



Student Catalog

2020-2021 AY



ROSEMAN UNIVERSITY
OF HEALTH SCIENCES

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ROSEMAN UNIVERSITY

O F H E A L T H S C I E N C E S

STUDENT CATALOG

Effective: 2020-2021 Academic Year

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Henderson, Nevada 89014
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SOUTH JORDAN CAMPUS
10920 South River Front Parkway
South Jordan, Utah 84095
Tel: (801) 302-2600
Fax: (801) 302-7068

UNDERGRADUATE

Bachelor of Science in Nursing (BSN)

GRADUATE

Master of Business Administration (MBA)

Master of Science in Nursing – Family Nurse Practitioner (MSN-FNP)

DOCTORAL

Doctor of Pharmacy (PharmD)

Doctor of Dental Medicine (DMD)

POST-DOCTORAL

Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA (AEODO/MBA)



Approved by Roseman University of Health Sciences Administrative Council
on May 11, 2020. Updated on August 7, 2020.

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PRESIDENT'S MESSAGE

Welcome to Roseman University of Health Sciences. Since our founding 21 years ago in Henderson, Nevada, we've approached learning in a different way. We recognize that every student has a different learning style and that adult learners may need to be engaged differently. We also believe that every student can succeed and compete at a very high level if given the right tools and training to do so. Breaking down barriers and increasing communication and partnership between student and teacher are at the core of success, proficiency and content mastery. Student-to-student collaboration develops healthcare professionals that work in teams so that the patient has the very best chance of a good outcome.

The core principles behind this difference are:

- An educational system in which all students can realistically attain high levels of achievement. We do not put an emphasis on grades, rather on achievement of curricular outcomes.
- A system of assessment designed to “detect and correct” problems, thus ensuring achievement of high expectations by all students. We are committed to an assessment system that encourages and gauges progress toward the accomplishment of high academic standards by all students.
- An educational system that makes better use of time. We utilize the “block system” of curricular design, which provides students with the opportunity to study one content area intensely and master it without distractions from other subjects.
- An educational experience that values and responds to the needs of students and encourages teamwork and communication. Our curriculum places a premium on active learning in a noncompetitive, collaborative environment.
- An educational experience that goes beyond memorization of facts. We believe in the concept of deep learning and mastery of content that leads to understanding and the ability to apply knowledge and make wise decisions.
- A curriculum that utilizes and is supported by technology. We believe that technology holds a remarkable potential to stimulate thinking and learning as well as being an effective tool for acquiring, evaluating and utilizing new knowledge.
- A curricular design that stresses the importance of early exposure to the profession. We believe in building basic skills early by exposing students to early practice experiences.

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



Renee Coffman, BS Pharm, PhD
President

GENERAL INFORMATION

ACADEMIC CALENDAR

July 1, 2020 - December 31, 2020

College of Pharmacy Summer Remediation (Nevada and Utah)	July 6 - August 14, 2020
MBA Class Cycle Begins	July 7, 2020
College of Nursing ABSN July 2020 Classes Begin	July 6, 2020
College of Dental Medicine (Nevada) Orientation	July 6-10, 2020
College of Dental Medicine (Nevada) R1 Begins MBA Classes	July 13, 2020
College of Nursing MSN/FNP July 2020 Classes Begin	July 13, 2020
College of Nursing BSN 2022 Classes Begin	August 3, 2020
College of Dental Medicine (Utah) Orientation	August 3, 2020
College of Dental Medicine (Utah) Classes Begin	August 7, 2020
College of Pharmacy P1 Orientation (Henderson and South Jordan)	August 19-23, 2020
College of Pharmacy White Coat Ceremony (South Jordan)	August 22, 2020
College of Pharmacy White Coat Ceremony (Henderson)	August 23, 2020
College of Dental Medicine (Utah) White Coat Ceremony	August 21, 2020
College of Pharmacy P2 Orientation (Henderson and South Jordan)	August 26, 2020
College of Pharmacy P1 Classes Begin (Henderson and South Jordan)	August 26, 2020
College of Pharmacy P2 Classes Begin (Henderson and South Jordan)	August 27, 2020
Labor Day (University Closed)	September 7, 2020
College of Nursing ABSN October 2020 Classes Begin	October 5, 2020
College of Nursing (Nevada) ABSN July 2019 Pinning	November 17, 2020
College of Nursing (Utah) ABSN July 2019 Pinning	November 18, 2020
Thanksgiving Break (University Closed)	November 25 - 27, 2020
College of Dental Medicine Winter Remediation	November 30 – December 18, 2020
Winter Break (University Closed)	December 21, 2020 - January 1, 2021

January 1, 2021 - June 30, 2021

All Classes Resume	January 4, 2021
College of Pharmacy Classes Resume	January 4, 2021
MBA Class Cycle Resumes	January 4, 2021
College of Nursing MSN/FNP January 2021 Classes Begin	January 11, 2021
College of Nursing ABSN February 2021 Classes Begin	February 1, 2021
College of Nursing (Utah) BSN 2021 Pinning	February 15, 2021
College of Nursing (Nevada) BSN 2021 Pinning	February 16, 2021
College of Nursing (Nevada) ABSN October 2019 Pinning	March 8, 2021
College of Nursing (Utah) ABSN October 2019 Pinning	March 9, 2021
College of Pharmacy Spring Break (Henderson and South Jordan) (Students Only – pending Pharmacy curricular review)	March 12-15, 2021
College of Dental Medicine (Utah) Program Completion, DMD Class of 2021	April 9, 2021
College of Dental Medicine (Utah) Hooding Ceremony, DMD Class of 2021	April 12, 2021
College of Nursing (Nevada and Utah) Spring Break	April 19-20, 2021
College of Dental Medicine (Nevada) Program Completion, AEODO/MBA Class of 2021	June 4, 2021

College of Pharmacy P3 Classes End (Henderson)	May 13, 2021
College of Pharmacy P3 Classes End (South Jordan)	May 13, 2021
Summer Commencement (Nevada Campus)	May TBD, 2021
Summer Commencement (Utah Campus)	May TBD, 2021
College of Pharmacy P1 and P2 Classes End (Henderson and South Jordan)	May 21, 2021
College of Pharmacy IPPE Summer and P3 APPE Begins (Nevada and Utah)	May 24, 2021
Memorial Day (University Closed)	May 31, 2021
College of Nursing (Utah) ABSN February 2020 Pinning	June 22, 2021
College of Nursing (Nevada) ABSN February 2020 Pinning	June 23, 2021
Summer Break (University Closed)	June 28 – July 2, 2021
College of Pharmacy Summer Remediation (Henderson and South Jordan)	July 5 -August 13, 2021
College of Nursing (Nevada) Classes Resume	July 6, 2021

ROSEMAN UNIVERSITY OF HEALTH SCIENCES CATALOG NOTICE

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

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

MISSION STATEMENT

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

VISION STATEMENT

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

CORE VALUES

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

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

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

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

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

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

STATEMENT OF EDUCATIONAL PHILOSOPHY

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

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

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

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

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

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

An educational experience that values and responds to the needs of students and encourages teamwork and communication. *Our curriculum places a premium on active learning in a non-competitive, collaborative environment.* A curriculum that utilizes and is supported by technology. We believe that technology holds remarkable potential to stimulate thinking and learning, as well as being an effective tool for acquiring, evaluating and utilizing new knowledge.

SIX-POINT MASTERY LEARNING MODEL

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

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

Block Curriculum

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

Active & Collaborative Learning

In Roseman's Six-Point Mastery Learning Model, professors become more of an educational facilitator than that of a lecturer, incorporating a wide variety of activities that include the opportunity for students to listen, read, hear, think, discuss, reflect upon, and study each area intently during a given class period through discussions, case presentations, simulations, role-playing, debates, group projects, and various other activities that encourage participation, foster student interest, and increase motivation. These accommodate varied learning styles, and reinforce the concepts, knowledge, and application of the ma-

terials presented by the professors. The system also incorporates a team environment that mirrors today's healthcare settings. Instead of students competing with their peers to achieve the highest grades, the learning environment encourages and requires cooperation, creating more competent professionals who can work collaboratively with others.

Competency-based Education

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

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

Assessment Learning

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

Early Experiential Learning

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

Classroom As Teacher

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

ty to the instructor, facilitating learning, and encouraging student participation.

ACCREDITATION AND PROFESSIONAL MEMBERSHIPS

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

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

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

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

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

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

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

College of Pharmacy

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

Accreditation Council for Pharmacy Education (ACPE)
135 S. LaSalle Street, Suite 4100
Chicago, IL 60603-4810
Tel: (312) 664-3575, 800-533-3606
Fax: (312) 664-4652
Website: <http://www.acpe-accredit.org>

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

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

Executive Secretary
Nevada State Board of Pharmacy
985 Damonte Ranch Parkway, Ste. 206
Reno, NV 89521

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

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

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

Master of Business Administration

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

IACBE
11374 11374 Strang Line Road
Lenexa, KS 66215

College of Nursing

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

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

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

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

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

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

The baccalaureate degree program in nursing at Roseman University of Health Sciences is accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccneaccreditation.org>).

The master's degree program in nursing at Roseman University of Health Sciences will be pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

College of Dental Medicine

On August 7, 2015 the CODM was accredited by the Commission on Dental Accreditation and was granted the accreditation status of "Approval without reporting requirements." The Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA Residency Program (AEODO/MBA) was granted the accreditation status of "Approval without reporting requirements" in November

2018. The next Accreditation Visit for the CODM including the AEODO/MBA Residency Program will take place in April of 2022. The Commission on Dental Accreditation is a specialized accreditation body recognized by the United States Department of Education. The Commission on Dental Accreditation may be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, Illinois 60611. The Commission's web address is: <http://www.ada.org/100aspx>

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

HISTORY

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

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

A curriculum was developed (which is still in use today) that emphasizes a student-centered, active learning envi-

ronment where students participate in experiential education from the very beginning of the program. Rather than semesters or quarters, the curriculum is organized into blocks so students take only one course at a time, and study in class from 8:00 a.m. to 3:00 p.m. Monday through Friday. The single course schedule helps students focus on each individual topic, and also allows them to actively participate in the learning process by incorporating a variety of hands-on activities in addition to the traditional lecture format. These early pharmacy practice experiences enhance and support the didactic curriculum by allowing students to see, feel, and understand what is presented in the classroom in a real-life pharmacy setting. After restructuring the curriculum into the block format, Dr. Rosenberg realized it could be accomplished in three years, rather than the traditional four, making the Nevada College of Pharmacy one of the most affordable private colleges of pharmacy in the nation.

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

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

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

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

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

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

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

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

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

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

In June 2018, Roseman University and Cure 4 The Kids Foundation formally agreed to a partnership to create a one-of-a-kind collaboration in the State of Nevada with Cure 4 The Kids becoming an independent division of Roseman University of Health Sciences and moving its administrative and clinical operations to the Summerlin campus.

MBA Program

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

College of Nursing

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

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

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

add graduate nursing education to its program offering and the needs of the nursing profession.

Implemented in 2020, the Master of Science in Nursing, Family Nurse Practitioner (MSN-FNP) degree program for Roseman University of Health Sciences will fulfill a local and statewide need to increase the number of affordable primary care providers. This MSN-FNP program is designed to educate advanced practice registered nurses in (1) advanced diagnostics and practice skills and (2) care of the underserved and diverse populations in primary care practices. Providing an MSN-FNP graduate program designed in the same Six-Point Mastery Learning Model® will allow the non-traditional BSN students a trajectory to an advanced practice role in an educational milieu that is similar to the undergraduate program structure; block hybrid curriculum with built-in remediation periods allowing students to work full-time in nursing while pursuing an advanced degree in nursing.

College of Dental Medicine

Roseman's College of Dental Medicine was proposed in 2007 and launched in 2008, offering its initial program, postdoctoral training in Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration (AEODO/MBA) Residency Program. This program is committed to providing an outstanding education to a group of highly qualified dentists. Additionally, this program offers high quality, affordable care to the citizens of Southern Nevada and the surrounding region in a state-of-the-art clinical facility.

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

STUDENT LIFE & SERVICES

FACULTY

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

STUDENTS

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

Our students are active in more than 20 organizations/clubs and exhibit the true spirit of volunteerism. Although several organizations/clubs are approved to operate at Roseman campuses, the views, opinions, statements, and/or philosophies of any organization are solely that of the organization and do not necessarily represent those of the students, employees, administration, and Board of Trustees of Roseman. Roseman students achieve upper level college standing prior to acceptance. We do not accept high school students into any of our programs.

CAMPUS LOCATIONS

Henderson, Nevada Campus

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

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

MBA Program/College of Nursing - Accelerated Bachelor
of Science in Nursing Program
4 Sunset Way, Building E
Henderson, Nevada 89014
Tel: (702) 968-1678
Fax: (702) 990-4435

Hours of Operation: 8:00 a.m. - 5:00 p.m.

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

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

Summerlin (Las Vegas), Nevada Campus

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

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

*These are administrative buildings.

South Jordan, Utah Campus

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

College of Dental Medicine
Doctor of Dental Medicine Program
10894 South Riverfront Parkway
South Jordan, Utah 84095
Tel: (801) 878-1212
Hours of Operation/Business Hours: 8:00 a.m. - 5:00
p.m., Monday – Friday. Evening and Weekend hours are
reserved for student use, laboratory and continuing edu-
cation.

PHYSICAL FACILITIES

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

The Henderson campus is located at 11 Sunset Way in Henderson, Nevada and houses the College of Pharmacy and College of Nursing. Research lab facilities are located at 14B Sunset Way. The College of Dental Medicine's Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration Residency and Advanced Education in General Dentistry Residency programs are located at 4 Sunset Way, Buildings B and C, and the MBA Program is located at 4 Sunset Way, Building E in Henderson, Nevada. These locations are approximately a quarter mile from the main campus.

The Summerlin campus houses the College of Medicine, currently in the development stage, as well as its research programs. The campus also serves as the administrative and clinical facilities for Cure 4 The Kids Foundation, an independent division of Roseman University.

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

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

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

RECREATIONAL FACILITIES

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

STUDENT ORGANIZATIONS/CLUBS

Although student organizations have been or may be approved to operate on any Roseman University of Health Sciences campus, the views, opinions, statements and/or philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, Administration and the Board of Trustees of Roseman. For a full list of approved Student

Organizations, visit

<http://www.roseman.edu/students/student-services-resources/student-organizations/>.

STUDENT HOUSING

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

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

CAMPUS SAFETY

Roseman Security Services

Roseman is dedicated to creating a safe and secure academic environment for students. The University has security guards who patrol the campuses 24 hours a day, seven days a week. When University-sanctioned events occur during the weekends, a security guard is present for the duration of the activity. When an actual or suspected crime occurs on campus property, including the University parking lots, students should report the incident to security or Facilities Management. If a situation develops in which the student fears for his/her safety, he/she should immediately call 911. Students are encouraged to walk in groups when leaving campus after dark. Concerns regarding campus security should be directed to University Facility Management unit administration.

Roseman University Emergency Alert System

Roseman University's emergency alert system is an opt out system. Students are enrolled in the system with their email address, and are encouraged to provide additional contact methods such as phone information to activate

their accounts. For more information or to register, please visit <http://www.roseman.edu/about-roseman-university/roseman-university-security/roseman-university-emergency-information/>.

Access Badges

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

Student Parking

All Roseman students receive a parking decal during their new student orientation. Proper display of the parking decal is required for vehicles parking on Roseman properties. Parking maps that designate student parking areas are distributed and discussed during orientations.

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

Disclaimer

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

Inclement Weather / Emergency Closure Procedure

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

PROBLEMS WITH GAMBLING

Problem gambling is any gambling behavior, which causes disruptions in any major area of life: psychological, physical, social or educational. The University strongly encourages students who feel they may have or are experiencing problems with gambling to seek help. Resources include seeking the help of an appropriate mental health professional, local support groups such as Gamblers Anonymous, or calling 1-800-522-4700 to identify other resources for assistance with this problem.

UNIVERSITY LIBRARY

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

Library Facilities

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

Library Resources

The Library provides 24/7 access to a variety of online research resources in support of all academic programs at <http://www.roseman.edu/library/>. Links to subject-based resources, tutorials, recommended websites, and other useful information can be found in the online guides. The University identification card is used for checking out materials. See the "Library Circulation Policy" for details about checkout periods, renewals, holds, overdue notices, and fees. Outstanding items or fines may result in a block on graduation and/or a withholding of transcripts.

Library Services

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

For materials not available through the Library, requests may be made for an interlibrary loan (ILL) through the Library website's Clio service. Fulfillment of requests may take anywhere from a few days for articles to a few weeks for books, so please plan ahead. Requests are processed from 8:00 a.m. to 5:00 p.m., Monday through Friday. See the Interlibrary Loan guide for details.

TECHNOLOGY SERVICES

Roseman and Dell – 1:1 Program For New Students

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

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

In addition to the required Dell laptop, the College of Pharmacy requires the purchase of an iPad and is distributed at the same time as the laptop during orientation. Each student iPad comes with a three-year AppleCare warranty.

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

Help Desk Contact Information

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

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

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

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

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

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

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

Equipment Check Out

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

- Laptop computer
- AC Power Adapter

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

CAREER SERVICES

Roseman University's faculty and administration are committed to helping you explore your career options. The faculty and administration in your academic program are available to answer your questions regarding career opportunities and career development in your field. Since career pathways are unique for students in each health profession and for students earning the MBA degree, students should contact a faculty member(s) in their academic program and/or their Dean/Program Director for career guidance.

The University does not guarantee employment.

PERSONAL COUNSELING: NON-ACADEMIC ISSUES

Students requiring personal counseling services about non-academic issues (e.g., grief counseling, alcohol, substance abuse and mental health) should contact the Registrar/Student Services Office. While these services are not

directly provided by the University, the Registrar/Student Services Office provides students with a confidential venue to address these issues, and they can work with the student for appropriate referrals to off-campus resources. Further, a list of appropriate resources is available on the University website.

DISABILITY SERVICES

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

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

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

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

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

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

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

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

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

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

Documentation-Learning Disability (LD)

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

Documentation-Psychological Disability

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

Documentation-ADD/ADHD

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

REGISTRAR

STUDENT FILES

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

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

Admission Files

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

Student Files after Enrollment

The individual programs and the Registrar/Student Services Office are responsible for maintaining and updating student files that include, but are not limited to, official Roseman University of Health Sciences transcripts, letters

or other written documentation submitted by faculty and administration, and written documentation submitted by the student. Faculty, administration, and appropriate University staff have access to these files for official University, College or Program business.

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

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

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

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

Reviewing the File

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

The University will not release any contents of a student's file to outsiders unless prior written consent has been obtained from the student or as permitted by the Family Educational Rights and Privacy Act of 1974 (FERPA). Outside parties exempt by this Act generally consist of certain federal and state officials, accrediting organizations, and educational agencies that need the information for valid educational purposes. The University is also authorized to release information contained in a student's file in any emergency situation involving the need to protect the health or safety of the student or other persons. A student (or applicant for admission) is permitted to waive access to confidential recommendations written on his/her behalf regarding: 1) admission to any educational agency or institution; 2) an application for employment; or 3) the receipt of an honor or recognition.

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

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

All such records are made available to students with the following limitations:

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

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

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

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

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

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

TRANSCRIPTS

A Roseman University transcript may show any of the following grade notations for all of its academic programs: ‘P’ for Pass, ‘NP’ for No Pass, ‘I’ for Incomplete, or ‘W’ for Withdrawal.

Effective as of the 2015-2016 academic year, transcripts for the College of Pharmacy may also show the ‘H’ (Honors) designation.

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

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

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

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

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

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

DIPLOMAS

Diplomas are not distributed during the commencement ceremony, but rather mailed or picked up 3-4 weeks later once all graduation requirements have been met and confirmed. Diplomas will be mailed to the student address on

file in the Registrar's Office. Diplomas will not be released for those students who are delinquent on their financial obligations to the University.

DUPLICATE DIPLOMAS/CERTIFICATES

Roseman University of Health Sciences issues a diploma and/or certificate to each student. Graduates can request that the Registrar's Office reissue a diploma and/or certificate (e.g., name change). If a graduate requests a name change, required documentation must be provided to the Registrar's Office. The re-issued diploma/certificate will be printed exactly as the original except the current officers' signatures will appear. Students must complete the "Duplicate Diploma / Certificate Order Form" located on the website at

<https://www.roseman.edu/students/registrar/forms/>

VETERAN'S ADMINISTRATION

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

Henderson office: (702) 968-2046 or
South Jordan office: (801) 878-1040

One of our staff will discuss the next steps and assist you with determining how your benefits will apply towards your tuition and fees at Roseman. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Roseman currently does not participate in the Yellow Ribbon program.

Per Title 38 USC 3679(e), Roseman University of Health Sciences does not penalize students using VA Education benefit programs under Chapters 33 and 31 while waiting for payment from the Department of Veterans Affairs; provided the student submits a certify of eligibility, a written request to use such entitlement, a military transcript (veterans only), and any additional information needed to certify enrollment. Students will continue to have access to classes, libraries, and other institutional facilities as outlined in our catalog. Roseman University may require additional payment or impose a fee for the amount that is

the difference between the amount of the student's financial obligation and the amount of the anticipated or actual VA education benefit disbursement. No late fees will be assessed and students accounts will not be considered on hold.

Policy for Evaluation of Prior Education

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

VA Probation Policy

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

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

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

F1 VISA STUDENTS RE- ATTENDING BLOCKS AT ROSEMAN

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

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

POLICIES

GENERAL UNIVERSITY POLICIES

The following policies have broad application throughout the University to help ensure coordinated compliance with applicable laws and regulations; to promote operational efficiencies; and enhance Roseman University's mission. To view or download these policies, please visit www.roseman.edu/university-policies.

