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This publication represents current curricula, educational plans, offerings, requirements, tuition, and fees. This catalog is effective July 1, 2015. These may be modified or discontinued from time to time in the University’s sole discretion to carry out the University’s purposes and objectives.

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STUDENT CATALOG

Effective: 2015-2016 Academic Year

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

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<thead>
<tr>
<th>HENDERSON CAMPUS</th>
<th>SUMMERLIN CAMPUS</th>
<th>SOUTH JORDAN CAMPUS</th>
</tr>
</thead>
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<tr>
<td>11 Sunset Way</td>
<td>10530 Discovery Drive</td>
<td>10920 South River Front Parkway</td>
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<tr>
<td>Henderson, Nevada 89014</td>
<td>Las Vegas, Nevada 89135</td>
<td>South Jordan, Utah 84095</td>
</tr>
<tr>
<td>Tel: (702) 990-4433</td>
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<tr>
<td>Fax: (702) 990-4435</td>
<td>Fax: (702) 431-5536</td>
<td>Fax: (801) 302-7068</td>
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</tbody>
</table>

UNDERGRADUATE
College of Nursing

GRADUATE
Master of Business Administration

DOCTORAL
College of Pharmacy
College of Dental Medicine – DMD

POST-DOCTORAL
College of Dental Medicine – AEODO/MBA

Approved by the Administrative Council on x/xx/xxxx
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESIDENT'S MESSAGE</td>
<td>7</td>
</tr>
<tr>
<td>ACADEMIC CALENDAR</td>
<td>8</td>
</tr>
<tr>
<td>July 1, 2015 - December 31, 2015</td>
<td>8</td>
</tr>
<tr>
<td>January 1, 2016 - June 30, 2016</td>
<td>8</td>
</tr>
<tr>
<td>ROSEMAN UNIVERSITY OF HEALTH SCIENCES CATALOG NOTICE</td>
<td>9</td>
</tr>
<tr>
<td>MISSION STATEMENT</td>
<td>9</td>
</tr>
<tr>
<td>VISION STATEMENT</td>
<td>9</td>
</tr>
<tr>
<td>CORE VALUES</td>
<td>9</td>
</tr>
<tr>
<td>STATEMENT OF EDUCATIONAL PHILOSOPHY</td>
<td>9</td>
</tr>
<tr>
<td>HISTORY</td>
<td>10</td>
</tr>
<tr>
<td>MBA Program</td>
<td>11</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>11</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>11</td>
</tr>
<tr>
<td>NON-DISCRIMINATION POLICY</td>
<td>11</td>
</tr>
<tr>
<td>POLICY ON HIV/AIDS</td>
<td>12</td>
</tr>
<tr>
<td>STUDENT RIGHT TO KNOW</td>
<td>12</td>
</tr>
<tr>
<td>CAMPUS LOCATIONS</td>
<td>12</td>
</tr>
<tr>
<td>Nevada</td>
<td>12</td>
</tr>
<tr>
<td>Utah</td>
<td>13</td>
</tr>
<tr>
<td>FACULTY</td>
<td>13</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>13</td>
</tr>
<tr>
<td>ACCREDITATION AND PROFESSIONAL MEMBERSHIPS</td>
<td>13</td>
</tr>
<tr>
<td>College of Pharmacy</td>
<td>13</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>14</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>14</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>14</td>
</tr>
<tr>
<td>PHYSICAL FACILITIES</td>
<td>15</td>
</tr>
<tr>
<td>ADMISSIONS</td>
<td>15</td>
</tr>
<tr>
<td>Campus Visit</td>
<td>15</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>15</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>15</td>
</tr>
<tr>
<td>International Students</td>
<td>16</td>
</tr>
<tr>
<td>Tuition and Fees for Students on F1 Visas</td>
<td>16</td>
</tr>
<tr>
<td>F1 Visa Students Re-attending Blocks at Roseman</td>
<td>16</td>
</tr>
<tr>
<td>Veteran's Administration</td>
<td>17</td>
</tr>
<tr>
<td>Policy for Evaluation of Prior Education</td>
<td>17</td>
</tr>
<tr>
<td>DISABILITY SERVICES</td>
<td>17</td>
</tr>
<tr>
<td>Documentation-Learning Disability (LD)</td>
<td>17</td>
</tr>
<tr>
<td>Documentation-Psychological Disability</td>
<td>18</td>
</tr>
<tr>
<td>Documentation-ADD/ADHD</td>
<td>18</td>
</tr>
<tr>
<td>Multimedia Recording by Student(s)/Resident(s), their Agents, Representatives, and/or Guests</td>
<td>18</td>
</tr>
<tr>
<td>STUDENT FILES</td>
<td>18</td>
</tr>
<tr>
<td>Admission Files</td>
<td>18</td>
</tr>
<tr>
<td>Student Files after Enrollment</td>
<td>19</td>
</tr>
<tr>
<td>Reviewing the File</td>
<td>19</td>
</tr>
<tr>
<td>DIRECTORY INFORMATION (FERPA) POLICY</td>
<td>20</td>
</tr>
<tr>
<td>Legitimate Educational Interest</td>
<td>21</td>
</tr>
<tr>
<td>TRANSCRIPTS</td>
<td>21</td>
</tr>
<tr>
<td>DIPLOMAS</td>
<td>21</td>
</tr>
<tr>
<td>DUPLICATE DIPLOMAS/CERTIFICATES</td>
<td>21</td>
</tr>
</tbody>
</table>
Selection of the Class and Alternates ............................................................... 72
Admission with Advanced Standing ............................................................... 72
Transfer Students ......................................................................................... 72
Essential Functions ....................................................................................... 73
Admissions and Continuation in the Curriculum ........................................... 73

GRADUATION REQUIREMENTS ............................................................... 74
LICENSURE ................................................................................................. 74
CURRICULAR THEMES .............................................................................. 74
CODM PREDOCTORAL DENTAL EDUCATION COMPETENCIES .................... 74
SYNOPSIS OF BLOCKS ........................................................................... 78

Year One ..................................................................................................... 78
Year One Remediation Program .................................................................. 80
Year Two .................................................................................................... 81
Remediation Program for Year 2 .................................................................. 86
Year Three .................................................................................................. 86
Remediation Program for Year 3 .................................................................. 88

CODM CLINICAL EDUCATION MODEL .................................................... 90
ORGANIZATION OF DENTAL STUDENTS’ CLINICAL EDUCATION .............. 90
ACADEMIC POLICIES AND PROCEDURES ............................................. 91

ACADEMIC SUPPORT SERVICES ................................................................ 91
Personal Counseling: Non-Academic Issues ................................................ 91
Academic Counseling .................................................................................. 91
Career Counseling ....................................................................................... 91

STUDENT PARTICIPATION ON CODM COMMITTEES .................................. 92
AEDDO/MBA MISSION, VISION, CORE VALUES AND GOALS ...................... 94
ADVANCED EDUCATION IN ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS/MBA RESIDENCY PROGRAM ......................................................... 94
About the Profession .................................................................................... 94
Program Overview ....................................................................................... 95
Faculty ........................................................................................................ 95

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES .............................. 95
Application and Admission Process ................................................................ 95
Admission Requirements ............................................................................. 95
Application Process ..................................................................................... 95
Application Fee ............................................................................................ 96
Interview ....................................................................................................... 96
Deposit .......................................................................................................... 96
Graduate Management Admissions Test (GMAT)/Graduate Record Examinations (GRE) ........................................................................... 96
Nevada State Board of Dental Examiners ...................................................... 96

REQUIRED HEALTH RECORDS .................................................................... 96
EDUCATIONAL OFFERINGS, CURRICULUM AND COURSE DESCRIPTIONS .................................................................................................................. 96
Course Descriptions ..................................................................................... 96

GRADING ...................................................................................................... 100
DIRECTORY .................................................................................................. 101
ROSEMAN UNIVERSITY OF HEALTH SCIENCES BOARD OF TRUSTEES ............ 101
ROSEMAN UNIVERSITY OF HEALTH SCIENCES ADMINISTRATION ............. 101
ROSEMAN UNIVERSITY OF HEALTH SCIENCES DIRECTORS ....................... 102
COLLEGE OF NURSING ADMINISTRATION, HENDERSON, NEVADA ............ 102
COLLEGE OF NURSING FACULTY, HENDERSON, NEVADA ......................... 102
COLLEGE OF NURSING ADMINISTRATION, SOUTH JORDAN, UTAH ............ 102
COLLEGE OF NURSING FACULTY, SOUTH JORDAN, UTAH ......................... 102
MBA PROGRAM ADMINISTRATION ................................................................ 102
PRESIDENT’S MESSAGE
Welcome to Roseman University of Health Sciences. Founded in Henderson, Nevada in 1999, Roseman is a private, non-profit educational institution that subscribes to truly unique pedagogical ideals:

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

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

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

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

Renee Coffman, PhD
President
### ACADEMIC CALENDAR

**July 1, 2015 - December 31, 2015**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Program Orientation</td>
<td>July 7, 2015</td>
</tr>
<tr>
<td>College of Nursing (Nevada) Classes Resume</td>
<td>July 6, 2015</td>
</tr>
<tr>
<td>College of Pharmacy Summer Remediation (Nevada and Utah)</td>
<td>July 6 - August 14, 2015</td>
</tr>
<tr>
<td>MBA Classes Begin</td>
<td>July 7, 2015</td>
</tr>
<tr>
<td>College of Dental Medicine (Nevada) Orientation</td>
<td>July 13 - 17, 2015</td>
</tr>
<tr>
<td>College of Dental Medicine (Nevada) R1 Begins MBA Classes</td>
<td>July 20, 2015</td>
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<tr>
<td>College of Dental Medicine (Utah) Orientation</td>
<td>August 11 - 13, 2015</td>
</tr>
<tr>
<td>College of Dental Medicine (Utah) Classes Begin</td>
<td>August 17, 2015</td>
</tr>
<tr>
<td>College of Dental Medicine (Utah) White Coat Ceremony</td>
<td>August 21, 2015</td>
</tr>
<tr>
<td>College of Pharmacy Orientation (Nevada and Utah)</td>
<td>August 24 - 28, 2015</td>
</tr>
<tr>
<td>College of Pharmacy White Coat (Utah)</td>
<td>August 27, 2015</td>
</tr>
<tr>
<td>College of Pharmacy White Coat (Nevada)</td>
<td>August 28, 2015</td>
</tr>
<tr>
<td>College of Pharmacy Classes Begin (Nevada and Utah)</td>
<td>August 31, 2015</td>
</tr>
<tr>
<td>Labor Day (University Closed)</td>
<td>September 7, 2015</td>
</tr>
<tr>
<td>College of Nursing (Nevada) ABSN July 2013 Cohort Pinning</td>
<td>October 23, 2015</td>
</tr>
<tr>
<td>Thanksgiving Break (University Closed)</td>
<td>November 25 - 27, 2015</td>
</tr>
</tbody>
</table>

**January 1, 2016 - June 30, 2016**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Classes Resume</td>
<td>January 4, 2016</td>
</tr>
<tr>
<td>College of Nursing (Nevada) ABSN October 2016 Cohort Pinning</td>
<td>February 19, 2016</td>
</tr>
<tr>
<td>College of Pharmacy Spring Break (Nevada and Utah)</td>
<td>March 4 - 7, 2016</td>
</tr>
<tr>
<td>(Students Only – pending Pharmacy curricular review)</td>
<td></td>
</tr>
<tr>
<td>College of Nursing (Nevada) BSN Class of 2016 Pinning</td>
<td>March 11, 2016</td>
</tr>
<tr>
<td>College of Nursing (Nevada and Utah) Spring Break</td>
<td>April 18 - 19, 2016</td>
</tr>
<tr>
<td>College of Nursing (Nevada) ABSN Feb. 2016 Cohort Pinning</td>
<td>May 20, 2016</td>
</tr>
<tr>
<td>College of Pharmacy Classes End (Nevada and Utah)</td>
<td>May 20, 2016</td>
</tr>
<tr>
<td>College of Pharmacy IPPE Summer and P3 APPE Begins (Nevada and Utah)</td>
<td>May 23, 2016</td>
</tr>
<tr>
<td>Memorial Day (University Closed)</td>
<td>May 30, 2016</td>
</tr>
<tr>
<td>College of Nursing (Utah) Pinning Ceremony</td>
<td>June 3, 2016</td>
</tr>
<tr>
<td>Summer Commencement (Nevada Campus)</td>
<td>June 3, 2016</td>
</tr>
<tr>
<td>Summer Commencement (Utah Campus)</td>
<td>June 4, 2016</td>
</tr>
<tr>
<td>College of Dental Medicine (Utah) Last Day of Classes</td>
<td>June 17, 2016</td>
</tr>
<tr>
<td>College of Dental Medicine (Utah) Summer Remediation</td>
<td>June 20 - July 29, 2016</td>
</tr>
<tr>
<td>Summer Break (University Closed)</td>
<td>June 27 - July 4, 2016</td>
</tr>
<tr>
<td>College of Pharmacy Summer Remediation (Nevada and Utah)</td>
<td>July 5 - August 12, 2016</td>
</tr>
<tr>
<td>College of Nursing (Nevada) Classes Resume</td>
<td>July 5, 2016</td>
</tr>
</tbody>
</table>
ROSEMANN 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 at the time of printing.

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

MISSION STATEMENT

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

VISION STATEMENT

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

CORE VALUES

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

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

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

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

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

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

STATEMENT OF EDUCATIONAL PHILOSOPHY

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

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

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

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

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

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

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

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

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 Accrediting Commission for Education in Nursing (ACEN).

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

The development of a College of Dental Medicine (CDM) was approved by the Roseman Board of Trustees in August 2007. In Sep-
tember 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 began offering a four-year Doctor of Dental Medicine (DMD) degree at the campus in South Jordan in Fall 2011.

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

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

**MBA Program**

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

**College of Nursing**

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

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

**College of Dental Medicine**

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

This program is committed to providing an outstanding education to a group of highly qualified dentists. Additionally, this program offers high quality, affordable oral health services to the surrounding population in the state and regional needs for registered nurses. The first class was admitted in April 2006, and graduated in October 2007.

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

STUDENT RIGHT TO KNOW
In accordance with the Student Right to Know Act and the Campus Security Act (“Clery Act”), Roseman University of Health Sciences provides information on:

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

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

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

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

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


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

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.

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

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

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

Faculty Research Laboratories
14B Sunset Way
Henderson, Nevada 89014
Tel: (702) 968-5574
Hours of Operation: 8:00 a.m. – 5:00 p.m.
FACULTY
Roseman faculty members are highly qualified and experienced individuals representing diverse backgrounds. Several of our faculty members are recognized nationally. All faculty members hold professional and/or doctoral degrees in their chosen profession. Most hold professional licenses as well. A list of our faculty, their degrees, and institutions granting those degrees is included in this catalog (Please refer to the Table of Contents). Additional information on specific faculty members is posted on our Web site at www.roseman.edu.

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

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

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

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

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

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

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

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

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

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

Accreditation Council for Pharmacy Education (ACPE)
135 S. LaSalle Street, Suite 4100
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 accredited by the IACBE: Master of Business Administration.

IACBE
11374 11374 Strang Line Road
Lenexa, KS 66215

**College of Nursing**

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

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

Nevada State Board of Nursing
5011 Meadowood Mall Way
Suite 300

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

Division of Occupational and Professional Licensing
Utah Board of Nursing
160 East 300 South
Salt Lake City, Utah 84111

The programs in the Colleges of Nursing at the Henderson, Nevada and South Jordan, Utah campuses are accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission, Inc. (NLNAC).

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE
Suite 850
Atlanta, Georgia 30326
Tel: (404) 975-5000
Fax: (404) 975-5020
Website: http://www.acenursing.org

**College of Dental Medicine**

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

The pre-doctoral dental education program at the South Jordan, Utah campus is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "Initial Accreditation." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation may be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission’s web address is: http://www.ada.org/100.aspx.
Decisions concerning eligibility for licensure, by examination or reciprocity, reside with the respective state boards in accordance with their state statutes and administrative rules.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Office of Admissions</th>
<th>Roseman University of Health Sciences</th>
<th>11 Sunset Way</th>
<th>Henderson, Nevada 89014</th>
<th>Phone: (702) 990-4433</th>
<th><a href="http://www.roseman.edu">http://www.roseman.edu</a></th>
</tr>
</thead>
</table>

or

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

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

<table>
<thead>
<tr>
<th>College of Nursing</th>
<th>Henderson Campus: (702) 968-2075</th>
<th>South Jordan Campus: (801) 878-1063</th>
</tr>
</thead>
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<table>
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<tr>
<th>MBA Program</th>
<th>(702) 968-1678</th>
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<tr>
<th>College of Pharmacy</th>
<th>Henderson Campus: (702) 968-2007</th>
<th>South Jordan Campus: (801) 302-2600</th>
</tr>
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</table>

<table>
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<tr>
<th>College of Dental Medicine</th>
<th>Henderson Campus (AEDO/MBA): (702) 968-5222</th>
<th>South Jordan Campus (DMD): (801) 878-1405</th>
</tr>
</thead>
</table>

Admission Requirements
The University seeks to admit a diverse student population and individual students who have demonstrated academic competency and are committed to their chosen profession. The University has established standards, policies and procedures for obtaining, selecting, and admitting qualified applicants in a timely fashion. The admission requirements and policies vary by program. Please see the program specific component of this catalog. You may also visit the Website at http://www.roseman.edu.
Roseman University requires all students to submit two forms of identification prior to matriculation. US citizens must submit:

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

Non-US citizens must submit:

1) Permanent Resident Card (front and back of card) or Unexpired Passport (from home country)
2) Unexpired Government issued photo identification card (from home country)

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

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

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

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

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

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

Please refer to identification requirements section above.

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

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

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

- F1 visa (or other appropriate visa status)
- Government issued photo ID (unexpired)
- I-20 SEVIS Transfer Eligibility form (if transferring from a US school)

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

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

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

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

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

Roseman currently does not participate in the Yellow Ribbon program.

Policy for Evaluation of Prior Education
Roseman University will evaluate any academic credits for prior education as specified by the Program’s Policy for Transfer Students (see Program sections of this catalog).

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

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

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

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

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

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

Any recommendation by an appropriate licensed professional for specific accommodations may include accommodations for the classroom setting and if the program requirements include experiential education in a clinical setting, recommended accommodations for the clinical setting as well.

The professional rendering the diagnosis must be qualified to do so. All documentation must be signed and submitted on official letterhead and include date, name, title, and credentials of the licensed professional.

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

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

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

Documentation-Learning Disability (LD)
- Diagnostic Interview, with relevant history performed by a licensed psychologist, learning specialist or clinical psychologist.
- Testing must be performed within the past year.
- Assessment
  - Cognitive ability/aptitude
  - Academic achievement (reading, oral and written language, math)
The documentation may include the following:

- Specific Diagnosis must be included
- Actual test scores from standardized instruments may be provided
- Rationale for each recommended accommodation may be included.
- Interpretive summary should be provided and may include:
  - Indicate that evaluator ruled out alternative explanations.
  - Indicate how patterns in test results are used to determine the presence of a LD.
  - Indicate how the LD limits learning and/or affects test performance.
  - Offer rationale as to:
    - Why specific accommodations are needed.
    - How the effects of the specific disability are mediated by the accommodations.

**Documentation-Psychological Disability**

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

**Documentation-ADD/ADHD**

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

**Multimedia Recording by Student(s)/Resident(s), their Agents, Representatives, and/or Guests**

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

**STUDENT FILES**

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

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

**Admission Files**

Each program maintains its students’ files. The Director 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 applica-
tion 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 Director for Admissions and Student Affairs for the College of Pharmacy, Dean for College of Nursing, Program Director for the MBA program and Dean for the College of Dental Medicine, members of the Admissions Committee, the faculty, the administration, current students assisting with the admissions process, and appropriate admissions staff of the College of Pharmacy or MBA Program, as well as other appropriate University administrators, have access to these files for the purpose of evaluating candidates for admission. After a candidate is admitted and successfully enrolled in the University, the files of students admitted and enrolled in the program will be maintained by the Registrar/Student Services Office.

