



STUDENT CATALOG



ROSEMAN UNIVERSITY  
OF HEALTH SCIENCES

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# ROSEMAN UNIVERSITY OF HEALTH SCIENCES

## **Student Catalog**

**Effective: 2011-2012 Academic Year**

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[www.roseman.edu](http://www.roseman.edu)

### **Nevada Campus**

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### **Utah Campus**

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### **Undergraduate**

College of Nursing

### **Graduate**

Master of Business Administration

### **Doctoral**

College of Pharmacy  
College of Dental Medicine

### **Post-Doctoral**

College of Dental Medicine - Orthodontics/Dentofacial Orthopedics

Updated: 7/1/11



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## PRESIDENT'S MESSAGE

Welcome to Roseman University of Health Sciences. As we embark on the 2011-2012 academic year, we celebrate many new and exciting endeavors. First and foremost is the University's new name. The Roseman name provides an opportunity for the University to develop a truly unique brand that reinforces our reputation as a transforming force in health care education.

Additionally, this year marks the expansion of the College of Dental Medicine to our South Jordan, Utah campus. We proudly welcome our inaugural class of Doctor of Dental Medicine students, who are embarking on what will prove to be an exciting and rewarding educational journey.

Roseman University 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 became 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 (Pharm.D.) degree; College of Nursing, offering a Bachelor of Science in Nursing (BSN) degree and Accelerated Bachelor of Science in Nursing (ABSBN) degree; and the Master of Business Administration (MBA) program.

I invite you to explore our student catalog and Web Site, or call us for more information. I am confident that you will gain an appreciation for our perspectives and philosophy of education.

Harry Rosenberg, Pharm.D., Ph.D.  
Founding President

## 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. 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.

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. Student handbooks and manuals are hereby incorporated as part of this catalog.

### 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 1964, 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 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, or 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.

### MISSION STATEMENT

Roseman University of Health Sciences is a leader in transforming health care education with an uncompromising commitment to provide individuals the freedom to learn and grow in a collaborative and supportive environment that fosters success.

### 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 the 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.*

## 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 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 National League for Nursing Accreditation Commission (NLNAC).

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 postdoctoral 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 is planning to offer a four-year Doctor of Dental Medicine (DMD) degree at the campus in South Jordan.

Today, Roseman has four colleges (Pharmacy, Nursing, Dental Medicine, and MBA), and close to 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 healthcare 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 Pharm.D. students to take a majority of their MBA courses before graduating with their Pharm.D. Degree. The first MBA class matriculated in July 2005 with both Pharm.D. students and general MBA students in attendance. The first class of the MBA program graduated in 2006. Although the program first was available 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 Olathe, 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 will be eligible to sit for 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. Provisional approval was obtained from the Utah Board of Nursing in November 2009. The College of Nursing – South Jordan (CON-SJ) admitted its first class of 23 students in January 2010 and will graduate in July 2011.

#### **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 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 will be 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 will also provide educational opportunities for people in the intermountain West region. The College's dental clinics will offer high-quality, affordable oral health services to the surrounding population. RU plans to enroll its first class of students in the fall of 2011.

## CAMPUS LOCATIONS

### *Nevada*

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.

4 Sunset Way, Building B, Suite 4  
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/Master of Business Administration Residency Program  
4 Sunset Way, Building C  
Henderson, Nevada 89014  
Tel: (702) 968-5222  
Fax: (702) 986-5277  
Hours of operation:  
8:00 a.m. - 5:00 p.m.

MBA Program  
4 Sunset Way, Building E  
Henderson, Nevada 89014  
Tel: (702) 968-1661  
Fax: (702) 947-7315  
Hours of Operation:  
8:00 a.m. - 5:00 p.m.

### *Utah*

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  
Dean's Office 801-878-1404  
Doctor of Dental Medicine Program  
801-878-1405  
Hours of Operation:  
8:00 a.m. - 5:00 p.m.

## 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](http://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.

## ACCREDITATION AND PROFESSIONAL MEMBERSHIPS

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

3663 East Sunset Road, Suite 202  
Las Vegas, NV 89120  
Tel: (702) 486-7330  
Fax: (702) 486-7340  
Web site: [www.cpe.state.nv.us](http://www.cpe.state.nv.us).

The State of Utah Department of Commerce has issued an exemption from registration requirements in that state.

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." [www.nwccu.org](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 and the Council for Higher Education Accreditation (CHEA) 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." [www.nwccu.org](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

#### *College of Pharmacy*

Roseman College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE).  
20 North Clark Street, Suite 2500  
Chicago, IL 60602-5109  
Tel: (312) 664-3575, 800-533-3606  
Fax: (312) 664-4652  
Web site: [www.acpe-accredit.org](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 Olathe, Kansas. The business program in the following degree is ac-

credited by the IACBE: Master of Business Administration.  
IACBE  
PO Box 3960  
Olathe, KS 66063

#### *College of Nursing*

The College of Nursing 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 201  
Reno, NV 89502-6547  
Tel: (888) 590-6726  
Fax: (775) 688-2628

2500 W. Sahara Avenue, Suite 207  
Las Vegas, NV 89102-4392  
Tel: (702) 486-5800  
Fax: (702) 486-5803

The College of Nursing, South Jordan has been granted provisional 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, Utah 84111

The College of Nursing, Henderson campus is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC). The South Jordan campus is currently in candidate status from the National League for Nursing Accrediting Commission, Inc. (NLNAC).

National League for Nursing Accreditation Commission (NLNAC)  
3343 Peachtree Road NE  
Suite 500  
Atlanta, Georgia 30326  
Tel: (404) 975-5000  
Fax: (404) 975-5020

[www.nlnac.org](http://www.nlnac.org)

#### *College of Dental Medicine*

For information regarding the accreditation of the College of Dental Medicine, please refer to the Roseman Web site at [www.roseman.edu](http://www.roseman.edu).

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

#### **PHYSICAL FACILITIES**

Roseman currently has campuses located in Henderson, Nevada and South Jordan, Utah.

The main 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 ¼ mile from the main campus.

The South Jordan Campus is located at 10920 South River Front Parkway, South Jordan, Utah and houses the College of Dental Medicine's Doctor of Dental Medicine Program and Dean's Office as well as an extension of the College of Pharmacy, College of Nursing and MBA Program. 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).

### 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*

Nevada Campus:  
(702) 968-2007  
Utah Campus:  
(801) 302-2600

#### *College of Dental Medicine*

Nevada Campus (AEODO/MBA):  
(702) 968-5222  
Utah Campus (DMD):  
(801) 878-1405

### OFFICE OF ADMISSIONS

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  
[www.roseman.edu](http://www.roseman.edu)

#### *Admission Requirements*

The University seeks to admit a diverse student population and indi-

vidual 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 Web site at [www.roseman.edu](http://www.roseman.edu).

#### *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 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. We follow Immigration and Naturalization Service (INS) rules and regulations on the issuance of Form I-20.

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](http://www.wes.org)) or Josef Silny and Associates ([www.jsilny.com](http://www.jsilny.com)).

Roseman is an F1 visa approved school for the following programs and locations:

- Doctorate of Pharmacy (Henderson, NV and South Jordan, UT)

- Bachelor of Science in Nursing - 18 month (Henderson, NV and South Jordan, UT)
- Accelerated Bachelor of Science in Nursing - 14 month (Hartwell Bldg at Warm Springs)
- Master of Business Administration (Henderson, NV and South Jordan, UT)

#### *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 in advance 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.

#### *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-attends and elects 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.

### *Veteran's Administration*

Roseman is approved to offer VA benefits for the following programs and locations:

- Doctorate of Pharmacy (Henderson, NV and South Jordan, UT)
- Bachelor of Science in Nursing - 18 month (Henderson, NV and South Jordan, UT)
- Accelerated Bachelor of Science in Nursing - 14 month (Hartwell Bldg at Warm Springs)
- Master of Business Administration (Henderson, NV and South Jordan, UT)

If you have been approved for VA benefits and have a Certificate of Eligibility, which confirms your percentage and length of time of benefits, please contact the Student Services Office at 702-968-5246 in Henderson and 801-878-1040 in South Jordan. One of our staff will discuss the next steps and assist you with determining how your benefits will apply towards your tuition at Roseman.

If you have not applied or don't know if you are eligible for VA benefits, please reference [www.gjbill.va.gov/](http://www.gjbill.va.gov/) website or call 1-888-442-4551.

## UNIVERSITY LIBRARY

### *Library Assistance*

Students, faculty and staff may receive assistance during all operating hours.

### *Group Study Rooms*

Study rooms are available to accommodate various group sizes and are equipped with tables, chairs and large white boards. The rooms are available on a **first come, first served** basis if not previously reserved.

Groups are given precedence over individual occupants. Students may not "save" rooms as individuals for later group use. Items left in unattended rooms will be removed by Library staff after 15 minutes so that others may use the space (items may be claimed from the service desk upon your return). *Any and all personal belongings left in the library are at your own risk.*

The Library has designated areas for group work when all of the study rooms are already in use by other groups. Please ask at the service desk where those are located. Please note that the study rooms are *not* sound proof, so you are still asked to keep your voice levels low. NO FOOD is allowed in the study rooms (or anywhere in the library) and you are requested to leave furniture the way you found it. Each room has a wastebasket that you are expected to use appropriately.

Only faculty and staff may reserve study rooms and are asked to do so at least 1 week in advance. Signs are posted on the study room doors indicating reserved times; students must vacate the space during that time.

### *Computers*

The Library has wireless Internet access for use with laptops. Desktop computers are also available that are networked to student use copier/printers.

### *Library Holdings*

Library holdings between the two campuses include approximately 8,000 books and media (i.e., CD-ROMs, CDs, DVDs), and over 500 journal, newsletter and newspaper titles, many available online through the *Academic Resources Center (ARC) A-to-Z* list. Resources may be located by searching the *Library Catalog* available on the Library website.

### *Research Resources*

A variety of online research resources are available through the *Academic Resources Center (ARC)*. These include Lexi-Comp, Lexi-Comp Dental, Access Pharmacy, CINAHL, MD Consult, Nursing Consult, Science Direct Health Sciences, Micromedex, MEDLINE (via Ovid), PubMed, Facts and Comparisons, ABI/INFORM, Mergent, and Lexis-Nexis Academic. Links to recommended websites and other useful information is found within the *Library InfoGuides*. The *ARC* and the *Library InfoGuides* are accessed from the Library website.

### *Library Checkout Policy*

The University Identification Card is used for checking out materials. A maximum of 8 books, 5 journals, and 2 media items may be checked out at one time. The most recent issue of a journal cannot be checked out. Reference and Reserve materials are for in-library use only.

Items can be renewed up to 5 times unless a hold request has been placed on the title by another person.

Fees are applied for overdue or lost materials. Fines accrue daily and must be paid through the Bursar. Overdue notices are sent via email. Checked out materials may be recalled at the discretion of the Library staff; notification and instructions will be sent via email.

*Borrowers with outstanding fees will be blocked from renewing or checking out materials until their account is settled.*

**Students** may borrow library materials for a period of 2 weeks unless otherwise restricted. Third-year pharmacy students on rotation may borrow materials for 3 weeks.

*Outstanding items or fines may result in a block on graduation and/or a withholding of transcripts.*

**Faculty** may borrow books for the length of the academic year. Journals may be borrowed for 3 weeks and media for 2 weeks. **Staff** may borrow books, journals and media for 2 weeks.

*All library materials are to be returned to the library at the end of the academic year for the annual inventory.*

### *Library Orientation and Instruction*

Orientation to Library resources is offered during general orientation for new students and faculty or by request. Instruction sessions on specific databases and other research-related topics are offered periodically throughout the academic year.

Individual appointments for one-on-one instruction in the use of any library resource may be scheduled with Library staff. Various online tutorials are also available through the *Library InfoGuides* on the Library website.

### *Library Use Policies*

Behavior that disrupts the ability of others to use the Library effectively will not be tolerated. This includes, but is not limited to, unreasonable noise, defacing or marking library materials, and abusing equipment such as copier/printers or computers.

**Food is not permitted** in the Library; drinks are permitted in approved covered containers. **Talking on cell phones is not permitted** as it may disturb other library users. Please put your phone on vibrate and step into the hall to make or respond to calls.

Students who bring their children with them to the library because they have no other option must follow these guidelines:

- You **must** get a visitor pass for the child and **must** sign the child in with either the reception desk (if before 5) or the Library (if after 5).
- You must ensure that the child sits quietly and does not disturb other Library users. If you fail to do so, you may be asked to leave the Library immediately and not bring the child with you again.
- You must keep the child with you at all times. Neither the Library nor the University can take responsibility for the welfare of a child, only you as the parent or legal guardian can. Again, if you fail to do so, you may be asked to leave the Library immediately and not bring your child with you again.

Students who fail to follow *Library Use Policies* face the following actions:

**1<sup>st</sup> Offense:** You will be reminded of the Library Policies and asked to modify your behavior; you may be asked to leave the Library immediately; you may be prohibited from using the Library for the following full day of operation. Failure to re-

spond appropriately to requests to modify your behavior will be treated the same as a second offense.

**2<sup>nd</sup> Offense:** You will be reported to the appropriate College Dean or Program Director; you may be prohibited from using the Library for one full week of operation.

**3<sup>rd</sup> Offense:** You will be reported to the appropriate College Dean or Program Director; you may be banned from using the Library. If you are banned from the Library, a written complaint will be filed with the appropriate College Dean or Program Director and the Registrar, with a copy to you, the student. Per the Student Handbook, the notified official may resolve the issue or refer the matter to the appropriate Student Professionalism Board. You will not be allowed to use the Library again until the matter is satisfactorily addressed. *Students banned from using the Library are still responsible for completing assignments requiring library materials.*

Library staff members have the right to contact Security to escort students out of the Library, if necessary.

Serious offenses may be referred directly to the appropriate College Dean or Program Director, Registrar, and/or Student Professionalism Board without waiting for a further offense.

### *Interlibrary Loan (ILL) Information*

For journal articles and books not available through the Library, the Library places requests to obtain the item from another library. You may use the Library's online form or go directly through the **National Library of Medicine's Loansome Doc** service. Article requests are generally filled within 1 to 11 business days. Books may take up to 3 weeks.

Interlibrary loan requests are managed and processed from 8:00 a.m. to 5:00 p.m., Monday through Friday.

For **students**, the first 2 requests are free of charge. The regular cost is \$3 per article and \$7 per book. Articles needing to be rushed cost an additional \$4 (i.e., \$7 total). After every 10th paid ILL request, the 11th request is free of charge. Payment may be made through the Bursar's Office by cash, credit card or check made payable to the University. If the requested item turns out to be unavailable, the payment will be refunded.

In the event a check is returned for insufficient funds, the student is responsible for the amount of the check plus any associated fees to be paid through the Bursar's Office in cash or by money order. *Should the amount go unpaid, the fees will be added to the student's account.*

**Faculty and staff** are responsible for all costs associated with obtaining ILLs, but may seek payment of the costs through their Unit. The Library makes every attempt to borrow from institutions that do not charge for loaning materials, but this is not always possible. It is best to consult with Library staff prior to placing your request.

### 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 ac-

quire, 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.

Roseman campuses were designed with 1:1 computing in mind —with wireless Internet access throughout the campus, web-accessible software, and a service center located ON campus! Going wireless and portable with one's own laptop offers a student the full benefits of 1:1 computing at Roseman. The student can study anywhere on campus, as well as get help and repairs on campus in the Technology Services helpdesk. The student will have easy access to Roseman's online network of scholastic services, academic tools, and course resource. Each student laptop comes with Dell's standard three year warranty, as well as Dell's Complete Care program covering things such as accidental damage to the laptop. When addressing any service needs a student may have, Roseman will adhere to the terms and conditions of the warranty and Complete Care program as set forth by Dell.

The specific terms and conditions of the standard warranty are located on Dell's website at:

<http://www.dell.com/content/topics/global.aspx/policy/en/policy?c=us&l=en&s=gen&~section=010>

The specific terms and conditions of the Complete Care program are located on Dell's website at:

[http://www.dell.com/downloads/global/services/Acc\\_Dmg\\_us\\_Rev1.0.pdf](http://www.dell.com/downloads/global/services/Acc_Dmg_us_Rev1.0.pdf)

*Please note Dell's Standard Warranty or Complete Care (Accidental Damage Service) program does NOT cover theft under any circumstances.*

*The battery warranty is NOT covered under Complete Care (Accidental Damage Service). The Standard Warranty covers the battery from the original ship date (the date the laptop left Dell's warehouse) for the first year and the second year is covered under the Extended Battery Service. Information regarding the Extended Battery Service is available at this website:*

[http://www.dell.com/downloads/global/services/Extended\\_Battery\\_Service\\_Global\\_Version\\_FINAL.pdf](http://www.dell.com/downloads/global/services/Extended_Battery_Service_Global_Version_FINAL.pdf)

### *Disclaimer*

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

### *Partial Refund of Laptop Fee upon Withdrawal from the University*

Students withdrawing from the program may receive a partial refund of the laptop fee according to the University's published refund policies. The laptop must be returned in the same condition that it was when issued, with all provided parts and accessories, and within 20 calendar days of the official withdrawal date. A Technology Services Helpdesk representative will sign the student's withdrawal form when the laptop is returned and deemed to be in good condition. Refund amounts will be calculated if withdrawal occurs on or before the student completed 60% of the enrollment period for which financial assistance was awarded and computer fee was paid.

It is a privilege to offer the students this beneficial technology service. Information regarding the exact specifications will be provided to admitted students within two months prior to the start of the academic year. In the meantime, should one have any questions regarding the 1:1 Student Computing Initiative, please contact Technology Services.

## TECHNOLOGY SERVICES - GENERAL INFORMATION, POLICIES, AND PROCEDURES FOR STUDENTS

### *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:

E-mail: Henderson, NV campus  
[nvnhelpdesk@roseman.edu](mailto:nvnhelpdesk@roseman.edu)  
Phone - (702) 968-2030

E-mail: South Jordan, UT campus  
[uthelpdesk@roseman.edu](mailto:uthelpdesk@roseman.edu)  
Phone - (801) 878-1010

Web - <http://www.roseman.edu/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, e-mail, 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 other than laptop computers, e.g. peripherals, PDAs, 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.

## COMPUTER AND NETWORK ACCEPTABLE USAGE POLICY

### Purpose

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.

### Authorized Use

Authorized use of Roseman's technology resources is use consistent with this policy. An authorized user is any person who has been granted authority by the University to access its technology resources and whose usage complies with this policy. Unauthorized use is strictly prohibited. The term "user" hereinafter refers to any student, employee, or anyone affiliated with the Roseman University of Health Sciences.

### Privacy

Users must recognize that there is no guarantee of privacy associated with their use of Roseman's technology resources. The University may find it necessary to view electronic data and it may be required by law to allow third parties to do so (e.g. electronically stored data may become evidence in legal proceedings.) It is also possible that messages or data may be inadvertently viewed by others.

### Individual Responsibilities

Common Courtesy and Respect for Rights of Others

All users are responsible to respect and value the privacy of others, to behave ethically, and to comply with all legal restrictions regarding the use of electronic data. All users are also responsible to recognize and honor the intellectual property rights of others. Actions or language that constitutes unlawful harassment, threats, intimidation, defamation, or violence are not permitted. Users who engage in such activity will *be subject to disciplinary action.*

### Responsible Use

All users are responsible for refraining from all acts that waste Roseman's technology resources or prevent others from using them. Each user is responsible for the security

and integrity of information stored on his/her personal computer. Computer accounts, passwords, and other types of authorization are assigned to individual users and must not be shared with or used by others. All users must maintain confidentiality of student information in compliance with the Family Education Rights and Privacy Act of 1974.

#### *Permitting unauthorized access*

All users are prohibited from running or otherwise configuring Roseman's technology resources to intentionally allow access by unauthorized users.

#### *Termination of access*

Whenever a user ceases being a student or employee, or if such user assumes a new position and/or responsibility within the University community, such user shall not use facilities, accounts, access codes, privileges, or information for which he/she is not authorized in his/her new position or circumstances. This includes the return of all Roseman technology resources including hardware, software, and peripherals when requested.

#### *Attempts to circumvent security*

Users are prohibited from attempting to circumvent or subvert any security measures implemented for the Roseman technology resources. The use of any computer program or device to intercept or decode passwords or similar access control information is prohibited.

#### *Denial of service*

Deliberate attempts to degrade the performance of Roseman technology resources to deprive authorized users of access to or use of such resources is prohibited. This includes the downloading and uploading of illegal files while on the University's network. While the University does not look at the content of an individual's network traffic, Technology Services does monitor bandwidth

utilization and can isolate and identify any user who utilizes significant bandwidth for prohibited activities. (Please refer to the File Sharing and Copyright Policy for information on copyright infringement.)

#### *Harmful activities*

The following harmful activities are prohibited: creating or propagating viruses; disrupting services; damaging files; intentional destruction of or damage to equipment, software, or data belonging to the University and the like.

#### *Use of licensed software*

No software may be installed, copied, or used on Roseman technology resources except as permitted by the owner of the software and by law. Software subject to licensing must be properly licensed and all license provisions (installation, use, copying, number of simultaneous users, term of license, etc.) must be strictly adhered to.

Personal business, political campaigning, and commercial advertising Roseman technology resources are University-owned resources and business tools to be used only by authorized persons for University business and academic purposes. Except as may be authorized by the University, users shall not use Roseman's technology resources for: compensated outside work and/or the benefit of organizations not related to the University, except in connection with scholarly pursuits (such as faculty publishing and approved consulting activities); political campaigning; commercial or personal advertising; or personal gain or benefit of the user.

#### Security

##### *System administration access*

The Vice President of Technology Services, or his/her designee, will be granted authority to access files for the maintenance of the systems, storage or backup of information, or

pursuing system problems. Further, the University may access usage data, such as network session connection times and end-points, CPU and disk utilization, security audit trails, etc. Such activity may be performed within the reasonable discretion of the Technology Resources division management, subject to approval by the President.

#### Procedures and Sanctions

##### *Responding to security*

##### *and abuse incidents*

All users have the responsibility to report any discovered unauthorized access attempts or other improper usage of Roseman technology resources. If a security or abuse problem with any Roseman technology resources is observed by or reported to a user, such user shall immediately report the same to Technology Resources division management.

##### *Range of disciplinary sanctions*

Persons in violation of this policy are subject to a full range of sanctions, including, but not limited to, the loss of Roseman's technology resources access privileges, disciplinary action, and dismissal from the University. Some violations may constitute criminal offenses, as defined by local, state, and federal laws and the University may prosecute any such violation to the full extent of the law.

## **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.

### *Campus Safety-Student Right to Know*

The Federal Student Right-to-Know, Crime Awareness and Campus Security Act now cited as the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act," herein identified as the "Clery Report" requires institutions of higher learning to prepare, publish, and distribute a report concerning campus crime statistics and security policies on an annual basis through appropriate publications, mailings or computer networks to all current students and employees, and all prospective students and employees upon request. This publication contains the annual report concerning specific campus crime and arrest statistics as well as information about campus policies and practices intended to promote crime awareness, campus safety and security.

Copies of this report may be obtained from the Facilities Unit or by visiting the Roseman website at [www.roseman.edu/campus-safety](http://www.roseman.edu/campus-safety).

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

Henderson, NV –  
<http://nvsexoffenders.gov>

South Jordan, UT –  
<http://www.cr.ex.state.ut.us/community/sexoffenders/>

### **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 parking lot at the Henderson 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 President or his designee will notify radio and television news outlets that the campus is closed.

### **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 University will exercise full, reasonable care to protect the health and safety of faculty, staff, and students. This policy is consistent with – and acts in conjunction with – applicable federal, state, and local laws, including the Americans with Disabilities Act (ADA) and the Occupational Health and Safety Administration (OSHA) standards as well as University policies relating to harassment, discrimination, workplace accommodation, and related University services.

Current medical information indicates that students or employees with any form of HIV/AIDS infection do not pose a health risk to other students or employees in an academic setting. Persons with HIV/AIDS are considered as having a disability and the legal rights of these individuals must be protected. Roseman will not consider the existence of any form of HIV/AIDS infection in the initial decision for people applying for admission or employment at the institution except as it may affect an individual's ability to meet objective standards as applied to all other students or employees.

Students and employees with HIV/AIDS infection will not be denied or restricted access to any common area of the University. If an individual reveals HIV/AIDS status to their Dean/Program Director or supervisor, this information will be accepted as strictly confidential. No person, group, agency, insurer, employer, or institution will be provided with medical information of any kind, including information relative to HIV/AIDS infection, without the prior written consent of

the individual unless otherwise mandated by law.

### 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.

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 suspension or dismissal.

#### *Attendance and Absences*

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.

#### *Notice of Requirements to Check Student E-mail 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 e-mail 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.

#### *Transportation Policy*

Students are required to have reliable transportation to allow them to get to and from campus, attend off campus clinical rotations, and participate in other community activities as required. If a student does not have a means of reliable transportation, they may take public transportation or arrange for private transportation if needed. Lack of transportation will not be accepted as an excused absence for

non-attendance or tardiness at experiential or clinical rotations.

#### *Consensual Relationships*

Consensual relationships that are of concern to Roseman are those romantic or sexual relationships in which both parties appear to have consented, but where there is a definite power differential within the University between the two parties. These relationships are of concern for two reasons.

First, there is a conflict of interest when an individual evaluates the academic performance of other individuals with whom they have intimate relationships. It is a generally accepted ethical principle in our society that one avoids situations in which one makes official evaluations of relatives, family members, spouses, or other persons with whom one has an intimate relationship. Such a relationship combined with a responsibility for evaluation is considered a "conflict of interest". In a University, examples of such evaluations are academic assessments or performance-based evaluations.

Second, any relationship involving a power differential has the potential for serious consequences because the relationship may exist only as a result of the power differential. This may lead to sexual harassment charges at a later time.

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.

Codes of ethics for most professional associations forbid professional-client sexual relationships; the relationships enumerated above should be viewed in this context. In the case of instructor and student, for example, the respect and trust accorded the instructor by the student, as well as the power exercised by the instructor in giving evaluations and recommendations for further study and future employment may greatly diminish the student's actual freedom of choice concerning a romantic or sexual relationship.

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. However, if a romantic or sexual relationship exists or develops between individuals having a power differential within the University, the person with greater power shall report it to an appropriate supervisor. In each case, the administrative supervisor shall make suitable arrangements if possible for the objective evaluation of the student's academic performance and for the protection of the individual and University interests. However, such arrangements will not protect the person with greater power from charges of sexual harassment should the person with lesser power later decide to file charges. Where suitable arrangements cannot be made (such as when the instructor must teach a course the student must enroll in), the Administrative Supervisor can

recommend ending the relationship until the conflict can be resolved.

