

Roseman University of Health Sciences

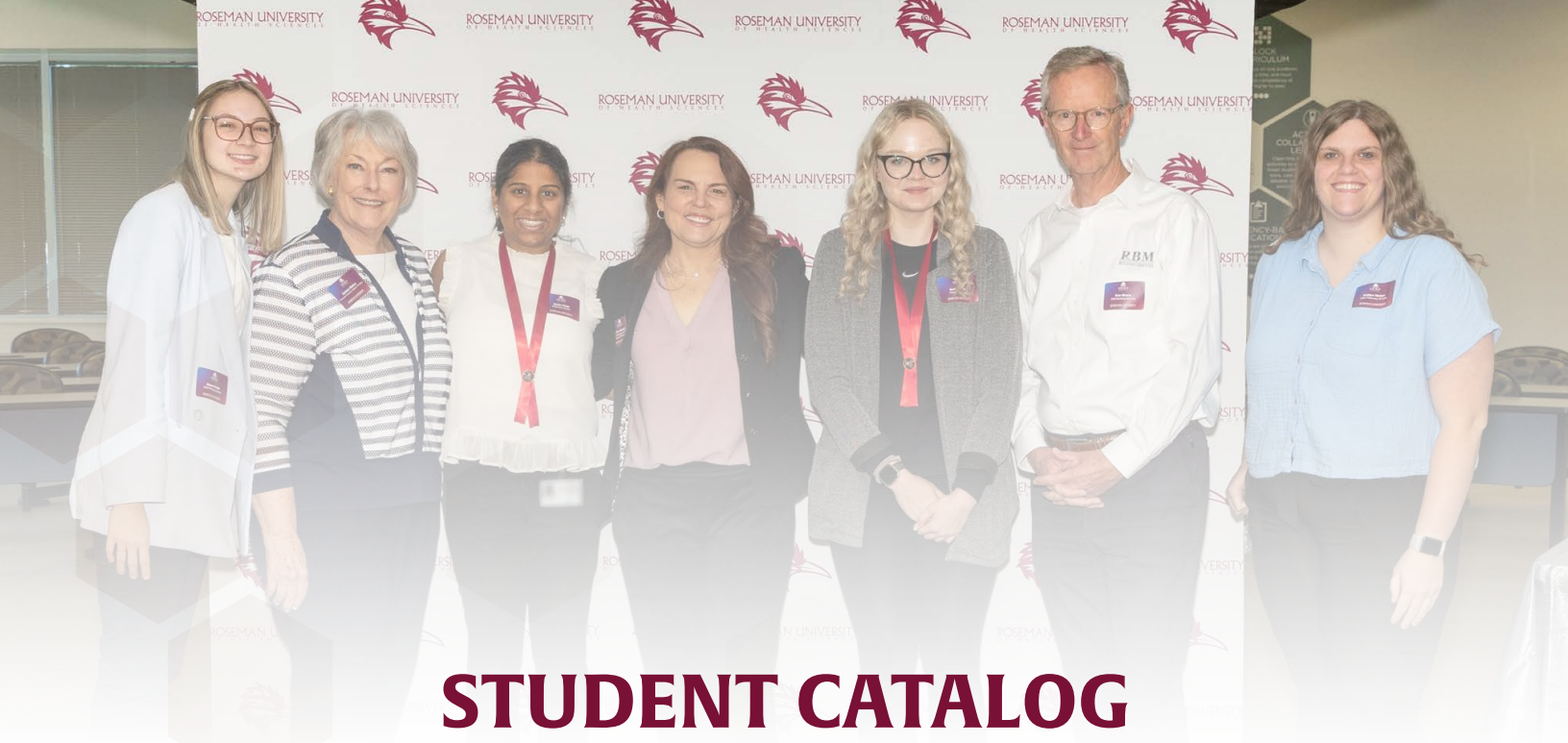
STUDENT CATALOG

2025 – 2026

ROSEMAN UNIVERSITY
OF HEALTH SCIENCES

*Transforming Education. Reimagining Healthcare.
Embracing Discovery. Committed to Community.*

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STUDENT CATALOG

2025-2026 Academic Year

Effective July 1, 2025

Published by Roseman University of Health Sciences

www.roseman.edu

HENDERSON CAMPUS

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Henderson, Nevada 89014
Tel: 702.990.4433
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SUMMERLIN CAMPUS

10530 Discovery Drive
Las Vegas, Nevada 89135
Tel: 702.802.2841
Fax: 702.431.5536

SOUTH JORDAN CAMPUS

10920 South River Front Parkway
South Jordan, Utah 84095
Tel: 801.302.2600
Fax: 801.302.7068

UNDERGRADUATE

Bachelor of Science in Nursing (BSN)

GRADUATE

Master of Science in Pharmaceutical Sciences (MSPS)

Master of Science in Biomedical Sciences (MBS)

DOCTORAL

Doctor of Medicine (MD)

Doctor of Pharmacy (PharmD)

Doctor of Pharmacy (PharmD) Doctor of Dental Medicine (DMD)

Doctor of Nursing Practice Family Nurse Practitioner (DNPFP)

Doctor of Nursing Practice Nursing Anesthesia (DNPNA)

Master of Science in Nursing Family Nurse Practitioner (MSNFP)

POST-DOCTORAL

Advanced Education in Orthodontics and Dentofacial Orthopedics (AEODO)



Roseman University of Health Sciences practices a policy of nondiscrimination in admission to, access to, and employment in its programs and activities. Roseman University of Health Sciences does not discriminate on socioeconomic status or sexual orientation.

This publication represents current curricula, educational plans, offerings, requirements, tuition, and fees. This catalog is effective July 1, 2025. This may be modified or discontinued from time to time in the University's sole discretion to carry out the University's purposes and objectives.

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PRESIDENT'S MESSAGE

Welcome to Roseman University of Health Sciences. Since our founding more than 25 years ago in Henderson, Nevada, we've approached learning in a different way. We recognize that every student has a different learning style and that adult learners may need to be engaged differently. We also believe that every student can succeed and compete at a very high level if given the right tools and training to do so. Breaking down barriers and increasing communication and partnership between student and teacher are at the core of success, proficiency and content mastery. Student-to-student collaboration develops healthcare professionals that work in teams so that the patient has the very best chance of a good outcome.

The core principles behind this difference are:

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

Renee Coffman, *BS Pharm, PhD*

President



GENERAL INFORMATION

ACADEMIC CALENDAR
JULY 1, 2025 –JUNE 30, 2026

University Closures and Events

Labor Day (University Closed)	September 1, 2025
Thanksgiving Break (University Closed)	November 26 – 28, 2025
Winter Break (University Closed)	December 22, 2025– January 2, 2026
All Classes Resume	January 5, 2026
Summer Commencement (Nevada Campus)	May TBD
Summer Commencement (Utah Campus)	May TBD
Memorial Day (University Closed)	May 25, 2026
Summer Break (University Closed)	June 29, 2026 – July 3, 2026

College of Nursing

College of Nursing ABSN Hybrid-Online Summer 2025 Classes Begin	June 11, 2025
College of Nursing DNPFPNP 2028 Classes Begin	July 7, 2025
College of Nursing DNPNA 2028 Classes Begin	July 7, 2025
College of Nursing ABSN On-Campus Fall 2025 Classes Begin	July 30, 2025
College of Nursing ABSN Hybrid-Online Fall 2025 Classes Begin	October 1, 2025
College of Nursing (Nevada) ABSN June 2024 Pinning	October 28, 2025
College of Nursing (Utah) ABSN June 2024 Pinning	October 29, 2025
College of Nursing (Utah) BSN 2025 Pinning	December 15, 2025
College of Nursing (Nevada) BSN 2025 Pinning	December 16, 2025
College of Nursing MSN/FNP January 2024 Completion	December 12, 2025
College of Nursing ABSN Hybrid-Online Spring 2026 Classes Begin	February 5, 2025
College of Nursing (Nevada) ABSN October 2024 Pinning	March 6, 2026
College of Nursing (Utah) ABSN October 2024 Pinning	March 7, 2026
College of Nursing (Nevada and Utah) Spring Break	April 20 – 21, 2026
College of Nursing (Nevada) ABSN February 2025 Pinning	June 22, 2026
College of Nursing (Utah) ABSN February 2025 Pinning	June 23, 2026
College of Nursing (Nevada) Classes Resume	July 6, 2026

College of Graduate Studies

College of Graduate Studies (MBS and MSPS) Orientation.....	July 30 – August 1, 2025
College of Graduate Studies (MBS and MSPS) Classes Begin.....	August 4, 2025
College of Graduate Studies (MBS and MSPS) Spring Break.....	April 13-14, 2026
College of Graduate Studies MBS Program Completion.....	May 7, 2026
College of Graduate Studies MSPS Program Completion	May 8, 2026

College of Pharmacy

College of Pharmacy Summer Remediation (Nevada and Utah)	July 7 – August 15, 2025
College of Pharmacy P1 Orientation (Nevada and Utah)	August 18 – 21, 2025
College of Pharmacy White Coat Ceremony (Utah).....	September 15, 2025
College of Pharmacy White Coat Ceremony (Nevada)	September 9, 2025
College of Pharmacy P1 Classes Begin (Nevada and Utah)	August 22, 2025
College of Pharmacy P2 Orientation (Nevada and Utah)	August 25, 2025
College of Pharmacy P2 Classes Begin (Nevada and Utah)	August 26, 2025
College of Pharmacy Winter Break.....	December 22, 2025 – January 2, 2026
College of Pharmacy Classes Resume.....	January 3, 2026
College of Pharmacy Spring Break (Nevada and Utah)	March 27 – 30, 2026
College of Pharmacy P3 Classes End (Nevada and Utah)	May 12, 2026
College of Pharmacy P1 and P2 Classes End (Nevada and Utah)	May 22, 2026
College of Pharmacy IPPE Summer and P3 APPE Begins (Nevada and Utah)	May 25, 2026
College of Pharmacy Summer Remediation (Nevada and Utah)	July 6, 2026 – August 14, 2026

College of Medicine

College of Medicine (Nevada) Orientation Week.....	July 21-24, 2025
College of Medicine (Nevada) White Coat Ceremony.....	July 25, 2025
College of Medicine (Nevada) Foundational Phase 1 Classes Begin.....	July 28, 2025
College of Medicine (Nevada) Thanksgiving Break	November 26-28, 2025
College of Medicine (Nevada) Foundational Phase 1 Classes End.....	December 19, 2025
College of Medicine (Nevada) Winter Break.....	December 22, 2025 – January 2, 2026
College of Medicine (Nevada) Foundational Phase 2 Classes Begin.....	January 5, 2026
College of Medicine (Nevada) Spring Break.....	March 30 – April 3, 2026
College of Medicine (Nevada) Foundational Phase 2 Classes End.....	June 26, 2026
College of Medicine (Nevada) Summer Break	June 29 – July 24, 2026

College of Dental Medicine

College of Dental Medicine (Utah) D1 Orientation.....	June 13, 16 and 17, 2025
College of Dental Medicine (Utah) D1 Classes Begin.....	June 18, 2025
College of Dental Medicine (Nevada) R1 Orientation.....	July 14-18, 21-25, 2025
College of Dental Medicine (Nevada) Classes Begin	July 14, 2025
College of Dental Medicine (Utah) White Coat Ceremony	June 25, 2025
College of Dental Medicine (Utah) Program Completion, DMD Class of 2026A	April 10, 2026
College of Dental Medicine (Utah) Program Completion, DMD Class of 2026B	June 5, 2026
College of Dental Medicine (Utah) Hooding Ceremony, DMD Class of 2026A.....	April 3, 2026
College of Dental Medicine (Utah) Hooding Ceremony, DMD Class of 2026B	June 1, 2026
College of Dental Medicine (Nevada) Program Completion, AEODO Class of 2026	June 5, 2026
Academic Year End DMD 4-year program.....	April 10, 2026
Academic Year End DMD 3-year program.....	June 12, 2026

ROSEMAN UNIVERSITY OF HEALTH SCIENCES CATALOG NOTICE

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

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

MISSION STATEMENT

Roseman University of Health Sciences advances the health and wellness of the communities we serve by educating current and future generations of health professionals, conducting research and providing patient care. We actively pursue partnerships and affiliations that are aligned with our mission, work to create an environment that fosters both internal and external collaboration to achieve optimal outcomes, and are committed to responsible fiscal management in all endeavors.

VISION STATEMENT

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

CORE VALUES

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

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

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

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

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

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

STATEMENT OF EDUCATIONAL PHILOSOPHY

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

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

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

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

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

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

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

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

SIX-POINT MASTERY LEARNING MODEL®

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

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

Block Curriculum

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

Active & Collaborative Learning

In Roseman's Six-Point Mastery Learning Model®, professors become more like educational facilitators than lecturers, incorporating a wide variety of activities that include the opportunity for students to listen, read, hear, think, discuss, reflect upon, and study each area intently during a given class period through discussions, case presentations, simulations, role-playing, debates, group projects, and various other activities that encourage participation, foster student interest, and increase motivation. These accommodate varied learning styles and reinforce the concepts, knowledge, and application of the materials presented by the professors. The system also incorporates a team environment that mirrors today's healthcare settings. Instead of students competing with their peers to achieve the highest grades, the learning environment encourages and requires cooperation, creating more competent professionals who can work collaboratively with others.

Competency-based Education

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

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

Assessment Learning

Roseman University assessments are frequent, occurring every two to three weeks. Learning, assessment, feedback, and reassessment are ongoing and continuous in the curriculum.

Thus, students are better able to gauge their learning and detect areas of misunderstanding early so they can correct them prior to moving on to other subject areas.

Early Experiential Learning

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

Classroom as Teacher

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

ACCREDITATION AND PROFESSIONAL MEMBERSHIPS

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

Commission on Postsecondary Education
2800 E. St. Louis, Las Vegas, NV 89104
Tel: (702) 486-7330 | Fax: (702) 486-7340
Website: cpe.nv.gov

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

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

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

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

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

College of Pharmacy

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

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

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

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

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

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

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

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

College of Graduate Studies

The Master of Science in Biomedical Sciences and Master of Science in Pharmaceutical Sciences programs are accredited by the Northwest Commission on Colleges and Universities.

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

The College of Graduate Studies is an institutional member of the Western Association of Graduate Schools.

College of Nursing

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

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

Nevada State Board of Nursing
6005 Plumas Street, Suite 100, Reno, NV 89519
Tel: (888) 590-6726 | Fax: (775) 687-7707
4220 S. Maryland Parkway, Bldg. B, Suite 300
Las Vegas, NV 89119-7533
Tel: (888) 590-6726 | Fax: (702) 486-5803

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

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

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

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

The doctorate degree program at Roseman University of Health Sciences will be pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE). Applying for accreditation does not guarantee that accreditation will be granted. (<http://www.ccnaccreditation.org>)

The Nurse Anesthesiology Program at Roseman University of Health Sciences is accredited by the Council on Accreditation (COA) of Nurse Anesthesia Education Programs, which may be reached at 10275 W. Higgins Rd., Suite 906, Rosemont, IL 60018-5603 or at (224) 275-9130.

College of Dental Medicine

At its February 1, 2024, meeting, the Commission on Dental Accreditation (CODA) granted both the 3 and 4-year predoctoral dental education programs the accreditation status of "approval without reporting requirements". The next site visit will be in 2030.

The Advanced Education in Orthodontics and Dentofacial Orthopedics Residency Program (AEODO) was granted the accreditation status of "Approval without reporting requirements"

in April 2019. Due to the Pandemic the Commission in 2021 rescheduled the Accreditation Visit for the AEODO program for September 2026.

Change to a 3-year Curriculum

At its August 2021 meeting the Commission on Dental Accreditation (CODA) formally approved the CODM's request (Program Change) to switch to a 3-year curriculum with the first class matriculating in the summer of 2023. The first 3-year class matriculated in June of 2023 and graduate in June of 2026 and the last 4- year class will graduate in April of 2026.

Accreditation is a specialized accreditation body recognized by the United States Department of Education. The Commission on Dental Accreditation may be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, Illinois 60611. The Commission's web address is: <https://coda.ada.org/>. Decisions concerning eligibility for licensure, by examination or reciprocity, reside with the respective state boards in accordance with their state statutes and administrative rules.

College of Medicine

At its February 13, 2025, meeting, the Liaison Committee on Medical Education (LCME) granted preliminary accreditation to the Roseman University College of Medicine for the Doctor of Medicine (MD) program. Preliminary Accreditation authorizes the school to recruit and admit students and launch the MD program.

The US Department of Education recognizes the LCME as the authority for the accreditation of medical education programs leading to the MD degree. The LCME is jointly sponsored by the Association of American Medical Colleges (AAMC) and the American Medical Association (AMA) and consists of Secretariat staff who maintain offices in Washington, D.C. and Chicago, IL and 21 voting members; 17 professional members who are medical educators and or practicing physicians and are knowledgeable about U.S. medical education programs, two public members, and two medical students.

Association of American Medical Colleges
655 K Street NW, Suite 100, Washington, DC 20001-2399
Phone: 202-828-0596

American Medical Association
535 North Dearborn Avenue, Suite 39300
Chicago, IL 60611-5885
Phone: 312-464-4933

For information or to contact, visit: <https://lcme.org/>

STUDENT LIFE & SERVICES

FACULTY

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

Additional information on specific faculty members is posted on our Web site at www.roseman.edu.

STUDENTS

The term student includes residents, interns, and all those enrolled at Roseman, except if specifically excluded. Our students are eligible to join a variety of organizations/clubs.

Although several organizations/clubs are approved to operate at Roseman campuses, the views, opinions, statements, and/or philosophies of any organization are solely that of the organization and do not necessarily represent those of the students, employees, administration, and Board of Trustees of Roseman. Roseman students achieve upper-level college standing prior to acceptance.

We only admit regular students who have a high school diploma, and/or the recognized equivalent of a high school diploma, and/or are beyond the age of compulsory school attendance in the State in which the institution is physically located. All graduate programs require at least 60 college credits for admissions (verified with official transcripts), which meets federal requirements of the recognized equivalent of a high school diploma. If the validity of a high school completion is questioned for College of Nursing applicants, the applicant will be referred to the Director of Financial Aid (DFA) for review. The DFA may request documentation to confirm the validity and/or may contact the relevant department/agency in the state in which the secondary school is located to confirm the school is recognized as a provider of secondary school education.

CAMPUS LOCATIONS

Henderson, Nevada Campus

Main Campus

11 Sunset Way
Henderson, Nevada 89014
Tel: 702.990.4433 | Fax: 702.990.4435
Hours of Operation: 8:00 a.m. – 5:00 p.m.

College of Dental Medicine

Advanced Education in Orthodontics and Dentofacial
Orthopedics Residency Program
4 Sunset Way, Building C Henderson, Nevada 89014
Tel: 702.968.5222 | Fax: 702.968.5277
Hours of Operation: 8:00 a.m. – 5:00 p.m.

College of Dental Medicine

DMD Program
Advanced Education in Orthodontics and Dentofacial
Orthopedics Residency Program
4 Sunset Way, Buildings B and C Henderson, Nevada 89014
Tel: 702.968.5222 | Fax: 702.968.5277
Hours of Operation: 8:00 a.m. – 5:00 p.m.

College of Nursing

Accelerated Bachelor of Science in Nursing Program
4 Sunset Way, Building E Henderson, Nevada 89014
Tel: 702.968.1678 | Fax: (702) 990.4435
Hours of Operation: 8:00 a.m. – 5:00 p.m.

Technology Services

4 Sunset Way, Building A, Suite 6 Henderson, Nevada 89014
Tel: 702.990.4433 | Fax: 702.990.4435
Hours of Operation: 8:00 a.m. – 5:00 p.m.

Faculty Research Laboratories

14B Sunset Way Henderson, Nevada 89014
Tel: 702.968.5574
Hours of Operation: 8:00 a.m. – 5:00 p.m.

Summerlin (Las Vegas), Nevada Campus

College of Medicine

Doctor of Medicine Program
10530 Discovery Drive, Las Vegas, Nevada 89135
Tel: 702.802.2841
Hours of Operation: 8:00 a.m. – 5:00 p.m.

One Breakthrough Way, Las Vegas, Nevada 89135
Tel: 702.802.2899
Hours of Operation: 8:00 a.m. – 5:00 p.m.

3755 Breakthrough Way, Las Vegas, Nevada 89135
Tel: 702.802.2897
Hours of Operations: 8:00 a.m. – 5:00 p.m.

South Jordan, Utah Campus

Main Campus

10920 South River Front Parkway South Jordan, Utah 84095
Tel: 801.302-2600 | Fax: 801.302-0768
Hours of Operation: 8:00 a.m. – 5:00 p.m.

College of Dental Medicine

Doctor of Dental Medicine Program
10894 South Riverfront Parkway South Jordan, Utah 84095
Tel: 801.878.1212
Hours of Operation/Business Hours: 8:00 a.m. – 5:00 p.m.,
Monday – Friday.
Evening and Weekend hours are reserved for student use,
laboratory and continuing education.

PHYSICAL FACILITIES

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

The Henderson campus is located at 11 Sunset Way in Henderson, Nevada and houses the College of Graduate Studies, College of Pharmacy and College of Nursing.

The College of Dental Medicine's Advanced Education in Orthodontics and Dentofacial Orthopedics Residency and Advanced Education in General Dentistry Residency programs are located at 4 Sunset Way, Buildings B and C in Henderson, Nevada. These locations are approximately a quarter mile from the main campus.

The Summerlin campus houses the College of Medicine, as well as its research programs. The campus also serves as the administrative and clinical facilities for Cure 4 The Kids Foundation, an independent division of Roseman University. A College of Dental Medicine's Roseman Dental clinic is located at One Breakthrough Way.

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

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

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

RECREATIONAL FACILITIES

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

STUDENT ORGANIZATIONS/CLUBS

Although student organizations have been or may be approved to operate on any Roseman University of Health Sciences campus, the views, opinions, statements, and/or philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, administration, and the Board of Trustees of Roseman. For a full list of approved Student Organizations, visit <https://www.roseman.edu/student-experience/student-organizations/>.

STUDENT HOUSING

The University does not provide housing accommodations for its students.

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

CAMPUS SAFETY

Roseman Security Services

Roseman provides a reasonably safe and secure academic environment for students. The University has security guards who patrol the campuses 24 hours a day, seven days a week. When an actual or suspected crime occurs on campus property, including the University parking lots, students should report the incident to security or Facilities Management. If a situation develops in which the student fears for their safety, they should immediately call 911. Students are encouraged to walk in groups when leaving campus after dark. Concerns regarding campus security should be directed to the University Facility Management unit administration.

Campus Crime and Safety Information

In accordance with Federal Guidelines, Roseman University of Health Sciences' Annual Campus Safety and Security Report is available to the campus community and is updated annually.

A copy of the report can be obtained on our website here (<https://www.roseman.edu/about/university-service-units/facilities-management/safety-and-emergency-information/>) or through the mail free of charge.

Please call the Clery Compliance Manager at 801.878.1027 for a copy of the Annual Campus Safety and Security Report, or for a copy of the Daily Crime Log.

Roseman University Emergency Alert System

Roseman University's emergency alert system is an opt out system. Students are enrolled in the system with their email address and are encouraged to provide additional contact methods such as phone information to activate their accounts. For more information or to register, please visit <https://www.roseman.edu/about/university-service-units/facilities-management/safety-and-emergency-information/>.

Access Badges

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

Student Parking

There are no fees for parking at Roseman. All Roseman students receive a parking decal during their new student orientation.

Proper display of the parking decal is required for vehicles parking on Roseman properties. Parking maps that designate student parking areas are distributed and discussed during orientations.

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

Disclaimer

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

Inclement Weather/Emergency Closure Procedure

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

PROBLEMS WITH GAMBLING

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

UNIVERSITY LIBRARY

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

Library Facilities

On each campus, the library provides access to library staff and collections, as well as seating for individual or group study. Wireless Internet access is available for use with laptops, and desktop computers are networked to student use copiers/ printers. Where study rooms are provided, they are to be used in accordance with posted guidelines. The "Library Use Policy" defines expectations for appropriate use of the facility and consequences for failure to comply. Current hours are posted on the library website at www.roseman.edu/library. The library provides staffed service desk hours as well as extended self-service hours with key card access via your University identification card.

Library Resources

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

Library Services

Library staff members are available to assist students in person and via phone, email, chat, or online reference ([Ask the Library](#)) during service desk hours. Help via online chat is available 24/7 through a partnership with a global cooperative of librarians.

Librarians provide instruction and support for the location, evaluation, and effective use of needed information through classroom and online instruction sessions, online tutorials, and one-on-one consultations.

The library provides access to over 10,000 books and 35,000 journals that are mostly available online 24/7 through the [library website](#). Requests for items not held by the library can be made through [interlibrary loan \(ILL\)](#) and are usually fulfilled within 1-2 days for articles or a 7-10 days for books.

TECHNOLOGY SERVICES

Roseman and Dell – 1:1 Program for New Students

Roseman understands that computers are a critical component of a student's successful academic experience and that the investment a student makes in developing strong technical skills will have a direct impact on their professional future. To support a student's quest for excellence as a student and a graduate, Roseman has introduced the 1:1 (pronounced one-to-one) Student Computing Initiative, designed to help one affordably acquire, maintain and use a laptop computer throughout their academic career. 1:1 means a new Dell laptop computer package will be provided to a student upon matriculation. These packages include an

extended service warranty, onsite support, just-in-time repair, and discounted software bundles a student will need for their classes. The computer will be procured by Roseman, with ownership being transferred to each student once all appropriate fees are received. For details and policies of the Roseman and Dell – 1:1 Program for New Students, including important disclaimers, readmission processes, and refund policies, visit the University website at <https://www.roseman.edu/university-policies/>.

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

Help Desk Contact Information

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

<https://helpdesk.roseman.edu/>

Email: Henderson, NV campuses
nvhelpdesk@roseman.edu | Phone: 702.968.2030

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

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

More information about our services can be found here
<https://www.roseman.edu/about/university-service-units/technology-services/>

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

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

Equipment Check Out

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

- Laptop computer
- AC Power Adapter

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

CAREER SERVICES

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

The University does not guarantee employment.

PERSONAL COUNSELING: NON-ACADEMIC ISSUES

Students requiring personal counseling services about non-academic issues (e.g., grief counseling, alcohol, substance abuse and mental health) should contact the Student Services Office. While these services are not directly provided by the University, the Student Services Office provides students with a confidential venue to address these issues, and they can work with the student for appropriate referrals to off-campus resources. Further, a list of appropriate resources is available on the University's website at <https://www.roseman.edu/current-students/>

DISABILITY SERVICES

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

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

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

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

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

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

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

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

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

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

the classroom and clinical settings (if applicable).

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

Documentation-Learning Disability (LD)

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

Documentation-Psychological Disability

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

Documentation-ADD/ADHD

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

REGISTRAR

STUDENT FILES

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

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

Admission Files

Each program maintains its students' files. The Assistant Dean for Admissions for the College of Pharmacy, Dean for College of Nursing, Dean for the College of Graduate Studies, Dean for the College of Dental Medicine and Associate Dean for Student Affairs for the College of Medicine are responsible for maintaining student files that contain data necessary to process a student's application in each respective program. This data may include transcripts from academic institutions, standardized test scores, interview scores, and any additional documentation required in the application. The Assistant Dean for Admissions for the College of Pharmacy, Dean for College of Nursing, Dean of the College of Graduate Studies and Dean for the College of Dental Medicine, and Associate Dean for Student Affairs for the College of Medicine members of the Admissions Committee, the faculty, the administration, current students assisting with the admissions process, as well as other appropriate University administrators, have access to these files for the purpose of evaluating candidates for admission. After a candidate is admitted and successfully enrolled in the University, the files of students admitted and enrolled in the program will be maintained by the Registrar's Office.

Student Files After Enrollment

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

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

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

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

A student may insert into their file a personally written explanation concerning any content the student believes is inaccurate, misleading, or inappropriate.

Reviewing the File

Students and former students may review their files upon submission of a written request to their specific program. For the College of Pharmacy, contact the Assistant Dean for Academic Affairs. For the MBA Program, contact the Vice President for Student Affairs. For the College of Graduate Studies contact the Dean. For the College of Medicine contact the Associate Dean for Student Affairs. For the College of Nursing, contact the Dean. For the College of Dental Medicine, contact the Dean. The student will need to specify, in writing, the records they wish to examine. The University will review and collect the desired material and provide it to the student no less than 45 calendar days after the student has appropriately completed and filed a written request.

The University may provide, at the student's request, copies of the contents of the file. The University may charge a reasonable fee to provide this service. The privacy of student files is and will continue to be maintained.

The University will not release any contents of a student's file to outsiders unless prior written consent has been obtained from the student or as permitted by the Family Educational Rights and Privacy Act of 1974 (FERPA). Outside parties exempt by this Act consist of certain federal and state officials, accrediting organizations, and educational agencies that need the information for valid educational purposes. The University is also authorized to

release information contained in a student's file in any emergency involving the need to protect the health or safety of the student or other persons.

A student is permitted to waive access to confidential recommendations written on their behalf regarding:

1. Admission to any educational agency or institution;
2. An application for employment; or
3. The receipt of an honor or recognition.

A student who consents to release any part of their file to outside parties must complete the FERPA release form on our website here: <https://www.roseman.edu/about/university-service-units/registrar/> A student whose consent is required may request a personal copy of the specific records in question. Appropriate copying fees will apply.

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

1. All such records are made available to students with the following limitations:
2. Recommendations submitted to the University by third parties under conditions of confidence, i.e., letters of recommendation will be shown only upon receipt of a signed release by the third party.
3. Student records requiring the interpretation of a professional, i.e., medical, psychiatric, psychological testing, etc., must be reviewed in consultation with the appropriate professional.

Generally, the University must have written permission from the student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:

- University or College employees who have a need-to-know.
- Other schools to which the student is transferring.
- Certain government officials to carry out lawful functions.
- Appropriate parties in connection with financial aid to a student.
- Organizations doing certain approved studies for the University, its colleges or programs;
- Accrediting organizations.
- Individuals who have court orders or subpoenas.
- Persons who need to know in cases of health and safety emergencies; and,
- State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974; and three items of information from student records are considered "public" information:
 - a. The facts of attendance,
 - b. The date of attendance, and,
 - c. The fact and date of graduation.

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

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

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

Transcripts for coursework completed at Roseman are maintained by the Registrar's Office and may be requested upon request. For additional assistance, please contact the respective Dean or Program Director.

TRANSCRIPTS

Official transcripts serve as the official record of a student's academic history. They provide a complete and accurate account of all courses attempted, including those not successfully completed. Transcripts will reflect all grades earned and degrees awarded at Roseman University.

Transcripts from Roseman University may display any of the following grade notations, depending on the academic program. 'H' for Honors, 'HP' for High Pass, 'P' for Pass, 'NP' for No Pass, 'F' for Fail, 'F/P' For Fail/Pass, 'I' for Incomplete, or 'W' for Withdrawal.

Pharmacy, College of Nursing, College of Dental Medicine, and College of Graduate Studies

Pass (P) is designated when 90% is achieved on the Didactic and Experiential components of the curriculum. If a 90% is not achieved, that portion of the curriculum must be remediated during a pre-designated time. A score of 90% is required during the reassessment in all coursework to progress to the next academic year.

Honors (H) designation denotes an individual high achievement on a didactic topic within the curriculum as designated by the **College of Pharmacy** and **College of Nursing** Student Handbooks.

Quality Points (QP), the **College of Nursing** assigned 4.0 quality grading points to a grade of H or P and a 0.0 to an NP grade for calculating a GPA. The student's GPA will be reported in the transcript.

Incomplete (I) indicates that a student has not completed the requirements necessary to issue a grade of (P) or (NP) but intends to complete the course later, in accordance with policy. To replace (I), the student will need to complete the necessary requirements and be assessed. 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 within one (1) year from the date that the (I) grade was recorded, the (I)

converts to a (W). With prior written approval of the college, this time limit may be extended for extreme circumstances (e.g., long-term debilitating injury, extended military service, etc.) up to a maximum total time of 2 years from the date of the assignment of the (I) grade. The replacement of an (I) will be under the direction of the college.

No Pass (NP) is designated when less than 90% is achieved.

Withdrawal (W) indicates that a student has withdrawn from the current block and/or in-progress longitudinal course.

