

Policies Regulations, and Financial Review

Roseman University of Health Sciences

Henderson, NV

August 31, 2026

A confidential report of findings prepared for the Northwest Commission on Colleges and
Universities

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Mission Fulfillment

Roseman University of Health Sciences fulfills its mission through an integrated framework of strategic planning, institutional effectiveness, assessment, resource allocation, and shared governance. Institutional planning aligns the University's mission, academic programs, financial resources, and operational activities to support continuous improvement and informed decision-making.

Since the University's Board of Trustees approved its Strategic Plan in August 2020, Roseman has operated a continuous, annual planning cycle that translates the mission into six Operational Areas and Target Goals. Each year, an Annual Implementation Plan (AIP) identifies institutional priorities, annual initiatives, responsible individuals and units, and expected outcomes tied to those Operational Areas. Progress on the AIP is monitored through quarterly reports to the Administrative Council and Board of Trustees, and the cycle culminates each January in an Annual Strategic Planning Summit that reviews institutional data and sets priorities for the year ahead. Now in its sixth year, this framework - updated in 2025 as the Roseman University Strategic Plan, 2025-2026 and Beyond - has been affirmed by the University community and Board of Trustees as a durable and effective mechanism for translating mission into action while remaining responsive to changing institutional and market conditions.

Institutional effectiveness is supported through ongoing assessment of student learning, academic programs, administrative services, enrollment, financial performance, and operational effectiveness. The Student Learning Outcomes Committee (SLOCom) oversees assessment of Institutional and Programmatic Student Learning Outcomes across the University's colleges, while academic program review, disaggregated student achievement data, and administrative unit assessments inform planning, budgeting, policy development, program improvement, and resource allocation. Progress is monitored through established governance and planning processes that include the Board of Trustees, Administrative Council, Academic Council, Faculty Senate, and other institutional committees.

The University maintains a continuous accreditation process that integrates planning, assessment, policy review, and evidence collection. Findings from institutional assessment, program review, professional accreditation, and NWCCU reviews are incorporated into ongoing planning and improvement activities.

This Policies, Regulations, and Financial Review (PRFR) report addresses NWCCU Standard Two: Governance, Resources, and Capacity and documents the policies, practices, and resources supporting the University's mission. Supporting evidence is provided through the accompanying PRFR Evidence Repository.

This report has been prepared in accordance with the Northwest Commission on Colleges and Universities (NWCCU) Standards for Accreditation, Eligibility Requirements, and Commission policies in effect at the time of submission. Roseman University recognizes that the Commission periodically updates its accreditation processes and evaluation cycle. This report reflects the requirements and guidance applicable at the time of submission.

Eligibility Requirements

Roseman University of Health Sciences affirms that it continues to meet the **Northwest Commission on Colleges and Universities (NWCCU) Eligibility Requirements** and remains in compliance with the Commission's **Standards for Accreditation, Eligibility Requirements, and Policies**.

The University successfully completed its **Fall 2023 Mid-Cycle Review** and **Fall 2025 Substantive Change Follow-Up**, both of which were accepted by the Commission. This **Policies, Regulations, and Financial Review (PRFR) Report** addresses **Standard Two: Governance, Resources, and Capacity**. Recommendations from the Mid-Cycle Review will be evaluated during the University's next **Evaluation of Institutional Effectiveness**, consistent with the Commission's accreditation review process.

The University has reviewed each NWCCU Eligibility Requirement and affirms continued compliance. Supporting documentation is provided throughout this report and the accompanying **PRFR Evidence Repository**.

The President's signed **NWCCU Institutional Report Certification Form** accompanies this report.

How to Read this Report

This **Policies, Regulations, and Financial Review (PRFR)** is organized according to **NWCCU Standard Two: Governance, Resources, and Capacity**. Each section addresses an individual criterion through a narrative response and supporting evidence.

For each criterion, the report includes:

- **Narrative** describing the University's policies, practices, and processes.
- **Evidence table** identifying the primary supporting documents for that criterion.
- **Supporting evidence** maintained in the PRFR Evidence Repository.

Evidence is organized by NWCCU Standard and criterion and is provided in one of two ways. Documents that are publicly available are cited with a direct hyperlink to the corresponding page on the University's website. Internal institutional documents (e.g., Board materials, financial statements, administrative records) are compiled into a single Combined Evidence PDF (Roseman-University-PRFR2026_Evidence-2A-2E-Combined.pdf) submitted alongside this report, with hyperlinks to the corresponding page. Clicking on the links to the Combined Evidence PDF opens it in a new tab, so this report remains open in its own tab for easy reference. If you do Ctrl-Click, then it opens on the same tab. A document supporting multiple criteria may be referenced more than once rather than duplicated.

The following **Evidence Repository Index** identifies the documents supporting each criterion, organized by Standard, with the corresponding repository link or Combined Evidence PDF page reference.

Evidence Repository Index

Std	Evidence Title	Repository Link / Location
2A	Board of Trustees By-Laws	Combined Evidence PDF, pages 18-42
2A	Articles of Incorporation	Combined Evidence PDF, pages 6-14
2A	Annual Review of Board of Trustees Individual Responsibilities and Expectations	Combined Evidence PDF, pages 3-5
2A	Roseman University Annual Board of Trustees Evaluation	Combined Evidence PDF, pages 233-234
2A	Roseman University Board of Trustee Annual Bylaws Review Process.pdf	Combined Evidence PDF, pages 16-17
2A	Calendar of Governance Committee Responsibilities	Combined Evidence PDF, pages 43-44
2A	Governance Committee Report (November 2025)	Combined Evidence PDF, pages 227-228
2A	Annual Evaluation of Board Members (2025)	Combined Evidence PDF, page 15
2A	Executive Organizational Chart (2026)	Combined Evidence PDF, page 216
2A	Administrative Council Roster	Combined Evidence PDF, page 2
2A	President's curriculum vitae	Combined Evidence PDF, pages 202-215
2A	University Governance Policy	Combined Evidence PDF, pages 242
2A	SGA Constitution	Combined Evidence PDF, pages 235-241
2A	Faculty Senate Constitution	https://www.roseman.edu/faculty-senate-constitution-from-faculty-handbook-2024-2025/
2A	Administrative Council Member CVs (Doug Dawes; Surajit Dey; Pedro Joe Greer; Laura Jarrett; Charles Lacy; Vanessa B Maniago; Geena Jeffries Mattox; Thomas Metzger; Eucharia Nnadi; Jason Roth; Jeffrey N Talbot; Jeremy Wells; Saralyn B Wilkins; Linwood Whitten)	Combined Evidence PDF — Dawes: pp. 45-49 ; Dey: pp. 50-65 ; Greer: pp. 66-103 ; Jarrett: pp. 104-108 ; Lacy: pp. 109-131 ; Maniago: pp. 132-134 ; Mattox: pp. 135-137 ; Metzger: pp. 138-141 ; Nnadi: pp. 142-158 ; Roth: pp. 159-162 ; Talbot: pp. 163-180 ; Wells: pp. 181-183 ; Wilkins: pp. 200-201 ; Whitten: pp. 184-199
2B	Academic Freedom Policy	https://www.roseman.edu/app/uploads/2026/08/Academic-Freedom-Policy.pdf

2B	Faculty Handbook	https://www.roseman.edu/about/licensing-accreditation/faculty-handbook-2024-2025-2/
2B	Statement of Principles of Free Expression Policy	https://www.roseman.edu/app/uploads/2022/07/Statement-of-Principles-of-Free-Expression-Policy.pdf
2C	2026–2027 Roseman University Student Catalog	https://www.roseman.edu/app/uploads/2026/05/2026-2027_Roseman_StudentCatalog-2.pdf
2C	College of Medicine, MD	https://www.roseman.edu/academic-programs/college-of-medicine/doctor-of-medicine-md/
2C	College of Graduate Studies Student Handbook (2026–2027)	https://www.roseman.edu/app/uploads/2026/08/2026-2027-COGS-Student-Handbook-FINAL-DRAFT.pdf
2C	College of Nursing, Student Handbook	https://www.roseman.edu/app/uploads/2026/05/2026-2027-CON-Student-Handbook.pdf
2C	College of Dental Medicine Student Handbook (2026–2027)	https://www.roseman.edu/app/uploads/2026/06/CODM-Student-Handbook-2026-2027_FINAL.pdf
2C	College of Pharmacy, Student Handbook	https://www.roseman.edu/app/uploads/2026/05/2026-2027_COP_StudentHandbook-1.pdf
2C	AEODO Program, Student Handbook	https://www.roseman.edu/app/uploads/2026/07/AEODO-26-27-Handbook.pdf
2C	College of Medicine, Student Handbook	https://www.roseman.edu/app/uploads/2026/08/26-27-RUCOM-Student-Handbook.pdf
2C	Computer and Network Acceptable Usage Policy	https://www.roseman.edu/app/uploads/2022/07/Computer-and-Network-Acceptable-Usage-Policy.pdf
2C	Directory Information (FERPA) Policy	https://www.roseman.edu/app/uploads/2024/09/Directory-Information-FERPA-Policy-Updated-Sept-23-2024.pdf
2D	2026–2027 Roseman University Student Catalog	https://www.roseman.edu/app/uploads/2026/05/2026-2027_Roseman_StudentCatalog-2.pdf
2D	University Policies (webpage)	https://www.roseman.edu/about/university-policies/
2D	Faculty Handbook	https://www.roseman.edu/about/licensing-accreditation/faculty-handbook-2024-2025-2/
2D	College of Nursing, Student Handbook	https://www.roseman.edu/app/uploads/2026/05/2026-2027-CON-Student-Handbook.pdf
2D	College of Pharmacy, Student Handbook	https://www.roseman.edu/app/uploads/2026/05/2026-2027_COP_StudentHandbook-1.pdf
2D	College of Dental Medicine, Student Handbook	https://www.roseman.edu/app/uploads/2026/06/CODM-Student-Handbook-2026-2027_FINAL.pdf
2D	AEODO Program, Student Handbook	https://www.roseman.edu/app/uploads/2026/07/AEODO-26-27-Handbook.pdf
2D	College of Medicine, Student Handbook	https://www.roseman.edu/app/uploads/2026/08/26-27-RUCOM-Student-Handbook.pdf
2D	College of Graduate Studies, Student Handbook	https://www.roseman.edu/app/uploads/2026/08/2026-2027-COGS-Student-Handbook-FINAL-DRAFT.pdf

2D	Student Right to Know Policy	https://www.roseman.edu/app/uploads/2022/09/Student-Right-to-Know-Policy.pdf
2D	Core Values Statement	https://www.roseman.edu/about-roseman-university/mission-vision/
2D	Academic Freedom Policy	https://www.roseman.edu/app/uploads/2026/08/Academic-Freedom-Policy.pdf
2D	Equal Opportunity Employment Policy	https://www.roseman.edu/app/uploads/2022/07/Equal-Opportunity-Employment-Policy.pdf
2D	Harassment Prevention Policy	https://www.roseman.edu/harassment-prevention-policy-2/
2D	Non-Discrimination Policy	https://www.roseman.edu/app/uploads/2024/10/Non-Discrimination-Policy.pdf
2D	Procurement Policy	https://www.roseman.edu/about/licensing-accreditation/procurement-policy/
2D	Requesting Reasonable Accommodations Policy	https://www.roseman.edu/requesting-reasonable-accommodations-policy-2/
2D	Sexual Misconduct Policy	https://www.roseman.edu/sexual-misconduct-policy-2/
2D	Statement of Principles of Free Expression	https://www.roseman.edu/app/uploads/2022/07/Statement-of-Principles-of-Free-Expression-Policy.pdf
2D	Process for Complaints	https://www.roseman.edu/process-for-complaints/
2D	Reporting and Investigative Process for Allegations of Employee Non-Academic Misconduct	https://www.roseman.edu/chancellor-reporting-and-investigative-process-for-allegations-of-employee-non-academic-misconduct-2/
2D	Title IX Policy on Nondiscrimination on the Basis of Sex in Education Programs or Activities	https://www.roseman.edu/app/uploads/2026/08/Title-IX-Policies-Addressing-Sexual-Harassment-2.pdf
2D	University Conflict of Interest Policy	https://www.roseman.edu/about/licensing-accreditation/university-conflict-of-interest-policy/
2D	Board of Trustees By-Laws, Section 3.29 (Conflict of Interest)	Combined Evidence PDF, pages 18-42
2E	FY2024 Financial Audit	Combined Evidence PDF, pages 289-325
2E	Unaudited Statement of Cash Flow (FY26)	Combined Evidence PDF, page 347
2E	Unaudited Statement of Activities/Income Statement (FY26)	Combined Evidence PDF, page 348
2E	Investment Policy Statement and Guidelines	Combined Evidence PDF, page 353-365
2E	Cash Management Policy	Combined Evidence PDF, page 349-352
2E	Annual Budget Cycle	Combined Evidence PDF, page 348

2E	Fund Raising	Combined Evidence PDF, page 366
2E	Internal Control Narrative- Purchase and Accounts Payable	Combined Evidence PDF, page 262
2E	Internal Control Narrative - Revenue & Receivable Cycle	Combined Evidence PDF, page=264
2E	EFT_Batch & Check Signer Dollar Limits_FY2122_Amendment1	Combined Evidence PDF, page=255
2E	Tuition Refund Policy	https://www.roseman.edu/about/licensing-accreditation/tuition-refund-schedule-policy-051922-002-2/
2F	Employee Professional Development Allowance Policy	Combined Evidence PDF, page 256-259
2F	Employee Handbook	https://www.roseman.edu/about/licensing-accreditation/employee-handbook-final/
2F	University Faculty Handbook	https://www.roseman.edu/about/licensing-accreditation/faculty-handbook-2024-2025-2/
2F	Tuition Assistance Policy	https://www.roseman.edu/app/uploads/2026/08/Tuition-Assistance-Policy.pdf
2F	Tuition Remission Policy	https://www.roseman.edu/about/licensing-accreditation/tuition-remission-policy-2/
2F	Roseman's recruitment and hiring procedures	https://www.roseman.edu/about/licensing-accreditation/recruitment-selection-and-pre-hire-qualification-verification-process-policy/
2F	University Organizational Charts	https://www.roseman.edu/about/licensing-accreditation/roseman-university-org-chart/
2F	Staff Performance Review Cycle Instructions	https://www.roseman.edu/app/uploads/2026/08/2025-Staff-Performance-Review-Cycle-Now-Open-1.pdf
2F	Evaluation of University Administrators Policy	Combined Evidence PDF, page 376-380
2G	2026–2027 Roseman University Student Catalog	https://www.roseman.edu/app/uploads/2026/05/2026-2027_Roseman_StudentCatalog-2.pdf
2G	College of Dental Medicine Student Handbook (2026–2027)	https://www.roseman.edu/app/uploads/2026/06/CODM-Student-Handbook-2026-2027_FINAL.pdf
2G	RUCOM (College of Medicine) Student Handbook, 2025–2026	https://www.roseman.edu/app/uploads/2026/08/26-27-RUCOM-Student-Handbook.pdf
2G	College of Graduate Studies Student Handbook, 2025–2026	https://www.roseman.edu/app/uploads/2026/08/2026-2027-COGS-Student-Handbook-FINAL-DRAFT.pdf
2G	Student Catalogs & Handbooks page	https://www.roseman.edu/about/university-service-units/registrar/student-catalogs-handbooks/