All instructors, supervisors, and other employees should understand that there are substantial risks in consenting relationships where a power differential exists. Even if the conflict of interest issues are resolved, charges of sexual harassment may develop. Furthermore, in administrative actions or lawsuits resulting from allegations of sexual harassment, consent may be very difficult to prove when a power differential exists. Even relationships in which there is no direct power differential may cause difficulties because faculty or staff engaged in such a relationship may, in the future, be placed in a position of responsibility for the student's or employee's instruction or evaluation.

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

### *Policy on the Use of Alcohol and Other Drugs by Students*

1. The University prohibits the unlawful or unauthorized use, possession, storage, manufacture, distribution, or sale of alcoholic beverages and any illicit drugs or drug paraphernalia in University facilities, in University vehicles, or any University sponsored events held on or off campus, which are sponsored

by students, faculty and/or staff and their respective organizations.

2. The University recognizes that alcoholism is a disease and that there are treatment programs available to help individuals experiencing problems. When appropriate, University personnel will refer students, faculty and staff to agencies outside of the University for treatment/ rehabilitation for addiction to alcohol or other drugs.
3. The following statements further clarify the University policy on the use or possession of alcoholic beverages by students, faculty, and/or staff and their respective organizations:
  - a. Students, faculty, and/or staff and their respective organizations may not use organizational or public funds for the purchase of alcoholic beverages.
  - b. Unless otherwise authorized by the President of the University, parties within University facilities at which alcoholic beverages are consumed are prohibited.
  - c. Sale of alcoholic beverages by students, faculty, and/or staff and their respective organizations is strictly forbidden. This is to include any action that can be remotely construed as alcohol sale, such as charging admission to parties, passing the hat, selling empty cups, selling drink tickets, etc.

- d. No off-campus activity conducted by students, faculty, and/or staff and their respective organizations shall encourage excessive and/or rapid consumption of alcoholic beverages. The use of alcohol at any such events is expected to be lawful and responsible.
  - e. Alcoholic beverages, such as kegs or cases of beer, may not be used as awards or prizes in connection with events or activities sponsored by students, faculty, and/or staff and their respective campus organizations, on or off campus.
  - f. The public display of advertising or promotion of the use of alcoholic beverages in University facilities is prohibited. This includes, but is not limited to, banners, lighted beer/liquor signs, and large balloon blow-ups.
  - g. Alcoholic promotional activities, including advertising, cannot be associated with otherwise existing University events or programs, on or off campus, without the prior knowledge and consent of appropriate University officials. This includes such items as: caps, t-shirts, beverage can coolers, and any other items carrying alcohol/beer advertising.
  - h. Advertising of alcoholic beverages in University publications is prohibited.
  - i. Unless otherwise authorized by the President of the University, the use of alcoholic beverages during all public events (including concerts, theatrical performances, athletic events, workshops) held on University facilities is strictly forbidden. For assistance when planning off-campus events, students should consult the Dean or Program Director.
4. Persons who violate the foregoing policies or laws which follow are subject to University disciplinary action as well as civil/criminal penalties as determined by University, state, or federal enforcement officials.
- a. Students Individuals who are found in violation of the University policy on alcohol and other drugs may be subject to one or more of the following penalties, dependent upon the severity of the offense and the existence or absence of prior alcohol or other drug violations:
    - i. Consultation only.
    - ii. Verbal and/or written warning.
    - iii. Probation. An indication that further violations may result in suspension.
    - iv. Suspension. Temporary withdrawal of privileges of enrollment from the University for a specified period of time.
  - v. Indefinite suspension. Specific actions must be taken prior to consideration for re-entry.
- Note: These penalties need not necessarily be applied in numerical sequence. Any penalty may be chosen from this list for any offense, dependent upon its nature.
- b. University Groups and Student Organizations
    - i. Student organizations found in violation of city, state, or federal laws and University regulations involving the use or possession of alcohol and other drugs are also subject to disciplinary action by both civil and University authorities. In general, disciplinary penalties for student organizations are the same as those listed for individual students. However, it is possible that an offending student organization may be denied recognition or affiliation with the University as part of the disciplinary action.
    - ii. Violations by University groups and recognized student organizations will be reviewed by the Associate Dean for Admissions and Student Affairs for pharmacy students,

Nursing Dean for nursing students, MBA Program Director for MBA students, Dean for College of Dental Medicine for Dental students and Registrar/Director of Student Services for University wide (non program specific) student organizations and adjudicated in compliance with current procedures before the appropriate Student Professionalism Board.

### *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 or any of its facilities. This would also include coming onto university grounds intoxicated or under the influence. Violation of this policy will result in the appropriate disciplinary action.

### ALCOHOL

Alcohol is a liquid distilled product of fermented fruits, grains and vegetables.

#### *Short-term Effects:*

- Distorted vision, hearing, and coordination
- Altered perceptions and emotions
- Impaired judgment
- Bad breath; hangovers

#### *Long-term Effects which would be the result of alcoholism:*

- Liver disease
- Heart disease
- Certain forms of cancer

- Pancreatitis

*Alcoholism*, also known as “alcohol dependence,” is a disease that includes four symptoms:

- Craving: A strong need, or compulsion, to drink.
- Loss of control: The inability to limit one’s drinking on any given occasion.
- Physical dependence: Withdrawal symptoms, such as nausea, sweating, shakiness, and anxiety, occur when alcohol use is stopped after a period of heavy drinking.
- Tolerance: The need to drink greater amounts of alcohol in order to “get high.”

### HEROIN

Heroin is a highly addictive drug and is processed from morphine, a naturally occurring substance extracted from the seedpod of the Asian poppy plant.

#### *Short-term Effects:*

- Appear soon after a single dose and disappear in a few hours. After an injection of heroin, the user reports feeling a surge of euphoria (“rush”) accompanied by a warm flushing of the skin, a dry mouth, and heavy extremities.
- Following this initial euphoria, the user goes “on the nod,” an alternately wakeful and drowsy state. Mental functioning becomes clouded due to the depression of the central nervous system.

#### *Long-term Effects:*

- Appear after repeated use for some period of time. Chronic users may develop collapsed veins, infection of the heart lining and valves, abscesses, cellulitis, and liver disease. Pulmonary complications, including various types of pneumonia, may result from the poor health

condition of the abuser, as well as from heroin's depressing effects on respiration.

### COCAINE OR ‘CRACK’

Cocaine is a powerfully addictive stimulant that directly affects the brain.

#### *Short Term Effects:*

- Increased heart rate, blood pressure, metabolism
- Feelings of exhilaration, energy
- Increased mental alertness
- Increased temperature

#### *Long Term Effects:*

- Rapid irregular heart beat
- Reduced appetite, weight loss
- Heart failure
- Chest pain
- Respiratory failure
- Nausea
- Abdominal pain
- Strokes
- Seizures
- Headaches
- Malnutrition

Physical effects of cocaine use include constricted peripheral blood vessels, dilated pupils, and increased temperature, heart rate, and blood pressure. The duration of cocaine’s immediate euphoric effects, which include hyper-stimulation, reduced fatigue, and mental clarity, depends on the route of administration. The faster the absorption, the more intense the high! On the other hand, the faster the absorption, the shorter the duration of action. The high from snorting may last fifteen to thirty minutes, while that from smoking may last five to ten minutes. Increased use can reduce the period of stimulation.

High doses of cocaine and/or prolonged use can trigger paranoia. Smoking crack cocaine can produce a particularly aggressive paranoid behavior in users. When addicted individuals stop using cocaine, they

often become depressed. This also may lead to further cocaine use to alleviate depression. Prolonged cocaine snorting can result in ulceration of the mucous membrane of the nose and can damage the nasal septum enough to cause it to collapse. Cocaine-related deaths are often a result of cardiac arrest or seizures followed by respiratory arrest.

### MARIJUANA

All forms of marijuana are mind-altering. In other words, they change how the brain works. Marijuana is a green, brown, or gray mixture of dried, shredded leaves, stems, seeds, and flowers of the hemp plant.

#### *Short Term Effects:*

- Euphoria
- Slowed thinking and reaction time
- Confusion
- Impaired balance and coordination

#### *Long Term Effects:*

- Cough
- Frequent respiratory infections
- Impaired memory and learning
- Increased heart rate, anxiety
- Panic attacks
- Tolerance
- Addiction

#### Effects of Heavy Marijuana Use on Learning and Social Behavior

A study of college students has shown that critical skills related to attention, memory, and learning are impaired among people who use marijuana heavily, even after discontinuing its use for at least 24 hours. Seven researchers compared 65 "heavy users," who had smoked marijuana a median of 29 of the past 30 days, and 64 "light users," who had smoked a median of 1 of the past 30 days. After a closely monitored 19- to 24-hour period of abstinence from marijuana and other illicit drugs and alcohol, the under-

graduates were given several standard tests measuring aspects of attention, memory, and learning. Compared to the light users, heavy marijuana users made more errors and had more difficulty sustaining attention, shifting attention to meet the demands of changes in the environment, and in registering, processing, and using information. These findings suggest that the greater impairment among heavy users is likely due to an alteration of brain activity produced by marijuana.

### METHAMPHETAMINE or 'METH'

Methamphetamine is a powerfully addictive stimulant that dramatically affects the central nervous system.

#### *Short Term Effects:*

- Increased heart rate, blood pressure, metabolism
- Feelings of exhilaration, energy
- Increased mental alertness;
- Aggression, violence or psychotic behavior

#### *Long Term Effects:*

- Memory loss
- Cardiac and neurological damage
- Impaired memory and learning
- Tolerance
- Addiction

Methamphetamine releases high levels of the neurotransmitter dopamine, which stimulates brain cells, enhancing mood and body movement. It also appears to have a neurotoxic effect, damaging brain cells that contain dopamine and serotonin, another neurotransmitter. Over time, methamphetamine appears to cause reduced levels of dopamine, which can result in symptoms like those of Parkinson's disease, a severe movement disorder.

### PRESCRIPTION DRUGS

Prescription medications such as pain relievers, tranquilizers, stimulants, and sedatives are very useful treatment tools but sometimes people do not take them as directed and may become addicted. The inappropriate or non-medical use of prescription medications is a serious public health concern. The most common forms are:

Opioids – Often prescribed to treat pain (Ex: Oxycontin, Demerol or Vicodin)

CNS Depressants – Used to treat anxiety and sleep disorders (Ex: Nembutal and Valium)

Stimulants – Prescribed to treat narcolepsy and attention deficit/hyperactivity disorder (Ex: Dexedrine and Ritalin)

#### *Long Term Effects:*

- Opioids or CNS depressants lead to physical dependence and addiction
- Stimulants (taken in higher doses)
  - lead to compulsive use
  - Paranoia
  - Dangerously high body temperatures
  - Irregular heartbeat

### STEROIDS

Human-made substances related to male sex hormones. Some athletes abuse anabolic steroids to enhance performance. Abuse of anabolic steroids can lead to serious health problems, some of which are irreversible.

#### *Short Term Effects:*

- Increased heart rate, blood pressure, metabolism
- Feelings of exhilaration, energy
- Increased mental alertness
- Aggression, violence or psychotic behavior

#### *Long Term Effects:*

- Hypertension
- Blood clotting and cholesterol changes
- Liver cysts and cancer
- Kidney cancer
- Hostility and aggression
- Acne
- Adolescents, premature stoppage of growth
- In males, prostate cancer, reduced sperm production, shrunken testicles, breast enlargement
- In females, menstrual irregularities, development of beard and other masculine characteristics

Source: United States Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, [www.samhsa.gov](http://www.samhsa.gov).

#### *Helpful Resources*

Addiction Recovery Guide  
[www.addictionrecoveryguide.org](http://www.addictionrecoveryguide.org)

Addiction and Psychological Services, Inc. (located in South Jordan, UT), 1-801-302-1155

Alcoholics Anonymous  
[www.alcoholics-anonymous.org](http://www.alcoholics-anonymous.org)  
Southern Nevada: 702-598-1888  
[www.lycentraloffice.org](http://www.lycentraloffice.org)  
Salt Lake City: 801-484-7871  
[www.saltlakeaa.org](http://www.saltlakeaa.org)  
American Council for Drug Education (ACDE), 1-800-drughelp  
[www.acde.org](http://www.acde.org)

Chemical Dependency Intensive Outpatient (CDIOP) - via Monte Vista Hospital; Morning and Evening Meetings Offered  
702-364-1111, ext. 3134  
801-562-1940

Cocaine Anonymous  
[www.ca.org](http://www.ca.org)

College Drinking – Changing the Culture

[www.collegedrinkingprevention.gov](http://www.collegedrinkingprevention.gov)

Drugs and Alcohol Live Support Chat  
1-800-559-9503  
[www.heroin.org](http://www.heroin.org)  
Resources on Drug and Alcohol Prevention/Rehabilitation/Intervention

FACE Resources, Training and Action on Alcohol Issues  
1-888-822-3223  
[www.faceproject.org](http://www.faceproject.org)

Heroin Information  
[www.herion-information.org](http://www.herion-information.org)

Marijuana Anonymous  
[www.marijuana-anonymous.org](http://www.marijuana-anonymous.org)

Narconon-Drug and Alcohol Education and Rehabilitation Services  
775-726-3948  
[www.rainbowcanyonretreat.com](http://www.rainbowcanyonretreat.com)  
Holistic approach to treatment, brochures available in library

Narcotics Anonymous (Southern Nevada)  
702-369-3362 - 24 hours  
[www.snana.org](http://www.snana.org)

Narcotics Anonymous (Salt Lake City area)  
801-332-9832 [www.uwana.org](http://www.uwana.org)

National Association of State Alcohol/Drug Abuse Directors (NASADAD)  
[www.nasadad.org](http://www.nasadad.org)

National Council on Alcoholism and Drug Dependence  
1-800-NCA-CALL  
[www.ncadd.org](http://www.ncadd.org)

National Institute on Drug Abuse (NIDA)  
[www.nida.nih.gov](http://www.nida.nih.gov)

Nevada State Board of Nursing  
775-688-2620  
[www.nursingboard.state.nv.us](http://www.nursingboard.state.nv.us)

Nevada State Board of Pharmacy  
775-850-1440  
[www.state.nv.us/pharmacy](http://www.state.nv.us/pharmacy)

The U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention  
1-800-676-1730  
[www.higheredcenter.org](http://www.higheredcenter.org)

Utah State Board of Nursing  
801-530-6628  
1-866-275-3675-toll free in Utah  
[www.dopl.utah.gov/licensing/nurse.html](http://www.dopl.utah.gov/licensing/nurse.html)

Utah State Board of Pharmacy  
801-530-6179  
[www.dopl.utah.gov](http://www.dopl.utah.gov)

#### **SEXUAL HARASSMENT POLICY** *Policy and Scope*

The Roseman University of Health Sciences prohibits any form of sexual harassment of its students or its employees in the University workplace by any person.

The University shall maintain a working and educational environment that is free from all forms of discrimination, including sexual harassment.

Section 703(a) of the Civil Rights Act of 1964 prohibits discrimination by an employer against an individual "with respect to his compensation, terms, conditions or privileges of employment" because of the person's sex. The Equal Employment Opportunity Commission (EEOC) has adopted guidelines designed to deal with harassment on the basis of sex as a violation of Section 703(a) of Title VII of the Civil Rights Act of 1964.

Under the EEOC Guidelines, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment when

1) submission to the conduct is made either explicitly or implicitly as a term or condition of an individual's employment, 2) submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual, or 3) the conduct has the purpose or effect of unreasonably interfering with the person's work performance or creates an intimidating, hostile or offensive working environment.

Accordingly, Roseman University of Health Sciences is using this statement to make it clear to everyone, including all employees, students, staff, faculty and administrators, visitors, invitees and licensees, that conduct which violates the foregoing guidelines will not be tolerated. The Roseman University of Health Sciences strongly supports the policies set forth by the EEOC and any proven allegation of sexual harassment in any form may be grounds for disciplinary action up to and including termination of employment of an offending employee or dismissal from the academic program of a student; and/or removal of a visitor who violates this policy.

#### *Procedure*

Should any employee, student, staff, faculty, administrator, visitor, invitee and licensees believe there has been sexual harassment, that person is encouraged to follow the following procedure:

- a. "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
  - i. Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's academic progress or achievement;
  - ii. Submission to or rejection of such conduct by an individual is used as the basis for decisions regard-

ing academic achievement or progress affecting such individual, or

- iii. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic progress or creating an intimidating, hostile, or offensive academic environment."
- b. The following list is a limited example of the most common complaints constituting sexual harassment:
  - Unwanted sexual advances
  - Making or threatening reprisals after a negative response to sexual advances
  - Conduct including leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons or posters
  - Making sexually derogatory comments, epithets, slurs or jokes
  - Graphic verbal commentaries about an individual's body, suggestive or obscene letters, notes or invitations
  - Physical conduct that includes touching, assaulting, or impeding or blocking movements
  - Sexual orientation comments objectionable to gays or lesbians

Any aggrieved person may file a complaint detailing the circumstances of the alleged action. Students concerned about violations of this policy should request assistance from their Dean or Program Director. The complaint should be filed with the Associate Dean for Admissions and Student Affairs for the College of Pharmacy, Dean for the College of Nursing, Program Director for the MBA program and Dean for the College of Dental Medicine or another administrator designated to receive and investigate complaints of sexual harassment. In the event

that the designated administrator and the grievant are of the different gender, the Dean or Program Director will designate an individual who is of the opposite gender to serve as an alternative recipient of complaints.

When an employee or student becomes aware of occurrences of sexual harassment, they are responsible for reporting the behavior. When persons are identified for investigation, they will be informed by the appropriate personnel by the Associate Dean for Admissions and Student Affairs for the College of Pharmacy, Dean for the College of Nursing, Program Director for the MBA program and Dean for the College of Dental Medicine that further offensive actions will be part of the investigation and no communication between parties is allowed at any time. Complaints against the designated administrators above are to be reported to the Director of Human Resources or their supervisor for investigation. The complaint will be fully investigated and an opportunity will be afforded to all involved parties to fully state their position to the investigator.

Any student or employee of the Roseman University of Health Sciences who becomes aware of possible sexual or other unlawful harassment must immediately advise an administrator so it can be investigated immediately and confidentially. Any aggrieved person can raise concerns and make reports without fear of reprisal or retaliation.

It is strongly recommended that the complaint of harassment be in writing, and the written complaint should be given to the designated administrator or Associate Dean of Admissions and Student Affairs who is not involved in the complaint being lodged. There will be no retaliation or intimidation permitted

without redress and consequence. Any complaint of sexual harassment will be treated as confidentially as possible. It must be recognized, however, that thorough investigation of the complaint will necessarily result in some disclosures. The Associate Dean of Admissions and Student Affairs or appropriate administrator, after consulting with the Dean or Program Director, will convene a committee or board (see sections a & b below) to quickly and discreetly investigate all allegations of sexual harassment. To the extent possible, the confidentiality of the accuser, the accused, and any witnesses will be protected against unnecessary disclosure.

- a. When a student accusation involves an employee or someone serving as a preceptor for Roseman University of Health Sciences, the Dean or Program Director may convene a Special Review Committee to investigate the complaint and make recommendations with regards to the resolution of the complaint. The Special Review Committee may consist of the following three members:
  - i. A faculty member chosen by the grievant
  - ii. A faculty member chosen by the person(s) whose action is the subject of the grievance;
  - iii. A faculty member elected by the faculty.

The Special Review Committee shall make its recommendations in writing to the accused, the grievant and the Dean or the Program Director.

- a. When a student accuses another student of sexual harassment, the Student Professionalism Board will meet to investigate and make recommendations regarding the complaint. The Student Pro-

fessionalism Board will follow the procedures for hearings regarding violations of the standards of professional conduct as prescribed in the Student Handbook.

- b. After a full and thorough investigation, the complaining party and accused will be advised in writing of the results of that investigation and any proposed action.
- c. The President of the Roseman University of Health Sciences will review all final action taken with respect to persons including students, faculty, and staff of the University. The President's decision is final.

Anyone engaging in sexual or other unlawful harassment, or any faculty member or administrator who fails to properly inform the University concerning such, will be subject to disciplinary action. This may include recorded written warning and training or discharge of the person or persons involved in the violation.

The Roseman University of Health Sciences 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 regard to race, color, national origin, religion, sex, disability, age, Vietnam Era Veteran's status or sexual orientation, including heterosexuality, homosexuality, and bisexuality. Violating this policy shall not be tolerated.

## SERVICE ANIMAL POLICY

### a. Policy Statement

- 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 below.
- b. *Definition*
  - "Service animal" is defined by the Americans with Disabilities Act (ADA) as any guide dog, signal dog, or other animal individually trained to do work or perform disability mitigating tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.
- c. *When a Service Animal May be Asked to Leave or Prohibited in a Roseman University Facility or Program*
  - A service animal may be asked to leave a University facility or program if the animal's behavior or presence poses a direct threat to the health or safety of others. For example, a service animal that displays vicious behavior towards people may be excluded.
  - Service animals may also be excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. Examples may include, but are not limited to, research labs, areas requiring pro-

protective clothing, and food preparation areas.

*d. Students*

- Anyone notified of a student request for disability accommodations, including requests to have a service animal accompany a student on campus, should refer the student to the Office of Student Services, x2029.

*e. Employees*

- Employee requesting a disability accommodation, including requests to have a service animal at work, should contact the Office Human Resources, x2096, for information and assistance.

*f. Visitors and Invited Guests*

- Service animals assisting visitors with disabilities are welcome in all areas of campus that are open to the public. Specific questions related to the presence of service animals on campus by visitors and invited guests can be directed to the Office of Facilities Management, x2037.

*g. Service Animals in Training*

- A service animal in training is permitted the same access to University grounds and facilities as a service animal assisting a visitor.

*h. Requirements for Service Animals*

- Vaccination and Licensing: Service animals for students or employees must be immunized and licensed in accordance with The City of Henderson Municipal Code (HMC) Chapter 7.04 (Animal Control, Inspection, Licensing, and regulation).

The service animal of a campus visitor must be licensed and vaccinated as required by the visitor's state, county, and city of residence.

- Leash: In accordance with the City of Henderson Municipal Code, service dogs must be on a leash at all times; a leash is also required for all other service animals for which a leash is not impracticable or unfeasible. [HMC Section 7.04.130 - Restraint and Sanitation].
- Cleanup Rule: The owner/keeper of a service animal must follow the City of Henderson ordinance requiring the prompt removal (disposal) of any animal waste. [HMC Section 7.04.130 - Restraint and Sanitation].
- Under Control: The owner/keeper of a service animal must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of owner/keeper.

*i. Animals not Meeting the ADA Definition of Service Animal*

- Animals not covered under the ADA service animal definition are excluded from all University facilities and grounds, except when the animal is outside on University grounds for a short duration in a vehicle or on a leash and is accompanied by someone providing transportation services to a University student or employee.

**STUDENT RIGHT TO KNOW**

In accordance with the Student Right to Know Act and Campus Security Act, the 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/student-right-to-know>).

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

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/campus-safety>).

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 sections pertaining to the various programs as needed.

**STUDENT FILES**

The Buckley Amendment, formerly known as the Family Educational Rights and Privacy Act of 1974 (FERPA), establishes that a postse-

condary 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 the Roseman University of Health Sciences to fulfill the law's requirements. The Roseman University of Health Sciences maintains the following types of student records.

### *Admission Files*

Each program maintains its students' files. The Associate 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 Associate 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 candi-

date 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:

- a. Financial records of parents or any information contained therein;
- b. 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 rele-

vant 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 obtained 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 edu-

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:
    - The facts of attendance,
    - The date of attendance, and,
    - 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.

#### **DIRECTORY INFORMATION 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, 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, the chief academic and student affairs administrator, the president, a trustee, the custodian of the University records, the alumni administrator, 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.

#### *Disability Services*

The Roseman University of Health Sciences complies with Title II of the American with Disabilities Act. 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.

The documentation must include a recent assessment dated within the last six months and a letter from an appropriate licensed clinician. The letter must clearly indicate the documented disability and the recommended accommodations for the classroom and clinical (patient care) settings for those programs which require both as part of the curriculum. The student must submit the documentation to the Registrar/Student Services Office and they will forward the documents to the respective unit. If further documentation is required, the Registrar/Student Services Office will contact the student directly. Roseman may also require a confirmation of diagnosis by a clinician of our choice.

#### **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 and most are non-refundable where supplies, services and/or products have been provided to the student. For complete information about tuition and fees, please refer to the individual program section.

#### *Future Tuition Rate Increases*

Students can expect that tuition increases will be part of their educational experience at the Roseman University of Health Sciences; however, the 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. Since the plan offered through the university is a Student Injury and Sickness Plan, students are strongly encouraged to purchase personal health insurance to meet their needs. The personal insurance must meet the minimum program requirements. If the program does not have minimum requirements as listed in their online student handbook, then the Student Injury and Sickness Plan ‘Summary of Benefits’ (located on the University website in the brochure) should be used as a guideline for minimal coverage. The universi-

ty does not provide student health insurance coverage.

If a student has personal health insurance, they should contact the Student Services Office. The waivers are required every year regardless if one is already on file from the previous year. Those students which do not meet the required deadline as noted on the waiver form will be enrolled in the Student Injury and Sickness Plan for the next year through the university and responsible for the applicable premium.

#### **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 the Roseman University of Health Sciences. Financial aid is available in the form of scholarships, grants and loans. To apply, students must complete the Free Application for Federal Student Aid (FAFSA) via the internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and apply for a PIN at [www.pin.ed.gov](http://www.pin.ed.gov). The PIN will allow students to electronically sign the FAFSA, Stafford and PLUS loans Master Promissory Notes. It will also provide students access to their loan records with the National Student Loan Data System at [www.nslds.ed.gov](http://www.nslds.ed.gov).

To qualify for federal financial aid, students must meet the following requirements:

- Must be a U.S. citizen or eligible non-citizen;
- Must be registered with Selective Service, if required (male students only)
- Must be enrolled at least half-time in an eligible program;
- Must be making satisfactory academic progress;
- Must **not** be in default on a federal student loan or **not** owe a refund on any federal or state educational grant.

