



STUDENT CATALOG

2022-2023



Uniting the Heart & Science of Healthcare

TRANSFORMING
EDUCATION

REIMAGINING
HEALTHCARE

EMBRACING
DISCOVERY

COMMITTED
TO COMMUNITY

ROSEMAN UNIVERSITY
OF HEALTH SCIENCES

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This publication represents current curricula, educational plans, offerings, requirements, tuition, and fees. This catalog is effective July 1, 2022. These may be modified or discontinued from time to time in the University's sole discretion to carry out the University's purposes and objectives.

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ROSEMAN UNIVERSITY

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

STUDENT CATALOG

Effective: 2022-2023 Academic Year

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www.roseman.edu

HENDERSON CAMPUS

11 Sunset Way
Henderson, Nevada 89014
Tel: (702) 990-4433
Fax: (702) 990-4435

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 Nursing – Family Nurse Practitioner (MSN-FNP)

Master of Science in Pharmaceutical Sciences (MSPS)

Master of Science in Biomedical Sciences (BMS)

DOCTORAL

Doctor of Pharmacy (PharmD)

Doctor of Dental Medicine (DMD)

Doctor of Nursing Practice (DNP)

POST-DOCTORAL

Advanced Education in Orthodontics and Dentofacial Orthopedics (AEODO)

Approved by Roseman University of Health Sciences Administrative Council on April 25, 2022.



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PRESIDENT'S MESSAGE

Welcome to Roseman University of Health Sciences. Since our founding 22 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, 2022 - December 31, 2022

College of Nursing ABSN June 2022 Classes Begin	June 13, 2022
College of Pharmacy Summer Remediation (Nevada and Utah)	July 5 - August 12, 2022
College of Dental Medicine (Nevada) R1 Orientation	July 11-15, 2022
College of Dental Medicine (Nevada) R1 Begin Classes	July 18, 2022
College of Nursing MSN/FNP July 2022 Classes Begin	July 11, 2022
College of Nursing BSN 2024 Classes Begin	August 1, 2022
College of Dental Medicine (Utah) Orientation	July 29, 2022
College of Dental Medicine (Utah) Classes Begin	August 5, 2022
College of Pharmacy P1 Orientation (Henderson and South Jordan)	August 15-19, 2022
College of Pharmacy White Coat Ceremony (South Jordan)	TBD
College of Pharmacy White Coat Ceremony (Henderson)	TBD
College of Dental Medicine (Utah) White Coat Ceremony	August 26, 2022
College of Pharmacy P1 Classes Begin (Henderson and South Jordan)	August 22, 2022
College of Pharmacy P2 Classes Begin (Henderson and South Jordan)	August 23, 2022
College of Graduate Studies (MBS and MSPS) Orientation	August 31 – September 2, 2022
Labor Day (University Closed)	September 5, 2022
College of Graduate Studies (MBS and MSPS) Classes Begin	September 6, 2022
College of Nursing RN-BSN September 2022 Classes Begin	September 12, 2022
College of Nursing ABSN October 2022 Classes Begin	October 3, 2022
College of Nursing (Nevada) ABSN July 2021 Pinning	November 11, 2022
College of Nursing (Utah) ABSN July 2021 Pinning	November 12, 2022
Thanksgiving Break (University Closed)	November 23 - 25, 2022
College of Nursing MSN/FNP January 2021 Completion	December 18, 2022
Winter Break (University Closed)	December 19 – January 2, 2023

January 1, 2023 - June 30, 2023

All Classes Resume	January 3, 2023
College of Pharmacy Classes Resume (P3 students)	January 2, 2023
College of Pharmacy Classes Resume (P1/P2 students)	January 9, 2023
College of Nursing MSN/FNP January 2023 Classes Begin	January 9, 2023
College of Nursing ABSN February 2023 Classes Begin	January 30, 2023
College of Nursing (Utah) BSN 2023 Pinning	February 17, 2023
College of Nursing (Nevada) BSN 2023 Pinning	February 18, 2023
College of Nursing (Nevada) ABSN October 2021 Pinning	March 7, 2023
College of Nursing (Utah) ABSN October 2021 Pinning	March 8, 2023
College of Pharmacy Spring Break (Henderson and South Jordan) <i>(Students Only – pending Pharmacy curricular review)</i>	March 24-27, 2023
College of Nursing RN-BSN April 2023 Classes Begin	April 3, 2023
College of Dental Medicine (Utah) Program Completion, DMD Class of 2022	April 7, 2023
College of Dental Medicine (Utah) Hooding Ceremony, DMD Class of 2022	April 10, 2023
College of Nursing (Nevada and Utah) Spring Break	April 17-18, 2023
College of Graduate Studies (MBS and MSPS) Spring Break	April 17-18, 2023
College of Dental Medicine (Nevada) Program Completion, AEODO/MBA Class of 2022	June 2, 2023

College of Pharmacy P3 Classes End (Henderson)	May 10, 2023
College of Pharmacy P3 Classes End (South Jordan)	May 11, 2023
Summer Commencement (Nevada Campus)	May TBD
Summer Commencement (Utah Campus)	May TBD
College of Pharmacy P1 and P2 Classes End (Henderson and South Jordan)	May 26, 2023
College of Pharmacy IPPE Summer and P3 APPE Begins (Nevada and Utah)	May 29, 2023
Memorial Day (University Closed)	May 29, 2023
College of Nursing RN-BSN September 2022 Completion	June 5, 2023
College of Nursing MSN/FNP July 2021 Completion	June 23, 2023
College of Nursing (Utah) ABSN February 2022 Pinning	June 23, 2023
College of Nursing (Nevada) ABSN February 2022 Pinning	June 24, 2023
Summer Break (University Closed)	July 3-7, 2023
College of Pharmacy Summer Remediation (Henderson and South Jordan)	July 10-August 18, 2023
College of Nursing (Nevada) Classes Resume	July 10, 2023

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 course.

Assessment Learning

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

Early Experiential Learning

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

Classroom as Teacher

Inclusive classroom design is the final piece of the Six-Point Mastery Learning Model™. Classrooms are set up to form a circle, with the professor at the center, rather than a traditional lecture style with the professor at the front on the “stage” and the students in the “audience” observing the lecture or performance. Roseman University’s classroom layout assures that every student is 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 has an institutional membership with 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
5011 Meadowood Mall Way
Suite 300
Reno, NV 89502-6547
Tel: (888) 590-6726
Fax: (775) 688-7707

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

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

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

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

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

The Doctor of Nursing practice 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.ccneaccreditation.org>).

College of Dental Medicine

On August 7, 2015, the CODM was accredited by the Commission on Dental Accreditation and was granted the accreditation status of "Approval without reporting requirements." The Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA Residency Program (AEODO/MBA) was granted the accreditation status of "Approval without reporting requirements" in November 2018. The next Accreditation Visit for the CODM including the AEODO/MBA Residency Program will take place in April of 2022. The Commission on Dental Accreditation is a specialized accreditation body recognized by the United States Department of Education. The Commission on Dental Accreditation may be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, Illinois 60611. The Commission's web address is: <http://www.ada.org/100.aspx>

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

HISTORY

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

It was a bold move. There hadn't been a new college of pharmacy started in over 50 years that was not part of an existing institution. Many doubted that it would even be possible, and with good reason. There were a lot of obstacles to such a project—financing, obtaining IRS non-profit status, incorporating, finding adequate facilities, gaining accreditation from the American Council on Pharmaceutical Education, obtaining licensure from the Nevada Commission on Postsecondary

Education, and much more. To assist in this endeavor, Dr. Rosenberg enlisted the support of the Nevada pharmacy community, contacting leaders in pharmacy organizations such as chain pharmacy managers, hospital pharmacy directors, pharmacists leading home health companies, and the Nevada State Board of Pharmacy. These individuals became the nucleus of the eventual Nevada College of Pharmacy Board of Trustees, and they are still valued members of the Board today. With the help, support, and advice of these caring leaders in the pharmacy community, the Nevada College of Pharmacy began to take shape.

