian DAT score reports must be received prior to final acceptance. The CODM reserves the right to request official DAT scores for any individual offered admission to the College or in cases where academic information may be inconsistent. Similarly, grades reported in the AADSAS application are considered sufficient for the initial evaluation of files. Accepted students must request, and CODM

must receive, official transcripts from all post-secondary institutions attended by the student prior to matriculation. If transcripts are not received prior to matriculation, the student's registration will be put on hold. The CODM reserves the right to withdraw or defer an offer of acceptance if required transcripts are not timely received. If the CODM requires an official DAT score report for a specific student, the same policy will apply.

Letters of Evaluation

Letters of Evaluation are required by the CODM. If a student is attending a school that has a health professions advisory committee, a letter of evaluation from the committee is required. If a student is attending a school that does not provide committee letters, three letters of evaluation are required. Two of these letters must be from science faculty who can evaluate the applicant's performance in the sciences. The third letter can be from another faculty member (any field) or from a health professional who knows the student well, except family members. To protect the integrity of the evaluation process, the CODM will consider only those letters of evaluation to which the applicant has waived his or her right of access on the appropriate AADSAS form.

Disclosure

The Roseman University of Health Sciences College of Dental Medicine DMD program reserves the right to modify or change admissions requirements and standards any time and without prior notice. The information in this publication does not create a binding contract between the student and the College of Dental Medicine. Applicants are encouraged to access current admission information on the CODM section of the University's website.

Gift Policy

The CODM has a strict no gift policy.

Interview Process

Candidates must present a government issued photo ID when checking in for interview day.

The interview day is comprised of six major elements: (1) the program overview, (2) group discussions, (3) an individual interview with members of the Admissions Committee, (4) tour of the CODM, and (5) discussions with DMD Student Ambassadors. Interview day sessions are coordinated by the Associate Dean and staff in the Office of Admissions and Student Affairs. Individuals participating in Interview Day activities include:
- The Dean

- The Associate Deans
- Theme Directors and Faculty
- CODM Staff
- Financial Aid Staff
- Members of the Admissions Committee
- Student Ambassadors

The Interview Day begins with a tour of the facility conducted by the Student Ambassadors and/or faculty. This is followed by an orientation to Roseman DMD's unique educational environment that is conducted by the Associate Deans, Directors and staff.

Key concepts include:
- Three Commitments
  - The Lifelong Colleague Philosophy
  - The Honor Code
  - To Each Other

- The Roseman Mastery Learning Model
  - Classroom Design that Facilitates Multiple Approaches to Learning
  - Block Curriculum
  - Active and Collaborative Learning
  - Competency-Based Education
  - Assessment Learning
  - Integrated Experiential Learning Through High Fidelity Simulation Clinic and Team-Based Patient Care

- Immunizations and health requirements for the DMD   program
- Essential Functions
- Financial Aid
- Campus Safety
- Living and Enjoying Life in the Salt Lake City area

Candidates also meet with Student Ambassadors to ask questions about the program, campus and life in the Salt Lake City area.

Each candidate also meets with three members of the Admissions Committee for an individual interview. The sessions focus on, but not limited to, the following five areas:
- Motivation for a Career in Dentistry
- Area(s) of Major Development or Project Management
- Leadership/Team Skills
- Lifelong Colleague Philosophy, Honor Code and DMD Culture

- Communication Skills and Professionalism during the interview

Selection of the Class and Alternates

The Admissions Committee meets periodically to review information from candidate interviews. Written offers of admission are made following AADSAS "Traffic Rules". Please note no pictures or videos are to be taken during the interview day do to privacy requirements.

The DMD Program requires a post interview statement, the details for which are provided at the interview.

Criminal Background Check

The College of Dental Medicine requires the Certiphi Screening Inc. criminal background check for all accepted students. Information on the Criminal Background Check will be included in the letter of acceptance. Certiphi Screening Inc. criminal background checks are required annually following enrollment.

Drug and Alcohol Testing

Roseman University CODM (CODM) believes in creating the best environment for our academic and clinical education program. To ensure this environment for our students, residents and patients, the CODM reserves the right to require annual or more frequent screening of any and all DMD students and residents under, but not limited to the following circumstances:
1) Reports or concerns of a student(s)/resident(s) being impaired and unable to complete pre-clinical course assignments.
2) Reports or concerns of a student(s)/resident(s) being observed to be impaired with noted comprised patient care.
3) As required for participation in rotations and other clinical activities at affiliated hospitals or other health care facilities.

The outcome of the drug and alcohol screening for the presence of drug and alcohol must be negative as determined by a laboratory licensed to perform such tests. Screening reports will be assessed by the Associate Dean for Clinical Affairs and Patient Care or his/her designee.

Essential Functions

The College of Dental Medicine is committed to the principle of diversity. In that spirit, admission to the College is open to qualified individuals in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. CODM recognizes that the award of a Doctor of Dental Medicine (DMD) degree carries with it the full authority of the institution and communicates to

those who might seek the services of the bearer that he or she is competent to practice dentistry. The DMD degree certifies that, upon licensure, the graduate is prepared to practice all disciplines of the dental profession appropriate for a general practitioner. This requires that the student acquire cognitive and technical skills and attitudes determined by the faculty as requisite for the practice of dentistry.

CODM recognizes the unique cognitive, technical and attitudinal aspects of these curricula. Students must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the educational program. The student is required to direct or perform treatment on the patients of the College as part of the curriculum. The College has responsibility for ensuring the safety of patients and student clinicians. This includes the completion of treatment safely and within a reasonable amount of time. The student must be able to meet or perform the following essential functions with or without accommodation.

Sensory and Observation
Students must be able to observe patients, in clinic or in simulations, in order to gain information to be used in diagnosis. Students must possess vision, hearing and physical abilities sufficient to obtain a patient history, perform a physical examination and provide patient care. Additionally, students must have sufficient dexterity to manipulate dental and medical equipment and instruments appropriately and to perform in class, clinic and laboratory settings for extended periods of time.

Cognitive
Students must be able to solve problems using the ability to understand and retain knowledge derived from readings, lectures and demonstrations. Students must be able to use reasoning to analyze and integrate learned material and apply principles to new problems.

Motor Skills
Students must have fine motor function sufficient to enable them to execute movements required to provide general care for and treatment of patients in routine and emergency situations. It is required that a student possess the fine motor skills of a microvascular surgeon with the ability to control a dental hand piece operating at speeds of up to 400,000 rpm and other surgical instruments to perform precision cuts of 0.5 mm. The student must be able to directly perform palpation, percussion, auscultation and other diagnostic maneuvers, basic laboratory tests and diagnostic procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional uses of the senses of touch, vision and smell. Students must be able to tolerate physically taxing workloads and to function effectively under stress.

Communication
Students must be able to communicate effectively with patients; convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post treatment. Communication includes speech and writing. Students must be able to communicate effectively and efficiently in oral and written form with all members of the health care team. Students must have sufficient facility with English in order to retrieve information from texts and lectures and communicate concepts on written exams and patient charts; elicit patient backgrounds; describe patient changes in moods, activity and posture; and coordinate patient care with all members of the health care team. In any case where a student's ability to communicate through these sensory modalities is compromised, the student must demonstrate acceptable alternative means and/or ability to acquire and demonstrate the essential information conveyed in this fashion.

Behavioral Skills
Students must possess the emotional health required for full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients.

Admissions and Continuation in the Curriculum
The College has determined that the functions and skills listed above are essential to the program of instruction. The College will consider for admission any applicant who has:

1. The ability to perform the functions and skills specified with or without reasonable accommodations, and
2. Met the published criteria for admission required for all applicants.

In order to matriculate or continue in the curriculum, a matriculant or current student must be able to perform all of the essential functions with or without accommodation. An inability to perform the essential functions will lead to a withdrawal of an admission offer or dismissal. Requests for accommodation by matriculants or current students should be initiated with the Registrar/Student Services Office (Room 1145), Roseman University of

Health Sciences, South Jordan Campus, 10920 S. River Front Parkway, South Jordan, UT 84095.

The College of Dental Medicine has developed this statement regarding the Essential Functions expected of all students. This statement draws heavily on guidance provided at the 1997 AFASA Conference and on the statement of Essential Functions developed by the Baylor College of Dentistry – The Texas A&M University System Health Science Center. Roseman University CODM expresses its appreciation to the Baylor College of Dentistry for permission to modify its statement for use in the Roseman CODM DMD program.

Admission with Advanced Standing

Due to the unique structure of its curriculum and evaluation system, the CODM does not admit students with advanced standing. Students who wish to enroll at the CODM will be evaluated with all other students applying to the first year class.

Transfer Students

Due to the unique structure of its curriculum and evaluation system, the CODM does not admit transfer students. Students who wish to enroll at the CODM will be evaluated with all other students applying to the first year class.

GRADUATION REQUIREMENTS

To qualify for the DMD degree, students must:
1. Follow the approved course of study leading to the completion of all DMD course requirements within six (6) years, having no Block grade below a "Pass";
2. Pass Part I and Part II of the National Board Dental Examination;
3. Receive a favorable recommendation for conferral of the DMD degree from the Academic Performance and Standards Committee and the Dean of the CODM;
4. Settle all financial accounts with the University; and
5. Complete all graduation clearance requirements as instructed by the Registrar/Student Services Office.
6. Complete all DMD graduation clearance requirements.

LICENSURE

Graduates of CODM are eligible for licensure in all 50 states and US Territories as well as in some foreign countries. To obtain licensure, graduates must meet the requirements established by individual states. Typically, states require that a candidate show evidence of: a dental degree from an accredited US or Canadian dental school; successful completion of Parts I and II of the National Board Dental Examination; successful completion of a state or regional licensing examination; and successful completion of a jurisprudence examination demonstrating familiarity with the state's laws governing the practice of dentistry.

For further information concerning licensure, please contact the American Dental Association or the specific state's licensing board.

CURRICULUM

Curricular Themes

Students' learning experiences are organized around four themes:
1. Integrated Biomedical Foundations: Students learn the processes that guide normal human development, and learn the causes and manifestations of abnormalities and disease with focus on the head and neck region.

2. Integrated Pre-Clinical Sciences: Students learn a variety of surgical and non-surgical patient care skills that will enable them to function effectively in the clinical environment. In simulation clinics, they will also acquire technical skills in the various therapeutic modalities necessary for the practice of general dentistry.

3. Integrated Dental Public Health Sciences: This theme has three longitudinal foci that run throughout the curriculum: dental public health, dental practice management, and ethics and professionalism in addition to Blocks on behavioral sciences, evidence-based practice, and special/vulnerable patient populations.

4. Integrated Clinical Sciences: In the largest component of the curriculum, students acquire the knowledge, skills and experience needed to develop competency in diagnosis, treatment planning and providing dental therapy for patients under faculty supervision in the community oral health center operated by the CODM and affiliated community clinics.

CODM Predoctoral Dental Education Competencies

All competencies and educational outcomes apply to the management of the oral health care of the infant, child, adolescent, and adult, as well as the unique needs of geriatric and special needs patients.

Domain 1: Ethical Reasoning and Professional Responsibility Competency: Graduates must use principles of ethical reasoning and professional behavior during their interactions with patients, other health care providers and the public.

Domain 2: Critical Appraisal

Competency: Graduates must use critical appraisal during patient care.

Domain 3: Self-Assessment

Competency: Graduates must be able to self-assess quality of patient care, identify learning needs and identify strategies for enhancement of professional performance.

Domain 4: Biomedical Sciences

Competency: Graduates must be able to apply biomedical science knowledge and principles for the management of patients.