## FEDERAL PROGRAMS

### *Federal Grants/Scholarships*

Roseman University participates in the **Federal Pell Grant** and **Federal Supplemental Educational Opportunity Grant (SEOG)** programs. Grants are free money and do not have to be repaid. Pell Grant and SEOG are awarded to undergraduate students with high financial need. Use of FAFSA will help to determine who can be awarded.

### *Scholarships*

Several scholarships are available to students attending the Roseman University of Health Sciences. Students must check with the Program office that they are enrolled in for information and deadlines.

### *Federal Direct Loans*

While loans may be necessary to pay for a college education, students are advised to always borrow conservatively. Students have the right to cancel or reduce their loans by notifying the Financial Aid Office in writing before the start of the loan period or within 14 days from receipt of the notification of disbursement.

**Subsidized Stafford Loan** - This is a need-based loan available to undergraduate and graduate students through the U.S. Department of Education. The interest is paid by the federal government while the student is enrolled at least half-time in school.

**Unsubsidized Stafford Loan** - This is a non-need based loan available to undergraduate and graduate students through the U.S. Department of Education. Interest accrues once the funds are disbursed.

**Grad PLUS Loan** – This is a credit based loan available only to gradu-

ate professional degree students through the U.S. Department of Education. Students must first apply for their maximum annual eligibility in Stafford loans before applying for the Grad PLUS loan.

**Parent PLUS Loan** – This is a credit based loan available to the parents of dependent undergraduate students.

### *Non Federal Aid*

**Private or Alternative loans** through private lenders are also available to students who are not eligible for federal financial aid and are based on credit worthiness.

### **Deadlines**

Roseman Financial Aid Office imposes specific recommended deadlines in order to process financial aid applications in a timely manner. All students are strongly encouraged to abide by the recommended deadlines. Late applications will be processed but funds may not be available by tuition due dates.

**Every year March 2 is the Recommended FAFSA Deadline.**

**2011-2012 Recommended Direct Loan Request Statements Deadline: 4 weeks before start of the program.**

## FINANCIAL AID PROCESS

1. Apply for financial aid by completing the FAFSA (Free Application for Federal Student Aid) <http://www.fafsa.ed.gov>. Step by step instructions are provided on the FAFSA Web site, including online help features. A student may also call the Federal Student Aid Information Center at 1-800-4-FED-AID, Monday-Friday, 8:00 a.m. to midnight and Saturday from 9:00 a.m. to 6:00 p.m. Eastern Stan-

dard Time. Roseman's School Code is 040653.

2. The student must complete the supporting documents listed on the Roseman website [at roseman.edu/pages/299/Deadlines %20 and %20 Forms](http://roseman.edu/pages/299/Deadlines%20and%20Forms) and provide any additional information requested.
3. The student will receive his/her financial aid award letter by email and then will need to complete the necessary Direct Loan and/or Direct Grant Plus loan request statements, master promissory notes, etc.
4. Complete the Direct Stafford Master Promissory Notes (MPN), Direct Grad Plus MPN (if applicable) Direct Loan Entrance Counseling session at [www.StudentLoans.gov](http://www.StudentLoans.gov).
5. When the student graduates or withdraws, he/she must complete a financial aid exit counseling session at [www.nsls.ed.gov](http://www.nsls.ed.gov).

**In order to avoid delays, the student must complete the application in full and accurately, and notify the Financial Aid Office of address and/or email changes.**

### **Roseman Financial Aid Office**

Henderson (Nevada campus):  
Phone: 702-968-1635  
Fax: 702-968-1631  
M - F 8:00 A.M. to 5:00 P.M.

South Jordan (Utah campus):  
Phone: 801-878-1031  
Fax: 801-878-1331  
M - F 8:00 A.M. to 5:00 P.M.

### **RETURN OF TITLE IV FUNDS**

The Roseman University of Health Sciences follows the refund policy guidelines of the Department of Education for all students who withdraw from the University during the academic year.

Federal Student Aid funds are awarded on the assumption that a student will attend school for the entire period for which the assistance is awarded. Students who withdraw from the University are only eligible for the financial aid they have earned at the time of withdrawal. Title IV funds disbursed in excess of the earned amount must be returned by the University or student to the federal government. This situation could result in the student owing aid funds to the University, the government, or both. To determine the amount of aid the student has earned up to the time of withdrawal, the financial aid staff will divide the number of calendar days the student attended classes by the total number of calendar days during the payment period (less any scheduled breaks of five days or more). The resulting percentage is then multiplied by the total federal funds that were disbursed (either to the student's University account or to the student directly by check) for the payment period. This calculation determines the earned amount of aid (for example, if the student attended 25% of the payment period, the student will have earned 25% of the aid disbursed). If the resulting percentage is more than 60%, financial aid is 100% earned and no refund of federal funds is required from the University or from the student. The unearned amount (total aid disbursed less the earned amount) must be returned to the federal government by the University. Financial Aid will notify students of the unearned funds that were returned by the school on their behalf. For "Official withdrawals," the date on the withdrawal form signed by the student and the Dean/Program Director is used in the earned amount calculation. For "unofficial" withdrawals, the documented date of withdrawal is used. If faculty is unable to document that the student ever attended class, the student did not establish eligibility

as a "student" and 100% of all funds must be returned.

The school must return unearned funds for which it is responsible as soon as possible, but no later than forty-five days from the date of school's determination that the student withdrew.

#### *Allocating Returned Title IV Federal Aid*

The school must return unearned Title IV funds in the following order, up to the total net amount disbursed from each source.

1. Federal Unsubsidized Stafford Loan;
2. Federal Subsidized Stafford Loan;
3. Federal PLUS/Grad PLUS Loan;
4. Federal Pell Grant;
5. Federal Supplemental Educational Opportunity Grant.

Students whose circumstances require that they withdraw from the program are strongly encouraged to contact the Financial Aid Office before doing so. At that time, the consequences of withdrawing from all classes can be explained and clearly illustrated. Read the appeal section in "Satisfactory Academic Progress" standards for information regarding mitigating circumstances.

#### **CALCULATION OF AMOUNT OF STUDENT FINANCIAL AID (SFA) PROGRAM ASSISTANCE EARNED**

The amount of Student Financial Aid (SFA) Program assistance earned depends on the date of student withdrawal. The percentage earned is one of the following:

- If the student withdraws on or before the 60 percent completion of the enrollment period/payment period, the percentage earned is equal to the percentage of completion of the enrollment period/payment pe-

riod, for which the assistance was awarded; or

- If the student withdraws, after 60 percent completion of the enrollment period/payment period, the percentage earned is 100 percent.

#### *Return of Unearned SFA Program Funds*

If the student receives more SFA Program assistance than the amount earned, the school, or the student, or both, must return the unearned funds as required. The Roseman University of Health Sciences must return the lesser of:

- The amount of SFA Program funds that the student does not earn; or
- The amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned.

The student must return or repay, as appropriate, the remaining unearned SFA Program loan funds.

#### *Method of Return of Funds by the Student*

The student must return the unearned funds to the appropriate loan programs in accordance with the terms of the loan as stated in the promissory note. If you receive a refund in error, funds need to be returned to the university.

#### **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. Except in rare and special circumstances, the application will be accompanied by a personal inter-

view with the Dean or designee. Every effort should be made to assure that the proper procedures occur in the withdrawal process. Students who leave the University without notifying the Office of the Dean or Program Director or his/her designee and without completing the established withdrawal procedures within thirty (30) calendar days will be automatically withdrawn from the University. Students who are withdrawn in this manner will not be considered for readmission per program policy.

Withdrawal is not complete until the required forms are signed by the student, the Director of Financial Aid, and the Dean or Program Director or his/her designee. Students who are granted re-admission following withdrawal in good academic standing may re-enter at the beginning of the next academic year or at the point as determined by the degree program. The student may be required to register for all blocks in that academic year, including blocks previously completed and passed. Readmission for students withdrawing in good academic standing is not guaranteed unless it is a part of the final decision and/or agreement made between the appropriate Dean or Program Director and the withdrawing student. This final decision and/or agreement must be in writing so that it is clear to all parties involved.

### ***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 Assistance 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. See [Satisfactory Academic Progress](#) (Nursing-Pg. 43; MBA- Pg. 62; Pharmacy- Pg. 70; CDM- Pg. 91 and AEODO/MBA- Pg. 124) for more information about SAP requirements.

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 or university 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 University of Health Sciences 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. The Roseman University of Health Sciences 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 University of Health Sciences refund policy should be directed to the Bursar's Office.

Tuition and fees can be paid as a one-time payment. Tuition and fees are also payable in two payments each academic year. Some of the fees can be paid in two installments. Computer, Insurance and half of the tuition is due by the beginning of the academic year. The balance of tuition and other remaining fees are due at the midpoint of the academic year.

The option of a monthly payment may be arranged upon request to 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 Student Financial Aid Programs (SFA) if the student is receiving federal loans and/or grants. Students receiving federal loans who withdraw during

the academic year must arrange for an exit interview with the Financial Aid Office and/or online at [www.nslsds.edu](http://www.nslsds.edu).

The Roseman University of Health Sciences tuition for degree seeking full-time students is based on an "academic" year. The "academic" year varies by program.

**The following applies to all students:**

If a student cancels his/her enrollment before the start of the training program, Roseman University of Health Sciences shall refund to the student all the money he/she has paid, minus 10 percent of the tuition and fees or \$100, whichever is less.

If a student withdraws or is expelled by Roseman after the start of the training program and on or 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.

For example,

**Withdrawal on or During/  
Refund Amount**

Percentage of enrollment period for which tuition was based and financial assistance was awarded and /or tuition payment was made.

First Day of Classes  
100%

1% of Enrollment Period/Payment Period 99%

3% of Enrollment Period/Payment Period 97%

10% of Enrollment Period/Payment Period 90%

15% of Enrollment Period/Payment Period 85%

20% of Enrollment Period/Payment Period 80%

23% of Enrollment Period/Payment Period 77%

30% of Enrollment Period/Payment Period 70%

40% of Enrollment Period/Payment Period 60%

50% of Enrollment Period/Payment Period 50%

59% of Enrollment Period/Payment Period 41%

60% of Enrollment Period/Payment Period 40%

After 60% of Enrollment Period/  
Payment Period - No Refund

*The University complies with all U.S. Department of Veteran's 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 registra-

tion/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/ 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 other fees (per NRS 394.449).

Since Federal Guidelines may change from time to time, where federal guidelines on refund calculations are in conflict with State guidelines, Roseman will follow the Federal guidelines in calculating refunds to the student and /or lender.

**STUDENT HANDBOOKS**

Faculty, Staff, and Student Handbooks supplement the information in this Catalog. A complete detailed listing of policies is included in the Handbooks. Student Handbooks are distributed at orientation. A copy of the Student Handbook for each program is available from the administrative offices for each academic program.

**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.

### **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.

#### **Student Governance Association (SGA)**

The Student Governance Association (SGA) is comprised of students from Dental, Nursing, Pharmacy and MBA Programs and faculty advisors from each academic program. The Director of Student Services serves in an ex-officio capacity. The SGA

represents all students at Roseman and acts as a voice for the student body. The SGA reports to the Director of Student Services.

#### ***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.

#### **Roseman Hiking Club**

The Roseman Hiking Club was formed to allow faculty, staff and students at Roseman to participate in enjoyable outdoor activities together. The intent is to accommodate all levels of hikers from occasional weekend strolls in Red Rock Canyon to our premiere hike each year to the top of Mt. Charleston. In Utah, hikers go to the Pipeline trail, Dog Lake, Mirror Lake, Donut Falls in Big Cottonwood Canyon, Stewart Falls in Provo Canyon, Fraery Peak on Antelope Island, Fifth Water Hot Springs in Diamond Peak Canyon, Meuhler Park Trail in Ogden. The hikers are hopeful they will be able to hike on Mt. Timpanogas and tackle Mt. Olympus soon.

#### **Latter Day Saint Student Association (LDSSA)**

The Latter Day Saint Student Association (LDSSA) is a University wide club that has as its purpose to provide a spiritual dimension to the academic studies of LDS students at ROSEMAN. The Association meets weekly during the academic year and offers a class on both campuses taught by a faculty member of the LDS Institute of Religion. LDSSA clubs are found on many university and college campuses in the United

States, especially in the west. The classes, while geared to the interests of LDS students, are open to all.

#### **Drug Abuse Awareness Team (DAAT)**

Drug Abuse Awareness Team (DAAT) is a student organization dedicated to educating the youth of Clark County about the abuse/misuse of prescription and nonprescription drugs and the dangers of drug addiction. DAAT's present commitments are to work in cooperation with the Clark County School District and DARE to deliver our message.

#### **Student Insurance Committee**

The Student Insurance Committee (SIC) is made up of students, and staff of Roseman. Each program has at least one volunteer student representative. There is at least one staff representative from each unit and some from service units. The committee is chaired by a designee in the Business Office since contracts are involved. The Registrar/Director of Student Services is also a member as student insurance is handled through their office.

Each year this committee discusses comments, complaints and suggestions about the current plan. The committee then obtains Bids incorporating recommended changes. These bids are obtained through the broker from other insurance companies including the current carrier. The committee then meets to make a decision on which plan and insurance carrier to select for the next year. The decision is solely based on the student representation with staff representatives providing guidance. Before a final decision is made, the student representatives then take the information back to their fellow classmates to obtain feedback to help determine the plan which best meets the needs

at an affordable price for the upcoming year.

### **Other Student Organizations**

See individual academic programs.

### **TRANSCRIPTS**

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 Office of the Registrar 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. 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.

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 6-10 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 mailed for those students who are delinquent on their financial obligations to the university.

### **DUPLICATE DIPLOMAS**

Roseman University of Health Sciences issues only one diploma to each student. Only under special circumstances will a diploma be re-issued. The re-issued diploma will be printed exactly as the original except the current officers' signatures will appear. No name change will be honored for previously issued diplomas. Students must complete the "Duplicate Diploma Order Form" located on the website. The diploma will be marked "Duplicate Diploma."

### **LEAVE OF ABSENCE**

A student in good academic standing (i.e. not on academic probation) may request a leave of absence due to occurrence of medical problem(s), serious personal problem, or pregnancy.

Students requesting a leave of absence must apply in writing to the appropriate administrator in their program: Associate Dean of Admissions and Student Affairs for the College of Pharmacy, Dean, for the College of Nursing, Program Director for the MBA program, and Dean, for the College of Dental Medicine.

In the event of a medical problem, the request must be accompanied by a letter from a physician describing the nature of the disability for which the leave is requested and the estimated length of time needed for recovery. The Dean or Program Director shall determine whether or not the leave is to be granted and the conditions under which the student may return to school.

Leave of absence will be granted for a maximum of one year. Leave of absence requested more than one month after registration for any given academic year will be granted for a period not to exceed the number of months remaining until the registration date for the next academic year.

A student who is granted a leave of absence for an entire academic year must submit a letter of intent to return to classes to the appropriate administrator in their program: Associate Dean of Admissions and Student Affairs for the College of Pharmacy, Dean, for the College of Nursing, the, Program Director for the MBA program and Dean for the College of Dental Medicine. The letter must be submitted at least three months prior to the requested date of return or it will be assumed that the student will not return. It is the student's responsibility to keep his/her program administrator informed of any change of address while on a leave of absence.

If the student has not paid 100 percent of the tuition during the year in which the leave is granted, the balance of the tuition plus any increase in tuition or fees will be payable in the next year of attendance.

Leaves of absence may be extended to a maximum of two years total. The terms and conditions of the leave will be determined by the Dean or Program Director.



COLLEGE OF NURSING

**Bachelor of Science in Nursing  
Accelerated Bachelor of Science in Nursing**

Service  
Integrity  
Innovation  
Knowledge

**Office of Admissions  
(702) 968-2075**

## 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 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 from an accredited college or university and who desire to pursue a Bachelor of Science in Nursing. The 14-month Accelerated BSN program provides students with the foundation needed to take the National Council Licensure 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. With the exception of the clinical preceptor rotations, students will be supervised by College of Nursing faculty. The curriculum consists of 14 Blocks. Block 5.0, Nursing Pharmacology is offered in the Accelerated BSN program and is currently being incorporated into the 18-month BSN program. In addition, Mental Health and Community Health Nursing have been combined in Block 11.0 in the ABSN program and are currently being com-

bined in the 18-month BSN program. All changes have been approved by the Nevada State Board of Nursing.

## 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 multi-faceted 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;
- Ensure accountability of our students and faculty.

## ADMISSIONS, CRITERIA, POLICIES, AND PROCEDURES (BSN)

To be considered for admission to the BSN program, the University must receive the following items:

- A completed application;
- Application fee of \$100.00 in cashier checks or money orders payable to "Roseman University." (non-refundable);
- Official academic transcripts of all college courses;
- Test of Essential Academic Skills (TEAS) results.

An application may be downloaded from the website or requested via email at [bsnadmisions@Roseman.edu](mailto:bsnadmisions@Roseman.edu). Written requests for application can be mailed to:

Roseman University  
College of Nursing Admissions Office  
11 Sunset Way  
Henderson, NV 89014

### *Requirements (BSN)*

The Admissions Committee will consider each applicant individually in relationship to the entire applicant pool. All applicants will be considered using the same criteria. The College of Nursing reserves the right to limit the number of students admitted based on faculty and clinical resources. The College seeks a diverse student body with demonstrated academic competency. Minimum admission requirements for the BSN program require the applicant to have:

- A cumulative GPA of 2.75 or above;
- Completed a minimum of 54 semester credit hours or its equivalent of specified prerequisite coursework;
- An interview with the Admissions Committee, if granted;
- Test of Essential Academic Skills (TEAS) results.

### *Prerequisites (BSN)*

All prerequisite coursework must be completed with a "C" or better grade. Core nursing prerequisite course work includes the following:

- Chemistry with lab (4 Credits)
- Human Anatomy & Physiology with lab (8 Credits)
- Microbiology with lab (4 credits)
- English Composition (6 credits)
- Humanities (9 credits)

- Introduction to Psychology (3 credits)
- Introduction to Sociology (3 credits)
- Statistics (3 credits)
- College Math or Higher (3 Credits)
- Elective (may transfer up to 12 credits)
- United States/Nevada Constitution Requirement (Nevada Students)\* (3 credits)
- United State Constitution Requirement (Utah Students)\* (3 credits)

\*May be completed within the first year of the Nursing Program.

### *Admissions, Criteria, Policies (ABSN)*

To be considered for admissions to the Accelerated BSN program, the University must receive the following items:

- A completed application
- Application fee of \$100.00 (non-refundable) in the form of a money order or certified check made payable to "Roseman University."
- Official academic transcripts of all college courses.
- Test of Essential Academic Skills (TEAS) results.

Applications are available for download at [www.Roseman.edu](http://www.Roseman.edu). Applicants may also request an application by email to [bsnadmissions@Roseman.edu](mailto:bsnadmissions@Roseman.edu). An applicant may also apply through the NursingCAS website. A link to NursingCAS is provided on the university website or by writing to the following address:

Roseman University  
College of Nursing Admissions Office  
11 Sunset Way

Henderson, NV 89014

### *Requirements (Accelerated BSN)*

The admissions committee will consider each applicant individually in relation to the entire applicant pool. All applicants will be considered using the same criteria. The College of Nursing reserves the right to limit the number of students admitted based upon faculty and clinical resources. The College seeks a diverse student body with demonstrated academic competency. Minimum admission requirements for the Accelerated BSN program require the applicant to have:

- A BA or BS from a regionally-accredited college or university
- Minimum cumulative GPA of 2.75 in most recent 60 units of college-level coursework
- Minimum prerequisite GPA of 2.75
- Completion of all prerequisite requirements (other than U.S. & Nevada Constitution) prior to enrollment
- Interview with the Admissions Committee (if granted)

### *Prerequisites (Accelerated BSN)*

Applicants must complete the following coursework with a minimum grade of "C" (2.0) or higher:

- Chemistry/Biochemistry with lab (4 semester units)
- Microbiology with lab (4 semester units)
- Human Anatomy with lab (4 semester units)
- Human Physiology with lab (4 semester units)
- Statistics (3 semester units)

- United States/Nevada Constitution (3 semester units)\*

\*Note: This is the only prerequisite that may be completed during the first year of enrollment.

#### *Admission Policies*

- 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 if matriculated will be dismissed from the College of Nursing. All credentials submitted for admission to the College of Nursing become the property of the College and will not be returned or released.
- Completion of all prerequisites must be documented in the form of an official transcript and must be received by the College of Nursing admissions office prior to the start of classes.

#### *International Students and Non-U.S. Coursework*

The University 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. The University follows Immigration and Naturalization Service (INS) rules and regulations on the issuance of Form I-20.

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:

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

#### *Academic Forgiveness Policy*

An applicant has the right to request that the admissions office only include grades from the last five years to calculate overall and pre-requisite grade point averages. However, applicants making this request must have completed the core pre-requisites within the last five years.

#### *Transfer Students from Other Nursing Programs*

Students seeking to transfer nursing credits from an NLNAC or CCNE accredited BSN program must submit photocopies of all nursing course syllabi for which they desire transfer credit approval. The College of Nursing Admissions Committee will review the transfer course content for comparability with Roseman University's nursing courses and determine if advanced placement in the BSN curriculum is appropriate. The Committee will make a recommendation to the Dean of the College of Nursing, who will determine whether the student's previous coursework is adequate to meet specific course requirements for transfer credit.

#### *College of Nursing Policy for Evaluation of Prior Education*

Roseman University College of Nursing will not award any nursing academic credits for prior education with the exception of transfer students as specified by the Program's Policy for Transfer Students (see above).

#### *Evaluation of Prior Credit for VA Students*

If a student is a veteran or other person eligible to receive VA Department educational benefits payments, the College of Nursing will maintain a written record of previous education and training of the veteran or eligible person. Awarding of credit will be subject to the College of Nursing's Policy for Evaluation of Prior Education as written above.

#### *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 Pre-check. Personnel from Human Resources at the clinical agency review the results of each student's background check and either accept or deny the student the opportunity 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. A student who receives a No Pass in two

Blocks or a second No Pass in a repeated Block after remediation will be dismissed from the nursing program. A student who receives a No-Pass in a Block and has to repeat the Block will be placed on Academic Probation. Notation of "Academic Probation" will be reflected on the transcript even upon successful repeat of the Block.

## FINANCIAL AID, TUITION, AND FEES

### *Financial Aid and Scholarships*

Students should contact the Financial Aid Office at (702) 990-4433 for Financial Aid eligibility. Please refer to the information on Financial Aid in this Catalog (See Table of Contents).

### *Instructional Times (BSN)*

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

**Clinical Blocks** – Students attend clinical for three 12 hour shifts or five 8 hour shifts per week for 2 to 4 weeks for each clinical block.

### **Instructional Times (Accelerated BSN)**

**Didactic Blocks** – Students must adhere to the posted due dates for discussion forums and other online learning activities.

*Skills and Simulation Laboratory – Students must be onsite to participate in lab based Blocks according to the posted schedule.*

**Clinical** – Students attend clinical for three 12 hour shifts or five 8 hour shifts per week for 3 to 4 weeks for each clinical block.

## TUITION AND FEES

### **Total Tuition and Fees for Class of July 2012 (BSN)\***

- Tuition: \$42,150 (18 months)
- Technology Fee: \$375
- Nursing Lab Fee: \$540
- Computer\*\*: \$1,265 (approx.)
- Health Insurance: \$1,005/yr. (waived if student provides proof of insurance)
- Year 2 Insurance: Fee to be determined (waived if student provides proof of insurance)
- Graduation Fee: \$200 to be assessed on second year nursing students.

### **Total Tuition and Fees for Class of March 2013 (BSN)\* (Admitted August 2011)**

- Tuition: \$44,337 (18 months)
- Technology Fee: \$375
- Nursing Lab Fee: \$700
- Computer\*\*: 1,635 (approx.)
- Health Insurance: \$1,005/yr. (waived if student provides proof of insurance)
- Year 2 Insurance: Fee to be determined (waived if student provides proof of insurance)
- Graduation Fee: \$200 to be assessed on second year nursing students.

### **Total Tuition and Fees for Accelerated BSN Program Class of 2012 \*(Admitted February 2011)**

- Tuition: \$46,852 (14 months)
- Technology Fee: \$100
- Nursing Lab Fee: \$647
- Health Insurance: \$1,005/yr. (waived if student provides proof of insurance)
- Graduation Fee: \$200

### **Total Tuition and Fees for Accelerated BSN Program**

**\*(Admitted July 2011 and after)**

- Tuition: \$49,105 (14 months)
- Technology Fee: \$100
- Nursing Lab Fee: \$647
- Health Insurance: \$1,005/yr. (waived if student provides proof of insurance)
- Graduation Fee: \$200.

\*Tuition and fees are subject to change without notice upon approval by the Board of Trustees. All fees are mandatory for each student and most are non-refundable.

\*\*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.

The Technology Fee covers the software and materials associated with technology such as a print card, data card, Microsoft Office Software, Norton Antivirus Software, wireless card, etc. Fees for software including technology supplies are non-refundable.

The Nursing Fee covers costs associated with ATI materials, the usage of lab equipment and supplies, Nursing pin and lamp. These fees are non-refundable and used supplies cannot be returned.

### TUITION REFUND POLICY

Roseman University, College of Nursing adheres to the refund policy established by Roseman University. A description of the University's refund policy is found in this catalog (see Table of Contents).

### **Satisfactory Academic Progress and Financial Aid Eligibility**

The College of Nursing requires students to be enrolled full time. The Office of the Registrar shall validate the academic standing of each student annually after the academic year has been completed, to determine Financial Aid Eligibility. Students, who are required to attend and complete a designated remediation, will have their academic standing validated by the Office of the Registrar for a determination of Financial Aid Eligibility. No additional tuition is charged for the designated remediation. Following the Registrar's validation of a student's academic standing, the Financial Aid Office shall determine a student's Financial Aid Eligibility.

Satisfactory Academic Progress is based upon the following criteria:

- Maintenance of the equivalent of a "C" average each year;
- No designations of "Incomplete" (I) coursework on the student's transcript following the designated period of remediation; and,
- Assessment of the time required for the student to complete his/her degree not to exceed 2.25 years (1.5 times the published length of the program).

The student must meet all criteria, to retain his/her Financial Aid Eligibility. When a determination is made that the student is no longer eligible to receive financial aid based on the criteria above, he/she will be notified in writing by the Director of Financial Aid within five business days. Students may appeal determinations of financial aid disqualification due to the failure to remediate a block in which a "No-

Pass" was received. Financial Aid Eligibility may be reinstated based on mitigating circumstances which include, but not limited to, injury/illness, death of a first degree relative, or other circumstances resulting in undue hardship to the student. An appeal of the failure to maintain Satisfactory Academic Progress must be made in writing to the Dean or Program Director within five business days from the date the letter indicating Financial Aid ineligibility was received.

