ROSEMAN UNIVERSITY OF HEALTH SCIENCES

COLLEGE OF DENTAL MEDICINE

Doctor of Dental Medicine Program
South Jordan, Utah Campus

STUDENT HANDBOOK
2023 - 2024

10894 S. River Front Parkway
South Jordan, UT 84095

NOTICES

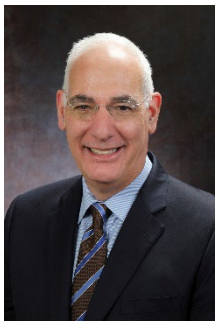
Student Handbook and Catalog Notice

The *College of Dental Medicine Doctor of Dental Medicine Student Handbook and Roseman Student Catalog* are hereby presented. Both are available on the Roseman University website under the student tab.

University policies and procedures are included in the University Catalog or may be found on the University website (http://www.roseman.edu/students/students-students/policies-1). The policies and procedures in this *Student Handbook* are specific to the College of Dental Medicine and are supplementary to university policies. If a Roseman University policy conflicts with a policy of the College of Dental Medicine, the stricter policy will apply.

Please note that the University cannot possibly list all required student behavior in the Catalog and/or Student Handbook, so whenever in doubt, students are strongly encouraged to contact the Dean, Associate/Assistant Deans or Directors responsible for the issue in question, for clarification.
This Handbook is effective June 2023

DEAN'S WELCOME AND EXPECTATIONS



Welcome to the Doctor of Dental Medicine Class of 2026!

I want to welcome all of you to the profession of dentistry and to Roseman's commitment to you as Lifelong Colleagues. This commitment guides our decisions and behaviors for all the students, faculty, staff, and patients that are part of Roseman CODM (College of Dental Medicine). We believe that we all learn and depend on each other and your educational experiences in dental school are designed to not only develop your clinical skills but to open your mind to all the possibilities that the future of dentistry holds for you.

Central to everything that we do at Roseman CODM is the care for our patients. Whether those patients travel to our clinic in South Jordan or we travel to remote and underserved areas to treat them, we are grateful for the opportunity to serve others. Providing our patients with the best care possible in a timely manner challenges each of us to perform at our highest level. To achieve this, our faculty and staff are committed to your education and to your development as an oral health care professional.

As you begin this journey, keep an open mind to the new experiences that you will encounter and remember to embrace the challenges that will occur as learning and growth opportunities. I know that we will always be grateful for your decision to attend Roseman and proud of the dedication you have to your education and your future accomplishments in the profession.

The Doctor of Dental Medicine program emphasizes ethics, professionalism, and respect for others. By virtue of matriculation, each DMD student agrees to abide by the Lifelong Colleague Principle, Honor Code and White Coat Pledge.

The Lifelong Colleague Principle encourages all students, faculty, and staff to make each, and every interaction reflects a sincere desire to develop each other as lifelong colleagues.

The Honor Code is adapted from the traditions of the nation's military academies. The Honor Code states simply that "I will not lie, cheat, steal, disrespect others nor tolerate among us anyone who does." [1]

We recognize that each year of your program will be challenging, placing tremendous demands on your time. While no program can eliminate the work required to earn the DMD degree, the Roseman learning model will reduce unnecessary demands on your time and make your experience here productive and rewarding. In addition, the commitments we make to each other, the Lifelong Colleague Principle, and the Honor Code of the College of Dental Medicine guide all decisions and behaviors of students, faculty, and staff. The Lifelong Colleague Principle and Honor Code will allow students to flourish within an environment of trust, integrity, and mutual respect.

For generations, the dental profession has earned the respect of the public as reflected in numerous polls identifying the most trusted health professions. Dentistry's status as an honorable profession that enjoys the privilege of self-regulation derives directly from the respect and trust of the public we serve. To signify the commitment dentists, make to the welfare of their patients, all students will recite the "White Coat Pledge" at the White Coat Ceremony. This public ceremony affirms the values of the profession and marks the transition of each student into the traditions of the honorable health professions.

My very best wishes to each and every one of you!

Dr. Frank Licari, DDS, MPH, MBA
Dean and Professor

[1] (2009, April). In United States Air Force Academy. Retrieved February 7, 2011, from http://www.usafa.af.mil/information/factsheets/factsheet.asp?id=9427

The White Coat Pledge:

I, _____ in becoming a Doctor of Dental Medicine, commit to conform to the highest goals, ethics, and attributes of the dental profession. I will devote my time and energy to acquiring the knowledge and skills necessary to expertly serve the public to whom I will be accountable. I accept that my primary responsibility is to the patients I will be treating. Therefore, let all come to me safe in the knowledge that their total health and well-being are my first considerations.

I acknowledge and appreciate the commitments made to me by my fellow-students, faculty and staff and I commit to make each, and every interaction reflect a sincere desire to develop those around me as life-long colleagues and to help them to become the best they can be.

As a student, I respect and honor the privilege offered to me to treat patients under another's license and promise to never administer any treatment unsupervised.

I promise to abide by the Honor Code and all guidelines as set forth by the college of dental medicine and to observe the Principles of Ethics and Code of Professional Conduct as set forth by the dental profession.

All this I pledge with pride in my commitment to my personal preparation, to the profession, and to the public I will serve.

I welcome you to the dental profession and look forward to working with you as a peer and colleague during the program, and throughout your career.

Sincerely,

_____ _____

Frank W Licari DDS, MBA, MPH
Dean of the College of Dental Medicine

Date

_____ _____

Student Dentist – DMD Class of 2026
Student Signature Page

Date

Acknowledgement of Roseman University Health Sciences College of Dental Medicine Student Handbook & University Catalog Policies and Procedures

Student Initial	CIRCLE: D1 D2 D3 D4 Academic Year: 2023-2024
	Notice of Requirement to Check Student E-mail daily (pg. 12)
	Academic and Career Advising (pg. 12)
	Attendance (pg. 14)
	Guidelines for Student Attire: Classroom and Simulation Lab and Clinic (pg.15-16)
	Classroom & Clinical Protocol (pg. 17)
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	Grading System (pg. 24-26)
	Assessment of Student Progress (pg. 22)
	Student Assessment/Reassessment: Policies and Procedures (pg. 32)
	Unsatisfactory Achievement of Academic/Professional Standards (pg. 46)
	Withdrawal - Voluntary Withdrawal, Mandatory Withdrawal (pg. 29)
	Student Appeal Process/Appeal of Assessments (pg. 37)
	Financial Responsibilities and Continued Enrollment (pg. 43)
	Policies and Procedures pertaining to Student Professionalism (pg. 44)
	I acknowledge that I have participated in a discussion of the Catalog, Handbook and Clinic Manual, had an opportunity to ask questions, and understand and accept all the policies and procedures in these documents for 2023-2024 academic year. Student Handbook
	By signing my registration and payment agreement, I acknowledge that I will comply with all University policies. These policies may be accessed on the University website (http://www.roseman.edu/students/students-students/policies 1) or in the University Catalog, a copy of which is available at (http://www.roseman.edu). If a university policy conflicts with a specific College/Program policy, the stricter policy will apply. I further acknowledge that the CODM reserves the right to modify a policy during the academic year. In the event a policy is changed, the CODM will notify students of the change
	I acknowledge and understand that I can obtain information about the safety and security of the University campus by visiting the Roseman University website.
	Authorization to provide contact information to Great-West Life & Disability Insurance, ASDA (American Student Dental Association) Membership, and Insurance, and ADEA (American Dental Education Association) Membership

Student Signature	Printed Name	Date

Dr. William Carroll *Associate Dean for Academic Affairs*	Date	Dr. Duane Winden *Assistant Dean for Academic Affairs*	Date
Dr. William Harman *Associate Dean for Admissions & Student Affairs*	Date	Dr. Rachel Novak *Assistant Dean for Admissions & Student Affairs*	Date
Dr. Jeremy Godderidge *Associate Dean for Clinical Education & Patient Care*	Date	Ms. Alicia Baddley *Director for Admissions & Student Affairs*	Date

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GLOSSARY OF TERMS AND DEFINITIONS

Term	Abbreviation	Definition
Additional Learning Opportunity	ALO	An instructional period taught by Block Directors held for students who did not pass an assessment in preparation for the reassessment.
Centers for Disease Control and Prevention	CDC	The United States Centers for Disease Control and Prevention is the national public health agency of the United States.
College of Dental Medicine	CODM	Roseman University's College of Dental Medicine provides state-of-the-art educational & clinical facilities in Utah & Nevada.
Family Educational Rights and Privacy Act	FERPA	The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records.
Formative performance experience	FPE	A procedure or assignment that allows practice and preparation for the IPA. Used in both the clinic and pre clinic.
Integrated National Board Dental Examination	INBDE	The Integrated National Board Dental Examination is the newest exam for candidates seeking dental licensure.
Independent Performance Assessment	IPA	Summative clinical evaluation for a procedure or subject, similar to a final exam.
Patient Care Leader	PCL	Designated clinical faculty in charge of a student patient care team

HANDBOOK UPDATES

Date	Description	Page
10/13/2021	Hep A Vaccination recommendation change	41
10/13/2021	Hep B requirement change	41
10/13/2021	Varicella updated	41
10/13/2021	TB note change	41
10/13/2021	Covid Vaccine requirements updated	41
10/19/2022	Student Didactic Assessment Policies and Procedures	35
10/22/2022	Smart watch, phone, electronic devices during assessments updated	37
10/22/2022	Absence Policy Updated	34

ACADEMIC CALENDAR

COLLEGE OF DENTAL MEDICINE ACADEMIC CALENDAR – 2023-2024

Orientation	June 19 - 23, 2023
Classes Begin	June 26, 2023
White Coat Ceremony	June 30, 2023
Labor Day	September 4, 2023
Thanksgiving Break	November 22-24, 2023
Winter Break	December 18 – January 1 2024
Classes Resume	January 2, 2024
DMD 2024 Program Completion Date	April 5, 2024
Hooding Ceremony	April 12, 2024
Memorial Day	May 27, 2024
Summer Break	July 1 - 5, 2024
Academic Year End	4-year program July 28, 2024 3- year program June 28, 2024

All University Offices are open for business from 8 a.m. to 5 p.m., Monday through Friday, except the Official Holidays noted above.

You are expected to attend all classes as scheduled. If for any reason you are unable to adhere to the schedule, you must alert the Office of Academic Affairs and you are responsible for any missed content or assessments.

The University and College of Dental Medicine reserve the right to modify the academic calendar and curriculum as needed.

ACADEMIC POLICIES AND PROCEDURES

1. Overview of DMD Curriculum

An overview of the Roseman DMD Curriculum, including block/course descriptions, may be found in the Roseman University of Health Sciences DMD program section of the Catalog and on the website (http://www.roseman.edu).

2. Notice of Requirement to Check Student E-mail on a Daily Basis

University and College administration, faculty and staff rely on e-mail to share information with students about policies, procedures, appropriate deadlines, class materials and activities. CODM students must check their student e-mail accounts at least once a day (excluding holidays) to make sure that they are aware of current notices and information. This includes making sure that the mailbox is not "full" thus preventing the receipt of email. If a student experiences a chronic problem accessing their e-mail account (i.e., inability to access the account for longer than 2 business days), they must contact the Roseman Technology Services Help Desk to resolve the situation. Students who have trouble accessing their e-mail account or who do not read notices sent via e-mail in a timely manner, are not exempt from complying with appropriate University and College rules, regulations, and deadlines.

3. Roseman Now Emergency Notification System

All students are automatically enrolled in the Roseman Now Emergency Notification System. The Roseman Now application is available for free in the app store.

4. Academic and Career Advising

The Roseman University of Health Sciences, College of Dental Medicine is aware that its students hold a diversity of academic and professional goals. The College recognizes that students are interested in working with faculty members who understand and appreciate their individual interests and pursuits. Every faculty member in the College will be available and accessible to mentor students. The College does not assign students to specific faculty advisors; however, students are strongly encouraged to contact any faculty members they wish to obtain academic or career advice. Students can visit the Roseman website at www.roseman.edu to review a brief description of the background and interests of the faculty and administration of the College. Additionally, students can contact any of the Deans or Directors of the College for academic and career advising, including referral to other appropriate resources. See University Catalog – Personal Counseling: Non-Academic Issues Section for additional information.