Domain 5: Patient Assessment and Diagnosis

Competency: Graduates must be able to assess the health care status of patients across the age spectrum from child to elderly, including individuals with special needs, and develop a diagnosis for identified abnormalities and problems.

Domain 6: Treatment Planning and Outcomes Assessment Competency: Graduates must be able to develop treatment plans to address oral health care problems of patients across the age spectrum from infant to elderly including individuals with special needs, and assess the outcomes of treatment.

Domain 7: Promotion of Patients' Oral Health

Competency: Graduates must be able to provide counseling and education to promote patients' oral health.

Domain 8: Psychosocial and Behavioral Principles of Patient Care Competency: Graduates must be able to apply psychosocial and behavioral principles for promoting, improving, and maintaining patients' oral health.

Domain 9: Patient's Anxiety and Pain

Competency: Graduates must be able to manage patients' anxiety and pain.

Domain 10: Medical Emergencies

Competency: Graduates must be able to prevent, recognize, and manage medical emergencies that occur in the dental setting.

Domain 11: Dentofacial Growth and Development

Competency: Graduates must be able to recognize and manage malalignment and malocclusion in the deciduous, mixed, and permanent dentition.

Domain 12: Periodontal and Perimplant Disease

Competency: Graduates must be able to manage periodontal and perimplant disease.

Domain 13: Treatment of Dental Caries

Competency: Graduates must be able to diagnose and treat dental caries, including the restoration of defective teeth to reestablish form, function, and esthetics.

Domain 14: Replacement of Missing Teeth

Competency: Graduates must be able to replace patients' missing teeth with fixed, removable, and implant supported prostheses to restore form, function and esthetics.

Domain 15: Pulpal and Periapical Disorders

Competency: Graduates must be able to manage pulpal and periapical diseases.

Domain 16: Oral Surgery

Competency: Graduates must be able to perform oral surgical procedures within the scope of practice of a general dentist.

Domain 17: Dental Emergencies

Competency: Graduates must be able to manage dental emergencies.

Domain 18: Dental Practice and Oral Health Care Delivery Competency: Graduates must be able to prepare a business plan for a dental practice and demonstrate comprehension of models of oral health care delivery and financing.

Domain 19: Dental Practice Laws, Codes, Standards and Policies Competency: Graduates must be able to apply laws, codes, standards and policies that govern dental practice and the provision of oral health care.

Domain 20: Health Care Team

Competency: Graduates must be able to function as a leader of a primary care health team and collaborate with other health care providers.

Block sequence and content is subject to change.

List of Blocks/Course Numbers

CODM Block Schedule by Year
Note: Designation of hours by instructional format for year one is an estimate only at this point in time.

Block/Course	Course Title	Credit	Block Director	Theme
DMD 5100	Ethics & Professional Practice 1	1	Kris Munk	Integrated Public Health Sciences
DMD 5110	Intro to Oral Health and the Dental Profession	1	Aaron Ferguson	Integrated Public Health Sciences
DMD 5120	Dental Public Health 1: Intro to Public Health	1	Aaron Ferguson	Integrated Public Health Sciences
DMD 5130	Dental Practice Readiness 1	1	Ben Wall/Aaron Ferguson	Integrated Public Health Sciences
DMD 5140	Behavioral Sciences	2	Aaron Ferguson	Integrated Public Health Sciences
DMD 5221	Clinical Head & Neck 1	4	Rachel Novak	Integrated Biomedical Sciences
DMD 5222	Clinical Head & Neck 2	3	Rachel Novak	Integrated Biomedical Sciences
DMD 5240	Introduction to Biomedical Sciences	4	Rachel Novak	Integrated Biomedical Sciences
DMD 5241	Cellular Metabolism & Adaptation 1	5	Duane Winden	Integrated Biomedical Sciences
DMD 5242	Cellular Metabolism & Adaptation 2	5	Duane Winden	Integrated Biomedical Sciences
DMD 5244	Immunity	5	Duane Winden	Integrated Biomedical Sciences
DMD 5245	Infectious Diseases	4	Duane Winden	Integrated Biomedical Sciences
DMD 5246	Integrated Systems Disease and Wellness 1	2	Duane Winden	Integrated Biomedical Sciences
DMD 5247	Integrated Systems Disease and Wellness 2	4	Duane Winden	Integrated Biomedical Sciences
DMD 5248	Integrated Systems Disease and Wellness 3	3	Duane Winden	Integrated Biomedical Sciences
DMD 5249	Integrated Systems Disease and Wellness 4	2	Duane Winden	Integrated Biomedical Sciences
DMD 5290	NDBE Part I Prep	5	Duane Winden	Integrated Biomedical Sciences
DMD 5301	Form & Function of the Human Dentition 1	2	David Densley	Integrated Preclinical Sciences
DMD 5302	Form & Function of the Human Dentition 2	2	David Densley	Integrated Preclinical Sciences
DMD 5303	Form & Function of the Human Dentition 3	2	David Densley	Integrated Preclinical Sciences
DMD 5310	Form & Function of the Human Dentition - Occlu-	2	David Densley	Integrated Preclinical Sciences
DMD 5320	Restoration of Existing Teeth - Anterior	3	Ben Wall / David Howard	Integrated Preclinical Sciences
DMD 5321	Existing Teeth - Posterior	3	Ben Wall / David Howard	Integrated Preclinical Sciences
DMD 5322	Existing Teeth - Crowns	5	Ben Wall / David Howard	Integrated Preclinical Sciences
DMD 5323	Existing Teeth - Complex Restorations	3	Ben Wall / David Howard	Integrated Preclinical Sciences
DMD 5324	Existing Teeth - Onlays	4	Ben Wall / David Howard	Integrated Preclinical Sciences
DMD 5340	Oral Imaging Technique and Interpretation	4	Ali Pourian	Integrated Preclinical Sciences
DMD 5400	Clinical Fundamentals	3	Erin Greene / Tyler Greene	Integrated Preclinical Sciences
	First Year Total Credits	**85**		
DMD 6100	Ethics & Professional Practice 2	2	Kris Munk	Integrated Public Health Sciences
DMD 6110	Behavioral Sciences	1	Aaron Ferguson	Integrated Public Health Sciences
DMD 6120	Dental Public Health 2	1	Aaron Ferguson	Integrated Public Health Sciences
DMD 6121	Dental Public Health 3	1	Shalene Wilcox	Integrated Public Health Sciences
DMD 6130	Dental Practice Readiness 2	1	Brian Jones	Integrated Public Health Sciences
DMD 6200	Pharmacology 1	2	Duane Winden	Integrated Biomedical Sciences
DMD 6210	Oral Pathology	3	Ali Pourian	Integrated Biomedical Sciences
DMD 6220	Oral Pathology 2 - Head and Neck	3	Ali Pourian	Integrated Biomedical Sciences
DMD 6330	Missing Teeth	3	Ryan Jones	Integrated Preclinical Sciences
DMD 6335	Tooth Replacement - CD	5	Doug Ashman	Integrated Preclinical Sciences
DMD 6350	Introduction to Periodontics	4	Rachana Hegde	Integrated Preclinical Sciences
DMD 6360	Oral Surgery 1	2	Kris Munk	Integrated Preclinical Sciences
DMD 6365	Oral Surgery 2	4	Kris Munk	Integrated Preclinical
DMD 6370	Pediatric Dentistry	5	David Stewart	Integrated Preclinical Sciences
DMD 6375	Orthodontics	4	Wendy Chu	Integrated Preclinical Sciences
DMD 6376	Orthodontics (Lab)	2	Wendy Chu	Integrated Preclinical Sciences
DMD 6380	Endodontic Diagnosis and Treatment	4	Jim Hupp	Integrated Preclinical Sciences
DMD 6400	Clinical Fundamentals	9	Erin Greene / Tyler Greene	Integrated Preclinical Sciences
DMD 6402	Primary Dental Care Clinic	5	Jerry Black/ Burke Soffe	Integrated Clinical Sciences
DMD 6403	Primary Dental Care Clinic	27	Jerry Black/ Burke Soffe	Integrated Clinical
DMD 6420	Clinical Practice Team Meeting	1	Jerry Black/ Burke Soffe	Integrated Clinical
	Second Year Total Credits	**94**		

Block/Course	Course Title	Credit Hours	Block Director	Theme
DMD 7100	Ethics & Professional Practice 3	1	Kris Munk	Integrated Public Health Sciences
DMD 7110	Vulnerable Populations	1	Aaron Ferguson	Integrated Public Health Sciences
DMD 7120	Dental Public Health 4	1	Aaron Ferguson	Integrated Public Health Sciences
DMD 7130	Dental Practice Readiness 3	1	David Prince/Ben Wall	Integrated Public Health Sciences
DMD 7140	Dental Practice Readiness 4	1	David Prince/Aaron Fergu-	Integrated Public Health Sciences
DMD 7200	Pharmacology 2	2	Sterling Sudweeks	Integrated Biomedical Sciences
DMD 7320	Advanced Restorative Seminars	1	Joel Janis	Integrated Preclinical Sciences
DMD 7340	Orthodontics 3	2	Wendy Chu	Integrated Preclinical Sciences
DMD 7350	Periodontal Therapy	2	Rachana Hegde	Integrated Preclinical Sciences
DMD 7390	NDBE Part II Prep	3	Clark Dana	Integrated Preclinical Sciences
DMD 7401	Primary Dental Care Clinic 1	30	Jerry Black/ Burke Soffe	Integrated Clinical Sciences
DMD 7402	Primary Dental Care Clinic 2	24	Jerry Black/Burke Soffe	Integrated Clinical Sciences
DMD 7403	Primary Dental Care Clinic 3	32	Jerry Black/Burke Soffe	Integrated Clinical Sciences
DMD 7413	Root Camp	2	Jim Hupp	Integrated Clinical Sciences
DMD 7420	Clinical Practice Team Meeting 1	2	CPT Leaders	Integrated Clinical Sciences
	Third Year Total Credits	104		
DMD 8100	Community-based Clinical Rotations - Elective	2*	Aaron Ferguson	Integrated Public Health Sciences
DMD 8401	Primary Dental Care Clinic 1	27	Jerry Black/ Burke Soffe	Integrated Clinical Sciences
DMD 8402	Primary Dental Care Clinic 2	22	Jerry Black/ Burke Soffe	Integrated Clinical Sciences
DMD 8403	Primary Dental Care Clinic 3	19	Jerry Black/ Burke Soffe	Integrated Clinical Sciences
DMD 8420	Clinical Practice Team Meeting	1	CPT Leaders	Integrated Clinical Sciences
	Fourth Year Total Credits	69		
DMD 9000	Peer-To-Peer Mentoring - Elective	0	Directors	Integrated Biomedical, Clinical, Preclinical, Public Health
DMD 9001	Special Studies- Elective	0	Directors	Integrated Biomedical, Clinical, Preclinical, Public Health

Synopsis Of Blocks

Year One

DMD 5100 Ethics & Professional Practice 1
The first year Ethics and Professional Practice curriculum establishes a basis for ethical principles and conduct that guides students throughout their future career in the dental profession. These principles include; the "ADA Principles of Ethics and Professional Conduct" established by the American Dental Association, the College of Dental Medicine's honor code, the Lifelong Colleague Principle, and Emotional Intelligence.

DMD 5110 Intro to Oral Health & the Dental Profession 1
This introductory course establishes a foundation for student's dental education. It provides a historical background to dentistry, knowledge of oral health literacy, oral health diseases, and an overview of the dental profession. Through this format, students are introduced to the delivery of oral health care so that they can apply and build on past principles and knowledge as a foundation for their future dental education.