When a student does not successfully meet the satisfactory academic progress requirements for probation, the student will no longer be eligible to receive financial aid. Future financial aid will be suspended resulting in a loss of all federal aid. Students are allowed to repeat Blocks but are required to pay tuition expenses out of pocket. The university does not allow aid for repeated courses. If a student successfully completes a Block without receiving financial aid and meets the satisfactory academic progress requirements, the student will regain his/her financial aid eligibility.

If a student withdraws or is dropped from the program and is later readmitted, his/her previously completed credit hours are included when the student's satisfactory academic progress is evaluated. A student on academic or financial aid probation when he/she exits, will return to the same status and the same Block upon reinstatement.

Completion of 35 term credit hours are required to advance to the second academic year (N2). Completion of 47 term credit hours are required to advance to program completion and graduate.

The College of Nursing requires a minimum of 81.6 term credit

hours for graduation from the program.

### **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 progress through the curriculum. Students who are late paying their tuition and fees will receive written 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 must make payment by 4:00 p.m. the day before an assessment to be eligible to take the assessment. Attempts will be made to prevent a student who is not eligible to take an assessment from starting an examination. However, the Dean or his/her 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 make-up the Block during the designated remediation period, if any, unless payment is received prior to the scheduled reassessment. If a student is not allowed to take an assessment because of failure to make payment, it will be considered an unexcused absence and the student must make the assessment up during the designated remediation period, if any. If

there is not a remediation for the Block, the student will be required to re-enroll in the Block next time it is offered on the curriculum calendar.

Students who are in a clinical Block will not be allowed to attend or complete the clinical rotation. If a student is prohibited from attending a clinical rotation due to failure to meet financial obligations to Roseman University, it will be considered an unexcused absence and the student must make up the clinical hours during remediation, if any. For Blocks without a remediation, the student must retake the Block the next time it is offered on the curriculum calendar.

**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.

**Student Nurses Association (SNA)**

The Student Nurses Association (SNA) is a local chapter of the National SNA. National Student Nurses Association (NSNA) is a pre-professional organization for nursing students. NSNA represents student opportunities for involvement in shared government and leadership skill development at the school, state and national levels.

The Roseman University student nurse association was founded in 2007 and continues to grow. The mission of Roseman University

SNA is community development and education. Students are involved in Relay for Life, Ronald McDonald House and many health fairs.

**Roseman University Honor Society**

The honor society for Nursing is Roseman University Honor Society.

**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, the Advisory and Resource committee and on the Curriculum Committee.

**COLLEGE OF NURSING CALENDAR**

(2011- 2012 Academic Year\*)

All college offices are open for business from 8 a.m. to 5 p.m., Monday - Friday, except for the official holidays listed below and/or as announced by the University:

**Academic Calendar 2011**

Classes Resume	Jan 3
Graduation (Class of 2011; August start)	Mar 4
Spring Break	Apr 25-26
Memorial Day (University Closed/No Classes)	May 30
Commencement Ceremony (Class of 2011; January start)	June 4
Henderson Campus	June 27-
Summer Break	July 4
Labor Day (University Closed/No Classes)	Sept 5

Thanksgiving Holiday	Nov 23-25
(University Closed/No Classes)	
Winter Break	Dec 19-30
(University Closed/No Classes)	
<i>*Dates are subject to change</i>	

**Academic Calendar 2012**

Class Resume	Jan 2
Commencement Ceremony (Class of 2012; August start)	Mar 2
Henderson Campus	TBD
Spring Break	TBD
Memorial Day (University Closed/No Classes)	May 28
Commencement Ceremony (Class of 2012; January start)	June 1
Henderson Campus	June 2
South Jordan Campus	TBD
Summer Break (University Closed/No Classes)	TBD
Labor Day (University Closed/No Classes)	Sep 3
Thanksgiving Holiday	Nov 21-23
(University Closed/No Classes)	
Winter Break	Dec 20- Jan 1

*\*Dates are subject to change*

**BSN CURRICULUM\***

(New Curriculum Effective July 1, 2011)

The Curriculum is based on the block system which allows students to completely focus on one content area at a time. The curriculum consists of a total of 14 blocks.

<b>NURSING PROGRAM COURSE OUTLINE / TEMPLATE – Subject to change</b>		
<b>Block 1 NURS 300</b>	<b>Block 2 NURS 301</b>	<b>Block 3 NURS 302 NURS 302.1</b>
Introduction to the Profession	Health Assessment/Lab	Fundamentals of Nursing and Basic Skills <i>Fundamentals Clinical</i>
<b>Block 4 NURS 304 NURS 304.1</b>	<b>Block 5 NURS 305</b>	<b>Block 6 NURS 306 NURS 306.1</b>
Adult Health Nursing I <i>Adult Health Nursing I Clinical</i>	Nursing Theories, Practice and Issues	Adult Health Nursing II <i>Adult Health Nursing II Clinical</i>
<b>Block 7 NURS 401</b>	<b>Block 8 NURS 402 NURS 402.1</b>	<b>Block 9 NURS 403 NURS 403.1</b>
Nursing Research	Maternal Newborn Nursing <i>Maternal Newborn Nursing Clinical</i>	Pediatric Nursing <i>Pediatric Nursing Clinical</i>
<b>Block 10 NURS 404 NURS 404.1</b>	<b>Block 11 NURS 405 NURS 405.1</b>	<b>Block 12 NURS 406</b>
Mental Health Nursing <i>Mental Health Nursing Clinical</i>	Community Health Nursing <i>Community Health Nursing Clinical</i>	Nursing Leadership
<b>Block 13 NURS 407</b>	<b>Block 14 NURS 408</b>	
Senior Practicum	Senior Seminar	

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

## CURRICULAR OVERVIEW

The curriculum is designed to reflect the relationship among and between the metaparadigm concepts of nursing, health, person, and environment. The organizing framework, derived from the Philosophy of the College of Nursing, provides the template for the terminal objectives of the curriculum. Each nursing block produces outcome competencies related to block and terminal outcomes. Threads in each block consist of pathophysiology, growth and development, health promotion and illness prevention, nutrition, pharmacology, legal-ethical, and culture. The curriculum is structured to facilitate students' professional progression from basic knowledge and skills to advanced critical thinking, problem solving, and independent judgment.

## COURSE DESCRIPTIONS

### **Block 1.0 (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 (45 contact hours)*

### **Block 2.0 (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 component (90 contact hours)*

### **Block 3.0 (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)*  
*Prerequisite: Block 2.0*

### **Block 3.1 (NURS 302.1) - Fundamentals of Nursing and Basic Skills**

Students will apply basic skills and nursing principles in clinical settings. *1 credit (40 contact hours)* *Prerequisite: Block 3.0*

### **Block 4.0 (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* *Prerequisite: Block 3.1*

### **Block 4.1 (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 (108 contact hours)*  
*Prerequisite: Block 4.0*

### **Block 5.0 (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 ex-

plored. *3 credits (45 contact hours)*

### **Block 6.0 (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)*  
*Prerequisite: Block 4.1*

### **Block 6.1 (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 (144 contact hours)* *Prerequisite: Block 6.0*

### **Block 7.0 (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 (45 contact hours)* *Prerequisite: Block 6.1*

### **Block 8.0 (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) Prerequisite: Block 6.1

**Block 8.1(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. 3.6 credits (144 contact hours) Prerequisite: Block 6.1

**Block 9.0 (NURS 403) - Pediatric Nursing**

This Block focuses on the health-care 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) Prerequisite: Block 6.1

**Block 9.1 (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. 3.6 credits (144 contact hours) Prerequisite: Block 9.0

**Block 10.0 (NURS 404) - Mental Health Nursing**

This Block focuses on theories and principles of psychopathology and therapeutics underlying nursing care of clients experiencing altered mental or emotional functioning. 6 credits (90 contact hours) Prerequisite: 6.1

**Block 10.1 (NURS 404.1) - Mental Health Nursing – Clinical**

Clinical experience will focus on management of psychiatric

clients in supervised clinical environments. 3 credits (120 contact hours) Prerequisite: Block 10.0

**Block 11.0 (NURS 405) - Community Health Nursing**

This Block focuses on community assessment techniques and community interventions. The definition of the client is expanded from individuals to groups and communities. Various healthcare delivery systems are explored. 6 credits (90 contact hours) Prerequisite: Block 6.1

**Block 11.1 (NURS 405.1) - Community Health Nursing – Clinical**

Students will manage nursing care in supervised community environments. Students will explore the levels of primary, secondary, and tertiary healthcare needs of the client. 3 credits (120 contact hours) Prerequisite: Block 11.0

**Block 12.0 (NURS 406) - Nursing Leadership**

This Block focuses on the theories and principles of nursing leadership and management in healthcare environments. 3 credits (45 contact hours) Prerequisite: Block 11.1

**Block 13.0 (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. 3.6 credits (144 contact hours) Prerequisite: Blocks 1-12

**Block 14.0 (NURS 408) - 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 (30 contact hours) Prerequisite: All Blocks

**ABSN CURRICULUM\***

The Curriculum is based on the block system which allows students to completely focus on one content area at a time. The curriculum consists of a total of 14 blocks.

<b>ABSN NURSING PROGRAM COURSE OUTLINE / TEMPLATE*</b>		
<b>Block 1.0</b>	<b>Block 2.0</b>	<b>Block 3.0</b> <b>Block 3.1</b>
Introduction to the Profession	Health Assessment	Fundamentals of Nursing <i>Fundamentals of Nursing Clinical</i>
<b>Block 4.0</b> <b>Block 4.1</b>	<b>Block 5.0</b>	<b>Block 6.0</b>
Adult Health Nursing I <i>Adult Health Nursing I Clinical</i>	Nursing Pharmacology	Nursing Theories, Practice and Issues
<b>Block 7.0</b> <b>Block 7.1</b>	<b>Block 8.0</b>	<b>Block 9.0</b> <b>Block 9.1</b>
Adult Health Nursing II <i>Adult Health Nursing II Clinical</i>	Nursing Research	Maternal Newborn Nursing <i>Maternal Newborn Nursing Clinical</i>
<b>Block 10.0</b> <b>Block 10.1</b>	<b>Block 11.0</b> <b>Block 11.1</b>	<b>Block 12.0</b>
Pediatric Nursing <i>Pediatric Nursing Clinical</i>	Mental/Community Health Nursing <i>Mental/Community Health Nursing Clinical</i>	Nursing Leadership
<b>Block 13.0</b>	<b>Block 14.0</b>	
Senior Practicum	Senior Seminar	

*\*Subject to Change*

## CURRICULAR OVERVIEW

The curriculum is designed to reflect the relationship among and between the metaparadigm concepts of nursing, health, person, and environment. The organizing framework, derived from the Philosophy of the College of Nursing, provides the template for the terminal objectives of the curriculum. Each nursing Block produces outcome competencies related to Block and terminal objectives. Where appropriate, threads in each clinical Block consist of pathophysiology, nutrition, pharmacology, legal-ethical, developmental stages, and culture. The curriculum is designed to facilitate students' professional progression from basic knowledge and skills to advanced critical thinking/clinical reasoning, problem solving, and independent judgment.

## COURSE DESCRIPTIONS

### **Block 1.0 (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 (45 contact hours)

### **Block 2.0 (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 component (90 contact hours)

### **Block 3.0 (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) Prerequisite Block 2.0

### **Block 3.1 (NURS 302.1) - Fundamentals of Nursing and Basic Skills**

Students will apply basic skills and nursing principles in clinical settings. 1 credit (40 contact hours) Prerequisite Block 3.0

### **Block 4.0 (NURS 303) - 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 (142 contact hours) Prerequisite Block 3.1

### **Block 4.1 (NURS 303.1) - 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 (108 contact hours) Prerequisite Block 4.0

### **Block 5.0 (NURS 304) 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 (45 contact hours) Prerequisite Block 4.1

### **Block 6.0 (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 (45 contact hours)

### **Block 7.0 (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) Prerequisite Block 5.0

### **Block 7.1 (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. Class of 2010 - 3.6 credits (144 contact hours) Prerequisite Block 7.0

### **Block 8.0 (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 (45 contact hours) Prerequisite Block 7.1

### **Block 9.0 (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) Prerequisite Block 8.0

**Block 9.1 (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. 2.7 credits (108 contact hours) Prerequisite Block 9.0

**Block 10.0 (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) Prerequisite Block 9.1

**Block 10.1 (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. 2.7 credits (108 contact hours) Prerequisite Block 10.0

**Block 11.0 (NURS 404) – 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. Various healthcare delivery systems will be explored. 8 credits (120 contact hours) Prerequisite Block 10.1

**Block 11.1 (NURS 404.1) – 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. 4 credits (160 contact hours) Prerequisite Block 11.0

**Block 12.0 (NURS 405) - Nursing Leadership**

This Block focuses on the theories and principles of nursing leadership and management in healthcare environments. 3 credits (45 contact hours) Prerequisite Block 11.1

**Block 13.0 (NURS 406) - 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. 3.6 credits (144 contact hours) Prerequisite Block 12.0

**Block 14.0 (NURS 408) - Senior Seminar**

This Block synthesizes the legal-ethical framework governing professional practice, explores issues and trends of professional nursing and prepares the stu-

dents to take the NCLEX-RN exam. Students must successfully complete the designated Comprehensive Predictor, as the final Block assessment. 2 credits (30 contact hours). Prerequisite: All Blocks

**APPROVAL AND ACCREDITATION INFORMATION**

The College of Nursing 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 201  
Reno, NV 89502-6547  
Tel: (888) 590-6726  
Fax: (775) 688-2628

2500 W. Sahara Avenue, Suite  
207  
Las Vegas, NV 89102-4392  
Tel: (702) 486-5800  
Fax: (702) 486-5803

The College of Nursing, South Jordan has been granted provisional 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, Utah 84111

The College of Nursing, Henderson campus is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC). The South Jordan campus is currently in candidate status from the National League for Nursing Accrediting Commission, Inc. (NLNAC).

National League for Nursing  
Accreditation Commission  
(NLNAC)  
3343 Peachtree Road NE  
Suite 500  
Atlanta, Georgia 30326  
Tel: (404) 975-5000  
Fax: (404) 975-5020  
[www.nlnac.org](http://www.nlnac.org)



**MBA PROGRAM**

**Master of Business Administration**

Entrepreneurial  
Innovative  
Accelerated

**Office of Admissions**  
**(702) 968-1661**

## PROGRAM OVERVIEW

The Roseman MBA program is accredited by the *International Assembly for Collegiate Business Education (IACBE)*, located in Olathe, Kansas, and the program was developed by professionals who possess strong backgrounds in business, healthcare and education. IACBE is recognized by the Council for Higher Education Accreditation (CHEA) as a programmatic accrediting organization. The mission of the MBA program is to graduate competent business professionals, responsible leaders, entrepreneurial managers and effective communicators.

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 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 as a *capstone project*.

### **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, business writing, public speaking, teamwork, and interpersonal skills.

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

### **The Wall Street Journal/Harris Interactive Business School Survey**

The MBA Program of Roseman was designed to develop the student attributes recruiters look for when hiring top business school talent – as reported in the Wall Street Journal/Harris Interactive Business School Survey on September 17, 2007.

The Wall Street Journal/Harris Interactive Business School Survey is a unique study that focuses exclusively on the opinions and experiences of corporate recruiters. Since 2001, the Wall Street Journal and Harris Interactive have reached out to thousands of recruiters to understand the school and student characteristics they consider most impor-

tant when hiring business school talent. Each year, business schools ranked in the survey are rated on key attributes by recruiters that have direct experience with the schools and their students.

The student attributes listed by the *Survey* mirror exactly the focal points of Roseman’s MBA program.

#### **1. *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.

#### **2. *Original and Visionary Thinking***

Leadership, Creativity and Innovation is an important component of the program. It focuses on visionary leadership and developing a culture of creativity and innovation.

#### **3. *Leadership Potential***

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

#### **4. *Ability to Work Well Within a Team***

In the Leadership Communications course, 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 which experience they learn how to assess and improve team performance.

**5. 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.

**6. Strategic Thinking**

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

**7. 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.

**8. Entrepreneurial Skills**

Within the Entrepreneurship 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.

**9. 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 marketing plan, a strategic plan, a management/operations plan, and a financial plan.

**10. Student “Chemistry”**

The interactive nature of the coursework gives students

the experience and the skills to work well with others.

**11. Awareness of Corporate Citizenship Issues such as Social and Environmental**

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 business and non-business 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 service, retail, finance, and manufacturing environments.

**MBA PROGRAM MISSION STATEMENT**

Roseman University of Health Sciences Master of Business Administration program prepares competent business professionals. We develop responsible leaders, entrepreneurial managers, and effective communicators through our innovative educa-

tional programs, scholarship, and public service.

We derived several student learning goals from the mission statement.

**Goal 1:** Prepare students to be competent business professionals.

**Goal 2:** Prepare students to be responsible leaders.

**Goal 3:** Prepare students to be entrepreneurial managers.

**Goal 4:** Prepare students to be effective communicators.

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

**CURRICULUM**

*Graduation Requirements*

The general MBA curriculum consists of 13 courses that are 3 credit hours each. In order to graduate, students are required to satisfactorily complete 39 credit hours consisting of 13 courses. Three additional courses are required for a concentration.

Students with a business undergraduate degree, or equivalent academic preparation and experience, or who have previously taken comparable business courses, may have up to four foundation courses waived.

*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 plan, both in written form and orally.

## MBA COURSE NUMBERS

<b>FOUNDATION COURSES*</b>	
<b>Course Number</b>	<b>Course Title</b>
MBA 520	Financial Accounting
MBA 530	Legal Environment and Corporate Responsibility
MBA 550	Business Economics
MBA 560	Foundations of Management
<b>CORE COURSES*</b>	
<b>Course Number</b>	<b>Course Title</b>
MBA 605	Human Resource Management
MBA 610	Organizational Behavior and Leadership
MBA 620	Marketing
MBA 630	Operations Management
MBA 645	Business Ethics and Practices
MBA 660	Finance
MBA 670	Strategic Management (Capstone)
MBA 680	Advanced Finance**/Business Elective
MBA 690	Entrepreneurship
<b>ELECTIVE COURSES*</b>	
<b>Course Number</b>	<b>Course Title</b>
MBA 510	Leadership Communication
MBA 540	Statistical Methods for Decision Making
MBA 600	Leadership Creativity and Innovation
MBA 615	Mediation and Arbitration
MBA 640	Management Information Systems
MBA 650	Managerial Accounting and Control
MBA 665	Investment Finance
MBA 700	Independent Study Research (1-6 credits)
MBA 710	Professional Development Internship
MBA 720	Distinguished Leaders Speaker Seminars

*\*Curriculum is subject to change*

*\*\*Pharm.D. students take PHAR 541 in place of MBA 680.*

## COURSE DESCRIPTIONS

### **MBA 520 Financial Accounting**

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 530 Legal Environment and Corporate Responsibility**

This 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 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 student 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 560 Foundations of Management**

This course provides a basic body of knowledge about leadership, management, operations man-

agement, marketing and strategic management, including principles, concepts and practices. This course provides a solid foundation for the MBA Program.

### **MBA 605 – Human Resource Management**

This 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 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, interpersonal influence and the organizational process and system.

### **MBA 620 Marketing**

This course focuses on how to create and communicate value to customers. Students will create value for customers, target market selection and product positioning.

### **MBA 630 Operations Management**

This course focuses on developing student knowledge and skills

to align the company's operations with its competitive position. 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.

### **MBA 660 Finance**

This 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 520 and MBA 550.

### **MBA 670 Strategic Management (Capstone)**

This 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. (To successfully complete this course, students must take the program summative assessment and Comp-XM Simulation). Prerequisites- All required MBA core classes.

### **MBA 690 Entrepreneurship**

This 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 busi-

ness plan that applies the proper methods, techniques and skills needed for successfully developing and growing a new venture. Students must argue the potential of their ideas in the marketplace. Prerequisites- MBA 520 and MBA 660.

### **MBA 510 Leadership Communication**

This 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 521 Healthcare Accounting and Controls**

This 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 540 Statistical Methods for Decision Making**

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 551 Managerial Economics**

The emphasis of this 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 (sometimes called business strategy). Prerequisite- MBA 550.

### **MBA 552 Healthcare Economics**

This course introduces micro and macro-economic concepts, principles, and methods, 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. Prerequisite- MBA 550.

### **MBA 600 Leadership Creativity and Innovation**

This course focuses on visionary leadership and developing a culture of creativity and innovation. The student will be able to:

create a vision for a company that its employees can share as a common goal; understand the subtleties of delivery, structure, and visual aids in great detail and decrease costs; use creativity techniques to develop new ideas, products and services; and, use innovation techniques to creatively implement ideas, products, and services.

### **615 Mediation and Arbitration: Theory and Practice**

This course will introduce students to the history, theory, principles and practice of Alternate Dispute Resolution (ADR). Topics in this course will include the discussions and practical applications of some of the various forms of ADR such as: Arbitration (binding and non-binding); Mediation (facilitative, evaluative and transformational), and to a lesser extent, Negotiation. Students will be able to apply various conflict resolution theories, enhance basic communication skills, and learn how small group dynamics and psychology impact their work place. The class will incorporate active role playing scenarios in both arbitration and mediation to supplement the basic theory covered in class. The course is designed for students who are not legal practitioners and it is recommended that enrolled students take human resource management before taking this course. Prerequisite- MBA 530.

### **MBA 640 Management Information Systems**

This course will instruct students how to use information technology, the fundamentals of databases, 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 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 520.

**MBA 651 Cost Accounting**

This 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 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 650.

**MBA 661 Healthcare Financial Management**

This 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 healthcare organi-

zations. 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.

**MBA 665 Investment Analysis**

The objective of this 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 661.

**MBA 680 Advanced Finance**

The 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 661.

**MBA 681 Entrepreneurship Finance**

This 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. Prerequisite- MBA 660.

**MBA 700 Independent Study Research (1-3 credits)**

The purpose of this course is to introduce students to the processes of research methods and to assist them develop, design and carry out their chosen research projects. Emphasis will be placed on individual progress on the literature review and the why and how to research (methodology) 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 an integral 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 is to increase students' interest, competency and proficiency in an area of business.

### **MBA 750A Seminar in Dental (Orthodontic) Practice Management**

This 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.

## **ADMISSIONS REQUIREMENTS AND PROCESSES**

### *Requirements*

- Students must have completed a baccalaureate degree or higher from an accredited college/university;
- 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.

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 of Health Sciences" (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
- Graduate Management Admission Test (GMAT) results (if applicant's undergraduate GPA is less than 3.0).

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:

1. Strong communication skills;
2. Success in prior college courses;
3. Evidence of leadership potential;
4. Intellectual ability;
5. Maturity; and
6. 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](http://www.Roseman.edu)/www.Roseman.edu. If a student is unable to download the application, an application may be requested by writing to the following address:  
MBA Program Application Request  
Roseman University of Health Sciences

11 Sunset Way  
Henderson, NV 89014

### *Joint Doctor of Pharmacy (Pharm.D)/MBA*

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

Pharm.D 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 Pharm.D 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. Each transfer request is evaluated on a case-by-case basis by the MBA Program admission committee and the Director. 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.

Applicants interested in applying for transfer should:

1. Write a one-page cover letter explaining the reason(s) for the request to transfer into the program;
2. Complete and provide all information requested in the

application, including all official transcripts of undergraduate and graduate coursework; and

3. Send completed application to the attention of the MBA Program Director.

#### *MBA Program Policy for Evaluation of Prior Education*

Students with prior undergraduate business course work, or who have an undergraduate business degree within the last 7 years from a regionally accredited institution may be able to obtain a waiver for some or all of the four MBA foundation courses. The equivalency requirements for waiving the foundation courses are as specified in the MBA program's foundation course waiver policy. Transfer students may also receive MBA credits as specified in the MBA Program's policy for prior academic work (see residency requirement and time limitation policies). Students will not be awarded any MBA credits for prior work experience.

#### *Evaluation of Prior Credit for VA Students*

If a student is a Veteran or other person eligible to receive VA Department educational benefits payments, the MBA Program will maintain a written record of previous education and training of the veteran or eligible person. Awarding of credit will be subject to the MBA Program's Policy for Evaluation of Prior Education as written above.

#### **TUITION AND FEES**

##### **MBA Summer Program Pharm.D/MBA, Class of 2011 (COP Grad)**

- Tuition: \$647/Credit

- Health Insurance: \$ 251.25 (waived if student provides proof of insurance)
- Technology Fee: \$37
- Graduation Fee: \$50

##### **MBA Fall Blocks, Pharm.D/MBA- Class of 2012 (P3 Year)**

- Tuition: \$639/Credit (18 credits)
- Comp XM: \$54.99
- Graduation Fee: \$50

##### **MBA Summer Program, Pharm.D/MBA Class of 2013(Pre P2 Year)**

- Tuition: \$639/Credit (9 credits)

##### **MBA Summer Program, Pharm.D/MBA Class of 2014(Pre P1 Year)**

- Tuition: \$639/Credit (9 credits)
- Health Insurance: \$167.50 (Estimate; waived if student provides proof of insurance)

##### **MBA Evening Program (with- out any course waivers) Class of 2011 (Year 1)**

- Tuition: \$689/credit
- Deposit: \$250
- Technology Fee: \$300
- Graduation Fee: \$200
- Health Insurance: \$1,005 (waived if student provides proof of insurance)

##### **MBA Weekday Program (with course waivers) Class of 2012**

- Tuition: \$689/Credit
- Deposit: \$250
- Technology Fee: \$300
- Health Insurance: \$1,005 (waived if student provides proof of insurance)

##### **MBA Weekday Program (with- out any course waivers) Class of 2012**

- Tuition: \$689/credit
- Deposit: \$250
- Technology Fee: \$300
- Health Insurance: \$1,005 (waived if student provides proof of insurance)

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

#### **FINANCIAL AID AND SCHOLARSHIPS**

Please refer to the financial section of this catalog or Web site [www.Roseman.edu](http://www.Roseman.edu) or [www.roseman.edu](http://www.roseman.edu) (after July 5, 2011) for information. The MBA Program also awards a limited number of scholarships to qualified students based on merit and financial need.