5. Block Syllabi

Faculty will provide students with appropriate block details in a timely fashion prior to the initiation of all blocks or rotations. Students have the responsibility to be familiar with this information. CODM block syllabi will be provided for all blocks and include the following sections: list of faculty involved in the block; the educational goals and specific learning outcomes; assessment and remediation dates; attendance expectations; block schedule that indicates all block sessions and topics/activities for each class, lab or clinic session; required textbooks and other reading/study materials; mechanisms for faculty communication with students; list of CODM competencies that the block supports. The block syllabi will be posted on the learning management system and/or distributed in class. Faculty develop assessments for progress from outcomes stated in the syllabi. The Roseman CODM DMD Predoctoral education competencies upon which the outcomes are based are listed in the online Roseman Student Catalog.

6. CODM Student Handbook

   Students will be provided with a digital copy of the Roseman CODM Student Handbook during the orientation period and will participate in discussions of all topic areas. All students will be required to sign an acknowledgement that they have received the Catalog and Student Handbook and have had the opportunity to ask questions or request clarification. The Student Handbook is also posted electronically online at www.roseman.edu.

   The Student Handbook is designed to serve as a resource to address such issues as academic performance standards; assessment and remediation; standards of academic integrity and professional and social behavior; student rights and responsibilities; academic and disciplinary grievance procedures; and general information pertaining to College and/or the University.

   CODM students will be informed and oriented to the methods and standards for assessment of academic performance in two categories: (1) methods of assessing student progress, and (2) academic standards for progress through the Student Handbook and presentations by Faculty and the Associate/Assistant Deans.

7. CODM Clinic Manual

   Students will be provided with a digital copy of the Roseman CODM Clinic Manual and will be required to sign an acknowledgement that they have received this digital manual. The Clinic Manual will be reviewed and discussed with students by the Assistant Dean for Clinical Education and Clinic Managers as well as other faculty and staff during the clinical orientation process, in class meetings, in clinical preparation courses, and is also available to all students on the online learning management system.

ATTENDANCE

Attendance is assessed as part of Patient and Oral Health Care Team Communication. Attendance is an essential component of Roseman's active learning, collaborative learning, and competency-based educational model. Therefore, the College of Dental Medicine will assess if the student's attendance satisfies the College's Student Code of Conduct.

Clinic: Students must be present 90% of scheduled clinic days. Appropriate Patient Care Leader (PCL) will document attendance.

Didactic/Simulation Clinic: 90% attendance is required. Due to the dynamic nature of the didactic curriculum, the Block/Course directors will determine how attendance is documented and if necessary, remediated. A statement regarding attendance in these blocks/courses must be presented to students at the start of the block and in the syllabus.

Except for emergencies, all time-off requests must be submitted and approved by the appropriate PCL 30 days in advance to ensure clinic coverage and the Assistant Dean for Academic Affairs to ensure that the required assignments and assessments are completed. In case of emergencies, please contact the Office of Academic Affairs and your PCLs as soon as it is possible.

GUIDELINES FOR STUDENT ATTIRE

At the CODM, students will be engaged in educational activities that will give them frequent contact with the public who are visiting the campus, receiving treatment in our clinics, or through community-based activities. Student attire is one way in which to represent the dental profession in an appropriate manner. Throughout the course of study at the CODM, student appearance and attire are assessed as part of the professionalism standard established by the CODM. To progress towards competency, it is expected that the guidelines regarding appearance and attire are followed. If remediation is required in this area, progress towards graduation could be delayed.

STUDENT ATTIRE IN SIMULATION LAB AND CLINIC

1. Identification
    a. Students must always wear a visible Roseman CODM ID
2. Scrubs
    a. Clean and proper fitting scrubs will be worn for all activities in the simulation lab or clinic, including after hours.
    b. The condition of scrubs should be maintained so that a professional appearance is preserved.
    c. Each incoming class selects one scrub color to be worn by the entire class until graduation.
    d. A short or long sleeve solid colored t-shirt under the scrub top is permitted. Sweaters or coats may not be worn over scrubs in the sim lab.
    e. Students are strongly encouraged to always keep an extra set of scrubs in their lockers in order to accommodate unforeseen changes in the schedule.
3. Shoes
    a. Must be closed-toed
    b. No sandals.
4. Personal Protective Equipment (PPE)
    a. Eye protection, gloves, masks, disposable lab jackets, etc. as specified in the Clinic Manual and as directed by attending faculty.
    b. These requirements are informed by CDC, state and local health department guidelines and are subject to change.
5. Other Considerations
    a. Scented Products
        i. Due to chemical sensitivities of patients, students, faculty and staff (i.e. perfumes, colognes, room scents, deodorizers, and other aromatic compounds), minimal use of these products is encouraged.
    b. Personal Hygiene
        ii. Students are expected to maintain personal and oral hygiene in all CODM sponsored functions and activities.
    c. Fingernails
        i. It is recommended that individuals involved in direct contact with patients refrain from wearing artificial nails, keeping natural nail tips to no longer than ¼ inch in length.
        ii. In addition to maintaining short nails and avoiding artificial nails, oral health care providers and staff should avoid wearing nail polish. While freshly applied nail polish on short nails is not linked to increased bacteria around the fingernail area, chipped nail polish can harbor

bacteria. Since there is no way to prevent nail polish from chipping, the CDC strongly recommends keeping your nails short and free of polish.

d. Tattoos
    i. Tattoos may not be visible.
e. Piercings
    i. Tongue, head, and neck piercings of any type, apart from religious traditions, must be removed during any College/University sponsored activities on or off campus.
    ii. Earrings that are in compliance with the guidelines of the Clinic Manual are acceptable.
    iii. College administration reserves the right to require immediate removal of any jewelry or adornments that are not in compliance with CODM standards or policies.

STUDENT ATTIRE IN THE CLASSROOM

1. Identification
    a. Students must always wear a visible Roseman CODM ID
2. Hats/headwear:
    a. Hats or head covering of any kind are not allowed in the classroom, SIM lab or clinic, during class or exams except for religious, cultural, medical or ethnic observations
    b. Wear appropriate clinical coverings to restrain hair.
3. Long Pants:
    a. Wear long pants in good repair, including jeans or scrubs
    b. No shorts
4. Shirts:
    a. Wear a shirt, with sleeves, in good repair
        i. Shirts should not be low-cut or expose the abdomen
        ii. No tank tops
        iii. Shirts with discriminatory or derogatory statements or inappropriate graphics are not to be worn on campus
5. Shoes:
    a. Wear shoes to protect your feet
    b. Dress sandals are appropriate for wearing in the classroom, but not in simulation lab or clinic.

CLASSROOM & CLINIC PROTOCOL

CLASSROOM PROTOCOL

1. Class Start Time, Assessment Start Time and Class Hours
   The stated class hours for the didactic and simulation portion of the curriculum are found in each course syllabus. In observance of these posted times, students and all faculty who are scheduled to teach will be expected to be present at the scheduled start time, except when otherwise approved by the curriculum committee and the faculty. This is not intended to impede the flexibility that faculty may appropriately demonstrate in conducting their courses. Faculty has the latitude to allow students to study in their groups or work on special projects; however, that time must be defined and structured, and faculty should be available to assist and facilitate students in their learning activities.

   Assessments are usually scheduled to begin at 9:00 a.m. Start times and days for the team assessment, post-assessment review, additional learning opportunity (ALO), and reassessment will be clearly communicated by the Office of Academic Affairs to the students in accordance with the Assessment Policy.

   The scheduled dates for assessments and reassessments appear in the course syllabus. These dates are also communicated to students via the calendar, email, canvas and/or verbally in class. These dates may be subject to change.

   Any deviations from this policy must be approved in advance by the appropriate Directors and the Associate/Assistant Deans for Academic Affairs.

2. Multimedia Recording of Curricular Material
   The policy on recording instructional time is posted on the University's website.

3. Visitors
   Students and their guest(s) must abide by university rules and policies. Roseman University policy regarding student guest(s) can be found at https://www.roseman.edu/university-policies/.

4. Classroom Etiquette
   Students are expected to conduct themselves in a manner that is not disruptive or disrespectful to any person and that does not adversely affect teaching, learning, or examination performance of any person. For example, cell phones, laptops, smart watches, or any other electronic or communication device must be turned to "vibrate mode" at all times, and all calls must be made and/or received outside of the classroom. Students who do not abide by this policy may be asked to leave the classroom or clinic. Abuse of this policy may result in disciplinary procedures.

NOTE: Electronic or any other external communication devices are not allowed in the room during assessments, team assessment, post assessment review or reassessment. Students may not duplicate questions in either a digital or written format. (See Student Assessment Policy below.) Examples include smart phones, smart watches, laptops, or tablets that are not being used for the assessment.

POLICY FOR EXTERNSHIPS, EXTERNAL ROTATIONS AND CLINICAL EXPERIENCES OUTSIDE OF THE CODM

Students are not allowed to practice dentistry outside of the College of Dental Medicine unless they are practicing under a licensed dentist who is affiliated with the College of Dental Medicine through both academic appointment and a memorandum of agreement. This includes but is not limited to community service projects, private practices, extramural sites, foreign dental missions, specialty and other externships and international trips sponsored by outside organizations. All proposals to practice dentistry outside of the CODM and affiliated sites must be approved in advance by the Director of Public Health and /Assistant Dean of Clinical Affairs & Patient Care.

Only students who are in good academic standing and who are progressing according to academic/clinic guidelines are approved by the External Clinical Enrichment Committee (Director of Public Health, Assistant / Associate Dean of Clinical Affairs & Patient Care) may participate in any external clinical enrichment. Students on academic or professionalism probation are not eligible. In addition to CODM guidelines, students participating in external clinical activities must meet all extramural site policies and immunization guidelines.

Due to state licensure requirements, dental practice acts and laws governing dental practice in foreign countries, students who practice without a license or appropriate supervision may be held accountable to the College of Dental Medicine, licensing bodies and legal authorities. Members of our academic community need to be aware that CODM may not be able to assist in matters arising from legal misconduct.

Activities related to oral health instruction must be approved by the Director of Public Health. While participating in a Roseman CODM sponsored community-based clinical rotation, externship, and/or a student/resident external rotation, the student/resident will be responsible to arrange for housing accommodations. When considering student/resident housing, the housing accommodations must include separate living quarters for the student/resident with private access to the living quarters. Students/residents are not allowed to cohabitate with members of the organization, preceptors, or its affiliates. Students/residents may arrange for living quarters with members of their own family or with relatives.

For further information, please refer to the clinic manual or contact the Director of Public Health.

CODM ASSESSMENT PHILOSOPHY

A. Overview

Assessment strategies of the CODM have been implemented in a manner consistent with Competency Based Education. Miller's Pyramid is a conceptual model which encompasses the elements of clinical competence – from the foundational cognitive levels of knowledge and application of knowledge (*Knows* and *Knows How*) to the behavioral levels of practical competence, perhaps demonstrated via simulation exercises (*Shows*) and how a dentist performs in practice with patients (*Does*).

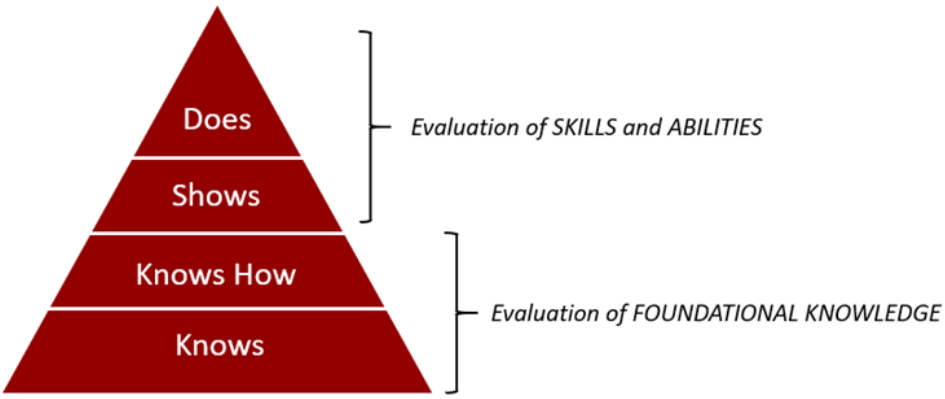


Table. Millers Pyramid. Miller, G. E. (1990). The assessment of clinical skills/competence/performance. *Academic medicine*, *65*(9), S63-7.