DMD 5120 Dental Public Health 1: Intro to Public Health
This block, developed by the American Association of

Public Health Dentistry (AAPHD), is designed to introduce the first year dental students to the core principles of Dental Public Health, and its application to population based oral health care. Differences in the roles of a private dental practitioner and a dental public health specialist are addressed. Students learn the importance of core public health functions, and different public health achievements in the US. The identification of healthcare disparities and the access to dental care among underserved minority populations are highlighted.

DMD 5130 Dental Practice Readiness
The Dental Practice Readiness Curriculum (DPRC), developed in partnership with the University of Texas Health Sciences Center at San Antonio, is designed to provide the basic skills in business decision making and practice management for a successful dental practice. This first course, describes the dental profession with an introduction to dental specialties, strategic planning for professional goals, and personal financial planning.

DMD5140 Behavioral Sciences
This block introduces students to the behavioral aspects of patient care. Students' learning focuses on strategies for effectively communication with patients, colleagues, and staff. The concept of patient centered care is emphasized as the guiding principle for patient management. Additional topics include; models for behavioral change, conflict resolution, intercultural communication, and reduction of patient anxiety. Team breakouts provide opportunities for students to practice established principles with partners as it is applied to communication and treatment planning.

DMD 5221 Clinical Head and Neck 1
The course will focus on the anatomy of the head and neck region and neuroanatomy. Students will learn structures of the head, neck and oral cavity and neuroanatomy tailored for the future general dental practitioner. Particular emphasis will be placed on major pathways for pain and motor control for the head and neck. Students will integrate the gross and microscopic structures of the head and neck with functional pathways for pain and motor control for this region.

DMD 5222 Clinical Head and Neck 2
The course will focus on the anatomy of the head and neck region and neuroanatomy. Students will learn structures of the head, neck and oral cavity and neuroanatomy tailored for the future general dental practitioner. Particular emphasis will be placed on major pathways for pain and motor control for the head and neck. Students will integrate the gross and microscopic structures of the head and neck with functional pathways for pain and motor control for this region.

DMD 5240 Introduction to Biomedical Sciences
Introduction to biomedical sciences focuses on gross anatomy. Students will learn structures of each organ systems.

DMD 5241 Cellular Metabolism & Adaptation 1
This block emphasizes the development and microscopic organization of the basic tissues involved in formation of the oral cavity, teeth, and supporting tissues. Information acquired in this block serves as the foundation for the understanding of normal histological structure, function, local pain, anesthesia, interpretation of medical history, as well as the histological basis for wound healing and repair and bonding compounds for dental restorations. Anomalies in facial development and tooth formation will be related to congenital malformations of the face, teeth, oral mucosa and periodontium.

DMD 5242 Cellular Metabolism & Adaptation 2
Topics such as the digestion, absorption, biosynthesis and metabolism of carbohydrates, lipids and proteins/amino acids leading to a discussion integrating the principles of metabolism. Pathology will cover basic principles of cellular injury, apoptosis, inflammation and repair. Pharmacology will introduce principles of drug action and selection for each class of drugs relevant to dentistry. Students learn about drugs used by dentists in emergency treatment of allergic reactions, cardiovascular events, or seizures. Since dentists manage patients under pharmacological treatment by other health professionals, the block discusses the dental consequences of medical treatments and the modification of dental treatment required for common medical treatments that dentists encounter in practice.

DMD 5244 Immunity
In this block, Students will be introduced to the development, structure and function of the lymphatic system. Students will acquire foundational knowledge of the human host-parasite relationship, which is essential to the clinical care of patients and to the evidence-based management of orofacial infections. Discussions will include the immune system, allergies, microbial physiology, microbial pathogenesis, and infection control issues in the health care setting. Students will study drugs used in the treatment of immune diseases. Pathology will cover immunological diseases and pharmacology will discuss analgesics and anti-inflammatory drugs.

DMD 5245 Infectious Diseases
Clinical case studies will be utilized to illustrate infectious processes in oral and systemic diseases, with emphasis on infections of the oral cavity. Students will explore infectious diseases. Students will study antimicrobial drugs.

DMD 5246 Integrated Systems Disease and Wellness 1
The gross anatomy of the upper extremity will be covered. Students will cover skeletal and muscular elements of the upper extremities. Students will learn the basic physiological principles involved with muscle contraction and the events at the neuromuscular junction. Students will review joint structure and function and focus on the temporal mandibular joint. The diseases of the musculoskeletal system will be investigated.

DMD 5247 Integrated Systems Disease and Wellness 2
The anatomy and physiology of the cardiovascular and respiratory systems will be studied. The histological structure of blood vessels as they relate to their function will be studied. Cardiovascular diseases will be covered including hemodynamic diseases and thromboembolic diseases.

Students will study drugs used in the treatment of cardio-vascular diseases.

DMD 5248 Integrated Systems Disease and Wellness 3
The histology and embryology of the endocrine and nervous systems will be reviewed. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the systems. Topics such as diabetes mellitus and hypothyroidism formation will be examined. Areas of the brain and brain stem will be studied. Students will review physiological principles of nervous function. Biosynthesis and metabolism of carbohydrates leading to a discussion of diabetes mellitus and the integration of metabolism. Pathology will cover various endocrine and nervous diseases. Students study drugs used in the treatment of endocrine and neurological treatment.

DMD 5249 Integrated Systems Disease and Wellness 4
The histology and embryology of the urinary and digestive systems will be reviewed. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the systems. Topics such as acid-base balance and peptic ulcer formation will be examined. Pathology will cover diseases relating to these systems. Students study drugs used in renal and digestive disease treatment.

DMD 5290 NDBE Part I Prep
This block is designed to prepare the students to take part 1 of the National Dental Board Examination. Each content area will be reviewed.

DMD 5301 Form & Function of the Human Dentition 1
Integrated Preclinical Techniques. Students immediately begin collaboration with their colleagues to conceptualize and value their roles as a health care provider. Students are introduced to a diverse "family of patients" with a varying complexity of needs. Course instruction and team-based learning will relate to this family and their care. This course integrates corresponding biomedical coursework to introduce basic concepts of dental anatomy. The didactic component includes nomenclature, timing of tooth development and eruption, the form and function of primary teeth, and an introduction to dental materials and basic restorative techniques Students will be evaluated on their mastery of laboratory skills and simulation of reconstructive dentistry procedures as they relate to our patient "family". Foundational knowledge of direct restorative materials is presented. Projects in this course include the use of composite in building teeth to partial and full contour using additive and subtractive techniques. Formative and summative assessment will be used to frequently appraise students' progress as patient-centered practitioners, evidence-based and critical thinkers, and Lifelong Colleagues. (August - September).

DMD 5302 Form & Function of the Human Dentition 2
Integrated Preclinical Techniques. This course integrates corresponding biomedical instruction to introduce basic concepts of dental anatomy. The didactic component includes form and function of the permanent anterior teeth, and a continued introduction to dental materials and basic restorative techniques Students will be evaluated on their mastery of laboratory skills and simulation of reconstructive dentistry procedures as they relate to a "family" of patient cases presented in the course. Projects in this course includes the use of composite in building teeth to partial and full contour using additive and subtractive techniques. Formative and summative assessment will be used to frequently appraise students' grasp the factual knowledge needed to build a strong foundation for critical assessment, evidence-based practice and lifelong learning in the dental profession. Occlusal principles are heavily emphasized as a key factor in successful mastery of dental anatomy (September - October).

DMD 5303 Form & Function of the Human Dentition 3
Integrated Preclinical Techniques. This course integrates corresponding biomedical instruction to introduce basic concepts of dental anatomy. The didactic component includes form and function of the permanent anterior teeth, and a continued introduction to dental materials and basic restorative techniques Students will be evaluated on their mastery of laboratory skills and simulation of reconstructive dentistry procedures as they relate to a "family" of patient cases presented in the course. Projects in this course includes the use of composite in building teeth to partial and full contour using additive and subtractive techniques. Formative and summative assessment will be used to frequently appraise students' grasp the factual knowledge needed to build a strong foundation for critical assessment, evidence-based practice and lifelong learning in the dental profession. Occlusal principles are heavily emphasized as a key factor in successful mastery of dental anatomy (October - November).

DMD 5310 Form & Function of the Human Dentition - Occlusion
Integrated Preclinical Techniques. This course integrates corresponding biomedical instruction to introduce basic concepts of dental anatomy and occlusion. The didactic and lab components include projects to incorporate and conceptualize concepts of occlusion. Formative and summative assessment will be used to frequently appraise students' grasp the factual knowledge needed to build a strong foundation for critical assessment, evidence-based practice and lifelong learning in the dental profession. Related topics included in this component are impression taking, model work, and an introduction to the dental articulator (November).

DMD 5320 Restoration of Existing Teeth – Anterior

Integrated Preclinical Techniques. Students begin with the factual knowledge needed to build a strong foundation for critical assessment, evidence-based practice and lifelong learning in the dental profession. Formative and summative assessment will be used to frequently appraise students' grasp of dental anatomy, dental materials science, occlusion, cariology, operative dentistry, and diagnosis and treatment planning. This is a hands-on course focused on caries detection, evaluation and removal techniques in some extracted human teeth, and typodonts. Students will be evaluated on their mastery of laboratory skills and simulation of reconstructive dentistry procedures as they relate to a "family" of patient cases presented in the course. In this course, students use a caries-driven, minimally invasive approach to treating dental decay in the "family" of patients. Emphasis is placed on patient centered care, and how to best accommodate the needs and wants of patients. Students are taught modern and classic preparations starting with sealants on a child "patient," and progress through minimally invasive resin-based preparations. Additionally, correct ergonomics for a dental practitioner, hand piece techniques, and rubber dam application are covered. Emphasis is placed on the development of hand skills and self-evaluation of the student's own work. This is a fast paced and demanding course involving both written and practical assessments. Students are encouraged to be efficient, and respect the patients time, needs and desire for treatment.

DMD 5321 Restoration of Existing Teeth – Posterior

Integrated Preclinical Techniques. Students begin with the factual knowledge needed to build a strong foundation for critical assessment, evidence-based practice and lifelong learning in the dental profession. Formative and summative assessment will be used to frequently appraise students' grasp of dental anatomy, dental materials science, occlusion, cariology, operative dentistry, and diagnosis and treatment planning. This is a hands-on course focused on caries detection, evaluation and removal techniques in some extracted human teeth, and typodonts. Students will be evaluated on their mastery of laboratory skills and simulation of reconstructive dentistry procedures as they relate to a "family" of patient cases presented in the course. In this course, students use a caries-driven, minimally invasive approach to treating dental decay in the "family" of patients. Emphasis is placed on patient centered care, and how to best accommodate the needs and wants of patients. Students are taught modern and classic preparations starting with sealants on a child "patient," and progress through minimally invasive resin-based preparations. Additionally, correct ergonomics for a dental practitioner, hand piece techniques, and rubber dam application are covered. Emphasis is placed on the

development of hand skills and self-evaluation of the student's own work. This is a fast paced and demanding course involving both written and practical assessments. Students are encouraged to be efficient, and respect the patients time, needs and desire for treatment.

DMD 5322 Restoration of –Crowns

Integrated Preclinical Techniques. Students will be evaluated on their mastery of laboratory skills and simulation of reconstructive dentistry procedures as they relate to a "family" of patient cases presented in the course. Starting with all-ceramic preparations and progressing through PFM, and gold restorations, an emphasis on conservation of tooth structure and maintaining or enhancing esthetics is woven through all projects. Students learn single tooth and multiple tooth rehabilitation and treatment planning accompanies all projects. Ample time is spent on the adhesive protocols for cementation. Related topics included in this component are laboratory skills, and general dental procedures such as traditional and digital impression taking, provisional crowns, and model work.