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

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

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

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

But the growth did not stop there--in 2004, the Board of Trustees approved changing the name of the institution to the University of Southern Nevada (USN) to reflect the intent to expand degree offerings beyond the Doctor of Pharmacy (PharmD) program. That year a Master of Business Administration (MBA) program was developed, and the first MBA class started in Fall 2005.

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

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

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

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

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

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

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

MBA Program

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

In FY 2018-2019, the University initiated a Task Force review of the MBA program, considering many factors, including current pathways, its relevance to today's joint-program Roseman students, challenges in delivering the curriculum, declining enrollment and completion trends, and macro trends in the higher education landscape. In the end, the University decided to discontinue the MBA program and started working on a teach-out to end in June 2022. However, the University may pursue the creation of programs that may contain elements of leadership/business-related coursework.

College of Nursing

In response to requests from the health care community, including several members of our Board of Trustees who are CEOs of major local hospitals, Roseman University of Health Sciences investigated the feasibility of starting a Nursing program. Based on the statistical data, community need and support, and consistency with the University's overall mission, the Board of Trustees made the decision to start a Bachelor of Science in Nursing (BSN) program. Graduates of

the College of Nursing are eligible to take the licensing exam and assume entry-level RN positions, which will help to meet the community, state, and regional needs for registered nurses. The first class was admitted in April 2006 and graduated in October 2007.

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

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

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

Implemented in 2023, the Doctor of Nursing Practice (DNP) degree program for Roseman University of Health Sciences will fulfill a national call to elevate the academic preparation of the advanced practice registered nurse to the terminal degree. This DNP program is designed to educate advanced practice registered nurses at the highest level of nursing practice and prepare future nurse leaders for the complex and rapidly changing healthcare environment. The DNP

curriculum builds on the traditional MSN education received as an advanced practice registered nurse, with a focus on evidence-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.

College of Dental Medicine

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

This program is committed to providing outstanding education to a group of highly qualified dentists. Additionally, this program offers high-quality, affordable care to the citizens of Southern Nevada and the surrounding region in a state-of-the-art clinical facility.

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

College of Graduate Studies

Established by Roseman University's Board of Trustees in November 2020 as the University's fourth college, 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 them for an expanding range of career opportunities.

The College's initial programs - Master of Sciences in Pharmaceutical Sciences (MSPS) and Master of Sciences in Biomedical Sciences (MBS) degrees – enrolled their inaugural classes of students in Fall 2021.

STUDENT LIFE & SERVICES

FACULTY

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

STUDENTS

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

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

CAMPUS LOCATIONS

Henderson, Nevada Campus

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

College of Dental Medicine
Advanced Education in Orthodontics and Dentofacial
Orthopedics/MBA Residency Program
4 Sunset Way, Building C
Henderson, Nevada 89014

Tel: (702) 968-5222
Fax: (702) 968-5277
Hours of Operation: 8:00 a.m. – 5:00 p.m.

College of Nursing - Accelerated Bachelor of Science in Nursing Program
4 Sunset Way, Building E
Henderson, Nevada 89014
Tel: (702) 968-1678
Fax: (702) 990-4435
Hours of Operation: 8:00 a.m. - 5:00 p.m.

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

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

Summerlin (Las Vegas), Nevada Campus

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

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

3755 Breakthrough Way*
Las Vegas, Nevada 89135
Tel: (702) 802-2897
Hours of Operations: 8:00 a.m. – 5:00 p.m.

*These are administrative buildings.

South Jordan, Utah Campus

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

College of Dental Medicine
Doctor of Dental Medicine Program

10894 South Riverfront Parkway
South Jordan, Utah 84095
Tel: (801) 878-1212
Hours of Operation/Business Hours: 8:00 a.m. - 5:00 p.m., Monday – Friday. Evening and Weekend hours are reserved for student use, laboratory and continuing 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, currently in the development stage, as well as its research programs. The campus also serves as the administrative and clinical facilities for Cure 4 The Kids Foundation, an independent division of Roseman University. 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 <http://www.roseman.edu/students/student-services-resources/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-roseman-university/safety/>) 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 <http://www.roseman.edu/about-roseman-university/roseman-university-security/roseman-university-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 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: 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. Please note that only certain designated foods are permitted in the library and beverages must be in approved containers. Current hours are posted on the library website at www.roseman.edu/library.

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 all hours of operation. 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 a few days for articles or a few weeks 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 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/university-technology-services-2/>

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.

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 and Dean for the College of Dental Medicine are responsible for maintaining student files that contain data necessary to process a student's

application in each respective program. These data may include, but are not limited to, transcripts from academic institutions, standardized test scores, interview scores, as well as any additional documentation required in the application. The Assistant Dean for Admissions 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, 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 the specific information relating directly to the student seeking access to the contents of the file. No student will have access to:

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

A student who desires to have any material in the files altered or expunged on the grounds that such material is inaccurate or misleading, or that is being maintained in violation of 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 period of time after the conclusion of the meeting. The committee's decisions may be appealed to the University administration and, if necessary, by

means of a complaint filed with the United States Department of Education.

A student may insert into 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 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 generally consist of certain federal and state officials, accrediting organizations, and educational agencies that need the information for valid educational purposes. The University is also authorized to release information contained in a student's file in any emergency situation involving the need to protect the health or safety of the student or other persons.

A student (or applicant for admission) is permitted to waive access to confidential recommendations written on 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/students-alumni/registrar/forms/>. A student whose consent is required may request a personal copy of the specific records in question. Appropriate copying fees will apply.

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

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

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

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

TRANSCRIPTS

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

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.

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

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

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

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 at a later time, in accordance with policy. To replace the

(I), the student will need to complete the requirements necessary 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. 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.

A student may receive a copy of their transcript upon request. Unofficial transcripts are free. There is a transcript fee for an official transcript. The student must complete a transcript request through the National Student Clearinghouse for the University to send official transcript(s). Unofficial transcripts may be requested through NetCommunity and can be faxed, emailed, picked up, or mailed. Official transcripts may be emailed or mailed. No transcripts will be expedited. Transcripts will not be provided for students who are delinquent in their financial obligations to the University or any federal or state agency. Copies of transcripts on file from other institutions attended will not be provided to the student nor a third party. Name changes will be honored post-graduation, provided that the proper legal documentation is provided to the Registrar's Office.

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

Failure to pay when due all University bills shall release the University of any obligation to continue to provide the applicable educational benefits and

services, including, but not limited to transcript of records, diplomas, registration or written statements of dismissal and/or confirmation of graduation.

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

DIPLOMAS

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

DUPLICATE DIPLOMAS/CERTIFICATES

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

Henderson office: (702) 968- 2046 or
South Jordan office: (801) 878-1040
Email: veterans@roseman.edu (both campuses)

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.