- Academic Appointment and Contract Policies – Employee Password
- Academic Freedom Policy
- Access Badge Policy
- Commencement Decorum Policy
- Computer and Network Acceptable Usage Policy
- Computer Hardware Policy
- Conflict of Interest Policy – Employee Password
- Consensual Relationships Policy
- Consulting and Outside Activities Policy – Employee Password
- Directory Information (FERPA) Policy
- Duplicate Diplomas-Certificates Policy
- Employee and News Media Policy – Employee Password
- Employee Travel Policy – Employee Password
- Employee Tuition Assistance and Remission Policy – Employee Password
- Equal Opportunity Employment Policy
- Establishment and Review of Centers and Institutes Policy – Employee Password
- Firearms and Weapons Policy
- Food and Beverage Policy
- Grade Recommendation Policy – Employee Password
- Harassment Policy – Employee Password
- Latex Allergy Policy
- Maximum Length of Supplemental Administrative Faculty Contract Policy – Employee Password
- Multimedia Recording Policy

- Non-Discrimination Policy
- Notice of Requirement to Check Student Email on a Daily Basis Policy – Student Password
- Political Activities of University Employees Policy – Employee Password
- Reporting and Investigative Process for Allegations of Employee Non-Academic Misconduct – Employee Password
- Readmission for Service Members Policy
- Requesting Reasonable Accommodations Policy – Employee Password
- Roseman and Dell Programs for New Students Policy
- Service Animal Policy
- Sexual Misconduct Policy
- Sick Leave Bank Policy – Employee Password
- Social Media Policy
- Statement of Principals of Free Expression
- Student Contact Card Policy – Student Password
- Student's Guest Policy – Student Password
- Student Online Presence Policy – Student Password
- Student Right to Know Policy – Student Password
- Student Transportation Policy – Student Password
- Substance Abuse Policy
- Suicide Prevention Policy
- Title IX Policies Addressing Sexual Harassment
- Tobacco Free Policy
- University Email Use Policy
- University Student Professionalism Board (USPB) Policy
- Use of Copyrighted Works Policy
- Whistleblower Policy – Reporting Suspected Misconduct

LIBRARY POLICIES

The following Library policies can be found online at www.roseman.edu/university-policies.

- Library Circulation Policy
- Library Collection Development Policy
- Library Gift Materials Policy
- Library Interlibrary Loan Policy
- Library Use Policy

RESEARCH POLICIES

The following research policies can be found online at www.roseman.edu/university-policies.

- Distribution of Indirect Cost Recovery Funds – Employee Password
- Faculty – Staff Laboratory Access – Employee Password
- Incentive Payment – Employee Password
- IRB Review Process Policy – Employee Password
- Patents and other Intellectual Property – Employee Password
- Student Laboratory Access Policy – Student Password

BURSAR AND FINANCIAL AID POLICIES

The following policies pertaining to Bursar and Financial Aid can be found online at www.roseman.edu/university-policies.

- Financial Aid Administrator Code of Conduct Policy
- Full-Time Student Definition Policy
- Satisfactory Academic Progress Policy
- Student Technology Fee Policy
- Tuition Refund-Schedule Policy
- Withdrawal and Return of Title IV Policy

TITLE IX POLICIES ADDRESSING SEXUAL HARASSMENT

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

Roseman University's Title IX Coordinator for the all of the University's campuses (i.e., Henderson, Summerlin, South Jordan) is:

Michael DeYoung, PhD
Vice President for Student Services
Office # 161
11 Sunset Way
Henderson, NV 89014
(702) 968-2006
mdeyoung@roseman.edu

Any person (i.e., someone directly impacted by sexual misconduct or a third party aware of sexual misconduct) may report sexual misconduct involving a Roseman University student by using the Title IX Coordinator's contact information listed above. A report may be made at any time (including during non-business hours) to the Title IX Coordinator's telephone number, e-mail address or regular mail office address.

The link to the Title IX Policies Addressing Sexual Harassment can be found at www.roseman.edu/university-policies.

ACADEMIC POLICIES

Student Handbooks

Faculty, Staff, and Student Handbooks supplement the information in this Catalog. A complete detailed listing of policies specific to an academic program is included in the respective program Student Handbook. Student Handbooks are reviewed at orientation. A copy of the Student Handbook for each program is available from the administrative offices for each academic program and are available for download on the Roseman University website. In the event the University policy is in conflict with a College/Program policy, the stricter policy will apply.

Attendance and Absences

Attendance is required at all scheduled instructional periods. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during the periods missed. Students who must miss scheduled instructional periods should notify the administrator, faculty member, instructor or preceptor as designated in her/his academic program's Student Handbook as soon as possible.

The definitions of an excused absence, the process for requesting an excused absence, and the consequences of not attending a required instructional period are outlined in each academic program's Student Handbook. In the case of an excused absence, illness or extenuating circumstance, students should refer to the Student Handbook of the program for specific requirements regarding the program's make-up policies. Multiple unexcused absences will be viewed as violations of the student's academic program's Student Code of Conduct. Please refer to each academic program's Student Handbook for an explanation of how the program handles violations of its Student Code of Conduct. When an academic program places a

student on professional probation, the student is notified in writing of the terms of the probation and the duration of the probation period. Students who violate the terms of probation may be suspended or dismissed from the academic program. In academic programs that allow for residents/students to have personal days, when a resident/student exceeds all allotted personal days, the student/resident is required to make-up for any missed clinic days and/or academic instructional periods.

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

ADMISSIONS

ADMISSION PROCESSES

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

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

or

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

CAMPUS VISIT

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

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

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

College of Dental Medicine
Henderson Campus (AEODO/MBA):
(702) 968-1682
South Jordan Campus (DMD):
(801) 878-1405

UNIVERSITYWIDE ADMISSION REQUIREMENTS

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

Proof of Identification

To establish proof of identification, a student must submit either a legible copy or original of one (1) of the following government-issued UNEXPIRED photo identification documents prior to the first day of classes:

- U.S. Passport or U.S. Passport Card
- Certificate of Naturalization Form N-550 or Form N-570, Replacement Certificate of Naturalization
- Certificate of Citizenship Form N-560 or Form N-561, Replacement Certificate of Citizenship
- Permanent Resident Card or Alien Registration Receipt Card Form I-551 If the card is expired, you

must also present a Notice of Action (I-797) showing an approved extension.

- Military Identification Card
- US Government issued driver's license, instruction permit, or identification card
- Driver's license issued by a Canadian government authority
- Valid Foreign passport or I-94 stamped "Processed for I-551."
- Employment Authorization Card that contains a photograph (Form I-766)
- Valid Foreign Passport with an unexpired U.S. Visa and an I-94 form. If the I-94 is expired, you must also present a Notice of Action (I-797) showing an approved extension.
- A government issued photo identification card subject to the approval by the Registrar/Director of Student Services

US Social Security Card

Any individual issued a U.S. Social Security Number must provide a legible copy of the Social Security Card prior to first day of classes. Any student in the College of Pharmacy or Orthodontics Residency Program must have a US Social Security Number. Any student unable to obtain a US Social Security number on her/his own by the deadline set by the College of Pharmacy or Orthodontics Residency Program is not eligible for admission and/or enrollment.

***For International Students Only:** In the fall of 2011, the Social Security Administration passed a ruling which prevents schools from assisting students in the application process for a social security number (to be used for enrollment purposes only). The only way a school may assist is to ensure the student employment on campus. Because Roseman University cannot ensure employment, we cannot assist a student with obtaining a social security number.

Documentation of Legal Name and Legal Name Change

The name on the legal documentation that you provide prior to the first day of classes will be the name Roseman will use during your enrollment.

If you wish to change your legal name after the first day of classes, then you must complete a Student Contact Update form along with a copy of the legal documentation required by the Registrar's Office.

If a student has been issued a US Social Security Card and he/she wants to change her/his legal name, the student

must provide a copy of a Social Security card with the student's new name. According to the Social Security Administration, generally, an individual will receive a card within 10-14 business days from the date the application is processed.

If a student who has NOT been issued a US Social Security Card wishes to change her/his legal name: the student may provide a copy of a marriage license, court order, divorce or dissolution decree, birth certificate, current passport or other government issued identification subject to approval by the Registrar/Director of Student Services. If the legal name is not clearly identified on the document, the Registrar/Director of Student Services will make the final decision on the legal name.

TRANSFER STUDENTS

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

INTERNATIONAL STUDENTS

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

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

Please refer to identification requirements section above.

TUITION AND FEES FOR STUDENTS ON F1 VISAS

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

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

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

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

TUITION AND FEES

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

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

Total Tuition and Fees for Class beginning July 2020

- Tuition: \$51,000 (18 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Nursing Lab Fee: \$3,300
- Computer**: \$1,900 (not to exceed)
- Health Insurance: \$3,600 estimated (waived if student provides proof of insurance)
- Year 2 Health Insurance: Fee to be determined (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: \$200 to be assessed on second year nursing students.

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

Total Tuition and Fees

- Tuition: \$55,350 (16-17 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Nursing Lab Fee: \$3,300
- Computer**: \$1,900 (not to exceed)
- Health Insurance: \$3,600 estimated (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Year 2 Health Insurance: Fee to be determined (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: \$200 to be assessed on second year nursing students.

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

Total Tuition and Fees for Classes beginning July 2020

- Tuition: \$15,000 (9 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Instructional Material Fee: \$500
- Health Insurance: \$3,600 estimated
- (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: \$200

COLLEGE OF NURSING (MSN/FNP) - HENDERSON, NEVADA

Total Tuition and Fees for Classes beginning July 2020/January 2021

- Tuition: \$37,500 (24 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Instructional Material Fee: \$100
- Health Insurance: \$3400 estimated
- (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: \$200

MASTER OF BUSINESS ADMINISTRATION

MBA Program PharmD/MBA or DMD/MBA Dual

- Tuition: \$710/Credit
- Technology Fee: \$50
- Comp XM: \$69
- Graduation Fee: \$50

MBA Weekday Evening Program (for returning students)

- Tuition: \$710/Credit
- Technology Fee: \$400
- Comp XM: \$69
- Graduation Fee: \$200

COLLEGE OF PHARMACY

P-1 (First Year) Students

- Tuition: \$55,182
- Seating Deposit: \$(1,000)
- Technology Fee: \$400
- Computer**: \$2,600 (not to exceed)
- PCOA Fee: \$75
- Health Insurance: \$3,600 estimated
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Immunization Fee: \$125

P-2 (Second Year) Students

- Tuition: \$55,182
- Technology Fee: \$400
- Health Insurance: \$3,600 estimated
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

P-3 (Third Year) Students

- Tuition: \$55,182
- Technology Fee: \$400
- Graduation Fee: \$200
- Exam Prep Fee: \$600
- Health Insurance: \$3,600 estimated
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

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

D-1 (First Year) Students

- Tuition: \$77,147
- Seating Deposit: \$(1,000)
- Instructional Material Fee: \$1,510
- Books: \$138
- Student Kit (owned): \$2,389
- Clinic Usage Fee: \$10,318
- Disability Insurance: \$90
- ASDA Dues: \$88
- Technology Fee: \$500
- Computer**: \$1,900 (not to exceed)
- Health Insurance: \$3,600 estimated
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

D-2 (Second Year) Students

- Tuition: \$77,147
- Instructional Material Fee: \$1,392
- Student Kit: \$389
- Clinic Usage Fee: \$10,066
- Disability Insurance: \$90
- ASDA Dues: \$88
- Technology Fee: \$500
- Health Insurance: \$3,600 estimated
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Background Fee: \$111

D-3 (Third Year) Students

- Tuition: \$77,147
- Instructional Material Fee: \$1,392
- Clinic Usage Fee: \$9,773
- Disability Insurance: \$90
- ASDA Dues: \$88
- Technology Fee: \$500
- Health Insurance: \$3,600 estimated
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Background Fee: \$111

D-4 (Fourth Year) Students

- Tuition: \$77,147
- Instructional Material Fee: \$1,392
- Clinic Usage Fee: \$9,488
- Disability Insurance: \$90
- ASDA Dues: \$88
- Technology Fee: \$500
- Graduation Fee: \$200
- Health Insurance: \$3,600 estimated
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Background Fee: \$111

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

First Year Residents

- Tuition: \$77,330
- Seating Deposit: \$(2,500)
- Technology Fee: \$400
- Research Fee: \$1,138
- Computer**: \$1,900 (not to exceed)
- Clinic Usage Fee: \$6,830

Second Year Residents

- Tuition: \$77,330
- Technology Fee: \$400

- Research Fee: \$1,138
- Clinic Usage Fee: \$9,107
-

Third Year Residents

- Tuition: \$77,330
- Technology Fee: \$400
- Research Fee: \$1,138
- Clinical Usage Fee: \$9,562
- Graduation Fee: \$200

Interns

- Tuition: \$30,450
- Seating Deposit: (\$1,000)
- Technology Fee: \$100
- Health Insurance: \$3,600 estimated
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Computer (Optional): \$1,900 (not to exceed)

A 2.60% processing fee will be added to all credit card transactions.

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

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

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

FUTURE TUITION RATE INCREASES

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

FINANCIAL RESPONSIBILITIES MUST BE FULFILLED TO CONTINUE ENROLLMENT

Students must fulfill their financial responsibilities to the University in order to remain enrolled in the program. Students who have not satisfied the appropriate financial aid requirements and/or who have not paid their tuition and fees will not be allowed to continue to progress through the curriculum. Students who are late paying their tuition and/or fees will receive notice stating that payment is past due and they must fulfill their financial responsibilities to the University to continue their enrollment. Students will be referred to the Dean/Program Director or her/his designee. Consequences for non-payment include but not limited to: not eligible to sit for an assessment, the receipt of a grade of 'No Pass' for a period of non-payment, attend or complete the clinical rotation/professional experience, suspension or termination.

HEALTH INSURANCE

Roseman University of Health Sciences' students are required to obtain adequate health insurance coverage while they are enrolled in their program, except students in the following categories:

MBA Program

- Students who have only been accepted into the MBA program, but not in any other Roseman University program; and
- Students who are only enrolled in the MBA program and who are not enrolled in any other Roseman University program, provided the MBA program doesn't include an internship/experiential component.

College of Nursing

- Students enrolled in the College of Nursing who have successfully completed their clinical component of the program, who only need to satisfy didactic (i.e., on-line and/or classroom instruction only) requirements to graduate.

College of Pharmacy

- Students enrolled in the College of Pharmacy who only need to satisfy didactic (i.e., classroom instruction only) requirements to progress to the next academic year or to graduate.

College of Dental Medicine

- Students enrolled in the College of Dental Medicine who only need to satisfy didactic (i.e., classroom instruction only) requirements to progress to the next academic year or to graduate.

Any student that does not fall into one of the categories listed above must have continuous adequate health insurance coverage that meets Roseman's minimum health insurance requirements from the date of enrollment through graduation, regardless of whether the student's academic schedules include classroom instruction or participation in clinical rotations.

Students required to have health insurance coverage must meet the minimum program requirements of the student health insurance plan selected by the University. These minimum requirements and the process to request to use a student's personal insurance coverage rather than purchasing the student health insurance plan selected by the University (i.e., waiver) can be found on the University website at www.Roseman.edu in the 'Students / Student Services: Resources' section. Waivers are required every year regardless if one is already on file from the previous year. Students who do not meet the required deadlines, will be billed and responsible for the full cost of the health insurance premium. The University does not provide student health insurance coverage. Rather, the university works with a third-party broker. Students required to have health insurance coverage during their enrollment that lose their coverage must contact Student Services at insurance@roseman.edu before the termination date and submit a termination letter within 31 days in order to prevent a lapse in coverage. Failure to notify Student Services and/or failure to have adequate health insurance could result in suspension from clinical participation and possible termination from the program.

Student Health Insurance Disclaimer

It is a student's responsibility to comply with the Roseman University student health insurance policies and to know the beginning and end dates of her/his health insurance coverage. If your health insurance policy has expired and you are not required to maintain health insurance while you are enrolled in the University, Roseman recommends that you obtain health insurance coverage that meets your needs. While you are encouraged to find a health insurance plan that works best for you, the following plan from Relation is an option for extended coverage* for you to consider:

<http://4studenthealth.relationinsurance.com/supplemental-plans/>

Click on Individual/Family Health Plans, Get a Quote Find A Plan

Students who have already graduated from Roseman University are eligible to purchase a three-month plan offered through the University's insurance broker. Students who purchase the extended coverage* while enrolled may not be eligible to purchase the three-month post-graduation plan because you must be enrolled in the University's student health insurance plan for the last 30 days of enrollment and graduated from the University.

FINANCIAL AID

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

<http://www.roseman.edu/students/financial-aid/>.

Applicants to the Roseman University of Health Sciences' One-Year AEODO Internship Program are not eligible for federal Title IV financial aid.

FINANCIAL AID POLICIES

Policies pertaining to Financial Aid can be found online at www.roseman.edu/university-policies. These include:

- Financial Aid Administrator Code of Conduct Policy
- Full-Time Student Definition Policy
- Satisfactory Academic Progress Policy
- Student Technology Fee Policy
- Title IV Verification Policy
- Tuition Refund-Schedule Policy
- Withdrawal and Return of Title IV Policy

WITHDRAWAL

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

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

Determining the Withdrawal Date

The withdrawal date is:

- The date the student begins the withdrawal process prescribed by the University;
- The date that the student otherwise provides official notification to the academic program of the intent to withdraw;
- If the student is not scheduled to begin attendance in another course/block/rotation for more than 45 calendar days, the student's withdrawal date will be the last day attended or, if the student appealed to the academic program, the date of the final appeal decision; or
- If the student did not begin the withdrawal process or otherwise notify the academic program of the intent to withdraw, the student may be administratively withdrawn based on the program's prescribed absence policy, as noted in the student handbook for the student's program.

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

Additional Responsibilities of Students Who Withdraw

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

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

NOTICE OF ACCOUNT FOR STUDENT INDEMNIFICATION

There is an account for student indemnification which may be used to indemnify a student or enrollee who has suffered damage as a result of: discontinuation of operation or violation by such institution of any provision of NRS 394.383 to 394.560.

Per NV Rev Stat § 394.553 (2013)

1. The Account for Student Indemnification is hereby created in the State General Fund. The existence of the Account does not create a right in any person to receive money from the Account. The Administrator shall administer the Account in accordance with regulations adopted by the Commission.
2. Except as otherwise limited by subsection 3, the money in the Account may be used to indemnify any student or enrollee who has suffered damage as a result of:
 - a. The discontinuance of operation of a postsecondary educational institution licensed in this state; or
 - b. The violation by such an institution of any provision of NRS 394.383 to 394.560, inclusive, or the regulations adopted pursuant thereto.
3. If a student or enrollee is entitled to indemnification from a surety bond pursuant to NRS 394.480, the bond must be used to indemnify the student or enrollee before any money in the Account may be used for indemnification.
4. In addition to the expenditures made for indemnification pursuant to subsection 2, the Administrator may use the money in the Account to pay extraordinary expenses incurred to investigate claims for indemnification or resulting from the discontinuance of the operation of a postsecondary educational institution licensed in this state. Money expended pursuant to this subsection must not exceed, for each institution for which indemnification is made, 15 percent of the total amount expended for indemnification pursuant to subsection 2 or \$10,000, whichever is less.
5. No expenditure may be made from the Account if the expenditure would cause the balance in the Account to fall below \$10,000.
6. Interest and income earned on the money in the Account, after deducting any applicable charges, must be credited to the Account.
7. The money in the Account does not lapse to the State General Fund at the end of any fiscal year.

(Added to NRS by 1995, 323)

READMISSION

A student withdrawing from the University who is determined by the student's Dean/Program Director or designee to be eligible to return to the academic program must satisfy the requirements outlined in the student's readmission form. Students must review their academic pro-

gram's student handbook for additional information on the readmission process. Students with questions about the readmissions process should contact her/his Dean or Program Director.

COLLEGE OF NURSING

Henderson, Nevada Campus
South Jordan, Utah Campus

Bachelor of Science in Nursing (BSN)
Accelerated Bachelor of Science in Nursing (ABSN)
Veteran to Bachelor of Science in Nursing (VBSN) Pathway
RN to BSN
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)

Service
Integrity
Innovation
Knowledge

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

PROGRAM OVERVIEW

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

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

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

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

The 23-month, full-time Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) degree is designed to educate Advance Practice Registered Nurses (APRNs) in advanced diagnostics and practice skills and care of the underserved and diverse populations in primary care practices. The program prepares candidates for advanced practice certification in the specialty area as required for licensure. The program is structured to support working nurses in completing their graduate degree while meeting their day-to-day responsibilities. The didactic content is asynchronously delivered 100% online using our existing Learning Management System with two mandatory on-campus sessions lasting approximately three days. Experiential courses support the achievement of student learning outcomes and program outcomes providing students clinical experiences that reinforce concepts mastered through the didactic courses. Clinical rotations may be completed at sites/facilities in each student's local area. Practicum sites and preceptors, adhering to specified requirements supplied by the College, are identified by students. The College of Nursing approves each identified site and preceptor and completes a clinical affiliation agreement in this regard. Faculty will work collaboratively with the student's preceptor and sites to ensure curricular quality is maintained and the student experiences support the achievement of course learning outcomes.

COLLEGE OF NURSING MISSION, PURPOSE, AND GOALS

Mission

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

Fundamental to this mission is the faculty's commitment to excellence in education, scholarship, and public service. To support Roseman University's commitment to academic freedom, the College of Nursing endeavors to pro-

vide an educational environment that values, respects, and promotes academic freedom for faculty and students.

Purpose

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

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

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

Goals

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

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

ADMISSIONS, CRITERIA, POLICIES, AND PROCEDURES (BSN)

All College of Nursing degree program's application processes are conducted on a rolling-admissions basis, therefore classes may be filled prior to the published deadline. Applicants are encouraged to apply early. The College of Nursing degree programs are not open enrollment. Program admission is competitive and applicants will be considered using the same criteria. The admissions committee will consider each applicant individually in relationship to the entire applicant pool. The College of Nursing reserves the

right to limit the number of students admitted based upon faculty and clinical resources. The BSN, ABSN and RN-BSN programs have varying requirements.