DMD 5323 Existing Teeth - Complex Restorations

Integrated Preclinical Techniques. Students will be evaluated on their mastery of laboratory skills and simulation of reconstructive dentistry procedures as they relate to a "family" of patient cases presented in the course. In this course, students continue using a caries-driven, minimally invasive approach to treating dental decay in the "family" of patients. Students are introduced to larger resin-based preparations and ultimately learning GV black amalgam preparations. Students gain exposure to all types of anterior and posterior direct preparations and restorations including Classes I, II, III, IV, V. Occlusion and establishing the proper occlusal relationship is paramount.

DMD 5324 Existing Teeth – Onlay

Integrated Preclinical Techniques. Students will be evaluated on their mastery of laboratory skills and simulation of reconstructive dentistry procedures as they relate to a "family" of patient cases presented in the course. Starting with onlays on conservation of tooth structure and maintaining or enhancing esthetics is woven through all projects. Students will learn how to restore teeth using intra-coronal restorations with emphasis on the conservation of tooth structure. Ample time is spent on the adhesive protocols for cementation. Related topics included in this component are laboratory skills, and general dental procedures such as traditional and digital impression taking, provisional crowns, and model work.

DMD5340 Oral Imaging Technique and Interpretation

Integrated Preclinical Techniques. Radiation physics, biology, hygiene and safety theories with an emphasis on

the fundamentals of oral radiographic techniques and basic interpretation of radiographs. Includes exposure of intra-oral radiographs, quality assurance, basic radiographic interpretation, patient selection criteria and other ancillary radiographic techniques.

DMD 5400 Clinical Fundamentals
Integrated Preclinical Techniques. This course introduces students to policy and procedures of the CODM Clinic, and prepares students to function effectively in the clinical environment and learn skills that are necessary for efficient and safe patient care in a general dentistry environment. Through scheduled rotations, students will acquire a range of skills, including dental imaging, oral examinations, alginate impressions, specialty clinic orientations, working with CAD CAM, and functioning as an effective secondary provider. This course also includes the Local Anesthesia rotations, which teaches the pharmacological basis and basic injection techniques of dental local anesthesia. Topics include an overview of local and systemic complications, the pharmacology of local anesthetics, and presentation of an algorithm of how to overcome difficulties in mandibular blocks.

Year One Remediation Program

Students who do not achieve the "Pass" threshold of 90% following the remediation assessment for any block (e.g., two to three week instructional period) will be given an additional opportunity to re- mediate during the summer and winter in order to achieve the established performance standard. Student progression through that academic year will not be deterred except in extreme cases, if CODM faculty determine that students have sufficient background to allow successful completion of subsequent blocks. The remediation program is conducted during a designated 3 week period prior to winter break and a 3 week period immediately following the conclusion of formal blocks for that year. For each block assessment in which individual students have not attained the threshold "pass" score, students are assigned up to one week of intensive study, review, and remediation with faculty responsible for each block. The specific remediation program for each topic varies according to the nature of the learning outcomes. The remediation program is organized to enable all faculty who delivered block content in a particular assessment period to provide additional assistance and review of material for students. The remediation culminates in a summative assessment that is different from previous assessments administered during the regular academic year. Because the time available for summer remediation is limited, students are able to remediate no

more than five assessment periods during the summer. As per academic policy published in the CODM Student Handbook, students who do not attain the threshold "pass" score on six (6) remediation assessments during the year will be required to withdraw from the program. Students are not assessed additional tuition for summer remediation because this curriculum component falls within the academic calendar for year one.

Year Two
DMD6100 Ethics & Processional Practice 2
This second course in the Ethics and Professional Practice curriculum prepares students for the practice of dentistry in the dental clinic. Students are introduced to the concepts of patient autonomy, confidentiality, informed consent, and reporting to the IRB. The previously taught "ADA Principles of Ethics and Professional Conduct" along with Emotional intelligence are applied to ethical and legal regulatory issues within a dental practice and clinic.

DMD6110 Behavioral Sciences
This block introduces students to the behavioral aspects of patient care. Students' learning focuses on strategies for effectively communication with patients, colleagues, and staff. The concept of patient centered care is emphasized as the guiding principle for patient management. Additional topics include; models for behavioral change, conflict resolution, intercultural communication, and reduction of patient anxiety. Team breakouts provide opportunities for students to practice established principles with partners as it is applied to communication and treatment planning.

DMD6120 Dental Public Health 2
In the third year dental public health course, students apply the previously learned principles of the oral healthcare surveillance system and strategic planning to the identification of healthcare disparities. They then plan strategies for treating these disparities and implement them through service learning projects in the community. Oral healthcare delivery systems are then discussed as methods of treatment for healthcare disparities through a compare and contrast format that includes the topics of current workforce models, third party payment systems, and oral healthcare policy. (DPRC), developed in partnership with the University of Texas Health Sciences Center at San Antonio, adds to students understanding from previous years in the planning of a successful dental practice. This course gives students key tools for targeting specific populations with their dental practice including an analysis of state regulations, local patient demographics, and economics that help them determine the best location for

their potential practice. Students then compile their finalized strategic office plan that they have developed over the four year curriculum in preparation for practice purchasing or associating.

DMD 6121 Dental Public Health 3
This block, developed by the American Association of Public Health Dentistry (AAPHD), is designed to provide students with the necessary scientific foundation of knowledge and skills required to practice effective "Evidence-based Dentistry." Specifically, students gain the knowledge and skills necessary to form critical questions, locate information, judge the quality of available information, and apply the evidence to clinical decision making and ongoing evaluation in both patient care at the individual level, and oral health promotion and community advocacy at the population level. Students will learn to access relevant scientific literature and conduct searches, and tools and methodology to critique the scientific literature.

DMD6130 Dental Practice Readiness 2
This second course in the Dental Practice Readiness Curriculum (DPRC), developed in partnership with University of Texas Health Sciences Center at San Antonio, extends the accounting knowledge acquired from the first years block to the operation of a dental practice. Students begin by planning an office layout and becoming familiar with ordering dental equipment to run a practice. It applies this knowledge to a practices financial plan as students draft dental practice accounting statements.

DMD6200 Pharmacology 1
Pharmacotherapy is an integral component of medical and dental care and impacts a majority of the educational standards of the Commission on Dental Accreditation. This block introduces students to the classes of drugs commonly prescribed by general dentists. The block will also review principles of drug action and selection for each class. Since dentists manage patients under pharmacological treatment by other health professionals, the block discusses the dental consequences of medical treatments and the modification of dental treatment required for common medical treatments that dentists encounter in practice. To prepare for patient care in the CODM clinics, students study drugs used in the treatment of renal, immune, cancer, psychiatric and neurological conditions. Understanding and use of local anesthetics will also be highlighted. The block will also prepare CODM students for the pharmacology section of the National Board Dental Examination, Part II.

DMD6210 Oral Pathology
Oral pathology is an essential component of dental education since general dentists must be competent in evaluating and treating diseases pertaining to the oral and maxillofacial region. The goal of this course is to provide students with foundational knowledge of the diseases and abnormalities that occur in the oral and maxillofacial region. The course is designed to facilitate students' integration of information presented in previous basic science blocks.

DMD6220 Oral Pathology 2: Head & Neck
The block is designed to facilitate students' integration of information presented in previous basic science and clinical courses, especially general and systemic pathology and clinical medicine for general dentists, and thus enhance their use of this information to recognize, formulate differential diagnoses, and treat diseases of the oral and maxillofacial region. During this course, Roseman University CODM students will learn the etiology, clinical characteristics of diseases and pathological processes affecting the head and neck region including the oral cavity, and then explore treatment strategies and prognosis for these disorders. Students will also explore the use of diagnostic methods as adjunctive to diagnosis of oral diseases such as cytological smears or brush biopsy, salivary diagnostics and tissue biopsy.

DMD6330 Missing Teeth
Integrated Preclinical Techniques. This course details the treatment plan considerations and techniques of how to replace partially edentulous arch spaces. Detailed description of theory and techniques are explored pertaining to fixed partial dentures, removable partial dentures and implant considerations. Advantages and disadvantages of each possible treatment are explored. Laboratory portions include refining hand skills necessary to adequately perform these procedures at a novice level.

DMD6335 Tooth Replacement
Integrated Preclinical Techniques. In this course, students develop laboratory and clinical skills as related to removable prosthodontics. For edentulous patients and those patients with hopeless dentition, students will learn the basic clinical and laboratory phases of complete denture fabrication including diagnosis, pre-prosthetic surgery, tissue conditioning, impression, cast fabrication, record base/rim, occlusal records, chair-side esthetic arrangement, articulator mounting, anterior artificial tooth arrangement, trial denture try-in, denture processing and finishing, denture insertion, prosthetic home care patient education, and prosthetic follow-up and recall, including reline/repair and laboratory communication. Students will prescribe optimal clinical materials to be used in

prosthesis fabrication and diagnose biomechanical problems from simulated case scenarios.

DMD6350 Introduction to Periodontics
Integrated Preclinical Techniques. The goal of this block is to get the students acquainted with basics in periodontology. The course will start by describing the anatomy and histology of periodontium and will be followed by pathophysiology of the diseases. Epidemiological and etiological factors of the disease and its relation to the systemic health will be discussed. Clinical examination, classification, diagnoses and rationale for treatment planning of the periodontal diseases and conditions will be discussed. The students will develop skills and the biologic basis for periodontal instrumentation, and the impact of these procedures on the bacterial microflora and periodontal tissues. A concluding part of this course will include practicing the use of hand and ultrasonic instruments in removal of calculus and root planing the tooth root surfaces in the sim clinic on periodontal typodonts. They will acquire the skills to clinically and radiographically evaluate the periodontal status of patients. Students will work in pairs and perform these techniques on each other as a prerequisite to performing them on the CODM patients.

DMD6360 Oral Surgery 1
Integrated Preclinical Techniques. This is an introductory course to oral and maxillofacial surgery. The goals of this course are to provide students with an overview of Oral and Maxillofacial Surgery as a specialty of dentistry, recognize and understand appropriate responses to office medical emergencies, understand theories and principles related to dentoalveolar surgery, understand theories and principles of local anesthesia and Nitrous Oxide sedation, and to provide the foundation for the development of oral surgical skills within the scope of general dentistry in order to optimize patient care.

The course will present principles for recognizing dental office emergencies and will prepare students to respond appropriately to those emergencies. The course will include a brief overview of facial and dental anatomy and students will be able to identify relevant anatomy of the jaws and face. Students will be given an introduction to the armamentarium used for basic dentoalveolar surgery and students will be able to recognize by name and number basic instrumentation used for oral surgical procedures at the general dentistry level. Students will be taught principles of infection control, sterile technique, personal protective equipment (PPE), and students will understand correct methods for hand hygiene, the prevention of local environmental contamination, and how to don PPE. Students will understand how to conduct a patient interview,

how to determine ASA classifications, and will be able to document accurately every patient encounter. Students will understand local anesthetic pharmacology and local anesthetic administration techniques, and will understand how to recognize and prevent complications of local anesthetic.