VA Probation Policy

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

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

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

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
- Commencement Decorum Policy
- Computer and Network Acceptable Usage Policy
- Computer Hardware Policy
- Conflict of Interest Policy – Employee Password
- Consensual Relationships Policy
- Consulting and Outside Activities Policy – Employee Password
- Directory Information (FERPA) Policy
- Duplicate Diplomas-Certificates Policy
- Employee and News Media Policy – Employee Password

- Employee Travel Policy – Employee Password
- Employee Tuition Assistance and Remission Policy – Employee Password
- Equal Opportunity Employment Policy
- Establishment and Review of Centers and Institutes Policy – Employee Password
- Firearms and Weapons Policy
- Food and Beverage Policy
- Grade Recommendation Policy – Employee Password
- Harassment Policy – Employee Password
- Latex Allergy Policy
- Maximum Length of Supplemental Administrative Faculty Contract Policy – Employee Password
- Multimedia Recording Policy
- Non-Discrimination Policy
- Notice of Requirement to Check Student Email on a Daily Basis Policy – Student Password
- Political Activities of University Employees Policy – Employee Password
- Readmission for Service Members Policy
- Reporting and Investigative Process for Allegations of Employee Non-Academic Misconduct – Employee Password
- Requesting Reasonable Accommodations Policy – Employee Password
- Roseman and Dell Programs for New Students Policy
- Service Animal Policy
- Sexual Misconduct Policy
- Sick Leave Bank Policy – Employee Password
- Social Media Policy
- Statement of Principles of Free Expression
- Student Contact Card Policy – Student Password
- Student's Guest Policy – Student Password
- Student Online Presence Policy – Student Password
- Student Right to Know Policy – Student Password
- Student Transportation Policy – Student Password
- Substance Abuse Policy
- Suicide Prevention Policy
- Title IX Policies Addressing Sexual Harassment
- Tobacco-Free Policy
- University Email Use Policy
- University Student Professionalism Board (USPB) Policy
- Use of Copyrighted Works Policy
- Vehicle Use Policy
- Whistleblower Policy – Reporting Suspected Misconduct

LIBRARY POLICIES

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

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

RESEARCH POLICIES

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

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

BURSAR AND FINANCIAL AID POLICIES

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

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

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
<http://www.roseman.edu>

or

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

CAMPUS VISIT

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

UNIVERSITYWIDE ADMISSION REQUIREMENTS

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

Proof of Identification

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

- U.S. Passport or U.S. Passport Card
- Certificate of Naturalization Form N-550 or Form N-570, Replacement Certificate of Naturalization
- Certificate of Citizenship Form N-560 or Form N-561, Replacement Certificate of Citizenship
- Permanent Resident Card or Alien Registration Receipt Card Form I-551 If the card is expired, you must also present a Notice of Action (I-797) showing an approved extension.
- Military Identification Card
- 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/Director of Student Services

Documentation of Legal Name and Legal Name Change

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

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

If a student has been issued a U.S. Social Security Card and wants to change their legal name, the student must provide a copy of a Social Security card with the student's new name. According to the Social Security Administration, generally, an individual will receive a card within 10-14 business days from the date the application is processed.

If a student who has NOT been issued a U.S. Social Security Card wishes to change their legal name: the

student may provide a copy of a marriage license, court order, divorce or dissolution decree, birth certificate, current passport or other government-issued identification subject to approval by the Registrar's Office. If the legal name is not clearly identified on the document, the Registrar's Office will make the final decision on the legal name.

TRANSFER STUDENTS

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

INTERNATIONAL STUDENTS

Roseman is approved through USCIS to accept 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:

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

TUITION AND FEES

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

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

Total Tuition and Fees for Class beginning July 2022

- Tuition: \$58,200 (18 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Nursing Lab Fee: \$3,800
- Computer**: \$1,900 (not to exceed)
- Health Insurance: \$3,246 (Waived if student provides proof of insurance)
- 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 (ABSN) - HENDERSON, NEVADA AND SOUTH JORDAN, UTAH

Total Tuition and Fees for cohorts beginning June 2022, October 2022, and February 2023

- Tuition: \$58,200 (16-17 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Nursing Lab Fee: \$3,800
- Computer**: \$1,900 (not to exceed)
- Health Insurance: June 2022 - \$3,787, October 2022 - \$2,705, February 2023 - \$1,623 (Waived if student provides proof of insurance)
- Year 2 Health Insurance: Fee to be determined (Waived if student provides required proof of

insurance by deadline provided by Student Services Office)

- Graduation Fee: \$200 to be assessed on second-year nursing students.

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

Total Tuition and Fees

- Tuition: \$8,000
- Technology Fee \$500
- Instructional Materials \$1,000
- Graduation Fee \$200
- Seating Deposit: (\$250)

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

Total Tuition and Fees for Classes beginning July 2022 and January 2023

- Tuition: \$39,000 (24 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Instructional Material Fee: \$1,150
- Health Insurance: July 2022 - \$3,516.50, January 2023 - \$1,893.50
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
Year 2 Health Insurance: Fee to be determined
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: \$200 to be assessed on second-year nursing students.

COLLEGE OF NURSING (DNP) – HENDERSON, NEVADA

Total Tuition and Fees for Classes beginning January 2023

- Tuition: \$39,000 (24 months)
- Seating Deposit: (\$500)
- Technology Fee: \$500
- Instructional Material Fee: \$500
- Health Insurance: January 2023 - \$1,893.50
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
Year 2 Health Insurance: Fee to be determined
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

- Graduation Fee: \$200 to be assessed on second-year nursing students.

COLLEGE OF GRADUATE STUDIES

Master of Science in Biomedical Sciences

- Tuition: \$26,250
- Seating Deposit: \$(500)
- Technology Fee: \$400
- Computer**: \$1,900 (not to exceed)
- Graduation Fee: \$200

Master of Science in Pharmaceutical Sciences (First Year)

- Tuition: \$31,500
- Seating Deposit: \$(500)
- Technology Fee: \$400
- Computer**: \$1,900 (not to exceed)

Master of Science in Pharmaceutical Sciences (Second Year)

- Tuition: \$31,500
- Technology Fee: \$400
- Graduation Fee: \$200

COLLEGE OF PHARMACY

P-1 (First Year) Students

- Tuition: \$58,540
- Seating Deposit: \$(1,000)
- Technology Fee: \$400
- Computer**: \$1,900 (not to exceed)
- PCOA Fee: \$75
- Health Insurance: \$3,246
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Immunization Fee: \$150

P-2 (Second Year) Students

- Tuition: \$58,540
- Technology Fee: \$400
- Health Insurance: \$3,246
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

P-3 (Third Year) Students

- Tuition: \$58,540
- Technology Fee: \$400
- Graduation Fee: \$200
- Exam Prep Fee: \$600
- Health Insurance: \$3,246
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

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

D-1 (First Year) Students

- Tuition: \$81,844
- Seating Deposit: (\$1,000)
- Technology Fee: \$500
- Instructional Material Fee: \$1,660
- Clinic Usage: \$10,840
- Student Kit (owned): \$2,747
- Student Service Fee: \$185
- Computer**: \$1,900 (not to exceed)
- Health Insurance: \$3,246
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

D-2 (Second Year) Students

- Tuition: \$81,844
- Technology Fee: \$500
- Instructional Material Fee: \$1,463
- Clinic Usage: \$10,575
- Student Service Fee: \$300
- Health Insurance: \$3,246
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

D-3 (Third Year) Students

- Tuition: \$81,844
- Technology Fee: \$500
- Instructional Material Fee: \$1,463
- Clinic Usage: \$10,267
- Student Service Fee: \$300
- Health Insurance: \$3,246
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