Demonstration of competence in the higher domains strongly implies that a student has already acquired the prerequisite knowledge (*Knows*), and the ability to apply that knowledge (*Knows How*) that make up the base of the pyramid. Students demonstrate competence in these lower domains via didactic summative assessments such as end of block multiple choice exams.

Evaluating skills and abilities (*Shows, Does*) requires ongoing assessment. Specifically, "…three elements – multiple assessments, over time, with multiple evaluators – provides the best strategy for global assessment of student competence in a valid and reliable manner…" (CC Gadbury-Amyot, PR Overman JDE June 2018).

The CODM has implemented a system with these three elements, as well as an assessment database (Roseman Student Assessment Database) which allows us to monitor student achievement and progression towards competency in real time.

The following sections list specific assessment methods for each level, or domain, of Miller's Pyramid.

B. Assessment Methods

1. ***Knows, Knows How -*** Evaluation of a learner's foundational knowledge and the ability to apply that knowledge.
    a. Multiple Choice Question Exams - Written didactic summative assessment given at the end of each block of instruction via ExamSoft.
    b. Short Answer Assessments – given as part of, or in place of the end of block, multiple choice exam via ExamSoft.
    c. Essay - given as part of, or in place of the end of block, multiple choice exam via ExamSoft. Outcomes are defined with a rubric.

d. Oral Exam - Students present information regarding a patient and answer questions from faculty members. Outcomes are defined with a rubric.

2. ***Shows -*** Evaluation of a learner's basic clinic skills and abilities that can be measured in an examination setting.
    a. Simulated Performance Assessments - Daily assignments in the Simulation Clinic. Students are observed and scored using an Entrustment Scoring System with defined criteria. Criteria are consistent across the curriculum to monitor progression in that defined area. Scores are recorded digitally in the Roseman Student Assessment Database. Progression towards competency is monitored with progression benchmarks established to encourage on-time graduation.
    b. Presentation - Students present information and answer questions from students and/or faculty members. Clearly defined outcomes are defined with a rubric.
    c. OSCE – patient centered, case based, timed, and have a very specific and repeatable task. Examples could be identifying oral pathology, performing a head and neck exam, communicating with a patient, and/or creating a treatment plan. Clearly defined outcomes are defined with a rubric.
3. ***Does -*** Evaluation of a learner's skills and abilities during actual patient care.
    a. Performance Assessment – students are observed and scored using an Entrustment Scoring System with defined criteria. Criteria are consistent across the curriculum to monitor progression in that defined area. Scores are recorded digitally in the Roseman Student Assessment Database. Progression towards competency is monitored with progression benchmarks established to encourage on-time graduation.
    b. Case Based Discussion – Students present information on assigned topics. Case Presentations are assessed using an Entrustment Scoring System.
    c. Graduation "Requirements".
        i. Progression Benchmarks have been established to give a recommended timeline to graduate at the student's expected graduation date. These benchmarks include 4-month rolling average of their clinic performance score, clinic attendance, and clinic participation as measured by the number of assessments submitted.
        ii. Practice Management Requirements – each student is required to function and be assessed each clinic term as a team leader. Students are also given Chart Audit requirements that must be completed each clinic term to progress.
        iii. Procedure Requirements – some clinic procedures are monitored to ensure students have appropriate experience before graduation.

C. <u>Individual Assessment</u>

The Roseman CODM's block curriculum will facilitate continual monitoring of student performance and prompt remediation to ensure that students do not advance through the curriculum without demonstrated mastery at a level of 90%. For written assessments, faculty will attempt to allocate assessment items proportional to the number of classroom days included in the assessment. The "pass" criteria for these didactic summative assessments will be a score of 90% or higher. Students who do not achieve a 90% score are expected to attend a focused and intense remediation process (ALO – Additional Learning Opportunity) on a scheduled dedicated day for remediation, which will involve mentoring by faculty. Following that day's ALO process, students will complete a new and different assessment to determine if the mastery criterion has been achieved (Reassessment).

The faculty reserves the right to designate a pre-arranged seating order. Faculty reserve the right to move students during the assessment. Students may ask to be moved at any time prior to, or during the assessment. Granting this request is at the discretion of the proctor.

D. Team Assessment

Team assessments for didactic assessments will take place immediately following individual assessments. During this time, students will confer and collaborate on each assessment instrument as part of their assigned team activities. This will enable students to recall, reinforce, and self-assess information learned during the block. If the team assessment score is at least 95%, each team member will receive additional points added to their individual assessment score in the amount of 5% of the total. If the team score is less than 95%, no additional points will be credited to the students on that team. Participation in the team assessment is mandatory. Any dispute regarding a student's entitlement to additional points because of the team exam will be settled by The Assessment Team, whose decision shall be final.

E. Additional Learning Opportunity (ALO)

Following each summative assessment is Another Opportunity to Learn sessions and reassessment for those students who did not successfully achieve the required performance threshold. Until students are informed of the outcome of the Assessment Appeals Process students are expected to attend the Another Opportunity to Learn session and take the reassessment. The student will receive a No Pass (NP) in the course if this expectation is not met. A review session by block faculty will be followed by the reassessment. If a student does not achieve the required threshold on the reassessment, the student will receive a "No Pass" for the block.

F. Remediation

In general, for didactic instruction, the CODM has custom remediation periods. Remediation periods are generally 2-4 weeks after the original reassessment and will require students to be removed from the clinic. Students that are remediating may also have other classes during this time. Remediation is a part of the regular educational process and, as such, the College will not charge additional fees or tuition for these periods. Students' participation in remediation will be arranged through the coordinated efforts of block faculty, Clinical Practice Team Leaders (as appropriate in clinical courses), and the respective Associate/Assistant Deans of Academic Affairs and/or Clinical Education and Patient Care. Attendance at remediation periods for students receiving a "no pass" is mandatory.

Students must reach the standard achievement level on each reassessment during these periods to be eligible for promotion to the next academic year or graduation. Students who do not reach the standard achievement level on any reassessment during this time will have their academic status evaluated by the Assessment Team chaired by the Associate Dean of Progress and Curriculum.

The Remediation grade of 'NP' is replaced with a 'P' when the student passes a Remediation Assessment. The transcript does not show a record of the student receiving a 'NP' on the reassessment once the student passes during remediation.

The Assessment Team chaired by the Associate Dean of Student Progress and Curriculum determines if a student is meeting or not meeting competencies.

ASSESSMENT OF STUDENT PROGRESS

A. Monitoring Student Progress

The Student Progress Committee will monitor students' progress at each level of Miller's Pyramid. Student achievement from each assessment method is gathered into the Roseman Student Assessment Database for real time observation of student status.

Determination of student progress is made by monitoring student performance data submitted by individual block directors, supervising faculty, or the students Patient Care Leader. Systematic review of each student occurs each clinic reporting period. However, Roseman's electronic assessment database will alert the Progress Committee when a student begins to fall below established benchmarks to allow for timely intervention when needed.

The Student Progress Committee uses the following data to determine student achievement:

1. Didactic and clinic block Pass/No Pass grades. Each block in the curriculum has certain criteria that need to be met for a student to receive a "Pass."

2. Formative performance experiences (FPEs) for simulated and clinic procedures. Performance assessments are evaluated using the CODM Daily Evaluation Assessment Criteria, which relies on *Entrustment Scoring* to indicate how much supervision a student would need when performing the observed task in a clinical and simulation clinic workplace.

A student's skills progression is monitored generally by evaluating a 4-month rolling average of their Daily Evaluation scores. The Daily Evaluation is completed by both faculty and student for every clinic and simulation clinic procedure. The Daily Evaluation rubric clarifies entrustment expectations for Ethics & Professionalism, Critical thinking, Biomedical Sciences, Behavioral Sciences, Efficiency, and Treatment. Students are expected to progress based on the established Daily Evaluation benchmarks.

3. Expanded Assessment Criteria for specific disciplines. Until a student has demonstrated sufficient independence in a specific discipline, they are evaluated with a more specific expanded criteria for that discipline. Once the student has shown an acceptable and consistent level of independence, the expanded criteria must be used for each procedure in addition to the Daily Evaluation.

4. Self-Assessments. Students must self-assess 80% of their work. Students' self-assessment scores are compared to scores given by faculty and are identified as "Self-Aware", "Hypercritical", "Hypocritical", or "Not Self Assessing Enough". Students not self-assessing 80% of their work will receive a "No Pass" grade for the corresponding block". *Additional self-assessments may be required for those performing at hypocritical levels*.

5. Formative and summative procedural requirements. These include simulated exercises scheduled in clinic seminars and meetings, case presentations, mock board exercises, or procedure requirements established for each clinic block.

In addition, the following procedures are monitored to ensure all students have experience before graduation: Fixed Partial Denture (1), Removable Partial Denture (1 arch), Removable Complete Denture (1 arch), Implant Restoration (1), and Digital Crown (5).

6. Student Professionalism data and expectations include:
    a. 90% attendance
    b. Participation is monitored by evaluating the number of Daily Evaluation assessments submitted for each student. Students are expected to progress based on established Daily Evaluation Benchmarks.
    c. Entrustment scoring for Ethics and Professionalism. This is evaluated using a 4-month rolling average of the Ethics and Professionalism component of the Daily Evaluation.
7. Team Leader Evaluation. Each student must be evaluated as their team leader during the DMD7403, DMD8401, and DMD8402 clinic blocks.

If any requirement has not been met for a specific didactic or clinic block, the student will receive a No Pass or Incomplete grade for that block (see section Remediating Unsatisfactory Progress or Achievement – Student Action Plans)

B. Graduation Requirements

To qualify for the DMD degree, students must:

a. 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".
b. Pass the Integrated National Dental Board Examination.
c. Receive a favorable recommendation for conferral of the DMD degree from the Assessments Team and the Dean of the CODM.
d. Settle all financial accounts with the University.
e. Complete all graduation clearance requirements as instructed by the Registrar's Office.
f. Complete all DMD graduation clearance requirements

C. Eligibility to participate in Hooding Ceremony and/or University Commencement

a. Students expected to graduate by the end of the December of the same year of the Hooding Ceremony and/or University Commencements and are eligible to participate in these ceremonies.

D. Integrated National Board Dental Examination (INBDE)

a. It is imperative that all students register for INBDE after approval from The Office of Academic Affairs after passing the practice national board assessment during the D3 year for those students in the four-year program and during the D2 year for those students in the three-year program. The Associate Dean for Academic Affairs must approve each student's registration in advance to the student scheduling a test date. (There is a registration fee that you will incur to register for the examination. Information is available at www.ada.org)

Please register for the INBDE as noted above. However**, DO NOT SCHEDULE YOUR TEST DATE BEFORE** the end of your remediation requirements (including any appeal) (refer to academic schedule). You will be able to schedule your exam after you know your remediation schedule and have completed all required remediations.

b. Students will not be certified to take the examination until all required remediation(s) have been successfully completed (including any appeal). The Associate Dean for Academic Affairs will provide guidance on the procedures, policies, and appropriate test dates.

i. Due to the nature of these deadlines, students who experience problems with the Prometric Testing Center that impact on their compliance with the above deadlines must report these problems immediately to the Office of the Associate Dean for Academic Affairs.

c. To Register for INBDE:
   i. Log on to www.ada.org
   ii. Click on "Education and Careers
   iii. Click on "Testing"
   iv. Click on "INBDE"

The Student Progress Committee meets regularly to oversee the implementation of assessment policy, monitor overall student progress, and review active student action plans (established to help students with unsatisfactory progress). Appropriate recommendations from the Student Progress Committee are forwarded to the Senior Associate Dean for Administration for review. After their review the Senior Associate Dean for Administration will then report the recommendations to the Dean.