#### **SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID ELIGIBILITY**

Students enrolled in the MBA Program as full-time/part-time students are eligible for financial aid. The Office of the Registrar shall validate the academic standing of each student for determination of Financial Aid Eligibility. For students who are required to attend regularly scheduled remediation, the Office of the Registrar shall, upon request, validate the academic standing of each student to determine Financial Aid Eligibility following the student's completion of his/her summer remediation schedule. No additional tuition and fees are charged for regularly-scheduled remediation. Following the Registrar's validation of a student's academic standing, the Financial Aid Office shall determine a student's Financial Aid Eligibility based upon the following criteria

establishing satisfactory academic progress:

- Maintenance of a “B” average, defined as no more than one “F” designation on the student’s transcript for every 12 semester credit hours of course work completed; and
- No designations of “Incomplete” (I) coursework on the student’s transcript following regularly- scheduled remediation; and
- Assessment of the time required for the student to complete his/her degree that would not exceed 24 months (1.5 times the published length of the program).

The student must meet all criteria, to retain his/her Financial Aid Eligibility. When a determination is made that the student is no longer eligible to receive financial aid based on the criteria above he/she will be notified in writing by the Director of Financial Aid within five business days. Students may appeal determinations of financial aid disqualification due to the failure to remediate a block in which an “F” grade was received. Financial Aid Eligibility may be reinstated based on mitigating circumstances which include but not limited to injury/illness, death of a first degree relative, or other circumstances resulting in undue hardship to the student. An appeal of the failure to maintain Satisfactory Academic Progress must be made in writing to the Dean or Program Director within five business days from the date the letter indicating Financial Aid ineligibility was received.

When a student does not successfully meet the satisfactory academic progress requirements for

probation, the student will no longer be eligible to receive financial aid. Future financial aid will be suspended resulting in a loss of all federal aid. Students are allowed to repeat courses but are required to pay tuition expenses out of pocket. The university does not allow aid for repeated courses. If a student successfully completes a block without receiving financial aid and meets the satisfactory academic progress requirements, the student will regain his/her financial aid eligibility.

If a student withdraws or is dropped from the program and later readmitted, his/her previously completed credit hours are included when the student’s satisfactory academic progress is evaluated. If a student was on academic or financial aid probation when they exited, they will return to the same status and the same block upon reinstatement.

Total credit hours required to advance to MBA2 status second academic year (MBA2) equivalent to: 9 credit hours.  
 Total credit hours required to advance to MBA3 status the third academic year (MBA3) is equivalent to: 18 credit hours.  
 Minimum credit hours required for graduation from the program is equivalent to 30 credit hours.

### **MBA PROGRAM CALENDAR 2011-2012**

The MBA program office is open for business from 8 a.m. to 5 p.m., Monday through Friday, except the Official Holidays noted below:

<b><u>Academic Calendar</u></b>		<b><u>2011</u></b>
Independence Day		July 4
<i>(University closed)</i>		
Orientation		July 5
Classes Begin		July 5
Labor Day Holiday		Sept.5
<i>(University Closed/No Classes)</i>		

Thanksgiving Break      Nov. 23-25  
*(University Closed/No Classes)*

University Winter Break    Dec. 19-31  
*(University Closed/No Classes)*

### **Academic Calendar      2012**

Classes Resume	Jan. 2
Memorial Day	May 28
<i>(University closed/No classes)</i>	
Classes End	June 22
Summer Break	June 25-29

*Pharm.D./MBA students follow College of Pharmacy calendar and AEODO/MBA students follow College of Dental Medicine Calendar.*

### **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.

### **Society for Advancement of Management (SAM)**

The Roseman Campus Chapter of the Society for Advancement of Management (SAM) provides all Roseman students an opportunity to increase their management skills and expertise through participation in programs and services designed to improve the professional quality of their knowledge, performance and leadership ability.





**COLLEGE OF PHARMACY**

**Doctor of Pharmacy**

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 (PHARM.D.)

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

The Pharm.D. 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 Pharm.D. 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.

#### *Non-Discrimination Policy*

The College does not discriminate on the basis of age, race, color, national origin, religion, handicap, marital status, or sexual orientation. (See University Non-Discrimination Policy).

#### *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.

#### *Academic Requirements*

In order to be eligible for admission to the Pharm.D. 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 minimum cumulative grade point average of 2.8/4.0 (or its equivalent) in order to have their applications considered for admission; Have received a grade of “C” (or its equivalent) or better in all science prerequisite courses; and,
- All candidates must earn a grade of “B” or better in the English Composition and Speech prerequisites.
- Complete the Pharmacy College Admissions Test (PCAT) by the appropriate deadline

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

#### Human Physiology

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

#### *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 ([www.wes.org](http://www.wes.org)) or Josef Silny & Associates ([www.jsilny.com](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 the 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 a Pharmacy Intern License from the Nevada State Board of Pharmacy or Utah Division of Occupational and Professional Licensing in order to enroll 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 document must be provided to the Introductory Experience Coordinator, who is responsible for tracking student adherence with this policy. Revocation or expiration of said license precludes student's ability to participate in experiential activities.

*Student Selection Process*

The College's Office of Admissions and Student Affairs is responsible for the preparation, distribution, receipt, and handling of all admission related materials. The College's Web site contains the information that is typically mailed to prospective students. Applicants are encouraged to download the application form posted on the University's Web site ([www.Roseman.edu](http://www.Roseman.edu)).

*Interview Selection Score*

The interview selection score is determined by evaluating the applicant's: (1) overall grade point average, (2) math

and science prerequisite grade point average (applicants must complete five of the required eight science prerequisites by the end of December so that the Admissions Office can calculate the science prerequisite grade point average), (3) receipt of Baccalaureate, Masters, or Doctoral level degree in the health, applied or physical sciences, (4) PCAT, and (5) if the candidate is a Utah or Nevada resident.

*Interview*

The College expects to begin interviews in November and to conclude all interviews by the end of April. Candidates are interviewed by a panel that consists of a College of Pharmacy faculty member and one student. During the interview, the panel assesses the candidate's ability to work within a team, leadership, motivation, oral communication skills, problem-solving ability, and professionalism. The interview panel may review an applicant's answers to the essay questions in the application before the interview. Therefore, each applicant should provide concise answers to the essay questions in the application and be familiar with the written responses he/she provided in the application.

*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 Pharm.D. 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. The 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. Further, the student is required to meet all requirements of the College's experiential program for the P1 academic year. This includes 160 hours of Introductory Pharmacy Practice Experiences (IPPE-1) and 240 hours of Introductory Pharmacy Practice Experience-Summer (IPPE-S).

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 Associate Dean for Clinical Programs. Students must complete IPPE-S hours as part of the College and will be charged pro rated tuition and appropriate fees for these experiences.

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, 60 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.

### *Policy for Evaluation of Prior Education*

The Roseman University of Health Sciences College of Pharmacy will not award any Pharm.D. credits for prior education with the exception of transfer students as specified by the College's Policy for Transfer Students (see above).

### *Evaluation of Prior Credit for VA Students*

If a student is a Veteran or other person eligible to receive VA Department educational benefits payments, the College will maintain a written record of previous education and training of the veteran or eligible person. Awarding of credit will be subject to the College's Policy for Evaluation of Prior Education as written above.

### *Application Fee*

Applicants to the Roseman University of Health Sciences College of Pharmacy must pay an application processing fee

of \$150. This fee is non-refundable.

### *Tuition Deposit*

Students granted admission into the College receive a written formal offer from the Associate Dean 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.

### *Deferred Admission*

Students interested in deferring an offer of admission must make this request three weeks prior to the first day of orientation. Students can only request to defer an offer of admission once and that deferral will only be valid for the next academic year.

### **FINANCIAL AID AND SCHOLARSHIPS**

Please refer to the financial section of this catalog or Web site [www.Roseman.edu](http://www.Roseman.edu) for information. The College also awards a variety of scholarships to qualified students based on merit and financial need.

### **SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID ELIGIBILITY**

Students must be enrolled full-time in the College of Pharmacy in order to be eligible for financial aid. The Office of the Registrar shall validate the academic standing of each student annually after the

academic year has been completed, to determine Financial Aid Eligibility. For students who are required to attend summer remediation, the Office of the Registrar shall validate the academic standing of each student following the student's completion of his/her summer remediation schedule for Financial Aid Eligibility. No additional tuition is charged for summer remediation. Following the Registrar's validation of a student's academic standing, the Financial Aid Office shall determine a student's Financial Aid Eligibility based upon the following criteria establishing satisfactory academic progress:

- Maintenance of the equivalent of a "C" average each year, defined as no more than five "No Pass" designations on the student's transcript after the regular academic year or no more than two "No Pass" designations on the student's transcript following summer remediation; and;
- No designations of "Incomplete" (I) coursework on the student's transcript following summer remediation; and;
- Assessment of the time required for the student to complete his/her degree that would not exceed 4.5 years (1.5 times the published length of the program).

The student must meet all criteria, to retain his/her Financial Aid Eligibility. When a determination is made that the student is no longer eligible to receive financial aid based on the criteria above he/she will be notified in writing by the Director of Financial Aid with-

in five business days. Students may appeal determinations of financial aid disqualification due to the failure to remediate a block in which a "No-Pass" was received. Financial Aid Eligibility may be reinstated based on mitigating circumstances which include but not limited to injury/illness, death of a first degree relative, or other circumstances resulting in undue hardship to the student. An appeal of the failure to maintain Satisfactory Academic Progress must be made in writing to the Dean or Program Director within five business days from the date the letter indicating Financial Aid ineligibility was received.

When a student does not successfully meet the satisfactory academic progress requirements for probation, the student will no longer be eligible to receive financial aid. Future financial aid will be suspended resulting in a loss of all federal aid. Students are allowed to repeat courses but are required to pay tuition expenses out of pocket. The university does not allow aid for repeated courses. If a student successfully completes a block without receiving financial aid and meets the satisfactory academic progress requirements, the student will regain his/her financial aid eligibility.

If a student withdraws in good academic standing and is later readmitted, his/her previously completed credit hours are included in the evaluation for satisfactory academic progress when re-admitting for financial aid. If a student is required to withdraw not in good academic standing, she/he must reapply and be re-admitted into the first year

of the pharmacy program. If a student is required to withdraw not in good academic standing and is subsequently re-admitted into the program, no academic credit will be awarded for blocks completed prior to the withdrawal. The full Doctor of Pharmacy curriculum must be taken in its entirety following re-admission.

Total credit hours required to advance to P2 status Second academic year (P2) equivalent to: 70 credit hours.

Total credit hours required to advance to P3 status third academic year (P3) is equivalent to: 135 credit hours. Minimum credit hours required for graduation from the program is equivalent to 177 credit hours.

#### **TUITION AND FEES FOR ACADEMIC YEAR 2011-2012**

##### **P-1 (First Year) Students**

- Tuition \$41,825
- Seating Deposit \$(1,000)
- Technology Fee \$300
- Computer (Estimate)\*\* \$1,635
- Health Insurance \$1005  
(waived if student provides proof of insurance)
- Immunization Fee \$125

##### **P-2 (Second Year) Students**

- Tuition \$41,825
- Technology Fee \$150
- Immunization Fee \$125
- Health Insurance \$1005  
(waived if student provides proof of insurance)

##### **P-3 (Third Year) Students**

- Tuition \$41,825
- Technology Fee \$75
- Graduation Fee \$200
- Health Insurance \$1005

(waived if student provides proof of insurance)

In general, all materials required for classes will be provided to students on the College server. Standard texts are available in the library/learning resources center.

\*\*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.

##### **LICENSURE AND ACCREDITATION STATUS**

The Roseman University of Health Sciences College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE).

20 North Clark Street, Suite 2500  
Chicago, IL 60602-5109  
Tel: 312-664-3575, 800-533-3606;  
Fax: 312-664-4652  
Web site: [www.acpe-accredit.org](http://www.acpe-accredit.org).

ACPE accredits Doctor of Pharmacy programs offered by Colleges and Schools in the United States and Puerto Rico.

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

Executive Secretary  
Nevada State Board of Pharmacy  
555 Double Eagle Court, Suite 1100  
Reno, NV 89521-2957

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

##### **TUITION REFUND POLICY**

The Roseman University of Health Sciences College of Pharmacy follows the refund policy established by the Roseman University of Health Sciences. Please refer to the Table of Contents for the University's Tuition Refund Policy.

##### **PLACEMENT**

Placement services are offered through the Office of the Associate Dean for 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 Pharmacy Associate Dean of 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 University of Health Sciences ( 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.

### **National Community Pharmacists Association (NCPA)**

The Roseman Chapter of the National Community Pharmacists Association (NCPA) was activated in May 2006. It currently has several members who have expressed an interest in owning their own pharmacies. The chapter is very active with many of its members participating in various community service programs including health fairs/festivals, helping feed the homeless, provide wound care kits to the homeless, preparing a business plan to enter into the national competition at national meeting, visiting the only drug wholesaler in Nevada, having guest speakers. In addition to the community services and student activities, membership provides students additional insight into the impact of various legislative proposals on their chosen career.

### **Beta Upsilon-Chapter of Phi Delta Chi**

The Beta Upsilon chapter at Roseman of the Phi Delta Chi professional pharmacy co-educational fraternity is one of 69 chapters and has over 44,000 members nationwide. As a professional pharmacy fraternity, members are encouraged to participate in volunteer service projects as well as enjoy social events with other members. Phi Delta Chi strives to develop leaders of the profession while encouraging camaraderie among its members as we will be brothers for life. Our motto is *Alterum, Alterius, Auxillo, Eget*: "Each Needs the Help of the Other."

### **Delta Tau Chapter of Kappa Psi**

The objective of the Delta Tau Chapter of Kappa Psi at the Roseman College of Pharmacy is to conduct a fraternal organization for the mutual benefit of the student, faculty, and alumni members; to advance the profession of Pharmacy, educationally, fraternally, and socially, to instill industry, sobriety, fellowship, and high ideals in its members; and to foster scholarship and pharmaceutical research.

### **Phi Lambda Sigma (PLS)**

Phi Lambda Sigma (PLS) is the national pharmacy leadership society. Roseman' chapter of PLS (Beta Omega Chapter) is the 72nd of 77 current chapters of PLS to be chartered. The purpose of PLS is to promote and recognize the development of leadership qualities in pharmacy, especially among pharmacy students.

### **Student Alliance**

The Student Alliance is an "umbrella" organization, consisting of the Roseman student-pharmacist chapters of both the American Pharmacists Association (APhA) and the American Society of Health-Systems Pharmacists (ASHP).

### **American College of Clinical Pharmacy (ACCP) Student Network**

The ACCP Student Network is a group for Roseman pharmacy students who are interested in pursuing clinical pharmacy in diverse practice settings upon graduation. This group

encourages members to further their clinical knowledge through graduate residencies and fellowships and promotes student membership in the American College of Clinical Pharmacy (ACCP). The ACCP Student Network will offer students various opportunities to strengthen their clinical skills and will assist members in pursuing their career goals as active clinicians

**Christian Pharmacists Fellowship International (CPFI)**

Christian Pharmacists Fellowship International (CPFI) is a worldwide ministry of individuals working in all areas of pharmaceutical service and practice. CPFI's Mission is to: provide fellowship among like-minded professionals, challenge and promote spiritual growth of its members, encourage the advancement of knowledge and ethics in the practice of pharmacy, encourage the integration of faith into practice, and provide support and opportunity for service in both home and foreign missions.

**COLLEGE OF PHARMACY  
STUDENT ACADEMIC  
CALENDAR 2011-2012**

**Academic Calendar 2011**

Orientation/Registration  
Aug. 24-26

Classes Begin Aug. 29

Labor Day –  
No Classes Sept. 5

Thanksgiving Break  
No Classes Nov. 23-25

Winter Break

No Classes Dec. 19-Jan.1

**Academic Calendar 2012**

Classes Resume Jan. 2

Spring Holidays Mar.9-12  
(STUDENTS ONLY – pending Pharmacy curricular review)

Classes End May 18  
IPPE Summer and P3 APPE Begins May 21  
Memorial Day - No Classes May 28

**Roseman COP GRADUATION**

Henderson Campus  
June 1  
South Jordan Campus –  
(subject to change)  
June 2  
Summer Remediation  
July 9-Aug. 17

**ELIGIBILITY FOR  
EXPERIENTIAL  
ROTATIONS**

Students must provide proof/documentation stating they are current with the following immunizations and health screenings:

- MMR (measles, mumps, rubella) – proof of completion of two shot series or serologic titers showing immunity.
- Polio.
- Tdap.
- Hepatitis A- proof of completion of the 2 shot series (3 shots if Twinrix vaccine); or serologic titers showing immunity.
- Hepatitis B – proof of completion of three shot series or serologic titers showing immunity.
- Two-Step TST (Tuberculin Skin Test) chest x-ray. An annual update is required. Varicella (chicken

pox) – proof of completion of two-shot series or positive serologic titers showing immunity.

If a student voluntarily and knowingly chooses not to be immunized with the any of the required vaccines, the Experiential Training Site may refuse to allow the student to receive training at their facility/facilities.

Contact Dr. Darla Zarley, Advanced Experience Coordinator, regarding any additional immunization requirements for Experiential Training Sites.

In addition, each student must complete a criminal background check annually. If a student has been convicted of a misdemeanor or felony, it may preclude them from participating in experiential rotations. The Experiential Training Site may refuse to allow the student to complete their experiential training at their facility/facilities.

Students must also complete a drug screening annually. The outcome of the drug screening must be satisfactory.

The Roseman University of Health Sciences College of Pharmacy will be unable to award a degree without successfully completing all required aspects of the curriculum including the experiential component.

**CURRICULAR OVERVIEW  
AND COURSE  
DESCRIPTIONS**

The curriculum of the Pharm.D. 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 14 sequential blocks and three courses which are distributed throughout the P1 year, Top 200 Drugs, Pharmaceutical Calculations and Pharmacy Communications. The didactic portion of the P2 year consists of 15 sequential blocks, 3 distributed blocks, Top 200 Drugs, Integrated Patient Care Seminar and the Advanced Drug Information Seminar (Scientific Writing).

Beginning with the Class of 2014, PHAR 524 Immunization Provider Certification will move to the P1 year and will be renumbered as PHAR 444.

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 pat-

tern recognition that relate chemical structure to pharmacological action, drug dose response curves, membrane structure and transport, and mechanisms of signal transduction.

##### **PHAR 411 Genetic Control of Cell Function, Cell Reproduction and Protein Synthesis**

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 Biostatistics and Clinical Trial Design**

A study of biostatistical concepts as they relate to the pharmacist's role in evaluating drug literature and clinical trial design.

##### **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 Pharmaceutical 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, 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 recom-

mendations, 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. (New course numbering and P1 inclusion in effect for Class of 2014 and later.)

#### **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 471 Top 200 Drug Seminar/IPPE Seminar**

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 be required to: recognize the trade and generic names, identify the dosage forms and strengths available, and identify indication/reason for use.

### **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 pharmaco-kinetics,

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, the-

rapeutics, 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, pharmaco-economic 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, pharmaco-economic 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 523 Integrated Patient Care Seminar**

This block (held throughout the P2 year) is designed to integrate the material from the various Therapeutic Disease State Management blocks and prepare the students for management of patient care in a clinical setting prior to the Advanced Pharmacy Practice Experiences (APPE). A study of the practical applications of pharmacy practice is presented with an emphasis on the use of patient charts, patient histories, physical and psychological assessments, diagnostics, assessment of

pharmacotherapy and patient education. Additional emphasis is placed on literature evaluation and the practice of evidence-based medicine.

#### **PHAR 524 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. (Course numbering and P2 inclusion will end with Class of 2013. Renumbered and moved to the P1 year beginning with Class of 2014.)

#### **PHAR 540 Drug Information and Literature Evaluation**

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 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. For each drug, students will: identify the trade and generic names, identify the dosage forms and strengths available, describe the mechanism of action, identify drug interactions, contraindications and black box warnings associated with the use of the drug.

#### **PHAR 560 Advanced Drug Information Seminar Scientific Writing**

This series of assignments is designed to give students an opportunity to apply skills learned in PHAR 540 pertaining to literature searching, evaluation, and referencing.

### **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 30 hours of 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 Pharm.D. 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 University of Health Sciences College of Pharmacy Experiential Program is divided into two main categories: Introductory Pharmacy Practice Experience (IPPE-1, IPPE-S, 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 IPPE-Community**

**When:** During the first two didactic years of the curriculum

**Number of Hours:** 320 (40 eight-hour experiences)

**Outcomes:** 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. 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.

Student achievement of outcomes, both classroom- and

practice-related, is documented in a checklist, which preceptors complete and forward to the College following each IPPE. Completed activities/assignments are discussed at the College with block faculty during the IPPE seminar.

#### **PHAR 473 IPPE-Institutional**

**When:** During the first academic year

**Number of Hours:** 16 minimum **Outcomes:** The primary goal of the IPPE institutional experience is to provide students with exposure to hospital practice. The student will spend two 8-hour days in a hospital pharmacy with a pharmacist-preceptor who will provide an overview of daily practice. Similar to the first IPPE community assignment, students will complete a written assignment providing an overview of their experience, which will be submitted to faculty for review and discussion.

#### **PHAR 472 IPPE-Summer**

**When:** Summer between the first and second academic year **Number of Hours:** 240 (six weeks at 40 hours per week, minimum)

**Outcomes:** The outcome expectations for the IPPE- S experience build on those from IPPE, culminating with the student being able to perform all duties expected of an entry-level community 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 third week and at the end of the rotation.

#### **PHAR 573 IPPE-Institutional**

**When:** During the second academic year

**Number of Hours:** 8 minimum

**Outcomes:** The primary goal of the IPPE institutional experience is to provide students with exposure institutional practice. The student will spend one 8-hour day in an institutional setting. Students will complete a written assignment providing an overview of their experience, which will be submitted to faculty for review and discussion.

#### **PHAR 600 APPE**

**When:** Third academic year

**Number of Hours:** 1,440 (6 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 a checklist of abilities that the student is expected to demonstrate by the end of the six-week experience. A copy of the checklist 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**

When: Third academic year

Number of Hours: 240 (six weeks at 40 hours per week, minimum)

Outcomes: The outcome expectations for the IPPE - Institutional experience build on those from the IPPE - Institutional and didactic material, culminating with the student being able to perform all duties expected of an entry-level institutional staff pharmacist. Each preceptor is supplied with a checklist of abilities that the student is expected to demonstrate by the end of the six-week experience. A copy of the checklist is submitted for review by the College after the third week and at the end of the rotation.

#### *Selectives*

Selective experiences include all specialty pharmacy practice experiences. Students are required to complete three 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 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 Aca-

demical 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 611 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 mid-term and final assessment and participate in case discussions in class. Cr. Hr.:4.

#### **PHAR 680 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 681 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 682 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 Pharm.D. 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 pharmacovigilance 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 683 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 684 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 685 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 686 (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 687 (MBA 620)-  
Marketing**

This course focuses on how to create and communicate value to customers. Cr. Hr.:3.

**PHAR 688 Comprehensive  
Diabetes Management**

This is an internet-based self-directed course developed by the University of Pittsburgh School of Pharmacy, in partnership with Novo Nordisk, to provide pharmacy students with a multidisciplinary foundation in the principles of diabetes management. The student will develop their knowledge and ability to assess, manage, educate and monitor patients with diabetes. The contributing faculty members are outstanding educators and practitioners from the fields of pharmacy, nursing, medicine, behavioral psychology, medical nutrition therapy, and exercise physiology. Cr. Hr.:3.

**PHAR 689 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 690 Foundation for  
Children and Youth with  
Diabetes Camp**

The FCYD (Foundation for Children and Youth with Diabetes) offers a one week camp where students work with children who have diabetes. The FCYD Camp in Utah was founded in 1962 when 16 campers and 4 staff held the first session. To date, Diabetes Camp has grown to include over 1,000 campers annually and 400 volunteer staff annually, the largest volunteer based Diabetes Camp in the United States. Diabetes Camp now features Summer Diabetes Camp, Winter Diabetes Camp and Family Camp. This course provides an intensive experience in the management of children with diabetes. Students serve in the role of a camp counselor. Students will be involved in daily education sessions, but much of the teaching and learning is on a one-to-one basis. Cr. Hr.: 2.

**PHAR 691 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 per-

sonal 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 692 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. Instructors: Cr. Hr.:4.

**PHAR 693 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, students 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.

**PHAR 694 American Botanical Council Herbal Medicine  
Rotation**

The American Botanical Council (ABC) is an independent, nonprofit research and education organization, whose mission is to provide thorough, reliable,

science-based information in order to promote responsible use of herbs and medicinal plants. ABC is dedicated to helping healthcare professionals discover how herbs and related plant-based products can fit into their professional practice. ABC's Herbal Education and Research Center is located on a 2.5-acre site in Austin, Texas. These grounds include 15 medicinal theme gardens.

At the ABC headquarters in Austin, pharmacy interns learn about the history, traditional uses, and future prospects of herbs, their chemical constituents, scientific research conducted to date, the herbal industry, and herbal resources on the safety and effectiveness of herbs that are available to pharmacists in their practice. Interns also spend time in the greenhouse and herbal gardens and learn how to prepare herbal salves and tinctures. This rotation has been touted by past pharmacy interns as excellent preparation for them to provide the best counseling possible to their patients.

#### **ASSIGNMENT OF CREDIT HOURS IN THE PHARM.D. 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). A total of

70 credits must be completed to advance to the P2 year. A total of 135 credits must be completed in order to advance to the P3 year and 177 credits must be completed in order to be eligible for graduation. 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 1.1-1.17 52  
(17 assessments covering 14 blocks)

Pharmaceutical Calculations 3  
IPPE Seminar/Top 200 Drugs 1  
Pharmacy Communications Seminar 4

Introductory Pharmacy Practice Experience (IPPE) Credit Hours 4

Introductory Pharmacy Practice Experience (IPPE Summer) I Credit Hours 6

***Total credit hours required to advance to P2 status 70***

#### **Second Academic Year (P2)**

Assessments 2.1-2.15 53  
(15 assessments covering 16 blocks)

Top 200 Course 1

Scientific Writing 1  
IPPE Seminar 1  
IPPE Credit Hours 4  
Integrated Patient Care 5

***Minimum credit hours required to advance to P3 status 135***

#### **Third Academic Year (P3)**

Advanced Pharmacy  
Practice Experience Credit Hours 36  
Elective Credit Hours 4  
Capstone Course 2

**Minimum Credit Hours Required for Graduation: 177**



DOCTOR OF DENTAL MEDICINE

10920 S. River Front Parkway  
South Jordan, UT 84095

**Office of Admissions**  
**801-878-1403**

## COLLEGE OF DENTAL MEDICINE 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 the underserved people in the Intermountain West region by educating dentists, conducting educational and clinical research, and providing community-based health services and health care leadership.