College of Medicine

Given the distinct structure and competency-based approach of medical education, the College of Medicine utilizes a specialized grading scale tailored to the academic and clinical components of its curriculum. This scale accurately reflects student performance in both the Foundational and Advanced Phases, as well as in required clinical clerkships.

Foundational and Advanced Phase

Pass (P) is designated when the student has successfully met all course requirements.

Fail (F) is designated when the student does not achieve the minimum course requirements.

Fail/Pass (F/P) designation denotes that a student successfully remediated a previously failed course.

Incomplete (I) indicates that a student has not completed the requirements necessary to issue a grade of (P) or (F) but intends to complete the course later, in accordance with policy. To replace (I), the student will need to complete the necessary requirements and be assessed. 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 (F). The replacement of an (I) will be under the direction of the college. The (I) becomes a (W) if the student withdraws or is asked to repeat a year prior to making up the work. Students who have completed all course requirements cannot receive an (I) grade.

Withdrawal (W) indicates that a student has withdrawn from a course after the start date and before the end date.

Clerkships Phase

(Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, and Surgery)

Honors (H) designation denotes outstanding performance in a clerkship, including achievement of the designated threshold on the NBME subject exam.

High Pass (HP) designation denotes performance that is significantly above expectations, including meeting the NBME subject exam threshold.

Pass (P) is designated when the student has successfully completed the clerkship requirements.

Fail (F) is designated when the student does not achieve the minimum clerkship requirements.

Fail/Pass (F/P) designation denotes that a student successfully remediated a previously failed clerkship.

Incomplete (I) indicates that a student has not completed the requirements necessary to issue a grade of (P) or (F) but intends

to complete the course later, in accordance with policy. To replace (I), the student will need to complete the necessary requirements and be assessed. 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 (F). The replacement of an (I) will be under the direction of the college. The (I) becomes a (W) if the student withdraws or is asked to repeat a year prior to making up the work. Students who have completed all course requirements cannot receive an (I) grade.

Withdrawal (W) indicates that a student has withdrawn from a course after the start date and before the end date.

ENROLLMENT/GRADUATION VERIFICATIONS

Roseman University uses the National Student Clearinghouse to process all third-party requests for enrollment and graduation verifications. Third parties seeking this information must submit their request directly through the Clearinghouse. Students may obtain an enrollment certificate for personal use through MyHub, a service provided by the Clearinghouse. The University does not issue verbal confirmations of enrollment, graduation, or dismissal under any circumstances. Students requesting their own verification must submit a signed, written request to the Registrar's Office.

DIPLOMAS

Diplomas will include your full legal name, including your middle name, as it appears in our records. Diplomas are not distributed during the commencement ceremony, but rather mailed or picked up 2-3 weeks later once all graduation requirements have been met and confirmed. Diplomas will be mailed to the student address on file in the Registrar's Office. Diplomas will not be released for those students who are delinquent on their financial obligations to the University.

DUPLICATE DIPLOMAS/CERTIFICATES

Roseman University of Health Sciences allows students to request to use their preferred name rather than their legal name on their diploma. Students must complete the Preferred Name Request Form on the website. Students may request the re-issue of a diploma/certificate, some fees may apply. The re-issued diploma/certificate will be printed exactly as the original except the current officers' signatures will appear. Students must complete the "Duplicate Diploma / Certificate Order Form" located on the website. If more than two diplomas and/or certificates were issued any subsequent copies will be marked "Duplicate Diploma/Certificate."

VETERAN'S INFORMATION

Roseman University of Health Sciences is approved to offer educational opportunities to veterans and their families. Students who are formally admitted to a program at Roseman may use their GI Bill® benefits. Students who are approved for VA benefits and formally accepted to a Roseman program may contact the Student Services Office at (801) 878-1040 or veterans@roseman.edu.

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

Roseman does not participate in Yellow Ribbon or Tuition Assistance (TA) programs.

Per Title 38 USC 3679(e), Roseman University of Health Sciences does not penalize students using VA Education benefit programs under Chapters 33 and 31 while waiting for payment from the Department of Veterans Affairs; provided the student submits a certification of eligibility, a written request to use such entitlement, a military transcript (veterans only), and any additional information needed to certify enrollment. Students will continue to have access to classes, libraries, and other institutional facilities as outlined in our catalog. Roseman University may require additional payment or impose a fee for the amount that is the difference between the amount of the student's financial obligation and the amount of the anticipated or actual VA education benefit disbursement. No late fees will be assessed, and student accounts will not be considered on hold.

Policy for Evaluation of Prior Education

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

F1 VISA STUDENTS RE-ATTENDING BLOCKS AT ROSEMAN

To refresh their knowledge in a block and increase the success in subsequent blocks, a student with a F1 visa who is required to withdraw and has been approved for re-admittance must re-attend that passed block with prior written approval from the Dean/Program Director. The student must notify the unit.

Dean/Program Director, the Primary Designated School Official (PDSO) and the Registrar that they wish to re-attend no later than the first day of the block. The student who attends the didactic component of a block will not be required to pay tuition or fees and may not take assessments. The student will not receive additional credit or a grade and must attend all passed Blocks. A notation will not be noted on the transcript.

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

POLICIES

GENERAL UNIVERSITY POLICIES

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

Academic Appointment and Contract Policies – Employee Password

- Academic Freedom Policy
- Access Badge Policy
- Annual Notice of Roseman Drug and Alcohol Policy
- Commencement Decorum Policy
- Computer and Network Acceptable Usage Policy
- Computer Hardware Policy
- Conflict of Interest Policy – Employee Password
- Consensual Relationships Policy
- Consulting and Outside Activities Policy – Employee Password
- Directory Information (FERPA) Policy
- Duplicate Diplomas-Certificates Policy
- Employee and News Media Policy – Employee Password
- Employee Travel Policy – Employee Password
- Employee Tuition Assistance Policy – Employee Password
- Employee Tuition Remission Policy – Employee Password
- Equal Opportunity Employment Policy
- Establishment and Review of Centers and Institutes Policy – Employee Password
- Financial Aid Administrator Code of Conduct
- Firearms and Weapons Policy
- Food and Beverage Policy
- Full Time Student Definition
- Grade Recommendation Policy – Employee Password
- Harassment Policy – Employee Password
- Latex Allergy Policy
- Maximum Length of Supplemental Administrative Faculty Contract Policy – Employee Password
- Multimedia Recording Policy
- Non-Discrimination Policy
- Political Activities of University Employees Policy – Employee Password
- Readmission for Service Members Policy
- Reporting and Investigative Process for Allegations of Employee Non-Academic Misconduct – Employee Password
- Requesting Reasonable Accommodations Policy – Employee Password
- Satisfactory Academic Progress
- Service Animal Policy
- Sexual Misconduct Policy
- Sick Leave Bank Policy – Employee Password
- Social Media Policy

- Statement of Principles of Free Expression
- Student's Guest Policy – Student Password
- Student Right to Know Policy – Student Password
- Substance Abuse Policy
- Suicide Prevention Policy
- Title IX Policies Addressing Sexual Harassment
- Title IX and Student Pregnancy and Pregnancy-Related Conditions Policy
- Tobacco-Free Policy
- Tuition Refund Policy Schedule
- University Email Use Policy and Procedures
- University Student Professionalism Board
- Use of Copyrighted Works Policy
- Vehicle Use Policy
- Whistleblower Policy – Reporting Suspected Misconduct
- Withdrawal and Return of Title IV

Student Policies – Other

- Notice of Requirement to Check Student Email on a Daily Basis Policy – Student Password
- Roseman and Dell Programs for New Students Policy Student Password
- Student Contact Card Policy – Student Password
- Student Laboratory Access Policy Student Password
- Student Online Presence Policy – Student Password
- Student Technology Fee Policy – Student Password
- Student Transportation Policy – Student Password
- University Student Professionalism Board (USPB) Policy

LIBRARY POLICIES

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

ACADEMIC POLICIES

Student Handbooks

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

Attendance and Absences

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

The definitions of an excused absence, the process for requesting an excused absence, and the consequences of not attending a required instructional period are outlined in each academic program's Student Handbook. In the case of an excused absence, illness or extenuating circumstance, students should refer to the Student Handbook of the program for specific requirements regarding the program's make-up policies. Multiple unexcused absences will be viewed as violations of the student's academic program's Student Code of Conduct. Please refer to each academic program's Student Handbook for an explanation of how the program handles violations of its Student Code of Conduct. When an academic program places a student on professional probation, the student is notified in writing of the terms of the probation and the duration of the probation period. Students who violate the terms of probation may be suspended or dismissed from the academic program. In academic programs that allow for residents/students to have personal days, when a resident/ student exceeds all allotted personal days, the student/resident is required to make up for any missed clinic days and/or academic instructional periods.

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

ADMISSIONS

ADMISSION PROCESSES

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

Program Name
Office of Admissions
Roseman University of Health Sciences
11 Sunset Way, Henderson, Nevada 89014
Phone: 702.990.4433 | www.roseman.edu
or

Program Name
Office of Admissions
Roseman University of Health Sciences
10920 S. River Front Pkwy, South Jordan, Utah 84095
Phone: 801.302.2600 | www.roseman.edu
or

Program Name
Office of Admissions
Roseman University of Health Sciences
10530 Discovery Drive, Las Vegas, Nevada 89135
Phone: 702.802.2840 | www.roseman.edu

CAMPUS VISIT

The University encourages prospective students and their families to visit the campus. Tours can be arranged Monday through Friday from 9:00 a.m. to 3:30 p.m., except on holidays and when the University is closed. For a campus tour please contact the Admissions Office of the College/Program. You can find the contact information for this Admissions Office at www.roseman.edu.

UNIVERSITYWIDE ADMISSION REQUIREMENTS

The University admits a student body who have demonstrated academic competency and are committed to their chosen profession. The University has established standards, policies, and procedures for obtaining, selecting, and admitting qualified applicants in a timely fashion. The admission requirements and policies vary by program. Please see the program's section of this catalog. Please visit the Roseman Website at www.roseman.edu

Recruiting Activities

Roseman University complies with Nevada law regarding recruiting activities:

NRS 394.448 Recruiting activities: Where permitted and prohibited. A postsecondary educational institution:

1. Shall not engage in recruiting activities where prospective students cannot reasonably be expected to make informed decisions regarding enrollment.
2. May engage in recruiting activities at a center for employment opportunities operated by or with the support of the local, state or Federal Government and with the permission of the center for employment opportunities.

(Added to NRS by 2021, 515)

Proof of Identification

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

- U.S. Passport or U.S. Passport Card
- Certificate of Naturalization Form N-550 or Form N-570, Replacement Certificate of Naturalization
- Certificate of Citizenship Form N-560 or Form N-561, Replacement Certificate of Citizenship
- Permanent Resident Card or Alien Registration Receipt Card Form I-551 If the card is expired, you must also present a Notice of Action (I-797) showing an approved extension.
- Military Identification Card
- U.S. State Government-issued driver's license, instruction permit, or identification card
- Driver's license issued by a Canadian government authority
- Valid Foreign passport or I-94 stamped "Processed for I-551."
- Employment Authorization Card that contains a photograph (Form I-766)
- Valid Foreign Passport with an unexpired U.S. Visa and an I-94 form. If the I-94 is expired, you must also present a Notice of Action (I-797) showing an approved extension.
- A government-issued photo identification card subject to the approval by the Registrar

Documentation of Legal Name and Legal Name Change

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

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

TRANSFER STUDENTS

Because of the block system and the highly integrated nature of the didactic components of each curriculum, the University will consider requests for transfers on an individual basis.

Please contact the specific program of interest for additional information.

INTERNATIONAL STUDENTS

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

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

Please refer to the identification requirements section above.

TUITION AND FEES FOR STUDENTS ON F1 VISAS

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

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

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

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

TUITION AND FEES

Tuition and fees are subject to change without notice upon approval by the Board of Trustees. All fees are mandatory for each student

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

Total Tuition and Fees for cohorts beginning June 2025, July 2025, October 2025, and February 2026

- Tuition: \$63,700 (18 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Nursing Lab Fee: \$3,000
- Computer**: \$1,510.00
- Health Insurance: Hybrid Summer 2025 – \$4,116.00, On Campus Fall 2025 – \$3,547.00, Hybrid Fall 2025 – \$2,938.00 Hybrid Spring 2026 – \$1,750.00 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Year 2 Health Insurance: Fee to be determined (Waived if student provides required proof of insurance by the deadline provided by Student Services Office)
- Graduation Fee: \$200 to be assessed on second-year nursing students.

COLLEGE OF NURSING (DNP-FNP) – HENDERSON, NEVADA

Tuition and Fees for 22 Months of FNP program

- Tuition: \$35,400
- Seating Deposit: (\$500)
- Technology Fee: \$500
- Instructional Material Fee: \$1,500
- Health Insurance: \$3,827.00 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

COLLEGE OF NURSING (DNPNA) – HENDERSON, NEVADA

Tuition and Fees are charged per academic year

DNPNA-1 (First Year) Students

- Tuition: \$49,000
- Seating Deposit: (\$2,500)
- Technology Fee: \$500
- Instructional Material Fee: \$3,000
- Health Insurance: \$3,827.00 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

DNPNA-2 (Second Year) Students

- Tuition: \$49,000
- Technology Fee: \$500
- Instructional Material Fee: \$3,000
- Health Insurance: \$3,528.00 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

COLLEGE OF GRADUATE STUDIES

Master of Science in Biomedical Sciences

- Tuition: \$29,700
- Seating Deposit: \$(500)
- Technology Fee: \$400
- Computer**: \$1,510
- Graduation Fee: \$200

Master of Science in Pharmaceutical Sciences (First Year)

- Tuition: \$33,000
- Seating Deposit: \$(500)
- Technology Fee: \$400
- Computer**: \$1,510

Master of Science in Pharmaceutical Sciences (Second Year)

- Tuition: \$33,000
- Technology Fee: \$400
- Graduation Fee: \$200

COLLEGE OF PHARMACY

(First Year) Students

- Tuition: \$63,700
- Seating Deposit: \$(1,000)
- Technology Fee: \$400
- Computer**: \$1,510
- Health Insurance: \$3,392 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Immunization Fee: \$150

(Second Year) Students

- Tuition: \$63,700
- Technology Fee: \$400
- Exam Prep Fee: \$1,200
- Health Insurance: \$3,528 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

(Third Year) Students

- Tuition: \$63,700
- Technology Fee: \$400
- Graduation Fee: \$200
- Exam Prep Fee: \$300
- Health Insurance: \$3,528 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

**COLLEGE OF DENTAL MEDICINE –
SOUTH JORDAN, UTAH (DMD)**

(First Year) Students

- Tuition: \$92,500
- Seating Deposit: (\$1,000)
- Technology Fee: \$500
- Instructional Material Fee: \$2,080
- Clinic Usage: \$12,240
- Student Kit (owned): \$3,060
- Student Service Fee: \$210
- Computer**: \$1,510
- Health Insurance: \$3,982 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

(Second Year) Students

- Tuition: \$92,500
- Technology Fee: \$500
- Instructional Material Fee: \$1,800
- Clinic Usage: \$12,000
- Student Service Fee: \$340
- Health Insurance: \$3,528 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

(Third Year) Students

- Tuition: \$92,500
- Technology Fee: \$500
- Instructional Material Fee: \$1,800
- Clinic Usage: \$11,490
- Student Service Fee: \$500
- Health Insurance: \$3,528 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

(Fourth Year) Students

- Tuition: \$92,500
- Technology Fee: \$500
- Instructional Material Fee: \$1,650
- Clinic Usage: \$10,840
- Student Service Fee: \$500
- Graduation Fee: \$200
- Health Insurance: \$3,528 (Waived if student provides required proof of insurance by deadline provided by Student Services Office)

**COLLEGE OF DENTAL MEDICINE – HENDERSON,
NEVADA (AEODO)**

AEODO Interns

- Tuition: \$30,000
- Technology Fee: \$100First Year Residents
- Tuition: \$100,600
- Seating Deposit: (\$2,500)
- Technology Fee: \$400
- Research Fee: \$1,326
- Computer**: \$1,900 (not to exceed)
- Clinic Usage Fee: \$8,000

First Year Residents

- Tuition: \$100,600
- Seating Deposit: (\$2,500)
- Technology Fee: \$400
- Research Fee: \$1,326
- Computer**: \$1,900 (not to exceed)
- Clinic Usage Fee: \$8,000

Second Year Residents

- Tuition: \$99,600
- Technology Fee: \$400
- Research Fee: \$1,326
- Clinic Usage Fee: \$10,550

Third Year Residents

- Tuition: \$98,600
- Technology Fee: \$400
- Research Fee: \$1,325
- Clinical Usage Fee: \$11,075
- Graduation Fee: \$200

COLLEGE OF MEDICINE – SUMMERLIN, NV (MD)

MD 1 (First Year) Students

- Tuition: \$66,000
- Seating Deposit: (\$100)
- Technology Fee: \$500
- General Fee: \$1,100
- Computer**: \$1,900 (not to exceed)
- Health Insurance: \$3,567 (Waived if student provides required proof of insurance by deadline provided by Student Services

A 2.75% processing fee will be added to all credit card transactions.

In general, all materials required for classes will be provided to students on the College server.

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

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

TUITION REFUND/SCHEDULE POLICY

Roseman University has established a refund policy for all students who find it necessary to withdraw from the University. Students who elect to withdraw or take a leave of absence during the academic year must submit prior written notification to the appropriate Academic Dean/Program Director according to the procedures specified in the Student Handbook for their program. For financial aid and refund purposes, a leave of absence will be documented as a withdrawal. Roseman University's Refund Policy is in accordance with NRS 394.449. Any questions concerning the Roseman refund policy should be directed to the Financial Aid Office, if financial aid was obtained, otherwise the Bursar's office.

If the student withdraws or takes a leave of absence up to the 60 percent point of the payment period, tuition will be refunded on a pro-rata basis. Based on the method of payment for tuition and fees, refunds will be made to the student, the appropriate federal student aid (FSA) program if the student is receiving federal loans and/or grants, the Roseman Success Fund Income Share Agreement (ISA), or any other 3rd party funding source(s) that require a pro rata refund. Students receiving federal loans who withdraw must complete exit counseling at <https://studentaid.gov/exit-counseling/>.

The following applies to all students:

If the institution has substantially failed to furnish the training program agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid.

Students withdrawing from the university before the academic program begins will be refunded 100% of tuition and fee charges. Student health insurance premium is included in the refund prior to the first day of class.

If a student withdraws or is expelled by Roseman after the start of the training program before completing 60 percent or more of the enrollment period, Roseman shall refund to the student a pro rata amount of the tuition and refundable fees per Registration and Payment Agreement.

The determination of the payment period attended by the student will be calculated as follow for all programs:

Number of days completed divided by the total number of days in the term equals the percent of the term completed.

This percentage will determine the amount of tuition charges that the student is responsible for paying. If the percentage is 60 percent or higher, the student is responsible for 100 percent of tuition and fee charges assessed. (Per NRS 394.449)

Please note that some fees are not refundable:

- Deposits
- Computer Equipment
- Student Health Insurance (if student has been enrolled in the program for 31 consecutive days)

If a student withdraws or is expelled by Roseman University after the completion of more than 60% of the enrollment period, the student will not receive a refund.

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

1. Date of cancellation by student of his enrollment;
2. Date of termination by the institution of the enrollment of a student;
3. Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
4. Last day of attendance of a student, whichever is applicable.

Books, educational supplies or equipment for individual use are not included in the policy for refund required by subsection 1, and a separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the Administrator for refunds required by this subsection on a case-by-case basis. For the purposes of this refund policy:

1. The period of a student's attendance must be measured from the first day of instruction as set forth in the Registration/Payment Agreement and Academic Calendar through the student's last day of actual attendance, regardless of absences
2. The period for a training program is the period set forth in the Registration/Payment Agreement and Academic Calendar;
3. Tuition shall be calculated using the tuition and fees set forth in the payment agreement and does not include books, educational supplies or equipment that are listed separately from the tuition and fees (per NRS 394.449).

For any student withdrawing from school who is receiving Tuition Assistance (TA) from the Department of Defense, the school will return any unearned TA funds on a proportional basis through the 60 percent portion of the period for which the funds were provided. TA funds will be earned proportionally during an enrollment period, with unearned funds being returned based upon when a student stops attending school.

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

FUTURE TUITION RATE INCREASES

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

FINANCIAL RESPONSIBILITIES MUST BE FULFILLED TO CONTINUE ENROLLMENT

Students must fulfill their financial responsibilities to the University 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.

HEALTH INSURANCE

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

College of Nursing

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

College of Pharmacy

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

College of Dental Medicine

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

College of Medicine

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

College of Graduate Studies

Students who are only enrolled in College of Graduate Studies programs and who are not enrolled in any other Roseman University program,

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

Students required to have health insurance coverage must meet the minimum program requirements of the student health insurance plan selected by the University. These minimum requirements and additional information on the process to request to use a student's personal insurance coverage rather than purchasing the student health insurance plan selected by the University (i.e., waiver) can be found on the University website at www.roseman.edu in the 'Current Students/Student Health Insurance' section. Waivers are required every year regardless of if one is already on file from the previous year. Students who do not meet the required deadlines

will be billed and responsible for the full cost of the health insurance premium. The University does not provide student health insurance coverage. Rather, the university works with a third-party insurer.

Students required to have health insurance coverage during their enrollment that lose their coverage due to no fault of their own may be eligible to enroll in the University plan. To enroll in the plan mid-year after involuntary loss of coverage, you must notify Roseman and provide a loss of coverage letter. We will work with our Insurer, United HealthCare (UHC), to ensure you are enrolled in our plan as soon as possible and to prevent any gaps in your coverage. Failure to notify Roseman and/or failure to have adequate health insurance could result in suspension from clinical participation and possible termination from the program.

Student Health Insurance Disclaimer

It is a student's responsibility to comply with the Roseman University student health insurance policies and to know the beginning and end dates of their health insurance coverage. If a student's health insurance policy has expired and they are not required to maintain health insurance while they are enrolled in the University, Roseman recommends that they obtain health insurance coverage that meets their needs.

FINANCIAL AID

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

WITHDRAWAL

The student must satisfy the University's and College's/Program's requirements for completing the official withdrawal process.

Students who fail to notify the University, the College/Program, or complete the official withdrawal process, and stop attending blocks/courses are considered unofficial withdrawals. Students with questions about the withdrawal process should contact their Dean or Program Director.

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

For more information on the effects of withdrawing from the University on Federal Financial Aid (Title IV funds), please visit the Policies section to our detailed Return of Title IV Financial Aid (R2T4) Policy or the General Policies section of our website <https://www.roseman.edu/university-policies/>.

Additional Responsibilities of Students Who Withdraw

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

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

NOTICE OF ACCOUNT FOR STUDENT INDEMNIFICATION

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

Per NV Rev Stat § 394.553 (2013)

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

(Added to NRS by 1995, 323)

READMISSION

A student withdrawing from the University who is determined by the student's Dean/Program Director or designee to be eligible to return to the academic program must satisfy the requirements outlined in the student's readmission form. Students must review their academic program's student handbook for additional information on the readmission process. Students with questions about the admissions process should contact their Dean or Program Director.

Financial Aid eligibility will be evaluated as part of the readmission process and communicated to students prior to the readmission date. Students applying for financial aid for their readmission should contact the office to discuss their eligibility.



COLLEGE OF NURSING

DEGREES

Bachelor of Science in Nursing (BSN)
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)
Doctor of Nursing Practice Family Nurse Practitioner (DNPFP)
Doctor of Nursing Practice Nursing Anesthesia (DNPNA)

LOCATIONS AND PHONE NUMBER FOR ADMISSIONS OFFICE

Henderson, Nevada Campus
11 Sunset Way
Henderson, Nevada 89014
Phone: 702.968.2075

South Jordan, Utah Campus
10920 S. River Front Parkway
South Jordan, UT 84095
Phone: 801. 878.1063

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

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

The doctoral degree program at Roseman University of Health Sciences is pursuing initial accreditation by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

Applying for accreditation does not guarantee that accreditation will be granted.

The Nurse Anesthesiology Program at Roseman University of Health Sciences is accredited by the Council on Accreditation (COA) of Nurse Anesthesia Education Programs which may be reached at 10275 W. Higgins Rd., Suite 906, Rosemont, IL 60018-5603 or at (224) 275-9130.

OVERVIEW

Roseman University offers a 17 to 18 month, full-time Accelerated Bachelor of Science in Nursing (ABSN) degree. The program of nursing prepares the candidate for entry into practice as a nurse generalist.

Completion of the BSN degree allows the graduate to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The graduate must apply to and meet the requirements of the appropriate state board of nursing for licensure as a registered nurse, which includes successful completion of the NCLEX-RN.

The on-campus learning modality delivers didactic course content in an in-person classroom environment. The hybrid-online learning modality offers the didactic component online through both synchronous and asynchronous faculty presentations. Both learning modalities provide on-site simulation and skills laboratory instruction and practices, and clinical rotations at health care facilities in Southern Nevada for students at the Henderson campus and the Salt Lake City region for students at the South Jordan campus. The degree program provides students with the foundation needed to take the National Council Licensing Examination (NCLEX-RN), to become registered nurses and to assume the role of entry-level practitioners in a variety of health care settings. Except for the clinical preceptor rotations, students are supervised by College of Nursing faculty.

The online Doctor of Nursing Practice Family Nurse Practitioner degree pathway is just under three years for completion of the BSN to DNP and offers students the ability to complete clinical hours in their state of residence (with prior approval required). The DNPFP is a practice-focused doctoral degree designed specifically for nurses who hold a Bachelor of Science in Nursing (BSN) and are ready to fill the growing need for highly skilled advanced practice nursing. The degree program educates Advance Practice Registered Nurses (APRNs) in advanced diagnostics and practice skills and care of the under-served and diverse populations in primary care practices.

The didactic content is synchronously and asynchronously delivered 100% online using our existing Learning Management System with two mandatory on-campus sessions. Experiential courses support the achievement of student learning outcomes and program outcomes providing students with clinical experiences that reinforce concepts mastered through the didactic courses. Clinical rotations may be completed at sites/facilities in each student's local area.

Practicum sites and preceptors, adhering to specified requirements supplied by the College, are identified by students. The College of Nursing approves each identified site and preceptor and completes a clinical affiliation agreement in this regard. Faculty will work collaboratively with the student's preceptor and sites to ensure curricular quality is maintained and the student experiences support the achievement of course learning outcomes.

The DNPFP focuses on comprehensive healthcare for families and family members across all ages, body systems, and diseases and families and individuals across the lifespan, and will prepare students to deliver a range of acute, chronic, and comprehensive preventive healthcare services. DNPFP graduates can expect to be prepared to translate evidence based-practice research for

guiding informed decisions that improve safety and quality of patient care. After completing program requirements for the MSN, students will be eligible with the knowledge and skills needed to successfully pass a board certifying exam, leading to licensure to practice as a family nurse practitioner. The curriculum then allows for a seamless transition to the final DNP blocks that can be completed in under one year.

The 3-year, full-time Doctor of Nursing Practice Nurse Anesthesia (DNPNA) degree is a clinical focused program designed to prepare advanced practice registered nurses at the highest level of nursing practice as nurse anesthetists. The DNP is a terminal degree within the profession of nursing that prepares advanced practice registered nurses for the complex and rapidly changing healthcare environment. The DNP curriculum places a focus on evidenced-based care, quality improvement, safety, informatics, ethics, systems leadership, and access to care for populations.

Graduates of this program will be prepared to be leaders within the healthcare field, assuring the delivery of safe and quality care.

Year 1

Most of the first year will be didactic delivered via in-person classroom and online courses at our Henderson, NV campus culminating in a short clinical component. The didactic content will be a mix of DNP essentials coursework, foundational science courses, and core advanced practice coursework.

Year 2

The curriculum becomes a blended clinical and didactic curriculum in the second year. Students will be divided up into satellite clinical rotations generally within one state or geographical region to minimize travel. Didactic coursework will ramp down but will continue with the focus shifting toward the DNP scholarly project and progressive anesthesia skill acquisition and will be less frequent.

Year 3

Year three of the program will be focused on full-time clinical rotations, a few more DNP essentials coursework, and the transition to an advance practice nursing role and focused on National Certification Examination (NCE) reviews. The curriculum will culminate in mock NCE exams and simulation intensive for crisis resource management in peri-anesthesia care.

COLLEGE OF NURSING MISSION, PURPOSE, AND GOALS

Mission

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

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

Purpose

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

excellence in various healthcare environments, and provision of competent and caring health services to diverse populations.

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

Goals

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

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

ADMISSIONS, CRITERIA, POLICIES, AND PROCEDURES

All College of Nursing degree program application processes are conducted on a rolling admissions basis; therefore, classes may be filled prior to the published deadline. Applicants are encouraged to apply early. The College of Nursing degree programs are not open enrollment. Program admission is competitive and applicants will be considered using the same criteria. The admissions committee will consider each applicant individually in relation to the entire applicant pool. The College of Nursing reserves the right to limit the number of students admitted based upon faculty and clinical resources. The ABSN, DNP-FNP, and DNP-PA programs have varying requirements.

Requirements (All Programs)

All programs require:

- A completed application via NursingCAS

(www.nursingcas.org) and payment of applicable fees to NursingCAS and a \$40 supplemental application processing fee to the College of Nursing. The College's supplemental application fee is non-refundable.

- All prerequisites must be completed and documented by an official transcript prior to the first day of classes.
- Students completing prerequisite coursework just prior to orientation may request a two-week extension for submission of official transcripts.
- The Admissions Unit may request documentation of the final course grade.
- All minimum GPA requirements must be met on or prior to the first day of orientation.
- In-person interview with the Admissions Committee, including a writing sample at the time of the interview, if granted.
- Official transcripts, evaluations and/or test results documenting previous coursework and degrees (all coursework must indicate a final grade; Updated transcripts are required if coursework is in progress whether or not the course is a prerequisite requirement).

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

Prerequisites (Prelicensure ABSN)

The prelicensure ABSN program requires:

- A cumulative GPA of 2.75 or above in prerequisite coursework with a minimum GPA of 2.75 or above in math and science prerequisite coursework.
- Science prerequisite coursework is suggested to be completed within the last 7 years at the time of application.
- A minimum of 46 semester credits or its equivalent of specified prerequisite coursework prior to the start of the program.

The following prerequisites (indicated in semester credits) to be completed, unless otherwise indicated:

Prerequisite Courses (Area of Concentration)	Credits	Descriptions
Physical/Biologicals Science	16	Sciences dealing with living organisms, life processes, and their interrelationships. Total credit hours must include 8 anatomy and physiology credits and 4 microbiology credits.
Social Science	6	The study of human society and social relationships.
Math	3	Statistics
English	6	Must be college composition courses taken from an English or Writing department.
Humanities	6	Include courses that study human culture including but are not limited to; art, history, anthropology, communications, literature, philosophy, religion, music, and theater.
Electives	9	The electives cannot be remedial, occupational, or recreational
Nevada Constitution*	3	Nevada State Requirement
Total number of prerequisite credits	49	

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

Prerequisite Requirements (DNPFNP)

- A BSN degree from a nationally accredited (CNEA, ACEN or CCNE) college or university
- Minimum grade point average of 3.0 cumulative GPA in nursing undergraduate coursework (if applicable)
- Undergraduate statistics course completed within the last 10 years with a “B” or better
- Unencumbered license or eligibility for RN licensure in the State where clinical coursework hours will be completed
- One year of experience as a registered nurse (RN), preferred
- Two (2) letters of recommendation
- If an applicant’s native language is not English, then the applicant must submit official Test of English a Foreign Language (TOEFL) scores with a minimum score of 600
- Personal Interview: A personal interview with the interview committee (by invitation)

Prerequisite Requirements (DNPNA)

- An appropriate baccalaureate degree from regionally accredited institution
- Unencumbered license as a registered professional nurse (RN) and/or an advanced practice registered nurse (APRN) licensure in the United States or its territories or protectorates and eligible for licensure in Nevada
- Completion of an application for admission, including copies of all post-secondary educational transcripts
- Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) certification
- Cumulative undergraduate grade point average (GPA) of 3.2 or higher (4.0 scale) or evidence of outstanding graduate academic achievement
- Minimum science GPA of 3.5 on a 4.0 (Preferred)
- CCRN(R) Required
- Personal interviews (by invitation) with members of the Nurse Anesthesia Admission Committee will be offered to qualified applicants.
- At the time of application submission, the applicant must have a minimum of one year (two years preferred) of current, continuous full-time acute care experience as a registered nurse in a critical care setting which offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on their knowledge of physiological and pharmacological principles. Acute care experience offering interpretation and use of advanced monitoring, care of ventilated patients, pharmacologic hemodynamic management, and independent decision-making is required. Critical Care Registered Nurse certification is strongly encouraged.
- Experience areas preferred include:
 - Surgical Intensive Care
 - Medical Intensive Care
 - Cardiac Intensive Care
 - Neuro Intensive Care
 - Pediatric or Level III Neonatal Intensive Care
 - Trauma Intensive Care

- Submission of a personal statement describing the applicant’s personal career goals and interest in graduate study.
- Undergraduate courses: You must have completed (within 10 years of applying to the program) the following courses with a “B” or better:
 - Anatomy
 - Physiology
 - Chemistry
 - Statistics
- Applicants must possess the physical and mental skills necessary to complete the Nurse Anesthesia Program
- Test of English a Foreign Language (TOEFL) scores from applicants whose native language is not English or who have not completed their high school and college education in the U.S.