Please note all students must obtain clearance from the Associate Dean for Academic Affairs prior to choosing a date for taking the boards. If you experience any problems registering, please contact the Office of Academic Affairs.

STUDENT GRADES

A. Grading System for Didactic Courses

The Roseman CODM utilizes a "Pass" / "No Pass" system of recording student achievement. The CODM reserves the right to modify the assessment system and will notify students of any changes.

1. "Pass" (P)

To receive a "Pass" (designated as "P" on the transcript) for didactic coursework, a student must

   a. achieve a score of 90% on the end of block assessment (see Student Assessment Policy below). If a student does not achieve 90%, then they must remediate that portion of the curriculum at a designated time, be reassessed, and achieve a level of 90%.
   b. Complete all formative daily work FPEs (Formative Performance Experience) and/or summative IPAs (Individual Performance Assessment) as designated in the block syllabus.

2. "No Pass" (NP)

A "NP" (no pass) will be recorded on the student's transcript if the student achieves less than 90% on the scheduled reassessment and/or summative skills assessments (IPAs). If a student achieves the required 90% proficiency following subsequent remediation, the student's "NP" will be converted to a "P".

3. Incomplete (I)

An Incomplete (I) indicates that a student has not completed the requirements necessary to issue a grade of "P" or "NP". Incompletes are only approved or denied by the Office of Academic Affairs. If an Incomplete is approved, an action plan will be submitted to the Associate Dean of Student Progress and Curriculum. To replace the "I", the student will need to complete the Action Plan. If the student is assessed and meets the standard for passing, the "I" will be replaced with a "P". If the student is assessed and does not meet the standard for passing, the "I" will be replaced with an "NP". If the student has not been assessed by the date specified in the Action Plan, the 'I' converts to a 'NP'.

B. Grading System for Clinical Courses

To appropriately assess student competence, students are assessed early & often. Multiple assessments, over time, with multiple faculty evaluators to track student progression. Specifically, the assessment database captures multiple data points with each patient encounter to determine & predict student progress towards competency in multiple domains including but not limited to: Self-Assessment, Critical Thinking, Integration of biomedical & clinical data in patient care, Technical Skills, Efficiency, Patient Management, Ability to work effectively in teams & ultimately lead a team, Professionalism, Peer Mentoring & Emotional intelligence.

Clinic evaluations use an Entrustment Scoring System, where faculty evaluate students based on the level of supervision required during each clinic session. This framework has been shown to substantially improve the reliability of assessment, better identify struggling students, & decrease the number of assessments required to obtain a reliable estimate of student ability. Once students consistently reach a specific level of entrustment over time, they are deemed competent to practice those procedures with less supervision.

Four levels of supervision used in evaluating progress towards competency are: Direct Supervision, Indirect Supervision, Independent (the level required for graduation), and Entrusted to Mentor Junior Colleagues for more advanced students. The Roseman CODM utilizes a "Pass" / "No Pass" system of recording student clinical competency. See syllabus for assessment details and expectations. The CODM reserves the right to modify the methods of assessments and will notify students of any changes.

1. "Pass" (P)

The Patient Care Leader (PCL) determines satisfactory progress toward clinical competence by monitoring each student's progression towards independent practice. Specifically, clinic progress is compared to the established benchmarks. In addition, PCLs monitor student progress through formative (FPEs) and summative (IPAs) assessments, participation benchmarks. PCL will evaluate student progress on a regular basis throughout a reporting period by direct observation, attending faculty feedback, and specialty directors' feedback. Clinic Block criteria include, but are not limited to:

a. # Self Assessments submitted
b. Chart Audits complete
c. Daily Evaluation (4 month rolling average) score is above established benchmark for that block
d. Case Presentations
e. Formative (FPE) and Summative (IPA) procedural benchmarks

2. "No Pass" (NP)

Unsatisfactory progress toward clinical competence is determined by the PCL using the same evaluation metrics listed above. An end-of-block action plan developed by the PCL will identify reason(s) for the "No Pass" (NP) and the conditions to successfully remediate the "No-Pass" (NP).

3. "Incomplete" (I)

An "Incomplete" (I) grade is warranted if insufficient information to assess student progress during a given report period as determined by the PCL. Once this determination is made, the PCL will provide the student with an action plan to resolve the "incomplete" (I) grade.

Each clinical year is divided into three reporting periods. The PCL will provide input to the Assessment Team as to a student's progress towards competence. Failure on the student's part to resolve an "I" or "NP" grade for clinical blocks, could delay graduation.

C. Grading System for Professionalism- Didactic Blocks

1. "Pass" (P)

Block Directors monitor each student's ethical and professional conduct. The following metrics are used to determine Professionalism grade for each didactic block:

a. 90% attendance
b. Zero unresolved professionalism infractions as documented by the Block Director

2. "No Pass" (NP)

Unsatisfactory progress toward clinical competence is determined by the Block Director using the following metrics:

a. Below 90% attendance
b. Other professionalism infraction as documented by the Block Director.

D. Grading System for Professionalism- Clinic Blocks

1. "Pass" (P)

The Patient Care Leader (PCL) monitors each student's ethical and professional conduct. The following metrics are used to determine Professionalism grade for each clinic block:

a. Ethics and Professionalism score (from Daily Evaluation) above predetermined benchmark
b. 90% attendance -*and*- participation (as monitored by the # Daily Evaluation benchmark for each clinic block).
c. 90% attendance for seminars

2. "No Pass" (NP)

Unsatisfactory progress toward clinical competence is determined by the PCL using the same evaluation metrics listed above.

a. Ethics and Professionalism score (from Daily Evaluation) below predetermined benchmark
b. Below 90% attendance -*and*- participation (as monitored by the # Daily Evaluations) is below predetermined benchmark for that clinic block. Both must be below threshold to receive a "No-Pass" grade.
c. Below 90% attendance for seminars

An end-of-block action plan developed by the PCL will identify reason(s) for the Professionalism "No Pass" (NP) and the conditions to successfully remediate the Professionalism "No-Pass" (NP). The table shown below summarizes the grading process for the didactic and clinic blocks.

	DIDACTIC BLOCKS All blocks other than those noted under "Clinic Blocks"	**CLINIC BLOCKS** DMD 5401, 5402, 5403, 6401, 6402, 6403, 7401, 7402, 7403, 8401, 8402
Incomplete	Student has not completed requirements necessary to issue a grade of *Pass* or *No Pass*. Specific requirements used to determine final grade for each block are noted in the block syllabus. These include, but are not limited to written assessments, formative daily projects (FPEs), or summative skills assessments (Competencies).	Student has not completed requirements necessary to issue a grade of *Pass* or *No Pass*. Specific requirements used to determine a final grade for each clinic block are noted in the block syllabus. i.e., Block assignments, FPEs and/or Competencies as designated in the block syllabus
No Pass	<u>Block Grade</u> Student does not meet *Pass* criteria for a block as outlined in the block syllabus. i.e., *No Pass* (below 90%) on end of block written assessment i.e. *No Pass* on block IPAs If a student receives a *No Pass* for a didactic block, they are placed on **Academic Monitoring** which facilitates the creation of an Action Plan by the Block Director and the Student Progress Committee. An Action Plan includes explanation for *No Pass* as well as objectives to be met by a specified date to assist the student's return to expected level of progression. <u>Professionalism Grade</u> Student does not meet the Pass criteria for Professionalism. - Class attendance is below 90%, - Other professionalism infraction as documented by the Block Director. If a student receives a *No Pass* for Professionalism, an Action Plan is created by the block director and the Student Progress Committee. Team. An Action Plan includes explanation for *No Pass* as well as objectives to be met by a specified date to assist the student's return to expected level of progression. Active Action Plans are monitored by the Student Progress Committee to verify completion by an established resolution date.	<u>Clinic Progress Grade</u> Student does not meet Pass criteria for clinic block as outlined in the block syllabus. - *No Pass* on block Competencies - Below *No Pass* Clinic Progress Benchmarks - Other criteria as determined by the PCL If a student receives a *No Pass* for a clinic block, they are placed on **Clinic Monitoring** which facilitates the creation of an Action Plan with their PCL and the Student Progress Committee. An Action Plan includes explanation for *No Pass* as well as objectives to be met by a specified date to assist the student's return to expected level of progression. <u>Professionalism Grade</u> Student does not meet the Pass criteria for Professionalism. - Ethics and Professionalism score is below the benchmark established for each clinic block. - Seminar attendance is below 90%, - Clinic attendance is below 90% *and** # Daily Evaluations is below the benchmark established for each block. (**Student must be below BOTH benchmarks to receive a "No-Pass" for attendance and participation.)* If a student receives a *No Pass* for Professionalism, an Action Plan is created with their PCL and the Student Progress Committee. An Action Plan includes explanation for *No Pass* as well as objectives to be met by a specified date to assist the student's return to expected level of progression.

		Active Action Plans are monitored by the Student Progress Committee to verify completion by an established resolution date.

STUDENT ACTION PLANS – Remediating Unsatisfactory Progress

A. Action Plans

As highlighted in the Student Grades section of this handbook, students are given a grade of Pass, No Pass, or Incomplete at the end of each didactic and clinic block.

A grade of No Pass or Incomplete is considered Unsatisfactory Progress and an Action Plan is submitted by the Block Director (didactic blocks) or Patient Care Leader (clinic blocks). The purpose of an Action Plan is to communicate the reason for unsatisfactory progress, specific student actions required to resolve the Action Plan, as well as an expected resolution date. Action Plans for didactic blocks are submitted by the Office of Academic Affairs and the Block Director. Action plans for clinic blocks are submitted by the students Patient Care Leader. Action Plans for Probationary status are submitted by the Student Assessment Team.

All Action Plans are reviewed, approved, and monitored by the Student Progress Committee. Action Plans for students who are on probation must be signed by the students and a signed copy is uploaded to an Action Plan Database.

B. Student Status

The CODM does not provide class ranking data to students or outside entities. However, students are assigned a status to categorize disciplinary actions taken or highlight advanced achievement.

1. Good Standing
   Student does not have an academic and/or clinic action plan and is progressing towards independent practice and on time graduation.

2. Academic/Clinic Monitoring
   a. Upon receipt of "No Pass" or "Incomplete" a student is placed on Academic Monitoring (didactic blocks) or Clinic Monitoring (clinic blocks) and an Action Plan is created, signed by the student, and submitted to the Student Progress Committee.
   b. Active Action Plans are monitored by the Student Progress Committee. Any updates to an Action Plan are recorded in the Action Plan database.
   c. When a student has met the objectives established by the Action Plan, the Action Plan is "Resolved" by the faculty who originally submitted the Action Plan, and the student status is adjusted accordingly.

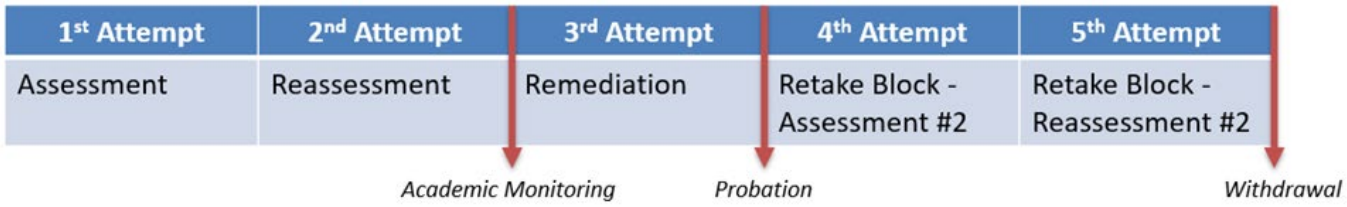
3. Probation
   A student may be placed on probation for the following reasons:
   a. Not meeting the objectives of an Academic/Clinic Monitoring action plan

b. Student has received "No Pass" grade on a block's annual remediation, and therefore needs to retake the block the following year.
c. Inappropriate professional or personal behavior.