### **Vision**

The CODM aspires to lead in transforming dental education through:

- Innovative, outcomes-based pedagogies;
- Educational research and the dissemination of new knowledge;
- Encouraging students, faculty, and staff to become life-long colleagues;
- Community-based patient care and service learning program;
- Inter-professional collaboration with local dentists, allied dental professionals, physicians, pharmacists, nurses and other healthcare providers; and
- Cultivating habits for life-long learning

### **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:

### **Innovation**

We 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 continuous 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.

### **Empowerment**

We 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, fa-

culty, 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.

### *Accreditation*

As a new program, the College of Dental Medicine is completing all requirements for Initial Accreditation of the DMD Program from the Commission on Dental Accreditation. Roseman CODM submitted the Application for Initial Accreditation to the Commission in September 2010, and hosted an accreditation site visit in March, 2011. The Commission will consider the recommendations of the Site Visit Team and Review Committee at its August 2011 meeting and will determine the accreditation status of the DMD program. Although the University is optimistic that the DMD program will receive accreditation by fall 2011, no one can guarantee accreditation. *The University is accredited by the Northwest*

*Commission on Colleges and Universities.*

### DEGREE DESCRIPTION

Upon graduation from the College of Dental Medicine, the Doctor of Dental Medicine (DMD) degree is granted. The course of study comprises 4 academic years. The first two years consist of didactic and simulated clinical instruction, along with several clinical introductory experiences. This is followed by two years of primarily clinical experiences and clinical rotations, where students treat patients under the supervision of Utah-licensed dentists. Some didactic courses and small-group seminars are also included. Students will 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 postdoctoral specialty and residency training in all fields of dentistry.

### LIFELONG COLLEAGUE PHILOSOPHY

The CODM will emphasize 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.

### ADMISSIONS

The College of Dental Medicine seeks to admit a diverse student population with demonstrated academic competency and commitment to the profession of dentistry. In doing so, it follows

standard policies and procedures for selecting and admitting applicants in a timely fashion. Information on required pre-dental coursework and application processes appears in the CODM *Frequently Asked Questions* section of the Roseman University Website.

### *Academic Preparation*

The CODM recognizes that qualified individuals come from diverse personal, educational and career backgrounds. 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 materials essential for success in dental school. The CODM website 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 directed to consult with faculty in the Biological Sciences for guidance on selecting courses appropriate for pre-dental students.

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):

- Four semester courses (six preferred) in Biological Sciences\* (with laboratories if offered)
- Two semester courses in Inorganic Chemistry with laboratory

- Two semester courses in Organic Chemistry (with laboratories if offered)
- One semester course in Biochemistry
- Two semester courses in Physics
- 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\*\*:
  - 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 advisors or faculty detailing the course of study. Narrative transcripts will be accepted for courses or from institutions that use pass/non-pass grading systems or those that do not use grades. Students who submit academic information from institutions outside of the United States or Canada should contact the Admissions Office for specific requirements for transcript evaluation and translation services.

The CODM Admissions Committee is responsible for determining admissions criteria, selection of candidates for interviews, interview format, acceptance of applicants to the program and for the periodic (no less than annual) review of admissions criteria, policies and procedures. The Admissions Committee is a standing committee of the College that is comprised of a minimum of eight rotating members appointed by the Dean, two permanent members and one staff member. All members have voting rights. The makeup of the rotating members includes clinical and basic science faculty and one representative of the Utah or Nevada Dental Association. Additional rotating members may be appointed at the discretion of the Dean. The two permanent members of the Admissions Committee are the Associate Dean for Admissions and Student Affairs (Chair) and the Associate Dean for Academic Affairs (Vice Chair). 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. The CODM 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.

The Admissions Committee will evaluate the following academic and non-academic information from the AADSAS application:

- Motivation for a career in dentistry and knowledge of the profession
- Academic performance patterns in courses and on the DAT
- Academic course load and other evidence that the student will succeed in a more intense dental curriculum
- Work history
- Extracurricular activities with an emphasis on performance levels achieved
- Awards, honors and scholarships
- Research Experience
- Volunteer work and community service
- Demonstrated leadership and team skills
- Problem solving skills and evidence of flexibility and adaptability
- Communication Skills during the interview and from information in the letters of evaluation
- Professionalism
- Results from a criminal background check
- Disadvantaged student status
- Personal Statement
- Letters of Evaluation

### *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. Competitive scores will generally be 18 or higher on Academic Average, Reading Comprehension, Biology, Chemistry, Organic Chemistry and the Perceptual Ability Test. The highest score from the last three administrations will be used to assess candidate performance. 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, the candidate's file will be put on hold pending receipt of new scores. If these scores are not achieved, the applicant will be denied admission for that cycle. Candidates are encouraged to access information about the DAT at:  
<http://www.ada.org/dat.aspx>.

### *Grade Point Average*

Although the CODM evaluates each student's record on an individual basis, the candidate must have achieved a minimum science GPA of 2.8 in undergraduate, professional and graduate studies to be eligible for consideration to the DMD program. When evaluating the student's success in science courses, CODM will consider the higher of the AADSAS Science GPA or the GPA for science courses completed within the last three years in its admissions decisions.

Students who have not achieved the minimum science GPA will not be admitted to the program.

### *Degrees and Majors*

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 communications coursework prerequisites prior to matriculation into the DMD program.

### *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.*

### *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/DENTAL\\_EDUCATION\\_PATHWAYS/AADSAS/APPLICANTS/Pages/default.aspx](http://www.adea.org/DENTAL_EDUCATION_PATHWAYS/AADSAS/APPLICANTS/Pages/default.aspx).

Preference will be shown to candidates who submit complete AADSAS applications on or before December 31st. The College of Dental Medicine reviews applications on a rolling basis. CODM does not require a secondary application. Information on Roseman's website and on the AADSAS website direct students

to submit their application processing fee directly to CODM along with a brief cover letter that includes the individual student's DENTPIN, 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.

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 is kept in a separate file from the application and is not available to members of the Admissions Committee. A 2x2 digital color photograph is requested from students who are invited for an interview and is attached to the interview file as an aid to help interviewers identify interviewees.

### *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.

### *Criminal Background Check and Drug Testing*

The College of Dental Medicine requires the Certiphi criminal background check for all accepted students. Information on the Criminal Background Check will be included in the letter of acceptance. Drug and alcohol testing will be required of all accepted students. Hospitals and other health care facilities require this testing for participation in rotations and other clinical activities.

## INTERVIEW PROCESS

The interview process consists of three parts: (1) the orientation, (2) group discussions and (3) an individual interview with a member of the Admissions Committee. The orientation session is coordinated by the Associate Dean for Admissions and Student Affairs. Individuals participating in the orientation include:

- Dean
- Associate Dean for Admissions and Student Affairs,
- Associate Dean for Academic Affairs
- Associate Dean for Clinical Affairs and Patient Care
- Admissions Administrative Assistant
- Assistant Director of Financial Aid, Francisca Aquino or someone from Financial Aid unit,

- Members of the Admissions Committee and Faculty

During the orientation, candidates receive information about the interview and selection process. Other information of common interest is provided about the mission and goals of the CODM, the College's educational model, the structure of the curriculum, teaching/ learning strategies, the CODM educational and clinical facilities, block scheduling of courses, the mastery learning concept, assessments and remediation, financial aid, information on the Salt Lake City area and housing. Information on pre-matriculation health standards and required immunizations also will be presented.

Group discussions, using a format similar to the Multiple Mini-Interview, will focus on areas determined by the Admissions Committee. These may include:

- Motivation for Career in dentistry

- Demonstrated Leadership/Team Skills
- Demonstrated Problem-Solving Skills
- Demonstrated Flexibility & Adaptability
  - Demonstrated Community or Other Service
  - Communication Skills during Interview
  - Professionalism
  - Area of Major Development

Members of the Admissions Committee and staff will observe these group sessions and score the participation of each applicant.

Each student will also meet with a member of the Admissions Committee for an individual interview. The interview will focus on such issues as motivation for a career in dentistry, areas of major development, leadership and team skills, communication skills, and professionalism. At this time, the candidate is able to highlight an area where he or she demonstrated high levels of performance requiring perseverance, sustained focus, and ability to overcome obstacles or failures, and willingness to accept coaching/guidance/advice.

The interviewer evaluates the candidate and recommends an action that is considered by the Admissions Committee. Actions include, but are not limited to, accept, hold, alternate, and deny. The interviewer will also assess information on factors affecting academic performance if indicated on the AADSAS application or if volunteered by the student. All candidate information will be available to the Admissions Committee.

## SELECTION OF THE CLASS AND ALTERNATES

The Admissions Committee will meet in late November to review information from candidate interviews to date. Applications will continue to be accepted until December 31. The Committee will develop an initial list of individuals to be offered admission on December 1st. The Committee will meet again in December, January, February and March, as necessary, to continue selections until the class and alternate lists are filled. The Chair or Vice Chair can convene additional meetings as needed.

Offers of admission will be extended only to individuals who have met the admissions criteria approved by the Admissions Committee. However, meeting admission requirements does not guarantee admission, as admission is very competitive. Offers of admission are approved by the Admissions Committee and extended following AADSAS "Traffic Rules". The Executive Admissions Committee (an administrative sub-group of the Admissions Committee) has the authority to modify the acceptance of new information about the candidate or extenuating circumstances arises. Examples of new information would include, but not be limited to: new course grades that do not meet the level of performance specified and new letters of evaluation that are inconsistent with other letters. Offers of acceptance are provided in writing and are signed by the Associate Dean for Admissions and Student Services and the Associate Dean for Academic Affairs.

Roseman University of Health Sciences does not discriminate on the basis of race, color, national origin, religion, handicap or sexual orientation in any of its policies.

*Roseman University of Health Sciences 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 1964, 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 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, or 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.*

This non-discrimination policy covers admission, access, and service in the University programs and activities, and application for and treatment in University employment.

### **ADMISSION WITH ADVANCED STANDING**

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

### **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 ordinarily should have 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 motor skills necessary 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.

Although the College may not inquire whether an applicant has a disability prior to making a decision on admission, an applicant may disclose during the admissions or interview process a disability for which he or she desires accommodation. If this occurs, the College may request that the applicant provide documentation of the disability to the Director of Admissions. Notwithstanding such disclosure, the applicant will be considered based upon the published admissions criteria required of all applicants.

A matriculant or current student who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The College may provide reasonable accommodations, but is not required to make modifications that would fundamentally alter the nature of the program, or provide auxiliary aids that present an undue burden to the College. 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 in. 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.

## **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;
2. Satisfactorily complete all professional blocks and competencies within six (6) years, having no block grade below a "Pass";
3. Pass Part I and Part II of the National Board Dental Examination;
4. Receive a favorable recommendation for conferral of the DMD degree from the Student Progress Committee and the Dean of the CODM;
5. Settle all financial accounts with the University; and

6. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

### LICENSURE

Once accredited, graduates of CODM may be eligible for licensure in all 50 states 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; 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.

### FINANCIAL AID

Please refer to the financial section of this catalog or the university's Web site at [www.Roseman.edu](http://www.Roseman.edu) or [www.roseman.edu](http://www.roseman.edu) (after July 5, 2011) for information.

### SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID ELIGIBILITY

Students must be enrolled full-time in the College of Dental Medicine in order to be eligible for financial aid. The Office of the Registrar shall validate the academic standing of each student annually after the academic year has been completed, to determine Financial Aid Eligibility. For students who are required to attend summer remediation, the

Office of the Registrar shall validate the academic standing of each student following the student's completion of his/her summer remediation schedule for Financial Aid Eligibility. No additional tuition is charged for summer remediation. Following the Registrar's validation of a student's academic standing, the Financial Aid Office shall determine a student's Financial Aid Eligibility based upon the following criteria establishing satisfactory academic progress:

- Maintenance of the equivalent of a "Pass" average each year, defined as no more than five "No Pass" designations on the student's transcript after the regular academic year; or
- No more than two "No Pass" designations on the student's transcript following summer remediation; and
- No designations of "Incomplete" (I) on the student's transcript following summer remediation; and
- Assessment of the time required for the student to complete his/her degree that would not exceed 6 years (1.5 times the published length of the program).

The student must meet all criteria, to retain his/her Financial Aid Eligibility. When a determination is made that the student is no longer eligible to receive financial aid based on the criteria above, he/she will be notified in writing by the Director of Financial Aid within five business days. Students may appeal determinations of financial aid disqualification due to the failure to remediate a block in which a "No-Pass" was received. Financial Aid eligibility may be reinstated based on mitigating circumstances which include but are not

limited to injury/illness, death of a first degree relative, or other circumstances resulting in undue hardship to the student. An appeal of the failure to maintain Satisfactory Academic Progress must be made in writing to the Dean or Program Director within five business days from the date the letter indicating Financial Aid ineligibility was received.

When a student does not successfully meet the satisfactory academic progress requirements for probation, the student will no longer be eligible to receive financial aid. Future financial aid will be suspended, resulting in a loss of all federal aid. Students are allowed to repeat blocks but are required to pay tuition expenses out of pocket. The university does not allow aid for repeated blocks. If a student successfully completes a block without receiving financial aid and meets the satisfactory academic progress requirements, the student will regain his/her financial aid eligibility.

If a student withdraws in good academic standing and is later readmitted, his/her previously completed credit hours are included in the evaluation for satisfactory academic progress when re-admitting for financial aid. If a student is required to withdraw not in good academic standing, she/he must reapply and be readmitted into the first year of the DMD program. If a student is required to withdraw not in good academic standing and is subsequently re-admitted into the program, no academic credit will be awarded for blocks completed prior to the withdrawal. The full Doctor of Dental Medicine curriculum must be taken in its entirety following re-admission.

TUITION AND FEES FOR ACADEMIC YEAR 2011-2012

<b>PROGRAM</b>	<b>D1</b>
<b>TOTAL STUDENT TUITION</b>	<b>\$58,000</b>
Books / Electronic	\$2,000
Practice Management	200
Skull	200
Dissection Software	300
Roseman University Student Body Fee	325
Roseman University Technology Fee	300
Instrument Management Fee	1,800
Student Kit	6,716
Clinic Utilization Fees	365
<b>Sub Total Student Fees</b>	<b>\$12,206</b>
Roseman University Computer Fee	2,000 (Estimate)
Roseman University Health and Disability Insurance	2,000 (Estimate)
<b>TOTAL STUDENT FEES</b>	<b>\$16,206</b>
<b>TOTAL TUITION AND STUDENT FEES</b>	<b>\$74,206</b>

Fees and tuition must be approved annually by the University Board of Trustees. Historically, tuition increases at the University have averaged about 5% each year.

## TECHNOLOGY REQUIREMENTS

Students will be required to purchase a specially-configured laptop computer with searchable software. This new technology will enable students to have access to a required set of current textbooks at all times. The Computer Fee covers the costs of a new laptop computer package, and will include searchable software, an extended service warranty, onsite support, just-in-time repair, and discounted software bundles needed for classes.

All students will be required to enroll in the University's endorsed Disability Insurance Plan. For academic year 2011/2012, the annual premium is \$90.00. All students also are required to maintain medical insurance throughout their course of enrollment as described on the Registrar's website. Information on premiums and requirements for waivers for equivalent insurance and deadlines are available through the Registrar's Office.

## ACADEMIC CALENDAR – 2011-2012

Aug. 12-16: Orientation (Mandatory Attendance)  
Aug. 17: Classes Begin  
Aug. 19: White Coat Ceremony  
Sept 5: Labor Day Holiday  
Nov. 23-25: Thanksgiving Holidays  
Dec. 19-Jan 2: Winter Break

June 18-Jul 20, 2012: Remediation Period  
June 27-July 1, 2012: Roseman University Closed / Summer Break  
Aug 6, 2012 [Tentative]:

## CURRICULAR THEMES

Students' learning experiences are organized around four themes:

- 1. 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. Clinical Foundations**  
Students learn a variety of non-surgical patient care skills that will enable them to function effectively in the clinical environment and acquire technical skills through simulation laboratories in the various therapeutic modalities necessary for general dental practice.
- 3. Dental Public Health and Professional Practice**  
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. Primary Dental Care**  
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.

## 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 women, geriatric and special needs patients.

### Domain 1: Ethical Reasoning and Professional Responsibility

**Competency:** Graduates will 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 will use critical appraisal during patient care.

### Domain 3: Self-Assessment

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

### Domain 5: Patient Assessment and Diagnosis

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

**Domain 8: Psychosocial and Behavioral Principles of Patient Care**

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

**Domain 10: Medical Emergencies**

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

**Domain 11: Dentofacial Growth and Development**

**Competency:** Graduates will be able to recognize and manage malalignment and malocclusion

in the deciduous, mixed, and permanent dentition.

**Domain 12: Periodontal and Peri-implant Disease**

**Competency:** Graduates will be able to manage periodontal and peri-implant disease.

**Domain 13: Treatment of Dental Caries**

**Competency:** Graduates will be able to diagnose and treat dental caries, including the restoration of defective teeth to re-establish form, function, and esthetics.

**Domain 14: Replacement of Missing Teeth**

**Competency:** Graduates will 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 will be able to manage pulpal and periapical diseases.

**Domain 16: Oral Surgery**

**Competency:** Graduates will be able to perform oral surgical procedures within the scope of practice of a general dentist.

**Domain 17: Dental Emergencies**

**Competency:** Graduates will be able to manage dental emergencies.

**Domain 18: Dental Practice and Oral Health Care Delivery**

**Competency:** Graduates will 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 will 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 will be able to function as a leader of a primary care health team and collaborate with other health care providers.

**LIST OF BLOCKS / COURSE NUMBERS**

*CODM Blocks Schedule by Year*

**Note:** Designation of hours by instructional format for year one is an estimate only at this point in time.

Blocks sequence and content is subject to change.

Block #	YEAR ONE BLOCKS	Estimated Hours			
		Didactic*	Lab	Clinic	Total
DMD5110	Introduction to Oral Health and Dental Profession	24			24
DMD5200	Biochemistry and Nutrition	60			60
DMD5210	Dental Microscopic Anatomy	60			60
DMD5220	Gross Head and Neck Anatomy	156			156
DMD5300	Dental Anatomy and Occlusion	34	102		136
DMD5100	Ethical and Professional Practice 1	24			24
DMD5120	Dental Public Health 1: Oral Health Promotion	36			36
DMD5310	Foundations of Restorative Dentistry 1	82	245		327
DMD5240	Physiology of Human Organ Systems	60			60
DMD5230	Microbiology and Immunology	60			60
DMD5250	General Pathology	81			81
DMD5320	Patient Assessment I	9	26		35
DMD5130	Dental Practice Readiness 1 (Practice Management)	14			14
DMD5340	Clinical Fundamentals 1	10		36	46
DMD5280	NBDE Part 1 Review (Weeks 40 - 42)	60			60
	** Remediation Program for Year 1 (4 wks. in Summer)				N/A
	15 blocks	770	373	36	1179

- Didactic includes classroom instruction, small group conferences, independent study projects, and team learning projects.

	<b>YEAR TWO BLOCKS</b>	<b>Estimated Hours</b>			
<b>Block #</b>	<b>Block</b>	<b>Didactic</b>	<b>Lab</b>	<b>Clinic</b>	<b>Total</b>
DMD6100	Ethical and Professional Practice 2	24			24
DMD6110	Evidence Based Practice of Dentistry	30			30
DMD6310	Foundations of Restorative Dentistry 2	180	90		270
DMD6210	Pathology of the Head and Neck	60			60
DMD6240	Periodontology	30	30		60
DMD6300	Diagnosis and Treatment Planning	24	12		36
DMD6380	Oral Imaging Technique and Interpretation	24	12		36
DMD6340	Clinical Fundamentals 2	34	16		50
DMD6330	Oral and Maxillofacial Surgery (includes local anesthesia and nitrous oxide)	51	15		66
DMD6410	Clinical Medicine for General Dentists	48			48
DMD6130	Dental Practice Readiness 2 (Practice Management)	15			15
DMD6200	Pharmacology for General Dentists	72			72
DMD6350	Pediatric Dentistry	54			54
DMD6360	Orthodontics	56			54
DMD6120	Dental Public Health 2: Biostatistics and Epidemiology	30			30
DMD6370	Endodontics	64			64
DMD6390	Periodontal Therapy	30			30
DMD6220	Oral Pathology	61			61
DMD6230	Behavioral Sciences	36			36
DMD6320	Advanced Patient Assessment	22	10		32

DMD6400	Primary Dental Care Clinic (9 hrs./wk. for 20 weeks)			180	180
DMD6420	Clinic Practice Team Conference (2 hrs./wk. for 20 weeks)	40			40
DMD6140	Community Oral Health Service Learning Project	38			38
	** Remediation Program for Year 2				N/A
	<b>23 blocks</b>	1021	170	195	<b>1386</b>

	<b>YEAR THREE BLOCKS</b>	<b>Estimated Hours</b>			
<b>Block #</b>	<b>Block</b>	<b>Didactic</b>	<b>Lab</b>	<b>Clinic</b>	<b>Total</b>
DMD7100	Ethical and Professional Practice 3				24
DMD7110	Dental Practice Readiness 3				24
DMD7120	Public Health Dentistry 3: Oral Health Care Systems				24
DMD7130	Special and Vulnerable Patient Populations 1				24
DMD7430	Management of Medical Emergencies				24
DMD7410	Integrated Clinical Sciences Seminar (ICS) (2 hrs. per wk. for 40 wks.)				80
DMD7400	Primary Dental Care Clinic (21 hrs. per week for 41 wks.)				861
DMD7420	Clinical Practice Team Conference (2 hours per week)				80
DMD7440	Urgent Care Rotation (Dental Emergency Care)				30
DMD7200	Biomedical and Clinical Science Integration Seminar (2 hrs. per week for 20 weeks)				40
DMD7210	Biomedical and Clinical Science Research Practicum				30

	** Remediation Program for Year 3				N/A
	<b>11 blocks</b>				<b>1241</b>

YEAR FOUR BLOCKS		Estimated Hours			
Block #	Block	Didactic	Lab	Clinic	Total
DMD8100	Ethical and Professional Practice 4				24
DMD8110	Dental Practice Readiness 4 (Practice Management)				30
DMD8120	Special and Vulnerable Patient Populations 2				24
DMD8200	Biomedical and Clinical Science Integration Seminar (2 hrs. per week) <ul style="list-style-type: none"> <li>• Pharmacotherapeutics for General Dentists</li> <li>• Advanced Imaging &amp; Interpretation</li> <li>• Oral Oncology</li> <li>• Orofacial Pain &amp; TMD</li> </ul>				76
DMD8460	Hospital Dentistry Rotation (one week)				30
DMD8450	Pediatric Dentistry Rotation (one week)				30
DMD8430	Oral Surgery Rotation (one week)				30
DMD8470	Clinical Elective Rotation (one week)				30
DMD8440	Urgent Care Rotation (one week)				30
DMD8480	NBDE Part 2 Review Course (Fall)				18
DMD8410	Integrated Clinical Sciences Seminar (ICS) (2 hrs. per week for 18 weeks)				36
DMD8420	Clinic Practice Team Conference (2 hrs./wk. for 30 weeks)				60
DMD8400	Primary Dental Care Clinic				800

	(approx. 25 hrs./wk. for 32 weeks)				
	<b>13 blocks</b>				<b>1218</b>

## SYNOPSIS OF BLOCKS

### *Year One*

#### **Introduction to Oral Health and the Dental Profession (DMD5110)**

Students will learn what constitutes good oral health and how it is maintained throughout the life cycle with focus on personal hygiene with focus on brushing, flossing and use of fluorides. Principle types of dental diseases and abnormalities are reviewed with emphasis on their causes and strategies for prevention and treatment. Students learn the types of oral health problems that are treated by each of the dental specialties and are introduced to the concept of primary care dentistry. The relationship between dentistry and medicine is described, as well as the history, traditions and values of the profession of dentistry, and the history, mission and environment of the CODM.

#### **Biochemistry and Nutrition (DMD5200)**

This block will cover the chemistry, biosynthesis, and utilization of amino acids, proteins, nucleic acids, carbohydrates, and lipids. Other topics will include: pH and acid-base chemistry, protein structure, enzymology, membrane structure and function, metabolism and metabolic regulation, molecular biology and protein synthesis, hormone action, muscle contraction, cell organization and function, epithelium, connective tissue, calcium and phosphorus metabolism, mineralization, and saliva. Also included will be topics such as digestion, absorption, biosynthesis and metabolism of carbohydrates, lipids and proteins/amino acids leading to a discussion of diabetes mellitus and integration

of carbohydrate, lipid and amino acid metabolism.

#### **Dental Microscopic Anatomy (DMD5210)**

This block emphasizes the development and microscopic organization of the four basic tissues in the formation of the oral cavity, teeth, and supporting tissues. The information acquired in this block serves as the foundation for the understanding of normal histological structure, function, local pain, anesthesia, interpretation of medical history, and the histologic basis for wounding 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.

#### **Gross Head and Neck Anatomy (DMD5220)**

This block correlates of the anatomy of human organ systems and regions (i.e., pulmonary, cardiovascular, central nervous system, head and neck) with basic principles of clinical medicine that are relevant to the practice of dentistry. Aspects of human embryology are included in the block to provide students with a developmental framework for understanding normal anatomy and common anatomical variations as well as recognizing and understanding developmental abnormalities that are seen in patients treated by dentists. Overall, this block provides students with foundation concepts that will facilitate learning in subsequent blocks that explore patient assessment techniques, medical and dental pathologies and medical co-morbidities that are pertinent to the planning and delivery of dental treatment. Another component of the block focuses on anatomy of the head

and neck region and neuro anatomy. 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 structures of the head and neck with functional pathways for pain and motor control for this region.

#### **Physiology of Human Organ Systems (DMD5240)**

In this course, students will develop an understanding of the normal functions of the major systems of the body, an ability to recognize the signs and symptoms of systemic dysfunction, and an understanding of the mechanisms that account for these manifestations. Also, the student will develop the background necessary to become competent in preventing, managing and/or referring systemic derangements that may represent a potential medical emergency in the dental office.

#### **Microbiology and Immunology of Systemic and Oral Diseases (DMD5230)**

During this block, students will acquire foundational knowledge of the human host-parasite relationship and the elements of the immune response to common pathogens. Evidence-based management of oro-facial infections, including dental caries and periodontal disease, will be included. Clinical case studies will be used to illustrate infectious processes in oral and systemic diseases, with emphasis on infections of the oral cavity. Students also will learn the principles of infection control in the dental practice setting, including the use of antimicro-

icrobial therapy and immunizations.