International Students and Non-U.S. Coursework

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

World Education Services (WES)

P.O. Box 745

Old Chelsea Station, New York, New York 10113-0745

(212) 966-6311

Josef Silny & Associates (JSA)

P.O. Box 248233, Coral Gables, FL 33125

(305) 666-0233

Transfer Students from Other Nursing Programs

Due to the unique nature of the concept-based curriculum in the prelicensure degree program, the College of Nursing does not accept the transfer of nursing coursework from other nursing programs.

Requirement for Criminal Background Check

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

PROGRAM PROGRESSION

Students must meet stated prerequisites for each course as indicated under Course Descriptions. Students must successfully complete each block to graduate from the College of Nursing. The College uses a “Pass”/ “No Pass” system of recording student achievement. The faculty of the College set the standard of achievement for each student at 90% to receive a “Pass” (designated as “P” on the transcript). If a student does not achieve 90%, then he or she must remediate that portion of the curriculum at a pre-designated time, be reassessed and achieve a level of 90% to progress to the next academic period. A student who receives a second No Pass in a repeated Block after remediation will be

terminated from the College of Nursing and will be considered not in good academic standing. A student who receives a No Pass in three separate Blocks following remediation will be terminated from the College of Nursing and will be considered not in good academic standing. Students withdrawn under these terms may request readmission through the College's Admissions Application process. Readmission requests will be reviewed by the Director of Admissions and the Admissions Committee. If there are more readmission requests than open seats for admission, the Director of Admissions and the Admissions Committee will rank the requests based on prior academic performance within the program with higher-ranked requests given preference but not guaranteed for readmission.

Students sending a request for readmission after being readmitted once will be denied. Students approved for readmission will be notified no later than Monday of orientation week. Students readmitted will not receive credit for prior coursework and pay full tuition for the entire program.

INSTRUCTIONAL TIMES (ABSN ON-CAMPUS)

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

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

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

INSTRUCTIONAL TIMES (ABSN HYBRID-ONLINE)

Didactic Blocks – Students must adhere to the posted due dates for discussion forums and other online learning activities. Students must be onsite for all proctored course assessments according to the posted schedule.

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

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

INSTRUCTIONAL TIMES (DNPFPNP)

Didactic Blocks – Students must adhere to the posted due dates for discussion forums and other online learning activities. Two mandatory 3-day residency periods (1st on-campus, 2nd synchronized hybrid-online) will be scheduled from 8:00 a.m. – 3:00 p.m.

Clinical Blocks – Students complete clinical requirements with approved healthcare providers in the students' chosen locale. Clinical days and shifts are based on the operating hours of the student's chosen clinical site. Students must complete and document 750 clinical hours with approved healthcare providers as partial fulfillment of the requirements for the Master of Science in Nursing degree. An additional 250 indirect patient-care hours are required as partial fulfillment of the requirements for the Doctor of Nursing Practice Family Nurse Practitioner degree.

INSTRUCTIONAL TIMES (DNPNA)

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

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

Clinical Blocks – Students complete clinical requirements at assigned healthcare facilities. Clinical days and shifts are based on the operating hours of the student's clinical facility.

GRADING

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

ABSN ON-CAMPUS & HYBRID-ONLINE CURRICULUM

The ABSN curriculum consists of 17 blocks and 69 credits delivered over 17-18 months based on the cohort start date. The course titles and associated credit hours are presented below.*

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

Course Descriptions

NURS 321 – Professional Nursing and Healthcare Concepts 1

This initial block introduces foundational concepts for professional nursing and health care through the application of selected concepts and exemplars, including selected professional attributes and care competencies. Concepts include clinical decision making, ethics, health care law, health disparities, health care systems, informatics, professional identity, and safety. Didactic 3 credits (45 contact hours).

NURS 322 – Introduction to Health Concepts

This block introduces health concepts and related pathophysiology. Concepts include cellular regulation, clotting, cognition, elimination, glucose and hormonal regulation, immunity, infection, inflammation, oxygen/gas exchange, perfusion, thermoregulation, and tissue integrity. Didactic 6 credits (90 contact hours).

NURS 323 – Health Assessment

This block introduces the comprehensive health assessment of individuals across the lifespan through the application of selected concepts and exemplars. Concepts include assessment, comfort, communication, elimination, fluids and electrolytes, informatics, intracranial regulation, mobility, nutrition, oxygenation/gas exchange, perfusion, sensory perception, and tissue integrity. This block includes a simulation laboratory component. Didactic 2.5 credits (37.5 contact hours) and simulation laboratory 0.5 credits (15 contact hours).

NURS 323.1 – Health Assessment Clinical

This block provides opportunities to perform a comprehensive health assessment on individuals across the lifespan in diverse clinical settings. Clinical 0.3 credits (12 contact hours). *Prerequisite: Documentation showing completion of all clinical requirements given to the Director of Clinical Resources.*

NURS 324 – Nursing Care Across the Lifespan 1

This block expands upon health concepts across the lifespan through the application of selected concepts and exemplars. Concepts include comfort, communication, culture, diversity, elimination, family dynamics, fluid and electrolytes, grief and loss, health care law, health promotion, infection, inflammation, informatics, mobility, nutrition, oxygenation/gas exchange, safety, sensory perception, sleep, teaching and learning, thermoregulation, and tissue integrity. This block includes a simulation laboratory component. Didactic 5 credits (75 contact hours) and simulation laboratory 1 credit (30 contact hours).

NURS 324.1 – Nursing Care Across the Lifespan 1 Clinical

This block builds upon curricular concepts in diverse clinical settings. The focus of this block is to provide safe, evidence-based nursing care across the lifespan while developing clinical reasoning. Clinical 2.1 credits (84 contact hours). *Prerequisite: All previous blocks.*

NURS 325 – Pharmacology

This block introduces pharmacologic nursing practice from a conceptual approach. This block includes a simulation laboratory component. Didactic 4 credits (60 contact hours) and simulation laboratory 0.5 credits (15 contact hours). *Prerequisite: NURS 324.1*

NURS 326 – Nursing Care Across the Lifespan 2

This block expands upon health concepts across the lifespan through the application of selected concepts and exemplars. Concepts include acid-base balance, clotting, development, elimination, fluid and electrolytes, glucose and hormonal regulation, grief and loss, health promotion, infection, inflammation, mobility, nutrition, oxygenation/gas exchange, perfusion, sensory perception, stress and coping, thermoregulation, and tissue integrity. This block includes a simulation laboratory component. Didactic 6 credits (90 contact hours) and simulation laboratory 1 credit (30 contact hours). *Prerequisite: NURS 324.1*

NURS 326.1 – Nursing Care Across the Lifespan 2 Clinical

This block continues to build upon curricular concepts in diverse clinical settings. The focus of this block is to provide safe, evidence-based nursing care across the lifespan while developing clinical reasoning. Clinical 4.5 credits (180 contact hours). *Prerequisite: NURS 325 and 326*

NURS 327 – Professional Nursing and Health Care Concepts 2

This block expands upon professional nursing concepts within the professional nursing role through the application of selected concepts and exemplars. Concepts include collaboration, evidence-based practice, and health policy. Didactic 2 credits (30 contact hours). *Prerequisite: NURS 326.1*

NURS 428 – Nursing Care Across the Lifespan 3

This block expands upon the health concepts across the lifespan through the application of selected concepts and exemplars. Concepts include addiction, cellular regulation, clotting, cognition, comfort, development, family dynamics, glucose and hormonal regulation, immunity, intracranial regulation, mood and affect, nutrition, palliative care, perfusion, reproduction, sexuality, thermoregulation, and violence. This block includes a simulation laboratory component. Didactic 8 credits (120 contact hours) and simulation laboratory 0.5 credits (15 contact hours). *Prerequisite: NURS 326.1*

NURS 428.1 – Nursing Care Across the Lifespan 3 Clinical

This block integrates curricular concepts in diverse clinical settings. The focus of this block is to provide safe, evidence-based nursing care across the lifespan while developing clinical reasoning. Clinical 4.5 credits (180 contact hours). *Prerequisite: NURS 327 and 428*

NURS 429 – Professional Nursing and Health Care Concepts 3

This block expands upon professional nursing concepts through the application of selected concepts and exemplars. Concepts include health care quality, health care systems, informatics, leadership and management, and population health. Didactic 3 credits (45 contact hours). *Prerequisite: NURS 428.1*

NURS 430 – Nursing Care Across the Lifespan 4

This block expands upon health concepts across the lifespan through the application of selected concepts and exemplars. Concepts include cellular regulation, clotting, comfort, glucose and hormonal regulation, infection, inflammation, intracranial regulation, mobility, oxygenation/gas exchange, perfusion, and tissue integrity. This block includes a simulation laboratory component. Didactic 5 credits (75 contact hours) and simulation laboratory 1 credit (30 contact hours). *Prerequisite: NURS 428.1*

NURS 430.1 – Nursing Care Across the Lifespan 4 Clinical

This block synthesizes curricular concepts in diverse clinical settings. The focus of this block is to provide safe, evidence-based nursing care across the lifespan while developing clinical reasoning. Clinical 2.7 credits (108 contact hours). *Prerequisite: NURS 429 and NURS 430*

NURS 431 – Nursing Practicum

This block provides opportunities to synthesize curricular concepts across the lifespan in the simulation laboratory and diverse clinical settings. Simulation laboratory 0.4 credits (12 contact hours). Clinical 3.6 credits (144 contact hours) *Prerequisite: NURS 430.1*

NURS 432 – Concept Integration

This final block focuses on the application, synthesis, and integration of professional and health concepts for the successful transition to nursing practice. Didactic 1.9 credits (28.5 contact hours). *Prerequisite: NURS 431*

DNPFPN CURRICULUM

The DNPFPN online curriculum consists of 25 blocks and 75 credits delivered over 32 months including remediation periods. The course titles and associated credit hours are presented below.*

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

Course Descriptions

NURS 701 – Role Development in Advanced Practice Nursing

The course focuses on essential knowledge and skills needed in the transition to the advanced nursing practice role. Students are equipped with the skill set for successful matriculation through the DNP program. The roles, role behaviors, and practice models specific to the development and maintenance of inter-professional practice are analyzed. Emphasis is on developing effective communication and collaborative skills and understanding the historical, social, political, legal, and economic issues related to advance practice roles. 3 credits didactic.

Prerequisite: Admission to the DNP degree program.

NURS 702 – Health Care Informatics and Data Driven Technology

This course provides students with an overview of informatics and the theoretical foundation for information management within the health care setting. The impact of automated data management through advances in information technology, health care information systems, and telehealth are explored. During the course students explore informatics theory and practices as a foundation for the development of databases for evidence-based practices. Related ethical, regulatory, and legal issues are explored. 3 credits didactic.

Prerequisite: Admission to the DNP degree program

NURS 703 – Emerging Science for Advanced Practice Nurses & Statistics

This course includes information related to research methodologies and the translation of research in evidence-based practice. The focus is on the application of scientific knowledge to advanced nursing practice. Emphasis is on skill development in critiquing and synthesizing research evidence to address specific advanced nursing practice questions or problems. This course includes information related to the use and interpretation of statistical methods commonly used in health care studies. The focus is on the advantages and disadvantages of statistical techniques for specific types of research questions. 3 credits didactic.

Prerequisite: Admission to the DNP degree program

NURS 704 – Advanced Pathophysiology Advanced Pathophysiology and Disease Management Across the Life Span

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

NURS 705 – Theoretical Foundations of Advanced Practice Nursing

This course includes information related to the use of science-based theories and concepts as the basis for the highest level of nursing practice. The focus is on a wide range of theories from nursing and other sciences. Emphasis is on the synthesis of theories to develop a conceptual framework for the delivery of advanced nursing care. 3 credits didactic.

Prerequisite: NURS 509-511.1

NURS 706 – Advanced Health Assessment and Diagnostic Reasoning

This block explores advanced health assessment skills and diagnostic reasoning across the lifespan, including cultural factors that impact the health of populations. Students will be expected to perform a comprehensive assessment that addresses the biopsychosocial, cultural, and spiritual needs of the client. Students will begin to formulate differential diagnoses for accurately identifying actual or potential health problems for these populations. 3 credits didactic.

Prerequisite: Admission to the DNP degree program

NURS 707 – Advanced Pharmacotherapeutics I

This course covers the clinical application of specific categories of drugs, commonly encountered in primary care settings is discussed with special emphasis on pharmacokinetics & pharmacodynamics. The use of protocols, prescription writing, and the ethical/legal and economic issues surrounding the advanced nurses' role in prescribing and monitoring pharmacologic therapies in the ambulatory setting are discussed. 3 credits didactic.

Prerequisite: Admission to the DNP degree program

NURS 506 – Advanced Pharmacotherapeutics II

This block explores the concepts of prescribing appropriate pharmacological agents for children, adolescents, women, adult, and geriatric populations. Principles related to pharmacotherapeutics, pharmacodynamics, drug interactions, incompatibilities, contraindications, adverse reactions, and pharmacogenomics will be analyzed. 3 credits didactic. *Prerequisite: All Previous Blocks*

NURS 503 – Healthcare Organizations Management and Behaviors

This block examines the complexity and delivery of care within various healthcare settings from an advanced leadership position. Students will explore theories and concepts of organizations, leadership, and principles of business and financial management. The focus will be on the development of initiatives to improve healthcare delivery at a practice and systems level. Students will apply pertinent information to the DNP project. The advanced practice student will shadow key personnel in leadership positions to understand the day-to-day operations of a healthcare organization. 3 credits didactic. *Prerequisite: All Previous Blocks.*

NURS 504 – Advanced Health Assessment and Diagnostic Reasoning II FNP

This advanced practice nursing course focuses on development of proficiency in the skills in obtaining a comprehensive health assessment of culturally diverse persons across the life span. Emphasis is on interviewing, physical examination, and the use of basic laboratory and diagnostic data to diagnose common uncomplicated health problems and acute illness or injury. The clinical practicum enables the student to apply acquired knowledge and advanced practice nursing skills in a variety of settings. This block explores advanced health assessment skills and diagnostic reasoning across the lifespan, including cultural factors that impact the health of populations. Students will be expected to perform a comprehensive assessment that addresses the biopsychosocial, cultural, and spiritual needs of the client. Students will begin to formulate differential diagnoses for accurately identifying actual or potential health problems for these populations. 4 credits didactic. *Prerequisite: All Previous Blocks.*

NURS 509 – Advanced Practice Nursing I: Adult/Gerontology

This Block builds upon the concepts learned in prior courses and applies these to address the biopsychosocial needs of adult and gerontological populations, emphasizing the management of acute and chronic conditions. 3 credits didactic. *Prerequisite: All previous blocks*

NURS 509.1 – Advanced Practice Nursing I: Adult/Gerontology Experiential

Students provide comprehensive care to patients in the management of acute and chronic conditions by addressing the biopsychosocial needs in the adult and gerontological populations while adhering to the standardized roles and responsibilities for advanced nursing practice (completion of a minimum 250 practicum hours). 4.5 credits clinical. *Prerequisite: NURS 509*

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

This Block builds upon the concepts of the practical applications of advanced nursing, focusing on special populations, including infants, children, adolescents, and women emphasizing the management of acute and chronic healthcare needs in these populations. 2.5 credits didactic. *Prerequisite: NURS 509*

NURS 510.1 – Advanced Practice Nursing II: Pediatrics/Women's Health Experiential

Students provide comprehensive care to patients in the management of acute and chronic healthcare needs in special populations, including infants, children, adolescents, and women. This Block builds upon the concepts of the practical applications of advanced nursing while adhering to the standardized roles and responsibilities for advanced nursing practice related to women's health and the pediatric population (completion of a minimum 250 practicum hours). 4 credits clinical. *Prerequisite: NURS 510*

NURS 511 – Advanced Practice Nursing III: Family

This Block synthesizes theoretical and practical applications of professional advanced nursing practice as it relates to the healthcare needs of the family. Students will apply the concepts of health promotion and disease management for global populations across the lifespan. 2 credits didactic. *Prerequisite: NURS 510*

NURS 511.1 – Advanced Practice Nursing III: Family Experiential

Students provide comprehensive, culturally competent primary care including health promotion and disease management for global populations across the lifespan. Students will apply these concepts experientially while adhering to the standardized roles and responsibilities for advanced nursing practice related to care for these populations. The student will be expected to complete the required experiential hours for graduation by the end of this course or during the remediation period as needed (completion of a minimum 250 practicum hours). 3 credits clinical. *Prerequisite: NURS 511*

NURS 721 – Global health Care and Culture

In this course, concepts associated with cultural diversity related to matters of health and illness will be considered. Examples of variations both within and outside of the western viewpoint will be examined. This will be accomplished through conducting cultural assessments and demonstrating how the results of these assessments can be applied, in an evidence-based manner, to advanced practice. This course also includes a study of the cultural aspects of disease and health, culturally specific definitions, educational strategies and cross-cultural research in health. An emphasis will be placed on integrating cultural knowledge in the planning and administration of clinical services. 3 credits didactic. *Prerequisite: Admission to the DNP degree program.*

NURS 722 – Population Health, Quality, and Clinical Effectiveness

This course examines the relationships between access, cost, quality, and safety and the resultant influence on healthcare. This includes appraising how the organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care. The advanced practice student examines the ethical principles that influence policy decisions and the application of technologies for improved healthcare delivery. 3 credits didactic. *Prerequisite: All previous blocks.*

NURS 723 – Healthcare policy, Law, and Ethics

This course explores how the federal government makes health care policy. The origins of policy created through legislative and administrative action will be presented. Strategies for health policy creation, implementation, evaluation, and change will be examined from the viewpoint of advanced practice nursing. 3 credits didactic. *Prerequisite: All previous blocks.*

NURS 724 – Evidence Based Practice I

In this course students will critically appraise the scientific literature to determine and implement the best evidence for nursing practice. Specifically, students will identify a current clinical issue, develop a clinical question, and find evidence from the literature to answer that clinical question. The student will analyze relevant findings to improve practice and the practice environment. The outcome of the course is the application of clinical and scientific knowledge to address a nursing practice issue. 3 credits didactic. *Prerequisite: All previous blocks.*

NURS 725 – Evidence-Based Practice II

This is a continuation of the work that you started in Evidence-Based Practice I. During this course you will complete your EBP paper that you started in EBP I by making revisions of PICOT paper #2, adding an abstract and adding a section on Implementation. You will be giving another presentation at the EBP Colloquium which will be a continuation and refinement of your Synthesis of Evidence presentation given in EBP I with now a focus on how you will implement this change in practice. Discussion boards are also part of this course to continue our discussion on EBP and the implementation of EBP. 3 credits didactic. *Prerequisite: All previous blocks.*

NURS 740 – Doctoral Project Practicum (3.5 credits didactic)

NURS 741 – Doctoral Project Practicum (1.5 credits didactic)

NURS 742 – Doctoral Project Practicum (2 credits didactic)

In these series of courses, the doctoral student has identified a problem or question that requires a change in health care or educational services, clinical practices or policies that might be addressed in a leadership role. This problem has relevance to current and emerging health care or educational issues. The result of the project will be a scholarly work written at a doctoral level of complexity, describing evidence-based practice. The focus of the project will be to critically appraise evidence from the literature answering a clinical question and the strategy used to implement a change in practice if indicated from the evidence. The goal of this work is to determine the implications for clinical practice to improve clinical nursing practice and patient outcomes. Students must complete 250 approved indirect patient-care practicum hours. *Prerequisite: All Year 1 & 2 Coursework.*

NURS 512 – DNP Project Seminar III (Dissemination)

This course is the third of three designed resulting in the implementation and evaluation of the DNP scholarly project. This course includes formalized discussions with the faculty advisor and project team members and stakeholders. The course cumulates in the successful presentation of the scholarly project. Assignments will also be completed that disseminate this work into the public domain. 3 credits didactic. *Prerequisite: All prior blocks In addition to the blocks described above, the students will be provided two (2) remediation periods to accommodate varied learning styles, and reinforce the concepts, knowledge, and application of the materials presented in the curriculum. During these periods, students will have the opportunity to clarify expectations concerning the remaining blocks and/or complete additional clinical hours.*

DNPNA CURRICULUM

The DNPNA online curriculum consists of 35 blocks and 116 credits delivered over 3 years including remediation periods. The course titles and associated credit hours are presented below.*

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

Course Descriptions

NURS 701 – Role Development in Advanced Practice Nursing

The course focuses on essential knowledge and skills needed in the transition to the advanced nursing practice role. Students are equipped with the skill set for successful matriculation through the DNP program. The roles, role behaviors, and practice models specific to the development and maintenance of inter-professional practice are analyzed. Emphasis is on developing effective communication and collaborative skills and understanding the historical, social, political, legal, and economic issues related to advance practice roles. 3 credits didactic. *Prerequisite: Admission to the DNP degree program.*

NURS 702 – Health Care Informatics and Data Driven Technology

This course provides students with an overview of informatics and the theoretical foundation for information management within the health care setting. The impact of automated data management through advances in information technology, health care information systems, and telehealth are explored. During the course students explore informatics theory and practices as a foundation for the development of databases for evidence-based practices. Related ethical, regulatory, and legal issues are explored. 3 credits didactic. *Prerequisite: Admission to the DNP degree program*

NURS 703 – Emerging Science for Advanced Practice Nurses & Statistics

This course includes information related to research methodologies and the translation of research in evidence-based practice. The focus is on the application of scientific knowledge to advanced nursing practice. Emphasis is on skill development in critiquing and synthesizing research evidence to address specific advanced nursing practice questions or problems. This course includes information related to the use and interpretation of statistical methods commonly used in health care studies. The focus is on the advantages and disadvantages of statistical techniques for specific types of research questions. 3 credits didactic. *Prerequisite: Admission to the DNP degree program*

NURS 704 – Advanced Pathophysiology Advanced Pathophysiology and Disease Management Across the Life Span

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

NURS 705 – Theoretical Foundations of Advanced Practice Nursing

This course includes information related to the use of science-based theories and concepts as the basis for the highest level of nursing practice. The focus is on a wide range of theories from nursing and other sciences. Emphasis is on the synthesis of theories to develop a conceptual framework for the delivery of advanced nursing care. 3 credits didactic. *Prerequisite: NURS 718-719*

NURS 706 – Advanced Health Assessment and Diagnostic Reasoning

This block explores advanced health assessment skills and diagnostic reasoning across the lifespan, including cultural factors that impact the health of populations. Students will be expected to perform a comprehensive assessment that addresses the biopsychosocial, cultural, and spiritual needs of the client. Students will begin to formulate differential diagnoses for accurately identifying actual or potential health problems for these populations. 3 credits didactic. *Prerequisite: Admission to the DNP degree program*

NURS 707 – Advanced Pharmacotherapeutics I

This course covers the clinical application of specific categories of drugs, commonly encountered in primary care settings is discussed with special emphasis on pharmacokinetics & pharmacodynamics. The use of protocols, prescription writing, and the ethical/legal and economic issues surrounding the advanced nurses' role in prescribing and monitoring pharmacologic therapies in the ambulatory setting are discussed. 3 credits didactic. *Prerequisite: Admission to the DNP degree program*

NURS 708 – Pharmacology of Anesthesiology Nursing I

This course discusses the pharmacokinetics and pharmacodynamics of various anesthetic drugs. Along with identifying the clinical use of various anesthetic drugs and adjuncts. 2 credit didactic. *Prerequisite: NURS 701-707*

NURS 709 – Principles of Anesthesiology Nursing I

This course is a broad field orientation to advanced nursing practice. Study of the areas of pre, intra, and post-anesthesia planning and action are covered (full-scope of practice). The induction and emergence from anesthesia, monitoring and record keeping are included. 2 credits didactic. *Prerequisite: NURS 701-707*

NURS 710 – Chemical & Physical Anesthesiology Nursing I

This course is a study of the biochemical and physical principles which apply to physiology, pharmacology and anesthesia equipment. Emphasis is placed on biochemistry and physics of gases and vapors. 3 credits didactic. *Prerequisite: NURS 701-707*

NURS 711 – Technology in Anesthesiology Nursing

This course discusses the use and care of anesthesia equipment (mechanical and electronic) are discussed. Computers and their uses in anesthesiology are also included. 1 credit didactic. *Prerequisite: NURS 701-707*

NURS 712 – Regional Anesthesia

This course covers the theoretical and clinical aspects of the administration & management of regional anesthesia. Anatomy, physiology and pharmacology will be studied/applied to the administration of anesthetic blocks. Simulation will be used to help learn basic skills. 2 credits didactic. *Prerequisite: All Prior 1 Coursework*

NURS 713 – Professional Aspects of Anesthesiology Nursing

This course explores: AANA organizational structure, including affiliated councils, codes of ethical conduct and current issues in anesthesiology nursing. 3 credits didactic. *Prerequisite: All Year 1 Coursework*

NURS 714 – Principles of Anesthesiology Nursing II

The course will emphasize the full scope of anesthetic management of pediatric, geriatric, and obstetrical patients. The course will review the specific anesthetic needs for each specialty. 3 credits didactic. *Prerequisite: All Year 1 Coursework*

NURS 715 – Pharmacology of Anesthesiology Nursing II

This course is a continuation of the principles and actions of pharmacology as it applies to anesthetic practice. 2 credits didactic. *Prerequisite: All Year 1 Coursework*

NURS 716 – Chemical & Physical Anesthesiology Nursing II

This course is a continuation of the focus on the biochemical and physical principles required for understanding the mechanisms, actions, equipment, and theories as they apply to anesthesia practice. 1 credit didactic. *Prerequisite: All Year 1 Coursework*

NURS 717 – Advanced Bioscience Anesthesiology Nursing I

This is a course in human anatomy, physiology, and pathophysiology to include the effects of anesthesia on the cell, the circulatory system, and the respiratory system. 3 credits didactic. *Prerequisite: All Year 1 Coursework*

NURS 718 – Principles of Anesthesiology Nursing III

This course will continue to build on the foundations from previous courses. This course dives deep into cardiac physiology, pathophysiology, and practical cardiothoracic surgery implications and considerations. As each of you has the opportunity to participate in specialty cases, you will need the knowledge you obtain here and, in your readings, to equip and orient you to begin the learning process for these case types in the real world utilizing the full scope of practice. 2 credits didactic. *Prerequisite: NURS 713-717*

NURS 719 – Advanced Bioscience Anesthesiology Nursing II

This is a course in human anatomy, physiology, and pathophysiology to include the effects of endocrine, neurological, orthopedic and excretory and digestive systems on anesthesia management. 3 credits didactic. *Prerequisite: NURS 713-717*

NURS 720 – Advanced Practice Nursing Role Transition

This course examines the complexity of the roles of the doctoral-prepared advanced practice nurse and analyzes the relationships of role theory and integration within organizations and health care settings. Legal, economic, and ethical issues pertaining to advanced practice nursing are explored. Principles of leadership, intraprofessional and interprofessional collaboration, management, and research are integrated into the conceptualization of the advanced nursing practice role. 2 credits didactic. *Prerequisite: NURS 718-719*

NURS 721 – Global health Care and Culture

In this course, concepts associated with cultural diversity related to matters of health and illness will be considered. Examples of variations both within and outside of the western viewpoint will be examined. This will be accomplished through conducting cultural assessments and demonstrating how the results of these assessments can be applied, in an evidence-based manner, to advanced practice. This course also includes a study of the cultural aspects of disease and health, culturally specific definitions, educational strategies and cross-cultural research in health. An emphasis will be placed on integrating cultural knowledge in the planning and administration of clinical services. 3 credits didactic.

Prerequisite: Admission to the DNP degree program

NURS 722 – Population Health, Quality, and Clinical Effectiveness

This course examines the relationships between access, cost, quality, and safety and the resultant influence on healthcare. This includes appraising how the organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care. The advanced practice student examines the ethical principles that influence policy decisions and the application of technologies for improved healthcare delivery. 3 credits didactic.

Prerequisite: NURS 718-719

NURS 723 – Healthcare policy, Law, and Ethics

This course explores how the federal government makes health care policy. The origins of policy created through legislative and administrative action will be presented. Strategies for health policy creation, implementation, evaluation, and change will be examined from the viewpoint of advanced practice nursing. 3 credits didactic.

Prerequisite: NURS 718-719

NURS 724 – Evidence Based Practice I

In this course students will critically appraise the scientific literature to determine and implement the best evidence for nursing practice. Specifically, students will identify a current clinical issue, develop a clinical question, and find evidence from the literature to answer that clinical question. The student will analyze relevant findings to improve practice and the practice environment. 3 credits didactic. *Prerequisite: NURS 705, 720-723*

NURS 725 – Evidence-Based Practice II

This is a continuation of the work that you started in Evidence-Based Practice I. During this course you will complete your EBP paper that you started in EBP I by making revisions of PICOT paper #2, adding an abstract and adding a section on Implementation. You will be giving another presentation at the EBP Colloquium which will be a continuation and refinement of your Synthesis of Evidence presentation given in EBP I with now a focus on how you will implement this change in practice. Discussion boards are also part of this course to continue our discussion on EBP and the implementation of EBP. 3 credits didactic.

Prerequisite: NURS 720-723

NURS 726 – Doctoral Project

In this course the doctoral student has identified a problem or question that requires a change in health care or educational services, clinical practices or policies that might be addressed in a leadership role. This problem has relevance to current and emerging health care or educational issues. The result of the project will be a scholarly work written at a doctoral level of complexity, describing evidence-based practice. The focus of the project will be to critically appraise evidence from the literature answering a clinical question and the strategy used to implement a change in practice if indicated from the evidence. The goal of this work is to determine the implications for clinical practice to improve clinical nursing practice and patient outcomes. Assignments will also be completed that disseminate this work into the public domain. 6 credits didactic. *Prerequisite: All Year 2 Coursework*

NURS 727 – Advanced Modes of Pain Management

This is a course in human pain anatomy, physiology, and pathophysiology. It also includes pain assessment and discussion on pain management strategies. 6 credits didactic. *Prerequisite: All Year 2 Coursework*

NURS 728 – Principles of Anesthesiology Nursing IV

This course covers principles Neurophysiology, pathophysiology and anesthetic management, emergency and trauma management, and airway considerations. 2 credits didactic. *Prerequisite: All Year 2 Coursework*

NURS 729 – Advanced Anesthesiology Nursing Seminar

This is an advanced review as presented by the graduate students regarding specific case presentations. The course will serve as a review for the national certification examination. 3 credits didactic. *Prerequisite: All Prior Coursework*

Longitudinal Experiential Course Descriptions

NURS 731 – Anesthesiology Nursing Practicum I

This experience is an introduction to the clinical art and science of anesthesiology nursing. It introduces the clinical component of anesthesia management techniques. This includes simulation and supervised clinical practice. 3 credits clinical. *Prerequisite: All Prior Coursework*

NURS 732 – Anesthesiology Nursing Practicum II

This course is the second in an increasingly more complex six clinical, longitudinal course series that includes clinical anesthesia administration under the direct supervision of a CRNA &/or an anesthesiologist instructor. Simulated experiences will help students gain skill and experience. 3 credits clinical. *Prerequisite: All Year 1 Coursework*

NURS 733 – Anesthesiology Nursing Practicum III

This course is the third of an increasingly more complex six clinical, longitudinal course series that includes clinical anesthesia administration under the direct supervision of a CRNA &/or an anesthesiologist instructor. Simulated experiences will help students gain skill and experience. 4 credits clinical. *Prerequisite: All Prior Coursework through NURS 717 & NURS 732*

NURS 734 – Anesthesiology Nursing Practicum IV

This course is the fourth of an increasingly more complex six clinical, longitudinal course series that includes anesthesia administration under the direct supervision of a CRNA &/or an anesthesiologist instructor. Simulated experiences will help students gain skill and experience. 6 credits clinical. *Prerequisite: All Prior Coursework through NURS 719 & NURS 733*

NURS 735 – Anesthesiology Nursing Practicum V

This course is the fifth of an increasingly more complex six clinical, longitudinal course series that includes anesthesia administration under the direct supervision of a CRNA &/or an anesthesiologist instructor. 6 credits clinical. *Prerequisite: All Year 2 Coursework*

NURS 736 – Residency in Advanced Nursing Practice

This is the sixth of six clinical, longitudinal courses and is a clinically based practicum course. Doctoral students will, with faculty approval, construct a learning contract that will detail the acquisition of a new, or higher level of, clinical skills. Skills acquisition will be conducted under the direction of a qualified expert preceptor. Upon completion of the course, the student will provide a complete written description of how they achieved the skill(s) identified in the contract. It is expected that clinical logs will document at least 1,000 hours of supervised experience. Simulation will assist in preparing students to take the NCE and independent clinical practice. 12 credits clinical. *Prerequisite: All Prior Coursework through NURS 728 & NURS 735*

GRADUATION

ABSN

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

Comprehensive Predictor (ABSN only)

The UWorld® Formative Assessment is completed as the final assessment for Senior Seminar NURS 432. Students can retake the assessment until they successfully pass with a score equivalent to a 90 percent probability of passing the NCLEX-RN on the first attempt.