2G	University Policies page	https://www.roseman.edu/about/university-policies/
2G	College of Nursing Student Handbook (2026–2027)	https://www.roseman.edu/app/uploads/2026/05/2026-2027-CON-Student-Handbook.pdf
2G	College of Pharmacy Student Handbook, 2026–2027	https://www.roseman.edu/app/uploads/2026/05/2026-2027_COP_StudentHandbook-1.pdf
2G	Licensing & Accreditation webpage	https://www.roseman.edu/about/licensing-accreditation/
2G	University's public Financial Aid website	https://www.roseman.edu/student-experience/financial-aid/
2G	University's Financial Aid website	https://www.roseman.edu/student-experience/financial-aid/financial-aid-forms-policies/
2G	Financial Aid – Types of Financial Aid	https://www.roseman.edu/student-experience/financial-aid/types-of-financial-aid/federal-student-loans/
2G	Student Loan Repayment	https://www.roseman.edu/student-experience/financial-aid/student-loan-repayment/
2G	Computer and Network Acceptable Usage Policy	https://www.roseman.edu/app/uploads/2022/07/Computer-and-Network-Acceptable-Usage-Policy.pdf
2G	University Email Use Policy and Procedures	https://www.roseman.edu/app/uploads/2022/12/University-Email-Use-Policy-and-Procedures.pdf
2G	NOTICE AND CONSENT – COLLECTION OF BIOMETRIC AND OTHER PERSONAL DATA	https://www.examsoft.com/biometric-consent
2G	RUCOM (College of Medicine) Faculty Handbook (April 2026)	https://www.roseman.edu/about/licensing-accreditation/com_faculty_handbook_2026_apr27-002/
2G	RUCOM (College of Medicine) Faculty Bylaws	https://www.roseman.edu/about/licensing-accreditation/rucom-faculty-bylaws/
2G	College of Dental Medicine Faculty Bylaws (2026-2027)	https://www.roseman.edu/about/licensing-accreditation/26-27-codm-bylaws_final/
2G	College of Nursing Faculty Handbook (effective 2/17/2026)	https://www.roseman.edu/about/licensing-accreditation/2025-2026-con-faculty-handbook/
2G	College of Graduate Studies Faculty Handbook (September 2025)	https://www.roseman.edu/about/licensing-accreditation/college-of-graduate-studies-handbook-sep-2025-v2/
2H	Library Collection Development Policy	https://www.roseman.edu/about/licensing-accreditation/library-collection-development-policy-4/
2H	Library Website	https://www.roseman.edu/library/
2H	Library Circulation Policy	https://www.roseman.edu/about/licensing-accreditation/library-circulation-policy-4/
2H	Library Functional Teams	https://www.roseman.edu/app/uploads/2026/08/Functional-Library-Teams.pdf

2H	Library Instruction Services Overview	https://www.roseman.edu/app/uploads/2026/08/Library-Instruction-Services-Overview.pdf
2H	Library Use Policy	https://www.roseman.edu/about/licensing-accreditation/library-use-policy-4/
2H	Interlibrary Loan Policy	https://www.roseman.edu/about/licensing-accreditation/library-interlibrary-loan-policy-4/
2H	Library Organizational Chart	https://infoguides.roseman.edu/ld.php?content_id=85675852
2H	Library Resources for Faculty	https://infoguides.roseman.edu/Faculty
2H	Library Services	https://infoguides.roseman.edu/Library
2I	University Space & Facility Policy	https://www.roseman.edu/about/licensing-accreditation/university-space-facility-policy-1/
2I	Emergency Operations Plan (2025)	https://www.roseman.edu/app/uploads/2025/09/Emergency-Operations-Plan-2025-updated-July-2025.pdf
2I	Annual Security Report (Clery)	https://www.roseman.edu/app/uploads/2025/09/Annual-Security-Report-2025-Stats-22-24.pdf
2I	General Laboratory Safety Manual	https://www.roseman.edu/about/licensing-accreditation/general-lab-safety-manual-2/
2I	Student Laboratory Access Policy	https://www.roseman.edu/about/licensing-accreditation/student-laboratory-access-policy-1/
2I	Laboratory Safety Training	https://www.roseman.edu/about/licensing-accreditation/lab-safety-summerlin/
2I	Medical Emergencies Procedures	https://www.roseman.edu/app/uploads/2024/07/MEDICAL-EMERGENCIES-Procedures-2024.pdf
2I	Service Animal Policy	https://www.roseman.edu/app/uploads/2022/07/Service-Animal-Policy.pdf
2I	Tobacco-Free Policy	https://www.roseman.edu/app/uploads/2022/07/Tobacco-Free-Policy.pdf
2I	Computer and Network Acceptable Usage Policy	https://www.roseman.edu/app/uploads/2022/07/Computer-and-Network-Acceptable-Usage-Policy.pdf
2I	University Email Use Policy and Procedures	https://www.roseman.edu/app/uploads/2022/12/University-Email-Use-Policy-and-Procedures.pdf
2I	Student Technology Fee Policy	https://www.roseman.edu/about/licensing-accreditation/student-technology-fee-policy/

Standard Two

Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2.A Governance

2.A.1 Roseman Board of Trustees

2.A.1	The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.
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Roseman University of Health Sciences (Roseman) is a private, non-profit, 501 (c)(3) free-standing autonomous University established in 1999. It is governed by a Board of Trustees which, per its [By-Laws](#), consists of at least ten individuals and no more than thirty who hold various professional degrees and/or who possess identified expertise that fulfill Board responsibilities and/or the University's mission. The Board shall include adequate representation of the public interest and should not include a predominant representation by employees of the institution. The exact number of Board members may be fixed from time to time, within such limits, by approval of the Board. The authorized number of Board members of the Corporation, whether fixed or subject to a minimum and maximum number of Board members, may be changed by an amendment to these [By-Laws](#) which are approved by the Board. The Board of Trustees currently consists of 20 voting members. A list of the Board members and their primary professional affiliations are included in Table 1. The University's Articles of Incorporation can be found here: [Articles of Incorporation](#).

Although the [By-Laws](#) does not stipulate that members of the Board hold professional or corporate positions in a healthcare-related field, approximately three-fourths of the Board's current members represent some aspect of healthcare professions. The remaining members represent a wide spectrum of interests such as city government, law, finance, and accounting.

This level of diversity assists in providing input on University issues from a variety of perspectives and helps to represent the needs and concerns of the public.

Table 1. Roseman Board of Trustees 2026-2027

BOARD MEMBER	YEAR OF INITIAL ELECTION	YEAR\ TERM EXPIRES	PRINCIPAL AFFILIATION
Rick Smith, Chair	2021	2030	President & CEO – RDS Enterprises
Bryan Lindsey, Vice Chair	2023	2027	CEO Crimson International
Mark J. Howard, Treasurer	2014	2030	CEO Emeritus, Mountainview Hospital
Robert H. Talley, Secretary	2008	2028	Retired Dentist
Hugh Anderson	2018	2030	Managing Director, Hightower Las Vegas
Jason Glick	1999	2030	Director of Pharmacy Services, St. Rose Dominican Hospital
Ron Memo	1999	2030	Business Consultant
David Steinberg, MD	2014	2030	Physician
John H. Rich	2018	2030	Health Care Development Consultant
Holly Priervo	2004	2028	Walgreens Healthcare Supervisor LV
Suzanne Cram	2008	2028	Healthcare Consultant
David Dunn	2009	2030	Founder & President of Kingsbridge Wealth Management, Inc.
Carlene Walker	2010	2030	Former Utah State Senator
Michele Belsey	2021	2030	Principal/Owner – Marigold Recruitment Services
Bryan Lindsey	2023	2027	CEO Crimson International
Christine Tonn	2024	Per Board Bylaws	CEO of Cure4The Kids Foundation

Mary Krevosh	2024	2028	Trustee of Donald F. Krevosh Trust
Kenneth McKay	2024	2028	CEO & Psychologist, Healthy Minds
Rocky Savio	2024	2028	President, Savio Capital and Company
Heather Brace	2025	2029	Chief People Officer Intermountain Health
Renee Coffman, non-voting, ex officio member	N/A	N/A	President, Roseman University of Health Sciences
Harry Rosenberg, non-voting, ex officio member	N/A	N/A	Founding President, Roseman University of Health Sciences

The Roseman Board of Trustees' By-Laws are the agreed-upon rules by which the Board is empowered to act in its role in governance and oversight for the institution. The current By-Laws were revised and approved in 2025. Included in the By-Laws are the Board's duties, responsibilities, organizational structure, and operating procedures. The [By-Laws related to the Board of Trustees](#) are published and accessible to the University community.

Roseman demonstrates its commitment to continuous governance improvement through formal evaluation and review processes. The Governance Committee coordinates annual evaluations of Board performance, annual reviews of individual trustee responsibilities and expectations, annual reviews of Board Bylaws, and biennial reviews of Board and committee policies and procedures. The committee also oversees trustee recruitment, orientation, reappointment, succession planning, officer, nominations and governance initiatives. A governance calendar documents these recurring responsibilities and helps ensure that the governance activities occur on a systemic schedule throughout the year.

Evidence of these governance processes is documented through annual Governance Committee reports and board evaluations. For example, the governance committee reviews trustee participation, committee assignments, conflict of interest disclosures, philanthropic engagement, presidential succession planning, and governance policies and makes recommendations to strengthen Board effectiveness. Annual board evaluations assess the Board performance against responsibilities established in the Bylaws, including strategic planning, financial stewardship, academic program, approval, and institutional leadership. The following documents provide details of this process:

Evidence	Summary
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<u>Annual Review of Board of Trustees Individual Responsibilities and Expectations</u>	Establishes annual expectations for trustee performance, including meeting attendance, committee participation, strategic engagement, ethical conduct, stewardship, fundraising, confidentiality, and annual affirmation of responsibilities.
<u>Articles of Incorporation</u>	
<u>Board Member Responsibilities Evaluation</u>	
<u>Board of Trustees Annual Bylaws Review Process</u>	Establishes the annual review process to ensure Board Bylaws remain current with institutional operations, legal requirements, and governance best practices.
<u>Board of Trustees Bylaws</u>	
<u>Calendar of Governance Committee Responsibilities</u>	Documents the annual governance calendar, including Board evaluations, policy and bylaw reviews, presidential evaluation, trustee recruitment, succession planning, committee oversight, and governance initiatives.
<u>Governance Committee Report (November 2025)</u>	Demonstrates implementation of governance policies through documented committee activities, including trustee evaluations, conflict-of-interest compliance, committee assignments, governance reviews, presidential succession planning, and Board effectiveness discussions.
<u>Roseman University Annual Board of Trustees Evaluation</u>	Documents the Board's annual self-evaluation against governance responsibilities, including strategic planning, accreditation oversight, financial stewardship, presidential oversight, academic program approval, and institutional effectiveness.

2.A.2 Leadership

2.A.2	The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.
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Roseman University's Administrative Council consists of senior leaders responsible for the University's academic, administrative, financial, operational, student affairs, technology, research, communications, philanthropy, and human resources functions. The Administrative Council supports the President in implementing Board-approved policies, advancing institutional priorities, and providing executive leadership across the University's campuses and colleges. The executive organizational chart and Administrative Council roster document leadership responsibilities and reporting relationships. Curriculum vitae for Administrative Council members are included as supporting evidence to demonstrate the qualifications and experience of the University's executive leadership team.

Evidence	Summary
Executive Organizational Chart (2026)	Identifies executive leadership positions, reporting relationships, and organizational structure.
Administrative Council Roster	Identifies members of the Administrative Council and their executive leadership responsibilities.
Doug Dawes Surajit Dey Pedro Joe Greer Laura Jarrett Charles Lacy Vanessa B Maniago Geena Jeffries Mattox Thomas Metzger Eucharía Nnadi	Curriculum Vitae of Administrative Council Members and their location VP for Business and Finance, Henderson President, Faculty Senate, Henderson Dean, College of Medicine, Summerlin VP of Technology Services, Henderson VP of Executive Affairs, Henderson VP for Strategic Planning and Assessment, Summerlin VP of Philanthropy and Alumni Relations, Summerlin VP of Institutional Research and Assessment, Henderson Chancellor, Henderson Campus, Henderson

Jason Roth	VP of Communications, Henderson
Jeffrey N Talbot	VP for Research, Dean, College of Graduate Studies, Henderson
Jeremy Wells	Chancellor, South Jordan Campus
Linwood Whitten	VP for Student Affairs, Henderson
Saralyn B Wilkins	VP of Human Resources, Henderson

2.A.3 President

2.A.3	The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.
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The President, Dr. Renee Coffman, serves as the University's chief executive officer and is appointed by and accountable to the Board of Trustees. She has served in this role since 2013. The President provides executive leadership for institutional planning, academic quality, financial stewardship, and administrative operations, while implementing Board-approved policies and advancing the University's mission and strategic priorities. The [President's curriculum vitae](#) is included as supporting evidence to document the education, leadership experience, and professional qualifications appropriate for the role.

Evidence	Summary
Renee Coffman	Curriculum Vitae of the President

2.A.4 Decision-Making

2.A.4	The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.
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Roseman University maintains a shared governance structure that clearly defines institutional decision-making authority while providing meaningful opportunities for faculty, staff, and administrators to participate in governance through representative councils and committees. The [University Governance Policy](#) establishes the roles, responsibilities, membership, and communication expectations for the University's governance bodies and defines how recommendations flow through the institutional decision-making process.

The policy establishes a governance framework consisting of the Board of Trustees, Administrative Council, Academic Council, Faculty Senate, University Budget Committee,

University Fringe Benefits Committee, and University Space and Facilities Advisory Committee (USFAC). Each body has clearly defined responsibilities and areas of authority.

The Administrative Council meets every other Monday and advises the President and makes decisions on university-level policy matters and recommendations to the Board of Trustees on major institutional matters, including adding or removing academic programs, budgets, audits, tuition and fees, and major university policies that require Board approval.

The Academic Council provides academic leadership and recommendations regarding academic programs and operational matters affecting the colleges. The Faculty Senate serves as the representative voice of the faculty by recommending policies affecting faculty and academic affairs. Additional committees provide institution-wide recommendations regarding budgeting, employee benefits, and facilities planning.

The [University Governance Policy](#) further establishes a clear decision-making hierarchy. The Board of Trustees serves as the final decision-making authority for matters within its governance responsibilities, while the President and Administrative Council are responsible for other university-level decisions. At the same time, the policy recognizes the authority of the academic colleges over academic matters such as admissions, curriculum, and faculty hiring within approved positions. The policy also affirms Roseman's commitment to shared decision-making by requiring institutional leaders to consider all perspectives in which they have a direct and reasonable interest.

To support transparency and institutional communication, governance bodies are responsible for soliciting feedback from their constituencies and communicating decisions on a regular and timely basis. Administrative Council meeting minutes are distributed to University employees, while the President communicates Board actions and institutional priorities through University Open Forums that provide opportunities for information sharing, feedback, and discussion with faculty and staff.

Student Role in Governance

In 2007, the Board of Trustees approved a [constitution](#) establishing the Student Governance Association. The SGA offices are President, Vice President, Treasurer, and Secretary. At the beginning of each academic year, the student body will elect the four officers, and each class at each location for each program shall elect one representative to the SGA. Current students from any year in any program are eligible to hold these offices if they are in good standing as defined by their respective programs. The SGA reports to the Registrar/Director of Student Services who supervises SGA activities and serves in an ex-officio capacity at SGA meetings.