### **General Pathology (DMD5250)**

This block will facilitate CODM students' comprehension of the most common pathologic processes affecting the human body. The etiology, pathogenesis, clinical characteristics, and treatment/prognosis of specific disease processes will be emphasized. At the conclusion of this block, students will be able to demonstrate mastery of the following concepts: causes and significance of alterations in cell growth, molecular and clinical features of neoplasia; mechanisms associated with tissue injury/repair and the immune mediated basis for disease; underlying causes and clinical significance of hemodynamic disorders; pathologic basis and clinical features of common genetic and environmental diseases; and etiology, pathogenesis, clinical features, and prognosis of major diseases affecting all organ systems.

### **Dental Anatomy and Occlusion (DMD5300)**

This block develops the students' knowledge of tooth anatomy as well as the psychomotor skills needed to restore defective teeth to proper form, function, and esthetics. Occlusion is also emphasized throughout the block. During classroom and preclinical laboratory experiences, students learn and refine their skills in forming the dental anatomy using wax and a resin-based composite restorative material. Students also learn tooth numbering systems for primary and permanent teeth, dental terminology for tooth surfaces, locations, and anatomical features, anatomical variations between each primary and permanent tooth, the average age of eruption, and the se-

quence of eruption, age of root closure, and age of calcification for each primary and permanent tooth. Students use the extracted teeth to identify the different teeth and the variations that can be found among them.

### **Ethical and Professional Practice 1 (DMD5100)**

During the first year ethical practice block, small-group discussions will focus on ethical issues commonly experienced by dental students, and will include behavioral expectations and academic integrity. The Student Honor Code will also be discussed in small groups. The ADA "*Principles of Ethics and Code of Professional Conduct*" will be a prominent resource to support these discussions. Additional discussions during the first year ethical practice blockblock will include issues related to privacy/confidentiality, HIPAA, OSHA, patient records, informed consent and ethical issues relating to providing health care for diverse patients, including those with HIV.

### **Dental Public Health 1: Oral Health Promotion (DMD5120)**

In this block, students learn fundamental concepts of public health and common dental indices of disease, with emphasis on assessment, promotion and risk prevention related to oral health in the community. Prevention of diseases at the population/community level rather than at the individual level will be emphasized. Students explore strategies for prevention of common oral diseases and conditions with focus on periodontal diseases, oral cancer and caries with emphasis on systemic and topical fluorides. A major section of the blockblock focuses on school-based assessment and prevention, and students will learn to

apply pit-and-fissure sealants and fluoride varnishes on tooth models.

### **Foundations of Restorative Dentistry 1 (DMD5310)**

During this year-long multidisciplinary block, students develop a continuum of skills needed for restoration of tooth structure, function and esthetics ranging from basic direct restorations to implant therapy. The block begins with fundamentals of cariology, disease prevention, risk management, and strategies for non-surgical treatment of dental caries. The students' preclinical learning experiences begin with use of rotary instruments and development of the eye-hand coordination needed for execution of dental surgical techniques. Students will learn biomaterials used in different types of dental therapy as each technique is introduced in the block. In a longitudinal continuum moving from basic to more complex, students learn and practice the procedural skills needed for direct and indirect amalgam restorations of defective tooth structure with amalgam, composite resins, laminates and veneers, assessment of interarch (occlusal) relationships, single tooth crowns, multiple unit fixed bridges, removable restorations such as complete and partial dentures, overdentures, fitting restorations to partial dentures, and implant-supported prostheses.

### **Patient Assessment (DMD5320)**

During this block, students learn and practice patient evaluation and interviewing skills to elicit a medical, dental, social, and medication history and obtain the patient's chief complaint. Also included are techniques for performing a physical examination of the head and neck, and proper

documentation of findings in the patient's medical record.

### **Dental Practice Readiness 1 (Practice Management) (DMD5130)**

CODM students will complete a longitudinally four-year curriculum in dental practice management and dental career planning known as the *Dental Practice Readiness Curriculum* (DPRC). An overview of the entire DPRC is presented here. Subsequent block descriptions for years 2 - 4 will identify practice management and career planning skills specifically addressed in that year of the curriculum. The DPRC uses a blended-learning format that includes online education, simulations, classroom activities, and self-directed learning.

In year one DPRC, students develop a strategic plan for achieving personal and professional goals during their dental careers and estimate personal budgetary needs. They learn and practice goal setting, developing vision and mission statements, and the steps involved in strategic planning. Students also explore principles and methods of personal financing planning including accounting principles, cash flow management, and use of balance sheets. Students learn how to develop a budget and prepare one for a simulated dental practice.

Second-year apply what they have learned about goal setting, mission and vision statements and basic finance to a hypothetical dental practice setting. In year 3, students learn strategies for determining practice location, and discuss financial management techniques and ergonomics. The DPRC experience culminates in the fourth year block when

students apply the knowledge acquired in years 1 - 3 to write a formal proposal for a dental practice loan.

### **Clinical Fundamentals 1 (DMD5340)**

The goal of this block is to prepare students to function effectively in the clinical environment and learn non-surgical skills that are necessary for providing efficient and safe patient care. Students learn approximately 30 non-surgical clinical skills that accompany and support the actual delivery of dental treatment and enable students to participate actively in limited patient care early in the curriculum. These skills include cubicle preparation, infection control and environmental safety, including handling of hazardous materials, seating and positioning of the patient, positioning of dentist and assistant, transfer of instruments, monitoring and recording vital signs, basic medical and dental charting, evacuation and retraction, and providing basic therapy for patients, including oral hygiene and risk prevention instruction. The skills acquired in the year 1 and year 2 *Clinical Fundamental* courses are indicated in the table below. Some knowledge and skills are acquired in other blocks such as *Patient Assessment* and *Behavioral Sciences*, but students will be expected to demonstrate capacity to apply all skills indicated below in the clinical setting.

<b>CLINICAL SKILLS</b>		
<ul style="list-style-type: none"> <li>Prevention and patient education: nutritional counseling, oral hygiene instruction, sealants, fluorides</li> </ul>	<ul style="list-style-type: none"> <li>Measure and record patient's vital signs</li> </ul>	<ul style="list-style-type: none"> <li>Write SOAP notes to summarize medical and dental assessment</li> </ul>
<ul style="list-style-type: none"> <li>Interview patients to obtain medical history including review of systems, past illnesses, social history, meds</li> </ul>	<ul style="list-style-type: none"> <li>Obtain a dental history from patients and record in patient record</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a patient assessment (major systems, neuro, mental status) and record findings</li> </ul>
<ul style="list-style-type: none"> <li>Conduct oral health risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>Conduct head and neck exam</li> </ul>	<ul style="list-style-type: none"> <li>Present patient findings in a clinical case presentation</li> </ul>
<ul style="list-style-type: none"> <li>Chairside assisting skills: patient seating and positioning; instrument transfer, evacuation, and retraction</li> </ul>	<ul style="list-style-type: none"> <li>Conduct intraoral examination</li> <li>(caries examination / CAMBRA)</li> </ul>	<ul style="list-style-type: none"> <li>Apply infection control principles during patient care</li> <li>(cubicle preparation and disposal of instruments &amp; supplies)</li> </ul>
<ul style="list-style-type: none"> <li>Patient admissions process: screening and scheduling</li> </ul>	<ul style="list-style-type: none"> <li>Recognize medical emergencies and provide basic life support</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate a variety of dental materials</li> </ul>
<ul style="list-style-type: none"> <li>Patent care documentation in electronic patient record (EPR)</li> </ul>	<ul style="list-style-type: none"> <li>Apply and follow OSHA regulations</li> </ul>	<ul style="list-style-type: none"> <li>Understand contents of different types of instrument kits and know when they are used</li> </ul>
<ul style="list-style-type: none"> <li>Taking bitewing and other diagnostic images</li> </ul>	<ul style="list-style-type: none"> <li>Perform basic dental charting</li> </ul>	<ul style="list-style-type: none"> <li>Prepare diagnostic casts:</li> <li>Alginate impressions and interocclusal records</li> </ul>
<ul style="list-style-type: none"> <li>Using dispensary and sterilization appropriately for accessing and returning instruments and supplies</li> </ul>	<ul style="list-style-type: none"> <li>Obtain patients' informed consent</li> </ul>	<ul style="list-style-type: none"> <li>Communicate effectively with patients, clinical staff, faculty and student colleagues</li> </ul>
<ul style="list-style-type: none"> <li>Apply rubber dams</li> </ul>	<ul style="list-style-type: none"> <li>Maintain patient confidentiality; compliance with HIPAA standards</li> </ul>	<ul style="list-style-type: none"> <li>Handle and operate oxygen tanks safely</li> </ul>
<ul style="list-style-type: none"> <li>Provide dental prophylaxis, scaling and root planning, and perform periodontal re-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate awareness of ergonomic considerations for dental providers and injury- prevention techniques</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and capacity to assist with diagnostic tests used in patient evaluation</li> </ul>

### **National Board Part 1 (Basic Sciences) Review (DMD5280)**

The CODM curriculum will prepare students to take NBDE Part 1 during the summer between the D-1 and D-2 academic years. This two-week block at the end of the first year will provide an integration of biomedical and biological science concepts presented in year one, and provide focused review of each of the four sections on NBDE Part 1: biochemistry/physiology, microbiology/general pathology, gross and microscopic anatomy and dental anatomy.

#### *Year Two*

### **Ethical and Professional Practice 2 (DMD6100)**

In the second year block of the ethical practice continuum, CODM students will explore issues pertaining to the doctor-patient relationship, interpersonal boundaries, and continue to explore issues pertaining to patient autonomy and informed consent as they relate to treatment planning, clinical decision-making, and professional judgment. Issues such as managed care, third-party payment systems, and public assistance programs (Medicaid, CHIP, and Medicare) and their influence on the doctor-patient relationship will be included. The ADA "Principles of Ethics and Code of Professional Conduct" will continue to serve as a resource for these discussions, along with other sources from the professional literature. To reinforce this information, weekly *Clinical Practice Team (CPT) Conferences* will enable students and attending faculty to discuss patient scenarios that include issues of ethics and professionalism in a small-group setting.

### **Evidence-Based Dental Practice (DMD6110)**

This block prepares students to think critically and make sound judgments regarding the acceptance of new knowledge, products, and procedures in private practice. Students acquire a basic understanding of clinical research methods, epidemiology, and statistical procedures with focus on the knowledge and skills associated with evidence-based practice. Students learn how to identify uncertainties in patient care and formulate focused questions in the PICO format ("PICO" acronym: Patient (or disease), Intervention (a drug or test), Comparison (another drug, placebo or test) and Outcome). Students will also conduct searches of electronic databases and critically appraise research reported in the professional literature. Based on patients they have treated in the clinic, controversies in dental therapy and cases provided by the faculty, students write PICO questions to guide exploration of the literature, conduct searches of electronic databases, evaluate information, and develop and present Critically Appraised Topic Summaries (CATs).

### **Foundations of Restorative Dentistry 2 – (DMD6310)**

See the block synopsis presented in Year One.

- **Pathology of the Head and Neck (DMD6210)**
- During this block, students will learn the etiology, pathological processes and clinical characteristics of diseases affecting the head and neck region including the oral cavity. Students will also learn the biological and chemical phenomenon occurring in the oral cavity and explore the functions, secretions and diagnostic uses of saliva. The

block will focus on the following abnormalities:

- Developmental defects of the head and neck and oral cavity
- Developmental cysts, odontogenic cysts and tumors
- Abnormalities of teeth
- Bone pathology
- Physical and chemical injuries
- Bacterial/fungal/viral infections
- Allergies and immunologic diseases
- Soft tissue tumors
- Epithelial pathology
- Salivary gland pathology
- Dermatologic diseases
- Oral manifestations of systemic diseases
- Hematologic disorders

### **Diagnosis and Treatment Planning (DMD6300)**

In small group conferences, students develop the capacity to analyze data obtained from patient assessments, synthesize this information into a diagnosis, and create a treatment strategy to address the patient's oral health problems. Clinical teams will present their patient assessments and treatment plans which are evaluated by faculty members facilitating each conference. Students will also participate in an OSCE where they interview and exam real patients write assessments of the patients' conditions and propose next steps for further diagnostic testing and therapy.

### **Fundamentals of Oral Imaging Technique and Interpretation (DMD6380)**

Students gain experience in intraoral imaging (radiographic and digital) techniques and develop the capacity to obtain various types of diagnostic images.

In addition, students gain experience in recognizing normal anatomic landmarks and learn about dental materials, technical errors and common dental diseases that can be detected from intraoral and extraoral images. Students develop skills in using radiographic information combined with history and clinical data to develop a comprehensive treatment plan. Students also participate in simulations devoted to recognition of radiographic lesions and generation of a differential diagnosis for pathologic entities.

### **Clinical Fundamentals 2 (DMD6340)**

In this block, students function in the CODM primary care clinic as a chairside assistant for upperclassmen or for faculty members. Students acquire skills in dental imaging, perform oral examinations of patients, learn to apply rubber dams, and learn how to obtain study models and manipulate a variety of clinical materials. Students are expected to matriculate with basic life support provider certification and will recertify in the year 2 Clinical Fundamentals block. The skills that students acquire in the year 1 and year 2 Clinical Fundamentals blocks are outlined in the description for the first year block.

### **Oral and Maxillofacial Surgery (including Local Anesthesia and Nitrous Oxide) (DMD6330)**

This block prepares students for the management of uncomplicated extractions within the scope of practice of a general dentist. Block elements will include review of relevant anatomy and pharmacology of local anesthesia and nitrous oxide analgesia, instrumentation, extraction techniques, and the prevention and management of complica-

tions. Also included are physical and emotional evaluation of patients, assessment of patient drug regimens, and the management and prevention of related medical emergencies. Didactic instruction will also include deep sedation, general anesthesia, and chronic pain. In the second component, students will assist upperclassmen with tooth extractions, and perform supervised extractions near the end of the block. The third component of the block is a multidisciplinary surgical skills experience that provides students with preclinical experiences in simple surgical techniques needed for periodontics, endodontics and oral surgery.

### **Clinical Medicine for General Dentists (DMD6410)**

The goal of this block is to develop students' ability to recognize the reciprocal influences of oral and systemic disease, to evaluate the patient's emotional and physical status, and to develop preventive and treatment strategies to assure appropriate patient management. An important outcome is to raise students' awareness of medical conditions that may be evident when interviewing and examining dental patients so that appropriate patient consultation and referral can occur in a timely manner. Students will review the pathophysiology of diseases and abnormalities of special interest to dentists, the signs and symptoms, including oral manifestations, of systemic diseases frequently encountered in the general population, the medical and/or pharmacological management of commonly encountered diseases, and learn diagnostic and dental therapeutic strategies for the medically compromised patient.

### **Dental Practice Readiness 2 (DMD6130)**

The Dental Practice Readiness Curriculum (DPRC) in year 2 builds upon skills acquired and practiced in the year one DPRC. In the second year block, students explore dental office planning including: developing objectives for the practice that are consistent with the dentist's overall career vision and mission statement for the practice, floor plan options and design considerations, evaluating and purchasing dental equipment and supplies, and office decor/furnishings. Students learn how to conduct a SWOT analysis (strengths, weaknesses, opportunities and threats) and use this process to analyze simulated dental practices for viability. The year 2 DPRC also introduces students to dental office financial planning including cash flow and income statements, budgeting principles and formats, budget monitoring strategies and software.

### **Pharmacology for General Dentists (DMD6200)**

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 will include the discussion of the variety of medications used in the treatment of cardiovascular, renal, respiratory, neoplastic, endocrine, psychiatric, and neurological conditions. Also included are discussions of anti-anxiety agents, antibiotics, agents that manage pain, inflammation, and dental disease. Familiarity with drug and record-keeping laws is also emphasized.

### **Pediatric Dentistry (DMD6350)**

This block prepares dental students to provide primary oral

health care for the infant, child and adolescent. Students learn diagnostic, preventive and restorative procedures for pediatric and adolescent patients while applying age-appropriate behavior management techniques. Students learn and practice verbal and nonverbal skills necessary for effective communication with the patient and the parent/care-taker. Emphasis is placed on normal and abnormal growth and development, conducting an infant oral exam, etiology, impact and prevention of early childhood caries, preventive strategies via sealants and resin restorations, dose calculation for local anesthesia in children and adolescents, and assessment and treatment of traumatic dental injuries in children and adolescents. To augment this block, students will complete a pediatric dentistry clinical rotation during their 4th year.

### **Orthodontics (DMD6360)**

The goal of this block is to enable students to evaluate the dentofacial complex and occlusion, recognize abnormal growth and development that result in malocclusion, and provide a preliminary diagnosis and management plan. Students analyze cases depicting patients with abnormal development and perform assessments which are presented and critiqued in small groups. Students also study the biology of tooth movement and learn about orthodontic force systems. For orthodontic treatment, students learn the biomechanical design principles for removable, fixed and invisible appliances and for skeletal expansion appliances. Adjunctive and surgical orthodontic treatments are reviewed and periodontal considerations in orthodontic therapy are presented.

### **Dental Public Health 2 - Biostatistics and Epidemiology (DMD6120)**

The second year dental public health block focuses on biostatistics and the role of data in public health assessment and planning. Students learn and practice the following statistical concepts by analyzing research and epidemiological reports: organization and presentation of data, data summary by means of frequency distribution, and central tendency, probability, central limit theorem, hypothesis testing, parametric tests, non-parametric tests, and regression analysis. Students also review the most commonly used statistical tests reported in the dental and public health literature. Students will also be able to describe basic types of epidemiological studies conducted to investigate public health issues and discuss the type of data that these studies will provide.

### **Endodontics (DMD6370)**

During this block, students acquire the knowledge and skills needed to manage pulpal and periapical disease of endodontic origin. Students begin by reviewing pulp biology including embryology, histology and tooth anatomy as well as endodontic microbiology. Students then learn diagnostic techniques including recognition of clinical symptoms, endodontic evaluation procedures, and radiographic interpretation. Principles of pulp therapy for patients who require non-surgical and surgical endodontic treatment are presented. Students also learn how to assess the prognosis of endodontically treated teeth and how to identify problems that should be referred to a specialist. During simulation experiences, students learn how to access, clean and shape, and obturate root canals

using acrylic root canal models and extracted teeth.

### **Periodontology (DMD6240)**

This block will precede the D2 block focusing on Periodontal Therapy, and prepares students to identify and manage gingival and periodontal diseases, including their association with systemic health. In simulated conditions in the first year, students learn to perform periodontal examinations, conduct risk assessment, evaluate patients' oral hygiene and deliver oral hygiene instruction, and learn how to perform dental prophylaxis, and scaling and root planning. These skills are applied in the clinic in the second year block.

### **Periodontal Therapy (DMD6390)**

This block will introduce students to the concepts of clinical periodontics involving diagnostic procedures and execution of treatment for patients on prophylaxis recalls (Type I cases – Gingivitis). Students will also learn: (1) how to diagnose the earliest gingival inflammatory lesion, gingivitis, and recognize its signs and symptoms and underlying etiology; (2) the rationale for treatment of gingivitis, and treatment methods; provide treatment for gingivitis and oral hygiene instructions in order to prevent periodontal disease; (4) the importance of and mechanism for implementing a periodontal recall program.

### **Oral Pathology (DMD6220)**

During this block, students learn and practice diagnostic processes and develop differential diagnoses for clinical presentations of oral lesions, neurological disorders, and facial pain.

The block will emphasize a systematic approach to the evaluation and diagnosis of oral diseases, the formulation of accurate differential diagnoses, and the clinical management, treatment options, and prognosis of diseases affecting the oral and maxillofacial complex.

### **Behavioral Sciences (DMD6230)**

Students learn the behavioral aspects of oral health care, including the establishment of therapeutic relationships and effective communication with patients, confidentiality, and compliance with informed consent guidelines. Effective communication with clinical staff, faculty and student colleagues will be included. Students identify and discuss potential sources of stress and conflict for both patients and providers. Students are introduced to conflict resolution techniques and practice these in simulation exercises. Students identify and analyze treatment concerns about dental treatment and assess cultural influences on how patients perceive and value health care. Behavioral management strategies for addressing patient compliance, anxiety and counterproductive behavior in children, adolescents, adults and the elderly are discussed.

### **Advanced Patient Assessment (DMD6320)**

In this block, students develop the capacity to analyze data obtained from patient assessments, synthesize this information into a diagnosis, and create a treatment strategy to address patients' oral health problems. During small group conferences, students work in teams to evaluate the dental and medical problems of simulated patients (case scenarios), develop an assessment

based on available data, and create a treatment plan for dental care within the context of the patient's overall health. Each team presents their assessment of the patient and their treatment plans which are evaluated by faculty members.

### **Patient Care in CODM Primary Dental Care Clinic (DMD6400)**

The "heart" of CODM students' learning experience will be the primary care clinic which begins at 2-3 clinic sessions per week in the second half of the sophomore year and expands to 7-8 half-days (21-27 hours per week) during the junior and senior year as the students add knowledge and skill in different areas that comprise general dental practice. Students will progressively acquire clinical skills in assessment and treatment of oral health problems within the scope of general dentistry as they progress semester by semester through *Primary Dental Care Clinic*.

Conceptually, the *Primary Dental Care Clinic* represents the application component of the students' overall learning experiences beginning with acquisition of foundation knowledge in freshman and sophomore year blocks, and then progression to simulated experiences where students learn instrumentation and techniques and develop the fine motor control needed to complete dental procedures. Beginning in the second year, students have the opportunity to apply their accumulated knowledge and skills to direct patient care under supervision of clinical instructors. Additionally, the process of assessing patients' oral health problems and planning dental care allows the students to assimilate and use pathophysiological concepts introduced in the Biomedical Foundations Theme.

CODM students will be organized into Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is comprised of 10 D2 students, 10 D3s and 10 D4s and 5-6 faculty practitioners. For most clinical sessions, the Team will be comprised of 10 D3s and 8-10 D4s working with four or five clinical faculty. Typically, one or more D4s will be on a rotation in a different clinic area.

Second year students will be in the clinic during the second half of the D2 year on a limited basis, primarily when D3 or D4 students are in conferences or on rotations.

Each CPT is staffed by a permanent group of clinical faculty to provide students with consistent mentoring and assessment and also ensure continuity of supervision for comprehensive patient care and student performance. One faculty member serves as the Team Leader and another as the Assistant Team 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 health care needed to address the patients' needs. Each Team will have a Patient Care Coordinator and a Scheduler / Administrative Assistant.

The *Clinical Practice Team Conference* provides a critical adjunct learning experience to enrich the students' clinic education. These weekly conferences are described below.

Each dental discipline will have specific learning outcomes that are unique to their respective component of dental care. Attainment of competency and readiness to move ahead to more sophisticated levels of patient

care will be assessed by a series of competency examinations coordinated by the clinical practice groups. When supervising faculty assesses that the student is ready for a competency assessment in a particular area of dental care, a patient will be selected from the patient family of the students' group practice and the student will provide the indicated dental therapy under close observation by two faculty members who will provide a joint evaluation using standardized assessment criteria. Students will be expected to demonstrate satisfactory performance on approximately 30 competency examinations during the clinical phase of the CODM curriculum during years 2, 3 and 4.

### **Clinical Practice Team Conference (DMD6420)**

An important and integrative learning experience for CODM dental students during years 2 through 4 will be the weekly *Clinical Practice Team (CPT) Conference* which students attend and play progressively more active roles as they advance through the curriculum. Each CPT will have weekly conferences for case assessments 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 conferences 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 conferences provide a laboratory for students to experience the pa-

tient care and practice management principles communicated in other components of the curriculum.

During the case assessment sessions, students will present patients with 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 conference.

### **Community Oral Health Service Learning (DMD6140)**

Students complete a service learning project in the community; for example, conducting health fairs and other wellness promotion events, or conducting oral health screenings at schools and elderly care facilities. Students submit a plan for their service learning activity and work in collaboration with health care professionals and other individuals in the community to implement these projects, which will be documented with a PowerPoint presentation including photos of the event, a summary report and an evaluation. The service learning project will be completed at the conclusion of year two.

### *Remediation Program for Year 2*

Six weeks at the conclusion of year two will be available for student remediation. The year two remediation will be conducted in a similar format as the remediation program for year one, which was previously described.

### *Year Three*

### **Ethical and Professional Practice 3 (DMD7100)**

Through small-group seminars and case-based scenarios, third-year students will continue to explore contemporary issues of professionalism and ethics. Discussions will focus on professional employment contracts, marketing, professional fees and collection of debts, patient termination, and other related risk management issues that affect clinical decision-making and patient care. Issues pertaining to the chemically-impaired patient or colleague will be included. The role of organized dentistry in providing venues for peer review will also be included. Once again, the ADA *"Principles of Ethics and Code of Professional Conduct"* will play a prominent role, along with other source materials from the professional literature.

### **Dental Practice Readiness 3 (DMD7110)**

The Dental Practice Readiness Curriculum (DPRC) in year 3 builds upon skills acquired and practiced in the years 1 and 2 of DPRC. In the third year block, CODM students explore practice development strategies by analyzing approaches for practice location, and internal and external marketing. Students will also learn about Associateships contracts, methods of valuing practices, business systems for the office, computer utilization in private practice, personal and business insurance needs, OSHA compliance and third-party reimbursement.

### **Public Health Dentistry 3 - Oral Health Care Systems (DMD7120)**

During this block, students learn how oral health care and medical care systems are organized and explore the structural, financial and personnel aspects of contemporary dental practices in the United States. Interactions

among dentists, physicians, nurses and pharmacists are analyzed via case scenarios. Students will compare models of oral health care systems including preferred provider organization and health maintenance organizations and develop an understanding of how dental care is financed.

### **Special and Vulnerable Patient Populations 1 (DMD7130)**

The goal of this block and its companion in the fourth year is to introduce students to the oral health care needs of special patient populations, including the elderly and individuals with sensory (vision and hearing), physical disabilities and limitations, and developmental impairments (cognitive, psychological, social, physical). The third year block focuses on the dental treatment of elderly patients. Students will visit elderly care and extended care facilities during this time. Other issues that will be addressed include legal responsibilities of dentists in reporting patient abuse and informed consent issues for special needs patients.