Remediation of the UWorld® Formative Assessment

Retaking the examination may occur two weeks after the initial attempt and two weeks apart thereafter until successful completion of the assessment. The student will receive an "Incomplete" for NURS 432 (block 12.0) until successful completion. A student who fails to receive the passing score will work with their student advisor to develop a weekly plan for success. Students will follow the remediation plan and will be required to submit proof of meeting with the advisor and proof of completion of the study plan.

DNPFPN

Graduation from the College of Nursing with a Master of Science in Nursing degree requires successful completion of all courses described in the DNPFPN curriculum through NURS 723 including 750 experiential hours (clinical hours), attendance at all in-person residencies, University Predictor, Master's capstone project, Virtual Poster Symposium, and the MSN portfolio (only applicable for students who are pausing to obtain their MSN degree). DNPFPN students are required to complete all the courses described in the DNPFPN curriculum, an additional 250 hours to

satisfy the requirements for the DNP degree and completion of the doctoral scholarly project.. Total hours for the DNPFPN degree are 1000 hours.

Comprehensive University Predictor (DNPFPN & MSNFPN only)

The APEA® University Predictor is completed as the final assessment for NURS 511.1. Students must achieve a passing score of 70% which predicts a high likelihood of success on the certification exam. Students can retake the Predictor until they successfully pass the examination.

Remediation of the Comprehensive University Predictor (DNPFPN & MSNFPN only)

Retakes of the comprehensive assessment are permitted every three (3) weeks until the student achieves a 70% or higher. Students who do not pass the comprehensive predictor will receive an incomplete (I) until a passing score is achieved. Students who have not passed the comprehensive predictor assessment after their third (3rd) attempt must reenroll in the certification review in preparation for the next University predictor attempt.

DNPNA

Graduation from the College of Nursing with a Doctor of Nursing Practice Nursing Anesthesia degree requires successful completion of all courses described in the nursing curriculum including completion of clinical hours and experiences in accordance with Council on Accreditation standards of accreditation.

Self-Evaluation Exam (DNPNA only)

The Self-Evaluation Examination (SEE) is completed as the final assessment for NURS 729. Students must achieve a passing score of 450 which predicts a high likelihood of success on the certification exam. Students can retake the Predictor until they successfully pass the examination.

Remediation of the Self-Evaluation Exam (DNPNA only)

Retakes of the SEE are permitted every 2 weeks until the student achieves a score of 450. Students who do not pass the SEE will receive an incomplete (I) until a passing score is achieved. Students who have not passed the SEE after their third (3rd) attempt must reenroll in the certification review in preparation for the next SEE attempt.

STUDENT ORGANIZATIONS/CLUBS

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

STUDENT PARTICIPATION IN GOVERNANCE

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



COLLEGE OF GRADUATE STUDIES

DEGREES

Master of Science in Biomedical Sciences (MBS)

Master of Science in Pharmaceutical Sciences (MSPS)

Master of Science in Pharmaceutical Sciences (MSPS) with a Focus in Data Science & Health Informatics

LOCATIONS AND PHONE NUMBER FOR ADMISSIONS OFFICE

Henderson, Nevada Campus
11 Sunset Way
Henderson, Nevada 89014

South Jordan, Utah Campus
10920 S. River Front Parkway
South Jordan, UT 84095

The Admissions Office phone for both the Henderson and South Jordan Campuses is (702) 968-5990

ACCREDITATION

The Master of Science in Biomedical Sciences and Master of Science in Pharmaceutical Sciences programs are accredited by the Northwest Commission on Colleges and Universities.

PROGRAM OVERVIEW

The College of Graduate Studies offers a 10-month Master of Science in Biomedical Sciences (MBS) program and a 2-year Master of Science in Pharmaceutical Sciences (MSPS) program. The programs are offered in a convenient, Hyflex format allowing students to take classes online or in person.. The MBS program prepares students for an entry-level position in biotech or nutraceutical companies and strengthens applications for health professional programs. The MSPS program prepares entry-level pharmaceutical scientists for the biotech, nutraceutical, and pharmaceutical industries.

The 10-month MS in Biomedical Sciences degree requires the successful completion of 30 credit hours of didactic coursework culminating in a capstone project. The program will help students with a bachelor's degree in the Life Sciences improve their academic foundation in the biomedical sciences and enhance their credentials for admission into medical/dental school or other health professional programs. The MBS program builds formal skills in analysis of the biomedical literature and of ethical questions that impact the medical profession.

The 2-year MS in Pharmaceutical Sciences degree requires the successful completion of 36 credit hours of didactic and thesis coursework. During this program, students will complete and defend a written thesis. The didactic curriculum for MSPS students will be centered around a core of graduate-level coursework. These courses will provide a rigorous foundation of education built on fundamentals of research, communication and leadership, and concepts in the biomedical sciences.

Both the MBS and MSPS programs provide the students with the opportunity to advance their skills and increase their competitive edge. The programs offer internships, mentoring, and networking with industry partners. Each program uses Roseman's Six-Point Mastery Learning Model® to create mastery and competency in the biomedical and pharmaceutical sciences, research, business, and regulatory compliance in a collaborative and team-based environment with peers and faculty mentors.

Mission

The College of Graduate Studies' mission is to provide students with an individualized, interdisciplinary and collaborative learning experience to foster curiosity and innovation that prepares students for an expanding range of career opportunities. The college seeks to provide a dynamic intellectual climate through the creation and implementation of exceptional graduate programs.

To achieve this mission, passionate faculty and staff provide individualized attention from a variety of disciplines to encourage the intellectual growth of students. The graduate programs were thoughtfully designed to allow students to collaborate with faculty and industry professionals through a variety of opportunities.

Vision/Purpose

- The College of Graduate Studies' vision is to produce graduates prepared to solve complex, real-world problems and to succeed as leaders in their discipline.
- The purpose of the College of Graduate Studies is to provide quality education to enhance students' understanding of fundamental science and research concepts to create skilled graduates for the biotech, nutraceutical, and pharmaceutical industries.

- The College of Graduate Studies encourages curiosity and innovation to cultivate a life of learning and discovery, which leads to students becoming knowledgeable professionals within their fields for the betterment of our communities.

Goals

The goals of the College of Graduate Studies are to:

- Provide an industry-relevant curriculum to prepare graduates with the skills and knowledge needed for employment in the biotech, nutraceutical, and pharmaceutical industries or further educational pursuits.
- Promote an educational environment focused on collaboration, research, and learning.
- Enhance students' understanding of scientific principles and topics to create industry leaders.
- Encourage mentorships and connections between industry professionals and students for employment opportunities as well as a deeper learning experience.
- Support passionate faculty in providing exceptional education and creating well-rounded graduates.

ADMISSIONS, CRITERIA, POLICIES AND PROCEDURES

The College of Graduate Studies degree programs' application processes are conducted on a rolling admissions basis; therefore, classes may be filled prior to the published deadline. Applicants are encouraged to apply early. The College of Graduate Studies degree programs are not open enrollment. Program admission is competitive, and applicants will be considered using the same criteria. The College of Graduate Studies reserves the right to limit the number of students admitted based upon faculty and resource availability.

Requirements

- All programs require the applicant to submit the following materials:
- A completed application submitted through Formstack
- A \$75 non-refundable application fee
- An official transcript from each college or university attended, listing all courses taken, grades and degrees earned, and dates of graduation
- Three letters of recommendation from persons acquainted with the applicant's academic program, scholastic ability, or professional performance
- A brief autobiographical statement describing the applicant's educational and professional goals and objectives
- A curriculum vitae

Additional material or standards may be required by the academic unit's Graduate Studies Committee for the purpose of evaluating prospective students and making admission decisions. These requirements may include:

- Minimum requirements for the GRE or other standardized tests, as may be relevant to the field of study
- Specific pre-requisite courses
- Other training/preparatory activities, as applicable

Prerequisites (MBS/MSPS)

- A Bachelor's degree from an accredited institution in the Life Sciences (biology, biochemistry, biotech, chemistry, pharmacy, pharmaceutical sciences or related field) with a preferred GPA of 3.0.
- Three letters of recommendation emphasizing academic performance.
- A personal statement, stating future goals and research interests (MSPS program only).

Seating Deposit

A non-refundable \$500 seating deposit is required after receiving an offer letter from the College of Graduate Studies to reserve a seat.

International Students and Non-US Coursework

Applicants presenting international educational credentials must possess a university degree that is recognized as equivalent to a U.S. bachelor's degree prior to beginning graduate study.

Applicants who have completed their degree from a country other than the U.S. must submit transcript evaluations from companies such as:

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

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

Other companies will be considered upon request.

Transfer Students

The College of Graduate Studies accepts transfer credits from accredited institutions only after approval by the sponsoring unit's dean/program director and under the special conditions outlined below.

Transfer credit is defined as any credit earned at another accredited institution, credits earned on another campus of the Roseman system, or credits earned as a non-degree student within the Roseman system.

The following rules apply to transferring credit to the College of Graduate Studies programs:

- The maximum amount of work that may be transferred to the College of Graduate Studies depends upon the graduate degree sought (individual units may have more restrictive limits):
- Extension work completed at another institution cannot be transferred; and correspondence work, except to make up deficiencies, is not recognized.
- All courses accepted for transfer must be graduate-level courses. A course in which a grade of B- or lower was received will not be accepted for transfer. Transfer course work that is to be applied to a graduate degree with the College of Graduate Studies and was completed more than 5 years prior to being accepted to the program shall be evaluated by the sponsoring unit as to its current relevance and applicability to the degree requirements. At the discretion of the sponsoring unit, a student may be asked to validate transfer credits prior to approval.

- Credit may not be transferred until the student has completed 6 credits of graduate-level course work as a degree-seeking student at the College of Graduate Studies. Transferred credits do not reduce the minimum registration requirement but may reduce the amount of work to be done in formal courses.

PROGRAM PROGRESSION

Students must successfully complete each course to graduate from the College of Graduate Studies. The College uses a "Pass"/ "No Pass" system of recording student achievement. The faculty of the College set the standard of achievement for each student at 90% to receive a "Pass" (designated as "P" on the transcript). If a student does not achieve 90%, then he or she must remediate that portion of the curriculum at a pre-designated time, be reassessed and achieve a level of 90% to progress to the next academic year. Academic progression is constituted by the successful completion of 11 graded events throughout the year. These events are comprised of eight assessments (1.1 – 1.8) covering required didactic courses (MS600 – Fundamentals of Research, MS610 – Organizational Behavior and Leadership, MS620 – Introduction to Regulatory Affairs, and MS630 – Concepts of Biomedical Sciences) and three course assessments covering research or presentation-based courses (MS700 – Journal Club, MS710 – Seminar, and MSPS730 – Thesis Research / MBS740 – Capstone). If a student receives a "No Pass" on two (2) reassessment graded events during an academic year, the student will be placed on academic probation, to be notified by a letter from the Program Director. If a student receives a "No Pass" on four (4) reassessment graded events during an academic year, the student will be required to withdraw from the program. The student's status in that case will be involuntary withdrawal "not in good academic standing". The student may re-apply to the College of Graduate Studies through the College's Admissions Application process. Re-application requests will be reviewed by the Dean and the Graduate Studies Committee. If there are more re-admission requests than open seats for admission, the Dean and the Graduate Studies Committee will rank the requests based on prior academic performance within the program with higher-ranked requests given preference but not guaranteed for re-admission. Students sending re-application requests after being readmitted once will be denied. Students approved for re-admission will be notified no later than Monday of orientation week. Students re-admitted will not receive credit for prior College of Graduate Studies coursework, must complete the entire MSPS or MBS curriculum, and will be required to pay full tuition for the entire program.

To advance to the second year of the MSPS program, students must complete all coursework for the first year.

INSTRUCTIONAL TIMES (MBS/MSPS)

Didactic Blocks, Seminars and Journal Clubs

Students attend classes Monday through Friday from 12:00-3:00pm PT/1:00pm-4:00pm MT. On alternating Wednesdays, students are required to attend a journal club or seminar course from 3:00pm-4:00pm PT/4:00pm-5:00pm MT.

GRADING

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

CURRICULUM (MBS/MSPS)

Course of Study

Course of Study – Master of Science in Biomedical Sciences (MBS)

Year 1				
Course Title	Prefix	Number	Credit Hrs	Prerequisite Course(s)
Fundamentals of Biomedical Research	MBS	600	4	
Organizational Behavior and Leadership	MBS	610	2	
Introduction to Regulatory Affairs	MBS	620	3	
Concepts in Biomedical Sciences	MBS	630	5	
Journal Club	MBS	700	1	
Seminar	MBS	710	1	
Capstone Project/Literature Review	MBS	740	10	
Electives			4	
Total			30	

Course of Study – Master of Science in Pharmaceutical Sciences (MSPS)

Year 1				
Course Title	Prefix	Number	Credit Hrs	Prerequisite Course(s)
Fundamentals of Biomedical Research	MSPS	600	4	
Organizational Behavior and Leadership	MSPS	610	2	
Introduction to Regulatory Affairs	MSPS	620	3	
Concepts in Biomedical Sciences	MSPS	630	5	
Journal Club	MSPS	700	1	
Seminar	MSPS	710	1	
Thesis Research	MSPS	730	2	
Subtotal			18	

Year 2				
Course Title	Prefix	Number	Credit Hrs	Prerequisite Course(s)
Advanced Pharmaceutics	MSPS	631	3	Concepts in Biomedical Sciences
Journal Club	MSPS	700	1	
Seminar	MSPS	710	1	
Thesis Research	MSPS	730	10	
Elective			3	
Subtotal			18	
Total			36	

The MBS and MSPS curriculums consist of 30 credits delivered over 10 months or 36 credits delivered over 2 years respectively. The course titles and associated credit hours are presented below.

MSPS Program Tracks

The College of Graduate Studies offers two optional program tracks as part of the MSPS program.

3+1 PharmD-MSPS Dual Accelerated Degree

In partnership with the Roseman University College of Pharmacy, the College of Graduate Studies offers a 3+1 Dual Accelerated Doctor of Pharmacy-Master of Science in Pharmaceutical Sciences (PharmD/MSPS) program track. Students enrolled in this track receive course equivalency for one academic year (18 credit hrs) of the MSPS program upon successful completion of the PharmD curriculum. The remaining MSPS degree requirements are completed in the subsequent year. These courses are as follows:

- MS 600 – Fundamentals of Biomedical Research (4 credits)
- MS 610 – Organizational Behavior & Leadership (2 credits)
- MS 620 – Introduction to Regulatory Affairs (2 credits)
- MS 700 – Journal Club (1 credit)
- MS 710 – Seminar (1 credit)
- MS 730 – Thesis Research (4 credits)
- Electives (2 credits)

PharmD students interested in this track are encouraged to apply to the MSPS program in their P1 year, but no later than the end of their P2 year to take advantage of academic advising.

Data Science & Health Informatics Focus

Students working towards the MSPS degree with a focus in Data Science & Health Informatics are required to take the following courses to fulfill their focus area: MS660 – Introduction to Data Science, MS661 – Applied Machine Learning, MS662 – Health Informatics, and MS730 – Thesis Research, with a data science and health informatics focus. Students are required to declare intent to pursue this track to the MSPS Program Director.

Course Descriptions

MBS/MSPS 600 – Fundamentals of Biomedical Research

This course will provide an introduction to the skills and information needed to appraise and undertake biomedical research. The course will develop the skills in various areas, including formulation of research questions and hypotheses, design of research approach, literature search, methods of data collection, approaches to analyzing data, dissemination of research findings, writing a Research Proposal, and research ethics. The course will also provide a foundation for further learning in quantitative and qualitative research methods. 4 credit hours, didactic

MBS/MSPS 610 – Organizational Behavior and Leadership

A course designed to promote the understanding and application of the inputs, processes, and outcomes of the individual, group/team, and organizational level of organizational behavior and leadership. External and internal forces for organizational change will be identified with critical elements affecting organizational change. 2 credit hours, didactic

MBS/MSPS 620 – Introduction to Regulatory Affairs

This course will introduce and familiarize students with the terminology, timelines, and actual steps followed by Regulatory Affairs professionals employed in the biotechnology and dietary supplement industries. Case studies from the industry will be examined to supplement certain topics and to illustrate interpretation of regulations. 3 credit hours, didactic

MBS/MSPS 630 – Concepts in Biomedical Sciences

This course provides content relative to the key concepts common to the biomedical sciences. It is intended to be a prerequisite for advanced biomedical science courses. It will ensure that all graduate students have the same scientific foundation to enhance success. 5 credit hours, didactic

MBS/MSPS 631 – Advanced Pharmaceutics and Drug Delivery

This course will use principles of chemistry, biology, and mathematics to provide an understanding of the fundamental concepts of drug formulation and development, including discussions of the crucial physicochemical and biopharmaceutical characteristics necessary for drug absorption. Students will integrate these principles to understand issues in the rationale and selection of dosage forms and drug delivery systems as well as their role in drug product development. Specific examples of modern systems such as transdermal drug-delivery systems, liposomes, implants, monoclonal antibodies, and other biologic products will also be discussed. In the final week of this course, the basic concepts in development and application of analytical procedures, introduction to important bioanalysis techniques such as chromatography, mass spectrometry, liquid chromatography/mass spectrometry, quantitative method development and validation, will be discussed. 3 credit hours, didactic

MBS/MSPS 650 – Principles of Clinical Practice

A course designed to provide students with a unique opportunity to observe patient care and subsequently reflect upon their experiences. Healthcare Shadowing allows students to shadow a doctor, dentist, nurse, and/or pharmacist. In preparation, students will complete didactic modules related to patient privacy, professionalism, and compassion, and will gain hands-on experience by shadowing a practicing clinician. 2 credit hours, didactic

MBS/MSPS 660 – Introduction to Data Science and Machine Learning

This course provides students with an overview of advanced analytics, data science methodology, and the tools that are commonly used to extract patterns and insights from large datasets. Students will learn how to clean, analyze, and visualize structured data using Python programming language. Students will also build machine learning models from sample datasets and will learn how to apply data pre-processing techniques, machine learning algorithms, performance evaluation and model selection methods in Python. 3 credit hours, didactic

MS661 – Applied Machine Learning

This course introduces students to the fundamental principles and techniques of supervised and unsupervised machine learning. Students will learn how to preprocess and analyze data, design, and train various machine learning models, and evaluate the performance of those models. Through hands-on exercises and projects, students will gain experience with popular machine learning tools, frameworks, and solutions implemented in on-premises and cloud environments. 3 credit hours, didactic

MS662 – Health Informatics

This course covers the fundamental principles and concepts of health informatics, including the design, development, implementation, and evaluation of health information systems. Students will learn how to use information technology to improve outcomes pertaining to healthcare delivery, patient care, and population health. Course topics include health information standards and interoperability, electronic health records, health data analytics, clinical decision support systems, and health information privacy and security. 3 credit hours, didactic

MBS/MSPS 672 – Advanced Pharmacology of G-Protein Coupled Receptors

G protein Coupled Receptors (GPCRs) are a superfamily of cell surface receptors of which it has been estimated that ~40% of the drugs currently on the market target. In this course, we will be studying the function of these receptors, expanding on that which was previously taught reviewing concepts of drug binding, signal initiation, through the activation of G proteins and termination through receptor desensitization and internalization. In addition, we will explore new signaling pathways associated with these receptors, in particular through interplay with various receptor systems, ion channels and beta arrestin. We will also explore new concepts of its function, looking at receptor oligomerization and structure- function analysis. Furthermore, we will explore the drug development workflow towards these receptors, in particular learning the theory behind various experimental techniques and model organisms that are utilized within. Finally, we will explore the roles of these receptors within various diseases and drugs associated with them. Students will learn how to present data associated with G protein coupled receptors and learn how to design studies towards the development of GPCR drug discovery and research programs. 2 credit hours, didactic

MBS/MSPS 673 – Oral and Mucosal Immunology

This course is designed to improve students' understanding of the basic immunology with a focus on oral and mucosal immunology. We live in a world full of microbes yet we remain in good health mostly! There are two types of microbes, pathogens and commensals. Pathogens cause disease whereas commensals do not. A large number of commensals reside in oral mucosal areas and on other parts of the body. These commensals traditionally have a symbiotic relationship with us. Yet, at certain time points many of these oral commensals turn into pathogens due to ecological imbalance leading to development of oral mucosal inflammation and resultant diseases such as caries and periodontitis. Additionally, contact-mediated type I and type IV hypersensitivity reactions frequently observed in dental practice will also be reviewed in the context of oral mucosal inflammation. 3 credit hours, didactic

MBS/MSPS 680 – Longitudinal Research Elective

The Research Elective course provides a longitudinal research experience for students working under the mentorship of a faculty member at Roseman University. Students will participate in aspects of study design, implementation, methodology and instrumentation, data analysis, and reporting of research findings. The course is intended to provide a guided, interactive research experience for the student. 1-3 credit hours, lab

MBS/MSPS 700 – Journal Club

Wednesday PM Journal Club Series: This course will develop necessary skills and information for reviewing and critiquing research articles. It will also enhance graduate students' understanding of the current state of knowledge and provide experience in developing and enhancing their oral and written presentation skills. Each week a different student will lead the discussion that critically evaluates peer-reviewed scientific articles for subsequent group discussion threads that reinforces the principles of various research approaches and analytical methods. 1 credit hour, didactic

MBS/MSPS 710 – Seminar

A Research Seminar course designed to broaden students' exposure to a variety of research topics through seminars offered by graduate students, faculty, and invited guests from industry, government, academia, and clinical settings. Students will deliver a seminar to apply the skill of explaining relevant research design, methods, results and conclusions to students and faculty with diverse interests and backgrounds. 1 credit hour, didactic

MSPS 730 – Thesis Research

Students execute research design, techniques, and methodology for the performance of experiments and generation of data outlined in the thesis proposal. 2-12 credit hours, lab.

MBS 740 – Capstone

This course will provide an opportunity for students to integrate and apply knowledge through the comprehensive evaluation of core curriculum and all learned fields, at the end of the academic year. A capstone project will require the preparation of an in-depth scholarly, literature-based report on a relevant topic, and presentation of the report in a research poster format. Throughout the course, the student will work under close supervision of the capstone advisor to demonstrate continued progression on their research report. 10 credit hours, research

GRADUATION

Graduation from the College of Graduate Studies with a Master of Science in Biomedical Sciences degree requires successful completion of all courses described in the biomedical curriculum including a capstone project.

Graduation from the College of Graduate Studies with a Master of Science in Pharmaceutical Sciences degree requires successful completion of all courses described in the pharmaceutical curriculum including presentation and defense of a thesis and required lab hours.

MASTER'S DEGREE TIME LIMIT

Master's degree students have 4 years from the year in which they are admitted and begin course work to complete all degree requirements. Students who fail to complete the degree in this four-year period may be dismissed from their program with the concurrence of the major advisor and/or appropriate unit personnel. To continue, the student must file a petition for an extension of the time limit with the Dean of the College of Graduate Studies. Such petitions must be endorsed by the student's major advisor and/or other appropriate unit personnel and may be granted for up to one year, if all degree requirements, including the filing of the thesis with the College of Graduate Studies has been accomplished.

Students whose academic progress is interrupted by military service or other extenuating circumstances may apply to the Dean of the College of Graduate Studies for an extension. Students who have not completed their degree within their time limit, and who have received approval for an extension, shall have any course work completed more than 5 years prior to the completion of the degree requirements evaluated by their unit for relevance and applicability. At the discretion of the unit, the student may be required to validate these courses as part of the completion of their degree requirements.

STUDENT ORGANIZATIONS/CLUBS

Although student organizations may be approved to operate on any Roseman University campus, the views, opinions, statements and/or philosophy of the organization are solely those of the organization and do not necessarily represent those of the students, employees, administration and the Board of Trustees of Roseman University. A full list of approved student organizations can be found at <https://www.roseman.edu/student-experience/student-organizations/>.

STUDENT PARTICIPATION IN GOVERNANCE

Students are active participants in the governance of the College of Graduate Studies. The College has two student representatives on the Graduate Council that serve one-year terms and are eligible to serve three consecutive terms. The student representatives are appointed by the Dean.



COLLEGE OF MEDICINE

DEGREE

Doctor of Medicine (MD)

LOCATIONS AND PHONE NUMBER FOR ADMISSIONS OFFICE

Summerlin Campus
10530 Discovery Drive
Las Vegas, 89135
Phone: 702.802.2830

ACCREDITATION

The Doctor of Medicine program received preliminary accreditation from the Liaison Committee on Medical Education (LCME).

COLLEGE OF MEDICINE MISSION, VISION, AND VALUES

The Roseman University College of Medicine (RUCOM) is here to produce the healthcare workforce of the future, developing clinically excellent, community-based, socially accountable, humble, compassionate, and inclusive physicians, and to decrease the health disparities in Nevada. This will be accomplished by innovative teaching, emphasizing not only clinical excellence, but also ethics, humility, empathy, critical and creative thinking, and real-world experience. Graduates of RUCOM will understand the complexities of communities and how the Social Determinants of Health impact both individual and population health. The communities we serve will be partners in our teaching and learning.

Mission

To align students, educators, and community in designing and delivering an inclusive and collaborative environment for innovative learning, healthcare, and research.

Vision

Diverse professionals improving the health of the region's rural and urban communities.

Values

Humility, Excellence, Respect

DOCTOR OF MEDICINE DEGREE

RUCOM's Doctor of Medicine (MD) program, a transformative educational experience designed for future physicians ready to embrace the rapidly changing landscape of healthcare. Through our innovative Roseman Readiness Curriculum, students gain competence in understanding social determinants of health, emerging technologies, interprofessional teamwork, and complex patient communication – all essential skills for modern medical practice. Our curriculum emphasizes hands-on patient care from day one, integrating diagnostic and therapeutic skills with foundational sciences in an active learning environment.

What sets our program apart is GENESIS, our unique household-centered care delivery system, where students work alongside faculty physicians and interprofessional teams to manage groups of households. This pioneering approach merges learning with community service, allowing students to experience firsthand how value-based metrics influence healthcare decisions. Our 4-year program emphasizes flexible, authentic, and respectful communication with patients, caregivers, and healthcare team members.

The standard duration of the MD Program is four years. A student may be granted up to six years to complete all degree requirements, as defined in the RUCOM Policy Core Standards for Advancement and Graduation. Specific program requirements leading to the conferral of the MD degree include:

1. Completion (passing grade or successful remediation) of each required course, clerkship, clinical elective, and objective structured clinical examination (OSCEs);
2. Passing scores on the United States Medical Licensing Examination (USMLE) Step 1 and Step 2 CK exams; and
3. Achievement of the academic requirements and professional conduct expectations of the MD program as outlined in the policies and procedures of RUCOM and Roseman University of Health Sciences.

ADMISSIONS

Prerequisites

RUCOM has prerequisite college courses required for admissions. For admission, applicants must have completed a baccalaureate degree from an accredited college or university in the United States or Canada prior to matriculation.

Applicants are required to have a valid MCAT score taken within the last four (4) years.

Applicants should take college credits with breadth and depth of science and math disciplines. For admission, applicants must have passed courses in these subjects:

- Biochemistry: 1 semester
- Social sciences: 1 semester
- Statistics: 1 semester
- Biology: 2 semesters
- Humanities: 2 semesters
- Inorganic chemistry: 2 semesters

Advanced Placement (AP) credits or International Baccalaureate credits may be used to satisfy the prerequisite requirements for biology, social science, statistics, or inorganic chemistry if they appear on college transcripts and are verified by the American Medical College Application Service (AMCAS). RUCOM highly recommends that applicants complete additional advanced, graded courses in any subjects for which they use AMCAS-verified AP credits to satisfy prerequisites. Online and community college coursework can meet prerequisite requirements.

RUCOM strongly recommends, but does not require, that applicants to the MD program take the following college level courses:

- Anatomy
- Behavioral sciences (i.e., psychology, sociology)
- Bioethics
- English
- Genetics
- Mathematics
- Organic chemistry
- Physics
- Physiology
- Population health

Personal Attributes

The personal attributes RUCOM considers during the process of admissions to the MD degree program include the following:

- Interpersonal and communication skills
- Conscientiousness
- Cultural competence
- Intellectual curiosity
- Empathy, altruism, and compassion
- Demonstrated commitment to the community through participation in volunteer activities
- Attitude and maturity
- Ability to work collaboratively
- Ethical behavior

- Resiliency, adaptability, and capability for personal and professional development
- Diversity of experiences and distance traveled
- Motivation for practicing caring and compassionate medicine
- Motivation to attend RUCOM

Once primary applications have been verified by AMCAS, the Office of Admissions will perform an initial academic screen and invite eligible applicants to complete a secondary application. RUCOM will offer application fee waivers to applicants receiving waivers from AMCAS.

Once the application is complete, the admissions team will use a holistic review process to determine which applicants will be invited for an interview.

Applicants selected for an interview will undergo two separate online interviews, each lasting 30 minutes and involving a semi-blind interview process. The results of the interview go to the Admissions Committee.

Applicants will receive an offer of acceptance on a rolling basis, be placed on a waitlist, or receive a rejection letter. A subcommittee of the Admissions Committee will make offers of admission to applicants on the wait list based on established criteria.

COMPLIANCE, HEALTH AND SAFETY

RUCOM is committed to protecting the health and well-being of all members of the community, including its students, faculty and staff groups, as well as patients and the general public. This section outlines the measures in place to ensure a safe, and supportive environment for all students during their academic and clinical training.

Responsibilities

- **University Responsibilities:** The university is committed to providing a safe learning environment, including well-maintained facilities, proper safety equipment, and accessible health resources.
- **Student Responsibilities:** Students are required to comply with all health and safety regulations, report hazards or incidents promptly, and actively participate in health and safety training.
- **Clinical Placement Providers:** Affiliated hospitals and clinics must adhere to established health and safety standards to protect students during clinical placements.
- **Pandemic and Outbreak Preparedness** In the event of a public health crisis, students must adhere to university and public health guidelines. This may include:
 - Participating in remote learning if necessary
 - Complying with vaccination requirements.

Background Checks

All students are required to undergo at least three level 2 criminal background checks throughout their time at RUCOM: prior to matriculation, prior to starting clerkships, and prior to the advanced clinical phase.