Requirements (BSN)

All programs require:

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

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

Prerequisites (BSN)

The 18-month BSN program requires:

- A cumulative GPA of 2.75 or above in prerequisite coursework with a minimum GPA of 2.75 or above in math and science prerequisite coursework.
- Science prerequisite coursework is suggested to be completed within the last 7 years at the time of application.
- A *minimum* of 54 semester credits or its equivalent of specified prerequisite coursework prior to the start of the program. The following prerequisites (indicated

in semester credits) to be completed, unless otherwise indicated:

- Chemistry or Biochemistry with lab (4 credits)
- Human Anatomy and Physiology I and II or Human Anatomy and Human Physiology with labs (8 credits)
- Microbiology with lab (4 credits)
- Statistics (3 credits)
- English Composition I and II (6 credits)
- General or Lifespan Psychology (3 credits)
- General or Introductory Sociology (3 credits)
- College Math or higher (3 credits)
- 3 Humanities courses (9 credits)
- Electives (up to 12 credits may transfer)
- Utah Campus: US Constitution (must be completed prior to Block 12.0)*
- Nevada Campus: US & NV Constitution (must be completed prior to Block 12.0)*

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

Requirements (ABSN)

The 16 to 17-month accelerated BSN program requires:

- A *minimum* of 54 semester credits in college-level coursework, which must include the prerequisite coursework listed below or,
- A Bachelor's degree from a regionally accredited institution or an equivalent non-U.S. institution.
- Science prerequisite coursework is suggested to be completed within the last 7 years at the time of application
- Please note that all prerequisite coursework:
 - Must be directed toward an academic program of study.
 - May not be earned in sports participation, physical fitness, band, dance, and art activities that are specifically offered for personal training (examples: Yoga, Kickboxing, Waltz, Volleyball, and Driver's Ed. etc.)
 - May not be occupational, technical, certificate, or professional training coursework (Examples: CNA, LPN, Apprenticeship, Auto-Mechanic, Dental Assistant, etc.)
 - May not be developmental or remedial.
 - May be from a Credit by Examination course and must meet or exceed the minimum required score.
- For applicants without a bachelor's degree:

- A cumulative GPA of 2.75 or above in the minimum 54-credit prerequisite coursework with a minimum GPA of 2.75 or above in math and science prerequisite coursework
- For applicants with a bachelor's degree the following prerequisites (indicated in semester credits) suggested to be completed prior to entry and within the last 7 years, unless otherwise indicated:
 - Chemistry or Biochemistry with lab (4 credits)
 - Human Anatomy and Physiology I and II or Human Anatomy and Human Physiology with labs (8 credits)
 - Microbiology with lab (4 credits)
 - Statistics (3 credits)
 - Utah Campus: US Constitution (must be completed prior to Block 12.0)*
 - Nevada Campus: US & NV Constitution (must be completed prior to Block 12.0)*
 - A cumulative GPA of 2.75 in the last 60 semester credits in undergraduate coursework is required.

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

Requirements (RN-BSN)

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

Total credits= 73
Minimum GPA of 2.75

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

Veterans to Bachelor of Science in Nursing Pathway

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

The following documents will be requested prior to a scheduled advisory session (unofficial copies will be acceptable in the initial advisory session, however, official documents are required in the application process):

- i. DD Form 214 (DD-214 Certificate of Release or Discharge from Active Duty) documenting proof of Veteran/prior service with an honorable discharge or reservist status
- ii. Military Transcripts
 - a. Joint Services Transcript (JST) (Army, Coast Guard, Marine Corps, and Navy)
 - b. Community College of the Air Force
 - c. Air Force Institute of Technology
 - d. Other Air University schools
- iii. Transcripts from all colleges and universities attended, and
- iv. If applicable
 - a. A foreign coursework evaluation if any courses were completed in a non-US post-secondary institution, and/or
 - b. Credit by examination results (CLEP, DSST/DANTES, AP, IB) if the scores of the exam are not reflected on the military transcripts.

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

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

Henderson, NV 89014

To be considered for the Veterans to BSN Pathway, applicants must meet the following requirements:

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

Requirements (MSN/FNP)

- A BSN degree from a nationally accredited (CNEA, ACEN or CCNE) college or university
- Minimum grade point average of 3.0 cumulative GPA in nursing undergraduate coursework (if applicable)
- Undergraduate statistics course completed within the last 5 years
- Unencumbered license or eligibility for RN licensure in the State where clinical course work hours will be completed
- One year of experience as a registered nurse (RN), preferred
- If an applicant's native language is not English, then the applicant must submit official Test of English as a Foreign Language (TOEFL) scores with a minimum score of 600

International Students and Non-U.S. Coursework

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

World Education Services (WES)
P.O. Box 745, Old Chelsea Station
New York, New York 10113-0745
(212) 966-6311
Josef Silny & Associates (JSA)
P.O. Box 248233
Coral Gables, FL 33125
(305) 666-0233

Transfer Students from Other Nursing Programs

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

- Have a cumulative GPA of 2.75
- Have completed the minimum 54 semester credit hours of prerequisite course work as outlined in the BSN admissions requirements. The prerequisite coursework must be completed from a Regionally-accredited or approved Nationally-accredited College/University as recognized by CHEA.

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

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

Requirement for Criminal Background Check

The nursing curriculum contains a didactic and clinical component. All students must complete a criminal background check as required by the clinical agencies. Student criminal background checks are conducted via Complio. Personnel from Human Resources at the clinical agency review the results of each student's criminal background check and either accept or deny the student the opportunity to enter their agency for the clinical rotation. A student who is not accepted in an agency for the clinical rotation cannot meet the curriculum requirements. The student must withdraw from the nursing program.

PROGRAM PROGRESSION

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

INSTRUCTIONAL TIMES (BSN)

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

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

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

INSTRUCTIONAL TIMES (ABSN)

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

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

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

INSTRUCTIONAL TIMES (RN-BSN)

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

INSTRUCTIONAL TIMES (MSN/FNP)

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

Clinical Blocks – Students complete clinical requirements with approved healthcare providers in the students chosen locale. Clinical days and shifts are based on the operating hours for the student's chosen clinical site. Students must complete and document 525 clinical hours with approved healthcare providers as partial fulfillment of the requirements for the Master of Science in Nursing degree.

GRADING

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

BSN & ABSN CURRICULUM

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

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

Course Descriptions

NURS 300 - Introduction to the Profession

This Block is an introduction to professional nursing from historical, social, legal-ethical, political, economic, theoretical, and cultural perspectives. An overview of the professional roles of the nurse in healthcare environments is introduced. *1.5 credits didactic (22.5 contact hours)*

NURS 301 - Health Assessment

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

NURS 302 - Fundamentals of Nursing

This Block provides the fundamentals of nursing principles and practice related to basic health needs of individuals. Students will learn the basic principles, skills, and behaviors essential to safe, effective nursing care of the client. *4 credits, with laboratory component (75 contact hours): 3 credits didactic (45 hours) and 1 credit lab (30 hours lab). Prerequisite: Documentation showing completion of all clinical requirements given to the Director of Clinical Resources*

NURS 302.1 - Fundamentals of Nursing and Basic Skills

Students will apply basic skills and nursing principles in clinical settings. *1.8 credits clinical (72 contact hours)*

NURS 303 - Nursing Pharmacology

This Block provides students with an analysis of the physiological actions, therapeutic uses, adverse effects, drug interactions and safe administration of selected drugs. Emphasis is placed on the application of the nursing process as the framework for safe administration of drugs. *4.5 credits didactic (67.5 contact hours)*

NURS 304 - Adult Health Nursing I

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

NURS 304.1 - Adult Health Nursing I – Clinical

Students will further develop psychomotor skills essential for professional nursing practice. Students will synthesize knowledge using the nursing process to manage care for

adult clients. *2.7 credits clinical (108 contact hours)* *Prerequisite: All previous blocks (BSN & ABSN)*

NURS 305 - Nursing Theories, Practice and Issues

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

NURS 401 - Nursing Research

This Block introduces the student to fundamental concepts in nursing research and focuses on understanding the purpose of research as a major contributor to nursing science, interpretation of study results, and cultivation of critical thinking through the research critique. Concepts of evidenced-based practice in nursing are emphasized. *3 credits didactic (45 contact hours)* *Prerequisite: NURS 304.1 (BSN); NURS 305 (ABSN)*

NURS 402 - Maternal Newborn Nursing

This Block focuses on the healthcare needs of childbearing women and their families through all stages of the perinatal period and childbirth. Emphasis is placed on the growth and development of the fetus and needs of the mother, the newborn, the family, and support systems. High risk pregnancies, labor complications and the physiologically challenged neonate are also covered. *5 credits with laboratory component (90 contact hours); 4 credits didactic (60 contact hours) and 1 credit lab (30 hours).* *Prerequisite: NURS 304.1 (BSN); NURS 401 (ABSN)*

NURS 402.1 - Maternal Newborn Nursing – Clinical

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

NURS 403 - Pediatric Nursing

This Block focuses on the healthcare of children from infancy through adolescence. Emphasis is placed on the needs of the child, the family, and their support systems throughout developmental milestones. *5 credits with laboratory component (90 contact hours); 4 credit didactic (60 contact hours) and 1 credit lab (30 hours)* *Prerequisite: NURS 304.1 (BSN), NURS 402 (ABSN)*

NURS 403.1 - Pediatric Nursing – Clinical

Clinical experience will focus on age appropriate care for infants, children, and adolescents in supervised clinical environments. Emphasis is placed on incorporating

the family and support systems in meeting the child's developmental needs. *1.8 credits clinical (72 contact hours)* *Prerequisite: NURS 403 (BSN & ABSN)*

NURS 306 - Adult Health Nursing II

This Block includes a more in-depth analysis of adult clients experiencing acute, chronic, and critical alterations in health status. *7 credits, with laboratory component (135 contact hours); 5 credits didactic (75 hours) and 2 credits lab (60 hours)* *Prerequisite: Prerequisite: NURS 402.1/403.1 (BSN & ABSN)*

NURS 306.1 - Adult Health Nursing II – Clinical

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

NURS 409 - Community and Mental Health Nursing

This Block focuses on the theories and principles that guide nursing care for clients' across the lifespan experiencing alterations in mental health while addressing the social determinants of health within the community. Emphasis is on psychopathology and therapeutics, community assessment techniques and community interventions. Various healthcare delivery systems will be explored. *8 credits didactic (120 contact hours)* *Prerequisite: NURS 402.1/403.1 (BSN); NURS 306.1 (ABSN)*

NURS 409.1 - Community and Mental Health Nursing – Clinical

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

NURS 410 - Care of the Older Adult

This Block focuses on the health care issues and needs of older adults across the health care continuum in various environments. The process of aging is analyzed utilizing various theoretical perspectives that include physical, emotional, and social aging and their impacts on the older adult and their families. The complex interplay of the political, economic, cultural, legal, and ethical factors that influence health care delivery to older adults is examined. *3 credits didactic (45 contact hours)* *NURS 409.1 (BSN & ABSN)*

NURS 406 - Leadership

This Block focuses on the theories and principles of nursing leadership and management in healthcare environments. *3 credits didactic (45 contact hours).* *Prerequisite All previous blocks and all prerequisites including the United States*

and Nevada Constitution courses or Utah Constitution or American Heritage (BSN & ABSN)

NURS 407 - Senior Practicum

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

NURS 408 - Block 15.0 - Senior Seminar

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

RN-BSN CURRICULUM

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

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

Course Descriptions

NURS 411 - Transition to Professional Nursing

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

NURS 305 - Nursing Theories, Practice and Issues

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

NURS 401 - Nursing Research

This Block introduces the student to fundamental concepts in nursing research and focuses on understanding

the purpose of research as a major contributor to nursing science, interpretation of study results, and cultivation of critical thinking through the research critique. Concepts of evidenced-based practice in nursing are emphasized. *3 credits didactic (45 contact hours)*

NURS 410 - Informatics

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

NURS 406 - Nursing Leadership & Management

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

NURS 406.1 Leadership & Management Project

This block provides the RN to BSN student with an opportunity to design, research, and enact a leadership & management project in collaboration with faculty and healthcare preceptors in appropriate health delivery environments. Current evidence will be used as it relates to the principles of leadership and organizational processes. The findings will be disseminated to the collaborative team. *1 credit didactic (15 contact hours)*

NURS 414 - Community Health

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

NURS 415 - Capstone Course

This block provides the RN to BSN student the ability to synthesize and apply learned didactic and clinical knowledge from the on-line BSN completion program to identify and explore a scholarly nursing project and PICO question. This process will incorporate the concepts of nursing theories, professionalism, research, leadership-management principles, health care policies, evidence based care, information technology and systems, teach-

ing-learning principles, and health promotion as it applies to population focused care. This project will be conducted within an interprofessional environment. *5 credits didactic (75 contact hours)*

MSN/FNP CURRICULUM

The MSN/FNP online curriculum consists of 12 blocks and 48 credits delivered over 23 months including remediation periods. The course titles and associated credit hours are presented below.*

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

Course Descriptions

NURS 501 - Professional Role Development in Advanced Practice Nursing

This course explores the professional role development of an advanced practice registered nurse, focusing on the provision of primary care to populations across the lifespan. The social determinants influencing the advanced practice nursing role will be introduced and examined for their effects on patient care delivery. Students will begin formulating plans for an evidence-based, clinically-relevant quality improvement project that embodies the essentials of advanced practice nursing. *3 credits didactic*

NURS 502 - Advanced Pathophysiology and Disease Management Across the Life Span

This course explores the concepts of pathophysiology and the holistic management of acute and chronic conditions across the lifespan, including the examination of risk factors associated with the development of disease states and the various diagnostic tools utilized by the advanced practice registered nurse for the development, implementation and evaluation of the client's plan of care. *3 credits didactic*

NURS 503 - Family Practice Management & Healthcare Policy

This course explores the practical and conceptual principles of practice management. The student will analyze the advanced practice nurse's leadership role for adopting these principles that affect the legal and ethical standards for practice. An emphasis on how the socio-economic aspects of healthcare influence healthcare policy. In addition, students examine how health care management tools such quality improvement, risk management, interprofessional collaboration, and healthcare finance affect healthcare delivery models and will be utilized by the advanced practice nurse. *3 credits didactic*

NURS 504 - Advanced Health Assessment and Diagnostic Reasoning

This course explores advanced health assessment skills and diagnostic reasoning across the lifespan, including cultural factors that impact the health of populations. Students will be expected to perform a comprehensive assessment that addresses the biopsychosocial, cultural, and spiritual needs of the client. Students will begin to formulate differential diagnoses for accurately identifying actual or potential health problems for these populations. Experiential learning is enhanced through the direct application of the skills and knowledge offered from this course. This course includes a 3-day on campus residency experience. *5 credits didactic*

NURS 505 - Advanced Pharmacotherapeutics I

This course explores the concepts of prescribing appropriate pharmacological agents for adult and geriatric populations. Principles related to pharmacotherapeutics, pharmacodynamics, drug interactions, incompatibilities, contraindications, and adverse reactions will be analyzed. *4 credits didactic*

NURS 506 - Advanced Pharmacotherapeutics II

This course explores the concepts of prescribing appropriate pharmacological agents for special populations, including children, adolescents and women. Principles related to pharmacotherapeutics, pharmacodynamics, drug interactions, incompatibilities, contraindications, adverse reactions, and pharmacogenomics will be analyzed. *2 credits didactic*

NURS 507 - Theoretical Foundations of Advanced Practice Nursing

This course explores the concepts of analyzing and critiquing established and emerging nursing theories which impact advanced nursing practice. The student will synthesize nursing and multidisciplinary theories to evaluate relationships between theory, research and advanced practice nursing. Students will continue to develop the capstone project. *3 credits didactic*

NURS 508 - Health Promotion and Maintenance Across the Life Span

This course explores the competencies necessary for the advanced practice nurse to promote health and prevent disease for diverse populations across the life span. This includes the application of current evidence-based guidelines for promoting optimal health and disease prevention. The competencies will also be applied to the concepts of chronic disease management to address and reduce health disparities for individuals and communities. *3 credits didactic*

NURS 509 - Advanced Practice Nursing I: Adult/Gerontology

This course builds upon the concepts learned in prior courses and applies these to address the biopsychosocial needs of adult and gerontological populations, emphasizing the management of acute and chronic conditions. Students will apply these concepts experientially, while adhering to the standardized roles and responsibilities for advanced nursing practice (completion of approximately 205 practicum hours). *7.5 credits didactic/clinical. Prerequisite: All previous blocks*

NURS 510 - Advanced Practice Nursing II: Pediatrics/Women's Health

This course builds upon the concepts of the practical applications of advanced nursing, focusing on special populations, including infants, children, adolescents and women emphasizing the management of acute and chronic healthcare needs in these populations. Students will apply these concepts experientially, while adhering to the standardized roles and responsibilities for advanced nursing practice related to women's health and the pediatric population (completion of approximately 180 practicum hours). *6.5 credits didactic/clinical*

NURS 511 - Advanced Practice Nursing III: Family

This course synthesizes theoretical and the practical applications of professional advanced nursing practice as it relates to the healthcare needs of the family. Students will apply the concepts of health promotion and disease management for global populations across the lifespan. Students will apply these concepts experientially while adhering to the standardized roles and responsibilities for advanced nursing practice related to care for these populations. The student will be expected to complete the required experiential hours for graduation by the end of this course (completion of approximately 140 practicum hours). *5 credits didactic/clinical*

NURS 512 - Nursing Research and Evidence Based Practice

This course allows the student to apply the principles of evidence-based practice through examination and critique of existing research. Students are expected to identify and implement a safe, effective, and relevant evidence-based practice change that aims to improve healthcare outcomes. Students will explore various research methods to complete the evidence-based improvement project that targets a variety of healthcare settings and will disseminate their final research findings. *3 credits didactic. Prerequisite: All previous blocks*

In addition to the blocks described above, the students will be provided two (2) remediation periods to accommodate varied learning styles, and reinforce the concepts, knowledge, and application of the materials presented in the curriculum. During these periods, students will have the opportunity to clarify expectations concerning the remaining blocks and/or complete additional clinical hours.

GRADUATION

Comprehensive Predictor (BSN & ABSN only)

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

Remediation of the Comprehensive Predictor

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

Graduation from the College of Nursing with a Bachelor of Science in Nursing or Master of Science in Nursing degree requires successful completion of prerequisite coursework and all courses described in the nursing curriculum.

Graduation from the College of Nursing with a Master of Science in Nursing degree requires successful completion of all courses described in the nursing curriculum including 525 hours of approved clinical experience.

STUDENT ORGANIZATIONS/CLUBS

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

<http://www.roseman.edu/students/student-services-resources/student-organizations/>.

STUDENT PARTICIPATION IN GOVERNANCE

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

MBA PROGRAM

Master of Business Administration

Entrepreneurial
Innovative
Accelerated

Office of Admissions
(702) 968-1661

PROGRAM OVERVIEW

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

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

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

Entrepreneurial

The MBA program provides the entrepreneurial knowledge and skills leaders need to start a company or to help an existing business to:

- Successfully launch new products and services;
- Improve existing products and services; and
- Find new applications and markets for existing products and services.

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

Innovative

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

*Blocks and courses are used interchangeably in this document.

Business Leaders

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

Focal Points of The MBA Program

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

- Communication and Interpersonal Skills - Throughout the MBA program, students learn to utilize critical thinking skills to effectively communicate both in written form and orally in order to logically articulate a point-of-view.
- Original and Visionary Thinking - Leadership, creativity and innovation is discussed throughout the program. It focuses on visionary leadership and developing a culture of creativity and innovation.
- Leadership Potential - All students must enroll in a Leadership and Organizational Behavior block/course that focuses on the skills of an effective leader.
- Ability to Work Well Within a Team - Throughout the program, students learn how to build productive teams and to work collaboratively with others to achieve excellent results. Students have the opportunity to work in teams almost every day in every course in the program. As a result of this experience they learn how to assess and improve team performance.
- Analytical and Problem-solving Skills - In every course, students have the opportunity to demonstrate a mastery level of understanding and application of management analytical and problem-solving skills.
- Strategic Thinking - All students take a course in strategy that focuses on strategic thinking and developing strategy formulation skills.
- Fit Within the Corporate Culture - The interactive nature of the program and the leadership emphasis of the curriculum help students to adapt to a variety of corporate cultures.
- Entrepreneurial Skills - Within the Entrepreneurship block/course, students draw on their learning from other courses in the curriculum to write a comprehensive business plan, which they will present in the course.
- General Management Point-of-View - The curriculum, with its generalist orientation, is designed to

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

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

Career Opportunities

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

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

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

MBA PROGRAM MISSION STATEMENT

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

There are four (4) student learning goals derived from the mission statement.

- Goal 1: Prepare students to be competent business professionals.
- Goal 2: Prepare students to be responsible leaders.
- Goal 3: Prepare students to be entrepreneurial managers.
- Goal 4: Prepare students to be effective communicators.

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

Joint Programs

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

Residency Requirement

The minimum course work that must be taken to fulfill Roseman MBA residency requirement is seven blocks (or 21 semester credits). Thus, a student may earn credit for graduate (MBA) courses/programs completed elsewhere but must at a minimum complete seven (7) courses/blocks at Roseman to be awarded a Roseman MBA.

Transfer Courses

If, after matriculation it becomes necessary to approve and allow a graduating student to take selected MBA courses at another regionally accredited university, the MBA Program Director or designee must pre-approve in writing the course(s) for transfer and the final course grade(s) submitted must not be a "B-" or lower on the official transcript(s) received, in addition to the other related requirements.

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

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

Time Limitation

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

CURRICULUM

Core Curriculum

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

MBA Course Numbers

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

*Curriculum is subject to change

**Elective blocks offered with minimum enrollment.

Course Descriptions

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

MBA 510 - Leadership Communication

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

MBA 520 - Financial Accounting

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

MBA 521 - Healthcare Accounting and Controls

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

MBA 530 - Legal Environment and Corporate Responsibility

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

MBA 540 - Statistical Methods for Decision Making

This course focuses on basic statistical techniques for decision-making including frequency, probability, sampling,

estimation, tests of hypotheses, regression and correlation analysis. This course will provide students with an understanding of discrete and continuous probability distributions, interpret analysis of variance, linear regression, and correlation result and how to apply sampling methods for tests of hypothesis.

MBA - 550 Business Economics

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

MBA - 551 Managerial Economics

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

MBA 552 - Healthcare Economics

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

MBA 560 - Foundations of Management

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

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

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

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

MBA 602 - Healthcare Management

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

MBA 603 – Legal Environment, Healthcare Law & Corporate Responsibility

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

MBA 605 - Human Resource Management

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

MBA 610 - Organizational Behavior and Leadership

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

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

MBA 615 - Arbitration and Mediation: Theory and Practice

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

MBA 620 - Marketing

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

Prerequisite: MBA 642

MBA 630 - Healthcare Operations Management

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

MBA 640 - Management Information Systems

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

MBA 642 – Managerial Economics for the Healthcare Professional

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

MBA 645 - Business Ethics and Practices for Healthcare Professionals

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

MBA 650 - Managerial Accounting and Control

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

MBA 651 - Cost Accounting

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

MBA 652 - Auditing

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

MBA 660 - Finance

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

MBA 661 – Healthcare Financial Management

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

they apply in healthcare organizations. Prerequisite: MBA 520 or MBA 650.