D-4 (Fourth Year) Students

- Tuition: \$81,844
- Technology Fee: \$500
- Instructional Material Fee: \$1,463
- Clinic Usage: \$9,968
- Student Service Fee: \$300
- Graduation Fee: \$200
- Health Insurance: \$3,246
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

COLLEGE OF DENTAL MEDICINE - HENDERSON, NEVADA (AEODO/MBA teach-out and AEODO-only)

First Year Residents

- Tuition: \$82,836
- Seating Deposit: (\$2,500)
- Technology Fee: \$400
- Research Fee: \$1,207
- Computer**: \$1,900 (not to exceed)
- Clinic Usage Fee: \$7,246

Second Year Residents

- Tuition: \$82,836
- Technology Fee: \$400
- Research Fee: \$1,207
- Clinic Usage Fee: \$9,566

Third Year Residents

- Tuition: \$82,836
- Technology Fee: \$400
- Research Fee: \$1,1207
- Clinical Usage Fee: \$10,046
- Graduation Fee: \$200

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

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

**Students will be required to purchase a laptop computer. The Computer Fee covers the costs of a new Dell laptop computer package 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.

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 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 schedules include classroom instruction or participation in clinical rotations.

Students required to have health insurance coverage must meet the minimum program requirements of the student health insurance plan selected by the University. These minimum requirements and 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 'Students / Student Services & Resources / 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 broker.

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 our third-party broker, Relation, by calling (800) 537-1777. Failure to notify Relation 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 and loans to only those who qualify. For information on the types of financial aid and the application process, please visit <http://www.roseman.edu/students/financial-aid/>.

WITHDRAWAL

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

Determining the Withdrawal Date

The withdrawal date is:

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

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

Additional Responsibilities of Students Who Withdraw

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

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

NOTICE OF ACCOUNT FOR STUDENT INDEMNIFICATION

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

Per NV Rev Stat § 394.553 (2013)

1. The Account for Student Indemnification is hereby created in the State General Fund. The existence of the Account does not create a right in any person to receive money from the Account. The Administrator shall administer the Account in accordance with regulations adopted by the Commission.
2. Except as otherwise limited by subsection 3, the money in the Account may be used to indemnify any student or enrollee who has suffered damage as a result of:
 - a. The discontinuance of operation of a postsecondary educational institution licensed in this state; or
 - b. The violation by such an institution of any provision of NRS 394.383 to 394.560,

inclusive, or the regulations adopted pursuant thereto.

3. If a student or enrollee is entitled to indemnification from a surety bond pursuant to NRS 394.480, the bond must be used to indemnify the student or enrollee before any money in the Account may be used for indemnification.
4. In addition to the expenditures made for indemnification pursuant to subsection 2, the Administrator may use the money in the Account to pay extraordinary expenses incurred to investigate claims for indemnification or resulting from the discontinuance of the operation of a postsecondary educational institution licensed in this state. Money expended pursuant to this subsection must not exceed, for each institution for which indemnification is made, 15 percent of the total amount expended for indemnification pursuant to subsection 2 or \$10,000, whichever is less.
5. No expenditure may be made from the Account if the expenditure would cause the balance in the Account to fall below \$10,000.
6. Interest and income earned on the money in the Account, after deducting any applicable charges, must be credited to the Account.
7. The money in the Account does not lapse to the State General Fund at the end of any fiscal year.

(Added to NRS by 1995, 323)

READMISSION

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

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

Locations and Phone Number for Admissions Office

Henderson, Nevada Campus
11 Sunset Way
Henderson, NV 89014
Phone: (702) 968-2075

South Jordan, Utah Campus
10920 S. River Front Parkway
South Jordan, UT 84095
Phone: (801) 878-1063

Accreditation

The baccalaureate degree program in nursing at Roseman University of Health Sciences is accredited by the Commission on Collegiate Nursing Education.

The master's degree program in nursing at Roseman University of Health Sciences is accredited by the Commission on Collegiate Nursing Education.

OVERVIEW

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

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

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

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

The 23-month, full-time Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) degree is designed to educate Advance Practice Registered Nurses (APRNs) in advanced diagnostics and practice skills and care of the underserved and diverse populations in primary care practices. The program prepares candidates for advanced practice certification in the specialty area as required for licensure. The program is structured to support working nurses in completing their graduate degree while meeting their day-to-day responsibilities. The didactic content is asynchronously delivered 100% online using our existing Learning Management System with two mandatory on-campus sessions lasting approximately three days. Experiential courses support the achievement of student learning outcomes and program outcomes providing students 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 23-month, full-time Doctor of Nursing Practice (DNP) degree is a clinical focused program designed to prepare advanced practice registered nurses at the highest level of nursing practice. 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 builds on the traditional MSN education received as an advanced practice registered nurse, with a focus on evidence-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.

This full-time online program prepares the advanced practice registered nurse for the Doctor of Nursing Practice role (DNP). Roseman University of Health Sciences provides an education system that promotes high levels of achievement with a focus on mastery of content. The didactic content is asynchronously delivered 100% online using our existing Learning Management System. A block curriculum allows students to study full time while maintaining a full-time job as a registered nurse or advanced practice registered nurse and incorporates evidence-based research, theory, and practice with practicum hours. Graduates will be prepared to function at the fullest extent of the DNP role, filling a growing need for highly skilled advanced practice registered nurses.

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 (BSN)

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 BSN, ABSN and RN-BSN programs have varying requirements.

Requirements (BSN)

All programs require:

- A completed application via NursingCAS (www.nursingcas.org) and payment of a \$45 submission fee to NursingCAS and a \$40 supplemental application processing fee to the College of Nursing. The College's supplemental application fee is non-refundable.
- All prerequisites must be completed and documented by an official transcript prior to the first day of classes.
 - Students completing prerequisite coursework just prior to orientation may request a two-week extension for submission of official transcripts.

- The 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 (BSN)

The 18-month BSN program requires:

- A cumulative GPA of 2.75 or above in prerequisite coursework with a minimum GPA of 2.75 or above in math and science prerequisite coursework.
- Science prerequisite coursework is suggested to be completed within the last 7 years at the time of application.
- A *minimum* of 54 semester credits or its equivalent of specified prerequisite coursework prior to the start of the program. The following prerequisites (indicated in semester credits) to be completed, unless otherwise indicated:
 - Chemistry or Biochemistry with lab (4 credits)
 - Human Anatomy and Physiology I and II or Human Anatomy and Human Physiology with labs (8 credits)
 - Microbiology with lab (4 credits)
 - Statistics (3 credits)
 - English Composition I and II (6 credits)
 - General or Lifespan Psychology (3 credits)
 - General or Introductory Sociology (3 credits)
 - College Math or higher (3 credits)
 - 3 Humanities courses (9 credits)
 - Electives (up to 12 credits may transfer)
 - Utah Campus: US Constitution (must be completed prior to Block 12.0)*

- Nevada Campus: US & NV Constitution (must be completed prior to Block 12.0)*

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

Requirements (ABSN)

The 16 to 17-month accelerated BSN program requires:

- A *minimum* of 54 semester credits in college-level coursework, which must include the prerequisite coursework listed below or,
- A Bachelor's degree from a regionally accredited institution or an equivalent non-U.S. institution.
- Science prerequisite coursework is suggested to be completed within the last 7 years at the time of application
- Please note that all prerequisite coursework:
 - Must be directed toward an academic program of study.
 - May not be earned in sports participation, physical fitness, band, dance, and art activities that are specifically offered for personal training (examples: Yoga, Kickboxing, Waltz, Volleyball, Driver's Ed. etc.)
 - May not be occupational, technical, certificate, or professional training coursework (Examples: CNA, LPN, Apprenticeship, Auto-Mechanic, Dental Assistant, etc.)
 - May not be developmental or remedial.
 - May be from a Credit by Examination course and must meet or exceed the minimum required score.
- For applicants without a bachelor's degree:
 - A cumulative GPA of 2.75 or above in the minimum 54-credit prerequisite coursework with a minimum GPA of 2.75 or above in math and science prerequisite coursework
- For applicants with a bachelor's degree the following prerequisites (indicated in semester credits) suggested to be completed prior to entry and within the last 7 years, unless otherwise indicated:
 - Chemistry or Biochemistry with lab (4 credits)
 - Human Anatomy and Physiology I and II or Human Anatomy and Human Physiology with labs (8 credits)
 - Microbiology with lab (4 credits)
 - Statistics (3 credits)
 - Utah Campus: US Constitution (must be completed prior to Block 12.0)*

- Nevada Campus: US & NV Constitution (must be completed prior to Block 12.0)*
- A cumulative GPA of 2.75 in the last 60 semester credits in undergraduate coursework is required.

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

Requirements (RN-BSN)

- Associate degree (A.D.N.) or diploma in nursing
- Current NCLEX-RN license
- Completion of the following nursing pre-requisite credits:

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.
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 credits= 49

Minimum GPA of 2.75

Forty-nine (49) upper-division credits will be allocated towards the BSN degree representing clinical competencies by exam with verification of NCLEX -RN licensure. This allocation of upper-division credit by exam applies exclusively to the BSN degree at Roseman University. The RN to BSN online curriculum consists of 8 blocks and 28 credits delivered over 35-weeks including remediation periods. The block titles and associated credit hours are presented below.

Veterans to Bachelor of Science in Nursing Pathway

To determine eligibility for the Veteran to Bachelor of Science in Nursing (VBSN) pathway, an appointment with an advisor is highly recommended. Please email vbsn@roseman.edu or call 702-968-6642 to schedule an advisory session.

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

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

Please have the documents emailed to vbsn@roseman.edu.

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

- Be a veteran/prior service with an honorable discharge or reservist in the United States Military.

- Students who wish to be considered for eligibility for credit by examination for NURS 301, 302 or 303 must have a healthcare specialist rating or comparable role within the past five years (applicants must apply within 5 years of separation from the military to be considered). The last date of service as a healthcare specialist or comparable occupation will be used to determine eligibility.
- Complete all other application and admission requirements for the applicable program in which they are applying.

Requirements (MSN/FNP)

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

Requirements (DNP)

- MSN degree or a post master's certificate as an advanced practice nurse from an accredited nursing program
- Unencumbered RN or APRN licensure from one of the 50 U.S. States or Territories
- Official documentation or letter from the MSN/advanced practice program that they attended clearly denoting the total number of clinical hours completed (a minimum 500 hours is required)
- Three letters of professional recommendation, written within the last 3 months, indicating the reviewer's support of the student's ability to successfully complete a demanding DNP graduate-level academic program
- A personal statement about one's motivation for wanting to attend the DNP program, expectations of the DNP program, attributes possessed that will help you succeed in a fast-paced learning environment, and future career goals as a DNP graduate
- 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

International Students and Non-U.S. Coursework

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

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

Transfer Students from Other Nursing Programs

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

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

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

If approved by the College of Nursing's curriculum committee in consultation with the Assistant Dean, Curriculum and Assessment, applicants may

matriculate with an existing cohort starting in NURS 304 based on space availability. Due to the nature of Roseman University's Curriculum, students may have to make up additional clinical hours. Students submitting coursework with clinical hours associated with the course are subject to a skills assessment to ensure proficiency level of Roseman University standards.

Requirement for Criminal Background Check

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

PROGRAM PROGRESSION

Students must 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 (BSN)

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

Skills and Simulation Laboratory – Students must be 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 (ABS/N)

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

Skills and Simulation Laboratory – Students must be 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 (RN-BSN)

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

INSTRUCTIONAL TIMES (MSN/FNP)

Didactic Blocks – Students must adhere to the posted due dates for discussion forums and other online learning activities. Two mandatory 3-day residency periods 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 525 clinical hours with approved healthcare providers as

partial fulfillment of the requirements for the Master of Science in Nursing degree.

INSTRUCTIONAL TIMES (DNP)

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

Practicum Blocks – Students complete practicum requirements with an approved healthcare organization in the students' chosen locale. Days and hours are based on the operating hours for the student's chosen practicum site. Students must complete and document 520 practicum hours with approved healthcare organizations as partial fulfillment of the requirements for the Doctor of Nursing Practice degree.

GRADING

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

BSN & ABSN CURRICULUM

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

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

Course Descriptions

NURS 300 - Introduction to the Profession

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

NURS 301 - Health Assessment

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

NURS 302 - Fundamentals of Nursing

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

NURS 302.1 - Fundamentals of Nursing and Basic Skills

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

NURS 303 - Nursing Pharmacology

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

NURS 304 - Adult Health Nursing I

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

NURS 304.1 - Adult Health Nursing I – Clinical

Students will further develop psychomotor skills essential for professional nursing practice. Students will synthesize knowledge using the nursing process to manage care for adult clients. *2.7 credits clinical (108 contact hours) Prerequisite: All previous blocks (BSN & ABSN)*

NURS 305 - Nursing Theories, Practice and Issues

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

NURS 401 - Nursing Research

This Block introduces the student to fundamental concepts in nursing research and focuses on understanding the purpose of research as a major contributor to nursing science, interpretation of study results, and cultivation of critical thinking through the research critique. Concepts of evidence-based practice in nursing

are emphasized. *3 credits didactic (45 contact hours)*
Prerequisite: NURS 304.1 (BSN); NURS 305 (ABSN)

NURS 402 - Maternal Newborn Nursing

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

NURS 402.1 - Maternal Newborn Nursing – Clinical

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

NURS 403 - Pediatric Nursing

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

NURS 403.1 - Pediatric Nursing – Clinical

Clinical experience will focus on age- appropriate care for infants, children, and adolescents in supervised clinical environments. Emphasis is placed on incorporating the family and support systems in meeting the child's developmental needs. *1.8 credits clinical (72 contact hours) Prerequisite: NURS 403 (BSN & ABSN)*

NURS 306 - Adult Health Nursing II

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

NURS 306.1 - Adult Health Nursing II – Clinical

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

NURS 409 - Community and Mental Health Nursing

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

NURS 409.1 - Community and Mental Health Nursing – Clinical

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

NURS 410 - Care of the Older Adult

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

NURS 406 - Leadership

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

NURS 407 - Senior Practicum

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

NURS 408 - Block 15.0 - Senior Seminar

This block synthesizes the legal-ethical framework governing professional practice, explores issues and trends of professional nursing and prepares the students to take the NCLEX-RN exam. Students must successfully

complete the designated Comprehensive Predictor, as the final Block assessment. *2 credits didactic (30 contact hours)* Prerequisite: All Previous Blocks (BSN & ABSN)

RN-BSN CURRICULUM

The RN to BSN online curriculum consists of 8 blocks and 28 credits delivered over 35-weeks including 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 411 - Transition to Professional Nursing