**Student Files after Enrollment**
The individual programs and the Registrar/Student Services Office are responsible for maintaining and updating student files that include, but are not limited to, official Roseman University of Health Sciences transcripts, letters or other written documentation submitted by faculty and administration, and written documentation submitted by the student. Faculty, administration, and appropriate University staff have access to these files for official University, College or Program business.

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

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

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

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

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

The University will not release any contents of a student’s file to outsiders unless prior written consent has been 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 educational agencies that need the information for valid educational purposes. The University is also authorized to release information contained in a student’s file in any emergency situation involving the need to protect the health or safety of the student or other persons.

A student (or applicant for admission) is permitted to waive access to confidential recommendations written on his/her behalf regarding: 1) admission to any educational agency or institution; 2) an application for employment; or 3) the receipt of an honor or recognition.

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

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

All such records are made available to students with the following limitations:
1. Recommendations submitted to the University by third parties under conditions of confidence, i.e., letters of recommendation will be shown only upon receipt of a signed release by the third party;
2. Student records requiring the interpretation of a professional, i.e., medical, psychiatric, psychological testing, etc., must be reviewed in consultation with the appropriate professional;
3. Generally, the University must have written permission from the student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
   ▪ University or College employees who have a need-to-know;
   ▪ Other schools to which the student is transferring;
   ▪ Certain government officials in order to carry out lawful functions;
   ▪ Appropriate parties in connection with financial aid to a student;
   ▪ Organizations doing certain approved studies for the University, its Colleges or Programs;
   ▪ Accrediting organizations;
   ▪ Individuals who have court orders or subpoenas;
   ▪ Persons who need to know in cases of health and safety emergencies; and,
   ▪ State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974; and three items of information from student records are considered “public” information:
     a. The facts of attendance,
     b. The date of attendance, and,
     c. The fact and date of graduation.

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

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

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

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

**DIRECTORY INFORMATION (FERPA) POLICY**

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

As permitted under federal law, the sole exception to the above practice is the release of directory information considered to be public in nature and not generally deemed to be an invasion of privacy. Roseman uses directory information for educational purposes, such as to mail notices to students about changes in policies, services or opportunities. Directory information may also be provided to the alumni association, foundations, or other individuals for purposes that may be beneficial to students. Roseman exercises discretion in responding to requests for directory information and may or may not provide such information when requested, depending on the intended purpose of the request as provided by the requestor.

Students have the right to request that Roseman not release directory information about them. Students are advised to consider carefully the consequences of any decision made regarding the withholding of any category of directory information, as any future requests for such information from non-institutional persons or organizations will be refused. Some of the effects of this decision to request confidential status include, but are not limited to, friends or relatives trying to reach a student will not be able to do so through Roseman; information on a student's enrollment status will be suppressed, so if a loan company, prospective employer, family members, etc. inquire about a student they will be informed that the University does not have information that it can release related to the student. Roseman
will honor the student's request to withhold all categories of information designated by Roseman as directory information but will not assume responsibility for contacting the student for subsequent permission to release them.

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

**Legitimate Educational Interest**

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

**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 Registrar’s Office to receive or for the University to send an official or unofficial transcript. An unofficial transcript may be faxed in an emergency situation. If requested, the faxed transcript will be followed by a mailed official transcript. No transcripts will be emailed nor expedited. Transcripts will not be provided for students who are delinquent in their financial obligations to the University or any federal or state agency. Copies of transcripts on file from other institutions attended will not be provided to the student nor a third party. Name changes will not be honored, therefore the legal name at the time of graduation will always be listed on the transcript.

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

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

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

**DIPLOMAS**

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

**DUPLICATE DIPLOMAS/CERTIFICATES**

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

**UNIVERSITY LIBRARY**

The University Library is a vital component of Roseman University of Health Sciences that provides information resources to support the institution’s overall mission in an environment conducive to study, work, research and learning. All who share this space are expected to uphold standards of professional conduct and abide by the policies posted on the Library website at [http://www.roseman.edu/library](http://www.roseman.edu/library). Students, faculty and staff may receive assistance during scheduled hours. Other library users fall under the “Library Non-Affiliated Guest Access Policy.”
Library Facilities
On each campus the Library provides access to library staff and collections, as well as seating for individual or group study. Wireless Internet access is available for use with laptops, and desktop computers are networked to student use copier/printers. Where study rooms are provided, they are to be used in accordance with posted guidelines. The “Library Use Policy” defines expectations for appropriate use of the facility and consequences for failure to comply. Please note that food is not permitted in the Library and beverages must be in approved containers.

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

Library Services
Library staff members are available to assist students in person and via phone, email, chat, or online reference (Ask the Library) during all hours of operation. Librarians provide instruction and support for the location, evaluation, and effective use of needed information through classroom teaching, special sessions outside of class time, online tutorials, and one-on-one consultations.

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

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

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.

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

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

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

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

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

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

Technical support is provided for University owned/issued hardware and software only. Personally owned technologies 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. The full Computer and Network Acceptable Usage policy can be found on the University website at [http://www.roseman.edu/policies](http://www.roseman.edu/policies).

**CAMPUS SAFETY**

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

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

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

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

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

**Inclement Weather / Emergency Closure Procedure**
In the event of inclement weather or any other reason requiring the temporary closure of the University at the Henderson, Nevada and/or South Jordan, Utah campuses, the respective Chancellor will notify students and employees via email and social media as well as through radio and television news outlets when appropriate.

**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 probation, suspension or dismissal.

When a student contests an allegation of academic or professional misconduct or when an appropriate College/Program administrator requests a hearing, the University Student Professionalism Board (USPB) will meet to evaluate the allegation(s). The USPB will make a determination of the findings of fact. The USPB will not recommend or impose sanctions. However, the USPB will make an assessment of the severity of the violation, i.e., major, moderate, mild. The USPB procedure is outlined on the University website, www.Roseman.edu/policies. A written copy of this policy can also be obtained by emailing studentsvs@roseman.edu.

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

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

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

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 excuse for non-attendance or tardiness at experiential or clinical rotations.

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

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

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.

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

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

SUBSTANCE ABUSE POLICY
Roseman is committed to maintaining a drug-free environment in compliance with applicable laws. The unlawful possession, use, distribution, sale or manufacture of controlled substances is prohibited on the University campus 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. The full Substance Abuse Policy can be found on the University website, http://www.Roseman.edu/policies. A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu.

SEXUAL HARASSMENT POLICY
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. The full Sexual Harassment Policy can be found on the University website, http://www.Roseman.edu/policies. A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu.

TITLE IX
Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Roseman University does not discriminate on the basis of sex in its education programs and activities and is required by Title IX to not discriminate in such a manner. Questions regarding Title IX may be referred to the University’s Title IX Coordinator or to the Office of Civil Rights.

The University’s notice of non-discrimination, the employee(s) designated by the University to comply with and carry out the its responsibilities under Title IX, and the grievance procedures to provide for the prompt and equitable resolution of student and employee sex discrimination complaints can be found on the University’s website, http://www.Roseman.edu/policies. A written copy of these policies can also be obtained by emailing studentsvs@roseman.edu.

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

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

College of Nursing (BSN) - Henderson, Nevada
Total Tuition and Fees for Class beginning July 2015
- Tuition: $49,025 (18 months)
- Seating Deposit: ($250)
- Technology Fee: $500
- Nursing Lab Fee: $3,000
- Computer**: $2,400 (not to exceed)
- Health Insurance (Est.): $1,925 (waived if student provides proof of insurance)
- Year 2 Health Insurance: Fee to be determined (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: $200 to be assessed on second year nursing students.
College of Nursing (ABSN) - Henderson, Nevada and South Jordan, Utah
Total Tuition and Fees
- Tuition: $53,146 (15 months)
- Seating Deposit: ($250)
- Technology Fee: $500
- Nursing Lab Fee: $3,000
- Computer**: $2,400 (not to exceed)
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: $200 to be assessed on second year nursing students.

College of Nursing (BSN) - South Jordan, Utah
Total Tuition and Fees for Class beginning January 2016
- Tuition: $49,025 (18 months)
- Seating Deposit: ($250)
- Technology Fee: $500
- Nursing Lab Fee: $3,000
- Computer**: $2,400 (not to exceed)
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: $200 to be assessed on second year nursing students.

Master of Business Administration
MBA Summer Program PharmD/MBA, (returning COP Grad)
- Tuition: $687/Credit
- Technology Fee: $50
- Comp XM: $53.99
- Graduation Fee: $200
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
MBA Fall Blocks (3.3/3.4), PharmD/MBA- (P3 Year)
- Tuition: $687/Credit
  (18 credits)
- Technology Fee: $50
- Comp XM: $53.99
- Graduation Fee: $50

MBA Summer Program, PharmD/MBA (Pre-P2 Year)
- Tuition: $687/Credit
  (9 credits)
- Technology Fee: $50

MBA Summer Program, PharmD/MBA (Pre-P1 Year)
- Tuition: $687/Credit
  (9 credits)
- Technology Fee: $50

MBA Evening/ Weekend Program
- Tuition: $763/credit
- Deposit: ($250)
- Technology Fee: $400
- Comp XM: $53.99
- Graduation Fee: $200
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

MBA Weekday Program
- Tuition: $687/Credit
- Deposit: ($250)
- Technology Fee: $400
- Comp XM: $53.99
- Graduation Fee: $200
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

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

College of Pharmacy
P-1 (First Year) Students
- Tuition: $48,464
- Seating Deposit: ($1,000)
- Technology Fee: $400
- Computer**: $2,400 (not to exceed)
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Immunization Fee: $125

P-2 (Second Year) Students
- Tuition: $48,464
- Technology Fee: $400
- Health Insurance (Est.): $1,925
(Waived if student provides required proof of insurance by
deadline provided by Student Services Office)

P-3 (Third Year) Students
- Tuition: $48,464
- Technology Fee: $400
- Graduation Fee: $200
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by
deadline provided by Student Services Office)

College of Dental Medicine - South Jordan, Utah (DMD)
D-1 (First Year) Students
- Tuition: $67,846
- Seating Deposit: ($1,000)
- Instructional Material Fee: $1,361
- Books: $124
- Student Kit (owned): $1,845
- Instrument Lease Fee: $9,212
- Disability Insurance: $93
- ASDA Dues: $80
- Technology Fee: $500
- Computer**: $2,400 (not to exceed)
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by
deadline provided by Student Services Office)
- Background Fee: $100

D-2 (Second Year) Students
- Tuition: $67,846
- Instructional Material Fee: $1,254
- Student Kit: $2,100
- Clinic Fee (combined Instrument Fee & Clinical Utilization Fee):
  $6,054
- Disability Insurance: $93
- ASDA Dues: $80
- Technology Fee: $500
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by
deadline provided by Student Services Office)
- Background Fee: $100

D-3 (Third Year) Students
- Tuition: $67,846
- Instructional Material Fee: $1,254
- Clinic Fee (combined Instrument Fee & Clinical Utilization Fee):
  $7,542
- Disability Insurance: $93
- ASDA Dues: $80
- Technology Fee: $500
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by
deadline provided by Student Services Office)
- Background Fee: $100

P-4 (Fourth Year) Students
- Tuition: $67,846
- Instructional Material Fee: $1,254
- Clinic Fee (combined Instrument Fee & Clinical Utilization Fee):
  $7,542
- Disability Insurance: $93
- ASDA Dues: $80
- Technology Fee: $500
- Graduation Fee: $200
- Health Insurance (Est.): $1,925
  (Waived if student provides required proof of insurance by
deadline provided by Student Services Office)
- Background Fee: $100

College of Dental Medicine - Henderson, Nevada (AEODO/MBA)
First Year Residents
- Tuition: $64,607
- Application Fee: $50
- Seating Deposit: ($2,500)
- Technology Fee: $400
- Research Fee: $1,000
- Computer**: $2,400 (not to exceed)
- Clinical Usage Fee: $6,000

Second Year Residents
- Tuition: $64,607
- Technology Fee: $400
- Research Fee: $1,000
- Clinical Usage Fee: $8,000

Third Year Residents
- Tuition: $64,607
- Technology Fee: $400
- Research Fee: $1,000
- Clinical Usage Fee: $8,400
- Graduation Fee: $200

Interns
- Tuition: $25,928
- Application Fee: $25
- Seating Deposit: ($1,000)
- Technology Fee: $100
- *Health Insurance Fee (Est.): $1,925
(Waived if student provides required proof of insurance by
deadline provided by Student Services Office)
- Computer (Optional): $2,400 (not to exceed)

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

In general, all materials required for classes will be provided to stu-
dents on the College server. Standard texts are available in the Li-
brary.

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

**Future Tuition Rate Increases
Students can expect that tuition increases will be part of their educa-
tional experience at Roseman University of Health Sciences; however,
Roseman University of Health Sciences tuition is comparable to other
private health profession educational institutions. The Board of Trus-
tees 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 Univer-
sity 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 assess-
ment. 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 remedia-
tion 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 finan-
cial reasons will be considered as “unexcused.”

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

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

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

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

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

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

Students who withdraw completely from the University may be eligible for a refund of all or a portion of their University charges. Students who withdraw from the University who have questions about their eligibility for refunds of charges/fees should contact the Financial Aid Office, if financial aid was obtained, or the Bursar’s office.

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

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

TUITION REFUND SCHEDULE/ POLICY
Roseman has established a refund policy for all students who find it necessary to withdraw from the University. Students who elect to withdraw or take a leave of absence during the academic year must submit prior written notification to the appropriate Academic Dean/Program Director according to the procedures specified in the Student Handbook for their program. Roseman may amend its institutional refund policy at any time, but any amendments will only be effective for academic years that begin following notice of the amendment. Any questions concerning the Roseman refund policy should be directed to the Financial Aid Office, if financial aid was obtained, otherwise 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 the appropriate federal student aid (FSA) program if the student is receiving federal loans and/or grants. Students receiving federal loans who withdraw during the academic year must complete an exit interview at http://www.studentloans.gov.

The following applies to all programs except the DMD program:
If a student cancels his/her enrollment before the start of the training program, Roseman shall refund to the student the deposit paid, minus 10 percent of the tuition and fees or $100, whichever is less.

Please note, the DMD deposit is non-refundable.

The following applies to all students:
If a student withdraws or is expelled by Roseman after the start of the training program, 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.

Withdrawal on or During/Refund Amount
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 - No Refund

40% of Enrollment Period/Payment Period - No Refund

50% of Enrollment Period/Payment Period - No Refund

59% of Enrollment Period/Payment Period - No Refund

60% of Enrollment Period/Payment Period - No Refund

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

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

If a refund is owed, Roseman shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:

a. Date of cancellation by student of his enrollment;
b. Date of termination by the institution of the enrollment of a student;
c. Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
d. Last day of attendance of a student, whichever is applicable (per NRS 394.449).

For the purposes of this refund policy:

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

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 specific to an academic program is included in the respective program Student Handbook. 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 and are available for download on the Roseman University website.

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.

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

STUDENT ORGANIZATIONS/CLUBS
Although student organizations have been or may be approved to operate on any Roseman University of Health Sciences campus, the views, opinions, statements and/or philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, Administration and the Board of Trustees of Roseman. For a full list of approved Student Organizations, visit [http://www.roseman.edu/students/registrar-student-services/student-organizations](http://www.roseman.edu/students/registrar-student-services/student-organizations).
POLICY FOR STUDENT ONLINE PRESENCE
Roseman University of Health Sciences does not host, sponsor, promote, approve or authorize student organization websites, blogs or social media sites, profiles or groups. The full Policy for Student Online Presence can be found on the University website, http://www.Roseman.edu/policies. A written copy of this policy can also be obtained by emailing the Human Resource Office hroffice@Roseman.edu or studentsvs@roseman.edu.
COLLEGE OF NURSING
Henderson, Nevada Campus
South Jordan, Utah Campus

Bachelor of Science in Nursing
Accelerated Bachelor of Science in Nursing

Service
Integrity
Innovation
Knowledge

Office of Admissions
(702) 968-2075 - Henderson Campus
(801) 878-1063 - South Jordan Campus
PROGRAM OVERVIEW
Roseman University offers an 18-month, full-time Bachelor of Science in Nursing (BSN) degree. The program of nursing prepares the candidate for entry into practice as a nurse generalist. Completion of the BSN degree allows the graduate to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The graduate must apply to and meet the requirements of the appropriate state board of nursing for licensure as a registered nurse, which includes successful completion of the NCLEX-RN.

The 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 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 are supervised by College of Nursing faculty.

COLLEGE OF NURSING MISSION, PURPOSE, AND GOALS

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

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

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

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

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

Goals
Guided by the core values, the goals of the College of Nursing are to:

- Present a curriculum that provides students with knowledge, skills, and competency to perform the role of a professional nurse in a culturally diverse population and variety of environments;
- Provide an environment that promotes intellectual stimulation of students and that facilitates positive faculty/student relationships;
- Promote the health of the community through educational partnerships and collaborations, faculty service and scholarship, and preparation of graduates who can effectively and professionally respond to societal demands;
- Uphold the integrity of the nursing profession through principled actions and ethical decision making; and
- Ensure accountability of our students and faculty.

ADMISSIONS, CRITERIA, POLICIES, AND PROCEDURES (BSN)
To be considered for admission to the BSN program, the student must submit to the University:

- An application must be submitted via NursingCAS (http://www.nursingcas.org);
- In addition to any NursingCAS fee, a supplemental application fee of $40.00 (non-Refundable) is required in the form of a cashier’s check or money order made payable to “Roseman University. The supplemental application fee may also be paid at www.roseman.edu/payments. The fee is in addition to the fee charged by NursingCAS;”
- Official academic transcripts of all college courses; and
- Test of Essential Academic Skills (TEAS) results.

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 consideration given to students who have 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;
- A face-to-face interview with the Admissions Committee, if granted; and
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 or Lifespan 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 and Nevada Constitution Requirement * (3 credits) - Henderson
- United States Constitution Requirement * (3 credits) - South Jordan

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

Admissions, Criteria, Policies, and Procedures (ABSN)
To be considered for admissions to the Accelerated BSN program (ABSN), the student must submit to the University the following items:
- An application must be submitted via NursingCAS (http://www.nursingcas.org);
- In addition to any NursingCAS fee, a supplemental application fee of $40.00 (non-Refundable) is required in the form of a cashier’s check or money order made payable to “Roseman University. The supplemental application fee may also be paid at www.roseman.edu/payments. The fee is in addition to the fee charged by NursingCAS;”
- Official academic transcripts of all college courses; and
- Test of Essential Academic Skills (TEAS) results.

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 (ABSN)
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 nationally or 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; and
- A face-to-face interview with the Admissions Committee (if granted)

Prerequisites (ABSN)
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)*

*This is the only prerequisite that may be completed during the first year of enrollment; however, it must be completed before Block 13, Nursing Leadership.

Admission Policies (BSN and ABSN)
- 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.
- Individuals who have previously been dismissed from the College of Nursing for academic or disciplinary reasons are not eligible for re-admission.
International Students and Non-U.S. Coursework
The University accepts qualified international students. International students should apply at least one year in advance of the 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 evaluation services:

World Education Services (WES)
P.O. Box 745, Old Chelsea Station
New York, New York 10113-0745
(212) 966-6311

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

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 prerequisite 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 ACEN (formerly 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 Curriculum Committee will review the transfer course content for comparability with Roseman University’s nursing courses and determine whether the student’s previous coursework is adequate to meet specific course requirements for transfer credit and make a recommendation to the Dean.