DMD6365 Oral Surgery 2
Integrated Preclinical Techniques. This course is a continuation of DMD6360 – Oral and Maxillofacial Surgery I and will build upon the principles and concepts introduced in that course. The goal of this block course is to provide students with a deeper understanding of oral and maxillofacial surgery and oral surgical procedures within the scope of general dentistry. This course will provide additional instruction in patient evaluation and assessment, basic techniques of oral and maxillofacial surgery, exodontia, pre-prosthetic surgery, principles of wound healing, facial and dentoalveolar trauma, management of post-operative complications as related to oral surgical procedures, odontogenic infections, basic biopsy techniques, and a preview of the temporomandibular joint.This course will present principles for evaluating and assessing systemic diseases as they may relate to dentistry. Students will be able to recognize systemic disease conditions that may impact dental care, understand the importance of individualized patient research, and understand how to request medical consultations. Interprofessional collaboration with the Roseman University Nursing College and Roseman University Pharmacy College may be employed for a medical consultation experience. Students will also understand how to manage post-operative patient needs. Students will understand the proper approach for routine and surgical exodontia, including meticulous soft tissue management. Students will understand the indications for and surgical techniques of alveoloplasty and tissue contouring in preparation for intraoral prostheses. Students will be introduced to the principles to properly diagnose trauma to the orofacial complex. Students will understand the concepts of wound healing, including primary, secondary and tertiary healing, and will be able to recognize odontogenic infections and other complications related to oral surgical procedures. Students will understand routine biopsy techniques. The anatomy of the temporomandibular joint will be reviewed and students will understand concepts related to temporomandibular disorders.A continuation of this course will include a hands-on laboratory experience of applying topical anesthesia and the administration of local anesthesia using a variety of injection techniques. It will also include a laboratory experience for suturing techniques. An Advanced Pain Control/Nitrous Oxide Clinical Laboratory experience will also be conducted in conjunction with this course, and principles of oral sedation anesthesia will

be presented in accordance with the ADA Guidelines for Teaching Pain Control and Sedation to Dentists and Dental Students for minimal sedation.

DMD6370 Pediatric Dentistry

Integrated Preclinical Techniques. Pediatric dentistry is an age defined specialty that provides both primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence, including those with special health care needs. In this course, students will learn dental anatomy of the primary teeth, eruption sequence of the primary dentition, behavior management techniques in the dental office, diagnosis and treatment planning of the pediatric patient, and the restorative principles of the primary dentition. Preventative measures and developing communication skills with the child and parent are important objectives of this course.

DMD6375 Orthodontics

Integrated Preclinical Techniques. The focus of this course is in the skeletal, dental and soft tissue evaluation of the child, adolescent and adult patient seeking orthodontic treatment. Concepts and theories in growth and development of the dentofacial complex will be discussed as they relate to skeletal abnormalities and growth disturbances. These concepts will serve as the foundational knowledge in the discussion of treatment timing of various skeletal abnormalities and dental malocclusion. Significant amount of time will be spend on assessment of the dental, skeletal and soft tissue abnormalities in the transverse, vertical and sagittal planes. Components of the orthodontic record, that is intraoral and extraoral photography, dental casts, and radiographs will be discussed. Cephalometric analysis using skeletal landmarks and planes will be performed; emphasizes will be placed on the Steiner Analysis. Dental malocclusion and mixed dentition analysis will be discussed. The biology of tooth orthodontic tooth movement including force systems and anchorage control will be introduced. The focus is on the diagnosis of common, uncomplicated malocclusion that would be expected to be within the scope of practice of a general dentist.

DMD6376 Orthodontics Lab

Integrated Preclinical Techniques. The objective of the Orthodontic Laboratory Block is to provide students with fundamental and practical knowledge of simple orthodontic and space maintainer appliances at the level important for the general dental practitioner. The student will learn the proper use of various orthodontic pliers and gain experience in the construction of loops and other elements to conform to a set pattern. Students will gain experience with fitting of molar bands and adjustment of

simple orthodontic appliances to elicit desired tooth movements. This lab block is designed to help prepare students with clinical interactions in the student pre-doctoral orthodontic clinic

DMD6380 Endodontic Diagnosis and Treatment

Integrated Preclinical Techniques. This block will introduce the principles of endodontics. It is designed to prepare students torecognize, understand, diagnose, and predictably treat pathologic conditions of the dental pulp and periradicular tissues within the scope of general practice. Emphasis is placed on the biology, pathology, and treatment of the dental complex and periradicular tissues. The course specifically encompasses the biological and clinical sciences related to the normal and diseased pulp and associated periradicular tissues, as well as the etiology, diagnosis, prevention, and treatment of pathoses and injuries of these tissues. The course will utilize lecture, team exercises that focus on evidence-based endodontics as well as critical thinking concepts, text readings, and patient simulations to achieve the course outcomes. The course will also introduce case selection criteria relative to the case difficulty and practice limitations. Along with the Endodontic Simulation Laboratory portion, it prepares the student to provide clinical endodontic treatment.

DMD6400 Clinical Fundamental

Integrated Preclinical Techniques. This course introduces students to policy and procedures of the CODM Clinic, and prepares students to function effectively in the clinical environment and learn skills that are necessary for efficient and safe patient care in a general dentistry environment. Through scheduled rotations, students will acquire a range of skills, including dental imaging, oral examinations, alginate impressions, specialty clinic orientations, working with CAD CAM, and functioning as an effective secondary provider. This course also includes the Local Anesthesia rotations, which teaches the pharmacological basis and basic injection techniques of dental local anesthesia. Topics include an overview of local and systemic complications, the pharmacology of local anesthetics, and presentation of an algorithm of how to overcome difficulties in mandibular blocks.

DMD6402 Primary Dental Care Clinic

In Primary Dental Care Clinic DMD6402 D2 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively as-

sume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD6403 Primary Dental Care Clinic
In Primary Dental Care Clinic DMD6403 D2 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment

DMD6420 Clinical Practice Team Meeting
In DMD6420, each Clinical Practice Team (CPT) will have bi-weekly team meetings for case presentations led by students, special topic presentations by dental specialists, and discuss management of the team's patient care activities including patient assignment and scheduling, group problem-solving, review of treatment outcomes and information sharing related to clinic operations. The CPT meetings will enable students to participate in patient assessment and treatment planning activities and allow them to contribute to the logistical coordination that underlies the overall disposition of health care services in the CODM Primary Dental Care Clinic. The CPT meetings provide a laboratory for students to experience the patient care and practice management principles communicated in other components of the curriculum. During the case presentation sessions, students will present patients they are treating in the clinic who have challenging dental problems for discussion of diagnostic and therapeutic strategies. For these case presentations, students will conduct a literature review pertinent to the patient's condition and include their findings in the meeting.

A 3 week period prior to winter break and a 3 week period immediately following the conclusion of formal blocks for that year. will be available for student remediation. It will be conducted in a similar format as the remediation program for year one, which was previously described.

Year Three

DMD 7100 Ethics & Professional Practice 3
This third block in the Ethics and Professional Practice curriculum uses the previously learned ethical principles to discuss and analyze real ethical problems that have occurred in the dental profession. Assignments include individual review and group discussions of real-life examples taken from state dental board disciplinary actions. These cases highlight ethics, professionalism, and leadership. In addition, students analyze state dental board disciplinary actions and identify infractions of ethics and professionalism using the The ADA's "Principles of Ethics and Code of Professional Conduct" and the Emotional and Social Competency Inventory (ESCI). These learned principles are applied to ethical issues and dilemmas that are encountered during patient care in the Roseman Dental Clinics.

DMD7110 Vulnerable Populations
This block integrates students' previous understanding of patient management and applies it to the special considerations of vulnerable populations. It builds on students' current clinical experience as a foundation for meeting the needs of patients with medical, physical, psychological, developmental, or social situations that have an impact on a patient's ability to maintain oral health and treatment in a conventional setting. Strategies for modifying treatment routines, making appropriate alterations in treatment plans, and improving their oral health care are discussed.

DMD 7120 Dental Public Health 4
In the third year dental public health course, students apply the previously learned principles of the oral healthcare surveillance system and strategic planning to the identification of healthcare disparities. They then plan strategies for treating these disparities and implement them through service learning projects in the community. Oral healthcare delivery systems are then discussed as methods of treatment for healthcare disparities through a compare and contrast format that includes the topics of current workforce models, third party payment systems, and oral healthcare policy. (DPRC), developed in partnership with the University of Texas Health Sciences Center

at San Antonio, adds to students understanding from previous years in the planning of a successful dental practice. This course gives students key tools for targeting specific populations with their dental practice including an analysis of state regulations, local patient demographics, and economics that help them determine the best location for their potential practice. Students then compile their finalized strategic office plan that they have developed over the four year curriculum in preparation for practice purchasing or associating.

DMD 7130 Dental Practice Readiness

The Dental Practice Readiness Curriculum (DPRC), developed in partnership with the University of Texas Health Sciences Center at San Antonio, is designed to provide the basic skills in business decision making and practice management for a successful dental practice. This third course, describes the dental profession with an introduction to managing a dental office and participating in associateships.

DMD 7140 Dental Practice Readiness
The Dental Practice Readiness Curriculum (DPRC), developed in partnership with the University of Texas Health Sciences Center at San Antonio, is designed to provide the basic skills in business decision making and practice management for a successful dental practice. This fourth course, identifies key components of selecting a dental practice location and managing a dental practice.

DMD 7200 Pharmacology 2
This block introduces students to the classes of drugs commonly prescribed by general dentists. The block will also review principles of drug action and selection for each class. Students learn about drugs used by dentists in emergency treatment of allergic reactions, cardiovascular events, or seizures.   Since dentists manage patients under pharmacological treatment by other health professionals, the block discusses the dental consequences of medical treatments and the modification of dental treatment required for common medical treatments that dentists encounter in practice. To prepare for patient care in the CODM clinics, students study drugs used in the treatment of cardiovascular, respiratory, immune, cancer. The block will also prepare CODM students for the pharmacology section of the National Board Dental Examination, Part II.

DMD 7320 Advanced Restorative Techniques
This course focuses on advanced techniques in restorative dentistry not covered in the previous blocks. These techniques focused on real time clinical situations reflecting patient centered care.

DMD 7340 Orthodontics 3
Integrated Preclinical Techniques. The main objective of this block is to apply the principles learned in DMD 6375 (Orthodontics) to the diagnosis and treatment planning of deformities in the dentofacial complex and their associated malocclusions. The block focuses existing and/or developing malocclusions in the growing child; specifically tooth-size-arch-length-discrepancies, anterior and posterior crossbites, midline diastema, impacted canines, etc (see block schedule). Review of pertinent information in preparation for the Pedo-Ortho portion of the NDBE Part II will be conducted. This includes review of orthodontic appliances, including brackets, wires, auxiliaries including headgear, Invisalign and cephalometric analysis (Steinar Analysis). Students will be tracing their own lateral cephalogram which will be due at the end of the block as an requirement for graduation. Interdisciplinary treatment will be reviewed including the sequence of treatment planning involving patients in need of molar uprighting, assisting the correction of periodontal defects, extrusion of fractured teeth, restoration of worn dentition and management of congenitally missing teeth. Finally, orthodontic screening assessment will be reviewed and recommendations of whether treatment is advised, the timing of such treatment, and whether treatment should be executed under care of the general practitioner or specialist will be discussed. Patient will be instructed on the practical aspect of clinical orthodontics, including bracketing and bonding, materials, etc. as preparation for patient interaction in the PEDO-ORTHO clinic. Successful completion of this block will enable the student to be prepared for meaningful interactions in the student pre-doctoral orthodontic clinic.