### **Management of Medical Emergencies (DMD7430)**

During this block, dental students learn common medical emergencies that may occur in the dental setting including syncope, allergy, anaphylaxis, hyperventilation, hypoglycemia, seizure, asthma, bronchospasm, angina pectoris, acute myocardial infarction, cardiac arrest, and stroke. By means of case studies, students learn symptoms, pathophysiology, prevention and management for medical emergencies. Students learn the medical emergency drug kit and equipment and participate in simulations to rehearse application of emergency management techniques. Students also review assessment for

potential medical problems, basic life support and airway management.

### **Integrated Clinical Science (ICS) Seminar – Third Year (DMD7410)**

This block occurs in the 3<sup>rd</sup> and 4<sup>th</sup> years and emphasizes multidisciplinary and evidence-based patient care, as well as technological advances in patient assessment and treatment. ICS is team-taught by general dentists and faculty from the various dental specialties. Each conference will include a case depicting treatment challenges with focus on emerging research and technologies that can be applied to the patient's problem. Disorders and therapies that are interdisciplinary in nature are emphasized.

### **Patient Care in CODM Primary Dental Care Clinic - Third Year (DMD7400)**

See the previous description.

### **Clinical Practice Team Conference - Third Year (DMD7420)**

See the previous description.

### **Urgent Care Rotation – Third Year (DMD7440)**

Third and fourth year students will complete a one week rotation in the CODM Urgent Care clinical area, each year, and may rotate to this clinic at other times as needed based on the number of patient seeking assessment and treatment for acute pain, trauma, fractures, oral infections, damaged appliances and other dental problems. The Urgent Care Clinic will accept walk-in patients and will function as a primary means for community access to dental care for emergent dental problems.

### **Biomedical and Clinical Science Integration Seminar – Third Year (DMD7200)**

This block is a case-based, clinicopathologic conference, with the goal of enhancing students' understanding of the biological basis of dental disease and strengthening their diagnostic and critical thinking skills. Students will present case reports that have been encountered as part of their clinical experience within their CPTs and consult the professional literature to integrate and reinforce the basic sciences in the delivery of oral health care.

### **Biomedical and Clinical Science Research Practicum (DMD7210)**

The goal of this block is to enhance students' research skills and enable them to become more familiar with the scientific method and its role in improving overall health and patient care. After reviewing principles of research study design and statistical analyses, student teams will work with faculty mentors to: (1) identify a gap in current biomedical knowledge; (2) develop a research question related to that gap; (3) review existing literature; (4) design a study protocol, including data collection methods and statistical tests/analyses, that will produce an answer to the question; and (5) present their project to other student/faculty teams for feedback and suggestions. An ultimate outcome of this activity is for students to develop research papers that can be submitted to AADR, ADEA and other scientific venues for presentation.

### *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

needed remediation in clinical competencies will have four 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 3<sup>rd</sup> year remediation program will culminate in a formal assessment of clinical skills. Because the time available for summer remediation is limited, students will be allowed to remediate only a designated number of clinical competencies during this time. Students who are unable to demonstrate competency in several areas of expected performance during the year will be required to withdraw from the program. Specific performance requirements for the Summer Remediation program will be determined by the Student Progress Committee, in consultation with the CPT Leader and other attending faculty. 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*

#### **Ethical and Professional Practice 4 (DMD8100)**

The final component of the fourth year Ethical Practice Curriculum provides students with a comprehensive understanding of the ethical, moral, and legal framework for the practice of dentistry nationally and within Utah. The function and the impact of the

legal system upon the practice of dentistry will be described. Risk management issues will be discussed and risk prevention strategies presented, with case-based discussions on such issues as informed consent, patient confidentiality, worker safety, managing patients with disabilities, and sexual harassment.

#### **Dental Practice Readiness 4 (DMD8110)**

The Dental Practice Readiness Curriculum (DPRC) culminates in year 4, where students apply the knowledge and skills they have acquired through years 1 - 3 of DPRC. In this block, students focus on three topics: (1) producing a professional application for a bank loan to start a simulated dental practice, (2) analyzing the current economic environment for dental practice, and (3) laws and regulations governing dental practice nationally and in the state of Utah. These will be evaluated by block instructors who will provide feedback and enhancement recommendations.

#### **Special and Vulnerable Patient Populations 2 (DMD8130)**

Students will explore issues related to oral health care for patients with cognitive or physical impairment, limited communication ability, psychological disorders and behavioral challenges. Assessment and treatment planning for patients with complex disabilities and medical comorbidities is addressed through case studies. Topics include: determining capacity for dental treatment, planning and implementing dental treatment for individuals with impairments and medical co-morbidities, aids that support dental care for medically, physically or cognitively challenged persons, dental care for chronically ill, homebound and institutionalized patients,

physical adaptation of the clinical environment for patients who are physically challenged or have visual and hearing impairment, and dental office design for compliance with the Americans with Disabilities Act.

#### **Integrated Clinical Sciences (ICS) Seminar (8410)**

The 4th year ICS focuses on oral and systemic oncology, orofacial pain, advanced education in pharmacotherapeutics, and the use of advanced imaging techniques. Case scenarios will be utilized, and interdisciplinary diagnostic and treatment modalities will be emphasized to support the total health of patients. The ICS modules on orofacial pain, oral oncology pharmacotherapeutics and image assessment are described below.

#### **Hospital Dentistry (DMD8460)**

This block will provide dental students with clinical experience in the hospital setting for elderly, medically compromised, special needs and intact patients. The hospital clinic experience will be supplemented by daily "Hospital Dental Care Seminars". With this rotation, students develop skills in the management of patients with complex medical histories, polypharmacy for multiple disorders, and physical, mental, and emotional illnesses.

#### **Clinical Rotations:**

#### **Oral Surgery (DMD8430), Pediatric Dentistry (DMD8450), and Clinical Elective Rotation (DMD8470)**

Fourth year students will complete three clinical rotations to facilitate focused learning and skill development. They will complete a two week Pediatric Dentistry Rotation focusing on oral health care for infants, children and adolescents. The Oral Surgery Rotation will be one

week in length. Students can select a Clinical Elective Rotation from a roster of available rotations, focusing on an area of dentistry of particular interest, with approval of the students' Clinical Practice Team Director. During these rotations, students will participate in case-based seminars along with supervised patient care.

#### **Urgent Care Rotation – Fourth Year (DMD8440)**

See the year three description of this rotation.

#### **National Board Part 2 Review (DMD8480)**

Fourth year students will participate in a review designed to prepare them for the NBDE Part 2 Exam focusing on the clinical sciences.

#### **Biomedical and Clinical Science Integration Seminar – Fourth Year (DMD8200)**

See the year three description of this block.

#### **Patient Care in CODM Primary Dental Care Clinic - Fourth Year (DMD8400)**

See the previous description.

#### **Clinical Practice Team Conference - Fourth Year (DMD8410)**

See the previous description.

#### **CODM Clinical Education Model**

The primary component of this theme is provision of patient care by students under the guidance of clinical faculty members in the CODM Dental Clinic.

The patient care facility at CODM is structured as a community oral health center with a mission to serve as a health care resource for the public as well as a training site for students. Student learning will occur in the context of the provision of patient care. The

operational model for student learning in the junior and senior year clinical block, *Primary Dental Care Clinic* (DMD7400 and 8400), is based on the principles used by outpatient ambulatory care centers: convenient access, prompt patient assessment, health care services provided in a team approach, and efficient delivery of services. Students will interact with patients under the guidance of a supervising clinical faculty member and will not be responsible for recruiting, contacting and scheduling of their patients. The Clinic will assume responsibility for the administrative functions of patient communication and screening, assignment of patients to students and patient scheduling to allow students to concentrate on learning and development of competency.

#### **Organization of Dental Students' Clinical Education**

Dental students begin treating patients in the spring semester of the second year and increase focus on supervised patient care as they advance through the curriculum.

When CODM has matriculated four classes (2014-2015), students will be organized into Clinical Practice Teams (CPTs), based on a student-to-faculty ratio of six to one. Thus, the goal is for each CPT to be comprised of 30 students (10 D2s, 10 D3s and 10 D4s) and 6 clinical faculty, plus a patient care coordinator and one additional clinical support staff member. Second year students will have limited involvement in the clinic during the second half of that year, but will participate in the CPT Conferences that are described in the next paragraph.

The CPTs will be staffed by a permanent group of faculty to provide students with consistent

mentoring and assessment and also ensure continuity of supervision for comprehensive patient care. One faculty member serves as the CPT Leader and another as the Assistant Leader. It is anticipated that faculty of each CPT will include 2-3 general dentists and 2-3 faculty from other dental specialty areas to provide students with multi-disciplinary expertise and perspectives.

A key educational component of the CPTs will be weekly *Clinical Practice Team Conferences* (DMD6420, 7420 and 8420) that serve as an integrative learning experience. Teams will use these weekly conferences for case assessment seminars led by students, special topic presentations by dental specialists and logistical management of the team's activities including patient triage and scheduling, group problem-solving, review of treatment outcomes and information sharing related to clinic operations. The conferences allow students to participate in patient assessment and treatment planning and allow students to directly contribute to coordination of patient care.

Due to the nature of the patient care involved, fourth year students will complete clinical rotations in *Pediatric Dentistry* (DMD8450) and in *Oral and Maxillofacial Surgery* (DMD8430). These rotations are 1-2 weeks in duration and will occur in sections of the CODM clinic devoted to dental care for infants and children and designed for surgical procedures. Fourth year students will also complete a one week *Hospital Dentistry Rotation* (DMD8460) and be able to select a *Clinical Elective Rotation* (DMD8470) focusing on a particular aspect of primary dental care in consultation with their

CPT leaders. All students will participate in an *Urgent Care Rotation* (DMD7440 and 8440) in both the third and fourth years.

## 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 needing 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, block faculty, and other administrators are

available to meet with students to discuss issues related to a specific block. In addition, the block schedule is effective as a format allowing for frequent faculty/student interactions and assessments that may resolve most minor academic issues at the block level.

Academic support services will be 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 in several Standards, the Roseman 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 will receive notification of their academic performance through the Associate Dean for Academic Affairs at the end of each academic block and at the end of each semester. At the mid-way point of each semester, students with academic deficiencies will be notified in writing by the Associate Dean for Academic Affairs and reminded of the mechanisms for resolving these deficiencies. .

In addition to the assistance that will be available for students with academic difficulties, efforts will also be made to encourage students with learning disabilities to self-identify before any academic problems arise. Upon

matriculation to the CODM, students will 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 will provide level-appropriate career information for pre-dental students, dental students and alumni, as needed and upon request.

Presentations for pre-dental clubs and other undergraduate student groups will 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 not be limited to information on general and specialty practice, teaching opportunities, research, dental insurance, dental products and pharmaceuticals, military, government service (agency, public health and elected positions), organized dentistry and university administration. The goal is to help potential students understand that dentistry offers combinations of opportunities to satisfy evolving career and personal needs.

At the CODM, DMD 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 denti-

stry, public health and military) will present information on their endeavors 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 will be presented at orientation, in the *Student Handbook* and on the Roseman University website.

Faculty and administrators will be 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 will be 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 communicating 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 (1 student from each class with voting privileges)
- Clinical Affairs (2 students with voting privileges)

- Curriculum (1 student from each class with voting privileges)
- Research (1 student with voting privileges)
- Strategic Planning (1 student with voting privileges)
- Books, Instruments and Materials Committee (1 student from each class with voting privileges)

College of Dental Medicine students also will have the opportunity to serve on the University level as a student member of Roseman University's Student Governance Committee. Students also will serve on the College of Dental Medicine's Student Council. Students also will serve on various *ad hoc* committees appointed by the Dean to address specific, short-term issues.

CODM plans to establish five student organizations in its first academic year, 2011-2012, including:

- Student Council
- American Student Dental Association
- American Dental Education Association
- Student Research Group
- Alumni Association Planning Committee

In subsequent years, CODM also plans to establish two student organizations, including:

- Omicron Kappa Upsilon
- Delta Sigma Delta

Students may opt to develop additional organizations. Roseman University's policies and registration procedures for student organizations are available on-line at the Roseman University Registrar/Student Services site.

Description of *Student Organizations and Clubs* available online at [www.Roseman.edu](http://www.Roseman.edu) or

[www.roseman.edu](http://www.roseman.edu) (beginning July 5, 2011).

#### TUITION REFUND POLICY

The, College of Dental Medicine follows the refund policy established by Roseman University of Health Sciences.





COLLEGE OF DENTAL MEDICINE

ADVANCED EDUCATION IN ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS/  
MASTER OF BUSINESS ADMINISTRATION PROGRAM

**Program Director  
(702) 968-1652**

## **AEODO/MBA MISSION, VISION, CORE VALUES AND GOALS**

The 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 healthcare 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, includ-

ing 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/MASTER OF BUSINESS ADMINISTRATION 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 movement (ortho-

dontics) 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 the 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 leader-

ship 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.

#### *Accreditation*

The AEODO/MBA Residency Program was granted “Initial Status” in February 2009 by the Commission on Dental Accreditation (CODA).

#### *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*

The Roseman University of Health Sciences seeks to admit a diverse student population with demonstrated academic competency and commitment to their respective professions.

#### *Nondiscriminatory Policy*

Roseman University of Health Sciences (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 1964, 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 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, or 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. 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.

#### *Admission Requirements*

Admission to Roseman University of Health Sciences 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:

1. 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;
2. Have successfully completed National Dental Board Examination Part I and Part II;
3. Completed the required interview process;
4. Be in good academic, moral and ethical standing;
5. Be proficient in the English language;
6. 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 CDM AEODO/MBA Residency Program:

- Completed **PASS Application**;
- Completed Roseman Supplemental Application;
- Current curriculum vitae sent directory to the Rose-

man University of Health Sciences;

- Supplemental Application Fee – Non-refundable – U.S. \$50 made payable to “Roseman University of Health Sciences”;
- Official National Dental Board Score(s) (**Reported Through PASS Via Dean's Letter**);
- Official Dental School Transcript, sent **directly to PASS**;
- 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  
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 Com-

mittee 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 CDM 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 of Health Sciences,” 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:

Kathleen Kelly, Executive Director for the NSBDE at 800-DDS-Exam, or [nsbde@nsbde.nv.gov](mailto:nsbde@nsbde.nv.gov).

**TUITION AND FEES FOR ACADEMIC YEAR 2010-2011**

**First Year Residents**

Application Fee:	\$50
Seating Deposit:	\$2,500
Tuition:	\$57,100
Technology Fee:	\$300
Research Fee:	\$1,000
Computer: (Estimate)	\$1,920

Clinic Usage Fee:	\$6,000
*Updated annually based on new rates	
***Residents receive a \$12,000/year stipend plus health insurance benefits.	

**Second Year Residents**

Tuition:	\$57,100
Technology Fee:	\$150
Research Fee:	\$1,000
Clinic Usage Fee:	\$8,000
*Updated annually based on new rates	
***Residents receive a \$12,000/year stipend plus health insurance benefits.	

**Third Year Residents**

Tuition:	\$57,100
Technology Fee :	\$75
Research Fee:	\$1,000
Clinical Usage Fee:	\$8,400
Graduation Fee:	\$200
***Residents receive a \$12,000/year stipend plus health insurance benefits.	

A 2% processing fee will be added to all credit card transactions.

**Interns**

Application Fee:	\$25
Seating Deposit:	\$1,000
Tuition:	\$23,040
Technology Fee:	\$300
*Health Insurance Fee (waived if resident provides proof of his or her own health insurance):	
	\$1,005
Computer (Optional):	\$1,920
*Updated annually based on new rates	

A 2% processing fee will be added to all credit card transactions.

**TUITION REFUND POLICY**

The College of Dental Medicine follows the refund policy established by the Roseman University of Health Sciences. Please refer

to the Table of Contents for the University's Tuition Refund Policy.

**FINANCIAL AID AND SCHOLARSHIPS**

Please refer to the financial section of this catalog or website [www.usn.edu](http://www.usn.edu) or [www.roseman.edu](http://www.roseman.edu) (beginning July 5, 2011) for information about financial aid and scholarships.

**REQUIRED HEALTH RECORDS**

According to the Nevada Administrative Code (NAC) Chapter 441A.775, it is required that all health care providers present documentation of having received the following immunizations:

- Tetanus-Diphtheria (TD) - within the last 10 years or documentation of Tdap. If an individual is due for TD booster, it is recommended by the Center for Disease Control for healthcare personnel to receive the Tdap booster
- Two doses of live measles (Rubeola)
- Two mumps
- One rubella
- Hepatitis B- Proof of completion of three shot series or serologic titer showing immunity
- Tuberculosis (TB) - yearly Purified Protein Derivative (PPD) or chest x-ray must be provided.
- Positive PPD or X-ray must be followed up by a physician with written certification that individual is not a health risk
- The following are acceptable proof of immunization: childhood immunization card signed by a physician or

nurse including the facility name and address; high school or college records; military, state or county records; lab report that indicates immunity (Titer test for MMR).

- 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

### *Curricular Overview*

#### **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) – 4 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**

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) – 32 credit hours total**

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) – 47 credit hours total**

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**

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**

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) – 43 credit hours total**

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 – 2 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 819: Concepts of Occlusion – 2 credit hour**

This course block will focus on the physiology of occlusion, record taking and mounting of cases, laboratory and clinical ex-

ercises in occlusal equilibration, splint construction, setups, positioner construction, and an introduction to examination, diagnosis and treatment of various temporomandibular joint disorders.

**ADE 838: Craniofacial Orthopedics – 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 (TAD's) 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 hours**

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 second 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, 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) – 12 credit hours total**

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) – 12 credit hours total**

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– 2 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**

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**

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 – 6 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

**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 – 4 credit hours**

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.

**ADE 939: Pharmacology and Management of Pain and Anxiety – 1 credit hour**

This course block will consist of a review of pharmacology and ways to manage/control pain and anxiety in patients as it relates to oral health care providers, as well as topics related to oral anesthesia and prophylactic antibiotics for infection control.

**MBA/ADE 510: Leadership Communication – 3 credit hours**

This course prepares residents with the writing, public speaking and teamwork foundation they will need throughout the program and throughout their careers.

**MBA/ADE 520: Financial Accounting – 3 credit hours**

Accounting provides the primary channel of communicating information about business economic activities. Residents will be able to use accounting as a tool for communicating financial results; and understand financial statements and accounting reports.

**MBA/ADE 530: Legal Environment and Corporate Responsibility – 3 credit hours**

This 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.

**MBA/ADE 540: Statistical Methods for Decision Making – 3 credit hours**

Basic statistical techniques for decision-making including frequency, probability, sampling, estimation, tests of hypotheses, regression and correlation analysis.

**MBA/ADE 550: Managerial Economics – 3 credit hours**

This course focuses on the study of the economic environment and their implications for the firm. The residents will understand the impact of supply and demand, the theory and estimation of production and cost, pricing and output decisions, risk and uncertainty, and government and industry.

**MBA/ADE 560: Foundations of Management – 3 credit hours**

This course provides the residents with foundation concepts in marketing, organizational behavior, human resource, management, management principles, operations management, business policy, and strategy.

**MBA/ADE 605: Human Resources Management – 3 Credit hours**

This 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 integrated human re-

source management with the overall business strategy.

**MBA/ADE 610: Organizational Behavior and Leadership – 3 credit hours**

This course focuses on how to become an effective leader by understanding and influencing human behavior. Residents will be able to understand organizational culture; understand individual behavior; understand group behavior and interpersonal influence; understand organizational processes; and understand organization systems.

**MBA/ADE 620: Marketing – 3 credit hours**

This course focuses on how to create and communicate value to customers. The residents will be able to create value for customers/patients; target market selection and product positioning; and communicate value.

**MBA/ADE 630: Operations Management – 3 credit hours**

This course focuses on developing residents' knowledge and skills to align an organization's operations with its competitive position. Residents will be able to understand the strategic importance of operations in service delivery; understand operating system design; manage the supply chain; and apply quality assurance tools.

**MBA/ADE 660: Finance – 3 credit hours**

This course examines how financial decisions can create value. Residents will be able to apply the basic principles of corporate finance, including working capital management and long-term financial management; understand the function of financial institutions and capital markets; and apply capital budgeting, dis-

counted cash flow valuation, and risk analysis techniques.

**MBA/ADE 670: Strategic Management – 3 credit hours**

This course focuses on developing strategy formulation and implementation skills. The residents will be able to generate superior customer value; develop and sustain competitive advantage; balance opportunities and risks; and apply analytical tools to perform in-depth analysis of industries and competitors, competitive behavior, and sustainable competitive advantage.

**MBA/ADE 680: Advanced Finance – 3 credit hours**

This course focuses on how to evaluate complex investments, how to establish firm financial policies, and how to integrate financial decisions. Residents will be able 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.

**MBA/ADE 690: Entrepreneurship – 3 credit hours**

This MBA program's capstone course provides residents an opportunity to construct, integrate, and refine their business plans and present them to external reviewers for evaluation. The residents will be able to understand entrepreneurial fundamentals and identify opportunities; perform valuation and risk assessment; and understand strategies for mobilizing resources, managing contingencies, and growing and harvesting products and services.

**MBA 750A – Seminar in Dental (Orthodontic) Practice Management**

This 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/associateship options, front/back office staffing, overhead control, and marketing decisions, in addition to the management of operation and financial systems.

### SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID ELIGIBILITY

The students/residents must be enrolled full-time in the AEODO/MBA Residency Program in order to be eligible for financial aid. The Office of the Registrar shall, upon request, validate the academic standing of each student/resident annually after the academic year has been completed for Financial Aid Eligibility. For students/residents who are required to attend summer remediation, the Office of the Registrar shall validate the academic standing of each student/resident following the completion of his/her summer remediation schedule for Financial Aid Eligibility determination. No additional tuition is charged for summer remediation. Following the Registrar's validation of a student/resident's academic standing, the Financial Aid Office shall determine a student/resident's Financial Aid Eligibility based upon the following criteria establishing satisfactory academic progress:

- Maintenance of the equivalent of a "C" average each year, defined as no more than five "No Pass" designations on the student/resident's transcript after the regular academic year or no more than two "No Pass" designations on the

transcript following summer remediation; and,

- No designations of "Incomplete" (I) coursework on the student/resident's transcript following summer remediation; and
- Assessment of the time required for the student/resident to complete his/her degree that would not exceed 4.5 years (1.5 times the published length of the program).

The student must meet all criteria, to retain his/her Financial Aid Eligibility. When a determination is made that the student is no longer eligible to receive financial aid based on the criteria above he/she will be notified in writing by the Director of Financial Aid within five business days. Students may appeal determinations of financial aid disqualification due to the failure to remediate a block in which a "No Pass" was received. Financial Aid Eligibility may be reinstated based on mitigating circumstances which include but not limited to injury/illness, death of a first degree relative, or other circumstances resulting in undue hardship to the student. An appeal of the failure to maintain Satisfactory Academic Progress must be made in writing to the Dean or Program Director within five business days from the date the letter indicating Financial Aid ineligibility was received.

When a student does not successfully meet the satisfactory academic progress requirements for probation, the student will no longer be eligible to receive financial aid. Future financial aid will be suspended resulting in a loss of all federal aid. Students are allowed to repeat courses but are required to pay tuition expenses out of pocket. The uni-

versity does not allow aid for repeated courses. If a student successfully completes a block without receiving financial aid and meets the satisfactory academic progress requirements, the student will regain his/her financial aid eligibility.

If a student withdraws or is dropped from the program and later readmitted, their previously completed credit hours are included when the student's satisfactory academic progress is evaluated. If a student was on academic or financial aid probation when they exited, they will return to the same status and the same block upon reinstatement.

Total credit hours required to advance to second academic year (R2) is equivalent to: 80 credit hours.

Total credit hours required to advance to third academic year (R3) is equivalent to: 160 credits. Minimum credit hours required for graduation from the program is equivalent to 220 credit hours.

### ACADEMIC CALENDAR FOR 2011-2012

Please refer to the Roseman University of Health Sciences Website at [www.usn.edu](http://www.usn.edu) or [www.roseman.edu](http://www.roseman.edu) (beginning July 5, 2011) for the current Academic Calendar.

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Kristi Singer

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Bursar

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## ROSEMAN UNIVERSITY OF HEALTH SCIENCES PHONE DIRECTORY

[www.Roseman.edu](http://www.Roseman.edu)

### **Henderson, NV**

Main Telephone: (702) 990-4433

Main Fax: (702) 990-4435

<b>Unit/Area</b>	<b>Telephone</b>
Academic Affairs	(702) 968-2038
Accounting/ Business Office	(702) 968-1613
Bursar	(702) 968-2072
Community Outreach	(702) 968-2055
College of Dental Medicine	(702) 968-5222
Fundraising/Institutional Advancement	(702) 968-1619
Facilities Management	(702) 968-2037
Financial Aid	(702) 968-1635
Help Desk (IT)	(702) 968-2030
Library	(702) 968-2040
Marketing/Public Relations	(702) 968-1633
MBA Program Admissions	(702) 968-1661
Nursing Admissions	(702) 968-2075
Personnel/Human Resources (HR)	(702) 968-1611
Pharmacy Admissions	(702) 968-2007
President's Office	(702) 968-2020
Reception	(702) 968-2000
Registrar/Student Services	(702) 968-2029
Security	(702) 968-2037
University Relations	(702) 968-2055

### **South Jordan, UT**

Main Telephone: (801) 302-2600

Main Fax: (801) 302-0768

Accounting	(801) 878-1030
Facilities	(801) 878-1025
Financial Aid	(801) 878-1031
Help Desk (IT)	(801) 878-1010
Library	(801) 878-1020
Nursing Admissions	(801) 878-1063
Reception	(801) 878-1000
Registrar/Student Services	(801) 878-1040



**Authorization to Release Student Education Record Information  
(FERPA/Written Consent Waiver)**

The Family Educational Rights and Privacy Act of 1974 (FERPA) establishes the privacy rights of students (parents if the student is under 18) with regard to educational records. The Act makes provisions for inspection, review and amendment of educational records by the student for disclosure of such records to third parties. The consent must be in writing, signed and dated by the student and must specify records to be released, the reason for release, and the names of the parties to whom such records to be released. The Act applies to all persons formerly and currently enrolled at an educational institution. No exclusion is made for students which are non-U.S. citizens. The Act does not apply to a person who has applied for admission, those who never actually enrolled in or attended the institution, and deceased persons. This form must be completed in order for the University of Southern Nevada to comply with any request.

**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' Office in writing should I wish to rescind or modify this waiver.

\_\_\_\_\_  
Student Signature      Date

**WAIVER WILL REMAIN IN EFFECT UNTIL RESCINDED BY STUDENT**