This block facilitates the development and implementation of strategies to enhance the professional development of the practicing nurse. The block enables the RN to BSN student to recognize and understand the critical role that nurses play in the healthcare delivery system and the importance of implementing evidence-based practice into their professional nursing practice. Students will analyze principles of professional practice within a framework of role development. *4 credits didactic (60 contact hours)*

NURS 305 - Nursing Theories, Practice and Issues

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

NURS 401 - Nursing Research

This block introduces the student to fundamental concepts in nursing research and focuses on understanding the purpose of research as a major contributor to nursing science, interpretation of study results, and cultivation of critical thinking through the research critique. Concepts of evidence-based practice in nursing are emphasized. *3 credits didactic (45 contact hours)*

NURS 410 - Informatics

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

the individual, family, and community. *3 credits didactic (45 contact hours)*

NURS 406 - Nursing Leadership & Management

This block focuses on the theories and principles of nursing leadership and management in healthcare environments. *3 credits didactic (45 contact hours)*

NURS 413 - Introduction to Capstone

This block is the first of two courses that focus on the capstone project. This preparatory course introduces the capstone project and will assist the RN to BSN student in creating and developing a capstone project plan. This preparatory course introduces the capstone project and will assist the RN to BSN student in creating and developing a capstone project plan. The course introduces problem-based learning focusing on the discovery and implementation of evidence-based practice into the patient care setting. Completion of the project will take place in the Capstone Course II taken in the last block of the RN-to-BSN program. The ideas, proposal, and approval for the Capstone Project will come to fruition during the course. Students will learn about vision, creativity, and planning as it relates to the development and implementation of evidence-based practice in nursing. Students will propose a topic for their project and explain how the topic is relevant to nursing. The student will propose a plan and develop a strategy explaining how the project will be carried out. Nursing Faculty must approve the plan prior to the beginning of the Capstone Course II. The importance of nurse-driven research and implementation will be discussed along with the future of nursing. *1 credit didactic (15 contact hours)*

NURS 414 - Community Health

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

NURS 415 - Capstone Course II

This block is a follow-up course to the capstone introductory course allowing for the completion of the capstone project. This course also provides students with the opportunity to apply concepts learned throughout the RN-to-BSN completion program to relevant nursing issues and the implementation of evidence-based practice to begin solving these issues. The capstone project completion demonstrates the nursing students

are able to integrate knowledge learned throughout this program and apply the knowledge to the implementation of evidence-based practice to improve the health and wellbeing of the patients and improve the nursing practice. This course will also discuss aspects of leadership, research, theory, and entry to practice as a professional nurse. *5 credits didactic/clinical (75 contact hours)*

MSN/FNP CURRICULUM

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

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

Course Descriptions

NURS 501 - Professional Role Development in Advanced Practice Nursing

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

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

This 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*

NURS 503 - Family Practice Management & Healthcare Policy

This block explores the practical and conceptual principles of practice management. The student will analyze the advanced practice nurse's leadership role in adopting these principles that affect the legal and ethical standards for practice. An emphasis on how the socio-economic aspects of healthcare influence healthcare policy. In addition, students examine how healthcare management tools such as quality improvement, risk management, interprofessional

collaboration, and healthcare finance affect healthcare delivery models and will be utilized by the advanced practice nurse. *3 credits didactic*

NURS 504 - Advanced Health Assessment and Diagnostic Reasoning

This 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. Experiential learning is enhanced through the direct application of the skills and knowledge offered by this course. This course includes a 3-day on-campus residency experience. *5 credits didactic*

NURS 505 - Advanced Pharmacotherapeutics I

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

NURS 506 - Advanced Pharmacotherapeutics II

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

NURS 507 - Theoretical Foundations of Advanced Practice Nursing

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

NURS 508 - Health Promotion and Maintenance Across the Life Span

This block explores the competencies necessary for the advanced practice nurse to promote health and prevent disease for diverse populations across the life span. This includes the application of current evidence-based guidelines for promoting optimal health and disease prevention. The competencies will also be

applied to the concepts of chronic disease management to address and reduce health disparities for individuals and communities. *3 credits didactic*

NURS 509 - Advanced Practice Nursing I: Adult/Gerontology

This 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 205 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*

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 180 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*

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 140 practicum hours). *3 credits clinical. Prerequisite: NURS 511*

NURS 512 - Nursing Research and Evidence-Based Practice

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

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

DNP CURRICULUM

The DNP online curriculum consists of 13 blocks and 42 credits delivered over 23 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 600 – Bridge Course

This block is designed for advanced practice nursing students who did not attend Roseman University of Health Sciences College of Nursing MSN -FNP program and will be taken simultaneously during the first seven DNP (Doctor of Nursing Practice) courses (NURS 601, 602, 603, 604, 605, 606, 607-up to DNP project 1). The purpose of the course is to allow the advanced

practice student to develop a PICO (patient/population/problem, intervention, comparison, outcomes) question, which is related to a clinically relevant quality improvement project that embodies the essentials of advanced practice nursing. The advanced practice student will apply principles of evidence-based practice through examination and critiquing of existing research. The course results in the identification and future implementation of a safe, effective, and relevant evidence-based change that targets improved healthcare outcomes. *3 credits didactic*

NURS 601 - Introduction to the Doctor of Nursing Practice Role

This block explores the current and historical impact of the DNP and the advanced practice role on healthcare delivery in terms of quality, safety, ethical decision making, and innovative policy development grounded in the translation of scholarly research into practice. Leadership opportunities will be identified to provide a foundation for the implementation of the DNP project. Additionally, discovering and understanding relevant research as it pertains to the role of the practice scholar will be included. *3 credits didactic*

NURS 602 - Epidemiology for Advanced Nursing Practice

This block analyzes the determinants of health and the resultant impact on health outcomes in various populations. Emphasis will be placed on critically analyzing data and evidence for improving nursing practice and population outcomes. This will include the integration of epidemiological concepts of screening and prevention techniques, chronic disease management, public health surveillance, investigation, and causation. The course will examine the different analysis tools used in epidemiology versus socio-behavioral research. Students will apply pertinent information to the DNP project. *3 credits didactic*

NURS 603 - Emerging Science for Advanced Practice Nurses

This block prepares advanced practice leaders with the skills and abilities to critique and synthesize current evidence leading to the implementation of new healthcare practice approaches at a national and global level. The focus is on engaging leaders to discuss and design a quality improvement project within the relevant population, utilizing a holistic approach, theory-directed designs, and interdisciplinary strategies. Students will apply pertinent information to the DNP project. The student will be expected to complete approximately 40 practicum hours by the end of this course. *3 credits (2 didactic, 1 practicum)*

NURS 604 - 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. Students will apply pertinent information to the DNP project, resulting in a budget, marketing plan, identification of key stakeholders, and determination of IRB (Institutional Review Board) requirements and approvals at the identified organization separate from Roseman University of Health Sciences (RUHS). The student will be expected to complete approximately 40 practicum hours by the end of this course. *3 credits (2 didactic, 1 practicum)*

NURS 605 - Healthcare Informatics and Data-Driven Technology

This block explores healthcare and communication technologies to improve the delivery of advanced practice care. Technologies explored will support the delivery of safe, high-quality, efficient, and equitable services, that are supported with current research and regulatory standards. This will include the use of telehealth modalities in the delivery of care and the appraisal of various technologies for improving healthcare systems. The methodologies for quality improvement will also be explored, including the gathering, managing, analysis, and synthesis of data. Students will apply pertinent information to the DNP project. *3 credits didactic*