Within academic programs, students participate as voting members on a number of important programmatic committees. The Curriculum and Admissions Committees have student representatives typically elected from each class with a program. In most programs, each class also elects representatives to the Student Professionalism Board; the group charged with adjudicating alleged violations of the program's Code of Professional Conduct. Student representatives to the Student Professionalism Board have all the same rights and responsibilities as faculty members of that Board.

Evidence	Summary
<u>University Governance Policy</u>	University Governance Policy
<u>Faculty Senate Constitution</u>	Defines the Faculty Senate's representative structure, responsibilities, elections, and advisory role in shared governance.
<u>SGA Constitution</u>	Defines the scope of activities and role in governance for the Student Governance Association.

2.B Academic Freedom and Student Rights

Roseman University maintains policies governing academic freedom, free expression, and student rights consistent with its mission and educational objectives. These policies establish the rights and responsibilities of faculty, staff, administrators, and students in teaching, learning, scholarship, research, and professional conduct. University policies, governance documents, and faculty and student publications communicate these expectations and guide their implementation

2.B.1 Academic Freedom

2.B.1	Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.
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Roseman University is committed to protecting academic freedom as a fundamental principle supporting its educational mission, scholarly inquiry, and the pursuit of knowledge. Through Board governance, institutional policies, and faculty guidance, the University safeguards the rights of faculty and students to teach, learn, conduct research, publish scholarly work, and engage in intellectual inquiry while recognizing the professional responsibilities that accompany these freedoms.

The University's [Academic Freedom Policy](#) establishes that faculty members are entitled to freedom in research and the publication of results, subject to the adequate performance of their academic duties and any obligations associated with sponsored research. Faculty also have the freedom to teach within the scope of approved curricular objectives and are encouraged to examine, discuss, and present ideas relevant to their disciplines without institutional censorship or restraint. The policy further recognizes that academic freedom carries corresponding responsibilities, including adherence to professional standards, respect for differing viewpoints, and the exercise of sound academic judgment.

These principles are reinforced in the [Faculty Handbook](#), which communicates the University's commitment to academic freedom and outlines faculty rights and responsibilities related to teaching, scholarship, research, and professional conduct. The [Faculty Handbook](#) also recognizes students' rights to question, disagree with, and critically examine ideas presented in the classroom without fear of retaliation, thereby fostering an educational environment characterized by intellectual inquiry, respectful dialogue, and critical thinking.

Roseman's commitment to academic freedom extends to scholarly research. Institutional policies governing classified research recognize the importance of openness in research and publication while permitting limited restrictions only when necessary to satisfy legal, contractual, or sponsor requirements. These policies are designed to preserve the University's commitment to academic freedom while ensuring compliance with applicable research obligations.

Evidence	Summary
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Academic Freedom Policy	Establishes institutional protections for academic freedom in teaching, research, publication, and scholarly inquiry while defining the professional responsibilities associated with those freedoms.
Faculty Handbook	Describes faculty rights and responsibilities related to academic freedom, teaching, research, scholarship, professional conduct, and students' rights to intellectual inquiry and respectful disagreement.

2.B.2 Academic Freedom Continued

2.B.2	Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.
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Roseman University promotes an environment of free and open inquiry by protecting the freedom of members of the University community to express ideas, engage in discussion, and participate in robust intellectual debate. The University's [Statement of Principles of Free Expression Policy](#) affirms that free expression is fundamental to its educational mission and supports the open exchange of ideas among faculty, students, staff, administrators, and invited speakers.

The policy states that the University is committed to free and open inquiry in all matters and guarantees members of the University community the widest possible latitude to speak, write, listen, challenge, and learn. It recognizes that the exchange of differing viewpoints is essential to higher education and affirms that the University will not shield individuals from ideas or opinions they may find unwelcome, disagreeable, or offensive. Instead, the University encourages ideas to be examined through open discussion, reasoned debate, and respectful engagement.

The policy also establishes appropriate parameters for free expression by recognizing limited restrictions necessary to protect the functioning of the University and comply with applicable law. Expression that constitutes unlawful conduct, true threats, harassment, defamation, or unreasonable interference with the University operations may be regulated. In addition, the University may establish reasonable time, place, and manner restrictions, provided such limitations remain consistent with its commitment to free and open discussion.

Roseman further affirms that members of the University community have both the freedom to express their own viewpoints and the responsibility to respect the rights of others to do the same. Individuals are encouraged to challenge ideas through civil discourse rather than suppress opposing viewpoints, and the University accepts responsibility for protecting freedom of

expression when others attempt to restrict it. These principles foster an academic environment characterized by respectful dialogue, intellectual diversity, and constructive engagement with differing perspectives.

Evidence	Summary
Statement of Principles of Free Expression Policy	Affirms the University's commitment to free inquiry, open debate, freedom of expression, respectful discourse, and the protection of diverse viewpoints while identifying the limited circumstances under which expression may be regulated.

2.C Student Learning and Success/ Policies and Procedures

The University maintains and publishes academic and administrative policies governing student admission, academic progression, student rights and responsibilities, transfer of credit, and the retention of student records. These policies are communicated through the **University Student Catalog**, university policies, and college and program handbooks. College and program handbooks supplement university-wide policies with program-specific requirements, as appropriate to the curriculum, degree level, and professional accreditation requirements.

2.C.1 Transfer of Credit

2.C.1	The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.
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Each academic program determines its transfer-of-credit policies. The academic program's Admissions and Academic Affairs Offices communicate their transfer-of-credit policies to prospective and current students. The transfer-of-credit policies for each program are outlined in their respective Transfer Students section of the [University Catalog](#) except for the MD program. See table below for details.

Evidence	Policy Summary
Roseman University Student Catalog , p. 28	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.
College of Nursing, ABSN , p. 36	Does not allow transfers
College of Nursing, MSNFPN-DNPFNP , p. 36	Does not allow transfers
College of Nursing, DNPNA , p. 36	Does not allow transfers
College of Graduate Studies, MBS p. 48	Detailed with Policy
College of Graduate Studies, MSPS p. 48	Detailed with Policy
College of Pharmacy, PharmD , p. 69	Detailed with Policy
College of Dental Medicine, DMD , p. 81	Does not allow transfers
College of Dental Medicine, AEODO p. 95	Does not allow transfers
College of Medicine, MD	Does not allow transfers
Under Admissions Policies and Standards	

2.C.2 Students' Rights and Responsibilities

2.C.2	The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.
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The University maintains and publishes policies defining student rights, responsibilities, standards of conduct, and procedures for resolving academic and administrative concerns. These policies are communicated through the [University Student Catalog](#), university policies, college, and program handbooks.

University and program publications establish expectations for academic honesty, ethical behavior, professionalism, and conduct appropriate to the health professions. College and program handbooks supplement university-wide policies with profession-specific standards applicable to classroom, laboratory, clinical, and experiential education.

Published procedures provide students with opportunities to appeal academic and administrative decisions and to submit grievances. These procedures identify the applicable process, levels of review, decision-making authority, and opportunities for appeal, as appropriate to the college or program.

The [University Student Catalog](#) identifies the process for requesting reasonable accommodations for qualified students with disabilities in accordance with applicable law. It designates the **Office of Student Affairs** as the point of contact for accommodation requests and outlines the procedures for requesting, documenting, and implementing approved accommodations.

The following documents provide evidence of these policies:

Evidence	Policy Summary
Disability , p. 21 Policies , p. 26	University-wide student rights, responsibilities, academic policies, and disability accommodation procedures
College of Graduate Studies Student Handbook (2026–2027) Academic and Professional Conduct, p. 19	College of Graduate Studies academic honesty, integrity, professionalism, ethical conduct, and standards of professional behavior
College of Nursing Student Handbook, Academic Conduct , p. 47	College of Nursing appeal procedures, grade appeals, grievance procedures, due process, and administrative review

College of Dental Medicine Student Handbook (2026–2027) Student Professional Policies, p. 28	College of Dental Medicine professional conduct, student rights and responsibilities, appeal procedures, dismissal policies, and disability services
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2.C.3 Admission, Placement, Academic Standing

2.C.3	The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.
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The University maintains and publishes policies governing admission, placement, academic progression, continuation, withdrawal, termination, appeal, and readmission. These policies are communicated through the [University Student Catalog](#) and applicable college and program handbooks.

Published admissions policies establish academic preparation, prerequisite coursework, and other qualifications required for admission to each program. Where applicable, placement decisions are based on evaluation of prior academic preparation, prerequisite knowledge, skills, abilities, and other program-specific admission requirements to support student success.

The [University Student Catalog](#) establishes university-wide academic policies governing academic standing, progression, and continuation. College and program handbooks supplement these policies by defining progression requirements, academic performance standards, clinical or experiential requirements, and conditions that may result in academic probation, suspension, withdrawal, or termination.

Published procedures also establish opportunities to appeal applicable academic and administrative decisions and define the conditions under which students who withdraw or are terminated may seek readmission. Readmission is not automatic and may require a new application, review of prior academic and professional performance, satisfaction of specified conditions, and approval through the applicable college or program process.

The following documents provide evidence of these policies:

Evidence	Summary
2026–2027 Roseman University Student Catalog p. 26	Published admissions criteria, prerequisite requirements, placement, transfer, advanced standing, and continuation requirements across academic programs

College of Nursing, Student Handbook College of Pharmacy, Student Handbook College of Dental Medicine, Student Handbook AEODO Program, Student Handbook College of Medicine, Student Handbook College of Graduate Studies, Student Handbook	Program Publications and Student Handbooks - Academic progression requirements, academic performance standards, clinical or experiential requirements, and conditions that may result in academic probation, suspension, withdrawal, or termination.
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2.C.4 Student Records

2.C.4	The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.
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The Registrar's Office works with the University's Technology Services Office to assure the protection of the confidentiality, release and backup and retrievability of student information. Policies and procedures pertaining to Student Records can be found in the [2026-27 Student Catalog](#). One notable addition was approved in January of 2026 and that is the Student Records Retention Schedule. The schedule is on p. 22 of the 2026-27 Student Catalog.

Student records are maintained within the university's cloud-hosted student information system, Anthology Student, and are readily retrievable by authorized personnel through the Ellucian-managed platform. The university's [Computer and Network Acceptable Use Policy](#) establishes requirements for the appropriate use, protection, and management of institutional data and information resources. The student information system provides authorized personnel with the ability to retrieve current and historical student records, ensuring continued access to institutional data in accordance with university policies and applicable record retention requirements.

All Roseman data stored on servers and network drives is backed up nightly for disaster recovery and business continuity purposes. Servers at all locations are backed up locally and then replicated to cloud storage (Azure/Wasabi).

Evidence	Summary
2026-2027 Roseman University Student Catalog , p. 20	FERPA requirements, confidentiality, student access, authorized disclosure, and records of disclosure

<u>2026–2027 Roseman University Student Catalog, p 21</u>	Student records retention policy
<u>Computer and Network Acceptable Usage Policy</u>	Authorized access, credential security, protection of confidential information, and information-security responsibilities
<u>Directory Information (FERPA) Policy</u>	Confidentiality, authorized access, and release of student educational records

2.D Institutional Integrity

The University maintains policies and procedures governing institutional integrity, ethical conduct, accurate and consistent institutional representation, fair and equitable treatment, complaints and grievances, and conflicts of interest. These policies are communicated through the [University Catalog](#), [university policies](#), governance documents, employee and [faculty handbooks](#), and the University's public website.

2.D.1 Accurate and Consistent Representation

2.D.1	The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.
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Roseman University of Health Sciences maintains a distributed but clearly defined system of ownership and review for all published materials, ensuring that information provided to students and the public is accurate, current, and consistent across every channel.

Academic program materials (program webpages, handbooks, admissions materials, curricula, program requirements) are owned by the Colleges under the oversight of the Campus Chancellors. Student handbooks — the primary vehicle for program-level information — are reviewed and updated annually, with formal approval required from both the Academic Council and the Administrative Council before publication. The University Student Catalog, which consolidates program information at the institutional level, follows a parallel annual review cycle: updated under the direction of the Vice President for Communications and Partnerships and approved by the Administrative Council each April, in advance of the catalog's July 1 effective date.

The following documents provide evidence of these policies:

Evidence	Summary
2026–2027 Roseman University Student Catalog	Primary institutional publication describing the University's mission, academic programs, admissions, curricula, student services, academic policies, graduation requirements, and institutional information
College of Nursing, Student Handbook College of Pharmacy, Student Handbook	Program Publications and Student Handbooks

College of Dental Medicine, Student Handbook AEODO Program, Student Handbook College of Medicine, Student Handbook College of Graduate Studies, Student Handbook	
Student Right to Know Policy	Institutional consumer-information disclosures, responsible offices, and publication of required institutional information

Program length and time-to-completion information is published in the Student Catalog and on program pages at roseman.edu. The 2026–2027 Student Catalog documents defined completion timeframes for each program, for example:

- Bachelor of Science in Nursing (Accelerated/ABSN): 17–18 months, full-time
- Master of Science in Nursing – Family Nurse Practitioner: 30 credits over 12 months (or 36 credits over an extended track, per catalog)
- Master of Science in Biomedical Sciences: 10-month program
- Master of Science in Pharmaceutical Sciences: 30 credits over 10 months, or 36 credits over 24 months
- Doctor of Pharmacy (PharmD): 3-year or 4-year curricular tracks
- Doctor of Dental Medicine (DMD): 3-year or 4-year predoctoral tracks (CODA-accredited)

Each program's catalog section and corresponding webpage at www.roseman.edu present curricular sequencing and expected length of study, giving prospective and current students a clear basis for planning timely completion. More specifically, links for each program can be found here:

Program	Link
Doctor of Medicine (MD)	https://www.roseman.edu/academic-programs/college-of-medicine/doctor-of-medicine-md/
Doctor of Dental Medicine (DMD)	https://www.roseman.edu/academic-programs/college-of-dental-medicine/doctor-of-dental-medicine-dmd/

Advanced Education in Orthodontics & Dentofacial Orthopedics (AEODO) Residency	https://www.roseman.edu/academic-programs/college-of-dental-medicine/orthodontics-aeodo-residency/
Accelerated Doctor of Pharmacy (PharmD)	https://www.roseman.edu/academic-programs/college-of-pharmacy/doctor-of-pharmacy/
Master of Science in Biomedical Sciences (MBS)	https://www.roseman.edu/academic-programs/college-of-graduate-studies/master-of-science-in-biomedical-sciences-mbs/
Master of Science in Pharmaceutical Sciences (MSPS)	https://www.roseman.edu/academic-programs/college-of-graduate-studies/master-of-science-in-pharmaceutical-sciences-msps/
Accelerated Bachelor of Science in Nursing (ABSN)	https://www.roseman.edu/academic-programs/college-of-nursing/accelerated-bachelor-of-science-in-nursing/
MSN–FNP / DNP–FNP	https://www.roseman.edu/academic-programs/college-of-nursing/msnfnp-dnpfnp/
Doctor of Nursing Practice, Nurse Anesthesia (DNPNA):	https://www.roseman.edu/academic-programs/college-of-nursing/doctor-of-nursing-practice-nurse-anesthesia-dnpna/

Student services information — Financial Aid, Registrar, Student Affairs, disability/accessibility services, counseling and wellness resources, technology support, and library services — is published on the University website and reviewed by the office directly accountable for that service. The Vice President for Student Affairs oversees content accuracy for Financial Aid, Registrar, Student Affairs, disability/accessibility services, and counseling/wellness resources; the Vice President for Technology Services oversees technology support content; and the Director of Library Services oversees library services content. This distributes review responsibility to the subject-matter office best equipped to ensure currency and accuracy. Links to Student Services webpages are here.