DMD7350 Periodontal Therapy
Integrated Preclinical Techniques. The block is designed to provide the student with an initial framework of information necessary to periodontal diagnosis, prevention and therapy and will serve as a practical and thorough approach to the management of periodontal patients. It will provide rationale for the need for periodontal surgery and long term maintenance. An overview of advanced surgical techniques for treating periodontal diseases and conditions and placing implants will be provided together with accepted principles of treatment planning. The topics that will covered during the course are:

1. Indications/contraindications, advantages and limitations of periodontal surgical treatment
2. Gingivectomy and gingivoplasty
3. Periodontal Resective Surgeries
4. Periodontal Regenerative Surgeries
5. Treatment Planning for anterior implants

The students will develop skills and the biologic basis for basic periodontal surgeries. The students will work in small groups for a practical hands-on on periodontal surgeries that will be performed on periodontal typodonts. They will acquire the skills to clinically and radiographically evaluate the periodontal status of patients to receive anterior dental implants.

DMD7390 NDBE Part II Prep

Integrated Preclinical Techniques. Students take a formative Mock NDBE Part II Pre-Test before scheduled reviews with each discipline to be included in the exam. Review topics include Orthodontics, Pedodontics, Prosthodontics, Patient Management, Oral & Maxillofacial Surgery, Operative Dentistry, Pharmacology, Periodontics, Endodontics, and Oral Diagnosis. A formative Mock NDBE Part II Post-Test is also given to guide students in their personal study.

DMD7401 Primary Dental Care Clinic

In Primary Dental Care Clinic DMD7401 D3 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD7402 Primary Dental Care Clinic

In Primary Dental Care Clinic DMD7402 D3 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule

treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD7403 Primary Dental Care Clinic

In Primary Dental Care Clinic DMD7403 D3 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD7413 Root Camp

This course focuses on advanced techniques not covered in the previous endodontic block. Root camp provides D3 dental students the opportunity to review and utilize endodontic techniques in a simulated situation.

DMD7420 Clinical Practice Team Meeting

In DMD7420, each Clinical Practice Team (CPT) will have bi-weekly team meetings for case presentations led by students, special topic presentations by dental specialists, and discuss management of the team's patient care activities including patient assignment and scheduling, group problem-solving, review of treatment outcomes and information sharing related to clinic operations. The CPT meetings will enable students to participate in patient assessment and treatment planning activities and allow them to contribute to the logistical coordination that underlies the overall disposition of health care services in the CODM Primary Dental Care Clinic. The CPT meetings provide a laboratory for students to experience the patient care and practice management principles communicated in other components of the curriculum. During the case presentation sessions, students will present patients they are treating in the clinic who have challenging dental problems for discussion of diagnostic and therapeutic strategies. For these case presentations, students will conduct a literature review pertinent to the patient's condition and include their findings in the meeting.

Remediation Program for Year 3

For all didactic Blocks in year 3 where student achievement is measured primarily by written assessments, the remediation process will be similar to that previously described for years 1 and 2. Students identified as needing remediation in clinical competencies will have five weeks available to participate in a customized and defined program of clinical activities intended to enhance their clinical skills and enable them to demonstrate their readiness to advance to the next academic year. These activities may include simulation, direct patient care, or a combination thereof. For students with deficiencies in clinical competencies and other areas of clinical performance, the 3rd year remediation program will culminate in a formal assessment of clinical skills. Students participating in summer remediation activities will not be assessed additional tuition, because the remediation program is a formal component of the third year of the CODM curriculum.

Year Four

DMD8100 Community-based Clinical Rotations-Elective
This course provides students the opportunity to apply all previously learned principles in their dental education to the practice of dentistry in a community setting. Short clinical rotations through community clinics adds an important aspect to student development as they learn to treat patients from diverse communities and backgrounds. Affiliated clinics are located nationally and are chosen to provide each students tailored experiences as they treat the underserved. This elective often serves as a highlight of a student's dental education.

DMD 8401 Primary Care Clinic
In Primary Dental Care Clinic DMD8401 D4 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD8402 Primary Dental Care Clinic
In Primary Dental Care Clinic DMD8401 D4 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD8403 Primary Dental Care Clinic
In Primary Dental Care Clinic DMD8403 D4 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD 8420 Clinical Practice Team Meeting
In DMD8420, each Clinical Practice Team (CPT) will have bi-weekly team meetings for case presentations led by students, special topic presentations by dental specialists, and discuss management of the team's patient care activities including patient assignment and scheduling, group problem-solving, review of treatment outcomes and information sharing related to clinic operations. The CPT meetings will enable students to participate in patient assessment and treatment planning activities and allow them to contribute to the logistical coordination that underlies the overall disposition of health care services in the CODM Primary Care Clinic. The CPT meetings provide a laboratory for students to experience the patient care and practice management principles communicated in other components of the curriculum. During

the case presentation sessions, students will present patients they are treating in the clinic who have challenging dental problems for discussion of diagnostic and therapeutic strategies. For these case presentations, students will conduct a literature review pertinent to the patient's condition and include their findings in the meeting.

<u>DMD9000 Peer-To-Peer Mentoring – Elective</u>
Students, under faculty supervision, engage in peer-to-peer mentoring as part of an existing course or special project. This elective may be repeated for credit. The maximum "Peer-To-Peer – Elective (DMD9000)" credit hours a student can receive per reporting period is three.

<u>DMD9001 Special Studies – Elective</u>
Students, under faculty supervision, achieve credit for studies and/or activities as part of an existing course or special project. This elective may be repeated for credit. The maximum "Special Studies – Elective (DMD9001)" credit hours a student can receive per reporting period is three.

Remediation Program for Year 4
For all didactic Blocks in year 4, where student achievement is measured primarily by written assessments, the remediation process will be similar to that previously described for years 1, 2 and 3. Students identified as needing remediation in clinical competencies will have five weeks available to participate in a customized and defined program of clinical activities intended to enhance their clinical skills and enable them to demonstrate their readiness to advance to the next academic year. These activities may include simulation, direct patient care, or a combination thereof. For students with deficiencies in clinical competencies and other areas of clinical performance, the 4th year remediation program will culminate in a formal assessment of clinical skills. Students participating in summer remediation activities will not be assessed additional tuition, because the remediation program is a formal component of the four year of the CODM curriculum.

CODM CLINICAL EDUCATION MODEL
The primary component of this theme is the treatment of patients by College of Dental Medicine students under the direct supervision of Utah-licensed dentists who are clinical faculty members.

The CODM educates future dentists through its general dentist practice model. The CODM has designed a generalist curriculum in which all faculty and staff members in the Clinical Practice Team Clinics provide a general dentistry focus. While the College does have several Specialty Clinic areas, procedures that would be performed in a general dentist's office are performed in the Clinical Practice Team (CPT) Clinics. Routine procedures are performed in the CPT Clinics; however, more complex procedures are referred to the Specialty Care Clinics. Currently the Specialty Care Clinics include: endodontics, oral surgery, orthodontics, and pediatric dentistry. Complex periodontal and prosthodontic procedures are supervised by the appropriate specialist in the CPT Clinic or Specialty Care Clinics.

Organization Of Dental Students' Clinical Education
Dental students are introduced to patient care early in the second year.

The CODM Clinics are divided into Clinic Practice Teams (CPTs). The CPT's are managed by CPT Leaders, with the assistance of Hygienists, Coordinators, Schedulers, and Dental Assistants. The CPT Leaders are the overall managers of the patients assigned to their team.

Patients of the CODM are assigned to a CPT. Student dentists are paired within the team to provide a broad range of experiences and to deliver optimal patient-centered care. The goal is to guide patients to oral health which is multifaceted and includes the ability to speak, smile, smell, taste, touch, chew, swallow, and convey a range of emotions through facial expressions with confidence and without pain, discomfort, and disease of the craniofacial complex.

In the third and fourth years, students are provided opportunities to work in community-based clinics. Students are regularly informed of rotation opportunities and are encouraged to participate. Student experience in community-based clinics includes providing dental care to diverse populations of the underserved, including populations of the disabled, homeless, poor, under-represented minorities and the underserved.

ACADEMIC POLICIES AND PROCEDURES
For discussion of Academic Policies and Procedures, please refer to the *CODM Student Handbook*.

ACADEMIC SUPPORT SERVICES

Personal Counseling: Non-Academic Issues
Students requiring personal counseling services about non-academic issues (e.g., grief counseling, alcohol, substance abuse and mental health) should contact the Registrar/Student Services Office. While these services are not

directly provided by the University, the Registrar/Student Services Office provides students with a confidential venue to address these issues, and they can work with the student for appropriate referrals to off-campus resources. Further, a list of appropriate resources is available on the University website.

Academic Counseling

Counseling for academic issues is available through the College of Dental Medicine Office of Academic Affairs. Specifics on how to access academic counseling services will be provided during orientation for first year students, in the Student Handbook and on the website.

The Associate Dean for Academic Affairs is available for consultation with students about academic issues affecting performance in the program. The Associate Dean for Academic Affairs, Theme Directors, and Block faculty are available to meet with students to discuss issues related to a specific Block. An advantage of the Block system is its effectiveness in creating frequent faculty/student interactions and assessments that enable an early identification of academic or learning issues.

Academic support services are available to students through the Associate Dean for Admissions and Student Services. Every effort will be made to identify students in academic difficulty early enough to provide an appropriate educational intervention or recommendation for withdrawal. As described previously, the CODM educational model includes a continuous remediation process in an effort to identify students in need of assistance and to provide support in the form of individualized and small group academic tutoring by faculty and peer assistance from members of the students' learning teams in years 1 and 2 and Clinical Practice Teams (CPTs) in years 3 and 4.

Students receive notification of their academic performance through the Associate Dean for Academic Affairs at the end of each academic
Block. Students with academic difficulties are contacted immediately by the Associate Dean for Academic Affairs and the Associate Dean for Admissions and Student Affairs in order to discuss mechanisms for resolving these difficulties.

In addition to the assistance that is available for students with academic difficulties, efforts are made to encourage students with learning disabilities to self-identify before any academic problems arise. Upon matriculation to the CODM, students receive an informational letter regarding the services available for those with disabilities and the

means to access reasonable accommodations for any disabilities which have been appropriately documented.

Career Counseling

The College of Dental Medicine provides level-appropriate career information for pre-dental students, dental students and ultimately alumni, as needed and upon request.

Presentations for pre-dental clubs and other undergraduate student groups emphasize that the knowledge and skills developed in a dental education program prepare dentists for a variety of options in their careers. Examples will include, but are not limited to information on general and specialty practice, academic careers, research, dental products and pharmaceuticals, the federal uniformed services, government service, and organized dentistry. The goal is to help potential students understand that dentistry offers combinations of opportunities to satisfy evolving career and personal needs.

At the CODM, students will have opportunities to explore various aspects of dental careers. Activities in the practice management Blocks will include career development. Faculty, both generalists and specialists, will present information on their areas of expertise, including information on the satisfactions they derive from practice, teaching, service, research and administration. Speakers from other areas involving dentistry, (e.g., dental industry, organized dentistry, public health and other uniformed services) will present information on their professional activities and the satisfactions derived. Students with similar interests can form study clubs or student organizations that will sponsor presentations from individuals working in specific areas. Information on study clubs and student organizations is presented at orientation, in the Student Handbook and on the Roseman University website.

Faculty and administrators are available to discuss career plans with dental students on an individual basis. Information on how to access career information in local, state, regional and national publications and other databases is covered in the practice management Blocks and in career seminars offered jointly by the Offices of Academic and Student Affairs.