MBA 662 – Entrepreneurial Finance

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

MBA 665 - Investment Finance

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

MBA 670 - Strategic Management

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

MBA 680 - Advanced Finance

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

MBA 690 – Entrepreneurship (Capstone)

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

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

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

The purpose of this block/course is to introduce students to the processes of research methods and to assist them in developing, designing and carrying out their chosen research projects. Emphasis will be placed on individual progress on the literature review and the “why” and “how” research methodology of the chosen project. Grading in this course is largely based on the student’s research progress output, not on tests or presentations.

MBA 710 - Professional Development Internship

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

MBA 720 - Distinguished Leaders Speaker Seminars

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

MBA 750 - (A-Z) Seminar in Business (1-3 credits)

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

MBA 750A - Seminar in Dental (Orthodontic) Practice Management (1-3 credits)

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

Graduation Requirements

The general MBA curriculum consists of 12 Core blocks/courses that are 3 credit hours each. In order to graduate, students are required to satisfactorily complete 36 credit hours consisting of 12 courses. Effective with the graduating class of 2020, and thereafter, in order to be recognized at the graduation ceremony, students are required to satisfactorily complete all 36 credit hours consisting of the 12 blocks at least 45 calendar days before the Commencement ceremony.

Although PharmD or DMD students with no prior baccalaureate (or higher) degree may enroll in the MBA program, they must receive their PharmD or DMD degree and complete the MBA degree requirements before an MBA degree can be awarded.

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

STUDENT GOVERNMENT

Class Representatives

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

MBA Student Liaison Committee

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

Student Participation in Governance

Students are encouraged to participate in University and Program governance.

STUDENT ORGANIZATIONS/CLUBS

Although student organizations have been or may be approved to operate on any Roseman University of Health Sciences campus, the views, opinions, statements and/or philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, administration, or the Roseman

Board of Trustees. A list of student organizations can be found here: <http://www.roseman.edu/students/student-services-resources/student-organizations/>.

COLLEGE OF PHARMACY

Doctor of Pharmacy (PharmD)

11 Sunset Way
Henderson, NV 89014

10920 S. River Front Parkway
South Jordan, UT 84095

Accredited by the Accreditation Council for Pharmacy Education

Office of Admissions
(702) 968-2007

PHARMACY – THE PROFESSION

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

Pharmacists Today:

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

THE DOCTOR OF PHARMACY DEGREE (PHARM.D)

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

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

Career Opportunities

The PharmD degree opens the door to a variety of career pathways:

- *Community Practice:* Pharmacists serve patients by practicing in local community pharmacies, home health care agencies, health maintenance organizations, and as consultants in a variety of ambulatory care practice settings.
- *Hospital and Clinical Practice:* Pharmacists are integral to drug preparation, administration, and collaboration with others on the medical team to better serve patients.
- *Academia:* Career opportunities exist for pharmacists in colleges of pharmacy serving

as teachers, administrators, researchers and clinical practitioners.

- *Pharmaceutical Companies:* Pharmacists are employed in research, administration and sales.
- *Government Agencies/Military:* Career opportunities exist for pharmacists in several government agencies such as Public Health Service, Food and Drug Administration, Drug Enforcement Agency, National Institutes of Health and the different branches of the military.

THE COLLEGE OF PHARMACY

The College of Pharmacy is dedicated to educating and preparing its students to become pharmacists who are:

- Current in the latest developments in pharmacy practice;
- Caring individuals who see each patient as an individual and participate along with other health care professionals in the provision of compassionate care; and
- Competent practitioners who participate in the total management of the patient's medicinal needs.

Faculty

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

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES

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

Technical Standards for Admission, Advancement, and Graduation

Introduction

According to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act, qualified individuals with a disability shall not, by reason of such disability, be excluded from participation in or

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

Principles

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

Technical Standards

Sensory and Motor Abilities: These abilities require the functional use of visual, auditory and tactile senses, and proper coordination of muscular movements with accommodations, if necessary. Applicants and students must have the ability to observe, evaluate, and participate in classroom and patient care settings, lectures, demonstrations and laboratories, and perform physical assessments (e.g. palpation, percussion, auscultation). Additionally, applicants and students must be able to observe and assess patients from a distance and also close at hand. Applicants and students must have the coordination of muscular movement with accommodation, if necessary, to un-

dertake preparation of all routine forms of medication orders, the use of diagnostic equipment for patient assessment, and the direct delivery of patient therapies such as administering subcutaneous or intramuscular injections.

- **Communication Skills:** Applicants and students must be able to speak, to hear, and to observe patients in order to exchange information in person and telephonically. They must effectively and efficiently communicate using the English language in academic as well as patient care settings, and should know the proper use and recognition of nonverbal communication cues. Communication includes not only speech but also proficiency in reading and writing in English.
- **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Applicants and students must be able to recollect, gather, analyze, integrate and synthesize complex information quickly and accurately in the classroom and in patient care settings, and be able to generate rational solutions to academic and patient-related problems. They should be able to quickly assimilate and adapt to new information and guidelines in academia and practice. Applicants and students must also be able to evaluate academic and patient-related literature and clinical decisions.
- **Behavioral, Ethical and Professional Attributes:** Applicants and students must demonstrate appropriate professional and ethical behavior. Students must be willing to abide by institutional regulations at school and practice sites. They must demonstrate compassion and integrity, and show respect for differences in culture, values and ethnic backgrounds of other students, teams, faculty, staff and other professionals. Applicants and students must be responsible for personal action and show emotional and mental stability under stressful conditions which may happen both during the intense 3-year program and during their career as a pharmacist.

Academic Requirements

In order to be eligible for admission to the PharmD Program, applicants must:

- Have completed a minimum of the equivalent of 60 semester credit hours (90 quarter hours) of pre-pharmacy study in an accredited college or university in the United States or its equivalent;

- Achieve a preferred cumulative grade point average of 2.8/4.0 (or its equivalent) in order to have their applications considered for admission; Have received a grade of “C” (or its equivalent) or better in all science and math prerequisite courses;
- All candidates must earn a grade of “B” or better in the English Composition and Speech prerequisites; and

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

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

Science Prerequisites

General Chemistry I with Laboratory

4 semester hours or
4 quarter hours of Chemistry I and
4 quarter hours of Chemistry II

General Chemistry II with Laboratory

4 semester hours of Chemistry II or
4 quarter hours of Chemistry III

Organic Chemistry I with Laboratory

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

Organic Chemistry II with Laboratory

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

Calculus

3 semester hours or 4 quarter hours

Microbiology

3 semester hours or 3 quarter hours

Human Anatomy and Human Physiology

The College requires a total of 6 semester hours or 8 quarter hours of Human Anatomy and Human Physiology. These prerequisites can be fulfilled by completing one of the following options:

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

or

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

or

6 semester hours of Human Physiology

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

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

Humanities Prerequisites

English Composition (Freshman level)

3 semester hours or 3 quarter hours

Speech

3 semester hours or 3 quarter hours

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

Academic Forgiveness Policy

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

Non-U.S. Coursework

Applicants who have completed coursework from a country other than the U.S. must submit transcript evaluations from one of the following services: World Educational Services (<http://www.wes.org>) or other

service approved by the College of Pharmacy Admissions Office.

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

Admission to the PharmD Program

Communication to applicants and candidates regarding their status in the admissions process will originate from the Office of Admissions and Student Affairs with approval from the Dean.

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

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

Further, the student is required to meet all requirements of the College's experiential program for the P1 academic year. This includes 104 hours of Introductory Pharmacy Practice Experiences (IPPE-1).

Transfer students must complete these hours prior to the start of the P2 didactic blocks. Students may complete these hours with conditions determined by the office of Experiential Education and approved by the Associate Dean for Academic Affairs. Students will be charged prorated tuition and appropriate fees for these experiences. Students must also complete 240 Introductory Pharmacy Practice Experience

Summer (IPPE-S) hours (divided as 80 institutional and 160 community hours) as part of the College and graduation may be delayed by approximately 6 weeks if these hours are not completed before the start of the P2 didactic year.

Finally, evaluation of the transfer request is subsequently presented and reviewed by Roseman College of Pharmacy faculty during a formal faculty meeting. The faculty vote to either approve or deny the student's request to transfer into the program and to accept credits earned at another college of pharmacy. If the student is granted admission, 61 credits corresponding to the didactic component of the P1 year will be awarded. Once IPPE hours have been completed, an additional four credit hours will be awarded. When IPPE-S hours have been completed, an additional six credit hours will be awarded.

Applicants interested in applying for transfer should:

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

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

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

Application Fee

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

Seating Deposit

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

Deferred Admission

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

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

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

PLACEMENT

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

STUDENT GOVERNMENT

Pharmacy Class Officers

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

Pharmacy Student Liaison Committee

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

Student Participation in Governance

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

STUDENT ORGANIZATIONS/CLUBS

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

<http://www.roseman.edu/students/student-services-resources/student-organizations/>.

ELIGIBILITY FOR EXPERIENTIAL ROTATIONS

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

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

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

- Been diagnosed or treated for an illness or condition that could impair the student's ability to perform any of the essential functions of the license;
- Held a license under any name other than on the application;

- Been charged, arrested or convicted of a felony or misdemeanor;
- Been denied the right to sit for licensure examination;
- Been named as a defendant in a malpractice suit;
- Been terminated from a position for drug use or abuse;
- Have recently used any drugs without a valid prescription;
- Been a subject of an administrative action whether completed or pending; or
- Had a license suspended, revoked, surrendered or otherwise disciplined, including any action against the student's license that was not made public.

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

CURRICULAR OVERVIEW AND COURSE DESCRIPTIONS

The curriculum of the PharmD program can be divided into two major components: the didactic component and the experiential component. The didactic component consists primarily of classroom experiences in the first two professional years (P1 and P2 years). The didactic curricular content is delivered utilizing Roseman's Six-Point Mastery Learning Model where content is organized into "modified blocks." Each content area comprising a block varies in duration and is allotted as much time as necessary. The didactic portion of the P1 year consists of 15 sequential blocks and five activities-based mini-blocks. The didactic portion of the P2 year consists of 15 sequential blocks, five activities-based mini-blocks and one interprofessional education mini-block.

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

First Professional Year (P1 Year) Didactic Curriculum

PHAR 410 - Fundamentals of Drug Action and Metabolism

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

PHAR 411 - Fundamentals of Molecular Biology, Nucleotide Metabolism, and Pharmacogenomics

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

PHAR 412 - Metabolism of Carbohydrates, Lipids, and Amino Acids

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

PHAR 413 - Hematology and Immunology

A study of basic hematology and immunology and the fundamental principles related to clinical immunology.

PHAR 414 - Drug Information and Literature Evaluation I

A study of the practice of drug information, drug literature evaluation and searching, principles of evidence-based medicine, medical writing, medication safety, and pharmacovigilance.

PHAR 420 - Neuropharmacology and Medicinal Chemistry

This block introduces basic concepts of pharmacology and medicinal chemistry particularly as applied to the autonomic and central nervous system. In this block, a study of the basic principles of drug action is presented for specific drug classes including: the

chemical properties, mechanisms of drug action, routes of administration, clinical uses, disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interaction.

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

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

PHAR 422 - Gastrointestinal, Genitourinary and Skeletal Muscle: Pharmacology and Medicinal Chemistry

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

PHAR 423 - Endocrine System: Pharmacology and Medicinal Chemistry

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

PHAR 424 - Antimicrobial Pharmacology and Fundamentals of Toxicology

An overview of fundamental principles of antimicrobial therapy and the basic pharmacology of antimicrobial agents along with a study of the basic principles of toxicology along with an introduction to clinical toxicology.

PHAR 430 - Pharmaceutics and Biopharmaceutics

A study of the application of physical and chemical principles to the development, preparation, and stabi-

lization of pharmaceutical dosage forms. Also included is a study of biological and physicochemical factors that influence the availability of a drug from a dosage form and the subsequent disposition and response of the drug in the body.

PHAR 431 - Pharmacokinetics

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

PHAR 440 - Pharmacy Administration

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

PHAR 441 - Pharmacy Law

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

PHAR 444 - Immunization Provider Certification

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

PHAR 450 - Pharmaceutical Calculations

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

PHAR 451 – Top 200 Drugs I

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

PHAR 452 – Self-Care Therapeutics

This course serves as an introductory therapeutics course focused on OTC self-care, complementary and

alternative medicines, and nonpharmacologic interventions for medical conditions that are appropriate for pharmacist guided patient self-care.

PHAR 465 – Pharmacist Patient Care Process (PPCP)

I

This skills-based course is offered throughout the first academic (P1) year and strengthens the students' communication, drug information, and patient care skills.

PHAR 495 – Continuing Professional Development

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

Second Professional Year (P2 Year) Didactic Curriculum

PHAR 511 - Therapeutic Disease State Management: Fluids, Electrolytes and Nephrology

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

PHAR 512 - Therapeutic Disease State Management: Cardiology

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

PHAR 513 - Clinical Immunology and Ophthalmology

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

eye. Also included are concepts pertaining to immunization.

PHAR 514 - Therapeutic Disease State Management: Pulmonology

An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major lung diseases.

PHAR 515 - Therapeutic Disease State Management: GI Disorders

An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major gastrointestinal disorders.

PHAR 516 - Therapeutic Disease State Management: Infectious Disease

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

PHAR 517 - Therapeutic Disease State Management: Hematology/Oncology

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

PHAR 518 - Therapeutic Disease State Management: Endocrinology

An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics,

clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to endocrinology and endocrine disorders.

PHAR 519 - Therapeutic Disease State Management: Psychiatry

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

PHAR 520 - Therapeutic Disease State Management: Neurology

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

PHAR 521 - Clinical Nutrition

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

PHAR 522 - Women's and Men's Health

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

PHAR 525 - Therapeutic Disease State Management: Critical Care Management

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

components of pulmonology, cardiology, and other disciplines of medicine commonly seen in the intensive care setting.

PHAR 540 - Drug Information and Literature Evaluation II

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

PHAR 541 - Pharmacy Administration

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

PHAR 550 - Top 200 Drugs

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

PHAR 565 - Pharmacist Patient Care Process (PPCP) II

This skills-based course is offered throughout the second academic (P2) year. This course builds upon the skills developed in PHAR 465 and further strengthens the students' communication, drug information, and patient care skills.

PHAR 595 - Continuing Professional Development

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

PHAR 599 - Interprofessional Education

This course is given in collaboration with the Colleges of Nursing and Dental Medicine. The course will consist of active collaboration with students from the other health sciences colleges to instill the core competencies advocated by the Interprofessional Education Collaborative (IPEC): Roles and Responsibilities for Collaborative Practice; Values/Ethics for Inter-

professional Practice; Interprofessional Teamwork and Team-based Practice; and Interprofessional Communication Practices.

Third Professional Year (P3 Year) Didactic Curriculum

PHAR 699 - Capstone Course

This course is offered throughout the P3 year. The course offers self-study and classroom instruction that consist of a review of all curricular competencies. Its focus is to prepare the student for licensure examination(s) and entrance into the profession.

Experiential Curriculum

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

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

PHAR 470, 570, 572 & 573

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

PHAR 470 P1 Community Pharmacy Longitudinal

When: Longitudinal rotation, during the first academic year.

Number of hours: 104

Outcomes: The prescribed outcomes begin with becoming familiar with the practice site, the role and responsibilities of pharmacists and other site personnel, and culminate with the student performing rudimentary aspects of pharmaceutical care. Each preceptor is supplied with learning outcomes that the student is expected to demonstrate by the end of the experience. Student progress for each outcome is

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

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

PHAR 570 P2 Community Pharmacy Longitudinal

When: Longitudinal rotation, during the second academic year.

Number of hours: 104

Outcomes: The learning outcomes build upon those assessed in PHAR 470 and PHAR 572. Each preceptor is supplied with a list of learning outcomes that the student is expected to demonstrate by the end of the experience. Student progress for each outcome is submitted for review by the College after the middle and at the end of each rotation.

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

PHAR 572 - IPPE-Summer Community

When: During the summer between the first and second academic year.

Number of Hours: 160 (4 weeks at 40 hours per week minimum)

Outcomes: The outcome expectations for the IPPE Community 4 Week Block experience build on those from IPPE, culminating with the student being able to perform all duties expected of an entry-level pharmacist. Each preceptor is supplied with a list of learning outcomes that the student is expected to demonstrate by the end of the experience. Student progress for each outcome is submitted for review by the College after the middle and at the end of each rotation.

PHAR 573 - IPPE-Summer Institutional

When: During the summer between the first and second academic year.

Number of Hours: 80 (2 weeks at 40 hours per week minimum)

Outcomes: The outcome expectations for the IPPE Institutional 2 Week Block experience begin with students being introduced to the distributive and logistical functions of inpatient pharmacy services at a hospital. Additionally, students are exposed to clinical and patient care activities in the institutional setting. Each preceptor is supplied with a list of learning outcomes that the student is expected to demonstrate by the end of the experience. Student progress for

each outcome is submitted for review by the College at the end of each rotation.

PHAR 600 - APPE

When: Third academic year

Number of Hours: 1,440 (Six-week rotations; minimum of 40 hrs/week)

Outcomes: In general, the outcome expectations for APPE represent further advancement of student abilities to include the provision of pharmaceutical care and disease state management. Each preceptor is supplied with learning outcomes that the student is expected to demonstrate by the end of the six-week experience. An assessment form of the learning outcomes is submitted for review by the College after the third week and at the end of the rotation.

Required APPE

Each student must complete each of the following rotations:

PHAR 601 - Adult Acute Care

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

PHAR 602 - Advanced-Community

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

PHAR 603 - Ambulatory Care

The purpose of this rotation is for students to gain professional skills in an ambulatory care practice environment. The Ambulatory Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students

will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care.

PHAR 604 - Institutional Practice

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

Selectives

Selective experiences include all specialty pharmacy practice experiences. Students are required to complete two Selectives with a minimum of one patient-care focused (Selective A) and no more than one non-patient care focused (Selective B). The areas of specialty for these experiences include but are not limited to: drug information, cardiology, critical care, pediatrics, geriatrics, infectious disease, hematology/oncology, surgery, nutrition, and pain management. The number of the different selective experiences may vary annually based on site and preceptor availability.

Elective Course Offerings

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

PHAR 700 - Advanced Pharmacotherapy

This course is designed to give students a chance to apply the appropriate literature source to case scenarios in the following situations: for discussing diseases that were only briefly introduced in therapeutics, for treating patients with the most commonly overlapping disease states, and for selecting appropriate therapy when clear recommendations or guidelines are lacking. The course is team-taught by seasoned clinical practitioners from the local area. Students com-

plete a take-home midterm and final assessment and participate in case discussions in class. Cr. Hr.: 4.

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

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

PHAR 702 - Exercise Pharmacology and Toxicology

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

PHAR 703 - Pharmacovigilance

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

at the program level. Students will also obtain a unique perspective of FDA regulations, which govern the practice of pharmacovigilance by pharmaceutical companies. Students will also discuss methods to enhance the role of pharmacists in pharmacovigilance activities. The course directors will present didactic knowledge and skills, assessments will document the accrual of learning, and student presentations on timely issues and topics will demonstrate the students' enhanced abilities. Cr. Hr.: 4.

PHAR 704 - Teaching to Learn-Learning to Teach

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

PHAR 705 – AphA Institute on Substance Use Disorders

The APHA Institute hopes to carry the message forward and provide pharmacists, student pharmacists, and the profession with resources, information, and guidance regarding addiction education. Attendance at the Institute is intended to redefine views on the disease of addiction and serve as a catalyst to help increase awareness of health and social problems related to alcoholism and other drug dependencies. Cr. Hr.: 2.

PHAR 706 - Drug and Alcohol Addiction Education in the Health Professions

This course is designed for the pharmacy student to increase awareness of the health and social problems of alcoholism and other drugs dependencies in the profession of pharmacy. The course will specifically address the 12-step principles of Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and Alanon programs. Concurrent enrollment in PHAR 705 is required. Cr. Hr.: 2.

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

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

PHAR 708 - (MBA 620) - Marketing

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

PHAR 710 - Introduction to Research

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

PHAR 712- Medical Parasitology

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

PHAR 713 - Getting Published

Students will take what they have learned in PHAR 565 in order to submit a completed manuscript for publication. Students will learn the process of writing and publishing a review article including, analyzing published literature, soliciting journals for interest, referencing, journal requirements/deadlines, peer review, and author rights/responsibilities in this longitudinal, personalized course. Cr. Hr.: 4.

PHAR 714 - Pain Management and Palliative Care

Students will build upon what they have learned in PHAR 520 on pain management and palliative care from a pharmacist's perspective. Students will learn the basic pain neurobiology followed by pathophysiology and pharmacotherapy of various pain conditions. To better understand pharmacotherapy, students will also be introduced to the mechanisms of action and chemical properties of different classes of classic and non-traditional analgesic agents. Students

will also learn about palliative care relevant to pharmacists. Cr. Hr.: 4.

PHAR 715 - International APPE

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

PHAR 717: Leadership & Pharmacy

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

PHAR 718: TDSM: Pediatrics

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

PHAR 719 – Longitudinal Research Elective

Students will participate in ongoing research projects in collaboration with College faculty. The course will be conducted during student free time throughout the academic year. Credit assignment determined based on hours engaged and require approval of faculty advisor and course coordinator. Cr. Hr. Varies: 1-3.

PHAR 721 – Medicare and Pharmacy Part I

Part 1 of this two-part elective course focuses on expanding a student's knowledge of Medicare and extra assistance programs available in the state of Nevada. Students will engage in a combination of didactic and live training as they develop skills related to communication, documentation, assisting beneficiaries to navigate the complex world of Medicare via teleservices, and reflecting upon these experiences. Students who successfully complete all components of this course will earn 2 elective credits. Cr. Hr.: 2

PHAR 722 – Medicare and Pharmacy Part II

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

PHAR 723 – Advanced Pharmaceutical Compounding

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

Cr. Hr.: 2

PHAR 724 – Honors: Peer Mentoring Elective

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

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

Cr. Hr.: 2

PHAR 725 – Basic Science Behind the Contemporary Pharmacotherapy

Contemporary pharmacotherapy is continuously changing as our understanding of disease states is improving through biomedical research. New therapies can often confuse health care providers who often have to decide whether or not these therapies should supplement or change the standard of care. A good understanding of the disease state and the science behind the therapy, as well as the ability to analyze and interpret scientific data is immensely beneficial for a pharmacist to make the best recommendations to improve patient care. Cr. Hr.: 4

PHAR 726 – Medical Spanish

This introductory course focuses on words and phrases that students will use in the pharmacy when interacting with Spanish speaking patients. Students will work on both verbal and written communications skills. At the end of the block, students will complete a disease state presentation in Spanish.