Further information is presented in the section on Policies and Procedures Pertaining to Student Professionalism.
If a recommendation is made to place a student on Probation, the student will meet with the Associate Dean of Student Progress and Curriculum and will receive a letter acknowledging their placement on Probation and specifying the terms of the Probationary Action Plan with its expected resolution date. The action plan must be acknowledged by the student's signature. The terms and conditions of probation may include, but are not limited to

1. Required regular meetings with faculty member, block director, Patient Care Leader, administrator, and/or faculty advisor.
2. Academic support services.
3. Assignment of scheduled supplemental activities.
4. Consideration of factors affecting academic performance.
5. Referral to appropriate University offices for assistance with health, psychological, or learning problems;

Included in the Probationary Action Plan will be a statement informing the student that the receipt of a grade of 'NP' after remediation during an additional block while on probation will require the student to withdraw from the program "not in good academic standing."". A "No Pass" on the fifth and final attempt will require the student to withdraw from the program "not in good academic standing" (A student may not take a block more than two times.). See table below:



If a student receives a Probationary Action Plan for a didactic block, the College of Dental Medicine will require the student to retake the appropriate block during the next academic year with the subsequent class. The student will be required to attend all didactic sessions and pass the final block assessment. This requirement precludes their clinic attendance during this time. It is the student's responsibility to communicate their clinic absences to their Patient Care Leader. The student will continue to be held accountable for their ongoing clinic progress, as well as any other didactic blocks occurring simultaneously.

A student may not have more than one active Probationary Action Plan. The receipt of a second Probationary Action Plan will require the student to withdraw from the program "NOT in good standing" with or without the opportunity to be readmitted or reapply.

The Student Progress Committee, working with both the Assistant Dean for Clinical Education and Patient Care and the Assistant Dean for Integrated Education & Assessment monitors the students' progress and when the student satisfactorily completes the requirements of probation, the Assessment Team recommends to the Senior Associate Dean for Administration that the student be removed from probation.

4. Withdrawal ("Not in Good Academic Standing" OR "In Good Academic Standing")

Attendance at the College is a privilege granted in consideration of specified levels of performance and for maintaining the established standards of scholarship and personal and professional conduct.

If the student has not satisfied the requirements of her/his clinical probation and achieved the appropriate level of clinical performance and progression within the designated timeframe(s), the Assessment Team will recommend to the Senior Associate Dean for Administration that the student be required to withdraw from program. A student may be required to Withdraw either "not in good academic standing" or "in good academic standing".

Students who withdraw while on probation do so "not in good academic standing". Students who withdraw "not in good academic standing" may request re-admission through the College's Admissions Application process unless otherwise stipulated. Federal financial aid may not be available for repeated blocks upon readmission. Please contact the Financial Aid Office for additional information.

Students who withdraw "in good academic standing" (i.e., not on academic probation) are not assured of re-admission unless it is a part of the final written decision and/or agreement signed by the student and the Dean and/or the Dean's designee(s). Unless circumstances determined by the Dean are warranted, students who are granted re-admission following withdrawal in good academic standing re-enter at the beginning of the next academic year and register for the entire academic year, including all blocks previously completed and passed. Federal financial aid may not be available for repeated blocks upon readmission. Please contact the Financial Aid Office for additional information.

The procedure for Mandatory Withdrawal is as follows:

a. The Student Progress Committee will prepare the necessary forms for withdrawal and then forward them to the Senior Associate Dean for Administration who will review them and then forward them to the Dean for approval.
b. Once the Dean has approved the terms on the withdrawal form, the Associate/Assistant Deans conduct the withdrawal interview, and the terms of withdrawal are agreed upon and placed in writing.
c. The completed withdrawal form(s) and terms of withdrawal are signed by the student and returned for signature to the Associate Dean for Academic Affairs, who then forwards them to the Dean for signature.
d. Once all forms are signed and dated, the withdrawal process is complete.

If a student is readmitted to the program, the Assistant Dean for Integrated Education & Assessment will work with the appropriate Associate/Assistant Dean(s) will determine how the student will be reintroduced to the curriculum.

The College reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and/or orderly operation. The student concedes this right by act of matriculation.

5. Suspension

Students who exhibit inappropriate professional or personal behavior may be placed on Probation or Suspended for Professional or Personal Misconduct by the Associate Dean of Academic Affairs or the Assistant Dean for Clinical Education and Patient Affairs. Further information is presented in the section on Policies and Procedures Pertaining to Student Professionalism.

6. Administrative Withdrawal

A student who is absent from the College for more than twenty-one (21) calendar days without notifying the Associate Dean of Academic Affairs, or designee and who fails to complete the established withdrawal procedures within twenty-

one (21) calendar days, may automatically be terminated from the program. A student who is terminated in this manner will not be considered for re-admission later.

7. Leave of Absence

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

Students requesting a leave of absence must apply in writing to the Associate Dean of Student Progress and Curriculum. In the event of a medical problem, the request must be accompanied by a letter from a physician on their letterhead describing the nature of the condition(s) for which the leave is requested, and the estimated length of time needed for recovery. The Associate Dean of Student Progress and Curriculum shall convene a meeting with the Associate Dean for Academic Affairs, Associate Dean for Admission and Student Affairs, the Assistant Dean for Clinical Education and Patient Care, the Senior Associate Dean for Administration to discuss the request for a leave of absence. The Senior Associate Dean discusses the recommendations of the Assistant and Associate Deans with the Dean who then shall determine whether the leave is to be granted and the conditions under which the student may return to school.

Leaves of absence requested for a full academic year will be for one year only with expected reinstatement at registration for the following year and may only be requested within one month of registration for that academic year. Leaves of absence requested more than one month after registration for any given academic year will be granted for a period not to exceed the number of months remaining until the registration date for the next academic year.

Leaves of absence will not be granted for a term of less than one month. No more than two leaves of absence will be granted during one academic year. If additional recovery time is necessary, the term of the second leave of absence will automatically be extended to the registration date for the next academic year.

A student who is granted a leave of absence for an entire academic year must submit a letter of intent to return to classes to the Associate Dean of Student Progress and Curriculum at least three (3) months prior to the requested date of return. It is the student's responsibility to keep the Associate Dean for Admissions and Student Services informed of any change of address and contact information while on a leave of absence.

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

Students on an approved leave of absence will be considered withdrawn for Federal Student Aid and enrollment reporting purposes.

The procedure for obtaining a leave of absence is as follows:

a. The student makes a written request to the Associate Dean of Student Progress and Curriculum for a leave of absence. If the leave is for medical issues, the letter from a licensed medical practitioner must be provided with the request.
b. The Associate Dean of Student Progress and Curriculum will convene a meeting of the Associate Dean for Academic Affairs, Associate Dean for Admissions and Student Affairs, the Assistant Dean for Clinical Education and Patient Care (as appropriate), the Senior Associate Dean for Administration to discuss the request for the leave of absence. The Senior Associate Dean discusses the recommendations of the Assistant and Associate Deans with the Dean who then shall determine whether the leave is to be granted and the conditions under which the student may return to school. The decision is communicated

to the Associate Dean of Student Progress and Curriculum who will prepare the necessary leave of absence documents.

c. The Associate Dean of Student Progress and Curriculum , The Associate Dean for Academic Affairs, The Associate Dean for Admissions and Student Affairs and The Assistant Dean for Clinical Education and Patient Care meet with the student (in person or virtually) to discuss the conditions and terms of the leave of absence.
d. If the request is granted, the student shall complete, sign, and date the leave of absence documents. The student shall then return the completed documents to the Associate Dean of Student Progress and Curriculum who shall sign, date and forward the completed forms to the Dean for signature. Once all required documents are signed and dated, the leave of absence process is complete. For purposes of calculating tuition reimbursement, the official date of the leave of absence will be the original date of receipt of the student's request, provided that the leave is granted.
e. Students who are on LOA must check with the University Office of Student Services about their medical insurance and with Dental Office of Student Services office about disability insurance. This is particularly important if the LOA crosses academic years.
    i. MEDICAL INSURANCE: When a student is 30 days out from their **LIKELY** completion of an LOA, Assessment Team will notify the University Office of Student Services of their likely return date.
    ii. DISABILITY INSURANCE: Students are to remain enrolled in the disability program during an LOA.

STUDENT DIDACTIC ASSESSMENT/REASSESSMENT: POLICIES AND PROCEDURES

STUDENT ASSESSMENT / REASSESSMENT: POLICIES AND PROCEDURES

Note: All policies set forth for the assessment apply to the reassessment as well. Any deviation from the Student Assessment Policy and/or the Remediation and Reassessment process must be approved, in writing, by the appropriate Directors and the Associate Dean for Academic Affairs (or designee) and clearly articulated to students prior to the assessment.

All components of this protocol are to be considered under the aegis of the CODM Honor Code and professionalism policies articulated in the handbook and on the university website.

Policies and Procedures for Electronic Testing

Policies and procedures specific to electronic testing will be communicated by the Office of Academic Affairs after orientation and emailed to each student. These policies will be considered an addendum to this Student Handbook and will have full effect and force for any testing conducted using electronic means.

Personal Property Permitted on or About Students during Assessment Period

Only the items clearly designated by the proctor are permitted at the desk. All other personal items not explicitly designated as acceptable by the proctor(s) must be kept in a place designated by the proctor(s) and may not be retrieved until all teams have completed the post-assessment review. When designated for use, scientific calculators may be used during the assessment. However, the use of programmable or graphing calculators is prohibited during assessments. Possession of class-related materials, cell phones and "smart" watches and similar digital devices, including ear buds, are always prohibited during an assessment, team assessment or reassessment.

A student in the possession of any materials not explicitly designated as acceptable by the proctor(s) between the start of the assessment and the completion of the post-assessment review will forfeit their right to participate in the assessment and team assessment and will receive no credit for either assessment.

In addition, when a student is in the possession of any item not explicitly designated as acceptable by the proctor(s) during the team assessment, all team members will forfeit team assessment credit. Students may not bring any items from the individual assessment into the team assessment, including but not limited to scratch paper, graphs, charts or formula sheets, or any piece thereof regardless of size.

It is the student's responsibility to ask the proctor(s) for approval about any item they wish to have at their desk during the assessment.

1. Communication and Breaks
   A. Students may not communicate with anyone (except for the proctors) within the assessment room or anyone outside the assessment room during the assessment. Students may not communicate with anyone from another team during the team assessment. Any communication between teams during the team assessment will result in all team members from both teams receiving no credit for the team assessment.
   B. Following the individual assessment. Students are bound by the Honor Code to refrain from discussing the Assessment with their classmates and must remain seated until the team assessment. Ordinarily, restroom breaks will not be permitted during the Assessment. However, when exceptions occur, students will sign-out with the proctor. In these cases, only one student at a time will be allowed to leave.
   Students may not speak to anyone during this break, and no learning materials may be viewed. No discussion of the Assessment is allowed before the Team Assessment and no discussion of the assessment questions is allowed with students, regardless of academic year, who have not yet taken the course.

2. Percent of Total Point Score
   A. Faculty participating in the Block will, through consultation, allocate Assessment items to address the outcomes stated in the syllabus.

3. Credit for Team Assessment
   A. Students who participate in the team assessment in its entirety will receive additional points added to their individual assessment score in the amount of 5% of the total, provided that the team assessment score is at least 95%. If the team score is less than 95%, no additional points will be credited to the students on that team. Participation in the team assessment is mandatory. Students who participate in the team assessment must sign the team assessment form to receive additional points. Any dispute regarding a student's entitlement to additional points because of the team assessment will be settled by the Assessment Team, whose decision shall be final.