NURS 606 - Health Disparity in the U.S. and Global Healthcare Systems

This block explores issues in health access associated with the determinants of health. Societal, environmental, political, institutional factors, and policies will be analyzed from national and global perspectives. The content will address current trends, societal consequences, contributory causes, and ways the advanced practice nurse can address these determinants among diverse populations. Students will apply pertinent information to the DNP project. *3 credits didactic*

NURS 607 - Quality and Safety Improvement Across Settings

This block prepares advanced practice leaders to engage in continuous quality improvement activities across various healthcare settings. The focus will be on healthcare quality improvement theories and ethical principles which will be incorporated into the DNP

scholarly project. Content will address the analysis of economic factors to decrease costs, healthcare disparities, and to improve access to care. Alternative settings from place of employment will be identified for advanced practice students to engage with diverse populations. Students will apply pertinent information to the DNP project including daily self-reflection. Students will compare & contrast current/various alternative settings and population needs. The student will be expected to complete approximately 80 practicum hours by the end of this course. *4 credits didactic (2 didactic, 2 practicum)*

NURS 608 – Doctor of Nursing Practice Project Seminar 1

This is the first of three blocks resulting in the implementation, evaluation, and dissemination of scholarly work as it relates to the DNP project. The focus is on project planning, management, goals, measurable outcomes, and application of supporting theories for the project. This course includes formalized discussions with the faculty advisor for the project. The expectation is that chapters 1-3 of the scholarly project will be completed. The student will be expected to complete approximately 80 practicum hours by the end of this course. *3 credits (1 didactic, 2 practicum)*

Prerequisite: All previous blocks

NURS 609 - 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. The student will be expected to complete approximately 40 practicum hours by the end of this course. *3 credits (2 didactic, 1 practicum)*

NURS 610 – Doctor of Nursing Practice Project Seminar 2

This block is the second of three designed resulting in the implementation, evaluation, and dissemination of scholarly work as it relates to the DNP project. The focus is on project planning, management, goals, measurable outcomes, and application of supporting theories for the project. The course will provide information about the IRB process, submission of an IRB application, and initiation of the project after

obtaining IRB approval. Included are formalized discussions with the faculty advisor for the project. The student will be expected to complete approximately 80 practicum hours by the end of this course. *3 credits (1 didactic, 2 practicum)*

NURS 611 - Advanced Interprofessional Leadership in Healthcare

This block examines leadership theories and emerging literature on management and strategic planning, as applied to the advanced practice nurse in complex healthcare systems. Themes that underpin the course include facilitating organizational change, conflict management, interprofessional collaboration, self-reflection, professional integrity, and healthcare delivery systems. The advanced practice nurse will experience leadership and professional development alongside an experienced healthcare leader at a local/state level. The advanced practice students will begin to implement their DNP project within the healthcare organization. Students will apply pertinent information to the DNP project. The student will be expected to complete approximately 80 practicum hours by the end of this course. *4 credits didactic (2 didactic, 2 practicum)*

NURS 612 - Healthcare Policy, Law, and Ethics

This block explores the impact of globalization on healthcare policies, including the influence of social, legal, political, and ethical factors on policy development, access and equity. The course will prepare advanced practice registered nurse (APRN) to analyze, influence, develop, and implement health-related policies within complex systems of care. The APRN will experience leadership development alongside an experienced policy leader at a local or state level within a healthcare system. The advanced practice student will shadow a leader who is engaging to change healthcare policy at the local, state, or federal level. Students will apply pertinent information to the DNP project. The student will be expected to complete approximately 40 practicum hours by the end of this course. *3 credits (2 didactic, 1 practicum)*

NURS 613 – Doctor of Nursing Practice Project Seminar 3

This block 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 culminates in the successful presentation of the scholarly project. The student will be expected to complete approximately 40 practicum hours by the end of this course. *4 credits (3 didactic, 1 practicum)* *Pre-requisite: All previous*

blocks.

GRADUATION

Comprehensive Predictor (BSN & ABSN only)

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

Remediation of the Comprehensive Predictor

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

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

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

STUDENT ORGANIZATIONS/CLUBS

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

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

STUDENT PARTICIPATION IN GOVERNANCE

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

COLLEGE OF GRADUATE STUDIES

Degrees

Master of Science in Biomedical Sciences (MBS)
Master of Science in Pharmaceutical Sciences (MSPS)

Locations and Phone Number for Admissions Office

Henderson Campus
11 Sunset Way
Henderson, NV 89014

South Jordan 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 9-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, in person, or do both. 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 9-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 Net-Community
- 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 coursework 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. A student who receives a No Pass in two Blocks following remediation or a second No Pass in a repeated Block after remediation must withdraw from the College of Graduate Studies and will be considered 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 (BMS)				
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 9 months or 36 credits delivered over 2 years respectively. The course titles and associated credit hours are presented below.

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 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

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 651 – Public Health and Epidemiology

The Public Health and Epidemiology course is designed to promote the understanding of epidemiology as the cornerstone and basic science of public health, including its application in determining the distribution, patterns and determinants of health and disease conditions in defined populations. 1-3 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

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

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 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 <http://www.roseman.edu/students/student-servicesresources/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 PHARMACY

Degree

Doctor of Pharmacy (PharmD)

Locations and Phone Number for Admissions Office:

Henderson Campus
11 Sunset Way
Henderson, NV 89014

South Jordan 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 Pharm.D is the standard entry-level degree currently awarded on completion of professional pharmacy education in the United States.

The Pharm.D 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 Pharm.D 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 settings.

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

Technical Standards for Admission, Advancement, and Graduation

Introduction

According to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act,

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

Principles

The primary role of the graduates from the PharmD program of RUCOP is to function as registered pharmacists and to provide safe and effective patient care. Concern about patient safety is of utmost importance when selecting and training student pharmacists. Students admitted and enrolled 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:

- Have completed a minimum of the equivalent of 60 semester credit hours (90 quarter hours) of pre-pharmacy study in an accredited college or university in the United States or its equivalent.
- Have achieved a preferred cumulative grade point average of 2.8/4.0 (or its equivalent) to have their applications considered for admission; Have received a grade of “C” (or its equivalent) or better in all science and math prerequisite courses; and
- All candidates must earn a grade of “B” or better in the English Composition and Speech prerequisites; and

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

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

Science Prerequisites

General Chemistry I with Laboratory

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

General Chemistry II with Laboratory

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

Organic Chemistry I with Laboratory

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

Organic Chemistry II with Laboratory

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

Calculus

3 semester hours or 4 quarter hours

Microbiology

3 semester hours or 3 quarter hours

Human Anatomy and Human Physiology

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

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

or

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

or

6 semester hours of Human Physiology

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

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

Humanities Prerequisites

English Composition (Freshman level)

3 semester hours or 3 quarter hours

Speech

3 semester hours or 3 quarter hours

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

Academic Forgiveness Policy

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

Non-U.S. Coursework

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

Applicants may not disregard any part of their college-level educational history. An applicant who fails to report all institutions attended will forfeit 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, 61 credits corresponding to the didactic component of the P1 year will be awarded. Once IPPE hours have been completed, an additional four credit hours will be awarded. When IPPE-S hours have been completed, an additional six credit hours will be awarded.