Cr. Hr.: 4

PHAR 740 – Introduction to Drug Discovery and the Pharmaceutical Industry

This elective is designed to introduce the students to the process of discovering new drugs and will cover drug discovery from target validation up to the clinical candidate nomination. Upon completion of this elective the student will have an appreciation for and be able to describe the drug discovery process including target selection and validation, the selection of biological assays, lead modification including computer aided drug design, and the chemical basis of drug action and behavior both in vitro and in vivo.

Cr. Hr.: 4

ASSIGNMENT OF CREDIT HOURS IN THE PHARMD PROGRAM

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

mary of the distribution of credit hours is given below.

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

First Academic Year (P1)

Assessments 1.1-1.15	51
Pharmaceutical Calculations	3
Top 200 Drugs I	1
Self-Care Therapeutics	1
Pharmacist Patient Care Process I	5
Pharmacy-based Immunization Delivery Certification	1
P1 Introductory Pharmacy Practice Experience (IPPE) Longitudinal	3
Continuing Professional Development	1
Minimum credit hours to complete	
P1 Year	66

Second Academic Year (P2)

Assessments 2.1-2.15	52
Top 200 Drugs II	1
Pharmacist Patient Care Process II	6
Interprofessional Education	2
P2 IPPE Longitudinal	3
IPPE-Summer Community	4
IPPE-Summer Institutional	2
Continuing Professional Development	1
Minimum credit hours to complete	
P2 Year	137

Third Academic Year (P3)

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

COLLEGE OF DENTAL MEDICINE

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

11 Sunset Way
Henderson, NV 89014

10920 S. River Front Parkway
South Jordan, UT 84095

Accredited by the Commission on Dental Accreditation

DMD PROGRAM MISSION, VISION, AND CORE VALUES

Mission

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

Vision

The CODM leads the transformation of dental education and declares:

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

Core Values

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

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

Excellence - The CODM measures its performance by seeking input from students, faculty, staff, patients, and other

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

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

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

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

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

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

DEGREE DESCRIPTION

The Doctor of Dental Medicine (DMD) degree is granted upon graduation from the College of Dental Medicine. The course of study comprises 4 academic years. The first two years consist of didactic and simulated clinical instruction, along with several introductory clinical experiences. In the fall of their first year, students begin their team-based clinical experiences on a limited basis. Years 1 through 3 are a combination of integrated didactic, clinical experiences and clinical rotations, where students treat patients under the supervision of faculty who are Utah-licensed dentists. The 4th year is primarily clinical based education. Students complete the "Integrated" National Board Dental Examination upon completion of their 3rd year. Upon graduation with the DMD degree, graduates are eligible to complete licensing examinations in the USA and Canada. Graduates are eligible for postdoctoral specialty and residency training in all fields of dentistry.

*Pending approval by the Commission on Dental Accreditation, the CODM-SJ may transform its 4-year mastery

learning model into a 3-year program during or after the 2021-2022 application cycle.

THE THREE COMMITMENTS

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

Lifelong Colleague Philosophy

The CODM emphasizes the development of Lifelong Colleagues at every level. This approach encourages all students, faculty, and staff to make each and every interaction reflect a sincere desire to develop each other as lifelong colleagues.

Honor Code

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

Commitments to Each Other

We commit to help each other become the best we can be at what we do.

Six-Point Mastery Learning Model®

The Roseman University’s Six-Point Mastery Learning Model® guides didactic and clinical work. The model is described elsewhere in this Catalog. The DMD Program makes the Three Commitments an inseparable part of the Six-Point Mastery Learning Model®.

ADMISSIONS

The College of Dental Medicine (CODM) DMD Program seeks to admit a diverse student population with individual differences that contribute to their class and the Roseman educational environment. Accepted students will demonstrate academic competency, emotional intelligence, and commitment to the profession of dentistry through person-centered care. The DMD Program selects students who identify with and reflect the values of the Lifelong-Colleague Philosophy, Honor Code, and the profession’s Code of Ethics. In doing so, CODM follows standard policies and procedures for selecting and admitting applicants in a timely fashion.

Application Procedures

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

Candidates must submit complete AADSAS applications on or before November 15th. The College of Dental Medicine continuously reviews applications.

Concurrently with submitting the AADSAS application, applicants must complete a supplementary application as well as submit a non-refundable \$75 application processing fee. To submit your supplemental application as well as the fee, please visit <https://20080.thankyou4caring.org/login>.

The CODM does not require a photograph with the application or with application processing fees. A 2x2 digital color photograph is requested only from students who are invited for an interview and is attached to the interview file as an aid to help the Admissions Committee identify interviewees.

Review of the AADSAS Application

The candidate’s entire academic record and all application materials will be evaluated by the Admissions Committee. This includes all courses in undergraduate, graduate, professional or other specialty programs. The Admissions Committee may review any and all prior applications submitted by an applicant as part of its normal review process.

Faculty and staff first review the AADSAS application to determine if the candidate has mastered the essential academic skills as demonstrated by the successful completion of the prerequisites, achievement of the required GPA in the last 30 hours of science courses, and DAT scores that meet the required minimum. As part of their holistic evaluation, faculty then review the personal statement, letters of evaluation and other areas of the AADSAS application for evidence of emotional intelligence (Daniel Goleman’s concept, <http://www.danielgoleman.info/topics/emotional-intelligence/>), resilience (American Psychological Association, <https://www.apa.org/topics/resilience>), motivation, area(s) of major development or project management, leadership and team skills, communication skills and other characteristics considered essential by the Admissions Committee for effective person-centered care and team-based learning.

Special Note About Educational Disruptions In 2020

We know the world-wide pandemic has changed the plans all of us had for spring term and hope that you and your loved ones are successfully implementing recommended precautions to stay healthy and safe.

Roseman's DMD Admissions Committee recognizes that colleges and universities world-wide are creating unique solutions that enable students to remain engaged in learning during the 2020 pandemic and to stay safe by honoring precautions that protect all of us. We trust your faculty and your prehealth advisors to make the best decisions on how to proceed at your institution. We will accept their decisions for delivering courses and for assessing your progress during this unprecedented time.

Regardless of the assessment system used (i.e., traditional grades, Pass/Fail), our expectation of you is that you will master the foundation materials essential for success in dental school and practice. That hasn't changed. Keeping your focus on mastery will lead to new and exciting understandings that will be of benefit to your future patients. And that is what matters most.

Academic Preparation

The CODM recognizes that qualified individuals come from diverse personal, educational and career backgrounds as well as geographical regions. As a strategy to encourage individual development, the CODM recommends that each applicant meet with a health professions advisor at his/her institution to develop a course of study that will enable the student to master the foundation materials essential for success in dental school. CODM encourages students to access information on health professions advisors from the National Association of Advisors for the Health Professions website (<https://www.naahp.org/student-resources/find-an-advisor>). If a student is attending an institution that does not have health professions advisors, students are encouraged to consult with Biology or Chemistry faculty member for guidance on selecting courses appropriate for pre-dental students.

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

Majors and Degrees

Although the CODM encourages applicants to complete their degree programs, a degree is not required for admission. A student may pursue any major, provided she or he fulfills the science and communication coursework

prerequisites, at the required performance levels, prior to matriculation into the DMD program.

Prerequisites

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

- Six semester courses in Biological Sciences* (with laboratories, if offered)
- Two semester courses in Inorganic Chemistry (with laboratories if offered) and two semester courses in Organic Chemistry (with laboratories if offered) – OR, depending on the institution's curriculum, a three-semester integrated series incorporating both Inorganic and Organic Chemistry (with laboratories, if offered)
- One semester course in Biochemistry
- Two semester courses in areas that improve applicant's ability to communicate effectively with patients, staff, other healthcare professionals and their communities.

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

- English, composition, creative, business, technical or scientific writing courses (one writing intensive course is required);
- Literature or Philosophy courses (if writing intensive);
- Communication courses focusing on speech, debate, public speaking or interpersonal relationships;
- Journalism courses emphasizing interviewing, reporting, or editing;
- Psychology, Counseling or Education courses that include a supervised practicum or field experience;
- Theater courses that include acting experience.

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

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

CODM recognizes that some institutions have developed a unique sequence of courses for pre-dental and premedical majors to fulfill these requirements. Candidates who

complete a unique, non-traditional, pre-dental curriculum are asked to submit a letter from their advisor detailing the course of study. Narrative transcripts will be accepted from institutions that do not use grades.

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

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

Grade Point Average

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

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

Dental Admission Test (DAT)

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

If a candidate has not achieved a score of 17 on Academic Average, Total Science, Reading Comprehension and Perceptual Ability on the most recent DAT, the candidate's file will be put on hold pending receipt of new scores. If these scores are not achieved by November 15th, the applicant will be denied admission for that admissions cycle. Candidates are encouraged to access information about the DAT at: <http://www.ada.org/dat.aspx>.

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

Letters of Evaluation

Three Letters of Evaluation are required by the CODM. Two of these letters must be from science faculty who can evaluate the applicant's performance in the sciences. The third letter can be from another faculty member (any field) or from a health professional who knows the student well, except family members. A Prehealth Advisory Committee Letter, written by three or more faculty, satisfies this requirement. To protect the integrity of the evaluation process, the CODM will consider only those letters of evaluation to which the applicant has waived his or her right of access on the appropriate AADSAS form.

Disclosure

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

Gift Policy

The CODM has a strict no gift policy.

Interview Process

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

Prospective students must complete the CODM's interview process including, but not limited to:

- An overview of Roseman's competency-based approach to dental education including:
 - Roseman's Lifelong Colleague Culture
 - Roseman's Six-Point Mastery Learning Model
 - Roseman's innovative and efficient team-based clinical education model
- A tour of the College of Dental Medicine
- Conversations with current dental students and faculty about life as a Roseman DMD student
- A meeting with an Interview Team to discuss:
 - Motivation for a career in dentistry
 - Areas of Major Development and/or Involvement in Major Projects
 - Demonstrated Leadership & Team Skills
 - Match with the Lifelong Colleague Philosophy, Honor Code and culture of the DMD program
 - Communication skills and professionalism
 - The individual differences the student will contribute to the educational program
 - Other person-specific topics

The interview process also provides information on immunizations and health requirements for the DMD program; Essential Functions (shown below), financial aid and unique ways to finance dental education; campus safety; living and enjoying life in the Salt Lake City area.

Please note no recordings, pictures or videos may be taken during the interview day due to privacy requirements.

Selection of the Class and Alternates

The Admissions Committee meets periodically to review information from candidate interviews and all application and materials received. Written offers of admission are made following AADSAS "Traffic Rules".

Criminal Background Check

The College of Dental Medicine requires the Certiphi Screening Inc. criminal background check for all accepted students. Information on the Criminal Background Check will be included in the letter of acceptance. Cer-

tiphi Screening Inc. criminal background checks are required annually following enrollment.

The Certiphi report must be acceptable to the Executive Admissions Committee and be free of any legal actions that could prohibit participation in rotations, state licensure or DEA registration. The Admissions Committee reserves the right to request additional information regarding any legal action in the report or that has happened subsequent to the receipt of the most recent report.

Drug and Alcohol Testing

Students may be required to complete annual or more frequent drug and alcohol screening. The outcome of the drug and alcohol screening must be negative as determined by the laboratory for the presence of alcohol and drugs, not prescribed, for which the specimen was tested. A positive test result may preclude the student from participating in the academic program, Roseman clinics and external clinics and rotations. Assessment of laboratory results/reports will be the responsibility of the Associate Dean for Clinical Affairs and Patient Care or designee. Hospitals and other health care facilities often require this testing for participation in rotations and other clinical activities at their sites. Drug and alcohol testing may be required, at any time, for any or all DMD students and residents.

ESSENTIAL FUNCTIONS

The College of Dental Medicine is committed to the principle of diversity. In that spirit, admission to the College is open to qualified individuals in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The CODM is aware of the unique nature of the dental curriculum. The dental curriculum includes, in addition to the accumulation of scientific and medical knowledge, the simultaneous acquisition of essential surgical skills, technical functions, and professional attitudes and behaviors. Students are required to manage and/or perform treatment on the patients of the CODM. The CODM has the responsibility of ensuring the safety and well-being of its patients and that treatment is completed safely and within an acceptable amount of time. Therefore, the student must be able to meet the essential functions listed with or without accommodations.

CODM also recognizes that the award of a Doctor of Dental Medicine (DMD) degree carries with it the full authority of the institution and communicates to those who might seek the services of the bearer that he or she is competent to practice dentistry. The DMD degree certifies

that, upon licensure, the graduate is prepared to practice all disciplines of the dental profession appropriate for a general practitioner. This requires that the student acquire cognitive and technical skills and attitudes determined by the faculty as requisite for the practice of dentistry.

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

Sensory and Observation

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

Cognitive

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

Motor Skills

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

A student must be able to perform basic life support (including CPR), transfer and position disabled patients personally or with assistance from auxiliary personnel and position themselves in an appropriate sitting or standing position to enable them to provide patient care.

Communication

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

Behavioral Skills

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

Admissions and Continuation in the Curriculum

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

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

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

Services Office (Room 1145), Roseman University of Health Sciences, South Jordan Campus, 10920 S. River Front Parkway, South Jordan, UT 84095.

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

Admission with Advanced Standing

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

Transfer Students

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

Foreign – Trained Dentists

The Admissions Committee may waive the DAT for foreign-trained dentists who have passed Part I and II of the National Board of Dental Exam. Otherwise, the DAT is required. If accepted, foreign-trained dentists will enter the D1 year along with all other students accepted in that cycle.

Applicants Previously Enrolled In Another Health Professions Program

If you attended, but did not complete, another health professions program, you must obtain a letter from the Dean of that program detailing the circumstances that led to a withdrawal or leave of absence including confirmation that you were eligible to return to the program. This letter must be received before consideration of your application can proceed.

Applicants Dismissed from Health Professions Or Graduate Programs

The Admissions Committee will not consider or accept students who have been dismissed from another dental

school or other health-professions program, regardless of the reason for the dismissal.

GRADUATION REQUIREMENTS

To qualify for the DMD degree, students must:

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

LICENSURE

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

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

CURRICULUM

Curricular Themes

Students' learning experiences are organized around four themes:

1. Integrated Biomedical Foundations: Students learn the processes that guide normal human development and learn the causes and manifestations of abnormalities and disease with focus on the head and neck region.
2. Integrated Pre-Clinical Sciences: Students learn a variety of surgical and non-surgical patient care skills that will enable them to function effectively

in the clinical environment. In simulation clinics, they will also acquire technical skills in the various therapeutic modalities necessary for the practice of general dentistry.

3. Integrated Dental Public Health Sciences: This theme has three longitudinal foci that run throughout the curriculum: dental public health, dental practice management, and ethics and professionalism in addition to Blocks on behavioral sciences, evidence-based practice, and special/vulnerable patient populations.
4. Integrated Clinical Sciences: In the largest component of the curriculum, students acquire the knowledge, skills and experience needed to develop competency in diagnosis, treatment planning and providing dental therapy for patients under faculty supervision in the community oral health center operated by the CODM and affiliated community clinics.

CODM Pre-doctoral Dental Education Competencies

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

Domain 1: Critical Thinking

Competency: Graduates must be competent in the use of critical thinking and problem-solving, including their use in the comprehensive care of patients, scientific inquiry and research methodology.

Domain 2: Self-Assessment

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

Domain 3: Biomedical Sciences

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

Domain 4: Psychosocial and Behavioral Principles of Patient Care

Competency: Graduates must be able to apply psychosocial and behavioral principles of person-centered care for promoting, improving, and maintaining patients' oral health

Domain 5: Health Promotion

Competency: Graduates must provide community-based health promotion and services to diverse populations beyond the college of dental medicine.

Domain 6: Dental Practice Laws, Codes, Standards and Policies

Competency: Graduates must be able to apply laws, codes, and policies that govern dental practice and the provision of oral health care.

Domain 7: Dental Practice and Oral Health Care Delivery

Competency: Graduates must be able to function as leaders of the healthcare team through the application of the basic principles practice management and comprehension of models of oral health care delivery.

Domain 8: Ethical Reasoning and Professional Responsibility

Competency: Graduates must use the principles of ethical reasoning and professional responsibility during their interactions with patients, health care providers, and the public.

Domain 9: Clinical Sciences

Competency: Graduates must be competent in providing oral health care within the scope of general dentistry to patients in all stages of life. (2-23,2-24).

List of Blocks/Course Numbers

Block sequence and content is subject to change.

CODM Block Schedule by Year

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

Block/Course	Course Title	Credit Hours	Block Director	Theme
DMD5100	Ethics & Professional Practice 1	1	Kris Munk	Integrated Public Health Sciences
DMD5110	Behavioral Science & Communication	2	Aaron Ferguson	Integrated Public Health Sciences
DMD5120	Dental Public Health 1: Intro to Public Health	1	Aaron Ferguson	Integrated Public Health Sciences
DMD5130	Dental Practice Readiness 1	4	Jeremy Godderidge	Integrated Public Health Sciences
DMD5200	Pharmacology Basics	2	Sterling Sudweeks	Integrated Biomedical Sciences
DMD5221	Clinical Head & Neck 1	4	Rachel Novak	Integrated Biomedical Sciences
DMD5222	Clinical Head & Neck 2	4	Rachel Novak	Integrated Biomedical Sciences
DMD5240	Introduction to Biomedical Sciences	4	Rachel Novak	Integrated Biomedical Sciences
DMD5251	Cellular Metabolism & Adaptation 1	3	Duane Winden	Integrated Biomedical Sciences
DMD5301	Dental Terminology & Anatomy	3	Brad Stewart	Integrated Preclinical Sciences
DMD5321	Restorative 1	4	Ben Wall / Dave Densley	Integrated Preclinical Sciences
DMD5322	Restorative 2	4	Ben Wall / Dave Densley	Integrated Preclinical Sciences
DMD5323	Restorative 3	5	Ben Wall / Dave Densley	Integrated Preclinical Sciences
DMD5324	Restorative 4	4	Ben Wall / Dave Densley	Integrated Preclinical Sciences
DMD5340	Oral Imaging Technique and Interpretation	3	Anthony Mecham	Integrated Clinical Sciences
DMD5350	Introduction to Periodontics	4	Rachana Hegde	Integrated Preclinical Sciences
DMD5360	Oral Surgery 1	3	Dave Anderson	Integrated Clinical Sciences
DMD5400	Clinical Fundamentals	10	Pavlova/ McMillan	Integrated Clinical Sciences
DMD5401	Primary Care Clinic	3	Jeremy Godderidge / Ben Wall	Integrated Clinical Sciences
DMD5402	Primary Care Clinic	4	Jeremy Godderidge / Ben Wall	Integrated Clinical Sciences
DMD5403	Primary Dental Care Clinic	15	Jeremy Godderidge / Ben Wall	Integrated Clinical Sciences
DMD5421	Evidence Based Person Centered Care	5	PCL	Integrated Clinical Sciences
DMD5422	Evidence Based Person Centered Care	4	PCL	Integrated Clinical Sciences
DMD5423	Evidence Based Person Centered Care	4	PCL	Integrated Clinical Sciences
DMD5999	Peer Mentor	1-2	Kathy Velasco	Integrated Clinical Sciences
	First Year Total Credits	100		
DMD6100	Ethics & Professional Practice 2	1	Kris Munk	Integrated Public Health Sciences
DMD6110	Inter-Campus Interprofessional Education Core	2	Geralyn Crain	Integrated Clinical Sciences
DMD6115	Vulnerable Populations	1	Ryan Moffat	Integrated Public Health Sciences
DMD6120	Dental Public Health 2	1	Donna Silverstein	Integrated Public Health Sciences
DMD6121	Dental Public Health 3	2	Aaron Ferguson	Integrated Public Health Sciences
DMD6130	Dental Practice Readiness 2	1	Aaron Ferguson	Integrated Public Health Sciences
DMD6210	Oral Pathology	2	Kamran Awan	Integrated Preclinical Sciences
DMD6220	Oral Pathology 2	2	Anthony Mecham	Integrated Preclinical Sciences
DMD6251	Oral Development & Histology	2	Paul Reynolds	Integrated Biomedical Sciences
DMD6253	Genetics	2	Paul Reynolds	Integrated Biomedical Sciences
DMD6354	Lymphatics & Immunology	3	Claudia Freitas	Integrated Biomedical Sciences
DMD6330	Removable Prosth – RPD/Missing Teeth	3	Doug Ashman	Integrated Preclinical Sciences
DMD6335	Removable Prosth - CD	2	Doug Ashman	Integrated Preclinical Sciences

DMD6350	Advanced Periodontics Technique	2	Rachana Hegde	Integrated Preclinical Sciences
DMD6365	Oral Surgery 2	2	Dave Anderson	Integrated Preclinical
DMD6370	Pediatric Dentistry	2	David Stewart	Integrated Preclinical Sciences
DMD6375	Orthodontics/ Growth & Development	3	Ryan Moffat	Integrated Preclinical Sciences
DMD6380	Endodontic Diagnosis and Treatment	4	John Wisniewski	Integrated Preclinical Sciences
DMD6380	ENDO Root Camp	1	James Hupp	Integrated Preclinical Sciences
DMD6400	Clinical Fundamentals	2	Mariana Pavlova/Dave McMil-	Integrated Clinical Sciences
DMD6401	Primary Dental Care Clinic	17	Jeremy Godderidge / Ben Wall	Integrated Clinical Sciences
DMD6402	Primary Dental Care Clinic	9	Jeremy Godderidge / Ben Wall	Integrated Clinical Sciences
DMD6403	Primary Dental Care Clinic	23	Jeremy Godderidge / Ben Wall	Integrated Clinical Sciences
DMD6421	Evidence Based Person Centered Care	6 15	PCL	Integrated Clinical Sciences
DMD6422	Evidence Based Person Centered Care	3	PCL	Integrated Clinical Sciences
DMD6423	Evidence Based Person Centered Care	6	PCL	Integrated Clinical Sciences
DMD6999	Peer Mentor	1-2	Kathy Velasco	Integrated Clinical Sciences
	Second Year Total Credits	98		
DMD7120	Dental Public Health 3 - Part 2	1	Aaron Ferguson	Integrated Public Health Sciences
DMD7130	Dental Practice Readiness 3/4	1	David Prince	Integrated Public Health Sciences
DMD7245	Infectious Disease	2	Claudia Freitas	Integrated Biomedical Sciences
DMD7246	Integrated Systems/ Disease and Wellness - Cardiovascular	4	Duane Winden	Integrated Biomedical Sciences
DMD7247	Integrated Systems/ Disease and Wellness - Skeletomuscular	2	Duane Winden	Integrated Biomedical Sciences
DMD7248	Integrated Systems/ Disease and Wellness - Urinary & Di-	3	Duane Winden	Integrated Biomedical Sciences
DMD7249	Integrated Systems/ Disease and Wellness - Nervous &	4	Duane Winden	Integrated Biomedical Sciences
DMD7390	INDBE Prep	3	Bill Carroll	Integrated Preclinical Sciences
DMD7401	Primary Dental Care Clinic 1	27	Jeremy Godderidge / Ben	Integrated Clinical Sciences
DMD7402	Primary Dental Care Clinic 2	9	Jeremy Godderidge / Ben Wall	Integrated Clinical Sciences
DMD7403	Primary Dental Care Clinic 3	40	Jeremy Godderidge / Ben Wall	Integrated Clinical Sciences
DMD7421	Evidence Based Person Centered Care	6	PCL	Integrated Clinical Sciences
DMD7422	Evidence Based Person Centered Care	3	PCL	Integrated Clinical Sciences
DMD7423	Evidence Based Person Centered Care	5	PCL	Integrated Clinical Sciences
DMD7999	Peer Mentor	1-2	Kathy Velasco	Integrated Clinical Sciences
	Third Year Total Credits	110		
DMD8100	Advanced Placement in Dental Public Health: Community	2*	Aaron Ferguson	Integrated Public Health Sciences
DMD8401	Primary Dental Care Clinic 1	43	Jeremy Godderidge / Ben Wall	Integrated Clinical Sciences
DMD8402	Primary Dental Care Clinic 2	25	Jeremy Godderidge / Ben Wall	Integrated Clinical Sciences
DMD8421	Evidence Based Person Centered Care	6	PCL	Integrated Clinical Sciences
DMD8422	Evidence Based Person Centered Care	4	PCL	Integrated Clinical Sciences
DMD8999	Peer Mentor	1-2	Kathy Velasco	Integrated Clinical Sciences
	Fourth Year Total Credits	80		

Synopsis of Blocks

Year One

DMD5100 Ethics & Professional Practice 1

Integrated Public Health Sciences. The first year Ethics and Professional Practice curriculum establishes a basis for ethical principles and conduct that guides students throughout their future career in the dental profession. These principles include; the "ADA Principles of Ethics and Professional Conduct" established by the American Dental Association, the College of Dental Medicine's honor code, the Lifelong Colleague Principle, and Emotional Intelligence.