   B. Students who participate in the ALO and reassessment in its entirety will be eligible to receive additional points added to their reassessment score in the amount of 5% of the total, provided that their reassessment score is at

least 85%. This opportunity occurs immediately after the reassessment scores are released. Students will receive a report detailing which questions they missed on the reassessment. After receiving this report, a student scoring at least 85% on the reassessment will submit a written response consisting of no more than 500 words for every question missed on the reassessment to the email address or portal designated by the CODM. The written response for each question must: 1) describe the question, 2) explain the reason why the selected answer was the correct answer and 3) why the distractors (other answer choices) where incorrect. Students will not have access to any digital material or their computers during this assessment. This assessment will be graded by the faculty according to a rubric provided.

4. Extra Credit
   A. Extra Credit points in an assessment are not allowed.

5. Faculty Assessment Leader
   A. For assessments written by more than one faculty member, the Block Director or assignee will be designated as assessment leader.

6. Time Allotment
   A. The time allotment is based on the total number and type of questions.
   B. Both the allotted time and scheduled end time will be clearly communicated to the students prior to the start of the assessment. The end time represents the point at which all assessment material must be physically submitted to the proctors. Failure to adhere to such will result in the student forfeiting participation in the assessment.
   C. The proctor will also clearly communicate to students the following times:
      i. The start time for the team assessment.
      ii. The amount of time allotted for the team assessment.
      iii. The start time for the assessment review.
      iv. The time at which assessments will be returned to students.
      v. The time at which the review session will begin on the designated Additional Learning Opportunity Day.
      vi. The time at which written remediation will begin on the designated Additional Learning Opportunity Day.
   D. Following the return of the assessment score reports, faculty will have an opportunity to address errors in scoring with the Office of Academic Affairs (i.e., ExamSoft, incorrectly calculated scores, and assessments labeled as "Pass" or "No Pass" in error**). Faculty shall not entertain requests for further changes after the assessment scores have been released.**

7. Absence
   A. When a student misses the Assessment
      1. Preapproved absence
         i. If a student is unable to assess at the scheduled time due to medical reasons, personal or family emergency, bereavement, religious observance or required attendance at a professional meeting they must inform the Office of Academic Affairs and provide necessary documentation from. A new time will be scheduled to take the assessment.
         ii. If a student is unable to make up the assessment before the remediation period begins, they will be required to remediate the block. The remediation period begins as early as one week after the initial assessment.
         iii. If a student receives a 'No Pass' on the makeup assessment, the makeup reassessment must also be taken before the scheduled remediation period.

iv. If a student does not take the assessment for any reason at the scheduled time, they forfeit any team points.

2. Non approved absence
    i. If a student misses the assessment without one of the approved reasons described above: a medical issue, bereavement, personal or family emergency, religious observance or required attendance at a professional meeting , they receive a No Pass on the assessment and will be scheduled for the reassessment.

When a student missed the Additional Learning Opportunity (ALO)

3. Preapproved absence
    i. If a student is unable to attend the ALO session at the scheduled time due to a medical issue, personal or family emergency, bereavement, religious observance or required attendance at a professional meeting reasons, they must inform the Office of Academic Affairs and provide necessary documentation. If they do so they may take the reassessment at the scheduled time.
    ii. There is not time in the curriculum to schedule an additional period of ALO.
4. Non approved absence
    i. If a student misses the ALO without one of the approved reasons listed in the previous section , they receive a No Pass on the reassessment and will be scheduled for the remediation.

When a student misses the Reassessment

5. Preapproved absence
    i. If a student is unable to reassess at the scheduled time due to a medical issue, personal or family emergency, bereavement, religious observance or required attendance at professional meeting, they must inform the Office of Academic Affairs.. A new time will be scheduled to take the reassessment.
    ii. If a student is unable to make up the reassessment before the remediation period begins, they will be required to remediate the block.
6. Non approved absence
    i. If a student misses the reassessment without one of the approved reasons listed in the previous section , they receive a No Pass on the reassessment and will be scheduled for the remediation.

When a student misses the Remediation

    ii. There is not time in the College of Dental Medicine curriculum to make up a period remediation.
    iii. If a student misses the remediation assessment for any reason, they will be required to retake the block the following year.

8. <u>Tardiness</u>
    A. Students will not be permitted to enter the assessment room any later than 5 minutes after an assessment has begun. Unexcused tardiness will be considered an unexcused absence and will result in the student forfeiting participation in that assessment.
    B. For the team assessment, failure to be present in its entirety will result in the student forfeiting their additional points.

9. <u>Seating Arrangements</u>
    A. Faculty and proctors reserve the right to designate a pre-arranged seating order. Faculty and proctors reserve the right to move students during the assessment.
    B. Students may ask to be moved at any time prior to, or during the assessment. Granting this request is at the discretion of the assessment proctor.

10. Student-Initiated Clarifications during Assessments
    A. Students may not ask questions of proctors during the assessment unless it is to clarify a typographical error.

11. Faculty-Initiated Clarifications during Assessments
    A. If a clarification is necessary as determined by the question author or their designee, a faculty member may issue a clarification during the assessment. The faculty member shall clearly convey the change(s) in an appropriate manner. Such clarifications must take place prior to the submission of the first completed assessment.

12. Emergency Communications
    A. Students should inform outside parties (e.g., spouses, children, etc.) before an assessment that, if there is an emergency during the assessment and they need to contact the student, they should call the Associate Dean for Academic Affairs at 801-878-1410, or the Assistant Dean for Academic Affairs 801-878-1411, or either of the two administrative aides for Academic Affairs at 801-878-1244 or 801-878-1443.

13. Assessment Review
    A. The assessment review will take place at the designated time following the team assessment. The goals of the Assessment Review are (1) general review of pertinent material, (2) reinforcement of learned material, and (3) further explanation and clarification of pertinent concepts. The Assessment Review is considered an additional learning experience and should not be misconstrued as merely an opportunity to have assessment questions modified or omitted.
    B. During the assessment review, faculty will review each assessment item and offer additional explanations of pertinent concepts as appropriate. Following this session, faculty will also assess student input, review the ExamSoft item analysis, and confer with colleagues to determine if any questions should be omitted, if alternative answers will be accepted, if reviewed items should remain unchanged, or if there have been any errors in scoring.
    C. After the final decision on items considered during the assessment review the faculty will not subsequently consider any additional modifications for any reason.
    D. When the review is complete, any requests to omit questions or accept multiple or alternative answers must occur in writing using the Assessment Appeals process. The written appeal must be submitted to the Office of Academic Affairs within five (5) business days from the day of the reassessment. Inappropriate behavior, abusive language or comments, and unprofessional conduct during or after the assessment review will result in a student's referral to the appropriate administrator for violation of the Honor Code.

14. Disposition of Completed Assessments
    A. For assessments, reassessment, and remediation assessments using Exam Soft, the results will be retained by the college. Assessment grades will be posted to the Exam Soft portal. Students may temporarily access a copy of the assessment upon request in the Office of Academic Affairs for the purpose of submitting written appeals or reviewing material. Due to the complexity of the Exam Soft software, individual student copies of the assessment may only be viewed in the Office of Academic Affairs by appointment. Taking photocopies of the exam is not permitted.

15. Additional Learning Opportunity and Reassessment

Following each summative assessment, an Additional Learning Opportunity session is held for all students. During this session faculty review the assessment and answer student's questions. Students who do not pass ("No Pass") will be required to attend a scheduled Additional Learning Opportunity session on a day prior to the Reassessment. Students who are late (I.e., students who arrive 5 minutes after the scheduled start time) or fail to attend the review session will not be permitted to take the reassessment and will be required to attend the scheduled remediation period. Again, as a reminder the use of laptops and/or any multimedia recording device including smart phones and watches will not be permitted during any class lecture or assessment review without the expressed permission of the instructor/course director.

Please note: Student's must take the reassessment before requesting an appeal! See section on Student Appeals Process under Article One.

16. Remediation

A. If a student does not successfully achieve the desired set of outcomes following reassessment, the student will be required to attend the scheduled remediation period. The student will be assessed again on those outcomes. The remediation period includes at least two, one-hour long sessions with the block director, followed by the remediation assessment. Duration, scheduling, and other requirements for the appropriate remediation period will be determined by the block director in conjunction with the Student Progress Committee. Dates for these sessions will be included in the block syllabus. Remediation is a part of the regular educational process and, as such, the College will not charge additional fees or tuition for remediation.
B. All instructional materials (including recordings) will be available to the student during the remediation period. In addition, it is encouraged that students reach out to the block director if they have questions during their study. Students are expected to reach out via email to schedule a time when the block director is available.
C. Students are expected to attend both review sessions and the remediation assessment during the scheduled times as stated in the block /course syllabus. Students not attending the review sessions and/or the remediation assessment will receive a No Pass on the remediation assessment, will be given probationary status, and will be required to retake the block during the next academic year.

17. Policies and Procedures for Electronic Testing

A. Policies and procedures specific to electronic testing will be communicated by the Office of Academic Affairs during orientation and emailed to each student. These policies will be considered an addendum to this Student Handbook and will have full effect and force for any testing conducted using electronic means.

STUDENT APPEAL PROCESS

STUDENT APPEAL PROCESS

A. Appeal of Assessments/Reassessments

If, after a student has participated in a class assessment, review, and reassessment, the student feels that the assessment/reassessment has been evaluated unfairly or in error, they should submit the appeals form, provided by the Office of Academic Affairs, stating their reasons for the dispute. This form must be submitted before 5 P.M of the fifth (5) business day following the reassessment.

The Office of the Academic Affairs shall forward all appeals to the Student Assessment Appeals Committee. Normally, the committee convenes as needed during the academic year. There may be meeting time exceptions based on need. The committee is composed of a minimum of five faculty members appointed by the Dean or designee. The appointed faculty members can elect the chair of the Committee. Only members of the Committee who are not personally involved with the appeal at hand will be involved in Committee deliberations concerning an appeal.

The following policies will be in effect for all assessment/reassessment appeals submissions. Failure to follow the appeals policies will result in the submission being deleted from the system without review thus resulting in the denial of the appeal.

The policies for appeals submissions are:

1. Appeals may not be submitted for any assessment until the reassessment has been completed and grades have been released. Consequently, no appeals will be accepted until the day after the reassessment or if the student wishing to appeal has a pass on the assessment or reassessment.

2. Appeals must be submitted to the Office of Academic Affairs by the deadline of 5 business days following the reassessment.

The Student Assessment Appeals Committee will consider both the students' and the faculty points of view. The Committee will decide and will communicate that decision to the student within 5 business days following the submission of the appeal. The decision of the Student Assessment Appeals Committee is final. If the appeal process (acceptance, deliberations, and decision) is not completed within the 5 -day time limit stated above, the appeal will be considered resolved in favor of the student.

Students may not contact members of the committee during the appeals process.

B. Appeal of Withdrawal Decisions

If a student feels they have been treated unfairly in a matter involving Withdrawal, they may appeal that decision to the Dean. The written appeal must be submitted to the office of the Dean within five (5) business days of notification, The Dean shall consider the appeal and render their decision which shall be final and effective immediately. The Dean shall communicate this decision in writing to the student and the College Associate/Assistant Deans. A copy of the decision will be provided to the Vice President of Student Services.

The requirement to withdraw and any stipulations or conditions regarding the student's return to the program will be based on a joint recommendation of the Associate/Assistant Deans for Academic Affairs and the Assistant Dean for Integrated Education & Assessment of the Dean. The decision of the Dean is final.

C. Appeal of Probation Decisions

If a student feels they have been treated unfairly in a matter involving probation, they may appeal that decision to the Dean. The written appeal must be submitted to the office of the Dean within five (5) business days of notification of probation. The Dean shall consider the appeal and render their decision which shall be final and effective

immediately. The Dean shall communicate this decision in writing to the student and the College Associate/Assistant Deans. A copy of the decision will be provided to the Vice President of Student Services.

If the issue does not involve patient care, the student shall have the right to continue to attend classes, continue clinical activities, and participate in all sanctioned College activities until such time as any/all probation appeals are exhausted. Otherwise, all appeals involving patient care will require the student to obtain the written permission of the Assistant Dean for Clinical Education and Patient Care through a recommendation by the Dean to continue patient care activities during the time that the appeal is being considered. The Assistant Dean for Clinical Education and Patient Care will consider and be assured that patient safety will not be compromised.