Additional background checks may be required by RUCOM or its clinical affiliates. RUCOM will report the results of a criminal background check to clinical affiliates, state licensing agencies, and other entities to comply with federal, state, or university policies. Findings in a criminal background check may affect a student's

admission and ability to participate in clinical experiences, complete the medical degree program, or obtain a medical license. RUCOM reserves the right to rescind an offer of admission to a prematriculant who fails to complete a background check, who misreports a history of criminal activity, who is arrested after admission and prior to matriculation, or whose Level 2 criminal background checks identify a disqualifying offense.

An enrolled student who fails to complete a required criminal background check is subject to dismissal from RUCOM. Results of criminal background checks are reviewed by the Associate Deans for Student Affairs and/or Senior Executive Dean for Academic Affairs. Potential violations of Professionalism Standards arising out of criminal background checks may be referred to the MedSPARC in accordance with the provisions of the RUCOM Medical Student Handbook.

Immunization and Health Evaluation Requirements

Prematriculation health evaluations will be required for all students to allow for the detection and prevention of communicable diseases that may be a threat to others. All medical students will be required to provide documentation of immunity, either by providing evidence of the appropriate vaccinations or positive blood antibody titers. A completed immunization documentation form must be submitted prior to enrollment. Applicants will learn about these requirements during the admissions process. A physical examination, including tuberculosis skin testing, also must be performed by a licensed healthcare provider within one year of starting classes.

Medical students must maintain compliance with immunization requirements throughout the educational program. RUCOM will follow immunization guidelines issued by the Centers for Disease Control and Prevention (CDC) and regulations issued by the State of Nevada Board of Governors that apply to all undergraduate, graduate, and professional students attending public universities in the state. Immunization requirements are summarized below. Students not meeting immunization requirements may be unable to meet curriculum requirements and are subject to adverse action up to and including dismissal from the program.

Measles, Mumps, and Rubella. As a prerequisite to matriculation or registration, Roseman University of Health Sciences will require all students born after 1956 to present documented proof of immunity to measles, mumps, and rubella. Acceptable proof of immunity includes:

- Documentation of immunization (month/day/year) with two doses of measles virus vaccine (the first dose administered on or after the first birthday and in 1969 or later, the second dose administered at least 28 days after the first dose)
- Measles, mumps, and rubella blood antibody titers verifying immunity

Tetanus/Diphtheria Immunization. Based on guidelines published by the CDC, matriculating students who have not had a tetanus booster within the past two years should receive the tetanus, diphtheria, and pertussis (Tdap) vaccine. A single dose of Tdap must be administered for adults aged 19 through 64 years who have not received a dose of Tdap previously. After initial Tdap vaccination, adults should receive a tetanus/diphtheria (Td) booster every 10 years.

Hepatitis B Immunization Series. Students must provide documented proof of vaccination and immunity to Hepatitis B, as described below:

- A total of three doses of hepatitis B vaccine and a positive quantitative hepatitis B serum surface antibody titer
- A second series of hepatitis B vaccinations administered, and the antibody titer repeated (if the hepatitis B surface antibody titer is negative)
- Proof of completion of the hepatitis B immunization series prior to clearance for direct patient contact
- Students who have negative hepatitis B surface antibody titers will receive individual counseling on how best to protect themselves, prevent infecting others, and follow special procedures after a needlestick injury.

Chickenpox (varicella). Students must show proof of positive varicella antibody titer verifying immunity.

Tuberculosis (TB) screening. Students will be required to undergo a tuberculin skin test (TST) prior to orientation, and annually thereafter. The TST can be administered during a student's required prematriculation physical examination. The college follows CDC guidelines for TB screening:

- A student who has not been screened for Mycobacterium tuberculosis infection in the past 12 months must undergo a two-step test that consists of intracutaneous Mantoux injections administered a minimum of one to three weeks apart.
- TB skin testing will be required prior to orientation and annually thereafter. Follow-up includes:
 - A positive TST must be assessed by a health care provider. Students must provide evidence of a chest radiograph that reveals no acute cardiopulmonary process and/or documentation of a complete symptom screening by a physician prior to matriculation and annually thereafter.
 - A chest radiograph will be mandatory for a student with a new or previous positive reaction; if positive, the student must document proof of receiving appropriate treatment.
 - Students vaccinated with Bacille Calmette–Guérin (BCG) more than 18 months prior to orientation are required to undergo a TST.

Influenza Vaccine: By November of each year of enrollment at RUCOM, all medical students will be required to receive the annual influenza vaccine and upload documentation to health records stored confidentially in their personal American DataBank/Complio online account.

Medical students will be required to maintain compliance with background checks and immunization requirements throughout their enrollment at RUCOM. Compliance management tools provided by American DataBank will ensure confidentiality of student health records while allowing administrators to monitor student compliance with immunization requirements. Each medical student will be required to create an American DataBank account for compliance management, as student data are stored separately from applicant data. Each student will scan and upload health history information, physical examination results, insurance verification, and immunization forms directly to a personal American DataBank account. American DataBank will provide the initial screening and notify the Office of Student Affairs if a student is not compliant.

Students who fail to prove compliance with immunization requirements will not be eligible to attend clinical rotations until all requirements are met and are subject to adverse action up to and including dismissal. Exceptions may be granted in the event of valid medical contraindications, for religious reasons, or if a student is in the process of receiving the complete vaccine series (e.g., hepatitis B, varicella).

Medical students may be required to receive additional vaccines and undergo scheduled or random drug testing or other medical tests prior to starting classes or clinical clerkships, as required by RUCOM and its affiliated clinical education sites. Additional periodic evaluations or tests may be required as indicated, or if exposure to an infected patient or infectious pathogen occurs.

Communicable Disease

RUCOM's Communicable Disease Policy follows guidelines established by the Centers for Disease Control for health care personnel. No RUCOM student with a communicable disease or condition will be permitted to engage in patient contact until such conditions have been resolved as documented by a designated student health provider at Roseman Medical Group in consultation with the student's physician(s). This restriction is necessary to protect the health and safety of patients and staff.

Persons with any of these conditions are prohibited from engaging in patient contact unless they obtain medical clearance: (1) active chickenpox, measles, German measles, herpes zoster (shingles), acute hepatitis, and tuberculosis; (2) oral herpes with draining lesions; (3) group A streptococcal disease (i.e., strep throat) until 24 hours after treatment has been received; (4) draining or infected skin lesions (e.g., Methicillin resistant *Staphylococcus aureus* (MRSA)). A student unsure whether they should participate in patient care should consult with their personal health provider or with Roseman Medical Group.

Any student with a communicable disease must obtain written medical clearance from Roseman Medical Group or the student's health care provider to return to curricular activities. It is the responsibility of the medical student to notify the Office of Student Affairs of any inability to perform clinical work; appropriate documentation from a health care provider is required.

Drug Testing and Alcohol Screening(s)

Upon acceptance to RUCOM, and prior to clerkship and advanced phase, students must undergo 10- panel drug testing. These tests are ordered online. Students are responsible for all fees and costs associated with this process.

Additional testing may be required by RUCOM or its clinical affiliates at any time. RUCOM reserves the right to rescind an offer of admission to a prematriculant who fails to complete a required drug test or who has a positive finding. Drug test results may affect a student's admission or eligibility to participate in clinical experiences, to complete the medical degree program, or to obtain a medical license.

An enrolled student who fails to undergo a required 10-panel drug or alcohol test is subject to adverse action up to and including dismissal from RUCOM. Findings on any drug test are reviewed by the Associate Dean for Student Affairs and discussed with the student. A student with a positive drug test may be referred to the MedSPARC, RUCOM Counseling and Wellness, and or Mental Health Services, or other health care agencies or organizations as deemed appropriate when they are in violation of RUCOM Professionalism Expectations. Students with positive findings may be unable to participate in educational experiences, including clinical rotations, and may be subject to adverse actions up to and including dismissal.

Drug screen test results that are deemed "dilute" will require a subsequent test. Students are responsible for additional fees at the time of testing.

RUCOM will report drug testing results to clinical affiliates, state licensing agencies, and other entities to comply with federal or state laws or university policies.

Biosafety and Needlestick Policy and Procedure

RUCOM follows OSHA standards regarding exposure to infectious and environmental hazards on campus, and the institutional policies of its clinical affiliates, as specified in affiliation agreements, regarding exposure to infectious and environmental hazards at clinical sites

Educating Students about Methods of Prevention. Ultimately, each student is responsible for his or her health and safety in the clinical/educational setting; therefore, it is the goal of RUCOM that all students learn appropriate policies and procedures to follow if they are injured or potentially exposed to bloodborne pathogens or other communicable diseases. RUCOM medical students receive information about the prevention of airborne and bloodborne pathogens several times during their medical school education, beginning in the foundational phase.

Procedures for Post-Exposure Care and Treatment, including Needlestick Injuries. A student who becomes exposed to airborne or bloodborne biohazardous materials, including needlestick injuries and respiratory pathogens, must follow established protocols at RUCOM to receive timely diagnostic and therapeutic care. Students who experience needlesticks and other types of injuries at any location (i.e., on campus, hospitals, ambulatory clinics, or neighborhood households) must immediately notify their clinical instructor or attending physician. Any student exposed to biohazardous material should receive immediate first aid and initial care at the site where the injury occurred. Students also will be required to submit an incident report through the online reporting system. Students are responsible for filing claims with their health insurance providers. They will be responsible for the payment of fees not covered by their insurance, including fees for diagnostic and therapeutic services associated with airborne exposures, needlesticks, and other types of injuries. Roseman University has a student accident insurance policy which may help with students' out-of-pocket expenses. Students must apply for this assistance.

Health and Disability Insurance

Medical students are required to have and maintain health insurance while actively enrolled in RUCOM. Students may have their health insurance or may be able to purchase health insurance

coverage for themselves and their dependents through Roseman University. At RUCOM, students are required to provide proof of health insurance coverage to the Student Affairs Office.

If students are not yet enrolled in a health insurance plan, they should enroll in the Roseman University student health insurance plan offered through United Healthcare. The Roseman student health insurance plan can also provide coverage for dependents. Students are also required to purchase disability insurance through Roseman University.

All RUCOM student policies and guidelines are available on the RUCOM Office of Student Affairs Canvas page.

TECHNICAL STANDARDS

The MD Program educates physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure. All candidates are evaluated according to the same standards and criteria. Delineation of technical standards is required for the accreditation of US medical schools by the LCME. The technical standards describe the essential abilities required of all candidates.

RUCOM is committed to the full and equitable inclusion of qualified learners with disabilities. Reasonable accommodation in achievement of the standards is defined under federal statutes applied to individuals with disabilities. Such accommodations are intended to support the successful completion of all components of the MD degree.

The technical standards for the MD degree are applied in concert with other policies of the university, including academic policies, academic standards established by the faculty, and student conduct policies.

The technical standards include recognition of the following:

- The MD Program supports a broad, undifferentiated degree attesting to the acquisition of general knowledge in all fields of medicine and the basic skills requisite for the practice of medicine.
- The guidelines for admission as set forth by LCME must continue to govern the decisions of medical school faculties.
- The medical education process, which focuses on the safety and well-being of patients, differs markedly from post-secondary education in fields outside the health sciences.
- • The primary responsibility for the selection of students and the content of the curriculum rests with the medical school and its faculty.
- All candidates in the MD Program must possess physical, cognitive, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.
- Candidates who meet the academic criteria and who demonstrate the ability to meet the technical standards listed in this document are eligible for consideration for admission, progression, and graduation.

Admission to MD Program is conditional based on the ability to meet these technical standards, with or without reasonable accommodation. Candidates are asked to certify that they have received the technical standards for their review.

Students must not submit information from a licensed professional to their College/Academic Program.

Standards in five areas must be met by all candidates: Observation, Communication, Motor Function, Cognitive, and Professional.

Observation

Candidates are reasonably expected to:

- Observe demonstrations and participate in experiments in the basic sciences
- Observe patients at a distance and close at hand
- Demonstrate sufficient use of the senses of vision, hearing, and touch necessary to perform a physical examination
- Integrate findings based on these observations and to develop an appropriate diagnostic and treatment plan

Communication

Candidates are reasonably expected to:

- Communicate in verbal and written form with health care professionals and patients/families, including eliciting a comprehensive medical history and recording information regarding patients' conditions
- Perceive relevant non-verbal communications such as changes in mood, activity, and posture as part of a physical examination of a patient
- Establish therapeutic relationships with patients/families.
- Demonstrate reading skills at a level sufficient to individually accomplish curricular requirements and provide clinical care for patients using written information

Accommodation through use of a trained intermediary or other communications aide may be appropriate when this intermediary functions as an information conduit.

Motor Function

Candidates' motor and sensory functions must be sufficient to diagnose and deliver effective patient care by consistently, quickly, and accurately integrating all data gathered through whatever sense(s) employed. Candidates are reasonably expected to:

- Perform physical examinations and diagnostic procedures, using such techniques as palpation, auscultation, and percussion while maintaining patient safety.
- Complete routine invasive procedures as part of training, using universal precautions without substantial risk of infection to patients
- Perform basic laboratory tests and evaluate routine diagnostic tools such as EKGs, Ultrasounds and X-rays
- Respond in emergency situations to provide the level of care reasonably required of physicians
- Participate effectively in physically taxing duties over long hours and complete timed demonstrations of skills

Cognitive

Candidates must have sufficient cognitive abilities and effective learning techniques to assimilate the detailed and complex information presented in the medical curriculum. They are reasonably expected to:

Measure, calculate, analyze, synthesize, extrapolate, and reach diagnostic and therapeutic judgments

- Recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events
- Formulate and test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients in a variety of clinical modalities
- Understand the legal and ethical aspects of the practice of medicine
- Remain fully alert and attentive at all times in clinical settings

Problem-solving, the critical skill demanded of physicians, requires all of these intellectual abilities.

Professional

Candidates are expected to demonstrate behavior and social attributes that enable the effective practice of medicine. Candidates are reasonably expected to:

- Demonstrate the judgment and emotional stability required for full use of their intellectual abilities
- Possess the perseverance, diligence, and consistency to complete the medical college curriculum and prepare to enter the independent practice of medicine
- Exercise good judgment in the diagnosis and treatment of patients
- Complete all responsibilities attendant to the diagnosis and care of patients within established timelines
- Function within both the law and ethical standards of the medical profession
- Work effectively and professionally as part of the health care team
- Relate to patients, their families, and health care personnel in a sensitive and professional manner
- Participate effectively in physically taxing duties over long work hours, function effectively under stress, and display flexibility and adaptability to changing and uncertain environments
- Maintain regular, reliable, and punctual attendance for classes and clinical responsibilities
- Contribute to collaborative, constructive learning environments, accept constructive feedback from others, and respond with appropriate modification

Compassion, integrity, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admission and educational processes.

All candidates are responsible for meeting acceptable standards for behavior and intellectual functioning. Only minimal accommodation is foreseen with regard to the professional section of the technical standards.

Assessment of Student Performance. Assessments in many courses provide summative evaluation of a student's academic, technical, and/or professional performance in the course, in addition to the grade. Assessments of students are used in the Medical Student Performance Evaluation (MSPE), also known as the dean's letter.

Adverse Actions. If the Medical Student Promotion and Review Committee (Med SPARC) believes a student is unable to meet the technical standards set forth by RUCOM, it may recommend an Adverse Action up to and including dismissal from the MD program.

Coursework Requirements

Foundational Phase 1		
Course Number	Course Name	Credits
MED 5100	Clinical Practice 1	7.5
MED 5110	Foundation 1A	12.0
MED 5120	Foundation 1B	10.5
Foundational Phase 2		
Course Number	Course Name	Credits
MED 5200	Clinical Practice 2	7.5
MED 5210	Foundation 2A	9.0
MED 5220	Foundation 2B	10.5
MED 5230	Foundation 2C	9.0
Foundational Phase 3		
Course Number	Course Name	Credits
MED 5300	Clinical Practice 3	7.5
MED 5310	Foundation 3A	10.5
MED 5320	Foundation 3B	12.0
Clerkship Phase - Clerkship		
Course Number	Course Name	Credits
MED 6100	Advanced Clinical Practice 1A	1.5
MED 6110	Advanced Clinical Practice 1B	1.5
MCC 6200	Family Medicine	7.0
MCC 6300	Internal Medicine	9.0
MCC 6400	Obstetrics and Gynecology	7.0
MCC 6500	Pediatrics	7.0
MCC 6600	Psychiatry	7.0
MCC 6700	Surgery	9.0
MDE 6900 - 6999	Electives	2.0 - 5.0
Advanced Phase - Rotations		
Course Number	Course Name	Credits
MED 7100	Advanced Clinical Practice 2	1.0
MDS 7200	Neuroscience Selective	2.0
MDS 7210	Emergency and Critical Care	4.0
MDI 7300 - 7399	Subinternships	4.0
MDE 7400 - 7499	Electives	2.0 or 4.0
MED 7500	Residency Readiness	1.0
MED 7510	Review and Prep	1.0

GRADUATION COMPETENCIES AND REQUIREMENTS

Graduation Competencies

The four-year course of study leading to the Doctor of Medicine (MD) degree at RUCOM is based on the development of competencies in eight domains:

- Patient care (PC)
- Knowledge for practice (KP)
- Self-assessment and adaptive learning (SAL)
- Interpersonal and communication skills (ICS)
- Professionalism (P)
- Systems-based practice (SBP)
- Interprofessional collaboration (IC)
- Professional identity formation (PIF)

These competency domains were derived from the Association of American Medical Colleges Physician Competency Reference Set and the Accreditation Council for Graduate Medical Education competencies and modified by RUCOM's Curriculum Committee to guide the development and implementation of the curriculum. The competency domains contain the RUCOM Educational Program Objectives (EPOs), which expand upon the domains by explaining the knowledge, skills, attitudes, and behaviors that medical students are expected to attain prior to graduation.

Graduation Requirements

To graduate from Roseman College of Medicine with a Doctor of Medicine (MD) degree, a student must pass all required courses, meet all EPOs, pass promotional Objective Structured Clinical Examinations (OSCEs) and meet all professionalism and technical standards. Students must also pass the USMLE Step 1 and Step 2 CK examinations of the NBME as specified within the policy Core Standards for Advancement and Graduation. Any student who has been required to repeat Foundational Phase 1, Foundational Phase 1 and 2, or Foundational Phase 3 is not eligible to repeat any subsequent academic phase.

Student behavior that does not meet the professionalism expectations as detailed in the RUCOM Student Handbook may result in the submission of a professionalism incident report and may trigger review by the Medical Student Promotion and Review Committee (MedSPARC). MedSPARC may recommend adverse actions up to and including dismissal, for either professionalism or academic issues. Students have the right to appeal adverse actions. In the event that MedSPARC dismisses a student from the program, and the student appeals the dismissal, the student will be removed from the curriculum pending the outcome of the process.

MEDICAL EDUCATION PROGRAM OBJECTIVES

The RUCOM medical education program objectives expand upon the core competencies by explaining the knowledge, skills, attitudes, and behaviors that medical students are expected to attain prior to graduation. RUCOM faculty have identified and endorsed the following program objectives.

** Note that all medical education program objectives are framed so that the determination of achievement of a level of competence is appropriate for the student's level of training.*

Patient Care (PC)

RUCOM graduates will be able to:

PC 1: Perform all technical procedures-medical, diagnostic, and surgical-considered essential.

PC 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.

PC 3: Apply the concepts and principles of patient safety science in the delivery of clinical care.

PC 4: Appropriately interpret laboratory data, imaging studies, and other tests required for the area of practice.

PC 5: Formulate diagnostic evaluation, therapeutic interventions, and patient management plans based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.

PC 6: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.

PC 7: Understand the need, value, and processes of consultations and referrals in the delivery of health care, the monitoring of patient progress and outcomes, and the management of continuity of care.

PC 8: Apply preventive and health maintenance principles and techniques as appropriate to the clinical context in the delivery of healthcare.

PC 9: Exhibit appropriate role modeling and provide supervisory responsibilities commensurate with one's level, abilities, and qualifications.

Knowledge for Practice (KP)

RUCOM graduates will be able to:

KP 1: Demonstrate an investigative and analytic approach to clinical situations.

KP 2: Apply established and emerging biomedical scientific principles fundamental to health care for patients and populations.

KP 3: Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care.

KP 4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.

KP 5: Apply principles of social-behavioral sciences to the provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care.

KP 6: Demonstrate an understanding of the creation, dissemination, and translation of new healthcare knowledge and practices.

Self-assessment and Adaptive Learning (SAL)

RUCOM graduates will be able to:

SAL 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise.

SAL 2: Set short-term and intermediate learning and improvement goals.

SAL 3: Identify and act upon one's gaps in knowledge, skills, or attitudes.

SAL 4: Systematically analyze clinical scenarios using quality-improvement methods and recommend changes with the goal of practice improvement.

SAL 5: Seek and incorporate formative feedback.

SAL 6: Locate, appraise, and assimilate evidence from relevant and current scientific studies to inform clinical decisions.

SAL 7: Use information technology to optimize learning and improve patient care.

SAL 8: Participate in the education of patients, families, students, trainees, peers, and other health professionals.

SAL 9: Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care.

Interpersonal and Communication Skills (ICS)

RUCOM graduates will be able to:

ICS 1: Engage in practices that promote inclusive and collaborative communication with patients, families, and others as appropriate across a broad range of backgrounds and experiences.

ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies.

ICS 3: Work effectively with diverse individuals as a member of a healthcare team or other professional group.

ICS 4: Act in a consultative role to other health professionals.

ICS 5: Demonstrate the ability to produce professional, comprehensive, timely, and legible medical documentation.

ICS 6: Demonstrate sensitivity, honesty, and compassion in difficult conversations, (e.g., about death/end-of-life, other "bad" news, adverse events, disclosure of errors, sexuality, substance use, mental and behavioral health, and other sensitive topics).

ICS 7: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.

Professionalism (P)

RUCOM graduates will be able to:

P 1: Demonstrate compassion, integrity, and respect for persons.

P 2: Demonstrate responsiveness to patient needs that supersedes self-interest.

P 3: Demonstrate respect for human dignity, confidentiality, privacy, autonomy, and informed choice.

P 4: Fulfill obligations to fellow students, patients, society, and the profession.

P 5: Demonstrate awareness of and responsiveness to diverse

patient populations, including but not limited to diversity in gender, sex, socioeconomic status, age, culture, race, religion, disability, and sexual orientation.

P 6: Demonstrate a commitment to ethical principles pertaining to provision or withholding of care; public health; research; and business practices, including compliance with relevant laws, policies, and regulations.

Systems-Based Practice (SBP)

RUCOM graduates will be able to:

SBP 1: Work effectively in various healthcare delivery settings and systems.

SBP 2: Participate in the coordination of patient care within the health care system.

SBP 3: Advocate for quality patient care and optimal patient care systems.

SBP 4: Advocate for quality patient care and optimal patient care systems.

SBP 5: Participate in identifying system errors and implementing potential systems solutions.

SBP 6: Participate in administrative and practice management activities commensurate with one's role, abilities, and qualifications.

Interprofessional Collaboration (IPC)

RUCOM graduates will be able to:

IPC 1: Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.

IPC 2: Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served.

IPC 3: Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.

IPC 4: Participate in interprofessional teams to establish, develop, and continuously enhance patient- and population-centered care that is safe, timely, efficient, effective, and equitable.

Professional Identity Formation (PIF)

RUCOM graduates will be able to:

PIF 1: Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.

PIF 2: Demonstrate knowledge of healthy coping mechanisms to respond to stress.

PIF 3: Demonstrate awareness of the potential for conflicts between personal and professional responsibilities and knowledge of support resources.

PIF 4: Demonstrate responsiveness to feedback in a professional manner.

PIF 5: Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.

PIF 6: Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system.

PIF 7: Demonstrate appropriate self-confidence that puts patients, families, and members of the health care team at ease.

PIF 8: Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

ROSEMAN READINESS CURRICULUM

The RUCOM curriculum consists of three phases: the foundational phase (pre-clerkship), the clerkship phase, and the advanced phase.

Foundational Phase

The foundational phase spans the first 18-months of the four-year program and consists of 10 required courses in three foundational phase blocks (Foundational Phase 1, Foundational Phase 2, and Foundational Phase 3). These courses are offered in a predefined sequence; successful completion of each course in a foundational phase is required to advance to the following foundational phase. Clinical Practice courses are a longitudinal series of courses that span the foundational phase and are designed to bridge the foundational, clinical, and health systems sciences. GENESIS activities within the RUCOM Clinical Practice courses will provide students with a required curricular service-learning experience that encourages interprofessional collaboration and teamwork, facilitates the development of cultural humility through longitudinal patient interactions with people of diverse cultures and belief systems, and emphasizes the value of preventive medicine and primary care.

Clerkship Phase Curriculum

The clerkship phase of the curriculum spans 53 weeks and consists of six required core clinical clerkship rotations. The core clinical clerkship courses are scheduled by the Office of Medical Education and will occur in different sequences. Within the clerkship phase, students are also required to complete a longitudinal Advanced Clinical Practice course and two elective weeks. Students are provided with the opportunity to take up to three additional elective weeks.

Advanced Phase Curriculum

The advanced phase curriculum consists of mandatory and elective rotations that will be selected by students from available course options. Within the advanced phase, some of the mandatory courses that students are required to complete include a longitudinal Advanced Clinical Practice course, a sub-internship, a neuroscience selective, emergency and critical care selective, Residency Readiness, and a Review and Prep course.

COURSE GRADES

Foundational Phase and Advanced Phase Course Grades

The following course grade grades are utilized and reported on the transcript:

- Pass (P) is designated when the student has successfully met all course requirements.
- Fail (F) is designated when the student does not achieve the minimum course requirements.
- Fail/Pass (F/P) designation denotes that a student successfully remediated a previously failed course. Incomplete (I) indicates

that a student has not completed the requirements necessary to issue a grade of (P) or (F) but intends to complete the course later, in accordance with policy. To replace (I), the student will need to complete the necessary requirements and be assessed. 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 (F). The replacement of an (I) will be under the direction of the college. The (I) becomes a (W) if the student withdraws or is asked to repeat a year prior to making up the work. Students who have completed all course requirements cannot receive an (I) grade.

- Withdrawal (W) indicates that a student has withdrawn from a course after the start date and before the end date.

Clerkship Course Grades

The six required clerkships (family medicine, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery) are reported as follows:

- Honors (H) designation denotes outstanding performance in a clerkship, including achievement of the designated threshold on the NBME subject exam.
- High Pass (HP) designation denotes performance that is significantly above expectations, including meeting the NBME subject exam threshold. Pass (P) is designated when the student has successfully met all course requirements.
- Fail (F) is designated when the student does not achieve the minimum course requirements.
- Fail/Pass (F/P) designation denotes that a student successfully remediated a previously failed course. Incomplete (I) indicates that a student has not completed the requirements necessary to issue a grade of (P) or (F) but intends to complete the course later, in accordance with policy. To replace (I), the student will need to complete the necessary requirements and be assessed. 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 (F). The replacement of an (I) will be under the direction of the college. The (I) becomes a (W) if the student withdraws or is asked to repeat a year prior to making up the work. Students who have completed all course requirements cannot receive an (I) grade.
- Withdrawal (W) indicates that a student has withdrawn from a course after the start date and before the end date.

COURSE DESCRIPTIONS

Foundational Phase (Pre-clerkship) Required Courses

Foundational Phase 1

MED 5100 Clinical Practice 1 (7.5 credit hours)

Clinical Practice 1 (CP1) integrates clinical sciences, health-systems science, and early experiential learning. This course develops skills in history-taking, communication, physical examination, verbal and written documentation, clinical reasoning, and interprofessional collaboration. Additional areas of focus include complexity and systems thinking, social determinants of health, health and healthcare disparities, teamwork, population health, quality improvement, patient safety, and systems-based practice.

Experiential learning is reinforced through GENESIS and the clinical care preceptorship, including household-centered care, social service navigation, care coordination, and observing practicing clinicians in the community.

MED 5110 Foundations 1A (12 credit hours)

Students are oriented to the school of medicine and introduced to the integrated sciences curriculum. Students will gain knowledge and acquire skills relevant to biomedical, social sciences, humanities, and professional development in the following organ systems and areas: hematologic, microbiology, infectious disease, host response, and epidemiology and evidence-based medicine.

MED 5120 Foundations 1B (10.5 credit hours)

Students will gain knowledge and acquire skills relevant to biomedical, social sciences, humanities, and professional development in the following organ systems and areas: nutrition and gastrointestinal system, and endocrine system

Foundational Phase 2

MED 5200 Clinical Practice 2 (7.5 credit hours)

Clinical Practice 2 (CP 2) integrates clinical sciences, health-systems science, and early experiential learning. This course develops skills in history-taking, communication, physical examination, verbal and written documentation, clinical reasoning, and interprofessional collaboration. Additional areas of focus include complexity and systems thinking, social determinants of health, health and healthcare disparities, teamwork, population health, quality improvement, patient safety, and systems-based practice.

Experiential learning is reinforced through GENESIS and the clinical care preceptorship, including household-centered care, social service navigation, care coordination, and observing practicing clinicians in the community.

MED 5210 Foundations 2A (9 credit hours)

Students will gain knowledge and acquire skills relevant to biomedical, social sciences, humanities, and professional development in the following organ systems and areas: reproductive and an introduction to the nervous system and psychiatry.

MED 5220 Foundations 2B (10.5 credit hours)

Students will gain knowledge and acquire skills relevant to biomedical, social sciences, humanities, and professional development in the following organ systems and areas: cardiovascular, pulmonary, and renal.

MED 5230 Foundations 2C (9 credit hours)

Students will gain knowledge and acquire skills relevant to biomedical, social sciences, humanities, and professional development in the following organ systems and areas: musculoskeletal, dermatologic, and immunology.

Foundational Phase 3

MED 5300 Clinical Practice 3 (7.5 credit hours)

Clinical Practice 3 (CP 3) integrates clinical sciences, health-systems science, and early experiential learning. This course develops skills in history-taking, communication, physical examination, verbal and written documentation, clinical reasoning, and interprofessional collaboration. Additional areas of focus include complexity and systems thinking, social determinants of health, health and healthcare disparities, teamwork, population health, quality improvement, patient safety, and systems-based practice.

Experiential learning is reinforced through GENESIS and the clinical care preceptorship, including household-centered care, social service navigation, care coordination, and observing practicing clinicians in the community.

MED 5310 Foundations 3A (10.5 credit hours)

Students will gain knowledge and acquire skills relevant to biomedical, social sciences, humanities, and professional development in the following organ systems and areas: advanced nervous system, psychiatry, and advanced cardiovascular, pulmonary, and renal.

MED 5320 Foundations 3B (12 credit hours)

Students will gain knowledge and acquire skills relevant to biomedical, social sciences, humanities, and professional development in the following organ systems and areas: oncology and human life cycle, including embryology.

Clerkship Phase Required Clerkship and Course

MED 6100 Advanced Clinical Practice 1A (1.5 credit hour)

Through Advanced Clinical Practice 1 (ACP 1) students maintain their assigned GENESIS households and perform home visits and care coordination with faculty supervision. Problem-based learning sessions throughout ACP 1A integrate clinical care with systems-based practice, basic science concepts, and humanistic dimensions of clinical care like ethics and professionalism.

MED 6110 Advanced Clinical Practice 1B (1.5 credit hours)

The Advanced Clinical Practice (ACP 1B) is a continuation of ACP 1A course.

MCC 6200 Family Medicine Clerkship (7 credit hours)

The Family Medicine Clerkship involves the specialty that focuses on care for the whole person regardless of age, sex, or disease, set within his or her social and community context. The clerkship is a practical opportunity for students to demonstrate progressive skill development, integrating their knowledge of basic and social sciences, clinical skills, professional development, and social accountability. Under the supervision of RUCOM clinical faculty, students conduct and document histories, physical exams, assessments, and management plans while providing patient education. The course is aimed at preparing students for advanced rotations and their future careers as physicians, regardless of the specialty they ultimately choose.

MCC 6300 Internal Medicine Clerkship (9 credit hours)

The Internal Medicine Clerkship has two components, ambulatory and hospital-based, and is designed to provide medical students with a foundation of knowledge, skills, and attitudes necessary to approach and care for adult patients in outpatient and inpatient settings. Students' primary work is done under direct supervision of internal medicine preceptors from the community, the public health system, and the academic setting. The Internal Medicine Clerkship emphasizes basic assessment and management of core common problems in internal medicine, including identifying patient problems, establishing a differential diagnosis, and planning appropriate evaluation and treatment, in preparation for increased independence in management and therapeutics during the advanced rotations.