DMD5110 Behavioral Sciences

Integrated Public Health Sciences. This block introduces students to the behavioral aspects of patient care. Students' learning focuses on strategies for effectively communication with patients, colleagues, and staff. The concept of patient centered care is emphasized as the guiding principle for patient management. Additional topics include; models for behavioral change, conflict resolution, intercultural communication, and reduction of patient fear and anxiety.

DMD5120 Dental Public Health 1: Intro to Public Health

Integrated Public Health Sciences. This block, developed using guidelines developed by the American Association of Public Health Dentistry (AAPHD), is designed to introduce the first-year dental students to the core principles of Dental Public Health, and its application to population based oral health care. Differences in the roles of a private dental practitioner and a dental public health specialist are addressed. Students learn the importance of core public health functions, and different public health achievements in the US. The identification of healthcare disparities and the access to dental care among underserved minority populations are highlighted.

DMD5130 Clinical Systems and Practice Management

Integrated Public Health Sciences. The Dental Practice Readiness Curriculum (DPRC), developed in partnership with the University of Texas Health Sciences Center at San Antonio, is designed to provide the basic skills in business decision making and practice management for a successful dental practice. This first course describes the dental profession with an introduction to dental specialties, strategic planning for professional goals, and personal financial planning.

DMD5200 Pharmacology Basics

Integrated Biomedical Sciences. The Pharmacotherapy is an integral component of medical and dental care and impacts a majority of the educational standards of the Commission on Dental Accreditation. This block introduces students to the classes of drugs commonly prescribed by general dentists. The block will also review principles of drug action and selection for each class. Since dentists manage patients under pharmacological treatment by other health professionals, the block discusses the dental consequences of medical treatments and the modification of dental treatment required for common medical treatments that dentists encounter in practice. To prepare for patient care in the CODM clinics, students study drugs used in the treatment of renal, immune, cancer, psychiatric and neurological conditions. Understanding and use of local anesthetics will also be highlighted.

DMD5221 Clinical Head and Neck 1

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

DMD5222 Clinical Head and Neck 2

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

DMD5240 Introduction to Biomedical Sciences

Integrated Biomedical Sciences. Introduction to biomedical sciences focuses on gross anatomy. Students will learn structures of each organ systems.

DMD5251 Cellular Metabolism & Adaptation 1

Integrated Biomedical Sciences. Topics such as the digestion, absorption, biosynthesis and metabolism of carbohydrates, lipids and proteins/amino acids leading to a discussion integrating the principles of metabolism.

DMD5301 Dental Terminology/Anatomy

Integrated Preclinical Sciences. Students immediately begin collaboration with their colleagues to conceptualize

and value their roles as a health care provider. Students are introduced to a diverse “family of patients” with a varying complexity of needs. Course instruction and team-based learning will relate to this family and their care. This course integrates corresponding biomedical coursework to introduce basic concepts of dental anatomy. The didactic component includes nomenclature, timing of tooth development and eruption, the form and function of primary teeth, and an introduction to dental materials and basic restorative techniques. Students will be evaluated on their mastery of laboratory skills and simulation of reconstructive dentistry procedures as they relate to our patient “family”. Foundational knowledge of direct restorative materials is presented. Projects in this course include the use of composite in building teeth to partial and full contour using additive and subtractive techniques. Formative and summative assessment will be used to frequently appraise students’ progress as patient-centered practitioners, evidence-based and critical thinkers, and Lifelong Colleagues. (August -September).

DMD5321 Restorative - 1

Integrated Preclinical Sciences. This is a fast-paced exciting course, which has been designed to provide the most authentic clinical simulation possible in an effort to provide the participant with the smoothest transition to live patient care possible. The course begins with an introduction to general restorative procedures. Advanced technology will be incorporated as much as possible. Class I-V direct composite restorations will be mastered. This course will provide the necessary information and basis for pre-clinical training. This course has been designed to align the instruction methods with the pronounced philosophy of Roseman University of Health Sciences, and to engage students in ACTIVE LEARNING as a means of mastery education. The goals of this methodology are to (1) improve students’ learning and develop students as critical thinkers, problem solvers, and team players; (2) fully engage students and instructors throughout the learning process; and (3) stimulate higher-order thinking through the use of creative technologies and applied learning.

DMD5322 Restorative - 2

Integrated Preclinical Sciences. This is a fast-paced exciting course, which has been designed to provide the most authentic clinical simulation possible in an effort to provide the participant with the smoothest transition to live patient care possible. The course begins with an introduction to general restorative procedures. Advanced technology will be incorporated as much as possible. Class I-V direct composite preparation and restorations will be mastered. This course has been designed to align the instruction methods with the pronounced philosophy of

Roseman University of Health Sciences, and to engage students in ACTIVE LEARNING as a means of mastery education. The goals of this methodology are to (1) improve students’ learning and develop students as critical thinkers, problem solvers, and team players; (2) fully engage students and instructors throughout the learning process; and (3) stimulate higher-order thinking through the use of creative technologies and applied learning.

DMD5323 Restorative - 3

Integrated Preclinical Sciences. This course serves a vast number of pre-clinical dental procedures. This is a fast-paced exciting course, which has been designed to provide the most authentic clinical simulation possible – with an emphasis in dental anatomy - in an effort to provide the participant with the smoothest transition to live patient care possible. The course begins with an introduction to general operative procedures. The course quickly advances to more complex operative and single unit fixed prosthodontic procedures and techniques. Advanced technology will be incorporated as much as possible. Class I-V cavity preparations will be taught and mastered. Both direct composite and Indirect restoration techniques will be taught and mastered through this course. This course will provide the necessary information and basis for pre-clinical training. Further, this class requires proficiency to prepare the students for intra oral clinical operative and single unit fixed prosthetic procedures. Use of multiple materials and techniques used in the clinic will be mastered in this course. This course has been designed to align the instruction methods with the pronounced philosophy of the Roseman University of Health Sciences, and to engage students in ACTIVE LEARNING as a predominant method of mastery education. The goals of this methodology are to (1) improve students’ learning and develop students as critical thinkers, problem solvers, and team players; (2) fully engage students and instructors throughout the learning process; and (3) stimulate higher-order thinking through the use of creative technologies and applied learning.

DMD5324 Restorative - 4

Integrated Preclinical Sciences. This is a fast-paced exciting course, which has been designed to provide the most authentic clinical simulation possible in an effort to provide the participant with the smoothest transition to live patient care possible. The course begins with an introduction to general restorative procedures. Advanced technology will be incorporated as much as possible. Preparations, digital impressions and temporization procedures for Indirect Restorations will be mastered. This course has been designed to align the instruction methods with the pronounced philosophy of Roseman University of Health Sciences, and to engage students in ACTIVE LEARNING

as a means of mastery education. The goals of this methodology are to (1) improve students' learning and develop students as critical thinkers, problem solvers, and team players; (2) fully engage students and instructors throughout the learning process; and (3) stimulate higher-order thinking through the use of creative technologies and applied learning.

DMD5340 Oral Imaging Technique and Interpretation

Integrated Preclinical Sciences. Radiation physics, biology, hygiene and safety theories with an emphasis on the fundamentals of oral radiographic techniques and basic interpretation of radiographs. Includes exposure of intra-oral radiographs, quality assurance, basic radiographic interpretation, patient selection criteria and other ancillary radiographic techniques.

DMD5350 Introduction to Periodontics

Integrated Preclinical Sciences. The goal of this block is to get the students acquainted with basics in periodontology. The course will start by describing the anatomy and histology of periodontium and will be followed by pathophysiology of the diseases. Epidemiological and etiological factors of the disease and its relation to the systemic health will be discussed. Clinical examination, classification, diagnoses and rationale for treatment planning of the periodontal diseases and conditions will be discussed. The students will develop skills and the biologic basis for periodontal instrumentation, and the impact of these procedures on the bacterial microflora and periodontal tissues. A concluding part of this course will include practicing the use of hand and ultrasonic instruments in removal of calculus and root planning the tooth root surfaces in the sim clinic on periodontal typodonts. They will acquire the skills to clinically and radiographically evaluate the periodontal status of patients. Students will work in pairs and perform these techniques on each other as a prerequisite to performing them on the CODM patients.

DMD5360 Oral Surgery 1

Integrated Preclinical Sciences. This is an introductory course to oral and maxillofacial surgery. The goals of this course are to provide students with an overview of Oral and Maxillofacial Surgery as a specialty of dentistry, recognize and understand appropriate responses to office medical emergencies, understand theories and principles related to dentoalveolar surgery, understand theories and principles of local anesthesia and Nitrous Oxide sedation, and to provide the foundation for the development of oral surgical skills within the scope of general dentistry in order to optimize patient care. The course will present principles for recognizing dental office emergencies and will prepare students to respond appropriately to those emergencies. The course will include a brief overview of facial

and dental anatomy and students will be able to identify relevant anatomy of the jaws and face. Students will be given an introduction to the armamentarium used for basic dentoalveolar surgery and students will be able to recognize by name and number basic instrumentation used for oral surgical procedures at the general dentistry level. Students will be taught principles of infection control, sterile technique, personal protective equipment (PPE), and students will understand correct methods for hand hygiene, the prevention of local environmental contamination, and how to don PPE. Students will understand how to conduct a patient interview, how to determine ASA classifications, and will be able to document accurately every patient encounter. Students will understand local anesthetic pharmacology and local anesthetic administration techniques and will understand how to recognize and prevent complications of local anesthetic.

DMD5400 Clinical Fundamentals

Integrated Clinical Sciences. Clinical Fundamentals 5400 introduces D1 students to basic clinical skills which are necessary to begin functioning efficiently and safely providing patient care in the clinic. Through scheduled hands-on rotations, students will acquire a range of skills including:

- professionalism
- proper infection control and operator maintenance
- taking radiographs with digital sensors, phosphor plates, and panoramic x-rays
- taking alginate impressions and digital scans
- fabricating diagnostic stone casts
- taking patient photographic images with a digital and intra-oral camera
- performing comprehensive examinations including taking vitals
- performing coronal polishing and calculating plaque index
- navigating axiUm by completing case-based exercises in sim-clinic axiUm
- administering infiltration injections with local anesthetics
- utilizing periodontal hand instruments and ultrasonic scalers
- observing and participating as secondary providers in the clinic

DMD5401 Primary Dental Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD5401 D1 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be orga-

nized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD5402 Primary Dental Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD5402 D1 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD5403 Primary Dental Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD5403 D1 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD5421 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD5422 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD5423 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD5999 Peer Mentor

Students, under faculty supervision, engage in peer-to-peer mentoring as part of an existing course or special project.

Recruitment of mentors will be made through the mentoring course director under the preference of the course director where the student may serve. The student may or may not agree to be a mentor since this program is completely voluntary.

This elective may be repeated for credit. In order to obtain credits as a mentor, the student should complete a minimum of 8 hours by semester. The hours complete during a semester are not cumulative for the next one. The maximum "Peer Mentor– Elective (DMD5999)" credit hours a student can receive per reporting period is two, which translates to 16 hours of mentoring per semester. The student may choose to receive one credit (15 hours) or two (30 hours).

Year One Remediation Program

Students who do not achieve the “Pass” threshold of 90% following the remediation assessment for any block (e.g., two to three-week instructional period) will be given an additional opportunity to re-mediate during the summer and winter in order to achieve the established performance standard. Student progression through that academic year will not be deterred except in extreme cases, if CODM faculty determine that students have sufficient background to allow successful completion of subsequent blocks. The remediation program is conducted during a designated three-week period prior to winter break and a three-week period immediately following the conclusion of formal blocks for that year. For each block assessment in which individual students have not attained the threshold “pass” score, students are assigned up to one week of intensive study, review, and remediation with faculty responsible for each block. The specific remediation program for each topic varies according to the nature of the learning outcomes. The remediation program is organized to enable all faculty who delivered block content in a particular assessment period to provide additional assistance and review of material for students. The remediation culminates in a summative assessment that is different from previous assessments administered during the regular academic year. Because the time available for summer remediation is limited, students are able to remediate no more than five assessment periods during the summer. As per academic policy published in the CODM Student Handbook, students who do not attain the threshold “pass” score on six (6) remediation assessments during the year will be required to withdraw from the program. Students are not assessed additional tuition for summer remediation because this curriculum component falls within the academic calendar for year one.

Year Two

DMD6100 Ethics & Professional Practice 2

Integrated Public Health Sciences. The This second course in the Ethics and Professional Practice curriculum prepares students for the practice of dentistry in the dental clinic. Students are introduced to the concepts of patient autonomy, confidentiality, informed consent, and reporting to the IRB. The previously taught “ADA Principles of Ethics and Professional Conduct” along with Emotional intelligence are applied to ethical and legal regulatory issues within a dental practice and clinic.

DMD6110 Inter-Campus Interprofessional Education Core

Integrated Public Health Sciences. The This course introduces students to the basic principles and knowledge regarding inter-professional collaboration and education

across the continuum of health professions. The student will focus on the four core competencies set forth by the Inter-Professional Education Collaborative Practice (IPEC). The focus of IPE will be to practice patient- and family-centered care to improve community and our population’s health. These competencies are to be practiced throughout the IPE week via curriculum learning activities and should also be carried into future practice.

DMD6115 Vulnerable Populations

Integrated Public Health Sciences. The This block integrates students’ previous understanding of patient management and applies it to the special considerations of vulnerable populations. It builds on students’ current clinical experience as a foundation for meeting the needs of patients with medical, physical, psychological, developmental, or social situations that have an impact on a patient’s ability to maintain oral health and treatment in a conventional setting. Strategies for modifying treatment routines, making appropriate alterations in treatment plans, and improving their oral health care are discussed.

DMD6120 Dental Public Health 2: Epidemiology

Integrated Public Health Sciences. The goals of the second-year dental public health course are to enable students to learn the role of data collection and analysis in public health planning and learn basic bio statistical concepts and techniques that will assist their appraisal of the biomedical literature during their practice career. Students will learn and practice the following statistical concepts by analyzing research and epidemiological reports: organization and presentation of data, data summary by means of frequency distribution, and central tendency, probability, central limit theorem, hypothesis testing, parametric tests, non-parametric tests, and regression analysis.

DMD6121 Dental Public Health 3: Model of Healthcare Delivery & Promotion

Integrated Public Health Sciences. The In the third dental public health course, students apply the previously learned principles of the oral healthcare surveillance system and strategic planning to the identification of healthcare disparities. They then plan strategies for treating these disparities and implement them through service-learning projects in the community. Oral healthcare delivery systems are then discussed as methods of treatment for healthcare disparities through a compare and contrast format that includes the topics of current workforce models, third party payment systems, and oral healthcare policy.

DMD6130 Dental Practice Readiness 2

Integrated Public Health Sciences. The This second course in the Dental Practice Readiness Curriculum (DPRC), developed in partnership with University of Texas Health Sciences Center at San Antonio, extends the accounting knowledge acquired from the first year's block to the operation of a dental practice. Students begin by planning an office layout and becoming familiar with ordering dental equipment to run a practice. It applies this knowledge to a practices financial plan as students draft dental practice accounting statements.

DMD6210 Oral Pathology

Integrated Biomedical Sciences. Oral pathology is an essential component of dental education since general dentists must be competent in evaluating and treating diseases pertaining to the oral and maxillofacial region. The goal of this course is to provide students with foundational knowledge of the diseases and abnormalities that occur in the oral and maxillofacial region. The course is designed to facilitate students' integration of information presented in previous basic science blocks.

DMD6220 Oral Pathology 2 - Head and Neck

Integrated Biomedical Sciences. The block is designed to facilitate students' integration of information presented in previous basic science and clinical courses, especially general and systemic pathology and clinical medicine for general dentists, and thus enhance their use of this information to recognize, formulate differential diagnoses, and treat diseases of the oral and maxillofacial region. During this course, Roseman University CODM students will learn the etiology, clinical characteristics of diseases and pathological processes affecting the head and neck region including the oral cavity, and then explore treatment strategies and prognosis for these disorders. Students will also explore the use of diagnostic methods as adjunctive to diagnosis of oral diseases such as cytological smears or brush biopsy, salivary diagnostics and tissue biopsy.

DMD6251 Oral Development & Histology

Integrated Biomedical Sciences. This course will introduce basic concepts of histology and embryology. The focus will then become the histology and embryology of oral tissues, gross anatomy of the head and neck and tooth morphology. Emphasis will be placed on clinical considerations of orofacial development and anatomy relevant to dental assessment and delivery of person-centered care.

DMD6253 Genetics

Integrated Biomedical Sciences. This course is designed to provide students with a basic understanding of the concepts of human genetics and genomics, in preparation for

later application in the context of human development and congenital and acquired disease.

DMD6254 Lymphatics & Immunology

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

DMD6330 Removable Prosth - RPD/Missing Teeth

Integrated Preclinical Sciences. This course details the treatment plan considerations and techniques of how to replace partially edentulous arch spaces. Detailed description of theory and techniques are explored pertaining to fixed partial dentures, removable partial dentures and implant considerations. Advantages and disadvantages of each possible treatment are explored. Laboratory portions include refining hand skills necessary to adequately perform these procedures at a novice level.

DMD6335 Removable Prosth - CD

Integrated Preclinical Sciences. In this course, students develop laboratory and clinical skills as related to removable prosthodontics. For edentulous patients and those patients with hopeless dentition, students will learn the basic clinical and laboratory phases of complete denture fabrication including diagnosis, pre-prosthetic surgery, tissue conditioning, impression, cast fabrication, record base/rim, occlusal records, chair-side esthetic arrangement, articulator mounting, anterior artificial tooth arrangement, trial denture try-in, denture processing and finishing, denture insertion, prosthetic home care patient education, and prosthetic follow-up and recall, including relin/repair and laboratory communication. Students will prescribe optimal clinical materials to be used in prosthesis fabrication and diagnose biomechanical problems from simulated case scenarios.

DMD6350 Advanced Perio Technique

Integrated Preclinical Sciences. The block is designed to provide the student with an initial framework of information necessary to periodontal diagnosis, prevention and therapy and will serve as a practical and thorough approach to the management of periodontal patients. It will provide rationale for the need for periodontal surgery

and long-term maintenance. An overview of advanced surgical techniques for treating periodontal diseases and conditions and placing implants will be provided together with accepted principles of treatment planning. The topics that will be covered during the course are: 1. Indications/contraindications, advantages and limitations of periodontal surgical treatment 2. Gingivectomy and gingivoplasty 3. Periodontal Resective Surgeries 4. Periodontal Regenerative Surgeries 5. Treatment Planning for anterior implants. The students will develop skills and the biologic basis for basic periodontal surgeries. The students will work in small groups for a practical hands-on on periodontal surgeries that will be performed on periodontal typodonts. They will acquire the skills to clinically and radiographically evaluate the periodontal status of patients to receive anterior dental implants.