STUDENT PARTICIPATION ON CODM COMMITTEES

Dental students are integral to CODM's governance structure and are members of committees that consider matters that directly impact students in both academic and non-academic matters. Students serving on specific committees are responsible for providing student views on campus and college issues and policies as well as com-

municating information on the issues to their student colleagues. The Dean, in consultation with the Associate Deans, appoints students to several CODM committees including but not limited to:

- Accreditation Steering Committee (1 student from each class with voting privileges)
- Admissions Committee
- Clinical Affairs (1 student from each class with voting privileges)
- Curriculum (1 student from each class with voting privileges)
- Research (1 student from each class with voting privileges)
- Technology & Informatics (1 student from each class with voting privileges)
- Educational Resources Committee (1 student from each class with voting privileges)

College of Dental Medicine students also have the opportunity to serve on the University level as a student member of Roseman the CODM's Student Council, as well as on various ad hoc committees appointed by the Dean to address specific, short-term issues.

The CODM has established the following student organizations:
- Dental Student Association (Student Council)
- American Student Dental Association
- American Dental Education Association
- National Student Research Group
- Student Professionalism and Ethics Association
- American Association of Women Dentists – Lucy Hobbs Initiative
- Tau Sigma (Uniform Services Club)
- Advanced Dental Education Club (Includes dental specialties)

Additionally, the following organizations are preparing requests to the University in order to become officially recognized student organizations:
- Multicultural & Diversity Club
- Hispanic Dental Association

Students may opt to develop additional organizations. The University's policies and registration procedures for student organizations are available through the University's Office of the Registrar/Student Services.

Description of Student Organizations and Clubs are available online at

http://www.roseman.edu/students/registrar-student- services/student-organizations.

AEODO/MBA MISSION, VISION, CORE VALUES AND GOALS

The College of Dental Medicine AEODO/MBA Residency Program's Mission, Vision, Core Values and Goals are consistent with those established by Roseman University of Health Sciences.

Mission
The AEODO/MBA Residency Program prepares competent oral health care professionals. We also address the oral health care needs of the regions we serve through our innovative educational programs, scholarship and public service.

Vision
We envision a vibrant Program, nationally identified as an innovative College that fully contributes the benefits of teaching, scholarship and service to society.

Core Values
People: We derive strength and vitality from each other and the constituencies we serve. We care about the current and future welfare of our students, residents, staff and faculty.

Diversity: We welcome and respect differences in our community and the culturally diverse populations we serve. We appreciate the dynamism and uniqueness of different cultures.

Ethics: We maintain our integrity through principled action and ethical decision making. We foster the development of ethical professionalism in our students and residents.

Scholarship: We acknowledge and encourage the pursuit of scholarship, including discovery, teaching, integration and application. We uphold the rights and responsibilities of academic freedom and academic integrity.

Teaching and Learning: We believe that our students and residents want to succeed and are capable of high levels of achievement, given the opportunity to be actively involved in the learning process. We provide a teaching and learning environment that prepares students and residents to become competent, caring, ethical oral health care professionals and life-long learners dedicated to providing service to citizens of Nevada and the surrounding regions.

Accountability: We have a special relationship with and are accountable to, our students and residents and their future employment. We actively strive to improve the quality of life of the people in the regions we serve. We

make sound financial decisions to ensure that we possess the human, physical, clinical and financial resources appropriate to the academic programs, scholarship and services.

Improvement: We are committed to assess and analyze program outcomes data and use the results to chart a course that reflects our high expectations for continued excellence.

Goals
The AEODO/MBA program's goals are consistent with the established goals of Roseman University of Health Sciences, as depicted below:

- Provide strong and diverse clinical and didactic training, including MBA, for all students/residents

- Provide affordable and excellent oral health care to all citizens of Nevada and surrounding regions

- Provide an environment that promotes clinical excellence, ethical behavior, professional growth and intellectual collaboration with faculty and colleagues

- Provide support for faculty professional development through support of meetings/continuing education, research, etc.

- Encourage, support and recruit faculty, staff and students/residents from under-represented minorities or diverse backgrounds while maintaining superior quality and outcomes

Collaboration
We foster enduring relationships with alumni, friends and community partners.

ADVANCED EDUCATION IN ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS/MBA RESIDENCY PROGRAM

About the Profession
According to the American Association of Orthodontists, "Just as there are specialists in medicine (such as cardiologists, gastroenterologists, neurologists, etc.), there are specialists in dentistry. Orthodontists are dental specialists who dedicate their professional lives to correcting misaligned teeth and jaws." Orthodontists are qualified dentists, who after graduating from dental school, go on to additional full-time university-based education in an accredited orthodontic residency program supervised by orthodontists. That training lasts at least two academic years—sometimes more. By learning about tooth move-

ment (orthodontics) and guidance of facial development (dentofacial orthopedics), Orthodontists are the uniquely trained experts in dentistry to straighten teeth and align jaws.

"Orthodontists diagnose, prevent and treat dental and facial irregularities. Orthodontists treat a wide variety of malocclusions (improperly aligned teeth and/or jaws). They regularly treat young children, teens and adults."

"Advanced Education in Orthodontics and Dentofacial Orthopedics (AEODO) is a postdoctoral dental residency program which is designed to train and prepare a highly select group of dentists in the field of orthodontics and dentofacial orthopedics."*

*American Association of Orthodontists

Program Overview

The Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration (AEODO/MBA) Residency program is a three-year postdoctoral program designed to provide an excellent and comprehensive education in orthodontics and dentofacial orthopedics, as well as business administration, ultimately preparing the graduates to achieve their utmost clinical, scholarly and professional development potential. While utilizing the innovative and effective "block system," as set forth by Roseman University of Health Sciences, this program will focus on lifelong learning, clinical excellence, expertise in sound business management, and providing outstanding oral health care to a diverse population. Furthermore, core values of distinction, proficiency, integrity and leadership will be stressed throughout the students'/residents' education at the College of Dental Medicine. Upon successful completion of said program and fulfillment of all set forth requirements, graduates will be granted a Certificate in Orthodontics and Dentofacial Orthopedics, as well as a Master of Business Administration (MBA) Degree.

Faculty

The faculty is supportive of and dedicated to active student/resident learning. All faculty members hold professional and/or doctorate degrees. For a list of faculty, please refer to the Table of Contents.

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES

Application and Admission Process

Roseman University of Health Sciences seeks to admit a diverse student population with demonstrated academic competency and commitment to their respective professions.

Admission Requirements

Admission to Roseman University of Health Sciences College of Dental Medicine Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration (AEODO/MBA) Postdoctoral Residency program is granted to a very select number of highly qualified dentists who are able to demonstrate superb didactic, clinical, ethical and interpersonal capabilities, leading to a proclivity to succeed in their chosen profession.

Applicants will be evaluated based on a number of qualitative and quantitative measures including, but not limited to: superb clinical skills, previous work/volunteer experience, success in dental school, strength of personal statement and letters of recommendation, ability to demonstrate good communication skills and work ethics, a desire to help others, aspiration to learn, compassion, leadership potential, intellectual ability, maturity, motivation to succeed, flexibility and teamwork.

Additionally, to be considered for admission to the AEODO/MBA Residency program, the candidate must demonstrate the ability to accomplish the following prior to enrollment in the program:

- Successfully complete the Postdoctoral Application Support Service (PASS) and Supplemental applications, submit all required documents and pay applicable application fees prior to established deadline.
- Have graduated from an accredited U.S. or Canadian dental school;
- Have successfully completed National Dental Board Examination Part I and Part II;
- Completed the required interview process;
- Be in good academic, moral and ethical standing;
- Be proficient in the English language; and
- Be eligible for a dental license in the State of Nevada, which will include the completion of a background investigation for submission to the Nevada State Board of Dental Examiners for contact information.

Application Process

The following must be provided prior to being considered for an interview for the College of Dental Medicine AEODO/MBA Residency Program:

- Completed PASS Application;
- Completed Roseman Supplemental Application;
- Current curriculum vitae sent directory to Roseman University of Health Sciences;
- Supplemental Application Fee – Non-refundable – U.S. $50 made payable to "Roseman University";

- Official National Dental Board Score(s) (Reported Through PASS Via Dean's Letter);
- Official Dental School Transcript, sent directly to PASS; and
- Three letters of recommendation, sent directly to PASS:
    - One from Dean of dental school (or Dean/Associate Dean of Student Affairs)
    - One from Orthodontic Chair, Program Director or orthodontic faculty in dental school
    - One from other dental school faculty or orthodontic private practitioner with whom you have worked closely.

Mailing address:

Attention: Dr. Jaleh Pourhamidi
Dean, College of Dental Medicine, Henderson Campus, and Program Director
Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA Residency Program; Associate Professor of Dental Medicine
College of Dental Medicine
Roseman University of Health Sciences
11 Sunset Way
Henderson, NV 89014-2333

The AEODO/MBA Admissions Committee will thoroughly review all completed applications and subsequently invite a select group of applicants for interviews. You will be notified of the status of your application via email once the Admissions Committee has reached its final decision.

Application Fee

Applicants to the Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration Residency Program must pay a supplemental application fee of $50. This fee is non-refundable.

Interview

Once the AEODO/MBA Admissions Committee has thoroughly reviewed all applications, it will invite a select group for on-campus interviews. An interview is required for acceptance in the AEODO/MBA Residency program. During the interview, members of the Admissions Committee will assess certain qualities about the candidates, including but not limited to: professionalism, a desire help others, aspiration to learn, problem solving abilities, compassion, leadership potential, intellectual ability, maturity, motivation to succeed, flexibility, teamwork, good communication skills and outstanding work ethics.

Deposit

Applicants granted admission into the AEODO/MBA Residency program will receive a formal written offer from the Program Director. Applicants receiving this formal offer have seven (7) business days (M-F) to notify the University, in writing, whether they wish to have a place reserved in the upcoming class.

Additionally, the applicant's written acceptance of the University's offer must be accompanied by a check or money order for $2,500, payable to the "Roseman University," to reserve a seat in the class and is applied toward the first year's tuition.

Graduate Management Admissions Test (GMAT)/Graduate Record Examinations (GRE)

Graduate Management Admissions Test (GMAT) and Graduate Record Examinations (GRE) are currently not required for admission to the AEODO/MBA Residency Program. Due to the highly selective nature of this residency, it is expected that those candidates selected for admission to the AEODO/MBA Residency program will also be successful in completing the MBA program. Therefore, a separate application and admission process will not be required by the MBA program prior to enrollment and acceptance into the program.

Nevada State Board of Dental Examiners

Nevada State Board of Dental Examiners necessitates that all dental residents must obtain a license to practice dentistry in the State of Nevada. For more information regarding the protocol, time-line, and all required documents leading to licensure, please contact:

Debra Shaffer-Kugel, Executive Director for the NSBDE at 800-DDS-Exam, or nsbde@nsbde.nv.gov.

Required Health Records

According to the Nevada Administrative Code (NAC) Chapter 441A.-140, it is required that all health care providers present documentation of having received the following immunizations:

NAC 441A.140 "Proof of immunity to hepatitis B," "proof of immunity to measles," "proof of immunity to rubella" and "proof of immunity to tetanus, diphtheria and mumps" defined. (NRS 441A.120)
   1. "Proof of immunity to hepatitis B" means:
    (a) A record of immunization against hepatitis B; or
    (b) A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to hepatitis B.

2. "Proof of immunity to measles" means:

(a) A record of immunization against measles with live virus vaccine given on or after the date on which the person reached the age of 1 year;

(b) A statement signed by a licensed physician specifying the date when the person had measles;

(c) A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to measles; or

(d) Verified date of birth before January 1, 1957.