D. Appeals of Suspension Decisions

A student may be suspended as decided by the Dean. If a student feels they have been treated unfairly in a matter involving suspension, he/ she may appeal that decision of the Chancellor of the South Jordan Campus. The written appeal must be submitted to the office of the Chancellor and Program Planning within five (5) business days of notification of suspension with notification directly to Dean. The Dean must submit information regarding the suspension to the Chancellor within 5 business days of notification by the student of the intent to appeal to the Chancellor. The Chancellor shall consider the appeal and render their decision. The Chancellor shall communicate this decision in writing to the student and Dean. The decision of the Chancellor shall be final and effective immediately. A copy of the decision will be provided to the Vice President of Student Services.

If the issue does not involve patient care, the student shall have the right to continue to attend classes, continue patient care activities, and participate in all sanctioned College activities until such time as any/all probation appeals are exhausted. Otherwise, all appeals involving patient care will require the student to obtain the written permission of the Assistant Dean for Clinical Education and Patient Care to continue patient care activities during the time that the appeal is being considered. The Assistant Dean for Clinical Education and Patient Care will consider and be assured that patient safety will not be compromised.

E. Dismissal from the University

The Roseman University of Health Sciences, College of Dental Medicine reserves the right to dismiss a student from the institution at any time to safeguard its standards of scholarship, professional and personal conduct, and orderly operation. Actions which threaten or endanger, in any way, the personal safety and/or well-being of self or others, or which disrupt or interfere with the orderly operation of the College are the cause for immediate dismissal of the student from the institution. A student who is dismissed from the institution and has exhausted all appeals may not be reinstated under any circumstances.

If a student feels they have been treated unfairly (due process was not followed) in a matter involving dismissal from the university, they may appeal that decision in writing to the Dean. The written appeal must be submitted to the office of the Dean within five (5) business days of notification of termination. The Dean shall consider the appeal and render his/her decision. The Dean shall communicate this decision in writing to the student and the College administrative officers. A copy of the decision will be provided to the Vice President of Student Services.

If the student is still dissatisfied, they may appeal the Dean's decision in writing to the Chancellor, South Jordan campus. The written appeal must be submitted to the office of the Chancellor within five (5) business days of notification of the Dean's decision with notification to the Dean. The Dean shall submit all information regarding the dismissal to the Chancellor within 5 business days of notification by the student notification. The Chancellor

shall consider the appeal and render their decision. The Chancellor shall communicate this decision in writing to the student and the Dean. The decision of the Chancellor shall be final and effective immediately. A copy of the decision will be provided to the Vice President for Student Services.

During the appeals process the student will not attend classes, clinic or any sanctioned College activities until such time as any/all termination appeals are exhausted. The student is expected to behave in a professional manner during this time.

If the appeal is granted, the student will be guided through action plans developed by faculty so that progress lost during the appeals process is addressed. Graduation may be delayed

IMMUNIZATION REQUIREMENTS

REQUIRED AND RECOMMENDED IMMUNIZATION REQUIREMENTS AND RECOMMENDATIONS, HEALTH STANDARDS, AND ESSENTIAL FUNCTIONS

The University Catalog contains the immunization requirements and recommendations..

To be eligible to participate in clinical activities and rotations, students are required to have a physical examination and the immunization form completed and signed by a licensed physician or other qualified healthcare provider. Students must provide proof/documentation stating they are current with the immunization requirements.

Students who voluntarily and knowingly choose not to be immunized with the above vaccines may submit an affidavit or certificate prior to admission, signed by a physician duly registered and licensed to practice in the United States, stating that, in the physician's opinion, the immunization required would be injurious to the health and well-being of the student, unborn child, or any member of their family or household. Unless a lifelong condition is specified, the affidavit or certificate is valid for only one year from the date signed by the physician and must be renewed each year for the exclusion to remain in effect. Being unvaccinated, regardless of waiver status provided by Roseman, CODM, or affiliated training sites, will prevent the student from participating in any clinical activities. A student cannot graduate without completing required clinical activities.

OTHER POLICIES AND PROCEDURES

Criminal Background Check
Each student must complete a criminal background check prior to admission and annually thereafter on or before the date specified by the Office of Admissions and Student Affairs. If a student's criminal background check shows a conviction for a misdemeanor or felony, or reveals any other adverse information, it may preclude them from participating in experiential rotations. The affiliated training sites may refuse to allow the student to complete their experiential training at their facility/facilities. External rotation sites may request additional background checks. Criminal background reports are retained in the Office of the Associate Dean for Admissions and Student Services. Students are required to update their reports on an annual basis on a schedule provided by the Associate Dean of Admissions and Student Services.

Drug Testing
To protect the health of our students and safe delivery of patient care, Roseman University through the office of the Senior Associate Dean for Administration reserves the right to request a drug screen when CODM Patient Care Leaders, faculty or administration have a reasonable suspicion that a student may be impaired.

The College of Dental Medicine reserves the right to deny admission to, or terminate the enrollment of, individuals with criminal or drug histories that affect participation in activities at the College or at affiliated training sites. Inability to participate in clinical or other required educational activities may adversely affect the student's ability to graduate. A student will not be awarded a degree if all aspects of the curriculum are not completed, including clinical rotations at training sites.

Please refer to the policy stated in the University Catalog.

HIPAA Training and Compliance
All students must complete annual HIPAA training prior to reviewing or entering any patient health information in the electronic record and prior to participating in any clinical activities, either on-campus or off-campus. Any breach of protected health information must be reported to the clinic administration immediately. Clinic administration will determine if any HIPAA violation is also a professionalism violation based on HIPAA guidelines. Clinic administration will determine if remediation or disciplinary action is indicated.

Mobile Phones and Social Media
Use of personal mobile phones in patient treatment areas is prohibited in the College of Dental Medicine. Personal cameras are not authorized in patient treatment areas. Protected patient information is prohibited from being downloaded

or placed on unauthorized cloud or portable storage devices, tablets, smart watches, computers, or equivalent devices. Unauthorized protected patient information may not be posted on any social media sites or their equivalent.

Basic Life Support for Health Care Providers
Students must be certified in Basic Life Support through the American Heart Association and maintain that certification throughout their time of enrollment in the College.

Representation of Credentials
Students may not represent themselves as dentists on social media, external communications or use business cards with any designation not in compliance with state board regulations and/or CODM policies.

Student Lockers
The CODM provides lockers for dental students. The University and CODM reserve the right to inspect lockers at any time. Students must use CODM-provided locks; other locks will be removed. Replacement locks will be issued at students' expense if the original lock is no longer available. When possible, students will be notified in advance of locker inspections. Emergency situations do not require prior notification.

Interview Days
All students are expected to participate in interview days unless specifically excused, in advance, by the Office of Admissions and Student Affairs. Students not participating in interviews or in clinic must request leave for that afternoon, through their PCL.

Services for Students with Disabilities
Students requiring accommodation must first contact the Student Services Office. For additional information about the University's disabilities services policies, please review the 'DISABILITY SERVICES' section of the University Catalog. However, students are responsible for seeking their own accommodation for National and Regional Board Exams.

FINANCIAL RESPONSIBILITIES AND CONTINUED ENROLLMENT

Students must fulfill their financial responsibilities to the University 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 their 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.

POLICIES AND PROCEDURES PERTAINING TO STUDENT PROFESSIONALISM

Honor Code

Surveys of the public consistently rank dentists at the top of lists of the most trusted professions. The College of Dental Medicine is committed to developing our students to not only understand the importance of personal and professional honor and integrity, but to demonstrate honor and integrity in all settings. Our graduates will uphold and maintain the confidence and trust the public has placed in dentists as their healthcare providers.

Our emphasis on consistently demonstrating behaviors that define Lifelong Colleagues who abide by a strong Honor Code was a major theme during your interview day. You agreed to behave in accordance with these principles when you signed your letter of admission. Orientation and your first block, Ethics and Professional Practice 1, link our Lifelong Colleague Philosophy and Honor Code to the American Dental Association (ADA) Principles of Ethics and Code of Professional Conduct and the principles of emotional intelligence. All students must achieve a Pass in the Ethics and Professional Practice 1 block to participate in our White Coat Ceremony. This event is another opportunity where you affirm your commitments to each other, faculty, the dental profession, and the public you will serve.

We make each interaction reflect a sincere desire to develop each other as Lifelong Colleagues. This commitment sets the standard for how we work with each other.

Our Honor Code also directs and informs our moment-to-moment interactions with each other, our patients, and our communities. It guides how we approach learning and defines our expectations to respect each other. It states simply that *"I will not lie, cheat, steal, disrespect others nor tolerate among us anyone who does*."

We Demonstrate our commitments to be Lifelong Colleagues who abide by the Honor Code in all settings including, but not limited to:

a. Classrooms, clinics, simulation clinics, rotations that are on-campus or in the community that are provided or arranged by the University or College of Dental Medicine

b. Service activities, programming, events, activities, ceremonies, or professional networking functions whether on-campus, in the community or at professional meetings

c. Spoken, written, and online communications encompassing public appearances on stage, radio, and television as well as in printed materials, social media, email, voicemail and other digital or electronic communications

Behaviors consistent with being Lifelong Colleagues who abide by the Honor Code include but are not limited to:

a. Acting with honesty and integrity in all academic, professional, and personal activities. All of us are expected to behave in accordance with CODM's Honor Code and related standards of professional conduct taught in our curriculum (i.e., ADA Principles of Ethics and Code of Professional Conduct, aka "ADA Code," and Roseman CODM protocols). Students are held to the ethics and professionalism standards set forth in the ADA Code.
b. Respecting the knowledge, skills and values of dentists, instructors, and other health care professionals. You provide person-centered care under their supervision and their dental licenses. (ADA Code Principle of Nonmaleficence)
c. Respecting the autonomy and dignity of fellow students, instructors, staff, other health care professionals and patients. (ADA Code Principles Beneficence and Justice)
d. Taking care of yourself by seeking treatment, if needed, for any personal medical or mental health condition, impairment, including substance abuse, which could adversely impact patients, instructors, health care providers, other students, and your performance in the program. (ADA Code Principle of Nonmaleficence)
e. Promoting the good of every patient in a caring, compassionate, and confidential manner. (ADA Code Principle of Patient Autonomy)
f. Protecting the confidentiality of any medical, personal, academic, financial, or business Information. (ADA Code Principle of Patient Autonomy)
g. Maintaining honesty in all interactions with faculty, administration, and preceptors. (ADA Code Principle of Veracity)
h. Complying with all safety protocols established by the University and CODM. This demonstrates respect for the health of others (Honor Code) as well as compliance with science-based recommendations from Public Health Officials, CDC, ADA, and other experts to protect the health of providers and those they encounter.
i. Striving for and achieving professional competence as colleagues, not competitors.
j. Mentoring and assisting each other to become the best we can be at what we do.
k. Demonstrating emotional intelligence in all interactions to facilitate communication, authentic understanding, and genuine compassion.

Behavior that is inconsistent with the Lifelong Colleague and Honor Code commitments includes, but is not limited to:

a. Knowingly stating, posting, publishing, or circulating derogatory information concerning any member of the student body, University faculty, staff, or preceptor that materially or disrupts classes or other University activities or is, in the discretion of the University, considered untrue, vulgar, indecent, or otherwise not conducive to learning. Racist and sexist comments disrespect others and are violations of our Honor Code.

b. Engaging in any form of harassment or hazing.

c. Representing the work of others as your own.

d. Disrupting our learning environment in ways that interfere with or undermine other students' efforts to learn.

Failure to abide by the Lifelong Colleague and Honor Code commitments as well as the Professionalism Standards outlined in the ADA Code will be subject to disciplinary action including, but not limited to, suspension from clinic, probation, academic or clinical monitoring, or withdrawal.