Requirement for Criminal Background Check
The nursing curriculum contains a didactic and clinical component. All students must complete a criminal background check as required by the clinical agencies. Student criminal background checks are conducted via Precheck. Personnel from Human Resources at the clinical agency review the results of each student’s criminal background check and either accept or deny the student the 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. The student may retake the Block the next time it is offered on the curriculum calendar, if space is available in the requested class. The student’s transcript will reflect a grade of “NP.” If the student re-enrolls and successfully completes the Block the next time it is offered on the curriculum calendar, the “NP” grade will be changed to a “P.” The transcripts will reflect the “NP” and the date, followed by the “P” and the date.

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, four 10-hour shifts, or five 8-hour shifts per week for 2 to 4 weeks for each clinical block.

Instructional Times (ABSN)
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 Blocks — Students attend clinical for three 12-hour shifts, four 10-hour shifts, or five 8-hour shifts per week for 2 to 4 weeks for each clinical block at the assigned healthcare facility or clinical agency.

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 students, employees, administration and the Board of Trustees of Roseman University. A full list of approved student organizations can be found at http://www.roseman.edu/students/registrar-student-services/student-organizations

Student Participation In Governance
Students are active participants in the governance of the College of Nursing. The College has student representation on the Student Affairs Committee, Curriculum Committee and the Advisory and Resource Committee.
**BSN 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 15 blocks.*

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<thead>
<tr>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
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<tbody>
<tr>
<td>NURS 300</td>
<td>NURS 301</td>
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</tr>
<tr>
<td>Introduction to the Profession</td>
<td>Health Assessment/Lab</td>
<td>Fundamentals of Nursing Fundamentals Clinical</td>
</tr>
<tr>
<td>Block 4</td>
<td>Block 5</td>
<td>Block 6</td>
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<tr>
<td>NURS 303</td>
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<td>Block 3.1 (NURS 304.1)</td>
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</tr>
<tr>
<td>Nursing Pharmacology</td>
<td>Adult Health Nursing I Adult Health Nursing I Clinical</td>
<td>Nursing Theories, Practice and Issues</td>
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<tr>
<td>Block 7</td>
<td>Block 8</td>
<td>Block 9</td>
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<td>Block 10</td>
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<td>NURS 306</td>
<td>NURS 409</td>
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<td>Adult Health Nursing II Adult Health Nursing II Clinical</td>
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<td>Care of Older Adult</td>
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<td>Block 13</td>
<td>Block 14</td>
<td>Block 15</td>
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<td>NURS 406</td>
<td>NURS 407</td>
<td>NURS 408</td>
</tr>
<tr>
<td>Nursing Leadership</td>
<td>Senior Practicum</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

*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 outcomes of the curriculum. Each nursing block produces outcome competencies related to block and terminal outcomes. 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.

Block 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 didactic (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 (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): 3 credits didactic (45 hours) and 1 credit lab (30 hours lab). Prerequisite: Documentation showing completion of all clinical requirements given to the Director of Clinical Resources

Block 3.1 (NURS 302.1) - Fundamentals of Nursing and Basic Skills
Students will apply basic skills and nursing principles in clinical settings. 1.8 credits clinical (72 contact hours)

Block 4.0 (NURS 303) - Nursing Pharmacology
This Block provides students with an analysis of the physiological actions, therapeutic uses, adverse effects, drug interactions and safe administration of selected drugs. Emphasis is placed on the application of the nursing process as the framework for safe administration of drugs. 3 credits didactic (45 contact hours)

Block 5.0 (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 with laboratory component (150 contact hours): 5 credit didactic (75 hours) and 2.5 credits lab (75 hours)

Block 5.1 (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 clinical (108 contact hours) Prerequisite: Block 5.0

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 didactic (45 contact hours)

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 didactic (45 contact hours)

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): 4 credits didactic (60 contact hours) and 1 credit lab (30 hours). Prerequisite: Block 5.1

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. 2.7 credits clinical (108 contact hours) Prerequisite: Block 8.0

Block 9.0 (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 fami-
ly, and their support systems throughout developmental milestones. 5 credits with laboratory component (90 contact hours); 4 credit didactic (60 contact hours) and 1 credit lab (30 hours) Prerequisite: Block 5.1

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

**Block 10 (NURS 306) - Adult Health Nursing II**
This Block includes a more in-depth analysis of adult clients experiencing acute, chronic, and critical alterations in health status. 7 credits, with laboratory component (135 contact hours); 5 credits didactic (75 hours) and 2 credits lab (60 hours) Prerequisite: Block 5.1

**Block 10.1 (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 clinical (144 contact hours) Prerequisite: Block 10.0

**Block 11.0 (NURS 409) – Community and Mental Health Nursing**
This Block focuses on the theories and principles that guide nursing care for clients’ across the lifespan experiencing alterations in mental health while addressing the social determinants of health within the community. Emphasis is on psychopathology and therapeutics, community assessment techniques and community interventions. Various healthcare delivery systems will be explored. 8 credits didactic (120 contact hours)

**Block 11.1 (NURS 409.1) – Community and Mental Health Nursing – Clinical**
Clinical experience will focus on management of psychiatric clients in supervised clinical environments. In addition, students will serve as case managers for clients and study an in-depth community health issue. 4 credits clinical (160 contact hours) Prerequisite: Block 11.0

**Block 12.0 (NURS 410) – Care of the Older Adult**
This Block focuses on the health care issues and needs of older adults across the health care continuum in various environments. The process of aging is analyzed utilizing various theoretical perspectives that include physical, emotional, and social aging and their impacts on the older adult and their families. The complex interplay of the political, economic, cultural, legal, and ethical factors that influence health care delivery to older adults is examined. 3 credits didactic (45 contact hours)
ABS NURSING PROGRAM COURSE OUTLINE / TEMPLATE*

<table>
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<td>Health Assessment/Lab</td>
<td>Fundamentals of Nursing Clinical</td>
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<tr>
<th>Block 4</th>
<th>Block 5</th>
<th>Block 6</th>
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<td>NURS 303</td>
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<td>Block 5.1 (NURS 304.1)</td>
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<tr>
<td>Nursing Pharmacology</td>
<td>Adult Health Nursing I Clinical</td>
<td>Nursing Theories, Practice and Issues</td>
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<th>Block 7</th>
<th>Block 8</th>
<th>Block 9</th>
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<td>NURS 401</td>
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<td>Block 8.1 (NURS 402.1)</td>
<td>Block 9.1 (NURS 403.1)</td>
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<tr>
<td>Nursing Research</td>
<td>Maternal Newborn Nursing Clinical</td>
<td>Pediatric Nursing Clinical</td>
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<tr>
<th>Block 10</th>
<th>Block 11</th>
<th>Block 12</th>
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<tr>
<td>NURS 306</td>
<td>NURS 404</td>
<td>NURS 410</td>
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<tr>
<td>Block 10.1 (NURS 306.1)</td>
<td>Block 11.1 (NURS 404.1)</td>
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</tr>
<tr>
<td>Adult Health Nursing II Clinical</td>
<td>Mental/Community Health Nursing Clinical</td>
<td>Care of Older Adult</td>
</tr>
</tbody>
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<tr>
<th>Block 13</th>
<th>Block 14</th>
<th>Block 15</th>
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<tr>
<td>NURS 406</td>
<td>NURS 407</td>
<td>NURS 408</td>
</tr>
<tr>
<td>Nursing Leadership</td>
<td>Senior Practicum</td>
<td>Senior Seminar</td>
</tr>
</tbody>
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*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. 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 didactic (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 (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): 3 credits didactic (45 hours) and 1 credit lab (30 hours lab). Prerequisite: Documentation showing completion of all clinical requirements given to the Director of Clinical Resources

Block 3.1 (NURS 302.1) - Fundamentals of Nursing and Basic Skills
Students will apply basic skills and nursing principles in clinical settings. 1.8 credits clinical (72 contact hours)

Block 4.0 (NURS 303) - Nursing Pharmacology
This Block provides students with an analysis of the physiological actions, therapeutic uses, adverse effects, drug interactions and safe administration of selected drugs. Emphasis is placed on the application of the nursing process as the framework for safe administration of drugs. 3 credits didactic (45 contact hours)

Block 5.0 (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 with laboratory component (150 contact hours: 5 credit didactic (75 hours) and 2.5 credits lab (75 hours) Prerequisite: Block 4.0

Block 5.1 (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 clinical (108 contact hours) Prerequisite: Block 5.0

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 didactic (45 contact hours) Prerequisite: Block 5.1

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 didactic (45 contact hours) Prerequisite: Block 6.0

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): 4 credits didactic (60 contact hours) and 1 credit lab (30 hours). Prerequisite: Block 5.1 Prerequisite: Block 7.0

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. 2.7 credits clinical (108 contact hours) Prerequisite: Block 8.0
Block 9.0 (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); 4 credits didactic (60 contact hours) and 1 credit lab (30 hours) Prerequisite: Block 8.1

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. 2.7 credits clinical (108 contact hours) Prerequisite: Block 9.0

Block 10 (NURS 306) - Adult Health Nursing II
This Block includes a more in-depth analysis of adult clients experiencing acute, chronic, and critical alterations in health status. 7 credits, with laboratory component (135 contact hours); 5 credits didactic (75 hours) and 2 credits lab (60 hours) Prerequisite: Block 9.1

Block 10.1 (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 clinical (144 contact hours) Prerequisite: Block 10.0

Block 11.0 (NURS 409) – Community and Mental Health Nursing
This Block focuses on the theories and principles that guide nursing care for clients’ across the lifespan experiencing alterations in mental health while addressing the social determinants of health within the community. Emphasis is on psychopathology and therapeutics, community assessment techniques and community interventions. Various healthcare delivery systems will be explored. 8 credits didactic (120 contact hours) Prerequisite: Block 10.1

Block 11.1 (NURS 409.1) – Community and Mental Health Nursing – Clinical
Clinical experience will focus on management of psychiatric clients in supervised clinical environments. In addition, students will serve as case managers for clients and study an in-depth community health issue. 4 credits clinical (160 contact hours) Prerequisite: Block 11.0

Block 12.0 (NURS 410) – Care of the Older Adult
This Block focuses on the health care issues and needs of older adults across the health care continuum in various environments. The process of aging is analyzed utilizing various theoretical perspectives that include physical, emotional, and social aging and their impacts on the older adult and their families. The complex interplay of the political, economic, cultural, legal, and ethical factors that influence health care delivery to older adults is examined. 3 credits didactic (45 contact hours) Prerequisite: Block 11.1

Block 13.0 (NURS 406) – Leadership
This Block focuses on the theories and principles of nursing leadership and management in healthcare environments. 3 credits didactic (45 contact hours). Prerequisite All previous blocks and all prerequisites including the United States and Nevada Constitution courses or Utah Constitution or American Heritage.

Block 14.0 (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 clinical (144 contact hours) Prerequisite: Block 13.0

Block 15.0 (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. 3 credits didactic (45 contact hours) Prerequisite: All Block

GRADING
Effective July 1, 2014, grading changed from “A” to “Pass” and “F” to “No Pass” for students who started their program of study in the College of Nursing. This policy also applies to students who withdrew or took a leave of absence and returned to a cohort that started after July 1, 2014. Therefore, grades issued for any block in any program that started on or after July 1, 2014 will be recorded using the Pass/No Pass (P/NP) grading system.
MBA PROGRAM

Master of Business Administration

Entrepreneurial
Innovative
Accelerated

Office of Admissions
(702) 968-1661
FOCAL POINTS OF THE MBA PROGRAM

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

- 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.

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

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

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

- 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.

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

- 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.

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

- 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 healthcare, and in other industries. The program requires that every student develop a business plan through the program, which includes a marketing plan, a market analysis, an operations plan, and a financial plan.

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

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

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

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

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

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 blocks/courses that are 3 credit hours each. In order to graduate, students are required to satisfactorily complete 39 credit hours.

Grading
Effective July 1, 2014, grading changed from “A” to “Pass” and “F” to “No Pass” for students who started their program of study in the MBA Program. This policy also applies to students who withdrew or took a leave of absence and returned to a cohort that started after July 1, 2014. Therefore, grades issued for any block in any program that started on or after July 1, 2014 will be recorded using the Pass/No Pass (P/NP) grading system.

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

**CORE BLOCKS***

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MBA 602</td>
<td>Healthcare Management</td>
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<tr>
<td>MBA 603</td>
<td>Legal Environment, Healthcare Law &amp; Corporate Responsibility</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Human Resource Management</td>
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<tr>
<td>MBA 610</td>
<td>Organizational Behavior and Leadership</td>
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<tr>
<td>MBA 620</td>
<td>Marketing</td>
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<tr>
<td>MBA 630</td>
<td>Healthcare Operations Management</td>
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<tr>
<td>MBA 642</td>
<td>Managerial Economics for Healthcare Professionals</td>
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<tr>
<td>MBA 645</td>
<td>Business Ethics and Practices for Healthcare Professionals</td>
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<td>MBA 650</td>
<td>Managerial Accounting and Control</td>
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<tr>
<td>MBA 662</td>
<td>Entrepreneurial Finance</td>
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<tr>
<td>MBA 670</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>MBA 615</td>
<td>Arbitration &amp; Mediation/Business Elective</td>
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<tr>
<td>MBA 690</td>
<td>Entrepreneurship (Capstone)</td>
</tr>
</tbody>
</table>

**ELECTIVE BLOCKS***

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MBA 510</td>
<td>Leadership Communication</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>MBA 521</td>
<td>Healthcare Accounting and Controls</td>
</tr>
<tr>
<td>MBA 530</td>
<td>Legal Environment and Corporate Responsibility</td>
</tr>
<tr>
<td>MBA 540</td>
<td>Statistical Methods for Decision Making</td>
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<td>MBA 550</td>
<td>Business Economics</td>
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<td>MBA 551</td>
<td>Managerial Economics</td>
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<tr>
<td>MBA 552</td>
<td>Healthcare Economics</td>
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<tr>
<td>MBA 560</td>
<td>Foundations of Management</td>
</tr>
<tr>
<td>MBA 600</td>
<td>Leadership Creativity and Innovation</td>
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<tr>
<td>MBA 615</td>
<td>Mediation and Arbitration</td>
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<tr>
<td>MBA 640</td>
<td>Management Information Systems</td>
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<tr>
<td>MBA 651</td>
<td>Cost Accounting</td>
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<td>MBA 652</td>
<td>Auditing</td>
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<tr>
<td>MBA 660</td>
<td>Finance</td>
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<tr>
<td>MBA 661</td>
<td>Healthcare Financial Management</td>
</tr>
<tr>
<td>MBA 665</td>
<td>Investment Finance</td>
</tr>
<tr>
<td>MBA 700</td>
<td>Independent Study Research (1-6 credits)</td>
</tr>
<tr>
<td>MBA 710</td>
<td>Professional Development Internship</td>
</tr>
<tr>
<td>MBA 720</td>
<td>Distinguished Leaders Speaker Seminars</td>
</tr>
<tr>
<td>MBA 750</td>
<td>Seminar in Business</td>
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<tr>
<td>MBA 750 A</td>
<td>Seminar in Dental (Orthodontic) Practice Management</td>
</tr>
</tbody>
</table>

*Curriculum is subject to change

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

***Elective blocks offered with minimum enrollment.
Course Descriptions

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

MBA 510 - Leadership Communication
This block/course prepares students with the writing, public speaking, and teamwork foundation they will need throughout the program and throughout their careers. This course uses case analysis to emphasize current topics in business communication, such as plain language laws, persuasive strategies for use in written and oral communication. The assignments will enable students to target decision-makers' needs, craft verbal and quantitative arguments, and provide problem-solving, action-oriented content. Students will have extensive practice with memo reports, correspondence, interviewing, and speaking.

MBA 520 - Financial Accounting
Accounting provides the primary channel of communicating information about business economic activity. In this course students will learn how to communicate financial results and data and understand financial statements and accounting reports.

MBA 521 - Healthcare Accounting and Controls
This block/course introduces concepts of accounting to the non-financial manager. Basic accounting transactions, statement preparation and concepts of accrual versus cash accounting are presented. This course also provides an examination of the tools, concepts, and applications of managerial accounting concepts such as budgeting, control, reporting, and analytical techniques in health services organizations in the U.S.

MBA 530 - Legal Environment and Corporate Responsibility
This block/course focuses on the legal, ethical, and social responsibilities of corporate leaders. It provides an introduction to the Anglo-American legal system and the development of substantive and procedural law. The content of the course includes, but is not limited to, product liability, consumer protection laws, and the relationship between law and ethics. It also explores how cases are brought to court. It identifies different types of law, and it surveys various non-legal means of dispute resolution. The course emphasizes two foundational substantive law topics: contracts and torts.

MBA 540 - Statistical Methods for Decision Making
Basic statistical techniques for decision-making including frequency, probability, sampling, estimation, tests of hypotheses, regression and correlation analysis. This course will provide students with an understanding of discrete and continuous probability distributions, interpret analysis of variance, linear regression, and correlation result and how to apply sampling methods for tests of hypothesis.

MBA 550 Business Economics
This course focuses on the study of the economic environment and their implications for the firm. It provides a general introduction to microeconomic and macroeconomic principles. The students will be able to understand national economic activity and production, inflation, unemployment, macroeconomic policy, money, the banking system and monetary policy, market models, production costs, output decisions, and etc.

MBA 551 Managerial Economics
The emphasis of this block/course will be on demand analysis and estimation, production and cost analysis under different market conditions, forecasting and decision-making under uncertainty. The course will also include an understanding of pricing, studying how consumer and other firms respond to price changes and how to decide what price to charge. Students will also learn game theory, which is a framework for decisions made between a small group of managers or firms (sometimes called business strategy). Prerequisite-MBA 550 or Intro to Micro and Macro Economic.

MBA 552 - Healthcare Economics
This block/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.

MBA 560 - Foundations of Management
This block/course provides a basic body of knowledge about leadership, management, operations management, marketing and strategic management, including principles, concepts and practices. This course provides a solid foundation for the MBA program.

MBA 600 - Leadership Creativity and Innovation
This block/course focuses on visionary leadership and developing a culture of creativity and innovation. The students 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.
MBA 603 - Legal Environment, Healthcare Law and Corporate Responsibility
This course focuses on the legal, ethical and social responsibilities of corporate leaders, managers, and providers in healthcare. It provides an introduction to the Anglo-American legal system and the development of substantive and procedural law. The course explores the legal environment of businesses and professions, organizational legal structures and requirements, and how regulatory law and public policy influences corporate strategy in healthcare. How cases are brought to court, alternate dispute resolution, decision-making, and the impact of emerging technologies, globalization and social values and attitudes on healthcare will also be covered.

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

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

MBA 610 - Organizational Behavior and Leadership
This block/course focuses on how to become an effective leader by understanding and influencing human behavior. Students will be able to understand organizational culture, individual and group behavior, interpersonal influence and the organizational process and system.

MBA 615 - Mediation and Arbitration: Theory and Practice
This block/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 roles—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.

MBA 620 - Marketing
This block/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 - Healthcare Operations Management
This block/course focuses on developing student knowledge and skills to align the company’s operations with its competitive position in healthcare and other business environments. Students will understand the strategic importance of operations and the operating system design. This course will also instruct students on managing the supply chain and how to apply quality assurance tools.

MBA 640 - Management Information Systems
This block/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 642 - Managerial Economics for the Healthcare Professional
The emphasis of this block/course will be on healthcare-related demand analysis and estimation, production and cost analysis under different market conditions, and forecasting and decision-making under uncertainty. The course will also include an understanding of pricing, study how consumer and other firms respond to price changes and how to decide what price to charge for decisions made between a small group of managers or firms (sometimes called business strategy).