Service	URL
Financial Aid	https://www.roseman.edu/student-experience/financial-aid/
Registrar	https://www.roseman.edu/about/university-service-units/registrar/

Student Affairs / Student	https://www.roseman.edu/current-students/
Disability Services	https://www.roseman.edu/current-students/student-disability-services/
Counseling & Wellness	https://www.roseman.edu/student-health-wellness/
Library	https://www.roseman.edu/library/

Recruitment materials are developed and overseen collaboratively by the Vice President of Marketing, the Assistant Vice President for Recruitment & Admissions, and the academic programs described in the materials. Because program faculty and staff participate directly in the review of recruitment content, materials are validated against actual program curricula and requirements before distribution to prospective students — distinct from, and in addition to, the formal admissions information maintained by the academic programs themselves.

2.D.2 Ethical Standards, Fair Treatment, Complaints, and Grievances

2.D.2	The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.
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As an institution that has as its primary mission to prepare competent healthcare practitioners, Roseman has been sincerely committed to the highest ethical standards since its inception. Honesty, openness, and fairness have been the hallmarks in the treatment of students, faculty, preceptors, and staff, as well as in relationships with the public, governmental regulatory agencies, and accrediting agencies.

Student academic-related grievances are reviewed within each academic program in accordance with policies and procedures detailed in the appropriate Student Handbook.

Discrimination complaints would be handled by the Vice President for Student Affairs. The University's Non-Discrimination policy (see table below) would guide the review.

Similarly, [Title IX policies](#) are under the purview of the VP for Student Affairs.

The general information about the process for complaints is made available on the [university website](#) and in the summary table below. This details the process for student complaints with information for contacting NWCCU and/or the appropriate state agencies in Nevada and Utah. This information is disclosed to students at orientation. Further, in accordance with Nevada Law, the Student Grievance Policy of the Nevada Commission on Postsecondary Education is posted in a conspicuous place for students per Nevada Revised Statute 394.443.

Faculty Grievances may be addressed by processes created in the Faculty Handbook. A Special Review Committee will be established by each College or academic Program for the purpose of mediating faculty grievances. “Grievance” does not include matters related to disciplinary sanctions, dismissals, terminations, or non-renewals. Actions or conditions subject to grievances are administrative decisions affecting terms and conditions of employment, such as promotions, salary adjustments, developmental leaves, assignments/duties, and working environment. A grievant shall initiate, within a reasonable length of time, the grievance process with the Dean/Program Director only if the grievance cannot be resolved by 1) communicating with the person whose decision is the subject of the grievance, 2) then discussing the grievance with the subject’s immediate supervisor, and 3) exhausting other applicable grievance processes. The Special Review Committee shall consist of the following three members: a. A faculty member chosen by the grievant; b. A faculty member chosen by the person(s) whose decision is the subject of grievance; c. A faculty member elected by the faculty. The Special Review Committee shall attempt to resolve the grievance on an informal basis. Should the grievance remain unresolved, the Committee shall make its recommendations in writing to the grievant and the Dean/Program Director. The Dean/Program Director shall inform the grievant of his/her decision concerning the grievance after consideration of the Special Review Committee’s recommendation. Should the grievant continue to be unsatisfied, he/she may appeal, within 30 days, to the Chancellor of the respective campus. If still unsatisfied, he/she may appeal to the President. If he/she is still unsatisfied, he/she may appeal the President’s decision to the Board of Trustees whose decision shall be final.

Records of formal complaints are held within the Dean’s offices of each respective College. Such records are maintained for a minimum of seven (7) years. The following documents provide evidence of these policies:

Evidence	Summary
College of Nursing, Student Handbook College of Pharmacy, Student Handbook College of Dental Medicine, Student Handbook AEODO Program, Student Handbook College of Medicine, Student Handbook College of Graduate Studies, Student Handbook	Program-Level Complaint and Grievance Procedures

Non-Discrimination Policy	Policies that provide for the fair and equitable treatment of students, faculty, administrators, staff and other stakeholders and constituencies
Title IX Policies	Reporting, investigation, grievance procedures, appeals, supportive measures, confidentiality, and seven-year record retention
Process for Complaints	Student Grievances. Public complaint process, internal complaint procedures, NWCCU complaint information, state complaint agencies, and external complaint avenues
Faculty Handbook	Ad hoc Special Review Committee

2.D.3 Conflict of Interest

2.D.3	The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.
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Roseman recognizes that its employees may be involved in external activities that are beyond their assigned responsibilities to the institution and that enhance their professional skills or constitute public service. The University also recognizes that such activities may lead to a conflict of interest. The [University Conflict of Interest Policy](#) establishes University-wide conflict-of-interest expectations, disclosure requirements, reporting responsibilities, and management of actual, potential, or apparent conflicts involving employees, administrators, faculty, staff, officers, and directors.

Human Resources contacts employees annually to complete or update their conflict-of-interest disclosures and provides the necessary forms. Completed disclosures are retained in the Human Resources office.

The Board of Trustees process to address conflict of interest is in [Section 3.29 of the Board By-Laws](#). Each Board Member completes a Conflict-of-Interest Statement and Disclosure annually. The records are kept in the Office of the University President.

2.E Financial Resources

The University maintains financial planning, budgeting, oversight, and internal control processes that support its educational mission and long-term financial sustainability. Financial governance is provided through the Board of Trustees, its Finance and Audit Committee, and the Investment Committee, and the Business and Finance Unit. These processes are supported by Board-approved financial policies, annual independent audits, and regular financial reporting.

2.E.1 Audits, Oversight

2.E.1	The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.
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Roseman University maintains financial stability through prudent fiscal oversight, regular financial monitoring, annual independent audits, and sufficient operating reserves and cash flow to support institutional operations and mission fulfillment.

Annual independent financial audits have consistently resulted in clean audit opinions with no material weaknesses or significant deficiencies reported during the review period.

Summary of Roseman University Financial Performance (Last 3 Audit Reports)

	FY '23	FY '24	FY '25
Total Revenue	107,890,969	121,637,439	130,570,095
Net Surplus	7,658,204	9,973,814	3,488,595
Unrestricted Net Assets	107,853,572	115,538,572	116,753,463
Total Net Assets	124,123,177	134,096,991	137,585,586

Roseman University looks to its [Board of Trustees Bylaws](#) and board committee oversight for university-wide financial policies. Internally, the Vice President for Business and Finance is responsible for implementation using best practices within higher education financial management. The executive leadership of Roseman University maintains an effective working relationship with the Board of Trustees.

The Board has designated two committees, the Finance and Audit Committee and the Investment Committee, to provide primary oversight of the financial affairs of the University. These committees meet regularly throughout the year prior to each full Board meeting and receive quarterly financial statements and narrative reports from the Vice President for Business and Finance and other staff liaisons. Financial reports, recommendations, and decisions are reviewed, documented, and approved by committee vote before being forwarded to the full Board of Trustees for review and approval, as appropriate.

The Board of Trustees reviews and approves the annual operating budget, annual financial audit reports, investment decisions related to the endowment and associated transfers, tax-exempt bond financing and related covenants, and capital and special projects. Roseman University utilizes a comprehensive financial management system to implement, monitor, and report on board-approved financial policies and decisions.

Cash balances are monitored weekly within the Business and Finance Unit, and cash flow statements are included as part of each annual financial audit. Here is the [most recent financial audit](#). An [unaudited statement of cash flow](#), [statement of activities](#) (income statement equivalent) and balance sheet for FY 2026 are included with this report.

2.E.2 Planning

2.E.2	Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.
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Roseman University operates on an [annual budget cycle](#) that defines our resource planning and institutional priorities for the year. We set tuition and capital budget amounts in the fall and build the operating budget in the spring with updated enrollment forecasts, enabling tighter cost control. This process ensures alignment across the organization, with clear roles, responsibilities, and timelines for all stakeholders. The budget cycle is developed well in advance of the fiscal year and communicated broadly to support coordinated execution.

The cycle begins in July with a review of the previous fiscal year. In August and September, numerous meetings are held with all academic units that are led by the Vice President for Business and Finance with a focus on revenue projection (tuition and fees and enrollment). Academic units are brought together under the Academic Council to develop a proposal for that set tuition and fees for each program as well as anticipated enrollment. This proposal is subsequently reviewed by the Administrative Council in October and the Board of Trustees Committees and Full Board in November.

The second phase of the budget cycle begins in December where the heads of each unit meet with the Vice President for Business and Finance to assess anticipated costs for the upcoming fiscal year. A draft budget of expenses is then developed in starting in January and culminating in March. The FY budget is then reviewed by the Administrative Council in April and the budget is formally approved by the Board at its annual May meeting.

Roseman University performs an annual insurance and risk management analysis comprising of a review of all policies, determining adequate insurance coverage and limits, and maintaining and certifying required insurance coverage and limits for existing bond issues. Roseman manages risk on an ongoing basis by providing required training for faculty, staff and students in the areas of employment practices, OSHA, physical and cyber safety, emergency operations, CLERY, Title IX, and other pertinent areas. The analysis is performed primarily by the Director

of Facilities Administration. The Vice President for Student Affairs serves as the Title IX officer and works with the Vice President for Operations as needed. Roseman is proactive in analyzing future risk to determine potential exposure. Where potential exposure is identified, Roseman proactively looks for ways to mitigate.

Financial policies are approved either by the University's Administrative Council or the Board of Trustees as appropriate. Policies and procedures included herein are as follows:

1. [Annual Budget Cycle](#)
2. [Investment Policy Statement and Guidelines](#)
3. [Fundraising](#)
4. [Cash Management Policy](#)

Any incursion of debt taken on by the University is reviewed and approved by the appropriate Board Committee(s) and the full Board of Trustees. Fund transfers will be discussed below under 2.E.3.

2.E.3 Management

2.E.3	Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.
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The Roseman University Board of Trustees serves as the sole governing body for the institution, with full authority for oversight of the University's financial management policies and practices. The Board approves policies related to institutional financial management, and those policies are implemented under the leadership of the Vice President for Business and Finance.

Within the Business and Finance Unit, the Controller oversees the operations of the accounting unit and is responsible for generating institutional financial reports. The Bursar oversees student account operations. The Controller reports to the Vice President for Business and Finance, and the Bursar reports to the Controller, supporting appropriate separation of duties and internal financial controls.

All electronic fund transfers are reviewed weekly and require approval prior to processing. Approval levels are determined by the amount of the EFT. Tuition refunds are administered in accordance with the [University's Tuition Refund Policy](#) and applicable state laws and regulations. The following documents are submitted annually as part of our audit to ensure clarity and transparency regarding internal controls:

1. [Internal Control Narrative-Purchase and Accounts Payable](#)
2. [Internal Control Narrative - Revenue & Receivable Cycle](#)
3. [EFT_Batch & Check Signer Dollar Limits_FY2122_Amendment1](#)

Financial operations are conducted in accordance with policies approved by the Board of Trustees, including the [Cash Management Policy](#) and [Investment Policy](#). Collectively, these

practices support transparent financial management, institutional accountability, and compliance with applicable regulatory requirements.

2.F Human Resources

2.F.1 Employee Information

2.F.1	Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.
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Roseman University apprises faculty, staff, and administrators of the conditions of their employment, assigned responsibilities, institutional expectations, and applicable employment policies through multiple coordinated resources and processes.

At the time of hire, employees receive a written offer letter, with faculty also receiving a faculty contract, outlining the position title, compensation, employment status, and other applicable terms and conditions of employment. Employees are also provided with a current job description identifying the essential functions, responsibilities, qualifications, and expectations associated with their position. Job descriptions are maintained by the Office of Human Resources and are reviewed and updated as positions or organizational needs change.

The [Employee Handbook](#) serves as the primary institutional resource for policies applicable to employees, including workplace expectations, standards of conduct, compensation and benefits practices, employee rights and responsibilities, performance management, corrective action, separation of employment, and other conditions of employment. Employees acknowledge receipt of applicable policies and required documents through Workday, the University's human capital management system. Human Resources also provides information and guidance during the onboarding process and remains available to employees and supervisors for questions regarding the interpretation or application of employment policies and procedures.

Faculty members receive additional information regarding their academic appointments, responsibilities, evaluation, retention, promotion, contract renewal, nonrenewal, and termination through the [University Faculty Handbook](#) and applicable college-level policies and procedures. Faculty appointment letters and contracts identify the nature and duration of the appointment, academic rank, compensation, benefits, and any special conditions associated with the appointment. The [Faculty Handbook](#) also addresses faculty responsibilities related to teaching, scholarship, service, professional development, and administrative duties.

Criteria and procedures for employee evaluation are communicated through written performance-management materials, institutional policies, and the applicable evaluation process. Staff and administrators participate in the University's performance-evaluation process through Workday (previously in ADP Workforce Now), while faculty evaluations are administered in accordance with the [Faculty Handbook](#) and the procedures established by their respective colleges and academic programs. Employees receive written expectations, participate in the evaluation process, and are provided an opportunity to review and acknowledge their evaluations.

Collectively, these resources ensure that faculty, staff, and administrators receive clear and accessible information regarding their employment, assigned duties, rights and responsibilities, performance expectations, opportunities for promotion or continued appointment, and procedures related to corrective action, nonrenewal, and termination.

2.F.2 Professional Development

2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.
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The University understands that it is only as strong as the skills, talent and experiences of the faculty and employees within it. As such, Roseman supports employees in all facets of their professional growth and development and builds a culture that enables individual and collective achievement.

Employees are provided with a professional development allowance per the [Employee/Faculty Professional Development Allowance Policy](#). This policy was expanded from a faculty development allowance policy to include additional employees in September of 2024. More recently, details were added to specify specific dollar amounts available annually for faculty members, Deans & VPs, Chancellors and staff. The updated [Professional Development Allowance Policy](#) was approved by the Administrative Council on June 15, 2026.

Roseman also supports all employees wishing to pursue additional educational opportunities inside or outside of the University. Through the Employee [Tuition Assistance Policy](#) and [Tuition Remission Policy](#), employees can receive remission for tuition for coursework or pursuit of a specific degree.

2.F.3 Sufficiency

2.F.3	Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.
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Roseman University employs faculty, staff, and administrators with the roles, qualifications, and experience necessary to support its mission, fulfill its organizational responsibilities, achieve its educational objectives, and ensure the integrity and continuity of its academic programs.

Staffing needs are evaluated through the University's annual workforce planning, position review, and budget processes. Requests throughout the academic year to establish or fill positions are reviewed based on current operational and academic needs, available resources, position responsibilities, and alignment with institutional priorities. Throughout the academic

year, University and academic leadership monitor staffing levels, vacancies, workload, and organizational changes to determine whether additional positions, revised responsibilities, or other staffing adjustments are needed.

[Roseman's recruitment and hiring procedures](#) are designed to ensure that employees possess the education, experience, credentials, and other qualifications required for their positions. Job descriptions establish the minimum and preferred qualifications for each role, and candidate qualifications are evaluated during the recruitment and selection process. As applicable to the position, the University also verifies academic credentials, professional licenses, certifications, employment history, and other required qualifications before or as a condition of employment.