DMD6365 Oral Surgery 2

Integrated Preclinical Sciences. This course is a continuation of DMD5360 – Oral and Maxillofacial Surgery I and will build upon the principles and concepts introduced in that course. The goal of this block course is to provide students with a deeper understanding of oral and maxillofacial surgery and oral surgical procedures within the scope of general dentistry. This course will provide additional instruction in patient evaluation and assessment, basic techniques of oral and maxillofacial surgery, exodontia, pre-prosthetic surgery, principles of wound healing, facial and dentoalveolar trauma, management of post-operative complications as related to oral surgical procedures, odontogenic infections, basic biopsy techniques, and a preview of the temporomandibular joint. This course will present principles for evaluating and assessing systemic diseases as they may relate to dentistry. Students will be able to recognize systemic disease conditions that may impact dental care, understand the importance of individualized patient research, and understand how to request medical consultations. Interprofessional collaboration with the Roseman University Nursing College and Roseman University Pharmacy College may be employed for a medical consultation experience. Students will also understand how to manage post-operative patient needs. Students will understand the proper approach for routine and surgical exodontia, including meticulous soft tissue management. Students will understand the indications for and surgical techniques of alveoloplasty and tissue contouring in preparation for intraoral prostheses. Students will be introduced to the principles to properly diagnose trauma to the orofacial complex. Students will understand the concepts of wound healing, including primary, secondary and tertiary healing, and will be able to recognize odontogenic infections and other complications related to oral surgical procedures. Students will understand routine biopsy techniques. The

anatomy of the temporomandibular joint will be reviewed, and students will understand concepts related to temporomandibular disorders. A continuation of this course will include a hands-on laboratory experience of applying topical anesthesia and the administration of local anesthesia using a variety of injection techniques. It will also include a laboratory experience for suturing techniques. An Advanced Pain Control/Nitrous Oxide Clinical Laboratory experience will also be conducted in conjunction with this course, and principles of oral sedation anesthesia will be presented in accordance with the ADA Guidelines for Teaching Pain Control and Sedation to Dentists and Dental Students for minimal sedation.

DMD6365 Oral Surgery 2

Integrated Preclinical Sciences. This course is a continuation of DMD6360 – Oral and Maxillofacial Surgery I and will build upon the principles and concepts introduced in that course. The goal of this block course is to provide students with a deeper understanding of oral and maxillofacial surgery and oral surgical procedures within the scope of general dentistry. This course will provide additional instruction in patient evaluation and assessment, basic techniques of oral and maxillofacial surgery, exodontia, pre-prosthetic surgery, principles of wound healing, facial and dentoalveolar trauma, management of post-operative complications as related to oral surgical procedures, odontogenic infections, basic biopsy techniques, and a preview of the temporomandibular joint. This course will present principles for evaluating and assessing systemic diseases as they may relate to dentistry. Students will be able to recognize systemic disease conditions that may impact dental care, understand the importance of individualized patient research, and understand how to request medical consultations. Interprofessional collaboration with the Roseman University Nursing College and Roseman University Pharmacy College may be employed for a medical consultation experience. Students will also understand how to manage post-operative patient needs. Students will understand the proper approach for routine and surgical exodontia, including meticulous soft tissue management. Students will understand the indications for and surgical techniques of alveoloplasty and tissue contouring in preparation for intraoral prostheses. Students will be introduced to the principles to properly diagnose trauma to the orofacial complex. Students will understand the concepts of wound healing, including primary, secondary and tertiary healing, and will be able to recognize odontogenic infections and other complications related to oral surgical procedures. Students will understand routine biopsy techniques. The anatomy of the temporomandibular joint will be reviewed, and students will understand concepts related to temporomandibular disorders. A continuation of this

course will include a hands-on laboratory experience of applying topical anesthesia and the administration of local anesthesia using a variety of injection techniques. It will also include a laboratory experience for suturing techniques. An Advanced Pain Control/Nitrous Oxide Clinical Laboratory experience will also be conducted in conjunction with this course, and principles of oral sedation anesthesia will be presented in accordance with the ADA Guidelines for Teaching Pain Control and Sedation to Dentists and Dental Students for minimal sedation.

DMD6370 Pediatric Dentistry

Integrated Preclinical Sciences. Pediatric dentistry is an age defined specialty that provides both primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence, including those with special health care needs. In this course, students will learn dental anatomy of the primary teeth, eruption sequence of the primary dentition, behavior management techniques in the dental office, diagnosis and treatment planning of the pediatric patient, and the restorative principles of the primary dentition. Preventative measures and developing communication skills with the child and parent are important objectives of this course.

DMD6375 Orthodontics/Growth & Dvlpmnt

Integrated Preclinical Sciences. The focus of this course is in the skeletal, dental and soft tissue evaluation of the child, adolescent and adult patient seeking orthodontic treatment. Concepts and theories in growth and development of the dentofacial complex will be discussed as they relate to skeletal abnormalities and growth disturbances. These concepts will serve as the foundational knowledge in the discussion of treatment timing of various skeletal abnormalities and dental malocclusion. Significant amount of time will be spent on assessment of the dental, skeletal and soft tissue abnormalities in the transverse, vertical and sagittal planes. Components of the orthodontic record, that is intraoral and extraoral photography, dental casts, and radiographs will be discussed. Cephalometric analysis using skeletal landmarks and planes will be performed; emphasizes will be placed on the Steiner Analysis. Dental malocclusion and mixed dentition analysis will be discussed. The biology of tooth orthodontic tooth movement including force systems and anchorage control will be introduced. The focus is on the diagnosis of common, uncomplicated malocclusion that would be expected to be within the scope of practice of a general dentist.

DMD6380 Endodontic Dx/Tx

Integrated Preclinical Sciences. This block will introduce the principles of endodontics. It is designed to prepare

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

DMD6381 ENDO Root Camp

Integrated Preclinical Sciences. The aim of this course is to refamiliarize D3 students with the concepts presented to the DMD6380 block. The course will emphasize key elements of endodontic therapy as these students transition to a more active role in direct patient care. It is designed to review with student's diagnosis and treatment of pathologic conditions related to the dental pulp and periradicular tissues within the scope of general practice. Re-enforcement of biologic and anatomic concepts will be accomplished through lecture presentations, critical thinking exercises and treatment simulation. In addition to text readings, current research evidence will be used to support treatment concepts. An important aspect of this course is to highlight through the use of cases when endodontic treatment is beyond the scope of a general dentist.

DMD6400 Clinical Fundamentals

Integrated Preclinical Sciences. Clinical Fundamentals 6400 continues to build D2 students' basic clinical skills which are necessary to function efficiently and safely providing patient care in the clinic. Through scheduled hands-on rotations, students will acquire a range of skills including:

- administering block injections with local anesthetics
- using an Epi-Pen and performing intra-muscular injections
- administering nitrous oxide

DMD6401 Primary Dental Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD6402 D2 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental

Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD6402 Primary Dental Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD6402 D2 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD6403 Primary Dental Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD6402 D2 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment. DMD6421 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD6422 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD6423 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD6999 Peer Mentor

Students, under faculty supervision, engage in peer-to-peer mentoring as part of an existing course or special project. Recruitment of mentors will be made through the mentoring course director under the preference of the course director where the student may serve. The student may or may not agree to be a mentor since this program is completely voluntary. This elective may be repeated for credit. In order to obtain credits as a mentor, the student should complete a minimum of 8 hours by semester. The hours complete during a semester are not cumulative for the next one. The maximum "Peer Mentor – Elective (DMD6999)" credit hours a student can receive per reporting period is two, which translates to 16 hours of mentoring per semester. The student may choose to receive one credit (15 hours) or two (30 hours).

Remediation Program for Year 2

A 3-week period prior to winter break and a 3-week period immediately following the conclusion of formal blocks for that year will be available for student remediation. It

will be conducted in a similar format as the remediation program for year one, which was previously described.

Year Three

DMD7120 Dental Public Health 3 (Part 2 - presentations)

Integrated Public Health Sciences. The In the fourth dental public health course, students apply the previously learned principles of the oral healthcare surveillance system and strategic planning to the treatment of healthcare disparities through their service-learning projects. They then carry out and present their service learning projects in teams that address their group's targeted healthcare disparities through public service and health promotion.

DMD7130 CSM/Dental Practice Readiness 3/4

Integrated Public Health Sciences. The Dental Practice Readiness Curriculum (DPRC), developed in partnership with the University of Texas Health Sciences Center at San Antonio, is designed to provide the basic skills in business decision making and practice management for a successful dental practice. This third course describes the dental profession with an introduction to managing a dental office and participating in associateships, key components of selecting a dental practice location.

DMD7245 Infectious Disease

Integrated Biomedical Sciences. Clinical case studies will be utilized to illustrate infectious processes in oral and systemic diseases, with emphasis on infections of the oral cavity. Students will explore infectious diseases. Students will study antimicrobial drugs.

DMD7246 Integrated Systems/ Disease and Wellness - Cardiovascular & Respiratory

Integrated Biomedical Sciences. The anatomy and physiology of the cardiovascular and respiratory systems will be studied. The histological structure of blood vessels as they relate to their function will be studied. Cardiovascular diseases will be covered including hemodynamic diseases and thromboembolic diseases. Students will study drugs used in the treatment of cardiovascular diseases.

DMD7247 Integrated Systems/ Disease and Wellness - Skeletomuscular

Integrated Biomedical Sciences. The gross anatomy of the upper extremity will be covered. Students will cover skeletal and muscular elements of the upper extremities. Students will learn the basic physiological principles involved with muscle contraction and the events at the neuromuscular junction. Students will review joint structure and function and focus on the temporal mandibular joint. The diseases of the musculoskeletal system will be investigated.

DMD7248 Integrated Systems/ Disease and Wellness - Urinary & Digestive

Integrated Biomedical Sciences. The histology and embryology of the urinary and digestive systems will be reviewed. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the systems. Topics such as acid-base balance and peptic ulcer formation will be examined. Pathology will cover diseases relating to these systems. Students study drugs used in renal and digestive disease treatment.

DMD7249 Integrated Systems/ Disease and Wellness - Nervous & Endocrine

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

DMD7350 Advanced Perio Technique

Integrated Preclinical Techniques.

Integrated Preclinical Sciences. The block is designed to provide the student with an initial framework of information necessary to periodontal diagnosis, prevention and therapy and will serve as a practical and thorough approach to the management of periodontal patients. It will provide rationale for the need for periodontal surgery and long-term maintenance. An overview of advanced surgical techniques for treating periodontal diseases and conditions and placing implants will be provided together with accepted principles of treatment planning. The topics that will be covered during the course are: 1. Indications/contraindications, advantages and limitations of periodontal surgical treatment 2. Gingivectomy and gingivoplasty 3. Periodontal Resective Surgeries 4. Periodontal Regenerative Surgeries 5. Treatment Planning for anterior implants. The students will develop skills and the biologic basis for basic periodontal surgeries. The students will work in small groups for a practical hands-on on periodontal surgeries that will be performed on periodontal typodonts. They will acquire the skills to clinically and radiographically evaluate the periodontal status of patients to receive anterior dental implants.

DMD7380 Endo Root Camp

Integrated Preclinical Sciences. The aim of this course is to refamiliarize D3 students with the concepts presented to the DMD6380 block. The course will emphasize key elements of endodontic therapy as these students transition to a more active role in direct patient care. It is designed to review with student's diagnosis and treatment of pathologic conditions related to the dental pulp and periradicular tissues within the scope of general practice. Re-enforcement of biologic and anatomic concepts will be accomplished through lecture presentations, critical thinking exercises and treatment simulation. In addition to text readings, current research evidence will be used to support treatment concepts. An important aspect of this course is to highlight through the use of cases when endodontic treatment is beyond the scope of a general dentist.

DMD7390 INBDE Prep

Integrated Preclinical Sciences. This Block is designed to assist in the preparation of D3 students to successfully pass their National Board Dental Examination.

DMD7401 Primary Dental Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD7401 D3 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD7402 Primary Dental Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD7402 D3 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or second-

ary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD7403 Primary Dental Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD7403 D3 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD7421 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD7422 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD7423 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize

the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD7999 Peer Mentor

Students, under faculty supervision, engage in peer-to-peer mentoring as part of an existing course or special project.

Recruitment of mentors will be made through the mentoring course director under the preference of the course director where the student may serve. The student may or may not agree to be a mentor since this program is completely voluntary.

This elective may be repeated for credit. In order to obtain credits as a mentor, the student should complete a minimum of 8 hours by semester. The hours complete during a semester are not cumulative for the next one. The maximum "Peer Mentor– Elective (DMD7999)" credit hours a student can receive per reporting period is two, which translates to 16 hours of mentoring per semester. The student may choose to receive one credit (15 hours) or two (30 hours).

Remediation Program for Year 3

For all didactic Blocks in year 3 where student achievement is measured primarily by written assessments, the remediation process will be similar to that previously described for years 1 and 2. Students identified as needing remediation in clinical competencies will have five weeks available to participate in a customized and defined program of clinical activities intended to enhance their clinical skills and enable them to demonstrate their readiness to advance to the next academic year. These activities may include simulation, direct patient care, or a combination thereof. For students with deficiencies in clinical competencies and other areas of clinical performance, the 3rd year remediation program will culminate in a formal assessment of clinical skills. Students participating in summer remediation activities will not be assessed additional tuition, because the remediation program is a formal component of the third year of the CODM curriculum.

Year Four

DMD8100 Advanced Placement in Dental Public Health: Community Based Clinical Rotation Elective

Integrated Public Health Sciences. This course provides students the opportunity to apply all previously learned principles in their dental education to the practice of dentistry in a community setting. Short clinical rotations through community clinics adds an important aspect to student development as they learn to treat patients

from diverse communities and backgrounds. Affiliated clinics are located nationally and are chosen to provide each student tailored experiences as they treat the underserved. This elective often serves as a highlight of a student's dental education.

DMD8401 Primary Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD8401 D4 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD8402 Primary Dental Care Clinic

Integrated Preclinical Sciences. In Primary Dental Care Clinic DMD8401 D4 dental students will provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized in Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is managed by a Clinical Practice Team (CPT) Leader. Each practice team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will serve as a primary or secondary provider and will coordinate the care for each patient. Each Team will have a Patient Care Coordinator and Scheduler. Students will schedule treatment planning sessions with their CPT Leader to review and discuss patient oral health care, phasing/sequencing of treatment.

DMD8421 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD8422 Evidence-Based Person-Centered Care (EBPCC)

Integrated Preclinical Sciences. The Evidence Based Person Centered Care course is designed to prepare the dental care provider to accept accountability for patient outcomes, integrate measurement and improvement into his or her daily work, lead and empowers others to optimize the patient experience and health outcomes, and collaborate with other health care providers to ensure a holistic approach to solving patients' problems.

DMD8999 Peer Mentor

Students, under faculty supervision, engage in peer-to-peer mentoring as part of an existing course or special project.

Recruitment of mentors will be made through the mentoring course director under the preference of the course director where the student may serve. The student may or may not agree to be a mentor since this program is completely voluntary.

This elective may be repeated for credit. In order to obtain credits as a mentor, the student should complete a minimum of 8 hours by semester. The hours complete during a semester are not cumulative for the next one. The maximum "Peer Mentor – Elective (DMD8999)" credit hours a student can receive per reporting period is two, which translates to 16 hours of mentoring per semester. The student may choose to receive one credit (15 hours) or two (30 hours).

DMD9001 Special Studies – Elective

Students, under faculty supervision, achieve credit for studies and/or activities as part of a special project. This elective may be repeated for credit. The maximum "Special Studies – Elective (DMD9001)" credit hours a student can receive per reporting period is twelve.

Remediation Program for Year 4

For all didactic Blocks in year 4, where student achievement is measured primarily by written assessments, the remediation process will be similar to that previously described for years 1, 2 and 3. Students identified as needing remediation in clinical competencies will have five weeks available to participate in a customized and defined program of clinical activities intended to enhance their clinical skills and enable them to demonstrate their readiness to advance to the next academic year. These activities may include simulation, direct patient care, or a combination thereof. For students with deficiencies in clinical competencies and other areas of clinical performance, the 4th

year remediation program will culminate in a formal assessment of clinical skills. Students participating in summer remediation activities will not be assessed additional tuition, because the remediation program is a formal component of the fourth year of the CODM curriculum.

ORGANIZATION OF DENTAL STUDENTS' CLINICAL EDUCATION

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

College of Dental Medicine (CODM) students will be organized in one of 10 Vertical Teams (per quad) based on a student to faculty ratio of six to one. Each Vertical Team is comprised of 2 D1's, 2 D2's, 2 D3s and 2 D4s. Each quad will have and at least 3 faculty practitioners. Typically, one or more D4s will be on a rotation in a different clinic area or on a community-based rotation. Each Quad consists of 10 Vertical Teams that are managed by one full-time clinical faculty member that provide students with consistent mentoring and assessment and also ensure continuity of supervision for comprehensive patient care and student performance. This faculty member serves as the Patient Care Leader. Each vertical team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs.

ACADEMIC POLICIES AND PROCEDURES

For discussion of Academic Policies and Procedures, please refer to the *CODM Student Handbook*.

ACADEMIC SUPPORT SERVICES

Personal Counseling: Non-Academic Issues

Students requiring personal counseling services about non-academic issues (e.g., grief counseling, alcohol, substance abuse and mental health) should contact the Registrar/Student Services Office. While these services are not directly provided by the University, the Registrar/Student Services Office provides students with a confidential ven-

ue to address these issues, and they can work with the student for appropriate referrals to off-campus resources. Further, a list of appropriate resources is available on the University website.

Academic Counseling

Counseling for academic issues is available through the College of Dental Medicine Office of Academic Affairs. Specifics on how to access academic counseling services will be provided during orientation for first year students, in the Student Handbook and on the website.

The Associate Dean for Academic Affairs is available for consultation with students about academic issues affecting performance in the program. The Associate Dean for Academic Affairs, Theme Directors, and Block faculty are available to meet with students to discuss issues related to a specific Block. An advantage of the Block system is its effectiveness in creating frequent faculty/student interactions and assessments that enable an early identification of academic or learning issues.

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

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

In addition to the assistance that is available for students with academic difficulties, CODM encourages students with learning disabilities to self-identify before any academic problems arise. Upon matriculation to the CODM, all students receive an informational letter regarding the services available for those with disabilities and the means

to access reasonable accommodations for any disabilities which have been appropriately documented.

Career Counseling

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

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

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

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

STUDENT PARTICIPATION ON CODM COMMITTEES

Dental students are integral to CODM's governance structure and are members of committees that consider matters that directly impact students in both academic and non-academic matters. Students serving on specific

committees are responsible for providing student views on campus and college issues and policies as well as communicating information on the issues to their student colleagues. The Dean, in consultation with the Associate Deans, appoints students to CODM committees/teams including but not limited to:

- Accreditation Steering Committee (1 student from each class with voting privileges)
- Admissions Committee
- Clinical Affairs (1 student from each class with voting privileges)
- Curriculum (1 student from each class with voting privileges)
- Research (1 student from each class with voting privileges)
- Technology & Informatics (1 student from each class with voting privileges)
- Educational Resources Committee (1 student from each class with voting privileges)
- Student Assessment Team
- Ad hoc teams and committees appointed by the Dean to address specific, short-term issues.

The CODM has established the following student organizations:

- Dental Student Association (Student Council)
- American Student Dental Association
- American Dental Education Association
- National Student Research Group
- Student Professionalism and Ethics Association
- Lucy Hobbs Initiative
- Tau Sigma (Uniform Services Club)
- Advanced Dental Education Club (Includes dental specialties and graduate programs)
- Hispanic Dental Association
- Special Care Dentistry Association

Additionally, the following organization is preparing a request to the University to become an officially recognized student organization:

- Academy of General Dentistry

The CODM encourages students to form Special Interest Groups who explore dental careers, specialties, and topics of interest. The University's policies and registration procedures for student organizations are available through the University's Office of the Registrar/Student Services.

Description of Student Organizations and Clubs are available online at <https://www.roseman.edu/students/student-services-resources/student-organizations/>.

AEODO/MBA MISSION, VISION, CORE VALUES AND GOALS

The College of Dental Medicine AEODO/MBA Residency Program's Mission, Vision, Core Values and Goals are consistent with those established by Roseman University of Health Sciences.

Mission

The AEODO/MBA Residency Program prepares competent oral health care professionals. We also address the oral health care needs of the regions we serve through our innovative educational programs, scholarship and public service.

Vision

We envision a vibrant Program, nationally identified as an innovative residency that fully contributes the benefits of teaching, scholarship and service to society.

Core Values

People: We derive strength and vitality from each other and the constituencies we serve. We care about the current and future welfare of our students, residents, staff and faculty.

Diversity: We welcome and respect differences in our community and the culturally diverse populations we serve. We appreciate the dynamism and uniqueness of different cultures.

Ethics: We maintain our integrity through principled action and ethical decision-making. We foster the development of ethical professionalism in our students and residents.

Scholarship: We acknowledge and encourage the pursuit of scholarship, including discovery, teaching, integration and application. We uphold the rights and responsibilities of academic freedom and academic integrity.

Teaching and Learning: We believe that our students and residents want to succeed and are capable of high levels of achievement, given the opportunity to be actively involved in the learning process. We provide a teaching and learning environment that prepares students and residents to become competent, caring, ethical oral health care professionals and life-long learners dedicated to providing service to citizens of Nevada and the surrounding regions.

Accountability: We have a special relationship with and are accountable to, our students and residents and their future employment. We actively strive to improve the

quality of life of the people in the regions we serve. We make sound financial decisions to ensure that we possess the human, physical, clinical and financial resources appropriate to the academic programs, scholarship and services.

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

Goals

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

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

Collaboration

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

ADVANCED EDUCATION IN ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS/MBA RESIDENCY PROGRAM

About the Profession

According to the American Association of Orthodontists, "Just as there are specialists in medicine (such as cardiologists, gastroenterologists, neurologists, etc.), there are specialists in dentistry. Orthodontists are dental specialists who dedicate their professional lives to correcting misaligned teeth and jaws." Orthodontists are qualified den-

tists, who after graduating from dental school, go on to additional full-time university-based education in an accredited orthodontic residency program supervised by orthodontists. That training lasts at least two academic years—sometimes more. By learning about tooth movement (orthodontics) and guidance of facial development (dentofacial orthopedics), Orthodontists are the uniquely trained experts in dentistry to straighten teeth and align jaws.