MBA 645 - Business Ethics and Practices for Healthcare Professionals
This block/course provides a managerial framework for integrating ethics into strategic business decisions. The framework provides an overview of the concepts, processes and best practices associated with successful business ethics programs. Prepares students for the ethical dilemmas they will face in their business careers and/or in healthcare.
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 block/course focuses on cost management analysis linking costs to strategic planning and other financial and non-financial tools. The linkage between cost management/analysis and strategy is facilitated by utilizing three powerful strategic tools: Value chain analysis, Strategic positioning analysis and Cost driver analysis. Prerequisite - MBA 520 and 650.

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

MBA 655 - Finance
This block/course provides students with the basic principles of corporate finance, including working capital management and long-term financial management. Students will be able to understand the function of financial institutions and capital markets as well as apply capital budgeting, discounted cash flow valuation, and risk analysis techniques. Prerequisites - MBA 520 and MBA 550.

MBA 656 - Healthcare Financial Management
This block/course addresses value creation for stakeholders of health care organizations. Materials will primarily involve cases covering a range of health care organizations, including hospitals, insurers, managed care plans, neighborhood health centers, physician groups, home health agencies, and other health care organizations. Topics include financial management of working capital, net present value, project analysis, valuation of securities, investment decision models, long term capital structure, mergers and acquisitions, and international finance as they apply in health care organizations. Prerequisite - MBA 520.

MBA 660 - Entrepreneurship Finance
This block/course provides an overview of the various alternative financing opportunities for entrepreneurial ventures. The topics will focus on venture capital partnership, raising capital, evaluating investment opportunities, valuing, structuring, and negotiating investments. Students will analyze how entrepreneurial finance fits into the entrepreneurial process and the business plan. Prerequisite - MBA 642 and 650.

MBA 665 - Investment Analysis
The objective of this block/course is to help students develop a basic understanding of the practice of investment analysis. Course coverage includes security trading mechanism, investment theories, and equity and bond valuations. Emphasis is on developing an understanding of the investment process. The course includes basic analysis and valuation of stocks, bonds, options and futures. Prerequisites - MBA 660 or MBA 661.

MBA 670 - Strategic Management
This block/course focuses on developing strategy formulation and implementation skills. Students will be able to develop and sustain competitive advantage and balance opportunities and risks. Students will learn how to apply analytical tools to perform in-depth analysis of industries and competitors, competitive behavior and sustainable competitive advantage. (To successfully complete this course, students must take the program summative assessment and Comp-XM Simulation). Prerequisites - All required MBA core classes.

MBA 680 - Advanced Finance
The block/course will focus on how to evaluate complex investments, how to establish firm financial policies, and how to integrate financial decisions. Students will learn how to perform advanced valuation analysis of firms, projects, and options, make strategic decisions involving financing, risk management, and dividend policies, and integrate financial decisions with other strategic decisions. Prerequisite - MBA 660 or MBA 661.

MBA 690 - Entrepreneurship
This block/course will provide students with an opportunity to construct, integrate and refine a business plan. Students will focus on best practices of entrepreneurs’ vision of a business to learn the next steps required to operate a business for profit. Strong emphasis is placed on the development of a real world, implementable business plan that applies the proper methods, techniques and skills needed for successfully developing and growing a new venture. Students must argue the potential of their ideas in the marketplace. (To successfully complete this course, students must take the program summative assessment and Comp-XM Simulation). Prerequisites - All required MBA core classes.

MBA 700 - Independent Study Research (1-3 credits)
The purpose of this block/course is to introduce students to the processes of research methods and to assist them in developing, designing and carrying out their chosen research projects. Emphasis will be
placed on individual progress on the literature review and the why and how 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 (1-3 credits)
This block/course will examine the many challenges and aspects of a dental (orthodontic) business for a new or an incoming practitioner. The course topics will include evaluation of existing practice, build/purchase/associate options, 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 or must first gain admission into the College of Pharmacy or College of Dental Medicine; and
- Have a minimum GPA of 3.0 (if not, a minimum score of 500 on the GMAT required or the successful completion of a designated leveling course).
- There are no specific prerequisite course requirements. However, prior work experience is highly desirable.

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

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

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

Application Procedure
Applications for admission can be downloaded at www.roseman.edu. If a student is unable to download the application, an application may be requested by writing to the following address:

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

Or contact us via email at mba@roseman.edu or by phone at 702-968-1661.

Joint Doctor of Pharmacy (PharmD)/MBA
Admission into the College of Pharmacy is required for enrollment in the joint program.
Students seeking the Doctor of Pharmacy (PharmD) /MBA joint degree may be accepted into the program prior to receiving the PharmD degree. However, PharmD students who have no prior baccalaureate (or higher) degree must receive their PharmD degree and complete the MBA degree requirements before a MBA degree can be awarded.

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

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

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

MBA Program Policy for Evaluation of Prior Education/Work Experience
Prior undergraduate business course work cannot be considered for MBA courses. Students will not be awarded any MBA credits for prior work experience.

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

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

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

Courses accepted for transfer must be 1) graduate courses; 2) not used previously to meet a degree requirement; 3) reviewed and certified by the curriculum committee for its equivalency value; 4) not taken after matriculation at Roseman (without prior documented approval) and 5) not taken concurrently when enrolled in a Roseman MBA block.

Students taking blocks counting toward Roseman MBA program degree requirements may earn credit in one course of study at a time within and/or across Roseman academic programs.

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

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

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

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

**STUDENT GOVERNMENT**

**Class Representatives**

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

**MBA Student Liaison Committee**

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

**Student Participation in Governance**

Students are encouraged to participate in University and Program governance.

**STUDENT ORGANIZATIONS/CLUBS**

Although student organizations have been or may be approved to operate on any Roseman University campus, the views, opinions, statements and/or philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, administration and the Board of Trustees of Roseman University. A full list of approved student organizations can be found at [http://www.roseman.edu/students/registrar-student-services/student-organizations](http://www.roseman.edu/students/registrar-student-services/student-organizations)
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 PharmD is the standard entry-level degree currently awarded on completion of professional pharmacy education in the United States.

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

Career Opportunities

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

THE COLLEGE OF PHARMACY

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

FACULTY

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

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES

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

Technical Standards for Admission, Advancement, and Graduation

Introduction

According to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act, qualified individuals with a disability shall not, by reason of such disability, be excluded from participation in or denied the benefits of services, programs, or activities or subjected to discrimination. A “qualified individual with a disability” is a person who meets legitimate skill, experience, education, or other requirements for admission to a program or activity that he or she holds or seeks, and who can perform the “essential functions” of the program with or without reasonable accommodation. Roseman University of Health Sciences College of Pharmacy (RUCOP) will not discriminate against qualified individuals with disabilities seeking admission to its Doctor of Pharmacy (PharmD) Program. To ascertain that no qualified individuals with disabilities will be discriminated against, the admission committee will follow the Technical Standards set forth in this document in conjunction with RUCOP admission policies. However the College reserves the right not to admit any applicant who is unable to meet the Technical Standards with reasonable accommodations. Applicants, therefore, should evaluate themselves prior to submis-
sion of an application for admission as to whether he or she complies with the Technical Standards stated in this document.

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

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

- Communication Skills: Applicants and students must be able to speak, to hear, and to observe patients in order to exchange information. They must effectively and efficiently communicate using the English language in academic as well as patient care settings, and should know the proper use and recognition of nonverbal communication cues. Communication includes not only speech but also proficiency in reading and writing in English.

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

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

Applicants and Enrolled Students with Disabilities
Individuals with questions or concerns about their ability to meet these standards are encouraged to contact the College of Pharmacy’s Director of Admissions and Student Affairs at (702) 968-5248 or the University’s Student Services Office at (702) 968-2029. Enrolled students should contact the Student Services Office for any questions or concerns about their disabilities.

Academic 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 PharmD Program, applicants must:

- Have completed a minimum of the equivalent of 60 semester credit hours (90 quarter hours) of pre-pharmacy study in an accredited college or university in the United States or its equivalent;
- Achieve a 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 and math prerequisite courses;
- All candidates must earn a grade of “B” or better in the English Composition and Speech prerequisites; and
Complete the Pharmacy College Admissions Test (PCAT) by the appropriate deadline.

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

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

**Science Prerequisites**

- **General Chemistry I with Laboratory**
  - 4 semester hours or
  - 4 quarter hours of Chemistry I and
  - 4 quarter hours of Chemistry II

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

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

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

- **Calculus**
  - 3 semester hours or 4 quarter hours

- **Microbiology**
  - 3 semester hours or 3 quarter hours

- **Human Anatomy and Human Physiology**
  - The College requires a total of 6 semester hours or 8 quarter hours of Human Anatomy and Human Physiology. These prerequisites can be fulfilled by completing one of the following options:
    - 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 (http://www.wes.org) or Josef Silny & Associates (http://www.jsilny.com) or other service approved by the College of Pharmacy Admissions Office.

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

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

Students must be eligible to obtain and maintain a Pharmacy Intern License from the Nevada State Board of Pharmacy or Utah Division of Occupational and Professional Licensing in order to 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

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56
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 Website contains the information that is typically mailed to prospective students. Applicants are encouraged to download the application form posted on the University’s Website (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 September 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 PharmD Programs/Post B.S. Enrollments**

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

Further, the student is required to meet all requirements of the College’s experiential program for the P1 academic year. This includes 136 hours of Introductory Pharmacy Practice Experi-
Tuition Deposit
Students granted admission into the College receive a written formal offer from the Director 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
The Admissions Office will consider granting deferred admission in extenuating circumstances that would preclude an applicant from beginning classes at the start of the academic year. Requests for deferment will be considered on a case-by-case basis upon an admitted applicant’s written request.

An applicant who requests and is approved to defer admission is considered under obligation to enroll and attend the pharmacy program the following year. Applicants can only request to defer their offer of admission once and that deferral, if accepted, will only be valid for the next academic year.

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

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

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

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

STUDENT GOVERNMENT
Pharmacy Class Officers
Each class will hold elections for class officers. The Director 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 campus, the views, opinions, statements and/or philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, administration and the Board of Trustees of Roseman. A full list of approved student organizations can be found at http://www.roseman.edu/students/registrar-student-services/student-organizations

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;
- Seasonal Flu Shot;
- Tuberculosis health screening;
- Varicella (chicken pox); and
- History and physical examination.

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.

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. Roseman reserves the right to require a drug screening at any time while enrolled in the program. The outcome of the drug screening must be satisfactory. If a student does not achieve a satisfactory outcome for the drug screening test, it may preclude him/her from participating in experiential rotations.

Immunizations and health screening, background check, and drug screening are completed at the student’s expense. Individual practice sites may require additional items that will also be at the student’s expense.

All students must complete HIPAA, Bloodborne Pathogens in Healthcare Facilities (OSHA) and Tuberculosis training prior to participating in Pharmacy Practice Experiences. Also, students must be certified in Basic Life Support for Health Professionals and maintain that certification throughout their time of enrollment in the College.

All students are required to maintain medical insurance. Each student is responsible for their medical care and/or treatment in case of illness or injury while on rotation, if necessary, including transportation. In the event that a student no longer has medical insurance they are ineligible to continue their experiential training.

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 PharmD program can be divided into two major components: the didactic component and the experiential component. The didactic component consists primarily of classroom experiences in the first two professional years (P1 and P2 years). The didactic curricular content is delivered as a “modified block” system in which students concentrate on one subject area at a time. Each content area comprising a block
varies in duration and is allotted as much time as necessary. The didactic portion of the P1 year consists of 15 sequential blocks and 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).

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

First Professional Year (P1 Year) Didactic Curriculum

PHAR 410 - Fundamentals of Drug Action and Metabolism
A study of the composition and structure of proteins, classification of enzymes and coenzymes, enzyme kinetics and regulation, drug biotransformation, drug receptor properties, structural features of drugs, functional group properties and receptor interactions, fundamentals of pattern recognition that relate chemical structure to pharmacological action, drug dose response curves, membrane structure and transport, and mechanisms of signal transduction.

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

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

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

PHAR 414 - 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 - Pharmacy Communications & Self-Care Therapeutics
This course (held throughout the P1 year) emphasizes the vital role of communication in contemporary pharmacy practice. Students are evaluated in both oral and written formats. Course content includes: study of professional interpersonal communication, verbal and nonverbal communication strategies, effective interviewing techniques, and patient counseling with an emphasis on over-the-counter (OTC) medications.

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

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

Second Professional Year (P2 Year) Didactic Curriculum

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

PHAR 512 - Therapeutic Disease State Management: Cardiology
An integrated study of anatomy, pathophysiology, physical assessment, pharma-cology, 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, pharma-cology, 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, 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 lung diseases.

PHAR 515 - Therapeutic Disease State Management: GI Disorders
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 gastrointestinal disorders.

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

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

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

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

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

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

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

PHAR 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 525 - Therapeutic Disease State Management: Critical Care Management
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, pharmacokinetics, patient care, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major diseases that are often associated with critical care medicine. Assimilated into this course will be components of pulmonology, cardiology, and other disciplines of medicine commonly seen in the intensive care setting.

PHAR 540 - Drug Information and Literature Evaluation
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.

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

Third Professional Year (P3 Year) Didactic Curriculum

PHAR 699 - Capstone Course
This course is offered at the end of the third (P3) and final academic year after the students have completed the experiential curriculum. The course offers 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 PharmD program is its experiential curriculum. During this phase of the curriculum, students are placed in different pharmacy practice settings to learn contemporary pharmacy practice from pharmacist preceptors.

The Roseman College of Pharmacy Experiential program is divided into two main categories: Introductory Pharmacy Practice Experience (IPPE-1, IPPE-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
When: During the first two didactic years of the curriculum
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 faculty during the IPPE seminar.
PHAR 600 – APPE
When: Third academic year
Number of Hours: 1,440 (Six-week rotations; minimum of 40 hrs/week)
Outcomes: In general, the outcome expectations for APPE represent further advancement of student abilities to include the provision of pharmaceutical care and disease state management. Each preceptor is supplied with 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.

Required APPE
Each student must complete each of the following rotations:

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

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

PHAR 603 - Ambulatory Care
The purpose of this rotation is for students to gain professional skills in an ambulatory care practice environment. The Ambulatory Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student’s ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care.

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

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

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

PHAR 679 - Advanced Pharmacotherapy
This course is designed to give students a chance to apply the appropriate literature source to case scenarios in the following situations: for discussing diseases that were only briefly introduced in therapeutics, for treating patients with the most commonly overlapping disease states, and for selecting appropriate therapy when clear recommendations or guidelines are lacking. The course is team-taught by seasoned clinical practitioners from the local area. Students complete a take-home midterm
and final assessment and participate in case discussions in class. Cr. Hr.: 4.

PHAR 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 PharmD program. The PVG elective enhances his/her knowledge and skills regarding discovery, evaluation, documentation plus treatment and prevention of ADRs from the patient care level to strategic planning at the program level. Students will also obtain a unique perspective of FDA regulations, which govern the practice of pharmacovigilance by pharmaceutical companies. Students will also discuss methods to enhance the role of pharmacists in 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 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 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 personal hygiene. This lecture course will cover the life cycles, pathophysiology, management and treatment of major human infective protozoa [single-cell] and helminths [multiple-cell]. Cr. Hr.: 4.

PHAR 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. 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. Cr. Hr.: 4.

PHAR 694 - International APPE
Students will participate in an international medical mission in various locations to help improve the students’ understanding of global health and the treatment of underserved populations. Pre-mission and post-mission activities may be required. Additional fees may also apply. Cr. Hr. Varies: 4-6.

PHAR 696 — Longitudinal Research Elective
Students will participate in ongoing research projects in collaboration with College faculty. The course will be conducted during student freetime throughout the academic year. Credit assignment will be based on amount of active time spent in the laboratory. Cr. Hr. Varies: 1-3.

Assignment of Credit Hours in the PHARMD Program
Credit hours are accrued via completion of didactic coursework (based on regularly scheduled assessments) and pharmacy practice experiences. Since the Blocks are not uniform in length, the regular assessments may cover material from one Block, part of a Block, or a combination of Blocks. The three years of the program are designated P1 (first year), P2 (second year) and P3 (third year). A total of 71 credits must be completed to advance to the P2 year. A total of 137 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. Maximum credit hours at graduation: 205. A summary of the distribution of credit hours is given below.

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

First Academic Year (P1)
Assessments 1.1-1.16 51
(16 assessments covering 14 Blocks)
Pharmaceutical Calculations 3
IPPE Seminar/Top 200 Drugs 1
Pharmacy Communications and Self-Care Therapeutics 4
Immunization Provider Certification 1
Introductory Pharmacy Practice

66
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<tr>
<td>Introductory Pharmacy Practice</td>
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<td><strong>Total credit hours required to advance to P2 status</strong></td>
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**Second Academic Year (P2)**

- Assessments 2.1-2.17 (17 assessments covering 15 Blocks) 53
- Top 200 Course 1
- Scientific Writing 1
- IPPE Seminar 1
- IPPE Credit Hours 4
- Integrated Patient Care 5
- Continuing Professional Development 1

**Minimum credit hours required to advance to P3 status** 137

**Third Academic Year (P3)**

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

**Minimum credit hours required for graduation** 177
COLLEGE OF DENTAL MEDICINE – UTAH

Doctor of Dental Medicine (DMD)

10894 S. River Front Parkway
South Jordan, UT 84095

Office of Admissions
801-878-1405
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 lifelong colleagues and adopt the CODM Honor Code;
- 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 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.

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

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

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

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

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

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

69
ADMISSIONS

The College of Dental Medicine (CODM) seeks to admit a diverse student population with demonstrated academic competency, compassion for patient and community care, and commitment to the profession of dentistry. In doing so, CODM follows standard policies and procedures for selecting and admitting applicants in a timely fashion.

Academic Preparation

The CODM recognizes that qualified individuals come from diverse personal, educational and career backgrounds. As 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 encouraged to consult with Biology or Chemistry faculty 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 in Biological Sciences* (with laboratories, if offered)
- Two semester courses in Inorganic Chemistry with laboratories
- Two semester courses in Organic Chemistry (with laboratories, if offered)
- One semester course in Biochemistry
- Two semester courses in Physics (with laboratories, if offered)
- Two semester courses designed to develop skills essential for effective communication with health care professionals, patients, staff and others involved with the practice of dentistry. There are many ways students can fulfill the communications prerequisite including, but not limited to, the following**:
  - English, composition, creative, business, technical or scientific writing courses (one writing intensive course is required);
  - Literature or Philosophy courses (if writing intensive);
  - Communication courses focusing on speech, debate, public speaking or interpersonal relationships;
  - Journalism courses emphasizing interviewing, reporting, or editing;
  - Psychology, Counseling or Education courses that include a supervised practicum or field experience;
  - Theater courses that include acting experience.

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

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

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

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 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 including, but not limited to:

- 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. The Admissions Committee will use the most recent DAT score in its initial review of the candidate’s credentials. DAT scores older than three years at the time of application will not be accepted.

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

**Grade Point Average**
Candidates must achieve a minimum science GPA of 2.8 in the last 30 semester hours of science courses to be eligible for initial consideration for the DMD program. The CODM Admissions Committee will evaluate performance in all undergraduate, graduate, certificate and professional studies in its final admissions decisions.

**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.

The CODM has a strict no gift policy.

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

Candidates must submit complete AADSAS applications on or before December 1st. The College of Dental Medicine reviews applications on a rolling basis. Roseman’s CODM does not require a secondary application. Concurrently with submitting the AADSAS application, applicants should send their $75 application processing fee directly to CODM along with a 3x5 index card that provides the individual student’s DENTPIN, AADSAS ID, email, phone and other contact information. This information is used to record application processing fees and to let students know that their checks have been received. For online payments, visit www.roseman.edu/payments.

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

**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 withhold or defer an offer of acceptance if required transcripts are not timely received. If the CODM requires an official DAT score report for a specific student, the same policy will apply.