MCC 6400 Obstetrics and Gynecology Clerkship (7 credit hours)

The Obstetrics and Gynecology Clerkship offers medical students a rotation in the core discipline of women's health. Gynecologists and obstetricians are involved in every facet of women's healthcare maintenance and delivery throughout patients' lifespans. These physicians provide care from puberty and early menarche onward; act as primary care providers for healthy women; help women experience the joy of normal pregnancy and delivery; and provide care during crises of infertility, pregnancy loss, and cancer. Medical students are exposed to all aspects of the specialty, including ambulatory clinics, hospital inpatient wards, the operating room, emergency room visits and consults, radiology, and the labor and delivery suite.

MCC 6500 Pediatrics Clerkship (7 credit hours)

The Pediatrics Clerkship will provide medical students with experience in the evaluation, diagnosis, and management of pediatric patients. Through both inpatient and outpatient clinical experiences, students will be exposed to a wide variety of pediatric patients presenting with acute illnesses, chronic illnesses, and health maintenance needs. Students will actively participate in clinical cases, simulated cases, simulation laboratory scenarios, and didactic lectures. The clerkship emphasizes the basic skills of assessment and management of common pediatric problems.

MCC 6600 Psychiatry Clerkship (7 credit hours)

The Psychiatry Clerkship introduces medical students to general and specialty psychiatry and allows students to develop competencies in diagnosing and treating psychiatric disorders. The structure of the clerkship ensures that students receive exposure to different clinical practice settings, including emergency department, inpatient, outpatient, and specialty services.

MCC 6700 Surgery Clerkship (9 credit hours)

The Surgery Clerkship will provide students with experience in the recognition and management of surgical disease and in basic surgical techniques. During this clerkship, students will develop an understanding of the scientific basis of surgical diseases and disorders. Students will then learn to perform assessments and develop differential diagnoses for these surgical presentations. Students will learn through participating in preoperative care, operative procedures, outpatient surgery clinics, and didactic experiences on the management of surgical diseases. Students will also learn how to evaluate normal and complicated postoperative recovery with surgical inpatients and outpatients. Upon completion

of the surgery clerkship, students will also fully understand the norms of professional behavior by working effectively with patients and families as a member of the healthcare team.

MDE 6900 - 6999 Electives (1 or 5 credit hours)

Electives can be taken in a variety of medical specialties or subspecialties, depending on student interest and residency plans.

Advanced Phase Required Rotations and Courses**MED 7100 Advanced Clinical Practice 2 (1 credit hours)**

Advanced Clinical Practice 2 (ACP 2) introduces a practice management curriculum, senior students will act as practice managers and consultants for the panel of assigned GENESIS households within their learning communities.

MDS 7210 Neurosciences Selective (2 credit hours)

The Neurosciences Selective is a two-week required clinical rotation that introduces medical to general or subspecialty neurology.

MDS 7220 Emergency and Critical Care Selective (4 credit hours)

The Emergency and Critical Care Selective is a two-week required rotation that introduces medical students to urgent care, emergency care, or critical care.

MDS 7300– MDS 7399 Subinternship (4 credit hours)

The subinternship can be internal medicine, general surgery, or pediatrics and requires students to be rotating on a resident team as an acting intern.

MED 7410 – 7499 Electives (2 or 4 credit hours)

Electives can be taken in a variety of medical specialties or subspecialties, depending on student interest and residency plans.

MED 7500 Residency Readiness (1 credit hour)

The Residency Readiness course is designed to equip graduating medical students for their transition into residency and clinical practice. Emphasis is placed on refining communication skills, addressing key patient care concerns, honing clinical skills, nurturing personal well-being, and fostering an understanding of quality improvement and patient safety protocols. Additionally, the course is tailored to students' interests, enabling students to concentrate on developing skills pertinent to their chosen specialties.

MED 7510 Review and Prep (1 credit hour)

The Review and Prep course is designed to guide students in final preparation for the USMLE Step 1 exam.

ACADEMIC POLICIES AND PROCEDURES

For Academic Policies and Procedures, please refer to the RUCOM Student Handbook.

RUCOM STUDENT SERVICES

For a description of Student Services, please refer to the RUCOM Student Handbook.



COLLEGE OF PHARMACY

DEGREE

Doctor of Pharmacy (PharmD)

LOCATIONS AND PHONE NUMBER FOR ADMISSIONS OFFICE

Henderson, Nevada Campus
11 Sunset Way
Henderson, Nevada 89014

South Jordan, Utah Campus
10920 S. River Front Parkway
South Jordan, UT 84095

The Admissions Office phone for both the Henderson and South Jordan Campuses is 702.968.2007

ACCREDITATION

Accredited by the Accreditation Council for Pharmacy Education

PHARMACY – THE PROFESSION

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

Pharmacists Today:

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

THE DOCTOR OF PHARMACY DEGREE (PHARM D)

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

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

Career Opportunities

- The PharmD degree opens the door to a variety of career pathways:
- *Community Practice:* Pharmacists ensure patients receive optimal drug therapy in local community pharmacies, home health care agencies, specialty pharmacies and health maintenance organizations through outpatient practice settings.
- *Hospital Practice:* Pharmacists are integral to drug preparation, administration, and collaboration with others on the medical team to optimize drug therapy to better serve patients in hospitals and other inpatient care.
- *Academia:* Career opportunities exist for pharmacists in colleges of pharmacy serving as teachers, administrators, researchers and clinical practitioners.
- *Pharmaceutical Companies:* Pharmacists are employed in research, administration and sales.
- *Government Agencies/Military:* Career opportunities exist for pharmacists in several state or federal government agencies such as state/local departments of health, the Food and Drug Administration, Drug Enforcement Agency, National Institutes of Health, Indian Health Service and the different branches of the military.

THE COLLEGE OF PHARMACY

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

Current in the latest developments in pharmacy practice.

- Caring individuals who see each patient as an individual and participate along with other health care professionals in the provision of compassionate care; and

- Competent practitioners who participate in the total management of the patient's medicinal needs.

Faculty

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

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES

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

Technical Standards for Admission, Advancement, and Graduation

Introduction

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

Principles

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

Technical Standards

Sensory and Motor Abilities: These abilities require the functional use of visual, auditory and tactile senses, and proper coordination of muscular movements with accommodations, if necessary. Applicants and students must have the ability to observe, evaluate, and participate in classroom and patient care settings, lectures,

demonstrations and laboratories, and perform physical assessments (e.g., palpation, percussion, auscultation). Additionally, applicants and students must be able to observe and assess patients from a distance and close at hand. Applicants and students must have the coordination of muscular movement with accommodation, if necessary, to undertake preparation of all routine forms of medication orders, the use of diagnostic equipment for patient assessment, and the direct delivery of patient therapies such as administering subcutaneous or intramuscular injections.

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

Academic Requirements

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

- Complete a minimum of 52 semester credit hours of study at an accredited college or university in the United States or its equivalent abroad.
- Receive a grade of “C-” (70% or higher) in all Science and Math prerequisite courses
- Receive a grade of “B-” (80% or higher) in English Composition I and Speech/Communications+
+Note: Additional Speech/Communications courses may be applicable, please reach out to the Admissions office for advising
- All 8 prerequisite courses must be completed by the time of enrollment in August 2025.
- Applications submitted with an overall GPA below 2.0 will not be considered.

All applicants who meet the minimum criteria will have their files evaluated. The file evaluation process will be competitive and

the most competitive applicants will be invited for an on-campus interview.

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

Science and Humanities prerequisite coursework:

Chemistry

General Chemistry I, with Lab – 4 Semester Hours

General Chemistry II, with Lab – 4 Semester Hours

Organic Chemistry I (Lab Not Required) – 3 Semester Hours

Organic Chemistry II or Biochemistry (Lab Not Required) – 3 Semester Hours

Math

Calculus I; Physics; or Statistics – 3 Semester Hours

Physiology

Human Physiology or Anatomy & Physiology II (Lab Not Required) – 3 Semester Hours

English Composition/Writing

English Composition I – 3 Semester Hours

Communications/Speech

Speech – 3 Semester Hours

(Speech, Debate, Public Speaking, Journalism, Psychology, Counseling, Education with practicum/field experience, Theatre with acting experience)

General Electives

26 Semester Hours

We will accept applications with coursework in progress

You must submit an official transcript documenting the final grade earned in any prerequisite class that was in progress when you submitted your application.

Math and Science Prerequisites* (Grade of “C-” (70% or higher) is required)

If an applicant is completing the General Chemistry series via “quarter system”, then General Chemistry III Lecture with Lab are required.

If an applicant is completing the Organic Chemistry series via “quarter system”, then Organic Chemistry III Lecture is required.

English Composition I and Speech/Communications+ (Grade of “B-” (80% or higher) is required)

Introductory courses are not accepted.

Academic Forgiveness Policy

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

Non-U.S. Coursework

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

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

Admission to the PharmD Program

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

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

Enrollments

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

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

Transfer students must complete these hours prior to the start of the P2 didactic blocks. Students may complete these hours with conditions determined by the Office of Experiential Education and approved by the Assistant Dean for Academic Affairs. Students will be charged prorated tuition and appropriate fees for these experiences. Students must also complete 240 Introductory Pharmacy Practice Experience Summer (IPPE-S) hours (divided as 80 institutional and 160 community hours) as part of the College and graduation may be delayed by approximately 6 weeks if these hours are not completed before the start of the P2 didactic year.

Finally, an evaluation of the transfer request is subsequently presented and reviewed by Roseman College of Pharmacy faculty during a formal faculty meeting. The faculty vote to either approve or deny the student's request to transfer into the program and to accept credits earned at another college of pharmacy. If the student is granted admission, 62 credits corresponding to the didactic component of the P1 year will be awarded. Once IPPE hours have been completed, an additional four credit hours will be awarded. When IPPE-S hours have been completed, an additional six credit hours will be awarded.

Applicants interested in applying for transfer should:

1. Complete and provide all information requested in the application, including all official transcripts of undergraduate and pharmacy coursework, and the application fee; and

2. Send completed application to the attention of the College of Pharmacy Admissions Office.

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

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

Seating Deposit

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

Deferred Admission

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

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

Only applicants who accept an offer of admission, have paid the tuition deposit, and have satisfied all the admissions requirements (i.e., outstanding prerequisite coursework) will be considered for a deferral request. Applicants will be required to sign an agreement contract certifying that they will not apply to, attend or hold a deferment at another College or School of Pharmacy. Violations of this contract will result in the deferment being revoked.

Deferral requests must be made no later than August 1st.

PLACEMENT

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

STUDENT GOVERNMENT

Information regarding student government can be found in the College of Pharmacy Handbook, located online at <https://www.roseman.edu/about/university-service-units/registrar/student-catalogs-handbooks/>

STUDENT ORGANIZATIONS/CLUBS

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

ELIGIBILITY FOR EXPERIENTIAL ROTATIONS

All requirements concerning eligibility for experiential rotations are contained within the College of Pharmacy Student Handbook <https://www.roseman.edu/about/university-service-units/registrar/student-catalogs-handbooks/>

CURRICULAR OVERVIEW AND COURSE DESCRIPTIONS

The curriculum of the PharmD program can be divided into two major components: the didactic component and the experiential component. The didactic component consists primarily of classroom experiences in the first two professional years (P1 and P2 years). The didactic curricular content is delivered utilizing Roseman's Six-Point Mastery Learning Model® where content is organized into "modified blocks." Each content area comprising a block varies in duration and is allotted as much time as necessary. The didactic portion of the P1 year consists of 15 sequential blocks and five activities-based mini-blocks. The didactic portion of the P2 year consists of 16 sequential blocks, didactic electives, five activities-based mini-blocks, and one interprofessional education mini-block.

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

First Professional Year (P1 Year) Didactic Curriculum

PHAR 410 – Fundamentals of Drug Action and Metabolism

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

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

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

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

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

PHAR 413 – Hematology and Immunology

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

PHAR 414 – Drug Information and Literature Evaluation I

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

PHAR 420 – Neuropharmacology and Medicinal Chemistry

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

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

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

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

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

PHAR 423 – Endocrine System: Pharmacology and Medicinal Chemistry

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

PHAR 424 – Antimicrobial Pharmacology and Fundamentals of Toxicology

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

PHAR 430 – Pharmaceutics and Biopharmaceutics

A study of the application of physical and chemical principles to the development, preparation, and stabilization of pharmaceutical dosage forms. Also included is a study of biological and physicochemical factors that influence the availability of a drug from a dosage form and the subsequent disposition and response of the drug in the body.

PHAR 431 – Pharmacokinetics

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

PHAR 440 – Pharmacy Administration

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

PHAR 441 – Pharmacy Law

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

PHAR 444 – Immunization Provider Certification

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

PHAR 450 – Pharmaceutical Calculations and Compounding

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

PHAR 451 – Top 200 Drugs I

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

PHAR 452 – Over-the-counter Therapeutics

This course serves as an introductory therapeutics course focused on OTC self-care, complementary and alternative medicines, and nonpharmacologic interventions for medical conditions that are appropriate for pharmacist-guided patient self-care.

PHAR 465 – Pharmacist Patient Care Process (PPCP) I

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

PHAR 495 – Continuing Professional Development

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

Second Professional Year (P2 Year) Didactic Curriculum**PHAR 511 – Therapeutic Disease State Management: Fluids, Electrolytes and Nephrology**

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

PHAR 512 – Therapeutic Disease State Management: Cardiology

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

PHAR 513 – Clinical Immunology and Ophthalmology

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

PHAR 514 – Therapeutic Disease State Management: Pulmonology

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

PHAR 515 – Therapeutic Disease State Management: GI Disorders

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

PHAR 516 – Therapeutic Disease State Management: Infectious Disease

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

PHAR 517 – Therapeutic Disease State Management: Hematology/Oncology

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

PHAR 518 – Therapeutic Disease State Management:**Endocrinology**

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

PHAR 519 – Therapeutic Disease State Management:**Psychiatry**

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

PHAR 520 – Therapeutic Disease State Management:**Neurology**

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

PHAR 522 – Gender-Based Health

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

PHAR 525 – Therapeutic Disease State Management: Critical Care Management

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

PHAR 540 – Drug Information and Literature Evaluation II

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

PHAR 541 – Pharmacy Administration

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

PHAR 544 – Pharmacy Law II

This course revisits concepts introduced in Pharmacy Law I and builds upon those concepts for a further exploration State and Federal pharmacy laws and regulations.

PHAR 550 – Top 200 Drugs

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

PHAR 551 – Pharmaceutical Calculations II

This course is offered to reinforce concepts related to pharmaceutical calculations that were introduced in the P1 year.

PHAR 565 – Pharmacist Patient Care Process (PPCP) II

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

PHAR 566 – Integrated Pharmacotherapy Skills (IPS)

The longitudinal block takes place 10 times per year and provides students the opportunity to practice analyzing and presenting recommendations for complex patient cases in small groups with direct faculty interaction and guidance.

PHAR 595 – Continuing Professional Development

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

PHAR 599 – Interprofessional Education

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

Third Professional Year (P3 Year) Didactic Curriculum**PHAR 699 – Capstone Course**

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

Experiential Curriculum

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

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

PHAR 470, 570, 572 & 573

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

PHAR 470 P1 Community Pharmacy Longitudinal

When: Longitudinal rotation, during the first academic year.
Number of hours: 104

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

Student progress for each outcome is submitted for review by the College at the middle and end of each rotation.

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

PHAR 570 P2 Community Pharmacy Longitudinal

When: Longitudinal rotation, during the second academic year.
Number of hours: 120

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

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

PHAR 572 – IPPE-Summer Community

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

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

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

PHAR 573 – IPPE-Summer Institutional

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

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

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

PHAR 600 – APPE

When: Third academic year

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

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

Required APPE

Each student must complete each of the following rotations:

PHAR 601 – Adult Acute Care

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

PHAR 602 – Advanced-Community

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

PHAR 603 – Ambulatory Care

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

PHAR 604 – Institutional Practice

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

Experiential Electives

Experiential Elective experiences include all specialty pharmacy practice experiences. These experiences are classified as "patient-care electives" and "non patient care electives" Students are required to complete two Experiential Electives with a minimum of one patient-care elective. The areas of specialty for these experiences include but are not limited to drug information, cardiology, critical care, pediatrics, geriatrics, infectious disease, hematology/oncology, surgery, research, nutrition, and pain management. The number of the different selective experiences may vary annually based on site and preceptor availability.

Didactic Elective Course Offerings

Starting with the Class of 2027, all students are required to complete six credits of didactic elective courses by the end of the P2 year. Students may complete their didactic electives as a P1 and/or P2 student. Didactic elective course offerings vary annually.

Students enrolled in the Class of 2025 and Class of 2026 are required to complete 4 elective credits as outlined in the 2023 – 2024 Student Handbook and University Catalog. The College continually reviews, modifies, and can add additional didactic electives. A complete listing of didactic electives is maintained by the Office of Academic Affairs and Assessment.

PHAR 700 – Advanced Pharmacotherapy

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

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

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

PHAR 704 – Teaching to Learn-Learning to Teach

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

PHAR 705 – Drug and Alcohol Addiction Education in the Health Professions

The APhA Institute hopes to carry the message forward and provide pharmacists, student pharmacists, and the profession with resources, information, and guidance regarding addiction education. Attendance at the Institute is intended to redefine views on the disease of addiction and serve as a catalyst to help increase awareness of health and social problems related to alcoholism and other drug dependencies. Additional assignments and meeting increase awareness of the health and social problems of alcoholism and other drug dependencies in the profession of pharmacy. Students are introduced to the 12-step principles of Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and Alanon programs. Cr. Hr.: 4

PHAR 717: Leadership & Pharmacy

While many professions require only administrative personnel to lead, the profession of pharmacy requires all pharmacists to lead in some capacity. The extent of leadership will vary from pharmacist to pharmacist; however, the development of leadership skills is a requirement to be successful in this profession. This course seeks to present, explain, apply and reflect on different themes related to leadership and the profession of pharmacy. Cr. Hr.: 2 or 4

PHAR 719 – Longitudinal Research Elective

Students will participate in ongoing research projects in collaboration with College faculty. The course will be conducted during students' free time throughout the academic year. Credit assignment determined based on hours engaged and requires approval of faculty advisor and course coordinator. Cr. Hr. Varies: 1-9.

PHAR 721 – Medicare and Pharmacy Part I

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

PHAR 722 – Medicare and Pharmacy Part II

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

PHAR 723 – Advanced Pharmaceutical Compounding Pharmacy

Compounding is the art and science of designing, formulating, and preparing a non-commercially available medication for the specific needs of an individual patient. As the societal focus on personalized medicine intensifies and the demand for safe and effective personalized medications by patients and regulatory agencies grows, there is a dramatic need for a corresponding advance in the education of pharmacy compounding. This elective complements and builds upon PHAR 430 Pharmaceuticals. For students interested in specializing in pharmacy compounding this course is designed as equivalent to expensive training courses offered by organizations primarily located in the Eastern United States. Students will participate in 5 laboratory days and will master in-depth topics related to pharmacy compounding regulation as well as a variety of preparations and compounding techniques. Cr. Hr.: 2

PHAR 724 – Honors: Peer Mentoring Elective

In this course, students will provide mentorship for students in lower classes in conjunction with the assigned faculty mentors. Participating students in this elective will act as peer mentors to students in the P1 and P2 classes, as assigned. The intent is for these students to be a resource for students in the P1 and P2 years who are having trouble adapting to the Roseman model of education, are having difficulty navigating the requirements of RUCOP, or who desire a more experienced student who may be able to provide advice pertaining to their academic career. This course is a highly individualized independent study course with one-on-one interactions with the course coordinator and other mentors. Cr. Hr.: 2

PHAR 725 – Basic Science Behind the Contemporary Pharmacotherapy

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

PHAR 726 – Medical Spanish

This introductory course focuses on words and phrases that students will use in the pharmacy when interacting with Spanish-speaking patients. Students will work on both verbal and written communication skills. At the end of the block, students will complete a disease state presentation in Spanish. Cr. Hr: 3

PHAR 727 – Intro to Pharmacy Informatics

Pharmacists throughout the healthcare system are relied upon to provide population health and cost containment services. Efficient management of large data sets, production of HIPAA compliant mass communications, presentation of information in easily digestible formats, and real-time access to dynamic information are critical skills for pharmacists to develop. Cr. Hr.: 4

PHAR 728 – Current Topics in Infection and Immunity

This elective course will review the cellular, and molecular aspects of immune responses to pathogens to keep us safe. The course is designed to improve students' understanding of the clinical aspects of the infection, diagnosis, host immune responses, and infection prevention through vaccination, where available. Overall goal is to better understand disease-oriented aspects of immunology and infectious diseases. Cr. Hr: 3

PHAR 729 – Pharmacology of G Protein-Coupled Receptors

In this course, students will be studying the function of G protein-coupled receptors, from drug binding, signal initiation, through the activation of G proteins and arrestins, and termination through receptor desensitization and internalization. Furthermore, we will explore the drug development workflow towards these receptors, in particular learning the theory behind various experimental techniques and model organisms that are utilized within. Note: this is a non-laboratory-based course. Cr. Hr: 1

PHAR 731 – Evidence-Based Medicine Elective

The evidence-based medicine course is designed to facilitate individual and group primary literature evaluation. Students will be assigned to small groups for the duration of the course. The class will meet regularly with faculty members for didactic and discussion-based sessions with the goal of evaluating landmark trials and principles of evidence-based medicine. Groups can informally meet without the faculty as needed. Cr. Hr.: 4

PHAR 732 – Delivering Medication Therapy Management (MTM) Certificate Program from the American Pharmacists Association

APhA's Delivering Medication Therapy Management Services presents a systematic approach for developing, implementing, delivering, and sustaining MTM services. It includes an overview of the marketplace for delivering MTM services, guidance for implementing MTM services in pharmacy practice, a review of the essential skills and knowledge needed for performing MTM successfully, and an organized process for identifying medication-related problems. The purpose of this certificate training program is to prepare pharmacists to improve medication use through the delivery of MTM services in a variety of practice settings. Cr. Hr.: 3

PHAR 740 – Introduction to Drug Discovery and the Pharmaceutical Industry

This elective is designed to introduce the students to the process of discovering new drugs and will cover drug discovery from target validation up to the clinical candidate nomination. Upon completion of this elective, the student will have an appreciation for and be able to describe the drug discovery process including target selection and validation, the selection of biological assays, lead modification including computer-aided drug design, and the chemical basis of drug action and behavior both in vitro and in vivo. Cr. Hr.: 4

ASSIGNMENT OF CREDIT HOURS IN THE PHARM D PROGRAM

This information can be found in the College of Pharmacy Student Handbook, located online at: <https://www.roseman.edu/about/university-service-units/registrar/student-catalogs-handbooks/>

PharmD/MSPS Dual Degree

Information about the Pharmacy Doctorate/Masters in Pharmaceutical Sciences Dual Degree can be found under the College of Graduate Studies Section.



COLLEGE OF DENTAL MEDICINE

DEGREE

Doctor of Dental Medicine (DMD)

Advanced Education in Orthodontics and Dentofacial Orthopedics (AEODO)

LOCATIONS AND PHONE NUMBER FOR ADMISSIONS OFFICE

Henderson, Nevada Campus

4 Sunset Way

Henderson, NV 89014

Phone: 702.968.1682

South Jordan, Utah Campus

DMD program

10894 S. River Front Parkway

South Jordan, UT 84095

Phone: 801.878.1405

ACCREDITATION

Both programs are accredited by the Commission on Dental Accreditation

DMD PROGRAM MISSION, VISION, AND CORE VALUES

Mission

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

Vision

The CODM leads the transformation of dental education and declares:

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

Core Values

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

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

Excellence – The CODM measures its performance by seeking input from students, faculty, staff, patients, and other stakeholders. The College is committed to continuous improvement to ensure the highest quality in everything it does. The CODM is committed to individual and collective achievement of excellence.

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

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

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

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

Accountability – Those who comprise the CODM are accountable to each other, to the community, and to the patients we serve.

Our accountability not only includes judicious use of resources but also the fulfillment of the public trust to develop practitioners with the attributes required of a caring profession.

DEGREE DESCRIPTION

The Doctor of Dental Medicine (DMD) degree is granted upon graduation from the College of Dental Medicine. *For newly matriculating students the program comprises 3 academic years. For students in the 4-year program course of study comprises academic years. In the 3-year program, the curriculum consists of an integrated of biomedical, behavioral, preclinical and clinical education. Based on Roseman's Six-Point Mastery Learning Model® students begin team-based clinical experiences early in their first year. Years 1 through 3 are a combination of integrated didactic learning, clinical experiences, and clinical rotations, where students treat patients under the supervision of faculty that are Utah-licensed dentists. The 4th year is primarily clinical-based education. Students complete the "Integrated" National Board Dental Examination (INBDE) during their 3rd year. Graduates of the program are eligible to complete licensing examinations in the USA and Canada. Graduates are eligible for postdoctoral specialty and residency training in all fields of dentistry.

*The Commission on Dental Accreditation approved CODM-DMD's request to transform its 44-month program into a 36-month program starting in June 2023.

OUR LIFELONG COLLEAGUE CULTURE

Our humanistic educational environment emerges from and is reinforced by the three commitments that DMD Faculty, students, and staff make and keep with each other.

Lifelong Colleague Philosophy

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

Honor Code

The DMD program has adopted an honor code that applies to all students, faculty and staff. Adapted from the US Military Academies, it simply states that "I will not lie, cheat, steal, nor disrespect others and will uphold all professionalism standards befitting a healthcare provider."

Commitments to Each Other

We commit to helping each other become the best we can be at what we do and will celebrate our successes.

SIX-POINT MASTERY LEARNING MODEL®

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

TEAM-BASED PERSON-CENTERED CARE

Our focus on person-centered care guides everything we do. Our innovative, efficient, team-based, person-centered clinical education model sets a high standard in dental education. We do everything in teams including didactic courses, simulation, and patient clinic experiences as well as research and service.

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

ADMISSIONS

The CODM-DMD program follows standard policies and procedures for selecting and admitting students. We seek to admit a diverse student population, each of whom contributes their unique background, skills, and experiences to their class, our educational environment, person-centered patient care, and the communities we serve. The DMD program selects students who identify with and reflect the values of our Three Commitments, professionalism, ethics, and integrity.

Application Procedures

The CODM-DMD program receives applications through the American Dental Education Association's (ADEA) AADSAS service. Details on the application process are available on the ADEA website.

You must submit your completed AADSAS application on or before October 1st. Concurrently with submitting your AADSAS application, you must complete a supplementary application as well as pay a non-refundable \$75 processing fee. To submit your supplemental application and fee, please visit the Roseman University website.

Academic Preparation

The CODM-DMD program recognizes that qualified individuals come from diverse personal, educational and career backgrounds as well as geographical regions. Because each applicant has a unique background, we recommend that you meet with a health professions advisor at your institution to develop a course of study that will enable you to master the foundational materials essential for success in dental school.

We encourage students to access information on health professions advisors from the National Association of Advisors for the Health Professions website. If a student is attending an institution that does not have health professions advisors, students are encouraged to consult with Biology or Chemistry faculty members for guidance on selecting courses appropriate for pre- dental students.

Majors and Degrees

Although the DMD program encourages applicants to complete their degree program, a degree is not required for admission. A student may pursue any major, provided they fulfill the science and communication coursework prerequisites, at the required performance levels, prior to matriculation into the program.

Prerequisites

Applicants must complete the following courses, including associated laboratory experiences, that are approved for pre-dental or health science majors at their institution(s) before entering the DMD program:

- Six semester courses in Biological Sciences. Biologically oriented courses in other disciplines, such as physical anthropology with lab or field experience, may satisfy the biology prerequisite if approved by your advisor.
- Two semester courses in Inorganic Chemistry and two semester courses in Organic Chemistry – OR, depending on the institution's curriculum, a three-semester integrated series incorporating both Inorganic and Organic Chemistry.
- One semester course in Biochemistry.
- Two semester courses in Physics
- Two semester courses in areas that improve the applicant's ability to communicate effectively with patients, staff, other healthcare professionals, and their communities.

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

- English, composition, creative, business, technical or scientific writing courses (one writing-intensive course is required).
- Literature or Philosophy courses (if writing intensive).
- Communication courses focusing on speech, debate, public speaking or interpersonal relationships.
- Journalism courses emphasizing interviewing, reporting, or editing.
- Psychology, Counseling or Education courses that include a supervised practicum or field experience.
- Theater courses that include acting experience.
- English as Second Language coursework does not meet the communications requirement.

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

The DMD program will accept coursework completed at a community college if those courses transfer as equivalent to pre-dental level courses at a four-year college or university.

Students must have completed a minimum of 60 semester credit hours (90 quarter hours) to be eligible for consideration.

Students who have completed coursework at institutions outside of the United States or Canada must submit transcript evaluations from one of the following services: World Educational Services (WES) or Educational Credential Evaluators (ECE).

Review Process

Your entire AADSAS file along with the Kira Talent Assessment will be evaluated by the Admissions Committee. This includes all courses in undergraduate, graduate, professional or other specialty programs. The Admissions Committee may review all current and previous applications you have submitted as part of its normal review process.

The Admissions Committee begins its review by determining if you have achieved a 3.0 or higher GPA in the last 30 hours of science courses and achieved scores of 17 or higher on the DAT scales of Academic Average, Total Science, Perceptual Ability, and Reading Comprehension. If you meet these minimum requirements, an invitation is extended to complete the video Kira Talent Assessment.

If your Kira Talent Assessment score is within the range designated by the Admissions Committee, your AADSAS application and all related materials will proceed to a holistic in-depth analysis and potentially to an interview. Specific information on Grade Point Average, DAT scores, Kira Talent Assessment, Letters of Evaluation, and Interviews are covered in the following sections.

Grade Point Average

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

Grades reported in the AADSAS application are considered sufficient for the initial evaluation of files. Accepted students must request, and DMD must receive, official transcripts from all post-secondary institutions attended. If transcripts are not received prior to matriculation, your registration will be put on hold. We reserve the right to withdraw or defer an offer of acceptance if required transcripts are not timely received. The same policy will apply if an additional DAT score report is requested.

Dental Admission Test (DAT)

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

If you have not achieved a score of 17 on Academic Average, Total Science, Reading Comprehension, and Perceptual Ability on the most recent DAT, your application will be put on hold pending receipt of new scores. If these scores are not achieved by October 1st, you will be denied admission for that admissions cycle. You are encouraged to access information about the DAT on the American Dental Association's (ADA) website.

The ADA uploads official U.S. DAT scores directly to AADSAS. Since the AADSAS application includes official scores, you do not need to provide this information separately. Official Canadian DAT scores are not yet uploaded to AADSAS. We will accept self-reported Canadian DAT scores for the initial review of your application. Your official Canadian DAT score reports must be received prior to final acceptance. We reserve the right to request official DAT scores for any individual offered admission to the College.

Kira Talent Assessment

The video Kira Talent Assessment provides all applicants who meet the minimum criteria with an opportunity to respond to questions

that may indicate a match with our unique team-based program. The assessment is scored by a calibrated team of reviewers. Those with scores within a specific range designated by the Admissions Committee may proceed to an in-depth analysis of the AADSAS application and potentially to an interview.

Letters of Evaluation

Three Letters of Evaluation are required by the DMD program. Two of these letters must be from science faculty who can evaluate your performance in the sciences. The third letter can be from another faculty member (any academic discipline) or from a health professional who knows you well, except family members. A Prehealth Advisory Committee Letter, written by three or more faculty, satisfies this requirement. We will only consider the letters of evaluation to which you have waived your right to access as this protects the integrity of the evaluation process.

Interview Process

Our interview process is designed to present information that allows you and our program to mutually determine if you match with our approach to dental education. The interview experience includes:

- A synchronous and/or asynchronous overview of Roseman's competency-based approach to dental education including:
 - DMD's Lifelong Colleague Culture
 - Roseman's Six-Point Mastery Learning Model®
 - DMD's compassionate, innovative, and efficient team-based clinical education model
- Conversations with current dental students about life as a Roseman DMD student.
- An in-person or Zoom meeting with an Interview Team to discuss:
 - Motivation for a career in dentistry
 - Areas of Major Development, Projects or Overcoming Adversity/Hardship
 - Demonstrated ability to work in teams
 - Match with the Lifelong Colleague Philosophy, Honor Code, and culture of the DMD program
 - Communication skills and professionalism
 - The individual differences the student will contribute to our educational program
 - Other person-specific topics

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

Please note that you may not record or take pictures during the interview day to protect the privacy of other interview candidates.