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

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

*American Association of Orthodontists

Program Overview

The Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration (AEODO/MBA) Residency program is a 35-month postdoctoral program designed to provide an excellent and comprehensive education in orthodontics and dentofacial orthopedics, as well as business administration, ultimately preparing the graduates to achieve their utmost clinical, scholarly and professional development potential. While utilizing the innovative and effective “block system,” as set forth by Roseman University of Health Sciences, this program will focus on lifelong learning, clinical excellence, expertise in sound business management, and providing outstanding oral health care to a diverse population. Furthermore, core values of distinction, proficiency, integrity and leadership will be stressed throughout the students'/residents' education at the College of Dental Medicine. Upon successful completion of said program and fulfillment of all set forth requirements, graduates will be granted a Certificate in Orthodontics and Dentofacial Orthopedics, as well as a Master of Business Administration (MBA) Degree.

Faculty

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

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES

Application and Admission Process

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

Admission Requirements

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

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

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

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

Application Process

The following must be provided prior to being considered for an interview for the College of Dental Medicine AEODO/MBA Residency Program:

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

Mailing address:

Attention: Dr. Prashanti Bollu
Program Director
Advanced Education in Orthodontics and Dentofacial
Orthopedics/MBA Residency Program; Associate Profes-
sor of Dental Medicine
College of Dental Medicine
Roseman University of Health Sciences
4 Sunset Way, Bldg. C
Henderson, NV 89014-2333

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

Application Fee

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

Interview

Once the AEODO/MBA Admissions Committee has thoroughly reviewed all applications, it will invite a select group for on-campus interviews. An interview is required for acceptance in the AEODO/MBA Residency program. During the interview, members of the Admissions Committee will assess certain qualities about the candidates, including but not limited to: professionalism, a desire help others, aspiration to learn, problem solving abilities, compassion, leadership potential, intellectual ability, maturity, motivation to succeed, flexibility, teamwork, good communication skills and outstanding work ethics. Based on the cumulative ranking by the interviewer panel, the final rank list will be submitted by the Program Director for participation in the MATCH process. Through this centralized national matching process between programs and applicants, the final list of matched applicants will be confirmed. The individuals that matched to the Roseman AEODO/MBA residency program will be eligible to be part of the incoming class of residents.

Deposit

Within one week of MATCH results release, the matched group of applicants will receive a formal written offer from the Program Director for admission into the AEODO/MBA residency program. Applicants receiving this formal offer have seven (7) business days (M-F) to notify the University, in writing, whether they wish to have a place reserved in the upcoming class.

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

Graduate Management Admissions Test (GMAT)/Graduate Record Examinations (GRE)

Graduate Management Admissions Test (GMAT) and Graduate Record Examinations (GRE) are currently not required for admission to the AEODO/MBA Residency Program. However, additional scores such as GRA and ADAT scores, if submitted, will be taken into account during deliberations by the Admission Committee. Due to the highly selective nature of this residency, it is expected that those candidates selected for admission to the AEODO/MBA Residency program will also be successful in completing the MBA program. Therefore, a separate application and admission process will not be required by the MBA program prior to enrollment and acceptance into the program.

Nevada State Board of Dental Examiners

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

Ms. Candice Stratton, Interim Executive Director for the NSBDE at 800-DDS-Exam, or nsbde@nsbde.nv.gov.

Required Health Records

According to the Nevada Administrative Code (NAC) Chapter 441A.-140, it is required that all health care providers present documentation of having received the following immunizations:

- NAC 441A.140 “Proof of immunity to hepatitis B,” “proof of immunity to measles,” “proof of immunity to rubella” and “proof of immunity to tetanus, diphtheria and mumps” defined. ([NRS 441A.120](#))
 - “Proof of immunity to hepatitis B” means:
 - A record of immunization against hepatitis B; or
 - A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to hepatitis B.
 - “Proof of immunity to measles” means:
 - A record of immunization against measles with live virus vaccine given on or after the date on which the person reached the age of 1 year;
 - A statement signed by a licensed physician specifying the date when the person had measles;
 - A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to measles; or
 - Verified date of birth before January 1, 1957.
 - “Proof of immunity to rubella” means:
 - A record of immunization against rubella with a live virus vaccine given on or after the date on which the person reached the age of 1; or
 - A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to rubella.
 - Proof of immunity to tetanus, diphtheria and mumps” means:

- A record of immunization against tetanus, diphtheria and mumps;
- A statement signed by a licensed physician specifying the dates when the person had tetanus, diphtheria and mumps; or
- A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to tetanus, diphtheria and mumps.

(Added to NAC by Bd. of Health, eff. 1-24-92)

If an individual voluntarily and knowingly chooses not to be immunized with any of the required vaccines, they may be prohibited from the clinic.

EDUCATIONAL OFFERINGS, CURRICULUM AND COURSE DESCRIPTIONS

AEODO/MBA Residency Program Curriculum Year 1 Residents (R1)

Block	Course #	Block Title	Total Clock Hours	# of Credit Hours
1.1	ADE 910	Introduction to Roseman University of Health Sciences, CDM and the AEODO/MBA Program	40	2
1.2	ADE 800	Fundamentals in Orthodontics	60	3
1.3	ADE 912	2D and 3D Craniofacial Imaging	60	3
1.4	ADE 817	Classic and Current Literature Review I	60	3
1.5	ADE 926	Craniofacial Growth and Development	40	2
1.6	ADE 818	Cephalometrics I	60	3
1.7	ADE 810-1	Preclinical Orthodontic Simulation Laboratory & Bootcamp	60	3
1.8	ADE 812	Diagnosis, Treatments Planning and Case Presentations I	60	3
1.9	ADE 915	Biostatistics & Research Methodology I	60	3
1.10	ADE 828	Functional and Orthopedic Appliances	60	3
1.12	ADE 934	Interdisciplinary Dentistry I	40	2
1.13	ADE 930	Functional Occlusion & Temporomandibular Joint Disorders	60	3
1.14	ADE 816	Biomechanics & Biomaterials I	60	3
1.15	ADE 814	Clinical Orthodontics I	490	12
1.16	ADE 813	Clinical Seminars I	80	4
1.17	ADE 815	Seminars in Contemporary Orthodontics I	60	3
1.18	ADE 913	Research I	165	8
1.19	ADE 917	Community Outreach I	40	1
1.20	MBA 602	Healthcare Management	60	3
1.22	MBA 603	Legal Environment, Healthcare Law & Corporate Responsi-	60	3
1.23	MBA 605	Human Resources Management	60	3

AEODO/MBA Residency Program Curriculum Year 2 Residents (R2)

Block	Course #	Block Title	Total Clock Hours	# of Credit Hours
2.1	ADE 935	Biostatistics & Research Methodology II	60	3
2.2	ADE 939	Orthodontic Appliance Design & Interdisciplinary	60	3
2.3	ADE 940	3D Printing, Lasers & Aligners	60	3
2.5	ADE 832	Diagnosis, Treatment Planning and Case Presentations II	60	3
2.6	ADE 837	Classic and Current Literature Review II	60	3
2.7	ADE 859	American Board of Orthodontics Clinical Examination Introductory I	60	3
2.8	ADE 932	Biomedical Sciences & Oral Pathology	60	3
2.9	ADE 931	Orthognathic Surgery I	60	3
2.10	ADE 850	American Board of Orthodontics Written Examination	90	3
2.11	ADE 835	Seminars in Contemporary Orthodontics II	60	3
2.12	ADE 833	Clinical Seminars II	120	6
2.13	ADE 834	Clinical Orthodontics II	675	17
2.14	MBA 642	Managerial Economics for the Healthcare Professional	60	3
2.15	MBA 603	Legal Environment, Healthcare Law & Corporate Responsibility	60	3
	ADE 933	Research II	140	7
	ADE 937	Community Outreach	40	1

AEODO/MBA Residency Program Curriculum Year 3 Residents (R3)

Block	Course #	Block Title	Total Clock Hours	# of Credit Hours
3.1	MBA 620	Marketing	60	3
3.2	ADE 852	Diagnosis, Treatment Planning and Case Presentations III	60	3
3.3	MBA 630	Healthcare Operations Management	60	3
3.4	MBA 645	Business Ethics and Practices for Healthcare Professionals	60	3
3.5	ADE 859	American Board of Orthodontics Clinical Examination Introductory I	30	2
3.6	MBA 670	Strategic Management	60	3
3.7	MBA 690	Entrepreneurship	60	3
3.8	MBA 750	Practice Management	60	3
3.9	ADE 853	Clinical Seminars III	120	6
3.10	ADE 854	Clinical Orthodontics III	725	30
3.11	ADE 855	Seminars in Contemporary Orthodontics III	60	3
	ADE 953	Research III	160	8
	ADE 957	Community Outreach III	40	1

Total Hours

Year	Total Contact Hours	Total Credit Hours
Year 1	1735	73
Year 2	1725	67
Year 3	1555	71
TOTAL	5015	211

*Sequence of courses subject to change.

Block Descriptions

ADE 800: Fundamentals in Orthodontics – 3 credit hours

The focus of this block is to provide the first-year orthodontic resident with an overall understanding of the orthodontic discipline from diagnosis and treatment planning, to treatment mechanics, assessment of treatment outcome and orthodontic retention by first understanding the historical development of this profession in the context of current technological advances. Concepts and theories in growth and development of the dentofacial complex will be reviewed and will serve as foundational knowledge in the discussion of treatment timing of various skeletal abnormalities and dental malocclusions as supported by evidence from peer-reviewed publications. Clinical and radiographic evaluation of the orthodontic problem will be extensively discussed. Cephalometric analysis using skeletal landmarks and planes will be performed; emphasis will be placed on the Steiner Analysis. Dental malocclusion, Angle's classification, mixed dentition analysis and space management in the mixed dentition will be reviewed. Orthodontic retention and assessment of treatment outcome will be detailed.

ADE 810-1: Preclinical Orthodontic Simulation Laboratory & Bootcamp – 3 credit hours

This preparatory course will introduce several fundamental topics to the residents including but not limited to: history of modern orthodontics; biology of tooth movement; Edgewise bracket and appliance; archwire concepts; bracket and appliance concepts; applied biomechanics and mechanical concepts; auxiliaries; mechanical and lab techniques; typodont treatment; orthodontic dictionary and orthodontic abbreviation dictionary. In addition, this extensive and in-depth course will serve as an introduction and overview of the specialty of orthodontics and dentofacial orthopedics, and prepares the orthodontic residents for an advanced education in this dental specialty.

ADE 812, 832 & 852: Diagnosis, Treatment Planning and Case Presentations (I, II & III) – 9 credit hours total = 812: 3; 832: 3; 852: 3

These sessions provide a comprehensive and in-depth study of orthodontic diagnosis, treatment planning and American Board of Orthodontics (ABO) case reports of patients treated by orthodontic residents in the clinic. The seminar format of this block will allow interaction and discussion between all faculty and residents during the case presentations.

ADE 813, 833 & 853: Clinical Seminars (I, II & III) – 16 credit hours total = 813: 4; 833: 6; 853: 6

Clinical Seminars involve case presentations during which residents are evaluated on their skills and knowledge in Diagnosis, Treatment Planning, and effective management of patient care as well as evaluation of quality of treatment outcomes. These clinical seminars will precede all clinical sessions, allowing the faculty an opportunity to preview the daily clinic schedule and prepare the residents for the procedures to be performed during that particular clinic session.

ADE 814, 834 & 854: Clinical Orthodontics (I, II & III) – 59 credit hours total = 814: 12; 834: 32; 17; 854: 30

These clinical sessions will allow the residents, with direct supervision from attending orthodontic faculty, to screen, diagnose, treatment plan, treat and/or manage the varied orthodontic malocclusions of their patients. Different techniques and appliances will be utilized by faculty, allowing the residents an expansive and comprehensive education in orthodontics.

ADE 815, 835 & 855: Seminars in Contemporary Orthodontics (I, II & III) – 9 credit hours total = 815: 3; 835: 3; 855: 3

The residents will be required to attend periodic seminars in which the latest ideas, techniques and armamentarium in orthodontics are presented by experts in their fields. These seminars will be instrumental in reaching our goal of providing an innovative, novel, and state of the art education to our orthodontic residents.

ADE 816 & 836: Biomechanics & Biomaterials (I & II) – 6 credit hours total = 816: 3; 836: 3

This block provides lectures in fundamentals of physics and engineering and their application in orthodontic techniques. A thorough presentation of the biology of tooth movement is presented, as well as mechanotherapy in various orthodontic techniques and critical evaluation of biomechanical concepts and materials leading to efficient tooth movement.

ADE 817 & 837: Classic and Current Literature Review (I & II) – 6 credit hours total = 817: 3; 837: 3

This block will encourage the residents to critically review, understand and analyze classic and current literature in orthodontics, including classification of study design, hypothesis testing, scientific writing, analysis and interpretation of data, and orthodontics and craniofacial biology throughout their education. This block will be instrumental in preparation of the residents for the American Board of Orthodontics certification examination.

ADE 818 & 838: Cephalometrics (I & II) – 6 credit hours
total = 818: 3; 838: 3

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

ADE 828: Functional and Orthopedic Appliances – 3
Credit hours

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

ADE 839: Tweed Block – Elective – 3 Credit hours

The residents, typically in the second year of education, have the option to attend and successfully complete the Tweed Block conducted in Tucson, Arizona. The block provides excellent exposure and hands-on training on various wire bending techniques used in orthodontics.

ADE 940 - 3D Printing, Lasers, and Aligners- 3 Credit
hours

This informative block will familiarize the residents with the design, theoretical indications, and clinical application of clear aligner devices for orthodontic treatment in children and adults. The course will also review 3D printing technology via guest lectures and review of literature. Another section will deal with theory and hands-on instruction in the use of Lasers in Clinical Orthodontic practice. The residents will also review pertinent literature related to the above topics as assigned by the instructors.

ADE 850: American Board of Orthodontics Written Ex-
amination – 3 credit hours

This block is a two-year long, continuous block which consists of the residents' preparation for the American Board of Orthodontics Written Examination and culminates in the examination in the early summer of their second year of education. Residents must successfully complete this examination in order to pass the block and subsequently be eligible for graduation.

ADE 858: Temporary Anchorage Devices (TADs) & Or-
thodontic Treatment – 2 credit hours

This innovative and contemporary block will expose the residents to the latest tools and technology in tooth movement. Residents will learn the theoretical and con-

ceptual facts as well as clinical utilization of TADs in orthodontic treatment for better efficiency and superior biomechanics in orthodontics.

ADE 859: American Board of Orthodontics Clinical Ex-
amination Introductory I – 3 credit hours

The Block is optimized for the new scenario based ABO clinical exam so that residents will be well prepared for the exam as well as improve clinical skills and knowledge in orthodontic patient care. The block will include four domains of the ABO Clinical Exam: Data gathering and diagnosis, Treatment objectives and planning, Treatment implementation and management, Critical analysis and outcomes assessment.

ADE 860: ABO Clinical Examination Advanced Block &
Temporary Anchorage Devices and Orthodontic Treat-
ment – 3 credit hours

This innovative and contemporary block will expose the residents to the latest tools and technology in tooth movement. Residents will learn the theoretical and conceptual facts as well as clinical and real-life utilization of TAD's in routine orthodontic treatment for increased efficiency and superior biomechanics in orthodontics.

ADE 910: Introduction to Roseman University of Health
Sciences, CDM and the AEODO/MBA Program – 2 credit
hours

All residents will spend time in a block dedicated to introducing participants to imperative and pertinent topics such as University policies, student handbook, Occupational Safety and Health Administration (OSHA) regulations, software orientation and application, Medicaid and insurance billing to prepare them for clinical experiences.

ADE 911: Management of Medical Emergencies and CPR
Training– .5 credit hours

This course will provide the residents with a review of diagnosis and management of common medical emergencies, as well as a training session in cardiopulmonary resuscitation, with practical demonstrations and examinations which will lead to certification in basic CPR.

ADE 912: 2D and 3D Craniofacial Imaging – 3 credit
hours

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

ADE 913, 933 & 953: Research (I, II & III) – 23 credit hours total=913: 8; 933: 7; 953: 8

Residents will work with faculty mentors in carrying out meaningful graduate level research projects. The projects will involve critical components of literature review, hypothesis generation, defend their project; conduct the study; analysis and interpretation of data and summarizing the project in the form of a final research document. Residents' progress will be monitored routinely, and the research project is expected to lead to a scientific paper submitted for publication in a peer-reviewed journal.

ADE 915 & 935: Biostatistics & Research Methodology (I & II) – 6 credit hours total=915: 3; 935: 3

This block is comprised of a study of basics of biostatistics and epidemiology, including clinical trials. Details on research methodology will equip the residents to plan & execute their research project and effectively analyze their data. Training on SPSS & Excel will be provided. Literature evaluation and assessment of statistical and clinical significance will empower them for making an evidence-based decision on application of research results in their clinical practice.

ADE 916, 936, 956: Graduate Teaching (I, II, & III) – 3 credit hours total = 916:1; 936:1; 956:1

Under supervision and guidance of faculty, senior residents will apply much of what they have learned in their first and second year of education to collectively design and teach a formal class to first year residents. First year residents will present information to peers. This block will also teach the residents some of the fundamentals of good teaching; e.g., writing clear outcome statements, designing learning experiences, and assessment essentials.

ADE 917, 937 & 957: Community Outreach (I, II & III) – 3 Credit hours total = 917: 1; 937: 1; 957: 1

Residents will provide various types of scheduled community service awareness campaigns throughout their education. This will assist the residents in gaining insight to the oral health needs of various populations in Southern Nevada and surrounding regions.

ADE 925: Oral Pathology – 2 credit hours

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

ADE 926: Craniofacial Growth and Development – 3 credit hours

This block will allow the residents to explore the basic qualitative and quantitative changes that take place during pre- and postnatal craniofacial growth and development. Included in this block will also be lectures on childhood and adolescent growth, development of the dentition, hereditary and environmental influences on growth and possibility of prediction of facial growth.

ADE 930: Functional Occlusion and Temporomandibular Joint Disorders – 3 credit hours

This important block will provide the residents an overview of detailed anatomy of the joint as well as specific pathologies and modes of treatment and management for specific disorder or pathologies.

ADE 931 & 951: Orthognathic Surgery (I & II) – 4 credit hours total – 931: 2; 951: 2

Fundamental and advanced concepts of treatment planning and management of orthognathic surgery cases are covered during this block. Residents are exposed to virtual treatment planning (VTO) of various skeletal discrepancies. Team assignments involving multiple residents working together on orthognathic surgery cases will aid in a strong foundation in managing more complex clinical cases.

ADE 932: Biomedical Sciences & Oral Pathology – 3 credit hours

This block will reacquaint the residents with fundamental topics in biomedical sciences. Topics will include:

- Head and Neck Anatomy
- Cell Biophysiology
- Bone Biology and Histology
- Oral Cells and Tissues
- Oral Microbiology and Immunology
- Oral and Maxillofacial Infectious and Inflammatory Diseases
- Neoplasia and Diseases of Systems
- Pain Management

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

ADE 934 & 954: Interdisciplinary Dentistry (I & II) – 4 credit hours total = 934: 2; 954: 2

Experts in various fields of general and specialty dentistry will provide residents with an overview of latest techniques and concepts as they relate clinical treatment of patients needing multidisciplinary care. Included will be diagnosis, treatment and management of patients, as well as the specific role of the different specialists in overall care of patient.

ADE 938 & 958: Management and Treatment of Cranio-facial Anomalies (I & II) – 4 credit hours total = 938: 2; 958: 2

This block will provide a thorough review of various recognized craniofacial anomalies, with emphasis placed on etiology, morphology, development and clinical management for each anomaly. The residents will also be introduced to the importance of the “team concept” and the involvement of many medical and dental specialists in the interdisciplinary management and treatment of such complex cases. The block will consist of lectures and case presentation seminars related to the various problems encountered in the management and treatment of patients with cleft palate. Emphasis is placed on the importance of long-term, interdisciplinary management and rehabilitation of these patients in consultation with other medical and dental health care providers. Issues such as epidemiology and etiology of the congenital anomaly, psychology, speech pathology, timing of surgery and various stages of treatment will be addressed, as will special problems one might encounter with this particular group of patients.

ADE 939: Orthodontic Appliance Design & Interdisciplinary – 3 credit hours

This block series will critically review the variety of fixed and removable appliances that are available for use in orthodontic, pedodontic, TMD, OSA, and orthognathic surgery procedures, and the purpose, indications, and use of each appliance. Residents will fabricate several appliances and complete a quality assessment on each aspect of fabrication. Skill in activation, adjustment, and retention of appliances will be developed, in addition to proficiency in fitting bands, taking impressions, and wire bending.

ADE 970, 980, 990: Evidence-Based Practice (I, II & III) – credit hours – 120 credit hours total = 970: 1; 980: 2; 990: 3

This block will have a strong emphasis on the importance of evidence-based practice of orthodontics. Peer-reviewed articles of contemporary orthodontic and related topics will be reviewed in monthly sessions. The block will entail group discussions as well as individual assignments reviewing contemporary evidence and correlating to clinical practice.

DIRECTORY

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

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Fundraising/Institutional Advancement	(702) 968-1619
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The Family Educational Rights and Privacy Act of 1974 (FERPA) establishes the privacy rights of students (parents if the student is under 18) with regard to educational records. The Act makes provisions for inspection, review and amendment of educational records by the student for disclosure of such records to third parties. The consent must be in writing, signed and dated by the student and must specify records to be released, the reason for release, and the names of the parties to whom such records to be released. The Act applies to all persons formerly and currently enrolled at an educational institution. No exclusion is made for students, which are non-U.S. citizens. The Act does not apply to a person who has applied for admission, those who never actually enrolled in or attended the institution, and deceased persons. This form must be completed in order for the University to comply with any request.

STUDENT INFORMATION

Student ID -not the SS# Last Name First Name Middle Initial

Street Address City State Zip

Telephone

Email

PERSON(S) TO WHOM INFORMATION MAY BE RELEASED

Last Name First Name Relationship to student

Last Name First Name Relationship to student

I have read and understand the attached FERPA information regarding my academic record and directory information. Further, I am giving permission to ROSEMAN authorized personnel to discuss information with the above named person(s) relevant to those areas marked below:

- ☐ Entire Record ☐ Grades ☐ Classes ☐ Finances ☐ Other (Please specify)
- ☐ Do not share any parts of my records
- ☐ Photos-I do not want my photo published in any university publication.

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

Student Signature Date

WAIVER WILL REMAIN IN EFFECT UNTIL RESCINDED BY STUDENT