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

**Interview Process**
The interview day is comprised of six major elements: (1) the program overview, (2) group discussions, (3) structured, topical interviews, (4) an individual interview with a member of the Admissions Committee, (5) tour of the CODM, and (6) discussions with DMD Student Ambassadors. Interview day sessions are coordinated by the Associate Dean and staff in the Office of Admissions and Student Affairs. Individuals participating in Interview Day activities include:

- The Dean
- The Associate Deans for Admissions and Student Affairs, and Academic Affairs
- CODM Staff
- Financial Aid Staff
- Members of the Admissions Committee
- Student Ambassadors

The Interview Day begins with a tour of the facility conducted by the Student Ambassadors. This is followed by an orientation to Roseman’s unique educational program that is conducted by the Associate Dean and staff from the Office Admissions and Student Affairs and the Financial Aid Office. Key concepts include:

- The Roseman Mastery Learning Model
  - The Lifelong Colleague Philosophy
  - The Honor Code
- Classroom Complex
  - Block Curriculum
  - Outcomes-Based Education
  - Active and Collaborative Learning
- Immunizations and health requirements for the DMD program
- Essential Functions
- Financial Aid
- Campus Safety
- Life in the Salt Lake City area

Group discussions demonstrate the Roseman educational model in ways that reinforce materials from the presentation and that emphasize the interrelated nature of ethics and professionalism, the Honor Code, Lifelong Colleague Philosophy and learning in teams. Members of the Admissions Committee and staff observe these group sessions and score the participation of each participant.

Candidates also meet with Student Ambassadors to ask questions about the program, campus and life in the Salt Lake City area. Student Ambassadors do not report back to the Admissions Committee, making it possible for candidates to ask questions without constraints.

Each candidate also meets with three members of the Admissions Committee for an individual interview. The sessions focus on the following five areas:

- Motivation for a Career in Dentistry
- Area(s) of major Development
- Leadership/Team Skills
- Lifelong Colleague Philosophy and Honor Code
- Communication Skills and Professionalism during the interview

**Selection of the Class and Alternates**
The Admissions Committee meets periodically to review information from candidate interviews. Written offers of admission are made following AADSAS “Traffic Rules”.

Information about the CODM pre-doctoral education program, admissions process, application service (AADSAS), criteria, application fees, submission deadlines and decision notification are available on the University’s website. Prospective applicants can contact the CODM Office of Admissions and Student Affairs by phone or email for clarification of specific questions. The Office of Admissions and Student Affairs FAQ website provides answers and recommendations for “Frequently Asked Questions” about the application process. Information about the CODM also is available at the AADSAS website.

**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 may be required of all accepted students. Hospitals and other health care facilities may require this testing for participation in rotations and other clinical activities. Certiphi criminal background checks are required annually following enrollment.

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

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

**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.

In order to matriculate or continue in the curriculum, a matriculant or current student must be able to perform all of the essential functions with or without accommodation. An inability to perform the essential functions will lead to a withdrawal of an admission offer or dismissal. Requests for accommodation by matriculants or current students should be initiated with the Registrar/Student Services Office (Room 1145), Roseman University of Health Sciences, South Jordan Campus, 10920 S. River Front Parkway, South Jordan, UT 84095.
The College of Dental Medicine has developed this statement regarding the Essential Functions expected of all students. This statement draws heavily on guidance provided at the 1997 AFASA Conference and on the statement of Essential Functions developed by the Baylor College of Dentistry — The Texas A&M University System Health Science Center. Roseman University CODM expresses its appreciation to the Baylor College of Dentistry for permission to modify its statement for use in the Roseman CODM DMD program.

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 Registrar/Student Services Office.

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

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

CURRICULAR THEMES
Students’ learning experiences are organized around four themes:
1. Integrated Biomedical Foundations: Students learn the processes that guide normal human development, and learn the causes and manifestations of abnormalities and disease with focus on the head and neck region.
2. Integrated Pre-Clinical Sciences: Students learn a variety of surgical and non-surgical patient care skills that will enable them to function effectively in the clinical environment. In simulation laboratories, they will also acquire technical skills in the various therapeutic modalities necessary for the practice of general dentistry.
3. Integrated Dental Public Health Sciences: This theme has three longitudinal foci that run throughout the curriculum: dental public health, dental practice management, and ethics and professionalism in addition to Blocks on behavioral sciences, evidence-based practice, and special/vulnerable patient populations.
4. Integrated Clinical Sciences: In the largest component of the curriculum, students acquire the knowledge, skills and experience needed to develop competency in diagnosis, treatment planning and providing dental therapy for patients under faculty supervision in the community oral health center operated by the CODM and affiliated community clinics.

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

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

Domain 2: Critical Appraisal
Competency: Graduates must use critical appraisal during patient care.

Domain 3: Self-Assessment
Competency: Graduates must be able to self-assess quality of patient care, identify learning needs and identify strategies for enhancement of professional performance.

Domain 4: Biomedical Sciences
Competency: Graduates must be able to apply biomedical science knowledge and principles for the management of patients.

Domain 5: Patient Assessment and Diagnosis
Competency: Graduates must be able to assess the health care status of patients across the age spectrum from child to elderly, including individuals with special needs, and develop a diagnosis for identified abnormalities and problems.
Domain 6: Treatment Planning and Outcomes Assessment  
**Competency:** Graduates must be able to develop treatment plans to address oral health care problems of patients across the agespectrum from infant to elderly including individuals with special needs, and assess the outcomes of treatment.

Domain 7: Promotion of Patients' Oral Health  
**Competency:** Graduates must be able to provide counseling and education to promote patients' oral health.

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

Domain 9: Patient's Anxiety and Pain  
**Competency:** Graduates must be able to manage patients' anxiety and pain.

Domain 10: Medical Emergencies  
**Competency:** Graduates must be able to prevent, recognize, and manage medical emergencies that occur in the dental setting.

Domain 11: Dentofacial Growth and Development  
**Competency:** Graduates must be able to recognize and manage malalignment and malocclusion in the deciduous, mixed, and permanent dentition.

Domain 12: Periodontal and Peri-implant Disease  
**Competency:** Graduates must be able to manage periodontal and peri-implant disease.

Domain 13: Treatment of Dental Caries  
**Competency:** Graduates must be able to diagnose and treat dental caries, including the restoration of defective teeth to re-establish form, function, and esthetics.

Domain 14: Replacement of Missing Teeth  
**Competency:** Graduates must be able to replace patients' missing teeth with fixed, removable, and implant supported prostheses to restore form, function and esthetics.

Domain 15: Pulpal and Periapical Disorders  
**Competency:** Graduates must be able to manage pulpal and periapical diseases.

Domain 16: Oral Surgery  
**Competency:** Graduates must be able to perform oral surgical procedures within the scope of practice of a general dentist.

Domain 17: Dental Emergencies  
**Competency:** Graduates must be able to manage dental emergencies.

Domain 18: Dental Practice and Oral Health Care Delivery  
**Competency:** Graduates must be able to prepare a business plan for a dental practice and demonstrate comprehension of models of oral health care delivery and financing.

Domain 19: Dental Practice Laws, Codes, Standards and Policies  
**Competency:** Graduates must be able to apply laws, codes, standards and policies that govern dental practice and the provision of oral health care.

Domain 20: Health Care Team  
**Competency:** Graduates must be able to function as a leader of a primary care health team and collaborate with other health care providers.

Block sequence and content is subject to change.

**LIST OF BLOCKS/COURSE NUMBERS**

CODM Block Schedule by Year  
Note: Designation of hours by instructional format for year one is an estimate only at this point in time.
<table>
<thead>
<tr>
<th>Block/Course</th>
<th>Course Title</th>
<th>Block Director</th>
<th>Them</th>
</tr>
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<tbody>
<tr>
<td>DMD 5100</td>
<td>Ethical and Professional Practice 1</td>
<td>Aaron Ferguson</td>
<td>Public Health Sciences</td>
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<td>DMD 5110</td>
<td>Intro To Oral Health</td>
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<td>Dental Public Health 1</td>
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<td>Dental Practice Readiness 1</td>
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<td>DMD 5221</td>
<td>Clinical Head &amp; Neck 1</td>
<td>Rachel Novak</td>
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<td>Integrated Systems Disease and Wellness 1</td>
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<td>Form and Function of the Human Dentition</td>
<td>Clark Dana</td>
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<td>Dx-TX Dental Disease Op-Rest 1</td>
<td>George Richards</td>
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<td>Evidence Based Practice of Dentistry</td>
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<td>Dental Public Health 2: Epidemiology/Biostatistics</td>
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</tr>
</tbody>
</table>
SYNOPSIS OF BLOCKS

Year One
Ethical and Professional Practice 1 (DMD5100)
This block will introduce the student to the ADA’s Principles of Ethics and Code of Professional Conduct and discuss the interrelationship between ethical, legal, and regulatory issues in the contemporary practice of dentistry. Several issues will be discussed, including professionalism and ethics in the academic environment, patient privacy, treatment decisions, and incorporation of new technologies, marketing, and employment contracts. Along with the Principles of Ethics and Code of Professional Conduct, the block will reference the American College of Dentists’ “Ethics Handbook for Dentists”, and the American Dental Education Association’s “Statement on Professionalism in Dental Education”.

Introduction to Oral Health and the Dental Profession (DMD5110)
Students will learn what constitutes good oral health and how it is maintained throughout various stages of life, with focus on personal hygiene, anticipatory guidance and patient’s psychosocial characteristics. 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.

Dental Public Health 1: Infection Control (DMD5120)
In this course, 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 will review the 2000 Surgeon General’s Report on Oral Health in America and compare it with the findings of the most recent Utah Oral Health Study. In addition, student will be introduced to current public health regulations and practices involving infection control in healthcare.

Dental Practice Readiness (DMD5130) The goal of dental professional development is the attainment of all the competencies needed for a successful dental practice. The online Dental Practice Readiness Curriculum (DPRC) is designed to provide basic skills in business decision-making and practice management before graduation. DPRC addresses dental accreditation requirements, alumni’s regrets (“I wish you had thought me this when I was in dental school…”), and lessons learned by practicing dentists from “the school of hard knocks.” The curriculum deliberately promotes early consideration of certain unexplored and perhaps unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mind set for the required competencies.

Level 1 describes career opportunities providing links to additional information, introduces strategic planning as a way to address personal and professional challenges and creates familiarity with financial statements and procedures.

Clinical Head and Neck 1 (DMD5221)
The course will focus on the anatomy of the head and neck region and neuroanatomy. Students will learn structures of the head, neck and oral cavity and neuroanatomy tailored for the future general dental practitioner. Particular emphasis will be placed on major pathways for pain and motor control for the head and neck. Students will integrate the gross and microscopic structures of the head and neck with functional pathways for pain and motor control for this region.

Clinical Head and Neck 2 (DMD5222)
The course will focus on the anatomy of the head and neck region and neuroanatomy. Students will learn structures of the head, neck and oral cavity and neuroanatomy tailored for the future general dental practitioner. Particular emphasis will be placed on major pathways for pain and motor control for the head and neck. Students will integrate the gross and microscopic structures of the head and neck with functional pathways for pain and motor control for this region.

Cellular Metabolism & Adaptation 1 (DMD5241)
This block emphasizes the development and microscopic organization of the basic tissues involved in formation of the oral cavity, teeth, and supporting tissues. Information acquired in this block serves as the foundation for the understanding of normal histological structure, function, local pain, anesthesia, interpretation of medical history, as well as the histological basis for wound healing and repair and bonding compounds for dental restorations. Anomalies in facial development and tooth formation will be related to congenital malformations of the face, teeth, oral mucosa and periodontium.

Cellular Metabolism & Adaptation 2 (DMD5242)
Topics such as the digestion, absorption, biosynthesis and metabolism of carbohydrates, lipids and proteins/amino acids leading to a discussion integrating the principles of metabolism. Pathology will cover basic principles of cellular injury, apoptosis, inflammation and repair. Pharmacology will introduce principles of drug action and selection for each class of drugs relevant to dentistry. Students learn about drugs used by dentists in emergency treatment of allergic reactions, cardiovascular events, or seizures. Since dentists manage
patients under pharmacological treatment by other health professionals, the block discusses the dental consequences of medical treatments and the modification of dental treatment required for common medical treatments that dentists encounter in practice.

**Cellular and Histological Change (DMD5243)**
Information acquired in this course serves as the foundation for the understanding of normal histological structure and function. The roles of the integument and blood as a defensive mechanism will be introduced. Pathology will discuss diseases of Information acquired in this course serves as the foundation for the understanding of normal histological structure and function. The roles of the integument and blood as a defensive mechanism will be introduced. Pathology will discuss diseases of the skin and blood. The block will conclude with coverage of the molecular biology of DNA, RNA, and protein synthesis accompanied by a discussion of biotechnology. Pathology will cover some genetic disorders. Students will then study drugs used in the treatment of cancer.

**Immunity (DMD5244)**
In this block, students will be introduced to the development, structure and function of the lymphatic system. Students will acquire foundational knowledge of the human host-parasite relationship, which is essential to the clinical care of patients and to the evidence-based management of orofacial infections. Discussions will include the immune system, allergies, microbial physiology, microbial pathogenesis, and infection control issues in the health care setting. Students will study drugs used in the treatment of immune diseases. Pathology will cover immunological diseases and pharmacology will discuss analgesics and anti-inflammatory drugs.

**Infectious Diseases (DMD5245)**
Clinical case studies will be utilized to illustrate infectious processes in oral and systemic diseases, with emphasis on infections of the oral cavity. Students will explore infectious diseases. Students will study antimicrobial drugs.

**Integrated Systems/Disease and Wellness 1 (DMD5246)**
The gross anatomy of the upper extremity will be covered. Students will cover skeletal and muscular elements of the upper extremities. Students will learn the basic physiological principles involved with muscle contraction and the events at the neuromuscular junction. Students will review joint structure and function and focus on the temporal mandibular joint. The diseases of the musculoskeletal system will be investigated. The anatomy and physiology of the heart and vessels will be studied. The histological structure of blood vessels as they relate to their function will be studied. Cardiovascular diseases will be covered including hemodynamic diseases and thromboem-bolic diseases. Students will study drugs used in the treatment of cardiovascular diseases.

**Integrated Systems/Disease and Wellness 2 (DMD5247)**
The histology and embryology of the respiratory, urinary and digestive systems will be reviewed. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the systems. Topics such as acid-base balance and peptic ulcer formation will be examined. Pathology will cover diseases relating to these systems. Students study drugs used in renal, respiratory and digestive disease treatment.

**Integrated Systems/ Disease and Wellness 3 (DMD5248)**
The histology and embryology of the endocrine and nervous systems will be reviewed. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the systems. Topics such as diabetes mellitus and hypothyroidism formation will be examined. Areas of the brain and brain stem will be studied. Students will review physiological principles of nervous function. Biosynthesis and metabolism of carbohydrates leading to a discussion of diabetes mellitus and the integration of metabolism. Pathology will cover various endocrine and nervous diseases. Students study drugs used in the treatment of endocrine and neurological treatment.

**Cariology (DMD5300)**
Clinical case studies will be utilized to illustrate infectious processes in oral and systemic diseases, with emphasis on infections of the oral cavity. Students will explore infectious diseases. Students will study antimicrobial drugs.

**Foundations of Restorative Dentistry 1 (DMD5310)**
This course serves as an introduction to Form and Function of the Orofacial Complex. This includes material that will lead to mastery of tooth numbering, terminology, morphology, eruption sequence, as well as occlusal function and disorders. This course will provide the necessary information and basis for answering questions on National Dental Boards Examination Part 1. Further, this class presents the art of waxing which is aimed at developing hand skills as well as understanding tooth morphology. CAD/CAM technology will be introduced in this course also as a means to understand tooth morphology.

This course has been designed to align the instruction methods with the pronounced philosophy of the Roseman University of Health Sciences, and to engage students in **ACTIVE LEARNING** as much as possible. The goals of this methodology are to (1) improve students’ learning and develop students as critical thinkers, problem solvers, and team players; (2) fully engage students and instructors throughout the learning process; and (3) stimulate higher-order thinking.
through the use of creative technologies and applied learning.

To facilitate active learning in the classroom, many in-class lectures have been converted to short, self-paced online videos to provide students with fundamental concepts prior to class. This creates opportunities during scheduled class time to apply concepts using the following activities:

**Activity #1** - Audience response polling (Turning Point Technologies). Students’ understanding of the assigned videos and readings may be assessed at the beginning of class using online audience response questions.

**Activity #2** – Team Based Learning. The instructor may present a clinical situation in class and give students time to group together and share ideas with one another. These cases will involve situations involving applied knowledge of tooth form and function, and occlusion.

**Activity #3** - Tooth ID or drawings. In this activity, students may be asked to identify a certain tooth from a collection of all teeth and describe unique characteristics associated with that particular tooth. Or, students may be asked to draw a certain tooth highlighting important characteristics of that particular tooth such as heights of contour and tooth/root ratios.

**Activity #4** - Individual or paired quiz. At the end of each class, the instructor may administer a 10-question multiple-choice quiz. Each quiz will cover only material presented in that class. This activity is meant to encourage students to stay current with the course content and learn from one another, and to provide valuable feedback to the instructor as the course progresses.

Scheduling and duration of team activities will be at the discretion of the instructor. Students are expected to attend class and participate in all learning activities.

**Dx/Tx of Dental Disease 1 (Op/Rest) (DMD5320)**

This course serves as an introduction to general operative procedures. Class I-V cavity preparations will be taught and mastered. Both direct composite and amalgam restorative procedures will be mastered through this course. Indirect restorations will also be taught and mastered through this course. This course will provide the necessary information and basis for pre-clinical training. Further, this class requires proficiency to prepare the students for intra oral clinical operative procedures. Use of multiple materials and techniques used in the clinic will be mastered in this course.

This course has been designed to align the instruction methods with the pronounced philosophy of the Roseman University of Health Sciences, and to engage students in **ACTIVE LEARNING** as much as possible. The goals of this methodology are to (1) improve students’ learning and develop students as critical thinkers, problem solvers, and team players; (2) fully engage students and instructors throughout the learning process; and (3) stimulate higher-order thinking through the use of creative technologies and applied learning.

To facilitate active learning in the classroom, in-class lectures will be posted on the student portal or blackboard to facilitate self-paced learning. This creates opportunities during scheduled class time to apply concepts using the following activities:

**Activity #1** - Audience response polling (Turning Point Technologies). Students’ understanding of the assigned videos and readings may be assessed at the beginning of class using online audience response questions.

**Activity #2** – Team Based Learning. The instructor may present a clinical situation in class and give students time to group together and share ideas with one another. These cases will involve situations involving applied knowledge of tooth preparation form and material choice of restoration.

**Activity #3** - Tooth preparations and restorations on the Darwin typodont.

**Activity #4** - Individual mastery practicals. At the end of each section a mastery practical will be administered where the student will have a prescribed amount of time to prep and restore predetermined teeth and surfaces. The projects will be evaluated by the course instructors, as well as, the E4D compare software. Each mastery practical will cover only material presented in the previous classes of that section. This activity is meant to ensure mastery of each procedure. Any student who fails the mastery practical will be required to remediate the following Tuesday evening from 5–8 pm. The mastery practices will provide valuable feedback to the instructor as the course progresses. Scheduling and duration of team activities will be at the discretion of the instructor. Students are expected to attend class and participate in all learning activities.

**Year One Remediation Program**

Students who do not achieve the “Pass” threshold of 90% following the remediation assessment for any block (e.g., two to three week instructional period) will be given an additional opportunity to remediate during the summer in order to achieve the established performance standard. Student progression through that academic year will not be deterred except in extreme cases, if CODM faculty deter-
mine that students have sufficient background to allow successful completion of subsequent blocks.