Selection of the Class and Alternates

The Admissions Committee meets periodically to review information from interviews, application materials, and Kira Talent Assessments to select the class and alternates. Written offers of admission and positions on the waitlist are extended in compliance with dates stated in the ADEA "Traffic Rules".

Acceptance letters include information about immunizations, health history, criminal background checks, CPR certification, course completion, transcripts, and other requirements for entering the program.

Advanced Standing

Due to the unique structure of our team-based curriculum and evaluation system, the DMD program does not admit students with advanced standing. Students who wish to enroll in our program will be evaluated with all other students applying to the first-year class.

Transfer Students

Due to the unique structure of our team-based curriculum and evaluation system, the DMD program does not admit transfer students. Students who wish to transfer to our program will be evaluated with all other students applying to the first-year class.

Foreign-Trained Dentists

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

Applicants Previously Enrolled in Health Professions Programs

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

Applicants Dismissed from Health Professions or Graduate Programs

The Admissions Committee will not consider or accept students who have been dismissed from another dental school or other health-professions program, regardless of the reason for the dismissal.

Disclosure

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

Gift Policy

The CODM has a strict no-gift policy.

Criminal Background Check

The College of Dental Medicine requires the Certiphi Screening Inc. criminal background check for all accepted students. Information on the Criminal Background Check will be included in the letter of acceptance. Certiphi Screening Inc. criminal background checks are required annually following enrollment.

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

Drug and Alcohol Testing

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

Immunization Requirements

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. All documentation must be received no later than May 1st. Failure to provide immunization history or to contact the Office of Admissions and Student Affairs at least four weeks prior to orientation will prevent a student from registering for classes.

Students must provide proof/documentation stating they are current with the immunization requirements:

Tetanus, Diphtheria, Pertussis (TD/TDap):

- One (1) dose of TDap or a Tetanus Diphtheria (not Tetanus Toxoid) booster within the past seven years.

Measles, Mumps and Rubella (MMR):

- Measles
- Documented administration of two doses of live measles virus vaccine or
- Laboratory evidence of immunity (titer) OR
- Born before 1957
- Mumps
- Documented administration of two (2) doses of live mumps
- Laboratory evidence of immunity (Titer) OR
- Born before 1957
- Rubella
- Documented administration of two doses of live rubella virus vaccine or Laboratory evidence of immunity (Titer) OR
- Born before 1957

In summary:

- Students born in or after 1957: Two (2) doses of Measles, Mumps, Rubella (MMR) vaccine OR
- Two (2) doses of live Measles vaccine, one (1) Mumps, one (1) Rubella vaccine

Hepatitis B:

- All CODM students must complete the two doses (Heplisav-B) or the three-part Hepatitis B (Engerix-B or Recombivax HB) immunization series and show proof of a recent post vaccination titer for Hepatitis B Antibody prior to admission to the College of Dental Medicine.
- With the written approval of the Office of Admissions and Student Affairs, a student who has started the series prior to matriculation may be allowed to complete the series within the first six months of the DMD program.

Varicella (Chicken Pox):

- All matriculating students must satisfy one of the following three requirements:
- Documented administration of two doses of varicella at least 28 days apart OR
- History of varicella disease or herpes zoster (shingles) based on healthcare provider diagnosis OR
- Laboratory evidence of immunity (Titer)

Tuberculosis Skin Test:

- Each student who matriculates into the DMD program must provide results from an initial Two-Step skin test for
- Tuberculosis within the three months prior to the first day of orientation.
- CDC recommends TB screening for incoming personnel, after that no annual screening except: "Annual TB testing of health care personnel is not recommended unless there is a known exposure or ongoing transmission at a healthcare facility."
- Students who test positive for Tuberculosis must have additional medical evaluation, which may include retesting, chest x-ray, liver function tests, anti-tuberculin drug regimen and other tests deemed necessary and appropriate.

Annual Flu Vaccine

- Annual flu vaccines are recommended by CDC for all healthcare providers.

COVID 19/SARS CoV 2:

- COVID vaccines and boosters are recommended by CDC for all healthcare providers.

Other Vaccines:

We continue to monitor recommendations for other illnesses and vaccines, such as Monkey Pox.

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 licensed physician or other primary care provider, 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 his or her 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, will prevent the student from participating in clinical activities. A student cannot graduate without completing required clinical activities.

Information regarding the immunization requirements for specific clinical training sites will be available through the Assistant Dean for Clinical Affairs and Patient Care or Director of Public Health Sciences.

Student immunization and related medical records are retained in the Office of Admissions and Student Affairs in accordance with HIPAA standards.

ESSENTIAL FUNCTIONS

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

CODM also recognizes that the award of a Doctor of Dental Medicine (DMD) degree carries with it the full authority of the institution and communicates to those who might seek the services of the bearer that he or she is competent to practice dentistry. The DMD degree certifies that, upon licensure, the graduate is prepared to practice all disciplines of the dental profession appropriate for a general practitioner. This requires that the student acquire cognitive and technical skills and attitudes determined by the faculty as requisite for the practice of dentistry.

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

Sensory and Observation

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

Cognitive

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

Motor Skills

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

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

Communication

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

Behavioral Skills

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

Admissions and Continuation in the Curriculum

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

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

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

Office (Room 1145), Roseman University of Health Sciences, South Jordan Campus, 10920 S. River Front Parkway, South Jordan, UT 84095. The College of Dental Medicine has developed this statement regarding the Essential Functions expected of all students.

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

GRADUATION REQUIREMENTS

To qualify for the DMD degree, students must:

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

LICENSURE

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

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

CURRICULUM

Curricular Themes

Students' learning experiences are organized around four themes:

1. Integrated Biomedical Sciences: Students learn the processes that guide normal human development and learn the causes and manifestations of abnormalities and disease with focus on the head and neck region.
2. Integrated Pre-Clinical Sciences: Students learn a variety of surgical and non-surgical patient care skills that will enable them to function effectively in the clinical environment. In simulation clinics, they will also acquire technical skills in the various therapeutic modalities necessary for the practice of general dentistry.

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

CODM Pre-doctoral Dental Educational Outcomes

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

Domain 1: Critical Thinking

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

Domain 2: Self-Assessment

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

Domain 3: Biomedical Sciences

1. Educational Outcomes: Graduates must demonstrate an understanding of basic biological principles, consisting of a core of information on the fundamental structures, functions and interrelationships of the body systems.
2. Educational Outcomes: Graduates must demonstrate an understanding of the orofacial complex as an important anatomical area existing in a complex biological interrelationship with the entire body.
3. Educational Outcomes: Graduates must demonstrate an understanding of abnormal biological conditions in relation to the etiology, epidemiology, differential diagnosis, pathogenesis, prevention, treatment and prognosis for oral and oral-related diseases.
4. Educational Outcomes: Graduates must be competent in the application of biomedical science knowledge in the delivery of patient care.

Domain 4: Behavioral Sciences

1. Educational Outcomes: Graduates must be able to apply psychosocial and behavioral principles of person-centered care for promoting, improving, and maintaining patients' oral health.
2. Educational Outcomes: Graduates must be able to manage diverse patient populations and function successfully in a multicultural work environment.

Domain 5: Practice Management

1. Educational Outcomes: Graduates must be competent in applying legal and regulatory concepts related to the provision and/or support of oral health care services.
2. Educational Outcomes: Graduates must be competent in applying the basic principles and philosophies of practice management, models of oral health care delivery, and how to function successfully as the leader of the oral health care team
3. Educational Outcomes: Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care.

Domain 6: Ethics and Professionalism

1. Educational Outcomes: Graduates must be competent in the application of the principles of ethical decision making and professional responsibility.

Domain 7: Clinical Sciences

1. Educational Outcomes: Graduates must be competent to access, critically appraise, apply, & communicate scientific & lay literature as it relates to providing evidence-based patient care.
2. Educational Outcomes: Graduates must be competent in providing oral health care within the scope of general dentistry to patients in all stages of life.
3. Educational Outcomes: Graduates must be competent in providing oral health care within the scope of general dentistry.
4. Educational Outcomes: Graduates must be competent in assessing and managing the treatment of patients with special needs.
5. Educational Outcomes: Graduates must provide community-based health promotion and services to diverse populations beyond the CODM.

List of Blocks/Course Numbers

Block sequence and content are subject to change.

D1 Year Curriculum (3-year program)	Block Title	Credit Hours	Theme
DMD 5110	BEHAVIORAL SCIENCES	3	Behavioral Sciences
DMD 5120	DENTAL PUBLIC HEALTH	6	Behavioral Sciences
DMD 5150	STUDENT PROFESSIONALISM	1	Behavioral Sciences
DMD 5200	PHARMACOLOGY BASICS	4	Biomedical Sciences
DMD 5210	PATHOLOGY	5	Biomedical Sciences
DMD 5221	CLINICAL HEAD AND NECK 1	4	Biomedical Sciences
DMD 5222	HEAD AND NECK ANATOMY	3	Biomedical Sciences
DMD 5240	GENERAL ANATOMY	4	Biomedical Sciences
DMD 5244	BASIC IMMUNOLOGY AND INFECTIOUS DISEASES	5	Biomedical Sciences
DMD 5251	CELLULAR METABOLISM AND ADAPTATION	4	Biomedical Sciences
DMD 5261	ORAL DEVELOPMENT AND HISTOLOGY	3	Biomedical Sciences
DMD 5301	DENTAL TERMINOLOGY AND ANATOMY	5	Pre-Clinical Sciences
DMD 5321	RESTORATIVE DENTISTRY 1	14	Pre-Clinical Sciences
DMD 5322	RESTORATIVE DENTISTRY 2	9	Pre-Clinical Sciences
DMD 5330	REPLACEMENT OF MISSING TEETH	9	Pre-Clinical Sciences
DMD 5350	INTRODUCTION TO PERIODONTICS	8	Pre-Clinical Sciences
DMD 5360	ORAL AND MAXILLOFACIAL SURGERY	6	Pre-Clinical Sciences
DMD 5370	PEDIATRIC DENTISTRY	4	Pre-Clinical Sciences
DMD 5375	ORTHODONTICS - GROWTH & DEVELOPMENT	4	Pre-Clinical Sciences
DMD 5380	ENDODONTIC DIAGNOSIS & TREATMENT	6	Pre-Clinical Sciences
DMD 5400	INTRODUCTION TO INTEGRATED CLINICAL SCIENCES	3	Clinical Sciences
DMD 5401	PRIMARY CARE CLINIC	5	Clinical Sciences
DMD 5402	PRIMARY CARE CLINIC	3	Clinical Sciences
DMD 5403	PRIMARY CARE CLINIC	5	Clinical Sciences
DMD 9001	SPECIAL STUDIES - ELECTIVE	-	
	REQUIRED FIRST YEAR TOTAL CREDITS	122	

D2 Year Curriculum (3-year program)	Block Title	Credit Hours	Theme
DMD 6110	DMD 6110	DMD 6110	Integrated Behavioral Health Sciences
DMD 6115	DMD 6115	DMD 6115	Integrated Behavioral Health Sciences
DMD 6120	DMD 6120	DMD 6120	Integrated Behavioral Health Sciences
DMD 6150	DMD 6150	DMD 6150	Integrated Behavioral Health Sciences
DMD 6210	ORAL PATHOLOGY	3	Integrated Biomedical Sciences
DMD 6220	ORAL PATHOLOGY 2	4	Integrated Biomedical Sciences
DMD 6244	BASIC IMMUNOLOGY AND INFECTIOUS DISEASES	5	Integrated Biomedical Sciences
DMD 6246	CARDIOVASCULAR SYSTEM	4	Integrated Biomedical Sciences
DMD 6247	SKELETOMUSCULAR SYSTEM	4	Integrated Biomedical Sciences
DMD 6248	GI, GU, ENDOCRINE	4	Integrated Biomedical Sciences
DMD 6249	NERVOUS SYSTEM	4	Integrated Biomedical Sciences
DMD 6250	RESPIRATORY SYSTEM	4	Integrated Biomedical Sciences
DMD 6330	REPLACEMENT OF MISSING TEETH	6	Integrated Preclinical Sciences
DMD 6335	REMOVABLE PROSTH - CD	6	Integrated Preclinical Sciences
DMD 6365	ORAL AND MAXILLOFACIAL SURGERY 2	6	Integrated Preclinical Sciences
DMD 6375	ORTHODONTICS - GROWTH AND DEVELOPMENT	5	Integrated Preclinical Sciences
DMD 6401	PRIMARY CARE CLINIC	30	Integrated Clinical Sciences
DMD 6402	PRIMARY CARE CLINIC	14	Integrated Clinical Sciences
DMD 6403	PRIMARY CARE CLINIC	14	Integrated Clinical Sciences
DMD 9001	SPECIAL STUDIES - ELECTIVE	-	
	REQUIRED SECOND YEAR TOTAL CREDITS	119	

D3 Year Curriculum (3-year program)	Block Title	Credit Hours	Theme
DMD 7100	ADVANCED PLACEMENT IN DENTAL EDUCATION	-	Integrated Behavioral Health Sciences
DMD 7120	DENTAL PUBLIC HEALTH 4	1	Integrated Behavioral Health Sciences
DMD 7130	DENTAL PRACTICE READINESS	2	Integrated Behavioral Health Sciences
DMD 7150	STUDENT PROFESSIONALISM	1	Integrated Behavioral Health Sciences
DMD 7401	PRIMARY CARE CLINIC	57	Integrated Clinical Sciences
DMD 7402	PRIMARY CARE CLINIC	29	Integrated Clinical Sciences
DMD 7403	PRIMARY CARE CLINIC	21	Integrated Clinical Sciences
DMD 9001	SPECIAL STUDIES - ELECTIVE	-	-
	REQUIRED THIRD YEAR TOTAL CREDITS	111	

D4 Year Curriculum (4-year program)	Block Title	Credit Hours	Theme
DMD 8100	ADVANCED PLACEMENT IN DENTAL EDUCATION	-	Integrated Behavioral Health Sciences
DMD 8150	STUDENT PROFESSIONALISM	1	Integrated Behavioral Health Sciences
DMD 8401	PRIMARY CARE CLINIC	47	Integrated Clinical Sciences
DMD 8402	PRIMARY CARE CLINIC	31	Integrated Clinical Sciences
DMD 9001	SPECIAL STUDIES - ELECTIVE	-	
	REQUIRED FOURTH YEAR TOTAL CREDITS	79	

***PROGRAM MINIMUM NUMBER OF CREDITS TO GRADUATE: 352**

DMD Curriculum Synopsis of Blocks

DMD 5110 BEHAVIORAL SCIENCES

This block introduces students to the behavioral aspects of patient care. Students focus on strategies for effective communication with patients, colleagues, and staff. Patient-centered care is established as the guiding principle for patient management. Additional topics include models for behavioral change, conflict resolution, intercultural communication, cultural competence, and reducing fear and anxiety.

DMD 5120 DENTAL PUBLIC HEALTH

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

Each student will be a part of a team tasked with identifying an oral healthcare disparity within the community, evaluating current efforts, creating goals and objectives for a program to address the disparity, and then creating a plan for implementation of the program. The approved program will be implemented by the team over the course of the following year.

Students will learn the terminology used in epidemiology and public health, the roles of methodology, data collection, and analysis in public health planning and learn basic biostatistical concepts and techniques that will assist their appraisal of the biomedical literature during their practice career. Students will learn and practice the following methodologic and statistical concepts by examining research and epidemiological reports: study designs, organization and presentation of data, data summary by means of frequency distribution, and central tendency, hypothesis testing, parametric tests, non-parametric tests, correlations and regression analysis.

DMD 5150 STUDENT PROFESSIONALISM

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. This course will emphasize these principles to CODM students and reinforce the expectation that students and graduates will uphold and maintain the confidence and trust the public has placed in dentists as healthcare providers.

DMD 5200 PHARMACOLOGY BASICS

This block introduces students to the classes of drugs commonly prescribed by general dentists. The block will also review principles of drug action and selection for each class. Students learn about drugs used by dentists in the treatment of conditions relating to CNS/ANS Pharmacology, hypertension, renal, diabetes, antibiotics, and anesthetics. Since dentists manage patients under pharmacological treatment by other health professionals, the block discusses the dental consequences of medical treatments, and the modification of dental treatment required for common medical treatments that dentists encounter in practice. To prepare for patient care in the CODM clinics, students study drugs used in the treatment of cardiovascular, renal, endocrine, and immune treatments. The block will also prepare CODM students for the pharmacology section of the Integrated National Board Dental Examination (INBDE).

DMD 5210 PATHOLOGY

This block provides an in-depth study of general pathology principles, with a particular emphasis on conditions affecting the oral cavity. Students will focus on recognizing normal and abnormal conditions of the oral and maxillofacial region, developing the ability to diagnose various oral pathological and systemic conditions that may impact dental patients. Key areas include Identification and diagnosis using radiographic description of oral soft tissue and hard tissue changes, Selection of appropriate investigative procedures based on clinical findings, Management and treatment of oral pathological conditions, Patient referral protocols and dental report writing. Additionally, this course is designed to integrate knowledge from previous basic science and clinical courses—particularly general and systemic pathology and clinical medicine—enabling students to formulate differential diagnoses and treatment strategies for oral and maxillofacial diseases.

Roseman University CODM students will explore the etiology, clinical characteristics, diagnostic approaches, treatment strategies, and prognoses of diseases affecting the hard and soft tissues of the head, neck, and oral cavity.

DMD 5221 CLINICAL HEAD AND NECK 1

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

DMD 5222 CLINICAL HEAD AND NECK 2

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

DMD 5240 GENERAL ANATOMY

This block focuses on gross anatomy. Students will learn the anatomical structures of each organ system.

DMD 5244 BASIC IMMUNOLOGY AND INFECTIOUS DISEASES

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

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

DMD 5251 CELLULAR METABOLISM AND ADAPTATION

This course will cover key topics in human genetics, including DNA and RNA repair, transcription and translation, the genetic code, protein synthesis, and genetic disorders. The course then transitions into the digestion, absorption, biosynthesis, and metabolism of carbohydrates, lipids, proteins, and amino acids, integrating these concepts with the principles of metabolism.

DMD 5261 ORAL DEVELOPMENT AND HISTOLOGY

This course will introduce basic concepts of histology and embryology. The focus will then become the histology and embryology of oral tissues, gross anatomy of the head and neck and tooth morphology. Emphasis will be placed on clinical considerations of orofacial development and anatomy relevant to dental assessment and delivery of person-centered care.

DMD 5301 DENTAL TERMINOLOGY AND ANATOMY

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

DMD 5321 RESTORATIVE DENTISTRY 1

Radiation physics, radiation, biology, hygiene and safety theories with an emphasis on the fundamentals of oral radiographic techniques and basic interpretation of radiographs. Includes exposure to intraoral radiographs, quality assurance, radiographic anatomy, basic radiographic interpretation, basic radiographic pathology description, patient selection criteria and other ancillary radiographic techniques. This is a fast-paced exciting course, which has been designed to provide the most authentic clinical simulation possible in an effort to provide the participant with the smoothest transition to live patient care possible. The course begins with an introduction to general restorative procedures. Advanced technology will be incorporated as much as possible. Class I-V direct composite restorations will be introduced with continued mastery through live patient care. This course will provide the necessary information and basis for pre-clinical training. This course has been designed to align the instruction methods with the pronounced philosophy of Roseman University of Health Sciences, and to engage students in ACTIVE LEARNING as a means of mastery education. The goals of this methodology are to (1) improve students’ learning and develop students as critical thinkers, problem solvers, and team players; (2) fully engage students and instructors throughout the learning process; and (3) stimulate higher order thinking using creative technologies and applied learning.

DMD 5322 RESTORATIVE DENTISTRY 2

This course serves a vast number of pre-clinical dental procedures. This is a fast-paced exciting course, which has been designed to provide the most authentic clinical simulation possible. The course involves more complex operative and single unit fixed prosthodontic procedures and techniques. This is a fast-paced exciting course, which has been designed to provide the most authentic clinical simulation possible in an effort to provide the participant with the smoothest transition to live patient care possible. The course focuses on indirect restorative techniques including single crown preparations, temporization, and impression techniques. Advanced technology will be incorporated as much as possible. Preparations, digital impressions and temporization procedures for Indirect Restorations will be introduced, with continued mastery following in the patient care clinics. This course has been designed to align the instruction methods with the pronounced philosophy of Roseman University of Health Sciences, and to engage students in ACTIVE LEARNING as a means of mastery education. The goals of this methodology are to (1) improve students’ learning and develop students as critical thinkers, problem solvers, and team players; (2) fully engage students and instructors throughout the learning process; and (3) stimulate higher order thinking using creative technologies and applied learning.

DMD 5330 REPLACEMENT OF MISSING TEETH

This course details the treatment plan considerations and techniques of how to replace partially edentulous arch spaces. Detailed descriptions of theory and techniques are explored pertaining to fixed partial dentures, removable partial dentures and implant considerations. Advantages and disadvantages of each possible treatment are explored. Laboratory portions include refining hand skills necessary to adequately perform these procedures at a novice level.

DMD 5350 INTRODUCTION TO PERIODONTICS

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

DMD 5360 ORAL AND MAXILLOFACIAL SURGERY I

This is an introductory course to oral and maxillofacial surgery. The goals of this course are to provide students with an overview of Oral and Maxillofacial Surgery as a specialty of dentistry, recognize and understand appropriate responses to office medical emergencies, understand theories and principles related to dentoalveolar surgery, understand theories and principles of local anesthesia and Nitrous Oxide sedation, and to provide the foundation for the development of oral surgical skills within the scope of general dentistry to optimize patient care. The course will present principles for recognizing dental office emergencies and will prepare students to respond appropriately to those emergencies. The course will include a brief overview of facial and dental anatomy and students will be able to identify relevant anatomy of the jaws and face. Students will be given an introduction to the armamentarium used for basic dentoalveolar surgery and students will be able to recognize by name and number basic instrumentation used for oral surgical procedures at the general dentistry level. Students will be taught principles of infection control, sterile technique, personal protective equipment (PPE), and students will understand correct methods for hand hygiene, the prevention of local environmental contamination, and how to don PPE. Students will understand how to conduct a patient interview, how to determine ASA classifications, and will be able to document accurately every patient encounter. Students will understand local anesthetic pharmacology and local anesthetic administration techniques and will understand how to recognize and prevent complications of local anesthetic.

DMD 5370 PEDIATRIC DENTISTRY

Pediatric dentistry is an age-defined specialty that provides both primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence, including those with special health care needs. In this course, students will learn dental anatomy of the primary teeth, eruption sequence of the primary dentition, behavior management techniques in the dental office, diagnosis and treatment planning of the pediatric patient, and the restorative principles of the primary dentition. Preventative measures and developing communication skills with the child and parent are important objectives of this course.

DMD 5375 ORTHODONTICS - GROWTH & DEVELOPMENT

The focus of this course is on the skeletal, dental and soft tissue evaluation of the child, adolescent, and adult patients seeking orthodontic treatment. Concepts and theories in growth and development of the dentofacial complex will be discussed as they relate to skeletal abnormalities and growth disturbances. These concepts will serve as the foundational knowledge in the discussion of treatment timing of various skeletal abnormalities and dental malocclusion. Significant time will be spent on assessment of the dental, skeletal and soft tissue abnormalities in the transverse, vertical and sagittal planes. Components of the orthodontic record, that is intraoral and extraoral photography, dental casts, and radiographs will be discussed. Cephalometric analysis using skeletal landmarks and planes will be performed; emphasis will be placed on the Steiner Analysis. Dental malocclusion and mixed dentition analysis will be discussed. The biology of tooth orthodontic tooth movement including force systems and anchorage control will be introduced. The focus is on the diagnosis of common, uncomplicated malocclusion that would be expected to be within the scope of practice of a general dentist.

DMD 5380 ENDODONTIC DIAGNOSIS & TREATMENT

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

DMD 5400 INTRODUCTION TO INTEGRATED CLINICAL SCIENCES

The Introduction to Integrated Clinical Sciences (ICS) course helps D1 students begin building the foundational clinical skills needed to provide safe and effective patient care. Students will develop these skills through Canvas presentations, assignments, quizzes, group breakouts, class discussions, presentations, and scheduled hands-on rotations. By the end of the course, students will have gained a range of essential skills, including:

- Professionalism
- Personal protective equipment, infection control and operatory maintenance
- Ergonomics
- Four-handed dentistry
- Writing SOAP notes
- Taking patient photographic and intra-oral images with an intra-oral camera
- Navigating axiUm by completing case-based exercises
- Learning to operate a portable x-ray unit (Nomad) and certification
- Taking radiographs with Nomad, digital sensors and panoramic x-rays
- Radiographic interpretation
- Observing, assisting, participating and applying skills as secondary providers in the clinic
- The block will also introduce students to the concept that when faced with making ethical decisions, one must rely on an internal, personal values system, as well as external, organizational value systems such as the ADA Principles of Ethics and Code of Professional Conduct.

DMD 5401 PRIMARY CARE CLINIC

In Primary Dental Care Clinic 1, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader (PCL). Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 5402 PRIMARY CARE CLINIC

In Primary Dental Care Clinic 2, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader. Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 5403 PRIMARY CARE CLINIC

In Primary Dental Care Clinic 3, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader (PCL). Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 9001 SPECIAL STUDIES – ELECTIVE

Under faculty supervision, students may achieve credit for studies and/or activities as part of a special project. This elective may be repeated for credit.

DMD 6110 INTER-CAMPUS INTERPROFESSIONAL EDUCATION CORE

This course introduces students to the basic principles and knowledge regarding interprofessional practice and education across the continuum of health professions. The student will focus on the four core competencies set forth by the Interprofessional Education Collaborative (IPEC). The focus of IPE will be to practice individual- and family-centered care to improve the health of our community. These competencies are to be practiced throughout the IPE curriculum learning activities and should also be carried into future practice.

DMD 6115 VULNERABLE POPULATIONS

This block integrates students' previous understanding of patient management and applies it to the special considerations of vulnerable populations. It builds on students' current clinical experience as a foundation for meeting the needs of patients with medical, physical, psychological, developmental, or social situations that have an impact on a patient's ability to maintain oral health and treatment in a conventional setting. Strategies for modifying treatment routines, making appropriate alterations in treatment plans, and improving their oral health care are discussed.

DMD 6120 DENTAL PUBLIC HEALTH

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

Each student will be a part of a team tasked with identifying an oral healthcare disparity within the community, evaluating current efforts, creating goals and objectives for a program to address the disparity, and then creating a plan for implementation of the program. The approved program will be implemented by the team over the course of the following year.

Students will learn the terminology used in epidemiology and public health, the roles of methodology, data collection, and analysis in public health planning and learn basic biostatistical concepts and techniques that will assist their appraisal of the biomedical literature during their practice career. Students will learn and practice the following methodologic and statistical concepts by examining research and epidemiological reports: study designs, organization and presentation of data, data summary by means of frequency distribution, and central tendency, hypothesis testing, parametric tests, non-parametric tests, correlations and regression analysis.

DMD 6150 STUDENT PROFESSIONALISM

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. This course will emphasize these principles to CODM students and reinforce the expectation that students and graduates will uphold and maintain the confidence and trust the public has placed in dentists as healthcare providers.

DMD 6210 ORAL PATHOLOGY

This block studies the principles of general pathology with an emphasis on those related to the oral cavity. There is a concentration on recognition of normal and abnormal conditions of the oral cavity and surrounding tissues. It emphasizes the student's ability to recognize different oral pathological conditions and systemic conditions that may affect dental patients, recognize and diagnose different oral soft tissue changes request the proper investigative procedures needed for the patient based on the oral and systemic findings, manage and treat patients with oral soft tissue changes and patient referral procedures and dental report writing.

DMD 6220 ORAL PATHOLOGY 2

This block is designed to facilitate students' integration of information presented in previous basic science and clinical courses, especially general and systemic pathology and clinical medicine for general dentists and thus enhance their use of this information to recognize, formulate differential diagnoses, and treat diseases of the oral and maxillofacial region. During this course, Roseman University CODM students will learn the etiology, clinical characteristics of diseases and pathological processes affecting the hard tissues in the head and neck region including the oral cavity and then explore treatment strategies and prognosis for these disorders. Topics include radiographic description and classification of hard tissue pathology, inflammatory diseases, odontogenic and non-odontogenic lesions, temporomandibular joint lesions, hard tissue manifestation of systemic diseases, dental and craniofacial anomalies, salivary gland lesions, and soft tissue calcifications.

DMD 6244 BASIC IMMUNOLOGY AND INFECTIOUS DISEASES

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

Integrated Biomedical Sciences. Clinical case studies will be utilized to illustrate infectious processes in oral and systemic diseases, with emphasis on infections of the oral cavity. Students will explore infectious diseases. Students will study antimicrobial drugs.

DMD 6246 CARDIOVASCULAR SYSTEM

The anatomy and physiology of the cardiovascular system will be studied. The histological structure of blood vessels as they relate to their function will be studied. Cardiovascular diseases will be covered including hemodynamic diseases, infectious diseases, and thromboembolic diseases. In Addition, students will study drugs used in the treatment of cardiovascular diseases.

DMD 6247 SKELETOMUSCULAR SYSTEM

The gross anatomy of the upper extremity will be covered. Students will cover skeletal and muscular elements of the upper extremities. Students will learn the basic physiological principles involved with muscle contraction and the events at the neuromuscular junction. Students will review joint structure and function and focus on the temporal mandibular joint. The diseases of the musculoskeletal system will be investigated.

DMD 6248 GI, GU, ENDOCRINE SYSTEM

The histology and embryology of the urinary and digestive systems will be reviewed. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the systems. Topics such as acid-base balance and peptic ulcer formation will be examined. Pathology will cover diseases relating to these systems. Students study drugs used in renal and digestive disease treatment.

The histology and embryology of the endocrine system will be reviewed. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the system. Topics such as diabetes mellitus and hypothyroidism formation will be examined. Biosynthesis and metabolism of carbohydrates leading to a discussion of diabetes mellitus and the integration of metabolism. Pathology will cover various endocrine diseases. Students will study drugs used in the treatment of endocrine treatment.

DMD 6249 NERVOUS SYSTEM

The histology and embryology of the nervous systems will be reviewed. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the systems. Areas of the brain and brain stem will be studied. Students will review the physiological principles of nervous function.

DMD 6250 RESPIRATORY SYSTEM

Anatomy and physiology of the respiratory systems will be studied. Students will study drugs used in the treatment of respiratory diseases.

DMD 6330 REPLACEMENT OF MISSING TEETH

This course details the treatment plan considerations and techniques of how to replace partially edentulous arch spaces. Detailed descriptions of theory and techniques are explored pertaining to fixed partial dentures, removable partial dentures and implant considerations. Advantages and disadvantages of each possible treatment are explored. Laboratory portions include refining hand skills necessary to adequately perform these procedures at a novice level.

DMD 6335 REMOVABLE PROSTH – CD

In this course, students develop laboratory and clinical skills related to removable prosthodontics. For edentulous patients and those patients with hopeless dentition, students will learn the basic clinical and laboratory phases of complete denture fabrication including diagnosis, pre-prosthetic surgery, tissue conditioning, impression, cast fabrication, record base/rim, occlusal records, chair-side esthetic arrangement, articulator mounting, anterior artificial tooth arrangement, trial denture tryin, denture processing and finishing, denture insertion, prosthetic home care patient education, and prosthetic follow-up and recall, including relining/repair and laboratory communication. Students will prescribe optimal clinical materials to be used in prosthesis fabrication and diagnose biomechanical problems from simulated case scenarios.