The University maintains [organizational charts](#) and position descriptions that establish reporting relationships, areas of responsibility, required qualifications, and the authority assigned to faculty, staff, and administrators. Academic organizational charts further identify the leadership and faculty structures responsible for overseeing academic programs, curriculum, academic policies, student learning, and program quality. These documents are reviewed and updated as organizational structures, programs, and institutional needs change.

Faculty qualifications and assignments are reviewed by the appropriate academic leadership to ensure alignment with instructional responsibilities, program requirements, disciplinary expertise, and applicable accreditation expectations. Deans, program directors, faculty committees, and other academic governance bodies provide oversight of academic policies, curriculum, faculty responsibilities, and the continued quality of academic programs.

2.F.4 Evaluation

2.F.4	Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.
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Roseman University evaluates faculty, staff, and administrators regularly to assess performance, reinforce accountability, support professional development, and ensure continued alignment with the University's mission, goals, educational objectives, and institutional expectations.

Staff members and administrators participate in an annual performance evaluation process administered by the Office of Human Resources. At the beginning of each evaluation cycle, employees and supervisors receive [written instructions](#), evaluation criteria, process timelines, and supporting resources. Evaluations are completed through the University's designated human capital management system, which supports consistent workflows, documentation, employee review, and institutional monitoring of completion.

The evaluation process includes an assessment of performance in relation to the employee's assigned responsibilities, job description, institutional expectations, and applicable goals. Employees are provided an opportunity to reflect on their performance through self-evaluation,

as applicable, and supervisors complete a written assessment using established criteria. Supervisors then meet with employees to discuss performance, recognize accomplishments, identify areas for improvement, establish expectations, and consider appropriate professional development opportunities. Employees are able to review and acknowledge their completed evaluations and provide comments or responses.

Faculty members are evaluated in accordance with the University [Faculty Handbook](#) and the written policies and procedures of their respective colleges and academic programs. Faculty evaluation criteria are aligned with the responsibilities of the appointment and may include teaching effectiveness, scholarship and research, service, administrative responsibilities, professional development, and other expectations applicable to the faculty member's role. Faculty evaluations also inform decisions regarding continued appointment, contract renewal, promotion, and eligibility for longer-term appointments, as applicable.

University administrators are evaluated no less than annually in accordance with the University's [Evaluation of University Administrators Policy](#). The policy applies to chancellors, vice presidents, college deans, and the Director of Library Services; the President is evaluated separately under Board of Trustees policy as discussed in section 2A. Evaluations assess leadership and administrative effectiveness, achievement of individual and institutional goals, stewardship of budgets and University resources, collaboration with institutional colleagues and constituencies, and fulfillment of position-specific responsibilities. The process includes self-evaluation, anonymous feedback from appropriate internal and external constituencies, and a meeting with the administrator's supervisor to discuss performance. Evaluation results provide constructive feedback and inform performance goals, professional development, and expectations for the following year.

Written evaluation criteria, policies, and procedures are made available to employees through institutional handbooks, Human Resources communications, the University's policy repository, and applicable academic-unit resources. The Office of Human Resources communicates the annual evaluation process, provides guidance to employees and supervisors, and monitors completion. Academic leadership similarly oversees faculty evaluation processes within the colleges and programs.

2.G Student Support Resources

Roseman University provides student support resources designed to promote student learning, academic success, personal well-being, professional development, and successful completion of its educational programs. Student services are provided through university offices and supplemented by college- and program-specific resources appropriate to the discipline, degree level, and instructional modality.

Institutional policies and publications, including the University Student Catalog, college handbooks, and program-specific publications, provide current information regarding admissions, academic programs, academic policies, financial aid, student rights and responsibilities, academic advising, disability accommodations, technology resources, library services, professional licensure, and other resources available to students.

Academic advising, financial aid, student support services, and distance education practices are administered through coordinated institutional and program-level processes designed to support students throughout their academic experience.

Together, these resources and services demonstrate Roseman University's systematic approach to providing students with information, guidance, academic support, financial resources, technology, and student services necessary for academic progression, graduation, and preparation for professional practice.

2.G.1 Effective Learning and Student Support Environment

2.G.1	Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.
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Roseman University creates and maintains effective learning environments through a combination of university-wide student support services and program-level academic support tailored to each college's educational and professional requirements, supporting the University's ongoing efforts to identify and address gaps in student achievement.

University-wide resources — including technology support, library services, career services, personal counseling, disability accommodations, and other student services — are described in the University Student Catalog and are available to all students regardless of program. Academic support is further tailored to individual colleges: program-level services include academic advising, faculty mentoring, tutoring, academic coaching, peer-assisted learning, study-skills support, academic progress monitoring, and remediation when appropriate. For example, the College of Dental Medicine uses defined academic-success indicators, Academic Support Meetings, and Student Progress Committee oversight to identify students needing additional assistance and provide timely intervention; the College of Medicine provides individualized academic advising, tutoring, coaching, career development, counseling, and wellness services;

and the College of Graduate Studies emphasizes ongoing faculty mentoring and advising throughout the student's program.

Evidence	Summary
2026–2027 Roseman University Student Catalog pp. 17–20	University-wide student services: technology, library, career services, personal counseling, disability services
College of Dental Medicine Student Handbook pp. 9–10	Academic Support Meetings; Director of Academic Success; Student Progress Committee oversight and intervention triggers
RUCOM (College of Medicine) Student Handbook pp. 26–27	Academic Advising, Career and Professional Development, Personal Counseling and Wellness (MSCWC), disability accommodation
College of Graduate Studies Student Handbook pp. 8–9	Faculty mentoring/advising responsibilities; Graduate Advisor/Student/Program responsibilities

2.G.2 Publication of Information

2.G.2	The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.
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Roseman University publishes current institutional, academic, financial, and student policy information through the annual University Student Catalog and supporting college and program publications. The 2026–2027 Roseman University Student Catalog, effective July 1, 2026, identifies itself as the University's official source for curricula, educational offerings, academic requirements, tuition, fees, and student policies.

The Catalog provides institution-wide information on the University's mission, admissions requirements and procedures, academic calendar, grading policies, tuition and fees, financial aid, student conduct, and other policies applicable to students. Program-specific sections describe admissions requirements, curricula, course descriptions, graduation requirements, learning outcomes, course sequences, and expected timelines for program completion.

The Catalog also identifies University and college administrators and full-time faculty, including their titles, degrees, and degree-granting institutions. College and program student handbooks supplement the Catalog by providing detailed program-specific academic policies, grading and assessment requirements, progression standards, professional expectations, and student responsibilities. Together, these publications provide students, prospective students, and other stakeholders with access to current and accurate institutional information.

Evidence	Summary
2026–2027 Roseman University Student Catalog pp. 11- 107	• Mission/vision (p.13); • admissions requirements/procedures (p.26); • academic calendar (p.11); • grading policy - Six-Point Mastery Learning Model (p.13–14); • accreditation (p.14–15); • faculty overview (p.15); • tuition & fees (p.27–29); • tuition refund/withdrawal (p.29–31); • financial aid (p.30); • program curricula by college - - o Nursing (p.32), - o Graduate Studies (p.46), - o Medicine (p.54), - o Pharmacy (p.66), - o Dental Medicine (p.77); • administrator/faculty directory (p.100–107)
Student Catalogs & Handbooks page	Directory page aggregating current Catalog and all current college/program handbooks
University Policies page	Central policy database (Non-Discrimination, Tuition Refund Schedule, Satisfactory Academic Progress, USPB, Withdrawal/Title IV, Student Right to Know, etc.)
College of Nursing Student Handbook, 2026–2027 pp. 5-48	- o Non-discrimination/accommodation (p.5); - o curriculum by program (p.15–16); - o withdrawal (p.40–42); - o Academic/Professional Misconduct (p.43); - o Clinical Misconduct (p.45); - o USPB (p.46); - o probation/suspension/termination (p.46–47);

	- o appeals (p.47); - o grievances (p.48)
<u>College of Graduate Studies Student Handbook, 2026–2027</u> pp. 6–23	- o Academic calendar/accreditation (p.6); - o core curriculum & course of study (p.13–14); - o withdrawal (p.15); - o Standards of Professional Conduct (p.19); - o violation process (p.20); - o student appeal process (p.21); - o appeals of probation (p.22); - o appeals of suspension/termination (p.22); - o record of student complaints (p.23)
<u>College of Pharmacy Student Handbook, 2026–2027</u> pp. 4–19	- o Academic calendar (p.4); - o attendance policies (p.5–7); - o Standards of Professional Conduct (p.13); - o violation process (p.13–14); - o withdrawal (p.14–15); - o student appeal process (p.15–16); - o student progression/curricular overview (p.17–18); - o licensure/accreditation (p.19); - o employee directory (p.19)
<u>College of Dental Medicine Student Handbook, 2026–2027</u> pp. 8–56	- o Academic calendar (p.8); - o curriculum overview (p.9); - o Student Professionalism Policies incl. Honor Code (p.28); - o student grades (p.35); - o withdrawal (p.40); - o student appeal process (p.47); - o immunization requirements (p.50–51); - o accreditation status/FERPA (p.56)
<u>RUCOM (College of Medicine) Student Handbook</u> pp. 11–30	- o Academic calendar (p.11); - o curriculum phases (p.12); - o assessment/grading policies (p.12–14); - o graduation competencies/requirements (p.14); - o professionalism expectations & MedSPARC (p.19–21); - o academic policies incl. exam challenge/grade appeal, mistreatment reporting (p.21); - o technical standards (p.22–26); - o registrar/FERPA (p.28); background checks (p.30)

2.G.3 Licensure; Employment Requirements

2.G.3	Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.
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Roseman University provides prospective and enrolled students with information regarding applicable legal requirements for licensure, certification, and entry into the professions for which the University provides education and training. The [2026–2027 University Student Catalog](#) and college-specific student handbooks provide program requirements and information relevant to professional practice, licensure, certification, and progression.

The University's [Licensing & Accreditation webpage](#) provides additional program-specific licensure information and state-by-state disclosures. For programs leading to professional licensure or certification, Roseman identifies whether the curriculum meets, does not meet, or has not been determined to meet the applicable state educational requirements and encourages prospective and current students to review the licensure requirements in the state where they intend to practice. The webpage also provides information regarding applicable professional and state licensing authorities.

College-specific materials provide additional information regarding professional eligibility. For example, the College of Nursing Student Handbook identifies the National Council Licensure Examination (NCLEX) and explains the process for graduates to apply for licensure, while the College of Pharmacy provides information regarding pharmacist licensure and directs students to the applicable state Boards of Pharmacy.

Together, the University Catalog, college student handbooks, program materials, and University licensure disclosures provide prospective and enrolled students with information regarding applicable legal eligibility requirements for licensure or entry into their respective professions, as well as requirements that may affect professional practice and advancement.

Evidence	Summary
University Licensure Disclosures webpage	Provides program-specific and state-by-state licensure disclosures and identifies whether Roseman's curriculum meets applicable educational requirements for professional licensure or certification.
2026–2027 Roseman University Student Catalog pp. 15, 32–44, 55–61	Provides program descriptions, professional accreditation information, program requirements, and information relevant to preparation for entry into regulated health professions. For specific licensure and state eligibility requirements, the Catalog directs students to applicable college materials and licensing authorities.

College of Nursing Student Handbook (2026–2027) pp. 5-6, 21-22,	Nevada and Utah authorization/approval and identification of the applicable Boards of Nursing Provides program-specific information regarding NCLEX-RN, national FNP certification, nurse anesthesia national certification, state licensure requirements, variation in state requirements, and direction to applicable state Boards of Nursing and licensing agencies.
College of Pharmacy Student Handbook (2026-2027) pp. 11, 19	Provides information regarding eligibility for pharmacy practice experiences, including state pharmacist-intern registration requirements, and directs students to the Nevada and Utah State Boards of Pharmacy regarding eligibility for pharmacist licensure.
College of Medicine Medical Student Handbook, pp. 13-15	Provides program-specific information regarding preparation for medical practice, including nationally standardized examinations, NBME licensing examinations, and the requirement to pass USMLE Step 1 and Step 2 CK as part of the requirements for graduation with the MD degree.
College of Dental Medicine Student Handbook (2026–2027) pp. 7, 26-27	INBDE and Dental Licensure: Provides program-specific information regarding the Integrated National Board Dental Examination (INBDE), including examination eligibility and graduation requirements, and explains that students are responsible for verifying and meeting the specific dental licensure requirements of the state in which they intend to practice.

2.G.4 Financial Aid

2.G.4	The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.
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Roseman University maintains an accountable financial aid program administered through the Office of Financial Aid and supported by University policies, procedures, and federal Title IV requirements. The Office of Financial Aid administers financial assistance in accordance with applicable federal, state, and institutional requirements and provides resources to support students in understanding and accessing available assistance. An audit of Financial Aid

processes, procedures, and transactions are included as part of the annual audit and that no material deficiencies have been found.

Information regarding financial aid policies, procedures, and available assistance is published through the Office of Financial Aid, the [University Student Catalog](#), and the [University's public Financial Aid website](#).

The [2026–2027 University Student Catalog](#) identifies the primary categories of financial assistance available to qualified students, including scholarships, grants, work-study employment, and loans, and provides information regarding eligibility and the application process.

The [University's Financial Aid website](#) supplements the Student Catalog by providing information regarding financial assistance programs, eligibility requirements, application procedures, financial aid forms, and policies governing the administration of financial aid, including federal Title IV requirements. Together, these resources provide prospective and enrolled students with accessible information needed to understand and navigate the financial aid process.

Evidence	Summary
2026–2027 Roseman University Student Catalog , p. 30	Financial aid information
Financial Aid – Types of Financial Aid	Scholarships, grants, work-study, and loans
Financial Aid – Forms & Policies	Financial aid policies, procedures, and forms

2.G.5 Loan Default Rate

2.G.5	Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.
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Roseman University informs students receiving financial assistance of their student loan repayment obligations through financial aid counseling, exit counseling, and publicly available financial aid resources. The Financial Aid Office provides repayment information and an in-person student loan repayment presentation close to graduation, including information about repayment plans, deferment and forbearance options, and the consequences of loan default. Students who withdraw or leave the University and have federal student loans are required to complete loan exit counseling.

Roseman also provides students with information to help them understand and manage their student loan obligations. The Financial Aid Office provides guidance regarding borrowing,

repayment options, and strategies for managing student loan debt. Students may also consult with Financial Aid staff regarding their individual borrowing and repayment circumstances.

The University regularly monitors its federal student loan programs and publicly posts its cohort default rate on the [University website](#). The University provides the default rate along with comparative national and private-institution rates on its Student Loans webpage.

Evidence	Summary
Student Loan Repayment	Student loan repayment information
Student Loans – Cohort Default Rate	Published institutional Cohort Default Rate
University Student Catalog p. 31, Financial Aid section.	Entrance/exit counseling and repayment information

2.G.6 Advising

2.G.6	The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.
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Consistent with Roseman's program-based governance structure, the University does not operate a centralized academic advising office. Instead, each college designs, publishes, and administers its own advising program, tailored to its curriculum, its students, and the licensure, credentialing, or research pathway it serves. The University's Student Services Office supports these college-level programs through referral — for ADA accommodations, financial aid counseling, and personal (non-academic) counseling, including a free virtual counseling benefit (TalkSpace) available to all students — but does not itself provide academic advising.