The remediation program is conducted during a designated 5 week period in the summer immediately following the conclusion of formal blocks for that year. For each block assessment in which individual students have not attained the threshold “pass” score, students are assigned up to one week of intensive study, review, and remediation with faculty responsible for each block. The specific remediation program for each topic varies according to the nature of the learning outcomes. The remediation program is organized to enable all faculty who delivered block content in a particular assessment period to provide additional assistance and review of material for students. The remediation culminates in a summative assessment that is different from previous assessments administered during the regular academic year. Because the time available for summer remediation is limited, students are able to remediate no more than five assessment periods during the summer. As per academic policy published in the CODM Student Handbook, students who do not attain the threshold “pass” score on six (6) remediation assessments during the year will be required to withdraw from the program. Students are not assessed additional tuition for summer remediation because this curriculum component falls within the academic calendar for year one.

Year Two

Ethical and Professional Practice 2 (DMD6100)
This block will focus on the issues of patient autonomy, confidentiality, impaired practitioners, and marketing. Pertinent topics from the professional literature will be included. Several issues will be discussed, including professionalism and ethics in the academic environment, informed consent, IRBs, professional obligations when impairment of a colleague is apparent, and marketing.

Evidence-Based Dentistry and Biomedical Clinical Research (DMD6110 and DMD6215)
This course prepares students to ask questions, think critically and to 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, formulate focused questions in the PICO format (Problem/Patient, Intervention, Comparison, Outcome), conduct searches of electronic databases, and critically appraise research reported in articles. Based on patients they have treated in the clinical setting, controversies in dental therapy and cases provided by the faculty, students write PICO questions to guide exploration of the literature, conduct searches of electronic data bases, appraise found information and develop and present Critically Appraised Topic Summaries (CATs).

Dental Public Health 2: Biostatistics and Epidemiology (DMD6120)
The goals of the second year dental public health course are to enable students to learn the role of data collection and analysis in public health planning and learn basic bio statistical concepts and techniques that will assist their appraisal of the biomedical literature during their practice career. Students will 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 will review the most commonly used statistical tests reported in the dental and public health literature. As outcomes of this course, CODM students will be able to explain the basic statistical techniques and methods of analysis used in dental public health, identify commonly used public health databases such as vital statistics, registries and hospital discharge data, and assess the strengths and limitations of data collection methods with emphasis on surveys and interviews. Students will also be able to describe basic types of epidemiological studies conducted to investigate public health issues and describe the type of data that these studies will provide.

Dental Practice Readiness 2 (DMD6130)
Part 2 extends the accounting knowledge you acquired from your work with the Money Matters section of Level 1 to the operation of a dental practice. During today's and tomorrow’s class meeting we will review the meaning and use of accounting statements in a dental practice environment and will draft a section on finance for the Dental Office Strategic Plan document. This means that mission and vision statements, office layout, equipment, overhead, and dentist’s salary you selected in January will be translated into dollar values for the practice cash flow, balance sheet and income statements. These statements will describe the current operation of your virtual practice while the objectives and goals you chose will guide the drafting of its budget, the blue print for its future. Drafting the budget will conclude the office finance section.

Pharmacology for General Dentists 1 (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 introduces students to the classes of drugs commonly prescribed by general dentists. The block will also review principles of drug action and selection for each class. Students learn about drugs used by dentists in emergency
treatment of allergic reactions, cardiovascular events, or seizures. Since dentists manage patients under pharmacological treatment by other health professionals, the block discusses the dental consequences of medical treatments and the modification of dental treatment required for common medical treatments that dentists encounter in practice. To prepare for patient care in the CODM clinics, students study drugs used in the treatment of cardiovascular, renal, respiratory, immune, cancer, endocrine, psychiatric and neurological treatment. Understanding and use of local anesthetics will also be highlighted. The block will also prepare CODM students for the pharmacology section of the National Board Dental Examination, Part II.

Pharmacology 2 (DMD6200)
This block introduces students to the classes of drugs commonly prescribed by general dentists. The block will also review principles of drug action and selection for each class. Students learn about drugs used by dentists in emergency treatment of allergic reactions, cardiovascular events, or seizures. Since dentists manage patients under pharmacological treatment by other health professionals, the block discusses the dental consequences of medical treatments and the modification of dental treatment required for common medical treatments that dentists encounter in practice. To prepare for patient care in the CODM clinics, students study drugs used in the treatment of cardiovascular, renal, respiratory, immune, cancer, endocrine, psychiatric and neurological treatment. The block will also prepare CODM students for the pharmacology section of the National Board Dental Examination, Part II.

Pathology 1: Head and Neck (DMD6210)
Oral pathology is an essential component of dental education since general dentists must be competent in evaluating and treating diseases pertaining to the oral and maxillofacial region. The goal of this course is to provide students with foundational knowledge of the diseases and abnormalities that occur in the oral and maxillofacial region. The course is designed to facilitate students’ integration of information presented in previous basic science and clinical courses, especially general and system pathology and clinical medicine for general dentists, and thus enhance their use of this information to recognize, formulate differential diagnoses, and treat diseases of the oral and maxillofacial region. During this course, Roseman University CODM students will learn the etiology, clinical characteristics of diseases and pathological processes affecting the head and neck region including the oral cavity, and then explore treatment strategies and prognosis for these disorders. Students will also explore the use of diagnostic methods as adjunctive to diagnosis of oral diseases such as cytological smears or brush biopsy, salivary diagnostics and tissue biopsy.

Oral Pathology (DMD6220)
Oral pathology is an essential component of dental education since general dentists must be competent in evaluating and treating diseases pertaining to the oral and maxillofacial region. The goal of this course is to provide students with foundational knowledge of the diseases and abnormalities that occur in the oral and maxillofacial region. The course is designed to facilitate students’ integration of information presented in previous basic science and clinical courses, especially general and systemic pathology and clinical medicine for general dentists, and thus enhance their use of this information to recognize, formulate differential diagnoses, and treat diseases of the oral and maxillofacial region. During this course, Roseman University CODM students will learn the etiology, clinical characteristics of diseases and pathological processes affecting the head and neck region including the oral cavity, and then explore treatment strategies and prognosis for these disorders. Students will also explore the use of diagnostic methods as adjunctive to diagnosis of oral diseases such as cytological smears or brush biopsy, salivary diagnostics and tissue biopsy.

Behavioral Sciences (DMD6230)
The goal of this course is to introduce CODM students to the behavioral aspects of patient care. Students’ learning experiences in this course will focus on strategies for establishing therapeutic relationships and communicating effectively with patients, colleagues, and staff. Students will determine their own communication style and identify common communication pitfalls that may become potential sources of stress and conflict for both patients and providers. Students will be introduced to basic conflict resolution techniques and methods of intercultural communication. In role play exercises, students will practice the use of strategies to resolve communication problems and conflict between providers, patients, and colleagues. Behavioral management strategies for addressing patient fears, anxiety, and counterproductive behavior will be introduced. Issues and controversies in communication and related behavioral management of dental patents will be explored during class discussions.

Dx/Tx Dental Disease – Complete Denture Prosthodontics (DMD6310)
Indications for and fabrication of removable complete dentures.

Dx/Tx of Dental Disease 2 – Fixed Pros (DMD6310)
During this block multidisciplinary course, students develop a continuum of skills needed for the assessment, diagnosis and treatment of dental disease with specific reference to the preparation, impression and fabrication of indirect cast or milled restorations – single units and multiple units for fixed partial dentures. This second year course addresses the clinical skills and foundational knowledge required for the students to treat patients as they enter the diagnosis, treatment planning and patient care aspect of clinical
practice. Students will be exposed to and utilize biomaterials used in different types of dental therapy as each therapeutic modality is introduced in the course. In a longitudinal continuum moving from basic to more complex, students learn and practice the dental surgical and restorative skills needed for indirect restoration of diseased and defective tooth structure, as well as tooth replacement procedures. Integrated in that process will be discussion of the biomechanical properties of restorative materials and their appropriate use for restoration and tooth replacement.

Dx/Tx of Dental Disease - Operative/Restorative 2 (DMD6310)
During this block multidisciplinary block, students develop a continuum of skills needed for the assessment, diagnosis and treatment of dental disease with specific reference to the preparation and direct restoration teeth. This minimized second year block addresses the clinical skills and foundational knowledge required for the students to treat patients as they enter the diagnosis, treatment planning and patient care aspect of clinical practice. Students will be exposed to and utilize biomaterials used in different types of dental therapy as each therapeutic modality is introduced in the block.

Dx-Tx Dental Disease - Removable Partial Denture (DMD6310)
Indications for and fabrication of removable partial dentures.

Advanced Patient Assessment (DMD6320)
This course allows students 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.

Oral and Maxillofacial Surgery 1 (DMD6330)
The course will present principles for recognizing dental office emergencies and will prepare students to respond appropriately to those emergencies. The course will include a brief overview of facial and dental anatomy and students will be able to identify relevant anatomy of the jaws and face. Students will be given an introduction to the armamentarium used for basic dentoalveolar surgery and students will be able to recognize by name and number basic instrumentation used for oral surgical procedures at the general dentistry level. Students will be taught principles of infection control, sterile technique, personal protective equipment (PPE), and students will understand correct methods for hand hygiene, the prevention of local environmental contamination, and how to don PPE. Students will understand how to conduct a patient interview, how to determine ASA classifications, and will be able to document accurately every patient encounter. This course will include a continuation of the local anesthesia and nitrous oxide training received during their Dental Pharmacology Course, Part I. Students will understand local anesthetic pharmacology and local anesthetic administration techniques, and will understand how to recognize and prevent complications of local anesthetic. An Advanced Pain Control/Nitrous Oxide Clinical Laboratory experience will be completed in conjunction with this course. Students will also be introduced to principles of implant treatment planning.

This is an introductory course to oral and maxillofacial surgery. The goal of this block course is to provide CODM students with an overview of oral and maxillofacial surgery as a specialty of dentistry, to have students understand theories and principles related to dentoalveolar surgery, and to provide the foundation for the development of oral surgical skills within the scope of general dentistry in order to optimize patient care.

Oral and Maxillofacial Surgery II (DMD6330)
This course is a continuation of DMD6330 – Oral and Maxillofacial Surgery I and will build upon the principles and concepts introduced in that course. The goal of this block course is to provide Roseman University CODM students with a deeper understanding of oral and maxillofacial surgery and oral surgical procedures within the scope of general dentistry. This course will provide additional instruction in patient evaluation and assessment, basic techniques of oral and maxillofacial surgery, exodontia, pre-prosthetic surgery, principles of wound healing, trauma, management post-operative complications as related to oral surgical procedures, odontogenic infections, pathology and associated biopsy techniques, and temporomandibular joint disorders.

This course will present principles for evaluating and assessing systemic diseases as they may relate to dentistry. Students will be able to recognize systemic disease conditions that may impact dental care, understand the importance of individualized patient research, and understand how to request medical consultations. Interprofessional collaboration with the Roseman University Nursing College and Roseman University Pharmacy College may be employed for medical consultation experience. Students will also understand how to manage post-operative patient needs, including writing prescriptions for analgesics and antibiotics. Students will understand the proper approach for routine and surgical exodontia, including meticulous soft tissue management. Students will understand the indications for and surgical techniques of alveolectomy and tissue contouring in preparation for intraoral prostheses. Students will be introduced to the principles to properly diagnose trauma to the orofacial complex. Students will understand the concepts of wound healing, including primary and secondary healing, and will be able to recognize odontogenic infections and other complications related to oral surgical procedures. Oral pathology will be reviewed and students will understand routine biopsy techniques. The anatomy of the
temporomandibular joint will be reviewed and students will understand concepts related to temporomandibular disorders.

This course will include a hands-on laboratory experience of applying topical anesthesia and the administration of local anesthesia using a variety of injection techniques. It will also include a laboratory experience for the application of extraction and suturing techniques using porcine specimens. Students will also participate in an implant laboratory where they will place implants in a mandible model.

Clinical Fundamentals (DMD6340)
This course introduces students to policy and procedures of the CODM Clinic, and prepares students to function effectively in the clinical environment and learn skills that are necessary for efficient and safe patient care in a general dentistry environment. Students will acquire a range of skills, including dental imaging, conducting oral examinations, taking alginate impressions, applying rubber dams, and using skills learned in the Patient Assessment Course.

Pediatric Dentistry (DMD6350)
The course will focus on instruction in patient assessment and diagnosis to provide the knowledge judgment and skill to provide dental care for infants and children through adolescence, including those with special health care needs. In addition, this course will provide basic knowledge in the examination, diagnosis, treatment planning, and management of the pediatric patient (infancy through adolescence) as defined by the Academy of Pediatric Dentistry (AAPD). This includes basic elements of the pediatric patient development and behavior, oral and dental development of the primary, mixed and early permanent dentitions, diagnosis of oral health and disease, and management of common oral problems seen in the average pediatric patient.

Orthodontics (DMD 6360)
The focus of DMD6360 Orthodontics is in the skeletal, dental and soft tissue evaluation of the child, adolescent and adult patient seeking orthodontic treatment. Concepts and theories in growth and development of the dentofacial complex will be discussed as they relate to skeletal abnormalities and growth disturbances. These concepts will serve as the foundational knowledge in the discussion of treatment timing of various skeletal abnormalities and dental malocclusion. Contradictory literature that supports different treatment philosophy will be discussed with these concepts in mind. Radiographic evaluation of the orthodontic problem will be discussed. Cephalometric analysis using skeletal landmarks and planes will be performed; emphasizes will be placed on the Steiner, McNamara and Tweed Analysis. Students will be introduced to methods of examining soft tissue contribution to facial esthetic, and relevant application to esthetic restoration of the smile (smile design). Dental malocclusion, mixed dentition analysis and space management in the mixed dentition will be discussed. The biology of tooth orthodontic tooth movement including force systems and anchorage control will be introduced. These biomechanic concepts will be applied in the discussion of removable, fixed or invisible appliances to elicit tooth movement. The focus is on the diagnosis and treatment planning of common, uncomplicated malocclusion that would be expected to be within the scope of practice of a general dentist.

Endodontic Diagnosis and Treatment (DMD6370)
This block will introduce the principles of endodontics. It is designed to prepare students to recognize, understand, diagnose, and predictably treat pathologic conditions of the dental pulp and periradicular tissues within the scope of general practice. Emphasis is placed on the biology, pathology, and treatment of the dental complex and periradicular tissues. The course specifically encompasses the biological and clinical sciences related to the normal and diseased pulp and associated periradicular tissues, as well as the etiology, diagnosis, prevention, and treatment of pathoses and injuries of these tissues. The course will utilize lecture, team exercises that focus on evidence-based endodontics as well as critical thinking concepts, text readings, and patient simulations to achieve the course outcomes. The course will also introduce case selection criteria relative to the case difficulty and practice limitations. Along with the Endodontic Simulation Laboratory portion, it prepares the student to provide clinical endodontic treatment.

Oral Imaging Technique and Interpretation (DMD6380)
Radiation physics, biology, hygiene and safety theories with an emphasis on the fundamentals of oral radiographic techniques and basic interpretation of radiographs. Includes exposure of intra-oral radiographs, quality assurance, basic radiographic interpretation, patient selection criteria and other ancillary radiographic techniques.

Periodontic Therapy (DMD6390)
The goal of this block is to get the students acquainted with basics in periodontontology. The course will start by describing the anatomy and histology of periodontium and will be followed by pathophysiology of the diseases. Epidemiological and etiological factors of the disease and its relation to the systemic health will be discussed. Clinical examination, classification, diagnoses and rationale for treatment planning of the periodontal diseases and conditions will be discussed. The basic topics that will be covered during the course are:

1. Anatomy of the periodontium
2. Classification of periodontal diseases
3. Epidemiology of plaque-induced gingivitis, chronic periodontitis, and aggressive periodontitis
4. Risk factors of periodontal diseases
5. Dental plaque and calculus
6. Microbiology of gingivitis and adult chronic periodontitis
7. Etiology and pathogenesis of gingivitis and chronic periodontitis
8. Other periodontal diseases
9. Systemic disorders and the periodontium
10. Effects of periodontal disease on general health
11. Periodontal versus peri-implant tissues
12. Examination of patients with periodontal diseases

The students will develop skills and the biologic basis for periodontal instrumentation, and the impact of these procedures on the bacterial microflora and periodontal tissues. A concluding part of this course will include practicing the use of hand and ultrasonic instruments in removal of calculus and root planing the tooth root surfaces in the simulatory lab on periodontal typodonts. They will acquire the skills to clinically and radiographically evaluate the periodontal status of patients. Students will work in pairs and perform these techniques on each other as a prerequisite to performing them on the CODM patients.

**Primary Care Clinic 2 (DMD6400)**

In Primary Care Clinic DMD6400, D2 providers will complete dental screenings and comprehensive exams with the assistance of D3 and D4 students. In addition, D2 students will assist D3 and D4 students in providing comprehensive dental care to patients ranging from the pediatric population through to geriatrics. During the summer transition from the D2 to the D3 year, students are required to attend a clinical rotation orientation. This orientation will occur during the month of July. During the clinical rotation orientation, students will become familiar treating patients in the specialty areas of Endodontics, Pedodontics, Periodontics, Prosthodontics, Orthodontics, and Oral Surgery. In addition, students will receive training in the practice of four-handed dentistry. Students will be divided into thirteen groups (twelve groups of 6 and one group of 8) to complete the orientation. If a student misses his or her rotation, clinic privileges will be suspended until the rotation is completed when the new academic year commences in August.

College of Dental Medicine (CODM) students will be organized in one of 8 Clinical Practice Teams (CPTs) based on a student to faculty ratio of eight to one. Each CPT is comprised of 10 D3s and 8 D4s and at least 2 faculty practitioners. Typically, one or more D4s will be on a rotation in a different clinic area or on a community-based rotation.

Each CPT is managed by two full-time clinical faculty members that 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 Clinical Practice 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 oral health care needed to address the patients’ needs. Each student will serve as a primary provider for his/her family of patients and will coordinate the care for each of his/her patients. Each Team will have a Patient Care Coordinator and a Scheduler/Administrative Assistant. Students will schedule treatment planning sessions with CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

**Clinical Medicine for General Dentists (DMD6410)**

The goal of this course 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 comorbidities that may be evident when interviewing and examining dental patients so that appropriate patient consultation and referral to the appropriate medical providers can occur in a timely manner.

Students will learn the pathophysiology of diseases and abnormalities of special interest to dentists, their 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.

**Case Based Clinical Preparation (DMD6420)**

Case Based Clinical Preparation is a comprehensive, case-based, integrated curriculum that spans the entire D2 year. Students continually build upon foundational knowledge in the context of actual patient cases. All content will be introduced via patient cases, will be relevant to the patient’s needs, and be of continually increasing complexity.

Students will learn to manage the oral health needs of an entire family of diverse patients. Each patient integrates topics such as radiology, radiology, oral diagnosis and treatment planning, dental materials as well as biomedical and clinical sciences. The patients represent a typical family encountered in private practice ranging from a child to a geriatric patient with diverse dental and medical histories. By the end of the course, students will be qualified to begin treating actual patients as safe beginners.
Remediation Program for Year 2
Five weeks at the conclusion of year two will be available for student remediation. It will be conducted in a similar format as the remediation program for year one, which was previously described.

Year Three

Ethical and Professional Practice 3 (DMD7100)
This course is the continuation of blocks DMD5100 and DMD6100 Ethics and Professional Practice 1 and 2. Discussions will focus on risk management, patient termination, patient abandonment, third party contracts, ethics of marketing, and the role of state boards of dental examiners. Additional discussion issues will include interprofessional relations, treatment and standards of care. 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. To support and reinforce the Ethics and Professional Practice Curriculum, the weekly Clinical Group Practice Conferences will include patient scenarios that include issues of ethics and professionalism in a small-group setting. Students will also identify ethical issues and dilemmas that they have encountered during patient care in the clinic and present/discuss these in seminars in the Ethical Practice block and in the CPT Conferences.