DMD 6365 ORAL AND MAXILLOFACIAL SURGERY 2

This course is a continuation of DMD 5360 – Oral and Maxillofacial Surgery I and will build upon the principles and concepts introduced in that course. The goal of this block course is to provide students with a deeper understanding of oral and maxillofacial surgery and oral surgical procedures within the scope of general dentistry. This course will provide additional instruction in patient evaluation and assessment, basic techniques of oral and maxillofacial surgery, exodontia, pre-prosthetic surgery, principles of wound healing, facial and dentoalveolar trauma, management of post-operative complications as related to oral surgical procedures, odontogenic infections, basic biopsy techniques, and a preview of the temporomandibular joint. This course will present principles for evaluating and assessing systemic diseases as they may relate to dentistry. Students will be able to recognize systemic disease conditions that may impact dental care, understand the importance of individualized patient research, and understand how to request medical consultations. Interprofessional collaboration with the Roseman University Nursing College and Roseman University Pharmacy College may be employed for a medical consultation experience. Students will also understand how to manage post-operative patient needs. Students will understand the proper approach for routine and surgical exodontia, including meticulous soft tissue management. Students will understand the indications for and surgical techniques of alveoloplasty and tissue contouring in preparation for intraoral prostheses. Students will be introduced to the principles to properly diagnose trauma to the orofacial complex. Students will understand the concepts of wound healing, including primary, secondary and tertiary healing, and will be able to recognize odontogenic infections and other complications related to oral surgical procedures. Students will understand routine biopsy techniques. The anatomy of the temporomandibular joint will be reviewed, and students will understand concepts related to temporomandibular disorders. A continuation of this course will include a hands-on laboratory experience of applying topical anesthesia and the administration of local anesthesia using a variety of injection techniques. It will also include laboratory experience for suturing techniques. An Advanced Pain Control/Nitrous Oxide Clinical Laboratory experience will also be conducted in conjunction with this course, and principles of oral sedation anesthesia will be presented in accordance with the ADA Guidelines for Teaching Pain Control and Sedation to Dentists and Dental Students for minimal sedation.

DMD 6375 ORTHODONTICS - GROWTH AND DEVELOPMENT

The focus of this course is on the skeletal, dental and soft tissue evaluation of child, adolescent, and adult patients seeking orthodontic treatment. Concepts and theories in growth and development of the dentofacial complex will be discussed as they relate to skeletal abnormalities and growth disturbances. These concepts will serve as the foundational knowledge in the discussion of treatment timing of various skeletal abnormalities and dental malocclusion. Significant time will be spent on assessment of the dental, skeletal and soft tissue abnormalities in the transverse, vertical and sagittal planes. Components of the orthodontic record, that is intraoral and extraoral photography, dental casts, and radiographs will be discussed. Cephalometric analysis using skeletal landmarks and planes will be performed; emphasis will be placed on the Steiner Analysis. Dental malocclusion and mixed dentition analysis will be discussed. The biology of tooth orthodontic tooth movement including force systems and anchorage control will be introduced. The focus is on the diagnosis of common, uncomplicated malocclusion that would be expected to be within the scope of practice of a general dentist.

DMD 6390 INBDE PRE MOCK EXAM

This course is designed to help students in their preparation for the Integrated National Board Dental Examination (INBDE).

DMD 6401 PRIMARY CARE CLINIC

In Primary Dental Care Clinic 1, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader (PCL). Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 6402 PRIMARY CARE CLINIC

In Primary Dental Care Clinic 2, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader (PCL). Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 6403 PRIMARY CARE CLINIC

In Primary Dental Care Clinic 3, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader (PCL). Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 7100 ADVANCED PLACEMENT IN DENTAL EDUCATION

DMD 7100 Advanced Placement in Public Health is a course sponsored by the College of Dental Medicine and its Affiliated Community Clinics for students to gain increased experience in community health. Eligible students will be placed at sponsored community health clinics or "Enrichment Sites" to add a special dimension to their clinical learning that engenders an appreciation for community health through the interaction and treatment of diverse populations in a community-based clinical environment (CODA 2-26). These sites are available to enrich a student's education but do not provide assessments towards graduation. Participation is a privilege reserved for eligible students that are seeking additional knowledge and experience in community health. As representatives of the College of Dental Medicine at sponsored sites, eligible students must be in good academic standing, meet specific requirements, and be selected by an Affiliated Community Clinic.

DMD 7120 DENTAL PUBLIC HEALTH 4

In the fourth dental public health course, students apply the previously learned principles of the oral healthcare surveillance system and strategic planning to the treatment of healthcare disparities through their service-learning projects. They then carry out and present their service learning projects in teams that address their group's targeted healthcare disparities through public service and health promotion.

DMD 7130 DENTAL PRACTICE READINESS

The Dental Practice Readiness block, occurring in the third year of the curriculum, offers a comprehensive, in-depth study of contemporary dental private practice and its methods of oral health care delivery. Students learn business management concepts pertinent to establishing and maintaining dental practices, explore different types of dental practices, learn about partnerships and associate relationships among dentists, assess factors that influence the viability of dental practices, and develop a business plan for a dental practice based on strategic planning principles. The block helps students acquire and apply the methodology of strategic planning to personal and professional aspirations and for management of a dental practice.

DMD 7150 STUDENT PROFESSIONALISM

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. This course will emphasize these principles to CODM students and reinforce the expectation that students and graduates will uphold and maintain the confidence and trust the public has placed in dentists as healthcare providers.

DMD 7401 PRIMARY CARE CLINIC

Integrated Clinical Sciences. In Primary Dental Care Clinic 1, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader (PCL). Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 7402 PRIMARY CARE CLINIC

Integrated Clinical Sciences. In Primary Dental Care Clinic 2, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader (PCL). Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 7403 PRIMARY CARE CLINIC

Integrated Clinical Sciences. In Primary Dental Care Clinic 3, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader (PCL). Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 9001 SPECIAL STUDIES – ELECTIVE

Under faculty supervision, students may achieve credit for studies and/or activities as part of a special project. This elective may be repeated for credit.

DMD 8100 ADVANCED PLACEMENT IN DENTAL EDUCATION

DMD 8100 Advanced Placement in Public Health is a course sponsored by the College of Dental Medicine and its Affiliated Community Clinics for students to gain increased experience in community health. Eligible students will be placed at sponsored community health clinics or "Enrichment Sites" to add a special dimension to their clinical learning that engenders an appreciation for community health through the interaction and treatment of diverse populations in a community-based clinical environment (CODA 2-26). These sites are available to enrich a student's education but do not provide assessments towards graduation. Participation is a privilege reserved for eligible students that are seeking additional knowledge and experience in community health. As representatives of the College of Dental Medicine at sponsored sites, eligible students must be in good academic standing, meet specific requirements, and be selected by an Affiliated Community Clinic.

DMD 8150 STUDENT PROFESSIONALISM

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. This course will emphasize these principles to CODM students and reinforce the expectation that students and graduates will uphold and maintain the confidence and trust the public has placed in dentists as healthcare providers.

DMD 8401 PRIMARY CARE CLINIC

In Primary Dental Care Clinic, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader (PCL). Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 8402 PRIMARY CARE CLINIC

In Primary Dental Care Clinic, dental students work in teams to provide comprehensive dental care to patients ranging from pediatrics through geriatrics. College of Dental Medicine (CODM) students are organized into clinical practice teams based on a student-to-faculty ratio of six to one. Each practice team is managed by a Clinical Faculty, Student Team Leader and a Patient Care Leader (PCL). Each practice team will have an assigned family of patients, and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs. Students will have the opportunity to provide team-based care as a primary provider, secondary provider, runner, and team leader. Students will review treatment plans and discuss patient oral health care during weekly team meetings and daily team huddles.

DMD 9001 SPECIAL STUDIES – ELECTIVE

Under faculty supervision, students may achieve credit for studies and/or activities as part of a special project. This elective may be repeated for credit.

ORGANIZATION OF DENTAL STUDENTS' CLINICAL EDUCATION

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

College of Dental Medicine (CODM) students will be organized in one of Vertical Teams (per quad) based on a student-to-faculty ratio of six to one. Each Vertical Team is comprised of D1s, D2s,

D3s and D4s. Typically, one or more D4s will be on a rotation in a different clinic area or on a community-based rotation. Each Quad consists of Vertical Teams that are managed by one full-time clinical faculty member that provides students with consistent mentoring and assessment and ensures continuity of supervision for comprehensive patient care and student performance. This faculty member serves as the Patient Care

Leader. Each vertical team will have an assigned family of patients and the students and faculty of that team will collectively assume responsibility for providing the oral health care needed to address the patients' needs.

ACADEMIC POLICIES AND PROCEDURES

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

ACADEMIC SUPPORT SERVICES

Personal Counseling: Non-Academic Issues

Students requiring personal counseling services about non-academic issues (e.g., grief counseling, alcohol, substance abuse and mental health) should contact the Student Services Office. While these services are not directly provided by the University, the Student Services Office provides students with a confidential venue to address these issues, and they will work with the student for appropriate referrals to off-campus resources. Further, a list of appropriate resources is available on the University's website.

Academic Counseling

Counseling for academic issues is available through the College of Dental Medicine Office of Oral Healthcare Education. Specifics on how to access academic counseling services will be provided during orientation for first-year students, in the Student Handbook and on the website.

The Associate Dean for Oral Healthcare Education is available for consultation with students about academic issues affecting performance in the program. The Associate Dean for Oral Healthcare Education, Theme Directors, and Block faculty are available to meet with students to discuss issues related to a specific Block.

An advantage of the Block system is its effectiveness in creating frequent faculty/student interactions and assessments that enable an early identification of academic or learning issues.

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

Students receive notification of their academic performance through the Associate Dean for Oral Healthcare Education at the end of each academic block. Students with academic difficulties are contacted immediately by the Associate Dean of Oral Healthcare Education, the Assistant Dean of Oral Healthcare Education, and/or the Associate Dean for Admissions and Student Affairs to discuss mechanisms for resolving these difficulties.

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

Career Counseling

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

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

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

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

STUDENT PARTICIPATION ON CODM COMMITTEES

Dental students are integral to CODM's governance structure and are members of committees that consider matters that directly impact students in both academic and non-academic matters.

Students serving on specific committees are responsible for providing student views on campus and college issues and policies as well as communicating information on the issues to their student colleagues. The Dean, in consultation with the Senior Associate and Associate Deans, appoints students to CODM committees/teams including but not limited to:

- Accreditation Steering Committee (4)
- Admissions Team (40)
- Clinical Education & Patient Care Committee (4)
- Continuing Education Team (4)
- Curriculum Team (4)
- Diversity Equity, Inclusion and Belonging Team (4)
- Educational Resources Team (4)
- Institutional Outcomes Committee (2)
- Public Health Team (4)
- Quality Assurance Team (2)
- Research Advisory Committee (5 – includes the President of our National Student Research Group)
- Students are also appointed to be on various ad hoc teams and committees by the Dean to address specific, short-term issues.

STUDENT ORGANIZATIONS

The CODM has established the following student organizations:

- Dental Student Association (Student Council)
- Advanced Dental Education Club (Includes dental specialties and graduate programs)
- Advanced General Dentistry
- Anesthesiology
- Endodontics
- Entrepreneurship

- Oral and Maxillofacial Surgery
- Orthodontics
- Pathology (not active)
- Pediatric Dentistry
- Periodontics
- Prosthodontics (not active)
- Esthetic Dentistry (proposed)
- American Student Dental Association
- American Dental Education Association
- National Student Research Group
- Student Professionalism and Ethics Association
- Lucy Hobbs Initiative
- Tau Sigma (Uniformed Services Club)
- Hispanic Student Dental Association
- Special Care Needs Dentistry Association
- Ensign Academy of Dentistry

Additionally, the following organization is preparing a request to the University to become an officially recognized student organization:

- Asian American Dental Student Association

The CODM encourages students to form Special Interest Groups to explore dental careers, specialties, and topics of interest. The University's policies and registration procedures for student organizations are available through the Student Services Office.

Description of Student Organizations and Clubs are available online at the Roseman University website.

ADVANCED EDUCATION IN ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS RESIDENCY PROGRAM

About the Profession

According to the American Association of Orthodontists, "Just as there are specialists in medicine (such as cardiologists, gastroenterologists, neurologists, etc.), there are specialists in dentistry. Orthodontists are dental specialists who dedicate their professional lives to correcting misaligned teeth and jaws." Orthodontists are qualified dentists, who after graduating from dental school, go on to additional full-time university-based education in an accredited orthodontic residency program supervised by orthodontists. That training lasts at least two academic years—sometimes more. By learning about tooth movement (orthodontics) and guidance of facial development (dentofacial orthopedics), Orthodontists are the uniquely trained experts in dentistry to straighten teeth and align jaws.

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

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

*American Association of Orthodontists

Program Overview

The Advanced Education in Orthodontics and Dentofacial Orthopedics/ Residency program is a 35-month postdoctoral certificate program designed to provide an excellent and comprehensive education in orthodontics and dentofacial orthopedics, ultimately preparing the graduates to achieve their utmost clinical, scholarly and professional development potential. While utilizing the innovative and effective “block system,” as set forth by Roseman University of Health Sciences, this program will focus on lifelong learning, clinical excellence, expertise in sound business management, and providing outstanding oral health care to a diverse population. Furthermore, core values of distinction, proficiency, integrity and leadership will be stressed throughout the students'/residents' education at the College of Dental Medicine. Upon successful completion of said program and fulfillment of all set forth requirements, graduates will be granted a Certificate in Orthodontics and Dentofacial Orthopedics.

Vocational Objective

The vocational objective of the Advanced Education in Orthodontics and Dentofacial Orthopedics (AEODO) Residency Program is to educate existing dental professionals (DMD/DDS) to become competent specialists in the field of orthodontics.

Through a carefully structured didactic curriculum and hands-on clinical training enrolled residents will graduate with the skills necessary to practice in the specialty of orthodontics throughout the United States.

Faculty

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

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES

Application and Admission Process

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

Admission Requirements

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

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

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

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

Application Process

The following must be provided prior to being considered for an interview for the College of Dental Medicine AEODO Residency Program:

- Completed PASS Application
- Account set up on NATMATCH
- Completed Roseman Supplemental Application
- Current curriculum vitae sent directly to Roseman University of Health Sciences
- Non-refundable Supplemental Application Fee (\$50)
- Official National Board Dental Exam Score(s) (Reported through PASS via Dean's Letter)
- Official Dental School Transcript (Reported through PASS)
- Three letters of recommendation (Reported through PASS)
 - One from the Dean of their Dental School (or Dean/ Associate Dean of Student Affairs)
 - One from an Orthodontic Chair, Program Director, or other orthodontic faculty of their Dental School
 - One from other dental school faculty or another private practice orthodontist with whom the applicant has worked closely
- Mailing address:
Attention: Dr. Glen Roberson Program Director
Advanced Education in Orthodontics and Dentofacial Orthopedics Residency Program; Associate Professor of Dental Medicine College of Dental Medicine
Roseman University of Health Sciences
4 Sunset Way, Bldg. C, Henderson, NV 89014-2333

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

Application Fee

Applicants to the Advanced Education in Orthodontics and Dentofacial Orthopedics Residency Program must pay a supplemental application fee of \$50. This fee is non-refundable.

Interview

Once the AEODO Admissions Committee has thoroughly reviewed all applications, it will invite a select group for on-campus interviews. An interview is required for acceptance into the AEODO Residency program. During the interview, members of the Admissions Committee will assess certain qualities of the candidates, including but not limited to professionalism, a desire to help others, aspiration to learn, problem-solving abilities, compassion, leadership potential, intellectual ability, maturity, motivation to succeed, flexibility, teamwork, good communication skills, and outstanding work ethics. Based on the cumulative ranking by the interviewer panel, the final rank list will be submitted by the Program Director for participation in the MATCH process. Through this centralized national matching process between programs and applicants, the final list of matched applicants will be confirmed. The individuals that matched to the Roseman AEODO residency program will be eligible to be part of the incoming class of residents.

Deposit

Within one week of MATCH results release, the matched group of applicants will receive a formal written offer from the Program Director for admission into the AEODO residency program.

Applicants receiving this formal offer have five (5) business days (M-F) to notify the University, in writing, whether they wish to have a place reserved in the upcoming class.

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

Nevada State Board of Dental Examiners

Nevada State Board of Dental Examiners necessitates that all dental residents must obtain a license to practice dentistry in the State of Nevada. For more information regarding the protocol, timeline, and all required documents leading to licensure, please contact: 800-DDS-Exam, or nsbde@nsbde.nv.gov.

Required Health Records

According to the Nevada Administrative Code (NAC) Chapter 441A.140, it is required that all health care providers present documentation of having received the following immunizations:

- NAC 441A.140 "Proof of immunity to hepatitis B," "proof of immunity to measles," "proof of immunity to rubella" and "proof of immunity to tetanus, diphtheria and mumps" defined. ([NRS 441A.120](#))
- "Proof of immunity to hepatitis B" means:
 - A record of immunization against hepatitis B; or
 - A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to hepatitis B.
- "Proof of immunity to measles" means:
 - A record of immunization against measles with live virus vaccine given on or after the date on which the person reached the age of 1 year.
 - A statement signed by a licensed physician specifying the date when the person had measles.

- A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to measles; or
- Verified date of birth before January 1, 1957.
- "Proof of immunity to rubella" means:
 - A record of immunization against rubella with a live virus vaccine given on or after the date on which the person reached the age of 1; or
 - A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to rubella.
- Proof of immunity to tetanus, diphtheria and mumps" means:
 - A record of immunization against tetanus, diphtheria and mumps.
 - A statement signed by a licensed physician specifying the dates when the person had tetanus, diphtheria and mumps; or
 - A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to tetanus, diphtheria and mumps.

(Added to NAC by Bd. of Health, eff. 1-24-92) If an individual voluntarily and knowingly chooses not to be immunized with any of the required vaccines, they may be prohibited from the clinic.

Transfer Residents

Due to the unique structure of our team-based curriculum and evaluation system, the AEODO program does not admit transfer residents or accept transfer credits from other AEODO programs.

EDUCATIONAL OFFERINGS, CURRICULUM AND COURSE DESCRIPTIONS***Class of 2028 AEODO Residency Program Curriculum Year 1 Residents (R1) (AY 25-26)***

Block #	Block Title	# of Credits
ADE800	Fundamentals in Orthodontics	2
ADE810	Preclinical Orthodontic Simulation Laboratory & Bootcamp	2
ADE811	Introduction to Clinical Orthodontics (Bootcamp)	2
ADE812	Diagnosis, Treatment Planning, & Case Presentation I	2
ADE813	Clinical Seminars I	14
ADE814	Clinical Orthodontics I	29
ADE815	Seminars in Contemporary Orthodontics I	8
ADE816	Biomechanics & Biomaterials I	2
ADE817	Classic & Current Literature Review I	2
ADE818	Cephalometrics I	2
ADE910	Introduction to Roseman University, CDM, & AEODO Program	2
ADE912	2D & 3D Craniofacial Imaging	2
ADE913	Research I	11
ADE915	Biostatistics & Research Methodology I	2
ADE916	Graduate Teaching I	1
ADE917	Community Outreach I	2
ADE926	Craniofacial Growth & Development	2
ADE935	Biostatistics and Research Methodology II	2
ADE940	3D Printing, Lasers and Aligners	2

Class of 2028 AEODO Residency Program Curriculum Year 2 Residents (R2) (AY 26-27)

Block #	Block Title	# of Credits
ADE828	Functional and Orthopedic Appliances	2
ADE833	Clinical Seminars II	15
ADE834	Clinical Orthodontics II	42
ADE835	Seminars in Contemporary Orthodontics II	2
ADE837	Classic & Contemporary Literature II	2
ADE841	Practice Management I	2
ADE850	ABO Written Examination	2
ADE930	Functional Occlusion & Temporomandibular Joint Disorders	2
ADE932	Biomedical Sciences	4
ADE933	Research II	12
ADE936	Graduate Teaching II	1
ADE937	Community Outreach II	2
ADE958	Management and Treatment of Craniofacial Anomalies	2
ADE951	Orthognathic Surgery	2

Class of 2028 AEODO Residency Program Curriculum Year 3 Residents (R3) (AY 27-28)

Block #	Block Title	# of Credits
ADE838	Cephalometrics II	2
ADE852	Diagnosis, Treatment Planning, and Case Review II	2
ADE853	Clinical Seminars III	15
ADE854	Clinical Orthodontics III	44
ADE855	Seminars in Contemporary Orthodontics III	2
ADE860	ABO Clinical Exam Introductory	2
ADE861	Practice Management II	2
ADE953	Research III	16
ADE954	Interdisciplinary	2
ADE956	Graduate Teaching III	1
ADE957	Community Outreach III	2
ADE959	Appliance Design & Fabrication	2

Total Hours

Year	Total Credit Hours
Year 1	91
Year 2	92
Year 3	92

*Please note: 1 Credit generally means 20-30 contact hours.

Minimum Credits needed to graduate: 275; Maximum possible credits to graduate: 275. Sequence of blocks subject to change.

***AEODO Curriculum Disclaimer**

While it is the intention of the Roseman College of Dental Medicine Advanced Education in Orthodontics and Dentofacial Orthopedics Residency Program to follow the outlined curriculum as described within the Course Catalog, it reserves the right to update/change the sequence of blocks during any academic year for any reason the program deems appropriate, such as, but not limited to:

To better enhance the program, or to prepare residents for licensing exam(s) and/or practice

Changes to CODA, other accrediting body, or other licensing agency to maintain compliance

1. The emergence of new technique(s) in the profession requiring addition of new block(s)
2. In the event of a change, the Program Director will inform affected Residents in writing of the change(s). Any changes will not affect the prescribed block offerings required of the affected residents to complete their residency program as written in this Course Catalog, nor the total number of credit hours required for the Program completion.

Block Descriptions

ADE 800: Fundamentals in Orthodontics

The focus of this block is to provide the first-year orthodontic resident with an overall understanding of the orthodontic discipline from diagnosis and treatment planning, to treatment mechanics, assessment of treatment outcome and orthodontic retention by first understanding the historical development of this profession in the context of current technological advances. Concepts and theories in growth and development of the dentofacial complex will be reviewed and will serve as foundational knowledge in the discussion of treatment timing of various skeletal abnormalities and dental malocclusions as supported by evidence from peer-reviewed publications. Clinical and radiographic evaluation of the orthodontic problem will be extensively discussed. Cephalometric analysis using skeletal landmarks and planes will be performed; emphasis will be placed on the Steiner Analysis. Dental malocclusion, Angle's classification, mixed dentition analysis and space management in the mixed dentition will be reviewed. The biology of tooth movement including force systems and anchorage control will be introduced; these biomechanical concepts will be applied in the discussion of how removable, fixed appliances, clear aligner therapy, orthodontic wires and accessories elicit tooth movement. Orthodontic retention and assessment of treatment outcomes will be detailed.

ADE 810: Preclinical Orthodontic Simulation Laboratory & Bootcamp

This preparatory course will introduce several fundamental topics to the residents including but not limited to: history of modern orthodontics; biology of tooth movement; Edgewise bracket and appliance; archwire concepts; bracket and appliance concepts; applied biomechanics and mechanical concepts; auxiliaries; mechanical and lab techniques; typodont treatment; orthodontic dictionary and orthodontic abbreviation dictionary.

ADE 811: Introduction to Clinical Orthodontics (Boot Camp)

This extensive and in-depth course will serve as an introduction and overview of the specialty of orthodontics and dentofacial orthopedics and prepares the orthodontic residents for an advanced education in this dental specialty.

ADE 812 & 852: Diagnosis, Treatment Planning and Case Presentations (I, & II)

These blocks provide a comprehensive and in-depth study of orthodontic diagnosis, treatment planning and American Board of Orthodontics (ABO) case reports of patients treated by orthodontic residents in the clinic. The seminar format of this block will allow interaction and discussion between all faculty and residents during the case presentations.

ADE 813, 833 & 853: Clinical Seminars (I, II & III)

Clinical Seminars involve case presentations during which residents are evaluated on their skills and knowledge in Diagnosis, Treatment Planning, and effective management of patient care as well as evaluation of quality of treatment outcomes. These clinical seminars will precede all clinical sessions, allowing the faculty an opportunity to preview the daily clinic schedule and prepare the residents for the procedures to be performed during that particular clinic session.

ADE 814, 834 & 854: Clinical Orthodontics (I, II & III)

These clinical sessions will allow the residents, with direct supervision from attending orthodontic faculty, to screen, diagnose, treatment plan, treat and/or manage the varied orthodontic malocclusions of their patients. Different techniques and appliances will be utilized by faculty, allowing the residents an expansive and comprehensive education in orthodontics.

ADE 815, 835 & 855: Seminars in Contemporary Orthodontics (I, II & III)

The residents will be required to attend periodic seminars in which the latest ideas, techniques and armamentarium in orthodontics are presented by experts in their fields.

These seminars will be instrumental in reaching our goal of providing an innovative, novel, and state-of-the-art education to our orthodontic residents.

ADE 816 Biomechanics & Biomaterials

This block provides lectures on the fundamentals of physics and engineering and their application in orthodontic techniques.

A thorough presentation of the biology of tooth movement is presented, as well as mechanotherapy in various orthodontic techniques and critical evaluation of biomechanical concepts and materials leading to efficient tooth movement.

ADE 817 & 837 Classic and Current Literature Review (I & II)

These blocks will encourage the residents to critically review, understand and analyze classic and current literature in orthodontics, including classification of study design, hypothesis testing, scientific writing, analysis and interpretation of data, and orthodontics and craniofacial biology throughout their education. This block will be instrumental in preparation of the residents for the American Board of Orthodontics certification examination.

ADE 818 & 838: Cephalometrics (I & II)

These blocks are aimed at a thorough understanding of the craniofacial radiographic techniques, with emphasis on historical as well as contemporary uses of 2D and 3D cephalometric radiography. This course will introduce the residents to the clinical uses of cephalometrics for orthodontic diagnosis and treatment planning using the latest available technology.

ADE 828: Functional and Orthopedic Appliances

This informative block will familiarize the residents with the design, theoretical indications, and clinical application of various craniofacial orthopedic devices, including but not limited to various types of headgear appliances, chin cups, and numerous functional appliances. The residents will also review pertinent literature to learn the history and current theories of use for such devices.

ADE 841 & 861: Practice Management (I & II)

These blocks will enable the resident to understand and recognize the factors that go into a successful orthodontic practice. The subject matter within the block will focus on the various aspects of practice both as an associate or as an owner, including work contracts, purchase contracts, participation in insurance plans, as well as risk management. Additionally, the material will focus on human resource management within a practice including hiring, team building, and creating a team culture. Finally, residents will learn about ethics in practice by reviewing various case scenarios.

ADE 850: American Board of Orthodontics Written Examination

This block is a two-year-long, continuous block that consists of the residents' preparation for the American Board of Orthodontics Written Examination and culminates in the examination in the early Spring of their second year of education. Residents must successfully complete this examination to pass the block and subsequently be eligible for graduation.

ADE 860: American Board of Orthodontics Clinical Examination Introductory

This block is optimized for the new scenario-based ABO clinical exam (CSBE) so that residents will be well prepared to become fully Board Certified by the American Board of Orthodontics as well as improve clinical skills and knowledge in orthodontic patient care. The block will include the four domains of the ABO Clinical Exam: Data gathering and diagnosis, Treatment objectives and planning, Treatment implementation and management, and Critical analysis and outcomes assessment.

ADE 910: Introduction to Roseman University of Health Sciences, CDM and the AEODO Program

All residents will spend time in a block dedicated to introduce participants to imperative and pertinent topics such as University policies, student handbook, Occupational Safety and Health Administration (OSHA) regulations, software orientation and application, Medicaid and insurance billing to prepare them for clinical experiences. Also, this course will provide the residents with a review of diagnosis and management of common medical emergencies, as well as a training session in cardiopulmonary resuscitation, with practical demonstrations and examinations which will lead to certification in basic CPR.

ADE 912: 2D and 3D Craniofacial Imaging

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

ADE 913, 933 & 953: Research (I, II & III)

Residents will work with faculty mentors in carrying out meaningful graduate-level research projects. The projects will involve critical components of literature review, hypothesis generation, defending their project; conducting the study; analysis and interpretation of data and summarizing the project in the form of a final research document. Residents' progress will be monitored routinely, and the research project is expected to lead to a scientific paper submitted for publication in a peer-reviewed journal.

ADE 915 & 935: Biostatistics & Research Methodology, I, II

These blocks are comprised of a study of basics of biostatistics and epidemiology, including clinical trials. Details on research methodology will equip the residents to plan & execute their research projects and effectively analyze their data. Training on SPSS & Excel will be provided. Literature evaluation and assessment of statistical and clinical significance will empower them for making an evidence-based decision on the application of research results in their clinical practice.

ADE 916, 936, 956: Graduate Teaching (I, II, & III)

Under supervision and guidance of faculty, residents will apply much of what they have learned in their first and second year of education to collectively design and teach a formal class to first-year residents. First-year residents will present information to peers. This block will also teach the residents some of the fundamentals of good teaching, e.g., writing clear outcome statements, designing learning experiences, and assessment essentials.

ADE 917, 937 & 957: Community Outreach (I, II & III)

Residents will be required to provide various types of scheduled community service throughout their education. This will assist the residents in gaining insight into the oral health needs of various populations in Southern Nevada and surrounding regions.

ADE 926: Craniofacial Growth and Development

This block will allow the residents to explore the basic qualitative and quantitative changes that take place during pre- and postnatal craniofacial growth and development. Included in this block will also be lectures on childhood and adolescent growth, development of the dentition, hereditary and environmental influences on growth and possibility of prediction of facial growth.

ADE 930: Functional Occlusion and Temporomandibular Joint Disorders

This important block will provide the residents with an overview of detailed anatomy of the temporomandibular joint as well as specific pathologies and modes of treatment and management for specific disorders or pathologies.

ADE 932: Biomedical Sciences & Oral Pathology

This block will acquaint the residents with fundamental topics in biomedical sciences. Topics will include:

- Head and Neck Anatomy
- Cell Biophysiology
- Bone Biology and Histology
- Oral Cells and Tissues
- Oral Microbiology and Immunology
- Oral and Maxillofacial Infectious and Inflammatory Diseases
- Neoplasia and Diseases of Systems
- Pain Management

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

ADE 940 – 3D Printing, Lasers, and Aligners

This informative block will familiarize the residents with the design, theoretical dictations, and clinical application of clear aligner devices for orthodontic treatment in children and adults. The course will also review 3D printing technology via guest lectures and review of literature. Another section will deal with theory and hands-on instruction in the use of Lasers in Clinical Orthodontic practice. The residents will also review pertinent literature related to the above topics as assigned by the instructors.

ADE 951: Orthognathic Surgery

Fundamental and advanced concepts of treatment planning and management of orthognathic surgery cases are covered during this block. Residents are exposed to virtual treatment planning (VTO) of various skeletal discrepancies. Team assignments involving multiple residents working together on orthognathic surgery cases will aid in a strong foundation in managing more complex clinical cases.

ADE 954: Interdisciplinary Dentistry

Experts in various fields of general and specialty dentistry will provide residents with an overview of the latest techniques and concepts as they relate clinical treatment of patients needing multidisciplinary care. Included will be diagnosis, treatment and management of patients, as well as the specific role of the different specialists in overall care of the patient.

ADE 958: Management and Treatment of Craniofacial Anomalies

This block will provide a thorough review of various recognized craniofacial anomalies, with emphasis placed on etiology, morphology, development and clinical management for each anomaly. The residents will also be introduced to the importance of the “team concept” and the involvement of many medical and dental specialists in the interdisciplinary management and treatment of such complex cases. The block will consist of lectures and case presentation seminars related to the various problems encountered in the management and treatment of patients with cleft palate. Emphasis is placed on the importance of long- term, interdisciplinary management and rehabilitation of these patients in consultation with other medical and dental health care providers. Issues such as epidemiology and etiology of the congenital anomaly, psychology, speech pathology, timing of surgery and various stages of treatment will be addressed, as will special problems one might encounter with this particular group of patients.

ADE 959: Orthodontic Appliance Design & Fabrication

This block series will critically review the variety of fixed and removable appliances that are available for use in orthodontic, pedodontic, TMD, OSA, and orthognathic surgery procedures, and the purpose, indications, and use of each appliance. Residents will fabricate several appliances and complete a quality assessment on each aspect of fabrication. Skill in activation, adjustment, and retention of appliances will be developed, in addition to proficiency in fitting bands, taking impressions, and wire bending.

DIRECTORY

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

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