Student & Professional Organizations

Professional student organizations can act independently of the College to review and enforce their own professional codes of conduct. Therefore, members of a dental student organization acting unprofessionally in any setting are subject to appropriate sanctions, within reasonable limits, that have been imposed by their respective student organization. CODM reserves the right to review incidents that are related to the reputation of the University and CODM and/or are potential violations of its policies and procedures.

Education Use

Violations of professional and ethical conduct may be used for educational purposes by the Roseman CODM Assessment Team or similar group without personal identification information.

Process for handling alleged violations of the Honor Code, Lifelong Colleague Commitment, Roseman CODM Protocols or ADA Code of Professionalism Standards

A defining quality of a profession is its ability to police itself. To that end, it is the duty and responsibility of each member of our academic community to use their professional judgment when addressing potential violations of the standards of professional conduct. To assist in identifying potential violations, reference the behaviors consistent and inconsistent with the Honor Code and Lifelong Colleague Commitments in addition to the professionalism standards set forth in the ADA Code. Depending on the situation, the individual witnessing a potential violation may respectfully attempt to resolve it on their own; report the incident (as appropriate) to the classroom instructor, experiential rotation preceptor; or report the incident to the appropriate CODM administrator as discussed in the next paragraph. The student may also contact the University's Vice President of Student Services. Students may also self-report potential violations to the appropriate CODM administrator.

If the concern is not resolved at the peer level or within the block, the alleged violation must be reported to the appropriate administrative officer for further inquiry and investigation to comply with the intent of the Honor Code. Matters concerning academic integrity should be referred to the Assistant Dean for Academic Affairs, matters concerning professional behavior in Roseman Clinics or during experiential rotations should be referred to the Assistant Dean for Clinical Education and Patient Care and all other matters concerning professional behavior should be referred to the Office of the Senior Associate Dean for Administration. The appropriate dean or deans will be appointed by the Office of the Senior Associate Dean for Administration to conduct an inquiry into the matter in a timely manner including, but not limited to, meeting(s) with the student or students involved in the alleged violation.

If the safety of patients, students, or faculty is in question following the reporting of an alleged violation, the student or student involved in the alleged violation may be immediately removed from the CODM classroom and/or clinic until further information is gathered in the inquiry.

Processes for Inquiries, Investigations, and University Student Professionalism Board

When an alleged violation is brought to the attention of the appropriate dean or deans as listed in the "Processes for Handling Alleged Violations of the Honor Code, Lifelong Colleague Commitment, Roseman CODM Protocols, or ADA Code Professionalism Standards," an initial inquiry will take place. If a student accepts responsibility for the alleged violation, the appropriate College administrators will determine the consequences for the admitted misconduct. If a student does not accept responsibility for an allegation of misconduct, the Senior Associate Dean for Administration will appoint two or more CODM assistant and/or associate deans to investigate. If the problem cannot be resolved or the student does not accept responsibility for the findings in the investigation, , *and the alleged violation could result in the College of Dental Medicine administration*

imposing a sanction that would result in 1) a delay in the student's expected graduation date, or 2) the student being suspended from the College that would result in a delay of the student's expected graduation date, or 3) the student being dismissed/expelled from the College, the student will be referred to the University Student Professionalism Board (USPB).

Investigation

1. If the student does not accept responsibility for an allegation of misconduct during the inquiry phase, the Investigation Team will investigate which can include, but is not limited to, interview the student(s) reporting the allegation or concern, the accused student(s), witnesses, and review available printed or digital records as well as any other information available to them.

    a. The accused student will meet with the Investigation Team upon conclusion of the investigation. The Investigative Team will provide the accused student with content relevant to the accused student's case, including potentially exculpatory evidence. The accused student has the opportunity to accept responsibility for the allegation(s).
    b. If the accused student *does accept* responsibility for the allegation(s), the Investigation Team in conjunction with the Senior Associate Dean for Administration and any other assistant or associate deans as designated by the Senior Associate Dean for Administration will determine the consequences of the violation(s) and document a plan for the College Dean.
    c. If the accused student *does not accept* responsibility for the allegation(s), the Investigation Team will forward the documentation to the Senior Associate Dean for Administration.
    d. *If the alleged violation could result in College of Dental Medicine administration imposing a sanction that would result in 1) a delay in the student's expected graduation date, or 2) the student being suspended from the College that would result in a delay of the student's expected graduation date, or 3) the student being dismissed/expelled from the College,* then the Senior Associate Dean for Administration will contact the Vice President of Student Affairs to initiate a USPB.

University Student Professionalism Board (USPB)

1. Prior to initiating a University Student Professionalism Board (USPB), the accused student will have the opportunity to review the results of the investigation with the Investigation Team and the Senior Associate Dean for Administration. If a student does not accept responsibility for an allegation of misconduct the Senior Associate Dean for Administration will appoint two or more CODM assistant and/or associate deans to investigate. If the problem cannot be resolved or the student does not accept responsibility for the findings in the investigation *and the alleged violation could result in the College of Dental Medicine administration imposing a sanction that would result in 1) a delay in the student's expected graduation date, or 2) the student being suspended from the College that would result in a delay of the student's expected graduation date, or 3) the student being dismissed/expelled from the College, the student will be referred to the University Student Professionalism Board.*
2. The accused student has the right to prepare a defense for their hearing before the USPB. The accused student has the right to cross examine the college representative during the student's USPB hearing.

Resolution of USPB Findings

1. The USPB will issue their decision about their findings of fact to the student and Associate/Assistant Deans investigating this matter. The Review Team of Assistant/Associate Deans will meet to consider the

University Student Professionalism Board's decision. It is solely the responsibility of the Review Team to determine appropriate sanctions should the University Student Professionalism Board determine that it is more likely than not that the alleged incident did occur. The Review Team will make a final determination as to the disposition of the matter and will forward this decision in writing along with the University Student Professionalism Board's findings of fact to the Senior Associate Dean, Dean, Vice President for Student Services, and the student within 10 business days, or within an extension approved by the Senior Associate Dean following receipt of the University Student the University Student Professionalism Board's report. The student may appeal the decision according to the relevant student appeal process.

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2. When a student has accepted responsibility for a violation of the Honor Code, Lifelong Colleague Commitment or ADA Code professional standards, or when after receiving the results of the USPB

a. The appropriate CODM administrators will determine the student's disciplinary sanctions, including corrective actions. The Senior Associate Dean for Administration will inform the accused student, the University Vice President of Student Services and the CODM Dean in writing, of any sanctions, including Corrective Actions, imposed on the student for violating the Honor Code. A copy of the letter signed letter and other documentation may be provided to the Vice President and Dean.

b. The Senior Associate Dean for Administration will provide a confidential update to the Associate Dean of Student Progress and Curriculum as Corrective Actions could affect the student's academic performance and progression within the DMD program.

c. The Senior Associate Dean for Administration will provide updates to the Dean, the Associate Dean of Student Progress and Curriculum and Vice President as needed or when requested.

d. If corrective actions are recommended, The Associate Dean of Student Progress and Curriculum will monitor compliance with or fulfillment of any Corrective Actions. Other administrators or faculty with specific responsibilities or expertise related to the Corrective Actions will be asked to provide information to the Associate Dean to confirm progress with and completion of these actions.

e. When evidence suggesting that terms for all corrective actions have been met, the Associate Dean of Student Progress and Curriculum will provide an update to the Assessment Team.

f. The Assessment Team can make a recommendation to the Senior Associate Dean to one of the following: reinstate the student to good academic and/or professional standing, continue the period for monitoring the student's compliance with Corrective Actions, or take other actions based on the evidence presented in the Associate Dean of Student Progress and Curriculum

g. The Associate Dean of Student Progress and Curriculum will prepare a written letter informing the student(s) of the action taken by the Assessment Team. This letter will be delivered either by certified mail or hand- delivered to the student. A signature from the student indicating receipt of the letter will be requested.

h. The Associate Dean of Student Progress and Curriculum will inform the Senior Associate Dean, Dean, and the Vice President of Student Services of actions taken by the Assessment Team.

i. Information collected during the Investigation will be digitized and maintained by the Associate Dean of Student Progress and Curriculum Some physical records, that cannot be easily digitized, may be retained in their original form.

j. Depending on specifics of the matter, it may be necessary to report Corrective Actions on requests to confirm disciplinary history received from rotation sites, educational institutions for post-doctoral education, licensing boards and others with a legitimate need to know this information for decisions about the student.

Protecting Due Process

The Associate or Assistant dean will inform students involved in an investigation that retaliation of any kind towards an individual who reports a potential violation and/or who participates in an investigation will not be tolerated by the College. Allegations of retaliation must be reported immediately to the Associate or Assistant dean or the Vice President of Student Services.

STUDENT GOVERNMENT

Student Government

1. Class Officers
   The Associate/Assistant Deans for Admissions and Student Services will collaborate with students to elect class and student body officers on an annual basis. Each class will elect a President, Vice President, Secretary, and Treasurer. All classes will vote for President, Vice President, Secretary, and Treasurer of the Dental Student Association (Student Council). Class officers will serve as primary liaison with the CODM administration.

2. Dental Student Association (Student Council)
   The Dental Student Association is composed of the class officers, representatives from dental student organizations and dental professional fraternities, and other student representatives as selected by the Dean. The Dental Student Association meets with the Dean, Senior Associate Dean for Administration, Associate/Assistant Deans for Academic Affairs, Associate/Assistant Deans for Admissions and Student Services and Associate/Assistant Deans for Clinical Education and Patient Care, on a regular basis to discuss student, professional, college and community issues.

3. Student Organizations
   Students may establish organizations for professional and personal development. Specific information on the requirements for registering student organizations may be obtained from the University's office of Student Services.

4. Academic Standing Policy: Student Travel/Leadership Positions

Students must be in good academic standing and be progressing like peers to serve as class or DSA officers, leaders of student organizations, or to be absent from class, simulation clinic or clinic for travel to meetings. The Associate/Assistant Deans for Academic Affairs, Associate/Assistant Deans for Clinical Education & Patient Care, and the Associate Dean for Student Progress and Curriculum will monitor student performance and notify the Associate/Assistant Deans for Admissions & Student Affairs when a student is placed on probation or is "not progressing similar to peers". The student leader may be asked to step aside from responsibilities until progression "similar to peers" and/or good academic standing is/are achieved, as determined by the Assessment Team.

SCHEMATIC DEMONSTRATING RELATIONSHIP BETWEEN STUDENT ORGANIZATIONS

ACCREDITATION STATUS

Accreditation Status
The ROSEMAN CODM website provides the following statement on accreditation:

> The Dental education program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "Approval without reporting requirements." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60691
>
> The Commission's web address is: https://coda.ada.org/en/find-a-program
>
> The Commission on Dental Accreditation accredits Doctor of Dental Medicine programs offered by Colleges and Schools in the United States. Questions regarding eligibility for licensure as a dentist in Utah should be directed to:
>
> Utah Division of Occupational and Professional Licensure
> 160 East 300 South
> Salt Lake City, Utah 84111
>
> ASDAnet.org provides contact information for other states.

Annually, in the late summer during student orientation programs, the third-party comments letter from the ADA is distributed to students along with an explanation of the purpose and process. At the same time copies are posted in clinic waiting areas and, in the student and faculty lounge areas. Students, staff, faculty, and patients can also access the form on the University web site. The next accreditation site visit will occur in September 2023.

Family Education Rights and Privacy Act (FERPA) – Access to Educational Records
For information regarding the University's policies regarding Family Educational Rights and Privacy Act (FERPA), please see the University Catalog.

Student Guest Policy
For information regarding the University's policies regarding the Student Guest policy, please see the University Catalog.

Multimedia Recording by Student(s)/Resident(s), their agents, representatives and/or guests
See University Catalog or http://www.roseman.edu/students/students-students/policies-1
Photos, videos, or other types of recordings of Roseman students, Roseman employees, adjunct faculty, preceptors, patients, and guests in dental clinics on campus and at affiliated external sites are not permitted without written permission from the Associate Dean for Clinical Affairs & Patient Care. A release must be signed by all individuals (or their guardians) who will be in the recordings, photos or videos before photos or videos are taken.