College of Pharmacy. An Academic Success Coordinator is available to students from admission through graduation for support with study strategies, the transition to graduate-level coursework, and time management. Every P1 and P2 student is additionally assigned a faculty mentor through the required Continuing Professional Development coursework (PHAR 495 and PHAR 595), and students may seek out any other faculty member, Dean, or Director for academic or career advice; faculty background and interest summaries are published on the University website to help students identify a good fit. Career development is built into the curriculum itself, culminating in the P3 Capstone course (PHAR 699), which includes resume and CV review, mock interviews, and residency-application preparation, supplemented by annual Career Fairs. Advising is triggered as well as voluntary: students who accrue two summer (remediation) assessments are required to meet with the Academic Success Coordinator, and

students placed on academic probation must meet with the Coordinator to develop and follow a documented action plan, with the possibility of additional monitoring meetings. The College gathers Student Evaluations of Teaching and End-of-Year Surveys, reviewed by the Office of Academic Affairs and Assessment, and participates in the national AACP Graduating Student Survey, which benchmarks student perceptions of student services against peer pharmacy programs to identify areas for quality-improvement intervention. Advisor and mentor preparation is handled informally through general new-faculty orientation rather than through an advising-specific process.

College of Medicine (RUCOM). The Office of Academic and Career Advising assigns each academic advisor primary responsibility for students within one of six "Roadrunner Learning Communities." Advisors hold a dual role spanning academic advising and academic counseling, including discussion of career plans. Students may request help directly, be proactively contacted by their advisor if they show signs of suboptimal performance, or be referred to an advisor by a faculty member. All students are required to meet with their academic advisor at least once per curricular phase to review progress and develop an individualized study plan. Faculty undergo a structured annual review and formal promotion process overseen by the Office of Faculty Affairs and Learning Innovation (OFALI), which offers general teaching and development opportunities for educators; this general development, rather than any advising-specific preparation, is what new RUCOM faculty receive before taking on advising responsibilities.

College of Dental Medicine. Every faculty member is available and accessible to mentor students, though the College does not assign individual advisors; students consult published faculty background and interest summaries or contact any Dean or Director directly. The Office of Oral Healthcare Education, through its Director of Academic Success, offers dedicated, non-disciplinary advisement for students working through scheduling, study-strategy, or other academic challenges. This advisement is both voluntary and triggered: students are required to meet with the Director of Academic Success the first time they need to reassess, every time they require a Remediation Assessment, whenever their First Time Pass Rate falls under 80%, and every time they are placed on Academic Probation. Separately, the Student Progress Committee, chaired by the Assistant Dean of Oral Healthcare Education, conducts real-time, systematic monitoring of every student through the Roseman Student Assessment Database, which automatically flags students falling below established benchmarks for timely intervention, and reviews, approves, and monitors all resulting Action Plans each clinic reporting period. As with Pharmacy, faculty preparation to mentor and advise students is addressed through the College's standard new-hire orientation rather than through an advising-specific track.

College of Graduate Studies. Advising for the College's research-based graduate programs (spanning graduate faculty across the Colleges of Dental Medicine, Medicine, Nursing, and Pharmacy) is governed by a documented set of practices set out in the College of Graduate Studies Faculty Handbook. Each unit's Graduate Studies Committee is responsible for establishing procedures for assigning and changing advisors, and every thesis-track student is assigned a Graduate Advisory Committee of at least three Graduate Faculty members, chaired by a regular Graduate Faculty member, responsible for reviewing the student's progress and examination completion; if an advisor leaves the University, responsibility for the student transfers to the unit's Graduate Studies Committee. A dedicated appendix, "Graduate Advising Best Practices," sets out detailed, reciprocal expectations: advisors must communicate clear

expectations up front (timelines, funding availability, degree requirements), provide and document periodic evaluations of student progress, and deliver a yearly written performance review to each advisee. In turn, the graduate program is required to hold a yearly orientation to familiarize new students *and new faculty* with these advising practices, to provide a yearly written review of performance for graduate advisors themselves, and to retain a documented record of annual performance reviews of both students and advisors. This is the most fully developed, two-directional, and explicitly documented advising-evaluation structure found among Roseman's colleges.

College of Nursing. Each cohort, by campus, is assigned a Class Advisor - a single faculty member who may advise only one cohort at a time, assigned either by the Dean or Associate Dean of Faculty Affairs and Learning Innovation or by faculty volunteering for the role. The role is clearly defined and published for students in the College of Nursing Student Handbook across three areas: class organization and officers (explaining officer roles, overseeing elections, fundraising, and the pinning video/graduation banquet); role model and liaison (professional mentorship, building rapport, supporting professional-behavior development); and academic advisement specifically (attending new student orientation, counseling students experiencing academic difficulty, providing positive support and encouragement, escalating significant issues to the Associate Dean of Academic and Student Affairs, guiding students through the grievance process, conducting progress checks at defined curricular points - Block 5 or 6 and Block 10 - proctoring standardized assessments, and organizing the final capstone block). Advisor preparation is addressed directly and is advising-specific: new-faculty orientation includes 30-, 60-, and 90-day check-ins with an assigned mentor and Associate Dean, and the 90-day meeting is explicitly devoted to ensuring the new faculty member understands "the curriculum, advisement, promotion, extended contracts, research, teaching responsibilities, service, university governance, and scholarly activities." Advising is also incorporated into the faculty evaluation process itself, with teaching-excellence review explicitly considering activities "directly related to teaching, such as advising, course development and revision, syllabus preparation, tutorial assistance, and mentoring."

Evidence:

College of Pharmacy:

1. **Advising Structure / Personnel:** Academic Success Coordinator (admission–graduation); faculty mentor per P1/P2 student via PHAR 495/595; open access to any faculty, Dean, Director
2. **Advisor Preparation:** Handled informally through general new-faculty orientation, not an advising-specific process
3. **Evaluation / Triggered Mechanism:** Mandatory Coordinator meeting after 2 summer assessments; mandatory action plan on probation; AACP Graduating Student Survey benchmarks student-services perceptions annually
4. **Source Document:** [COP Student Handbook 2026-2027](#),
 - "Academic and Career Advising" (p. 5);
 - "Academic Standards of Progress" (p. 14);
 - "Eligibility for Graduation" (p. 17)

College of Medicine:

1. **Advising Structure / Personnel:** Office of Academic and Career Advising; advisor per one of 6 "Roadrunner Learning Communities"; dual advising/counseling role
2. **Advisor Preparation:** General faculty development via OFALI
3. **Evaluation / Triggered Mechanism:** Required meeting $\geq 1x$ per curricular phase; proactive outreach for suboptimal performance; faculty referral pathway
4. **Source Documents:**
 - [MD Student Handbook 2026-2027](#), Sections A–B
 - [RUCOM Faculty Handbook](#)
 - [RUCOM Faculty Bylaws](#)

College of Dental Medicine:

1. **Advising Structure / Personnel:** Open mentoring model — every faculty member available and accessible to mentor students, no individual assignment. Students consult published faculty background/interest summaries or contact any Dean/Director directly. Office of Oral Healthcare Education / Director of Academic Success offers dedicated advisement for scheduling, study strategies, or academic issues; meetings are explicitly framed as personalized support, "not disciplinary in nature," though voluntary meetings are also encouraged at any time.
2. **Advisor Preparation:** New faculty complete the College's standard new-hire orientation, which is general onboarding rather than an advising-specific preparation process.
3. **Evaluation / Triggered Mechanism:** Students are required to meet with the Director of Academic Success when: (1) they need to reassess for the first time (No Pass on an Assessment); (2) every time they need a Remediation Assessment (No Pass on a Reassessment); (3) their First Time Pass Rate falls under 80%; or (4) they are placed on Academic Probation. Separately, the Student Progress Committee (chaired by the Assistant Dean of Oral Healthcare Education) conducts real-time, systematic monitoring of every student via the Roseman Student Assessment Database, which automatically alerts the Committee when a student falls below established benchmarks — enabling timely intervention rather than waiting for a scheduled review point. The Committee reviews, approves, and monitors all Action Plans each clinic reporting period.
4. **Source Documents:**
 - [CODM Student Handbook 2026-2027](#):
 - "Academic and Career Advising" (p. 12)
 - "Academic Support Meetings" (p. 12-13)
 - "Assessment of Student Progress" (p. 25)
 - [CODM Bylaws \(2026-2027\)](#), Art. VIII.1.i

College of Nursing:

1. **Advising Structure / Personnel:** Class Advisor — one faculty member per cohort (one cohort at a time), assigned by Dean/Assoc. Dean of Faculty Affairs & Learning Innovation or by volunteering. Three defined function areas:

- Class organization & officers — explains officer roles, oversees elections (Block 4), fundraising/finances, approves ads, supports pinning video/graduation banquet, drives class goal planning, provides continuity, attends class meetings as needed
 - Role model & liaison — professional mentor, student liaison, builds rapport, supports professional-behavior development
 - Academic advisement — attends new student orientation, counsels students with academic difficulty, provides positive support/encouragement, escalates significant issues to Associate Dean, guides students through the grievance process, conducts progress checks at Block 5/6 and Block 10, proctors UWORLD assessments, organizes Block 12 (NURS 432), participates in cohort pinning (oath, candle lighting)
2. **Advisor Preparation:** New-faculty orientation with 30/60/90-day mentor check-ins; 90-day meeting explicitly covers "curriculum, advisement, promotion..."; advising is a factor in teaching-excellence evaluation
 3. **Evaluation / Triggered Mechanism:** Structured progress checks at defined curricular points (Block 5/6, Block 10) function as built-in monitoring checkpoints, not just open-door availability; escalation pathway to Associate Dean for significant issues; grievance-process role.
 4. **Source Document:**
 - [CON Student Handbook](#), "Class Advisor" (p. 55)
 - [College of Nursing Faculty Handbook](#),
 - "Faculty Orientation" (pp. 14–16),
 - "Faculty Advisors" (p. 42),
 - "Academic Advisement" (p. 43),
 - Appendix M

College of Graduate Studies:

1. **Advising Structure / Personnel:** Faculty-student advising relationship, self-selected initially via published faculty bio/interest summaries or Dean referral; formalized further at the graduate-faculty level — the unit's Graduate Studies Committee is explicitly responsible for "establishing procedures for assigning and changing advisors," and every thesis-track student is assigned a Graduate Advisory Committee (minimum three Graduate Faculty members, chaired by a regular Graduate Faculty member) responsible for reviewing progress and completion of graduate examinations. If a supervising advisor leaves the University, the responsibility to advise the student through completion transfers to the unit's Graduate Studies Committee.
2. **Advisor Preparation:** Appendix C ("Graduate Advising Best Practices") sets out detailed, documented expectations for advisors — including communicating clear expectations, degree-completion requirements, and funding availability up front. Critically, the Graduate Program is responsible for holding a yearly orientation to familiarize new students and faculty with advising practices.

3. **Evaluation / Triggered Mechanism:** This is the most developed evaluation mechanism found across any college. Advisors must "provide and document periodic and regular evaluations of progress toward degree" and a yearly written review of student performance. In turn, the graduate program itself is required to provide a yearly written review of performance for graduate advisors and to retain a documented record of annual performance reviews of both graduate students and advisors. This is a genuine, two-directional, documented evaluation system — advisors evaluate students, and the program evaluates advisors.
4. **Source Document:** COGS Faculty Handbook (Sep 2025), Article I, Sections 2, 4, 6–8; Appendix C, "Graduate Advising Best Practices" (Sections II–V)

2.G.7 Identity Verification (distance education)

2.G.7	The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.
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Roseman University authentication is supported through individually assigned student accounts, multi-factor authentication (MFA) through Microsoft 365 and/or DUO, and requirements prohibiting the sharing of account credentials. New students receive mandatory technology orientation covering Canvas, ExamSoft, password management, MFA, and protection of personal and institutional information. University policies also require the confidentiality and protection of student information in accordance with FERPA.

Identity verification during assessments is implemented by the colleges according to their assessment modalities:

- **College of Nursing (CON):** Verification differs by program level, reflecting delivery mode. BSN students are on-campus for all examinations - no remote proctoring is used for this population. The College's graduate programs (DNPNA, MSNFP-DNPFNP), which are delivered in a hybrid-online/remote format, use Examplify (ExamSoft) with remote proctoring: students consent to ExamSoft's biometric consent form before testing, present government-issued identification, and undergo biometric image comparison - their live image is checked against an image already on file - in addition to second-device live Zoom proctoring, a 360-degree room scan, and continuous real-time faculty monitoring throughout the examination.
- **College of Graduate Studies (COGS):** Remote examinations use Zoom with a dedicated proctor. The proctor verifies the student's identity before the examination and monitors the student live throughout the assessment.

- **College of Pharmacy (COP):** Remote proctoring is not routinely used but may be approved by the Associate Dean when needed. When remote proctoring is used, students use two devices - one for testing and one for video monitoring through Zoom. Proctors conduct live monitoring and may perform room scans and monitor the testing environment.
- **College of Dental Medicine (CODM):** Examinations are administered in person and do not use remote proctoring. When examinations are divided between campuses, they are administered simultaneously, with staff proctors at each location to verify and monitor students.
- **College of Medicine (COM):** Examinations are administered in person at the Summerlin campus. Student identity is verified through in-person proctoring.

These practices provide multiple points of authentication and identity verification and provide reasonable assurance that the individual completing assessed work is the enrolled student whose academic achievement is evaluated and credentialed.

Roseman also maintains University-level technology and information security controls that support the privacy and protection of student information. The [Computer and Network Acceptable Usage Policy](#) and [University Email Use Policy and Procedures](#) require protection and confidentiality of student information in accordance with FERPA, prohibit sharing of account credentials, and establish safeguards for personally identifiable and other confidential information. Technology Services further supports secure access through MFA and other authentication and security controls.

Roseman does not charge students a separate fee for identity verification associated with distance education. Accordingly, there are no current or projected identity-verification charges for which students are required to receive enrollment-related notice.

Evidence	Summary
Computer and Network Acceptable Usage Policy	Establishes requirements for secure and responsible use of University technology resources, including protection of confidential and student information, FERPA compliance, account security, and user responsibilities.
University Email Use Policy and Procedures	Establishes requirements for individual University email accounts, account and password security, protection of personally identifiable information, encryption of sensitive information, and confidentiality of student information in accordance with FERPA.

<u>NOTICE AND CONSENT – COLLECTION OF BIOMETRIC AND OTHER PERSONAL DATA</u>	Examsoft notice and consent for collection of biometric and other personal data
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2.H Library and Information Resources

Roseman University provides library and information resources, qualified personnel, instructional services, and physical and virtual access sufficient to support its health sciences mission, academic programs, and scholarly activities. Library resources and services are developed in collaboration with academic programs, reviewed through usage and feedback data, and delivered across the Henderson, South Jordan, and Summerlin campuses.

2.H.1	Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.
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The Roseman University Library Services unit supports the institution's mission, programs, and services by providing access to relevant information resources and employing personnel qualified to assist students and faculty in the use of those resources. The library endeavors to identify and respond to the changing information needs of the academic programs; provide for the professional development of library staff to enhance their expertise and skills; maintain currency with emerging information resources and technologies; and promote the advancement of education and scholarship within the university community. Library personnel offer reference services, information literacy instruction and literature research guidance. Library locations on the Henderson, South Jordan, and Summerlin campuses are maintained as physical environments conducive to supporting academic and scholarly success.