3. "Proof of immunity to rubella" means:

(a) A record of immunization against rubella with a live virus vaccine given on or after the date on which the person reached the age of 1; or

(b) A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to rubella.

4. "Proof of immunity to tetanus, diphtheria and mumps" means:

(a) A record of immunization against tetanus, diphtheria and mumps;

(b) A statement signed by a licensed physician specifying the dates when the person had tetanus, diphtheria and mumps; or

(c) A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to tetanus, diphtheria and mumps.

(Added to NAC by Bd. of Health, eff. 1-24-92)

If an individual voluntarily and knowingly chooses not to be immunized with any of the required vaccines, they may be prohibited from the clinic.

EDUCATIONAL OFFERINGS, CURRICULUM AND COURSE DESCRIPTIONS

Course Descriptions

ADE 810: Preclinical Orthodontic Simulation Laboratory – 2 credit hours

This preparatory course will introduce several fundamental topics to the residents including but not limited to: history of modern orthodontics; biology of tooth movement; Edgewise bracket and appliance; archwire concepts; bracket and appliance concepts; applied biomechanics and mechanical concepts; auxiliaries; mechanical and lab techniques; typodont treatment; orthodontic dictionary and orthodontic abbreviation dictionary.

ADE 811: Introduction to Clinical Orthodontics (Boot Camp) – 2 credit hours

This extensive and in-depth course will serve as an introduction and overview of the specialty of orthodontics and dentofacial orthopedics, and prepares the orthodontic

residents for an advanced education in this dental specialty.

ADE 812, 832 & 852: Diagnosis, Treatment Planning and Case Presentations (I, II & III) – 30 credit hours total. 812: 8; 832: 12; 852:10

These sessions provide a comprehensive and in-depth study of orthodontic diagnosis, treatment planning and American Board of Orthodontics (ABO) case reports of patients treated by orthodontic residents in the clinic. The seminar format of this course will allow interaction and discussion between all faculty and residents during the case presentations.

ADE 813, 833 & 853: Clinical Seminars (I, II & III) – 34 credit hours total. 813: 11; 833: 15; 853: 8

These clinical seminars will precede all clinical sessions, allowing the faculty an opportunity to preview the daily clinic schedule and prepare the residents for the procedures to be performed during that particular clinic session.

ADE 814, 834 & 854: Clinical Orthodontics (I, II & III) – 49 credit hours total. 814: 12; 834: 18; 854:19

These clinical sessions will allow the residents, with direct supervision from attending orthodontic faculty, to screen, diagnose, treatment plan, treat and/or manage the varied orthodontic malocclusions of their patients. Different techniques and appliances will be utilized by faculty, allowing the residents an expansive and comprehensive education in orthodontics.

ADE 815, 835 & 855: Seminars in Contemporary Orthodontics (I, II & III) – 9 credit hours total. 815: 3; 835: 3; 855:3

The residents will be required to attend periodic seminars in which the latest ideas, techniques and armamentarium in orthodontics are presented by experts in their fields. These seminars will be instrumental in reaching our goal of providing an innovative, novel, and state of the art education to our orthodontic residents.

ADE 816 & 836: Biomechanics (I & II) – 4 credit hours total. 816: 2; 836: 2

This block provides lectures in fundamentals of physics and engineering and their application in orthodontic techniques. A thorough presentation of the biology of tooth movement is presented, as well as mechanotherapy in various orthodontic techniques and critical evaluation of biomechanical concepts and materials leading to efficient tooth movement.

ADE 817, 837 & 857: Classic and Current Literature Review (I, II & III) – 37 credit hours total. 817: 15; 837: 20; 857:2
This course will encourage the residents to critically review, understand and analyze classic and current literature in orthodontics, including classification of study design, hypothesis testing, scientific writing, analysis and interpretation of data, and orthodontics and craniofacial biology throughout their education. This course will be instrumental in preparation of the residents for the American Board of Orthodontics certification examination.

ADE 818: Cephalometrics – 4 credit hours
This is a course aimed at a thorough understanding of the craniofacial radiographic techniques, with emphasis on historical as well as contemporary uses of 2D and 3D cephalometric radiography. This course will introduce the residents to the clinical uses of cephalometrics for orthodontic diagnosis and treatment planning using the latest available technology.

ADE 838: Functional and Orthopedic Appliances – 2 Credit hours
This informative course will familiarize the residents with the design, theoretical indications, and clinical application of various craniofacial orthopedic devices, including but not limited to: various types of headgear appliances, chin cups and numerous functional appliance. The residents will also review pertinent literature to learn the history and current theories of use for such devices.

ADE 839: Tweed Course – 4 Credit Hours
The residents, in their second year of education, will be required to attend and successfully complete the Tweed Course conducted in Tucson, Arizona. The residents will be given time off from clinic and other didactic courses to attend the course.

ADE 858: Temporary Anchorage Devices (TADs) and Orthodontic Treatment – 1 credit hour
This innovative and contemporary block will expose the residents to the latest tools and technology in tooth movement. Residents will learn the theoretical and conceptual facts as well as clinical and real life utilization of TAD's in routine orthodontic treatment for increased efficiency and superior biomechanics in orthodontics.

ADE 859: American Board of Orthodontics Written Examination – 1 credit hour
This block is a two-year long, continuous course which consists of the residents' preparation for the American Board of Orthodontics Written Examination and culminates in the examination in the early summer of their se-

cond year of education. Residents must successfully complete this examination in order to pass the course and subsequently be eligible for graduation.

ADE 910: Introduction to Roseman University of Health Sciences, CDM and the AEODO/MBA Program – 1 credit hour
All residents will spend time in a block dedicated to introducing participants to imperative and pertinent topics such as University policies, student handbook, Occupational Safety and Health Administration (OSHA) regulations, software orientation and application, Medicaid and insurance billing to prepare them for clinical experiences.

ADE 911: Management of Medical Emergencies and CPR Training – .5 credit hours
This course will provide the residents with a review of diagnosis and management of common medical emergencies, as well as a training session in cardiopulmonary resuscitation, with practical demonstrations and examinations, which will lead to certification in basic CPR.

ADE 912: 2D and 3D Craniofacial Imaging – 2 credit hours
This block will familiarize the residents with state of the art 2D and 3D techniques in radiology and imaging such as digital imaging and cone beam computerized tomography, and their utilization in diagnosis and treatment of patients in any area of oral health.

ADE 913, 933 & 953: Research (I, II & III) – 16 credit hours total.913: 4; 933: 4; 953: 8
Residents will work with faculty mentors in carrying out meaningful research projects. Residents' progress will be monitored routinely, and the research project is expected to lead to a scientific paper submitted for publication in a peer reviewed journal.

ADE 914, 934 & 954: Interdisciplinary Dentistry (I, II & III) – 4 credit hours total. 914: 1; 934: 1; 954: 2
Expert in various fields of general and specialty dentistry will provide residents with an overview of latest techniques and concepts as they relate clinical treatment of patients needing multidisciplinary care. Included will be diagnosis, treatment and management of patients, as well as the specific role of the different specialists in overall care of patient.

ADE 915: Research Design, Methodology and Statistics– 3 credit hours
This course is comprised of a study of biostatistical concepts in evaluating literature and clinical trial designs.

ADE 916: Craniofacial Growth and Development – 2 credit hours
This course block is will allow the residents to explore the basic qualitative and quantitative changes that take place during pre- and postnatal craniofacial growth and development. Included in this block will also be lectures on childhood and adolescent growth, development of the dentition, hereditary and environmental influences on growth and possibility of prediction of facial growth.

ADE 917, 937 & 957: Community Outreach (I, II & III) – 6 Credit hours total. 917: 2; 937: 2; 957: 2
Residents will be required to provide various types of scheduled community service throughout their education. This will assist the residents in gaining insight to the oral health needs of various populations in Southern Nevada and surrounding regions.

ADE 918, 938 & 958: Management and Treatment of the Cleft Palate Patient (I, II & III) – 6 credit hours total. 918: 2; 938: 2; 958: 2
This block will consist of lectures and case presentation seminars related to the various problems encountered in the management and treatment of patients with cleft palate. Emphasis is placed on the importance of long-term, interdisciplinary management and rehabilitation of these patients in consultation with other medical and dental health care providers. Issues such as epidemiology and etiology of the congenital anomaly, psychology, speech pathology, timing of surgery and various stages of treatment will be addressed, as will special problems one might encounter with this particular group of patients.

ADE 930: Functional Occlusion and Temporomandibular Joint Disorders – 2 credit hour
This important course will provide the residents an overview of detailed anatomy of the joint as well as specific pathologies and modes of treatment and management for specific disorder or pathologies.

ADE 931: Craniofacial Anomalies – 1 credit hour
This course will provide a thorough review of various recognized craniofacial anomalies, with emphasis placed on etiology, morphology, development and clinical management for each anomaly. The residents will also be introduced to the importance of the "team concept" and the involvement of many medical and dental specialists in the interdisciplinary management and treatment of such complex cases.

ADE 932: Biomedical Sciences – 4 credit hours
This course will reacquaint the residents with fundamental topics in biomedical sciences. Topics will include:
▪ Head and Neck Anatomy

▪ Cell Biophysiology
▪ Bone Biology and Histology
▪ Oral Cells and Tissues
▪ Oral Microbiology and Immunology
▪ Oral and Maxillofacial Infectious and Inflammatory Diseases
▪ Neoplasia and Diseases of Systems
▪ Pain Management

ADE 935: Oral Pathology – 2 credit hours
Emphasis in this course is placed on diseases of the oral cavity, with a thorough review of the genetic, clinical and radiographic signs and markers for each disease. Residents will be expected to fully comprehend the most common pathologies encountered by oral health care providers, including diagnosis and treatment options for such pathologies.

ADE 936: Graduate Teaching – 1 credit hour
Under supervision and guidance of faculty, residents will apply much of what they have learned in their first year of education to collectively design and teach a formal class to first year residents. This block will also teach the residents some of the fundamentals of good teaching; e.g., writing clear outcome statements, designing learning experiences, and assessment essentials.

*See MBA section for course list. All MBA courses are under the direction of the MBA program.

GRADING
Effective July 1, 2014, grading changed from "A" to "Pass" and "F" to "No Pass" for students who started their program of study in the College of Dental Medicine (Henderson). This policy also applies to students who withdrew or took a leave of absence and returned to a cohort that started after July 1, 2014. Therefore, grades issued for any block in any program that started on or after July 1, 2014 will be recorded using the Pass/No Pass (P/NP) grading system.

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STUDENT INFORMATION

_____ _____ _____ ___

Student ID   -not the SS#   Last Name   First Name   Middle Initial

_____ _____, _____ _____

Street Address   City   State   Zip

_____Telephone_____

        Email

PERSON(S) TO WHOM INFORMATION MAY BE RELEASED

_____ _____ _____

Last Name   First Name   Relationship to student

_____ _____ _____

Last Name   First Name   Relationship to student

I have read and understand the attached FERPA information regarding my academic record and directory information. Further, I am giving permission to ROSEMAN authorized personnel to discuss information with the above named person(s) relevant to those areas marked below:

❒ Entire Record   ❒ Grades   ❒ Classes   ❒ Finances   ❒ Other   (Please specify)

❒ Do not share any parts of my records

❒ Photos-I do not want my photo published in any university publication.

I further understand and have read the disclosure information as outlined in the catalog and will contact the Registrar's Office in writing should I wish to rescind or modify this waiver.

_____ _____

Student Signature   Date

WAIVER WILL REMAIN IN EFFECT UNTIL RESCINDED BY STUDENT