Dental Practice Readiness 3 (DMD7110)
This course is designed to provide guidance to students in various areas of practice management and delivery of dental care to patients. Students will gain understanding of principles and applications of marketing, ergonomics, decision making in relation to associateships, and the development of skills relating to office management.

Dental Public Health 3 (DMD7120)
In this course, students will gain comprehension of different models of oral health care delivery, develop an appreciation for the dental practice environment in different types of communities and become familiar with oral health policy issues that will influence their careers and examine factors influencing formulation of dental health policies. To accomplish this goal, students will acquire knowledge about three key elements of oral health care systems: structure, financing, and personnel. Students will learn how oral health care and medical care systems are organized, study methods for developing and evaluating community health programs, and analyze interactions among different types of health care providers by presentation and evaluation of proposed project plans. Students will compare models of oral health care systems including preferred provider organizations and health maintenance organizations and learn how dental care is financed. This analysis will include an examination of emerging corporate dental models and their potential influence on the profession’s traditional values, especially its enduring commitment to patient welfare.

Special and Vulnerable Patient Populations 1 (DMD7130)
This course integrates students’ previous understanding of disease processes, epidemiology, demographics of patient with special needs and considerations to treatment planning and patient management. It builds on previous courses in clinical medicine and pathology as well as the applicable clinical courses to provide students with a foundation for meeting the clinical needs of special and vulnerable patients. These include patients with medical, physical, psychological, developmental or social situations that have an impact on a patient’s ability to maintain oral health or to accept dental treatment in a conventional setting. Specifically, we will discuss the treatment of vulnerable populations that can be isolated from access to patient care including the underserved poor, elderly, medically complex, and physically or mentally disabled. Strategies for modifying treatment routines, making appropriate alterations in treatment plans and enhancing the oral health of the patients are the key components of this course.

Primary Care Clinic 3.1 (DMD7400)
In Primary Care Clinic 3.1, students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. Students will participate in the presentation, critique, and discussion of cases that include topics of treatment planning, practice management, evidence-based dentistry, critical thinking, and other topics of interest as defined by the current patient population, the Clinical Practice Team Leaders, and the Course Directors.

College of Dental Medicine (CODM) students will be organized in one of 8 Clinical Practice Teams (CPTs) based on a student to faculty ratio of eight to one. Each CPT is comprised of 10 D3s and 8 D4s and at least 2 faculty practitioners. Typically, one or more D4s will be on a rotation in a different clinic area or on a community-based rotation.

Each CPT is managed by two full-time clinical faculty members that 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 Clinical Practice 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 oral health care needed to address the patients’ needs. Each student will serve as a primary provider for his/her family of patients and will coordinate the care for each of his/her patients. Each Team will have a Patient Care Coordinator and a Scheduler/Administrative Assistant.
Students are required to attend and participate in bi-weekly CPT meetings to discuss issues relating to clinical care of patients, case presentations led by students, special topic discussions, and discussion of case management of the team’s patient care activities so all team members learn from all cases within team.

Students will schedule treatment planning sessions with CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

**Primary Dental Care Clinic 3.2 (DMD7400)**

In Primary Care Clinic 3.2, students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. Students will participate in the presentation, critique, and discussion of cases that include topics of treatment planning, practice management, evidence-based dentistry, critical thinking, and other topics of interest as defined by the current patient population, the Clinical Practice Team Leaders, and the Course Directors.

College of Dental Medicine (CODM) students will be organized in one of 8 Clinical Practice Teams (CPTs) based on a student to faculty ratio of eight to one. Each CPT is comprised of 10 D3s and 8 D4s and at least 2 faculty practitioners. Typically, one or more D4s will be on a rotation in a different clinic area or on a community-based rotation.

Each CPT is managed by two full-time clinical faculty members that 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 Clinical Practice Team Leader.

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Students are required to attend and participate in bi-weekly CPT meetings to discuss issues relating to clinical care of patients, case presentations led by students, special topic discussions, and discussion of case management of the team’s patient care activities so all team members learn from all cases within team.

Students will schedule treatment planning sessions with CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

**Primary Dental Care Clinic 3.3 (DMD7400)**

In Primary Care Clinic 3.2, students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. Students will participate in the presentation, critique, and discussion of cases that include topics of treatment planning, practice management, evidence-based dentistry, critical thinking, and other topics of interest as defined by the current patient population, the Clinical Practice Team Leaders, and the Course Directors.

College of Dental Medicine (CODM) students will be organized in one of 8 Clinical Practice Teams (CPTs) based on a student to faculty ratio of eight to one. Each CPT is comprised of 10 D3s and 8 D4s and at least 2 faculty practitioners. Typically, one or more D4s will be on a rotation in a different clinic area or on a community-based rotation.

Each CPT is managed by two full-time clinical faculty members that 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 Clinical Practice 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 oral health care needed to address the patients' needs. Each student will serve as a primary provider for his/her family of patients and will coordinate the care for each of his/her patients. Each Team will have a Patient Care Coordinator and a Scheduler /Administrative Assistant.

Students are required to attend and participate in bi-weekly CPT meetings to discuss issues relating to clinical care of patients, case presentations led by students, special topic discussions, and discussion of case management of the team’s patient care activities so all team members learn from all cases within team.

Students will schedule treatment planning sessions with CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

**D3 Clinical Sciences Seminar (DMD7410)**

During this block, a foundation for the treatment planning process will be created. This foundation includes: information gathering, diagnosis development, evidence-based treatment, ethical/legal issues, and developing a treatment plan. Once this foundation is established, “case-building” will be used to generate a “family” of patients where treatment plans will be formulated. Basic, less complex treatment plans serve as a starting point. As the block proceeds, more advanced concepts will be introduced to this “family” of patients. Students will utilize evidence-based dentistry concepts, and critical thinking in order to assess, diagnosis, and treatment plan this
“family” of patients. Students will self-assess their progress throughout the term of this block. This model will continue into the 8410 course.

These will be presented to the faculty for further discussion and evaluation. The faculty will provide feedback and direction to the students as they seek comprehensive treatment solutions.

Clinical Practice Team Meeting (DMD7420)
Each Clinical Practice Team (CPT) will have bi-weekly team meetings 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 clinical operations. The CPT meetings will enable students to participate in patient assessment and treatment planning activities and allow them to contribute to the logistical coordination that underlies the overall disposition of health care services in the CODM Primary Care Clinic. The CPT meetings provide a laboratory for students to experience the patient care and practice management principles communicated in other components of the curriculum.

During the case assessment sessions, students will present patients they are treating in the clinic who have challenging dental problems for discussion of diagnostic and therapeutic strategies. For these case presentations, students will conduct a literature review pertinent to the patient’s condition and include their findings in the meeting.

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.

ORTHODONTICS 3 (DMD7440)
The course serves to apply the principles learned in DMD 6360 (Orthodontics) to clinical practice in the treatment of a clinical problem that is limited, interceptive or comprehensive in nature. Following a review of the diagnostic tools in clinical assessment, cephalometric analysis and cast analysis (includes mixed dentition analysis), students will conduct orthodontic screening assessment of a growing and non-growing individual, prescribing recommendations of whether treatment is recommended, on the timing of such treatment, and whether treatment should be executed under care of the general practitioner or specialist. Identification of the skeletal and dental contributions to a patient’s chief complaint following a thorough diagnostic workup and strategies to managing a patient’s developing malocclusion will be emphasis of this course. Clinical problems frequently encountered by the general practitioner, including crossbites (anterior and posterior), habit-contributing malocclusion, skeletal growth disturbances, and space management will be highlighted. Patient will be instructed on the practical aspect of clinical orthodontics, including bracketing and bonding, materials, etc. as preparation for patient interaction in the PEDO-ORTHODONTICS clinic. Successful completion of this block will enable the student to be prepared for meaningful interactions in the PEDO-ORTHODONTICS clinic.

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 five weeks available to participate in a customized and defined program of clinical activities intended to enhance their clinical skills and enable them to demonstrate their readiness to advance to the next academic year. These activities may include simulation, direct patient care, or a combination thereof. For students with deficiencies in clinical competencies and other areas of clinical performance, the 3rd year remediation program will culminate in a formal assessment of clinical skills. Students participating in summer remediation activities will not be assessed additional tuition, because the remediation program is a formal component of the third year of the CODM curriculum.

Year Four
Dental Practice Readiness 4 (DMD8110)
Level 4 has been designed to refine your readiness for transition to practice. The first section on Practice Location consists of an introduction to a stepwise approach for selecting, anywhere in the United States, the site of a dental office or that of an associateship position. Those aiming at a military, civil service or academic careers will benefit from this section because developing an understanding of how location relates to practice quality and potential is important for every type of dental practice.

The following section “Transition to Practice” addresses frequently asked questions by fourth-year dental students. Also, it introduces the Wall Street Journal, a source of data and commentaries on financial, economic and health policy trends that affect health care, the dental profession, and personal finances. Yet, many dentists never use WSJ or similar publications, believing that their articles are writ-
ten in unfamiliar language exclusive to economic and business professionals. The assignment on WSJ readings is employed to demystify financial and economic data and give you an opportunity to view it and use it as a valuable tool for both personal and office planning.

My Dental Practice, the concluding section, has two objectives: (1) refining your readiness to effective practice management and strategic decision-making; (2) assisting you in creating a professional business plan that could be used in a loan application for acquiring or building a dental office. Also, the assignment provides an opportunity to evaluate your proficiency in the required dental management competencies recently formulated by the Commission on Dental Accreditation (CODA).

Primary Dental Care Clinic 4.1 (DMD8400)
In Primary Care Clinic 4.1, students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. Students will participate in the presentation, critique, and discussion of cases that include topics of treatment planning, practice management, evidence-based dentistry, critical thinking, and other topics of interest as defined by the current patient population, the Clinical Practice Team Leaders, and the Course Directors.

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Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Each student will serve as a primary provider for his/her family of patients and will coordinate the care for each of his/her patients. Each Team will have a Patient Care Coordinator and a Scheduler /Administrative Assistant.

Students are required to attend and participate in bi-weekly CPT meetings to discuss issues relating to clinical care of patients, case presentations led by students, special topic discussions, and discussion of case management of the team’s patient care activities so all team members learn from all cases within team.

Primary Dental Care Clinic 4.2 (DMD8400)
In Primary Care Clinic 4.1, students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. Students will participate in the presentation, critique, and discussion of cases that include topics of treatment planning, practice management, evidence-based dentistry, critical thinking, and other topics of interest as defined by the current patient population, the Clinical Practice Team Leaders, and the Course Directors.

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Primary Dental Care Clinic 4.3 (DMD8400)
In Primary Care Clinic 4.1, students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. Students will participate in the presentation, critique, and discussion of cases that include topics of treatment planning, practice management, evidence-based dentistry, critical thinking, and other topics of interest as defined by the current patient population, the Clinical Practice Team Leaders, and the Course Directors.

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Students are required to attend and participate in bi-weekly CPT meetings to discuss issues relating to clinical care of patients, case presentations led by students, special topic discussions, and discussion of case management of the team’s patient care activities so all team members learn from all cases within team.

D4 Clinical Sciences Seminar (DMD8410)
Multi-Specialty Seminar Series with a Focus on Management of Complex Patient Health Conditions, Surgical Techniques Clinical Practice Team Meeting (DMD8420)
Each Clinical Practice Team (CPT) will have bi-weekly team meetings 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 meetings will enable students to participate in patient assessment and treatment planning activities and allow them to contribute to the logistical coordination that underlies the overall disposition of health care services in the CODM Primary Care Clinic. The CPT meetings provide a laboratory for students to experience the patient care and practice management principles communicated in other components of the curriculum.

During the case assessment sessions, students will present patients they are treating in the clinic who have challenging dental problems for discussion of diagnostic and therapeutic strategies. For these case presentations, students will conduct a literature review pertinent to the patient’s condition and include their findings in the meeting.

The 4th year Integrated Clinical Seminars focuses on oral oncology, orofacial pain, advanced education in pharmacotherapeutics and interpretation of imaging studies.

CODM CLINICAL EDUCATION MODEL
The primary component of this theme is the treatment of patients by College of Dental Medicine students under the direct supervision of Utah-licensed dentists who are clinical faculty members.

The CODM educates future dentists through its general dentist practice model. The CODM has designed a generalist curriculum in which all faculty and staff members in the Clinical Practice Team Clinics provide a general dentistry focus. While the College does have several Specialty Clinic areas, procedures that would be performed in a general dentist’s office are performed in the Clinical Practice Team (CPT) Clinics. Routine procedures are performed in the CPT Clinics; however, more complex procedures are referred to the Specialty Care Clinics. Currently the Specialty Care Clinics include: endodontics, oral surgery, orthodontics, and pedodontics. Complex periodontal and prosthodontic procedures are supervised by the appropriate specialist in the CPT Clinic or Specialty Care Clinics.

ORGANIZATION OF DENTAL STUDENTS’ CLINICAL EDUCATION
Dental students are introduced to patient care in the spring of the second year, with an increasing focus on patient care as they advance through the curriculum.

The CODM Clinics are divided into eight Clinic Practice Teams. D-3 and D-4 students are assigned to one of eight Clinical Practice Teams (CPT). The eight CPT’s are managed by eight CPT Leaders, with the assistance of four CPT Hygienists, four CPT Coordinators, four CPT Schedulers, and four CPT Dental Assistants. The CPT Leaders are the overall managers of the patients assigned to their team.

Patients of the CODM are assigned to a CPT Team. Student dentists are paired within the team and each student has their own portfolio of patients. In providing care, students treat not only their own patients, but assist during the treatment of their partner’s patients. Fourth year students are paired with third year students. This team approach allows for a student pair/team to learn from the same patient and each other maximizing the experiences learned from the patients in our care.

During the D-3 and D-4 years, students are involved with Clinical Sciences Seminars that emphasize multidisciplinary treatment planning, evidence-based dental care and technological advances in patient assessment and treatment. Seminars are team taught by general dentists and faculty from endodontics, oral surgery, orthodontics, pedodontics, periodontics, pharmacology and prosthodontics. Seminars also focus on assessment and treatment of patients with complex oral health care needs and for patients with medical comorbidities. Seminars run throughout the 3rd and 4th years to help students blend learning and clinical experiences from different areas of dentistry.

In the fourth year, students are provided opportunities to work in community-based clinics. Students are regularly informed of rotation opportunities and are encouraged to participate. Student expe-
ience in community-based clinics includes providing dental care to diverse populations of the underserved, including populations of the disabled, homeless, poor, under-represented minorities and the underserved.

ACADEMIC POLICIES AND PROCEDURES
For discussion of Academic Policies and Procedures, please refer to the CODM Student Handbook.

ACADEMIC SUPPORT SERVICES

Personal Counseling: Non-Academic Issues
Students 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, Theme Directors, and Block faculty are available to meet with students to discuss issues related to a specific Block. An advantage of the Block system is its effectiveness in creating frequent faculty/student interactions and assessments that enable an early identification of academic or learning issues.

Academic support services are available to students through the Associate Dean for Admissions and Student Services. Every effort will be made to identify students in academic difficulty early enough to provide an appropriate educational intervention or recommendation for withdrawal. As described previously, the CODM educational model includes a continuous remediation process in an effort to identify students in need of assistance and to provide support in the form of individualized and small group academic tutoring by faculty and peer assistance from members of the students’ learning teams in years 1 and 2 and Clinical Practice Teams (CPTs) in years 3 and 4.

Students receive notification of their academic performance through the Associate Dean for Academic Affairs at the end of each academic Block. Students with academic difficulties are contacted immediately by the Associate Dean for Academic Affairs and the Associate Dean for Admissions and Student Affairs in order to discuss mechanisms for resolving these difficulties.

In addition to the assistance that is available for students with academic difficulties, efforts are made to encourage students with learning disabilities to self-identify before any academic problems arise. Upon matriculation to the CODM, students receive an informational letter regarding the services available for those with disabilities and the means to access reasonable accommodations for any disabilities which have been appropriately documented.

Career Counseling
The College of Dental Medicine provides level-appropriate career information for pre-dental students, dental students and ultimately alumni, as needed and upon request.

Presentations for pre-dental clubs and other undergraduate student groups emphasize that the knowledge and skills developed in a dental education program prepare dentists for a variety of options in their careers. Examples will include, but are not limited to information on general and specialty practice, academic careers, research, dental products and pharmaceuticals, the federal uniformed services, government service, and organized dentistry. The goal is to help potential students understand that dentistry offers combinations of opportunities to satisfy evolving career and personal needs.

At the CODM, students will have opportunities to explore various aspects of dental careers. Activities in the practice management Blocks will include career development. Faculty, both generalists and specialists, will present information on their areas of expertise, including information on the satisfactions they derive from practice, teaching, service, research and administration. Speakers from other areas involving dentistry, (e.g., dental industry, organized dentistry, public health and other uniformed services) will present information on their professional activities and the satisfactions derived. Students with similar interests can form study clubs or student organizations that will sponsor presentations from individuals working in specific areas. Information on study clubs and student organizations is presented at orientation, in the Student Handbook and on the Roseman University website.

Faculty and administrators are available to discuss career plans with dental students on an individual basis. Information on how to access career information in local, state, regional and national publications and other databases is covered in the practice management Blocks and in career seminars offered jointly by the Offices of Academic and Student Affairs.
STUDENT PARTICIPATION ON CODM COMMITTEES

Dental students are integral to CODM’s governance structure and are members of committees that consider matters that directly impact students in both academic and non-academic matters. Students serving on specific committees are responsible for providing student views on campus and college issues and policies as well as 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 Committee
- Clinical Affairs (1 student from each class with voting privileges)
- Curriculum (1 student from each class with voting privileges)
- Research (1 student from each class with voting privileges)
- Technology & Informatics (1 student from each class with voting privileges)
- Educational Resources Committee (1 student from each class with voting privileges)

College of Dental Medicine students also have the opportunity to serve on the University level as a student member of Roseman University’s Student Governance Committee. Students also serve on the CODM’s Student Council, as well as on various ad hoc committees appointed by the Dean to address specific, short-term issues.

The CODM has established the following student organizations:

- Dental Student Association (Student Council)
- American Student Dental Association
- American Dental Education Association
- National Student Research Group
- Student Professionalism and Ethics Association
- American Association of Women Dentists Tau Sigma (Uniform Service Club)

Additionally, the following organizations are preparing requests to the University in order to become officially recognized student organizations:

- Advanced Dental Education Club
- Multicultural & Diversity Club
- Hispanic Dental Association

Students may opt to develop additional organizations. The University’s policies and registration procedures for student organizations are available through the University’s Office of the Registrar/Student Services.

Description of Student Organizations and Clubs are available online at http://www.roseman.edu/students/registrar-student-services/student-organizations.
Advanced Education In Orthodontics And Dentofacial Orthopedics/
Master of Business Administration Program (AEODO/MBA)

Dean
(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 health care professionals and life-long learners dedicated to providing service to citizens of Nevada and the surrounding regions.

Accountability: We have a special relationship with and are accountable to, our students and residents and their future employment. We actively strive to improve the quality of life of the people in the regions we serve. We make sound financial decisions to ensure that we possess the human, physical, clinical and financial resources appropriate to the academic programs, scholarship and services.

Improvement: We are committed to assess and analyze program outcomes data and use the results to chart a course that reflects our high expectations for continued excellence.

Goals

The AEODO/MBA program’s goals are consistent with the established goals of Roseman University of Health Sciences, as depicted below:

- Provide strong and diverse clinical and didactic training, including MBA, for all students/residents
- Provide affordable and excellent oral health care to all citizens of Nevada and surrounding regions
- Provide an environment that promotes clinical excellence, ethical behavior, professional growth and intellectual collaboration with faculty and colleagues
- Provide support for faculty professional development through support of meetings/continuing education, research, etc.
- Encourage, support and recruit faculty, staff and students/residents from under-represented minorities or diverse backgrounds while maintaining superior quality and outcomes

Collaboration

We foster enduring relationships with alumni, friends and community partners.