Information Resources

The library's collection focuses on providing information in support of the educational and research needs of university students and faculty (both current and future). The main collecting areas are in health sciences in direct relation to the curriculum, including general science and medical supplemental materials. In addition, the collection includes materials designed to support faculty in classroom teaching and, to a lesser extent, faculty research. The subject scope of the collection is shaped by the university's curricula, accreditation requirements, and the needs of library patrons, i.e., faculty, staff, and currently enrolled students. Subject coverage is not intended to be comprehensive except in key areas as required to meet curricular needs.

Collection decisions (adding new resources, adding and/or cancelling subscriptions, or withdrawing non-superseded physical materials) are made by librarians on the Library Collection Development Team, who have liaison responsibilities, in collaboration with faculty. Collection additions also rely on academic program required and suggested reading lists; recommendations by licensing boards and professional organizations; authority of the author, publisher, or editor; reviews in scholarly journals; subject scope; added value to the collection, etc. A more comprehensive list of sources can be found in the [Library Collection Development Policy](#).

Keeping in line with the Library Collection Development Policy, library staff employ usage data and publisher information about new editions to keep existing materials current. An inventory of

physical collection is conducted at least once per year, and missing items are replaced as needed. Ejournal usage statistics and turnaway figures are evaluated annually concerning title subscription additions or cancellations. Ebooks are available through subscribed resources (databases), demand driven acquisition (DDA) as well as requested individual titles. Efforts are made to control costs by taking advantage of consortia licensing offers (SCELC and LYRASIS), multi-year subscriptions, and package deals.

Faculty, students, and staff may make purchase suggestions to a library staff member or by completing the Suggest a Purchase form available on the [library website](#). Students may provide additional resource input and suggestions through written comments in the annual Student Services Survey. Title and/or author suggestions are also accepted for the small leisure collection on each campus that provides recreational reading opportunities for the university community.

Library Collection as of June 30, 2025			
<i>Physical Materials</i>		<i>Online Resources</i>	
Books	5789	E-Books	48,778
Media (A/V)	566	E-Media	2,646
Print Serials	0	E-Serials	15,000
		Databases	52

Access to Information Resources

Students and faculty have 24/7 access to online resources. Links to resources are provided on the [library website](#) through the All Databases & Online Resources A-Z list, as well as through individual subject guides tailored to the needs of each academic program. Access is authenticated on and off campus based on university network credentials through OpenAthens. Resources may be selected and searched individually or by using the EBSCO Discovery Service (Discovery) that integrates searching of most the library's online resources with the library catalog. A link resolver (EBSCO Full-Text Finder) facilitates access to full-text articles available in subscribed databases from within Discovery or from public resources such as PubMed and Google Scholar. Preceptors, who do not have university credentials, are authenticated for access to resources licensed for their use through individual OpenAthens accounts.

Physical materials are available for checkout at the library locations on the Summerlin, South Jordan, and Henderson campuses. Items are also shipped between campuses on request. The length of checkout varies by borrower status and item type in accordance with the [Library Circulation Policy](#). Faculty may request that physical materials provided by them, or owned by the library, be put on reserve to increase the availability of the materials to a greater number of students during the compressed time period of a single course. Borrowers can login to the online catalog to renew checked out materials, place hold requests, and manage their library account.

Articles and books not available through existing subscriptions or collections may be requested at no charge through interlibrary loan (ILL) using the Clio ILL system. In 2023, the library implemented RapidILL, which enables most of the ILL article requests to be processed automatically, reducing the wait time for a patron to receive the requested article. Since the library does not participate in a network of libraries that share physical books, when a book is requested via ILL, the title is reviewed through the framework of the collection development policy, and a decision is made whether to purchase the book to add to the collection.

Library Circulation/Usage Statistics FY 2024-2025	
<i>Physical Materials</i>	<i>Online Resources</i>
552	28,643

Interlibrary Loans Borrowed FY 2024-2025	
<i>Journal Articles</i>	526

Physical Libraries

The University Library operates physical locations on the Henderson and Summerlin (Las Vegas), NV and the South Jordan, UT campuses. The Henderson and South Jordan libraries offer open student seating, group study rooms, quiet study areas, student use copier/printers, computers, small equipment, Wi-Fi access, collection shelving, a service desk for requesting assistance, and staff offices. The Summerlin campus library (opened April 28, 2025) offers open student seating, single person study rooms, Wi-Fi access, collection shelving, a service desk for requesting assistance, and a staff office. All technology is supported by the Technology Services Help Desk at each campus. The Henderson library occupies 10,294 square feet and the South Jordan library occupies 8,138 square feet and the Summerlin library occupies 1,124 square feet. Each has seating to accommodate at least 25% of the student population at any one time, as recommended by library building planning standards.

In 2022 the libraries moved to an extended access model. This means the library space, printing, and self-checkout services are available with Roseman ID card access whenever the building is open. Additional services are available only during staffed service desk hours. The Henderson and South Jordan libraries are open 93 hours per week: 6:00 am – 11:00 pm Monday – Friday, and 10:00 am – 6:00 pm Saturday – Sunday; and staffed 53 hours per week: 8:00 am – 7:00 pm Monday – Thursday, and 8:00 am – 5:00 pm Friday. The Summerlin library is open 119 hours per week: 6:00 am – 11:00 pm every day; and staffed 45 hours per week: 8:00 am – 5:00 pm Monday – Friday. Dates for holiday closures are noted on a linked Library Hours webpage from the [library website](#).

Library Door Counts FY 2024-2025

<i>Henderson Campus</i>	49,856
<i>South Jordan Campus</i>	41,344
<i>Summerlin Campus (4/28-6/30)</i>	1,059

Library Instruction and Research Support

Librarians on each campus teach information literacy skills such as literature search strategies, critical evaluation of scientific literature, and citation management. Library instruction integration into the academic curricula and/or participation in classroom instruction is based on defined programmatic needs and faculty requests. Asynchronous online instructional tutorials are available within the Canvas Learning Management System (LMS) and within subject guides accessed through the [library website](#). In-person and online sessions introducing students to library resources and services are offered whenever new student orientation occurs for each program and cohort. Librarians also provide one-on-one support for students who require assistance with fulfilling class assignments related to evidence-based practice, as well as providing research consultations for faculty and students conducting more intensive literature reviews.

Instruction and Support Statistics FY 2024-2025			
Session Type	Henderson In-person Sessions	South Jordan In-person Sessions	Hybrid
<i>Orientation</i>	5	5	4
<i>Classroom Instruction</i>	3	9	5
<i>Presentation/Workshop</i>	2		8
<i>Research Support</i>	149	263	

In 2024 there was a library-wide goal of creating and updating video content to serve as asynchronous learning objects to help library patrons at the point of need. With topics based on the most frequently asked questions, the project resulted in 23 newly created and 5 updated videos.

YouTube Statistics FY 2024-2025	
Views	2,991

All library staff are involved in providing reference services and assisting with information retrieval, particularly when working at the library service desk. Online reference services through Springshare LibAnswers, including live chat, are offered via the “Ask the Library” link on the [library website](#). In 2023 the library began a subscription to the Springshare 24/7 Cooperative, which provides chat services from degreed librarians ensuring that reference questions will be answered even when the library is not staffed.

Service Desk Statistics

FY 2024-2025	
Method	Count
<i>In Person</i>	2,609
<i>Phone</i>	179
<i>Chat</i>	77
Total	2,865

Library Staff

A team of four professional librarians and four support staff on the Henderson campus (8 total), two professional librarians and two support staff on the South Jordan campus (4 total), and one professional librarian on the Summerlin campus (with a staff member rotating from the Henderson campus) work collaboratively across the physical distance to provide resources and services for the university community, while maintaining a working and learning environment that is welcoming and supportive.

In addition to multi-week on-the-job training for new staff members, all library personnel are encouraged to participate in ongoing training opportunities through free online webinars, library-created training, training sessions offered by other university units, and use of dedicated budget funds for fee-based online courses. Librarians are provided with generous financial support to attend off-site training, CE courses toward AHIP accreditation, conferences, and professional meetings, and are active in library organizations such as the Medical Library Association (MLA), Association of College and Research Libraries (ACRL), regional medical library groups, and statewide groups of health science librarians.

The Roseman University Library staff espouse the following core values:

- Reliability: We value providing information that is thorough, accurate, and timely
- Respect: We value equity, inclusivity, empathy, and meeting the needs of the individual
- Teamwork: We value good communication, collaboration, and mutual support
- Curiosity: We value openness, a desire to learn, and innovation
- Responsibility: We value good stewardship and being accountable to students, faculty, staff and ourselves

Library staff participate in university committees as opportunities are presented, and librarians with liaison responsibilities actively engage with faculty in their respective academic programs to stay current with changing curricular and instructional needs, including attending faculty meetings and offering faculty development sessions as invited.

Student Satisfaction

Library Services regularly solicits feedback from students through an annual Student Services Survey that includes sections for Library Services, Technology Services, Financial Aid and Student Services. In the section on Library Services, students have an opportunity to respond to various questions about library resources, services, technology, and the physical space that are tailored each year to areas of interest by library staff. Open comment boxes give opportunity to provide additional feedback. The library holds prize drawings in conjunction with the survey to

encourage responses. In the FY 2024-2025 survey, 98.15% of responding students indicated that they were very satisfied or somewhat satisfied with access to library resources and holdings. 99% of responding students said they were very satisfied or somewhat satisfied with the quality of library support and services

Student Responses FY 2024-2025 Student Services Survey		
Please rate your level of satisfaction with access to library resources and holdings	Percentage	Count
<i>Very Satisfied</i>	72.32%	196
<i>Somewhat Satisfied</i>	28.83%	70
<i>Somewhat Dissatisfied</i>	1.84%	5
<i>Very Dissatisfied</i>	0%	0
<i>I have not used Library resources or services</i>	0%	0
Total respondents		271
Please rate your level of satisfaction with the quality of library support and services		
<i>Very Satisfied</i>	76.60%	203
<i>Somewhat Satisfied</i>	22.64%	60
<i>Somewhat Dissatisfied</i>	0.75%	2
<i>Very Dissatisfied</i>	0%	0
<i>I have not used Library resources or services</i>	0%	0
Total respondents		265

In the open comments section, there were 67 comments. Twenty students expressed their appreciation of the staff and made positive comments about the physical library space. Concerns included things the library has no control over such as having more study rooms and the temperature in the library.

Satisfaction survey results and open-comment feedback are reviewed by Library Services to identify opportunities for improvement, consistent with the collection development and resource-access processes described above. Together, these library resources, services, and staff support

teaching, learning, research, and professional practice across the University's health sciences program

Electronic resources are the preferred collection format because health sciences information changes rapidly and students and faculty require access beyond the physical library. The collection includes e-books, e-journals, databases, audiovisual resources, and a focused physical collection. Library personnel review electronic-resource usage and turnaway data, inventory physical holdings annually, replace missing materials as appropriate, and use consortial licensing, multiyear subscriptions, and package agreements to strengthen access while controlling costs. Faculty, staff, and students may recommend purchases, and student input is also obtained through the annual Student Services Survey.

Evidence	Summary
<u>Library Collection Development Policy</u>	Procedures for assessing adequacy of library collections
<u>Library Functional Teams</u>	Library planning committee and procedures for planning and collection development
<u>Library Instruction Services Overview</u>	Library instruction plan; policies and procedures related to the use of library and information resources
<u>Library Circulation Policy</u>	Defines borrower eligibility, checkout periods, renewals, holds, reserves, and access to physical materials.
<u>Library Use Policy</u>	Defines expectations for appropriate use of library spaces, resources, equipment, and services.
<u>Interlibrary Loan Policy</u>	Establishes access to articles and materials not available through existing Library subscriptions or collections.
<u>Library Organizational Chart</u>	Library staffing information; policies and procedures that explains faculty/library partnership for assuring library information resources are integrated into the learning process
<u>Library Resources for Faculty</u>	Library resource for faculty
<u>Library Services</u>	University Library website describing the services

2.I Physical and Technology Infrastructure

Roseman University maintains physical facilities and technology infrastructure that provide safe, secure, accessible, and healthful environments supporting its mission of educating healthcare professionals. Through comprehensive facilities planning, technology governance, laboratory safety programs, emergency preparedness, cybersecurity practices, and campus health and safety policies, the University provides learning and working environments that support academic programs, research, clinical education, and administrative operations. Institutional planning, continuous assessment, annual training, and regular policy review help ensure that facilities and technology resources remain sufficient in quality, capacity, security, and functionality to support students, faculty, staff, patients, and visitors across all campuses.

2.I.1	Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.
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University Facilities

The Facilities Management Unit, directed by the Vice-President for Business and Finance, manages the University's facilities and physical infrastructure. Each campus has access to a Director of Facilities Administration, a Director of Facilities and support staff, including Maintenance Technicians, Facilities Engineers, and Administrative Assistants, who carry on the duties of building maintenance and repair, construction, project coordination, and systems management. The University outsources janitorial services, including a full-time day porter on each campus. Security services and some mechanical maintenance services are also contracted with a third party. The Facilities Management Unit uses an electronic work order system to manage campus work orders, preventative maintenance schedules, and facilities space reservations. All University facilities are clean, free of obstacles or impediments, and in compliance with the Americans with Disabilities Act.

University Facilities Safety and Security

For the safety of the students and employees, campus buildings are secured by controlled card access, monitored by security, and have security cameras. The security cameras are located on each campus and provide 24-hour video surveillance with views of the interior and exterior of the buildings. Security camera footage is recorded and retained up to 90 days. The university contracts with a third party for security guard service. Guards are located on each campus and provide security services 24 hours a day, 7 days a week. Guards regularly patrol building interiors, parking lots, common areas, clinics and monitor security cameras.

The Facilities Management Unit maintains record of all campus crime statistics and issues reports in compliance with the Jeanne Clery Campus Security Act. The unit also manages emergency operations for the University and provides annual training for campus emergency

management teams, online training for employees and students, and conducts drills and tests of the Emergency Operations Plan on an annual basis.

The Facilities Management Unit provides and maintains facilities that meet statutory and educational requirements. Records of compliance with licensing requirements, Material Safety Data , and inspections are maintained by the Facilities Management Unit. Various committees of the Faculty have also been created to address the issues of campus and laboratory safety including the safety in handling of hazardous substances.

Current Facilities

Roseman University of Health Sciences has three campuses with a total of (11) eleven campus facilities. The Henderson, Nevada campus is the main campus for the University and has (6) six buildings with a total square footage of 185,662. The South Jordan, Utah campus has (2) two buildings with a total of 244,000 square feet. The Summerlin, Nevada campus also has (3) three buildings with a total square footage of 430,801. The university also operates (3) additional off-site facilities with a total of 12,290 square feet. The campus locations, building square footage and allocations are summarized in the table below.

Address	Total Sq. Ft.	Allocated to:
Henderson Campus		
11 Sunset Way Henderson, NV 89014	100,000	COP-Offices and Classrooms
		CON Offices and Classrooms
		CON-Skills Labs
		NV Administration
		NV Support Units
		Library and Student Commons
4 Sunset Way, Bldg. A, Henderson, NV 89014	10,699	Dental Clinic
4 Sunset Way, Bldg. B, Henderson, NV 89014	11,937	CODM- Clinic VA Clinic
		COM – RMG Clinic

4 Sunset Way, Bldg. C, Henderson, NV 89014	11,932	Orthodontic Program and Clinic
4 Sunset Way, Bldg. E, Henderson, NV 89014	14,094	CODM – Offices and Classrooms and Breakout Rooms
		CON – Offices and Skills Lab and Classrooms
14 B Sunset Way, Henderson, NV 89014	37,000	Research Laboratories
		Research and Grants Offices
		Future Expansion
South Jordan Campus		
10920 S. River Front Parkway, South Jordan, UT 84095	119,000	COP-Offices and Classrooms
		CON- Offices and Classrooms
		UT Administration
		UT Support Units
		Library and Student Commons
10894 S. River Front Parkway, South Jordan, UT 84095	125,000	CODM – Offices & Classrooms
		CODM – Clinics & Research
		CODM – Clinic Future Expansion
Summerlin Campus		
10530 Discovery Drive, Las Vegas, NV 89135	184,000	COM- Administration & Research
		COM - Future Expansion
1 Breakthrough Way, Las Vegas, NV 89135	143,290	Clinic, Research and Offices
		Tenant Space

3755 Breakthrough Way, Las Vegas, NV 89135	103,511	Administrative Offices COM Offices
		COM – Classrooms, Offices, Learning Communities
		Tenant Space
Off-Site Locations		
901 Rancho Way, Las Vegas, NV 89106	1,759	Clinical Faculty Offices
10001 S. Eastern Ave, Henderson, NV 89052	2,012	Clinical Faculty Offices
5380 S. Rainbow Blvd, Ste. 120, Las Vegas, NV 89118	8,519	Medical Clinic
Key		
COP = College of Pharmacy		
CON = College of Nursing		
CODM = College of Dental Medicine		
COM = College of Medicine		

Technology Services

The Technology Services unit is led by the Vice President for Technology Services, who provides overall strategic direction and oversight. Day-to-day operations are supported through three primary divisions, each led by a designated Director: Multimedia/Audio-Visual, Network and Server Infrastructure, and User Services (Help Desk). Software and enterprise information systems are centrally managed by the Vice President for Technology Services to ensure consistency, security, and alignment with institutional objectives. Additionally, Technology Services maintains contracts with several external vendors to provide specialized expertise and support for large-scale initiatives or niche technologies as needed.

Support services for students and employees are available through multiple channels, including an online ticketing system, in-person requests, email, and telephone. The ticketing system is automated and routes requests to the appropriate technology personnel based on selected categories and campus locations, ensuring efficient and timely resolution.

Technology Services maintains a set of policies that establish requirements and promote best practices for the use of institutional technology resources. Policies are reviewed by the Technology Services unit on an annual basis to ensure appropriate compliances are in place.

These include:

- [Computer and Network Acceptable Use Policy](#)
- [Computer Hardware Policy](#)
- [Roseman and Dell Programs for New Students](#)
- [University Email Use Policy](#)
- [Student Technology Fee Policy](#)
- [Student Laptop Bring Your Own Device \(BYOD\) Policy](#) (*applicable to the College of Pharmacy, College of Nursing, College of Dental Medicine, and College of Graduate Studies effective July 1, 2026*)

Technology Services leadership engages in ongoing strategic planning and governance activities to ensure technology resources, services, and initiatives remain aligned with institutional goals, operational needs, and future priorities. As part of this process, the Vice President for Technology Services meets regularly with Technology Services leadership to review current projects, discuss upcoming initiatives, assess emerging technology trends, and evaluate organizational priorities. The leadership team collaboratively reviews technology-related policies, the internal Business Resumption Plan, cybersecurity and risk considerations, and the effectiveness of existing systems and applications. These ongoing discussions help ensure that technology resources, infrastructure, and services continue to meet current business requirements while also supporting future growth, innovation, and the evolving needs of students, faculty, and staff.

Computers:

To support the diverse needs of administration, instruction, and research computing, while minimizing variability and controlling costs, the university standardizes computing purchases on Dell hardware running Windows operating systems. Requests for non-standard or specialized hardware are evaluated on a case-by-case basis and require approval from the Vice President for Technology Services.

Data:

All buildings are connected via the Cato SD-WAN network, which covers phone, data, and internet. Communication between campus locations including videoconferencing and voice over internet protocol (VoIP), access to external resources such as the internet, scalability for future growth, cost efficient bandwidth, and quality control capabilities were key factors in the decision to deploy an SD-WAN solution between the Utah and Nevada campuses.

Henderson Campus:

- The main campus has 1 GB fiber, and 1 GB Fixed Wireless from two separate vendors connected to the SD-WAN

- Building 4C has 1 GB fiber, and 1 GB Fixed Wireless from two separate vendors connected to the SD-WAN
- Buildings 4A, 4B, and 4E are connected via buried multimode fiber to Building 4C
- Building 14 is connected via buried multimode fiber to Building 11
- Delta Point has 200 MB fiber, and 50 MB Cable modem connected to the SD-WAN
- Delta Point has 200 MB fiber, and 50 MB Cable modem connected to the SD-WAN

Summerlin Campus:

- Building 10530 has 1 GB fiber, and 1 GB Fixed Wireless from two separate vendors connected to the SD-WAN
- Building 1 Breakthrough Way is connected via buried multimode fiber to Building 10530.
- Building 3755 is connected via buried multimode fiber to Building 10530
- RMG has 1 GB fiber, and 50 MB Cable modem connected to the SD-WAN

South Jordan Campus:

- Building 10 has 1 GB fiber, and 1 GB Fixed Wireless from two separate vendors connected to the SD-WAN
- Building 11 is connected to Building 10 via buried multimode fiber.

All locations also have a backup broadband circuit in case of a network outage.

Server and Network Appliances:

Each building is equipped with a dedicated intermediate distribution frame (IDF) or shared electrical/communications room that houses either a wall mounted or full-size floor-mounted telecommunications rack. Each IDF is equipped with a network-monitored, uninterruptable power supply (UPS) that can provide network uptime up to twenty minutes in the event of a power failure. All buildings are equipped with Cisco Power-Over-Ethernet (POE) switches that provide 1 to 10 GB powered port to each data jack within the buildings. In addition to the wired network infrastructure, Roseman has a secure campus-wide Wi-Fi 7 (802.11be) with backwards compatibility for legacy 802.11 a/b/g/n/ac/ax devices. Wireless connectivity is available in all buildings.

All network traffic from all Roseman locations is secured through the SD-WAN to a Cato Cloud firewall.

Protection from Malicious Software

Technology Services employs multiple layers of protection to defend against malicious software, including ransomware, malware, and viruses. The university utilizes ThreatDown as its primary endpoint protection solution to prevent and detect virus-related threats. In addition, the Help Desk leverages supplemental tools to identify and remove malicious programs that may not be detected by the primary system. Technology Services conducts annual reviews of antivirus and endpoint protection solutions to ensure the continued effectiveness of these safeguards.

To further mitigate cybersecurity risks, the university does not map traditional network drives on employee computers and instead utilizes a Distributed File System (DFS). This approach reduces exposure to ransomware attacks by limiting direct access to centralized data repositories, thereby decreasing the likelihood of widespread data compromise.

Given the rapidly evolving nature of cyber threats, Technology Services continuously monitors ransomware trends and adapts its security practices to ensure ongoing protection of institutional data and systems.

All Roseman data stored on servers and network drives is backed up nightly. For disaster recovery purposes. Servers at all locations are backed up locally and then replicated to cloud storage (Azure/Wasabi) for disaster recovery.

Email Security

Employee email security is managed by a third-party vendor, Mimecast, and student email security is managed by a third-party vendor, Securance, where the majority of the spam and phishing emails are blocked.

As an added layer of security to help accommodate HIPAA and FERPA needs, Technology Services added a feature on email where employees can send encrypted emails via Office 365. Further, rules have been configured as a failsafe where the email system will automatically encrypt the emails if there appears to be sensitive information, for example, student IDs, social security numbers, and credit card numbers.

Password Management

Employees are required to change their passwords every 365 days, must be a minimum of 15 characters, and cannot use the last two passwords. All passwords must contain characters from three of the four categories:

- At least one English uppercase character (A through Z)
- At least one English lowercase character (a through z)
- At least one base 10 digit (0 through 9)
- At least one non-alphabetic character. This includes the following characters
!@#\$%^&*()-_+=

Users are required to be set up with MFA through Microsoft 365 and/or DUO for authentication to Roseman resources.

Network Monitoring

Technology Services utilizes a program called SolarWinds to monitor daily network activities. This program monitors network traffic, sends alerts for high bandwidth usage, and monitors performance of the network controllers and wireless access points.

Varonis is used to further monitor security in regard to email, network access, file server activity, and data classification. Rules are configured to automate certain tasks, e.g., shutting off immediate access to compromised accounts.

The employee wireless access is restricted by a password and is changed annually or on an as-needed basis. The student network is restricted using Microsoft RADIUS.

Software

All data within the information systems hosted on-site are stored in encrypted Microsoft SQL or Oracle databases. Access to these databases is restricted to select Technology Services personnel.

Increasingly, more software that the university uses is transitioning to the cloud (software hosted by the vendor). These third-party vendors invest millions of dollars into server security and maintenance, data redundancy, and disaster recovery plans. This hosted option gives the university added strength to its data.

Audits

Technology Services meets annually with financial auditors to review the security of applications and the network environment. Any findings or recommendations are documented in the final management letter. Technology Services also collaborates with Business and Finance to ensure compliance with Payment Card Industry Data Security Standard requirements. In addition, Technology Services engages an external audit firm to conduct both internal and external penetration testing to assess the effectiveness and resilience of security controls.

Through Varonis's reporting capabilities, Technology Services can provide summarized data to the university's auditing firm to support documented risk assessments and remediation efforts. These tools continuously scan and monitor for internal and external threats, including activities involving Health Insurance Portability and Accountability Act and Family Educational Rights and Privacy Act data, while also automating response actions as needed.

Training and Communications

Mandatory New Employee IT Orientation

Technology Services provides a mandatory IT orientation for all new employees as part of the university's onboarding process. The orientation introduces essential technology resources, cybersecurity best practices, acceptable use expectations, multi-factor authentication, password security, data protection responsibilities, and procedures for accessing university systems (when applicable). This training helps ensure employees begin their roles with the knowledge necessary to use institutional technology securely and effectively.

Mandatory New Student IT Orientation

Technology Services provides a mandatory technology orientation for all new students to ensure they are prepared to successfully access and use the university's technology resources. The orientation introduces students to the Canvas (LMS), ExamSoft (assessment software), university email, password management, multi-factor authentication, and other essential technology services used throughout their academic program. Students also receive brief cybersecurity awareness training that emphasizes password security, recognizing phishing attempts, and protecting personal and institutional information. Special attention is given to common scams targeting college students, including fraudulent job offers, financial aid scams, and emails requesting account credentials. Students are instructed on how to identify suspicious

communications, report phishing attempts, and respond appropriately if they inadvertently click a malicious link or open a suspicious attachment.

Cybersecurity Awareness Communications

In addition to formal training, the Technology Services Help Desk regularly distributes cybersecurity awareness communications to employees and students throughout the year. These communications highlight current phishing campaigns and other emerging threats, provide guidance on recognizing suspicious emails and fraudulent websites, explain how to report suspected phishing attempts, and outline the appropriate steps to take if an employee or student inadvertently clicks a malicious link or opens a suspicious attachment. Ongoing security communications reinforce awareness, encourage timely reporting of potential incidents, and support the university's proactive approach to reducing cybersecurity risks.

Annual Cybersecurity Awareness Training

Technology Services has implemented mandatory annual cybersecurity awareness training for all employees through Mimecast. Training is assigned by unit on a scheduled basis throughout the year, rather than being issued to all employees at the same time. Each unit completes its required annual training during its designated training period. This staggered approach streamlines administration and tracking while allowing Technology Services to tailor training topics to the responsibilities and risks associated with each unit. By providing role-relevant content, the university enhances the effectiveness of cybersecurity awareness training and reinforces security practices that are most applicable to each employee's daily work.

Email Phishing Simulations

Technology Services conducts quarterly phishing simulation campaigns to assess and strengthen employee awareness of cybersecurity threats. Employees who interact with simulated phishing emails by clicking embedded links are enrolled in mandatory follow-up security awareness training through the University's email security vendor, Mimecast. This ongoing program reinforces secure computing practices, identifies areas for improvement, and supports the university's commitment to protecting institutional data and maintaining a strong security culture.

Evidence	Summary
<u>University Space & Facility Policy</u>	Establishes the University Space and Facilities Advisory Committee (USFAC), Facilities Master Plan, Five-Year Major Capital Plan, campus space planning, renovations, and ongoing assessment of facility needs.
<u>Emergency Operations Plan (2025)</u>	Comprehensive emergency management framework describing preparedness, incident command, emergency communications, evacuation and shelter-in-place procedures, hazard-specific response protocols, annual training and testing, after-action review, and coordination with external emergency responders.

<u>Annual Security Report (Clery)</u>	Describes campus security policies, crime statistics, emergency notifications, timely warnings, fire safety information, and Clery Act compliance.
<u>General Laboratory Safety Manual</u>	Establishes laboratory safety requirements, hazardous materials management, biosafety practices, emergency procedures, PPE, chemical hygiene, and regulatory compliance.
<u>Student Laboratory Access Policy</u>	Defines laboratory access requirements, safety training, supervision, risk assessment, incident reporting, and annual authorization procedures.
<u>Medical Emergencies Procedures</u>	Establishes procedures for responding to medical emergencies, first aid, AED use, emergency communications, and incident reporting.
<u>Service Animal Policy</u>	Establishes procedures supporting accessibility and reasonable accommodations while maintaining safety in instructional and laboratory environments.
<u>Tobacco-Free Policy</u>	Promotes a healthy campus environment through tobacco-free campus requirements and enforcement procedures.
<u>Computer and Network Acceptable Usage Policy</u>	Establishes acceptable use standards, cybersecurity requirements, information security, privacy, and protection of institutional information systems.
<u>Computer Hardware Policy</u>	Defines hardware lifecycle management, equipment replacement standards, inventory management, and secure disposal procedures.
<u>University Email Use Policy and Procedures</u>	Governs secure use of institutional email, encryption, official communications, account lifecycle management, and FERPA-compliant communication practices.
<u>Student Technology Fee Policy</u>	Documents governance and funding supporting instructional technology, software, classroom technology, telecommunications, and Help Desk services.

Moving Forward

Moving forward, Roseman has several updates as the University prepares for the next Evaluation of Institutional Effectiveness (EIE) report. Academic program updates include a complete transition of the DMD program from a 4-year program to a 3-year program. The last 4-year cohort graduated in 2026, and all current and future cohorts will complete the 3-year program going forward. Also, the MD program has been executed on schedule and has enrolled 63 students in its second cohort for AY 26-27 as planned. The University has reorganized its recruitment unit in order to meet enrollment challenges that have been observed in the PharmD and BSN programs. An Assistant Vice President for Recruitment and Admissions has been hired to oversee these efforts with a focus on these two programs. The University continues to evaluate expansion of its health professions degree offerings within the scope of its mission and based on prospective student demand and workforce needs.

In preparation for the next EIE, processes are already in place to enable the evaluation of Standard 1 as well as address Recommendations 2 and 3 from the Fall 2020 Evaluation of Institutional Effectiveness.

Appendices

APPENDIX J:

INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Roseman University of Health Sciences

(Name of Institution)

Renee Coffman, Ph.D.

(Name of Chief Executive Officer)



(Signature of Chief Executive Officer)

8/24/26

(Date)