ADVANCED EDUCATION IN ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS/MBA RESIDENCY PROGRAM

About the Profession

According to the American Association of Orthodontists, “Just as there are specialists in medicine (such as cardiologists, gastroenterologists, neurologists, etc.), there are specialists in dentistry. Orthodontists are the uniquely trained 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 (orthodontics) and guidance of facial development (dentofacial orthopedics), Orthodontists are the uniquely trained experts in dentistry to straighten teeth and align jaws.

Orthodontists diagnose, prevent and treat dental and facial irregularities. Orthodontists treat a wide variety of malocclusions (improperly aligned teeth and/or jaws). They regularly treat young children, teens and adults.

“Advanced Education in Orthodontics and Dentofacial Orthopedics (AEODO) is a postdoctoral dental residency program which is de-
signed to train and prepare a highly select group of dentists in the field of orthodontics and dentofacial orthopedics.**

*American Association of Orthodontists

Program Overview
The Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration (AEODO/MBA) Residency program is a three-year postdoctoral program designed to provide an excellent and comprehensive education in orthodontics and dentofacial orthopedics, as well as business administration, ultimately preparing the graduates to achieve their utmost clinical, scholarly and professional development potential. While utilizing the innovative and effective “block system,” as set forth by Roseman University of Health Sciences, this program will focus on lifelong learning, clinical excellence, expertise in sound business management, and providing outstanding oral health care to a diverse population. Furthermore, core values of distinction, proficiency, integrity and leadership will be stressed throughout the students’/residents’ education at the College of Dental Medicine. Upon successful completion of said program and fulfillment of all set forth requirements, graduates will be granted a Certificate in Orthodontics and Dentofacial Orthopedics, as well as a Master of Business Administration (MBA) Degree.

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

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES

Application and Admission Process
Roseman University of Health Sciences seeks to admit a diverse student population with demonstrated academic competency and commitment to their respective professions.

Admission Requirements
Admission to Roseman University of Health Sciences Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration (AEODO/MBA) Postdoctoral Residency program is granted to a very select number of highly qualified dentists who are able to demonstrate superb didactic, clinical, ethical and interpersonal capabilities, leading to a proclivity to succeed in their chosen profession.

Applicants will be evaluated based on a number of qualitative and quantitative measures including, but not limited to: superb clinical skills, previous work/volunteer experience, success in dental school, strength of personal statement and letters of recommendation, ability to demonstrate good communication skills and work ethics, a desire to help others, aspiration to learn, compassion, leadership potential, intellectual ability, maturity, motivation to succeed, flexibility and teamwork.

Additionally, to be considered for admission to the AEODO/MBA Residency program, the candidate must demonstrate the ability to accomplish the following prior to enrollment in the program:

- Successfully complete the Postdoctoral Application Support Service (PASS) and Supplemental applications, submit all required documents and pay applicable application fees prior to established deadline. Have graduated from an accredited U.S. or Canadian dental school;
- Have successfully completed National Dental Board Examination Part I and Part II;
- Completed the required interview process;
- Be in good academic, moral and ethical standing;
- Be proficient in the English language; and
- Be eligible for a dental license in the State of Nevada, which will include the completion of a background investigation for submission to the Nevada State Board of Dental Examiners for contact information.

Application Process
The following must be provided prior to being considered for an interview for the CDM AEODO/MBA Residency Program:

- Completed PASS Application;
- Completed Roseman Supplemental Application;
- Current curriculum vitae sent directory to Roseman University of Health Sciences;
- Supplemental Application Fee – Non-refundable – U.S. $50 made payable to “Roseman University’;
- Official National Dental Board Score(s) (Reported Through PASS Via Dean’s Letter);
- Official Dental School Transcript, sent directly to PASS; and
- Three letters of recommendation, sent directly to PASS:
  - One from Dean of dental school (or Dean/Associate Dean of Student Affairs)
  - One from Orthodontic Chair, Program Director or orthodontic faculty in dental school
  - One from other dental school faculty or orthodontic private practitioner with whom you have worked closely.

Mailing address:

Attention: Dr. Jaleh Pourhamidi
Dean, College of Dental Medicine, Henderson Campus, and Program Director
Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA Residency Program; Associate Professor of Dental Medicine
College of Dental Medicine
Roseman University of Health Sciences
11 Sunset Way
Henderson, NV 89014-2333

The AEODO/MBA Admissions Committee will thoroughly review all completed applications and subsequently invite a select group of applicants for interviews. You will be notified of the status of your application via email once the Admissions Committee has reached its final decision.

Application Fee
Applicants to the Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration Residency Program must pay a supplemental application fee of $50. This fee is non-refundable.

Interview
Once the AEODO/MBA Admissions Committee has thoroughly reviewed all applications, it will invite a select group for on-campus interviews. An interview is required for acceptance in the AEODO/MBA Residency program. During the interview, members of the Admissions Committee will assess certain qualities about the candidates, including but not limited to: professionalism, a desire to help others, aspiration to learn, problem solving abilities, compassion, leadership potential, intellectual ability, maturity, motivation to succeed, flexibility, teamwork, good communication skills and outstanding work ethics.

Deposit
Applicants granted admission into the AEODO/MBA Residency program will receive a formal written offer from the Program Director. Applicants receiving this formal offer have seven (7) business days (M-F) to notify the University, in writing, whether they wish to have a place reserved in the upcoming class.

Additionally, the applicant’s written acceptance of the University’s offer must be accompanied by a check or money order for $2,500, payable to the “Roseman University,” to reserve a seat in the class and is applied toward the first year’s tuition.

Graduate Management Admissions Test (GMAT)/Graduate Record Examinations (GRE)
Graduate Management Admissions Test (GMAT) and Graduate Record Examinations (GRE) are currently not required for admission to the AEODO/MBA Residency Program. Due to the highly selective nature of this residency, it is expected that those candidates selected for admission to the AEODO/MBA Residency program will also be successful in completing the MBA program. Therefore, a separate application and admission process will not be required by the MBA program prior to enrollment and acceptance into the program.

Nevada State Board of Dental Examiners
Nevada State Board of Dental Examiners necessitates that all dental residents must obtain a license to practice dentistry in the State of Nevada. For more information regarding the protocol, time-line, and all required documents leading to licensure, please contact:

Debra Shaffer, Executive Director for the NSBDE at 800-DDS-Exam, or nsbde@nsbde.nv.gov.

REQUIRED HEALTH RECORDS
According to the Nevada Administrative Code (NAC) Chapter 441A.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

Course Descriptions
ADE 810: Preclinical Orthodontic Simulation Laboratory – 2 credit hours
This preparatory course will introduce several fundamental topics to the residents including but not limited to: history of modern orthodontics; biology of tooth movement; Edgewise bracket and appli-
ance; archwire concepts; bracket and appliance concepts; applied biomechanics and mechanical concepts; auxiliaries; mechanical and lab techniques; typodont treatment; orthodontic dictionary and orthodontic abbreviation dictionary.

ADE 811: Introduction to Clinical Orthodontics (Boot Camp) – 2 credit hours
This extensive and in-depth course will serve as an introduction and overview of the specialty of orthodontics and dentofacial orthopedics, and prepares the orthodontic residents for an advanced education in this dental specialty.

ADE 812, 832 & 852: Diagnosis, Treatment Planning and Case Presentations (I, II & III) – 30 credit hours total 812: 8; 832: 12; 852:10
These sessions provide a comprehensive and in-depth study of orthodontic diagnosis, treatment planning and American Board of Orthodontics (ABO) case reports of patients treated by orthodontic residents in the clinic. The seminar format of this course will allow interaction and discussion between all faculty and residents during the case presentations.

ADE 813, 833 & 853: Clinical Seminars (I, II & III) – 32 credit hours total 813: 11; 833: 15; 853: 8
These clinical seminars will precede all clinical sessions, allowing the faculty an opportunity to preview the daily clinic schedule and prepare the residents for the procedures to be performed during that particular clinic session.

ADE 814, 834 & 854: Clinical Orthodontics (I, II & III) – 49 credit hours total 814: 12; 834: 18; 854:19
These clinical sessions will allow the residents, with direct supervision from attending orthodontic faculty, to screen, diagnose, treat, and/or manage the varied orthodontic malocclusions of their patients. Different techniques and appliances will be utilized by faculty, allowing the residents an expansive and comprehensive education in orthodontics.

ADE 815, 835 & 855: Seminars in Contemporary Orthodontics (I, II & III) – 9 credit hours total 815: 3; 835: 3; 855:3
The residents will be required to attend periodic seminars in which the latest ideas, techniques and armamentarium in orthodontics are presented by experts in their fields. These seminars will be instrumental in reaching our goal of providing an innovative, novel, and state of the art education to our orthodontic residents.

ADE 816 & 836: Biomechanics (I & II) – 4 credit hours total 816: 2; 836: 2
This block provides lectures in fundamentals of physics and engineering and their application in orthodontic techniques. A thorough presentation of the biology of tooth movement is presented, as well as mechanotherapy in various orthodontic techniques and critical evaluation of biomechanical concepts and materials leading to efficient tooth movement.

ADE 817, 837 & 857: Classic and Current Literature Review (I, II & III) – 37 credit hours total 817: 15; 837: 20; 857:2
This course will encourage the residents to critically review, understand and analyze classic and current literature in orthodontics, including classification of study design, hypothesis testing, scientific writing, analysis and interpretation of data, and orthodontics and craniofacial biology throughout their education. This course will be instrumental in preparation of the residents for the American Board of Orthodontics certification examination.

ADE 818: Cephalometrics – 4 credit hours
This is a course aimed at a thorough understanding of the craniofacial radiographic techniques, with emphasis on historical as well as contemporary uses of 2D and 3D cephalometric radiography. This course will introduce the residents to the clinical uses of cephalometrics for orthodontic diagnosis and treatment planning using the latest available technology.

ADE 838: Functional and Orthopedic Appliances – 2 Credit hours
This informative course will familiarize the residents with the design, theoretical indications, and clinical application of various craniofacial orthopedic devices, including but not limited to: various types of headgear appliances, chin cups and numerous functional appliance. The residents will also review pertinent literature to learn the history and current theories of use for such devices.

ADE 839: Tweed Course – 4 Credit Hours
The residents, in their second year of education, will be required to attend and successfully complete the Tweed Course conducted in Tucson, Arizona. The residents will be given time off from clinic and other didactic courses to attend the course.

ADE 858: Temporary Anchorage Devices (TADs) and Orthodontic Treatment – 1 credit hour
This innovative and contemporary block will expose the residents to the latest tools and technology in tooth movement. Residents will learn the theoretical and conceptual facts as well as clinical and real life utilization of TAD’s in routine orthodontic treatment for increased efficiency and superior biomechanics in orthodontics.

ADE 859: American Board of Orthodontics Written Examination – 1 credit hours
This block is a two-year long, continuous course which consists of the residents’ preparation for the American Board of Orthodontics Writ-
ADE 910: Introduction to Roseman University of Health Sciences, CDM and the AEODO/MBA Program – 1 credit hour
All residents will spend time in a block dedicated to introducing participants to imperative and pertinent topics such as University policies, student handbook, Occupational Safety and Health Administration (OSHA) regulations, software orientation and application, Medicaid and insurance billing to prepare them for clinical experiences.

ADE 911: Management of Medical Emergencies and CPR Training – 5 credit hours
This course will provide the residents with a review of diagnosis and management of common medical emergencies, as well as a training session in cardiopulmonary resuscitation, with practical demonstrations and examinations which will lead to certification in basic CPR.

ADE 912: 2D and 3D Craniofacial Imaging – 2 credit hours
This block will familiarize the residents with state of the art 2D and 3D techniques in radiology and imaging such as digital imaging and cone beam computerized tomography, and their utilization in diagnosis and treatment of patients in any area of oral health.

ADE 913, 933 & 953: Research (I, II & III) – 16 credit hours total
Residents will work with faculty mentors in carrying out meaningful research projects. Residents’ progress will be monitored routinely, and the research project is expected to lead to a scientific paper submitted for publication in a peer reviewed journal.

ADE 914, 934 & 954: Interdisciplinary Dentistry (I, II & III) – 4 credit hours total 914: 1; 934: 1; 954: 2
Expert in various fields of general and specialty dentistry will provide residents with an overview of latest techniques and concepts as they relate clinical treatment of patients needing multidisciplinary care. Included will be diagnosis, treatment and management of patients, as well as the specific role of the different specialists in overall care of patient.

ADE 915: Research Design, Methodology and Statistics – 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 post-natal craniofacial growth and development. Included in this block will also be lectures on childhood and adolescent growth, development of the dentition, hereditary and environmental influences on growth and possibility of prediction of facial growth.

ADE 917, 937 & 957: Community Outreach (I, II & III) – 6 credit hours total 917: 2; 937: 2; 957: 2
Residents will be required to provide various types of scheduled community service throughout their education. This will assist the residents in gaining insight to the oral health needs of various populations in Southern Nevada and surrounding regions.

ADE 918, 938 & 958: Management and Treatment of the Cleft palate Patient (I, II & III) – 6 credit hours total 918: 2; 938: 2; 958: 2
This block will consist of lectures and case presentation seminars related to the various problems encountered in the management and treatment of patients with cleft palate. Emphasis is placed on the importance of long-term, interdisciplinary management and rehabilitation of these patients in consultation with other medical and dental health care providers. Issues such as epidemiology and etiology of the congenital anomaly, psychology, speech pathology, timing of surgery and various stages of treatment will be addressed, as will special problems one might encounter with this particular group of patients.

ADE 930: Functional Occlusion and Temporomandibular Joint Disorders – 2 credit hour
This important course will provide the residents an overview of detailed anatomy of the joint as well as specific pathologies and modes of treatment and management for specific disorder or pathologies.

ADE 931: Craniofacial Anomalies – 1 credit hour
This course will provide a thorough review of various recognized craniofacial anomalies, with emphasis placed on etiology, morphology, development and clinical management for each anomaly. The residents will also be introduced to the importance of the “team concept” and the involvement of many medical and dental specialists in the interdisciplinary management and treatment of such complex cases.

ADE 932: Biomedical Sciences – 4 credit hours
This course will reacquaint the residents with fundamental topics in biomedical sciences. Topics will include:
- Head and Neck Anatomy
- Cell Biophysiology
- Bone Biology and Histology
- Oral Cells and Tissues
- Oral Microbiology and Immunology
- Oral and Maxillofacial Infectious and Inflammatory Diseases
- Neoplasia and Diseases of Systems
- Pain Management

ADE 935: Oral Pathology – 2 credit hours
Emphasis in this course is placed on diseases of the oral cavity, with a thorough review of the genetic, clinical and radiographic signs and markers for each disease. Residents will be expected to fully comprehend the most common pathologies encountered by oral health care providers, including diagnosis and treatment options for such pathologies.

ADE 936: Graduate Teaching – 1 credit hour
Under supervision and guidance of faculty, residents will apply much of what they have learned in their first year of education to collectively design and teach a formal class to first year residents. This block will also teach the residents some of the fundamentals of good teaching; e.g., writing clear outcome statements, designing learning experiences, and assessment essentials.

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 resource 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, discounted 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/associate ship options, front/back office staffing, overhead control, and marketing decisions, in addition to the management of operation and financial systems.

**GRADING**
Effective July 1, 2014, grading changed from “A” to “Pass” and “F” to “No Pass” for students who started their program of study in the College of Dental Medicine (Henderson). This policy also applies to students who withdrew or took a leave of absence and returned to a cohort that started after July 1, 2014. Therefore, grades issued for any block in any program that started on or after July 1, 2014 will be recorded using the Pass/No Pass (P/NP) grading system.
DIRECTORY

For an updated list of administration, faculty and staff, including contact information, please visit http://www.roseman.edu/directory.

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**www.Roseman.edu/directory**

Henderson, NV  
Main Telephone: (702) 990-4433  
Main Fax: (702) 990-4435

<table>
<thead>
<tr>
<th>Unit/Area</th>
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<tbody>
<tr>
<td>Accounting/ Business Office</td>
<td>(702) 968-1613</td>
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<tr>
<td>Bursar</td>
<td>(702) 968-2072</td>
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<td>Chancellor’s Office</td>
<td>(702) 968-2038</td>
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<td>Community Outreach</td>
<td>(702) 968-2055</td>
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<td>College of Dental Medicine</td>
<td>(702) 968-5222</td>
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<td>Fundraising/Institutional Advancement</td>
<td>(702) 968-1619</td>
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<td>Facilities Management</td>
<td>(702) 968-2037</td>
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<td>(702) 968-2030</td>
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<td>(702) 968-2040</td>
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<td>Marketing/Public Relations</td>
<td>(702) 968-1633</td>
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<tr>
<td>MBA Program Admissions</td>
<td>(702) 968-1661</td>
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<td>Nursing Admissions</td>
<td>(702) 968-2075</td>
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<td>Personnel/Human Resources (HR)</td>
<td>(702) 968-1611</td>
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<td>Pharmacy Admissions</td>
<td>(702) 968-2007</td>
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<tr>
<td>President’s Office</td>
<td>(702) 968-2020</td>
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<tr>
<td>Reception</td>
<td>(702) 968-2000</td>
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<tr>
<td>Registrar/Student Services</td>
<td>(702) 968-2029</td>
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<tr>
<td>Security</td>
<td>(702) 968-2037</td>
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South Jordan, UT  
Main Telephone: (801) 302-2600  
Main Fax: (801) 302-0768

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<th>Unit/Area</th>
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<tr>
<td>Accounting</td>
<td>(801) 878-1030</td>
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<td>Chancellor’s Office</td>
<td>(801) 878-1058</td>
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<td>Dental Admissions</td>
<td>(801) 878-1405</td>
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<td>(801) 878-1000</td>
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<tr>
<td>Registrar/Student Services</td>
<td>(801) 878-1040</td>
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The Family Education Rights and Privacy Act of 1974 (FERPA) establishes the privacy rights of students (or 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 are to be released. The Act applies to all persons formerly and currently enrolled at an educational institution. No exclusion is made for students who 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 an institution, and deceased persons. This form must be completed in order for the Roseman University of Health Sciences to comply with any request.

### STUDENT/ALUMNI CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Student ID #</th>
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Student Email Address: @student.roseman.edu

Alternate Email Address

### CAMPUS AND PROGRAM INFORMATION

- **DENTAL:**
  - DMD Class of 20__

- **ORTHO:**
  - AEODO Class of 20__

- **MBA:**
  - MBA Class of 20__

- **NURSING:**
  - **ABSN:**
    - Feb, Class of 20___
    - April, Class of 20___
    - July, Class of 20___
    - Oct, Class of 20___
  - **BSN:**
    - Class of 20___

- **PHARMACY:**
  - Pharm Class of 20___
  - Pharm/MBA Class of 20___

- **WITHDRAW:**
  - Year Withdrawn: 20__

### PERSONS TO WHOM INFORMATION MAY BE RELEASED

<table>
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<th>Last Name</th>
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I have read and understand the above FERPA information regarding my academic record and directory information. Further, I am giving permission to Roseman University to authorized personnel to discuss information with the above named person(s) relevant to those areas checked below:

- [ ] Entire Record
- [ ] Grades only
- [ ] Classes only
- [ ] Finances only
- [ ] Other (please specify)
- [ ] Do not share any parts of my record
- [ ] Photos – I do not want my photo published in any university publication.

I further understand and have read the disclosure information as outlined in the catalog and will contact the Registrar’s Office in writing should I wish to rescind or modify this waiver while a student or after graduation.

**STUDENT/ALUMNI SIGNATURE:** ___________________________  **DATE:** ________________

(Hand - signature required for processing)