Applicants interested in applying for transfer should:

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

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

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

Application Fee

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

Seating Deposit

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

Deferred Admission

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

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

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

PLACEMENT

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

STUDENT GOVERNMENT

Pharmacy Class Officers

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

Pharmacy Student Liaison Committee

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

Student Participation in Governance

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

STUDENT ORGANIZATIONS/ CLUBS

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

ELIGIBILITY FOR EXPERIENTIAL ROTATIONS

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

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

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

- Been diagnosed or treated for an illness or condition that could impair the student's ability to perform any of the essential functions of the license.
- Held a license under any name other than on the application.
- Been charged, arrested or convicted of a felony or misdemeanor.
- Been denied the right to sit for licensure examination.
- Been named as a defendant in a malpractice suit.
- Been terminated from a position for drug use or abuse.
- Have recently used any drugs without a valid prescription.
- Been a subject of an administrative action whether completed or pending; or
- Had a license suspended, revoked, surrendered or otherwise disciplined, including any action against the student's license that was not made public.

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

CURRICULAR OVERVIEW AND COURSE DESCRIPTIONS

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

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

First Professional Year (P1 Year) Didactic Curriculum

PHAR 410 - Fundamentals of Drug Action and Metabolism

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

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

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

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

A study of the basic concepts and principles of mammalian biochemistry including the digestion, absorption, biosynthesis and metabolism of

carbohydrates, lipids and amino acids at the cellular level in both the normal and disease states. The principles of energy transformations are also studied.

PHAR 413 - Hematology and Immunology

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

PHAR 414 - Drug Information and Literature Evaluation I

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

PHAR 420 - Neuropharmacology and Medicinal Chemistry

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

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

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

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

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

contraindications, adverse reactions, clinically significant drug interactions, and drug-disease interaction.

PHAR 423 - Endocrine System: Pharmacology and Medicinal Chemistry

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

PHAR 424 - Antimicrobial Pharmacology and Fundamentals of Toxicology

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

PHAR 430 - Pharmaceutics and Biopharmaceutics

A study of the application of physical and chemical principles to the development, preparation, and 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 521 - Clinical Nutrition

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

PHAR 522 - Women's and Men's Health

An integrated study of anatomy, physiology, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to contraception, gender-specific disease states and/or conditions 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 550 - Top 200 Drugs

This course is offered throughout the second academic (P2) year and focuses on familiarizing

students with the 200 most frequently prescribed drugs. This course builds on the objectives of PHAR 451 and assesses students' ability to identify the mechanism of action, therapeutic dose, contraindications, black box warning, identified key points, and controlled schedule for each drug.

PHAR 565 – Pharmacist Patient Care Process (PPCP) II

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

PHAR 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.).

Selectives

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

Elective Course Offerings

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

PHAR 700 - Advanced Pharmacotherapy

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

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

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

This course is designed for the pharmacy student to increase awareness of the health and social problems of alcoholism and other drug dependencies in the profession of pharmacy. The course

will specifically address the 12-step principles of Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and Alanon programs. Concurrent enrollment in PHAR 705 is required. Cr. Hr.: 2.

PHAR 710 – Research Rotation Elective

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

PHAR 712- Medical Parasitology

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

PHAR 713 - Getting Published

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

PHAR 715 - International APPE

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

PHAR 717: Leadership & Pharmacy

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

PHAR 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: 1-3.

PHAR 721 – Medicare and Pharmacy Part I

Part 1 of this two-part elective course focuses on expanding a student's knowledge of Medicare and extra assistance programs available in the state of Nevada. Students will engage in a combination of didactic and live training as they develop skills related to communication, documentation 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 Pharmaceutics. For students interested in specializing in pharmacy compounding this course is designed as equivalent to expensive training courses offered by organizations primarily located in the Eastern United States. Students will participate in 5 laboratory days and will master in-depth topics related to pharmacy compounding regulation as well as a variety of preparations and compounding techniques.

Cr. Hr.: 2

PHAR 724 – Honors: Peer Mentoring Elective

In this course, P3 students will provide mentorship for students in lower classes in conjunction with the assigned faculty mentors. Participating students in this elective will act as peer mentors to students in the P1 and P2 classes, as assigned. The intent is for these P3 students to be a resource for students in the P1 and P2 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: 4

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: 4

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: 4

PHAR 730 – Longitudinal Service Elective

The Longitudinal Service Elective provides an experience for students working under the mentorship of a faculty member of the College of Pharmacy to do service built around the practice of pharmacy. Students will provide service to patients, a company, the community, the profession, the College of Pharmacy, or Roseman University. The block is intended to provide a guided, interactive experience for the student.

Cr. Hr.: 1-4

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 740 – Introduction to Drug Discovery and the Pharmaceutical Industry

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

Cr. Hr.: 4

ASSIGNMENT OF CREDIT HOURS IN THE PHARMD PROGRAM

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

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

First Academic Year (P1)

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

Minimum credit hours to complete P1 Year 66

Second Academic Year (P2)

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

Minimum credit hours to complete P2 Year 137

Third Academic Year (P3)

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

Minimum credit hours required for graduation 179

COLLEGE OF DENTAL MEDICINE

Degrees

Doctor of Dental Medicine (DMD)

Advanced Education in Orthodontics and Dentofacial Orthopedics (AEODO)

Locations and Phone Number for Admissions Office:

Henderson Campus – AEODO program

4 Sunset Way

Henderson, NV 89014

(702) 968-1682

South Jordan Campus – DMD program

10894 S. River Front Parkway

South Jordan, UT 84095

(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 underserved people in the Intermountain West region by educating dentists, conducting educational and clinical research, providing on-site and community-based health services as well as health care leadership.

Vision

The CODM leads the transformation of dental education and declares:

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

Core Values

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

Innovation - We value innovations in education, organizational structure, and in facilities that create a stimulating environment in which to learn, to work, and to grow. We support responsible risk-taking as a means to 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. The course of study comprises 4 academic years. The first two years consist of didactic and simulated clinical instruction, along with several introductory clinical experiences. In the fall of their first year, students begin their team-based clinical experiences on a limited basis. Years 1 through 3 are a combination of integrated didactic, clinical experiences, and clinical rotations, where students treat patients under the supervision of faculty who are Utah-licensed dentists. The 4th year is primarily clinical-based education. Students complete the "Integrated" National Board Dental Examination upon completion of their 3rd year. Upon graduation with the DMD degree, graduates are eligible to complete licensing examinations in the USA and

Canada. Graduates are eligible for postdoctoral specialty and residency training in all fields of dentistry. *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, disrespect others nor tolerate among us anyone who does."

Commitments to Each Other

We commit to helping each other become the best we can be at what we do and 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 supplementary 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 programs, 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 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 or 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.

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 Dental Board Examination.
3. Receive a favorable recommendation for conferral of the DMD degree from the Assessments Team and the Dean of the CODM.
4. Settle all financial accounts with the University.
5. Complete all graduation clearance requirements as instructed by the Registrar'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's 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 Education Competencies

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

Domain 1: Critical Thinking

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

Domain 2: Self-Assessment

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

Domain 3: Biomedical Sciences

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

Domain 4: Behavioral Sciences

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

Competency: Graduates must be able to manage diverse patient populations and function successfully in a multicultural work environment.

Domain 5: Practice Management

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

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

Competency: Graduates must be able to function as leaders of the healthcare team through the

collaboration and coordination of care with other healthcare providers.

Domain 6: Ethics and Professionalism

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

Domain 7: Evidence-Based Care

Competency: Graduates must be competent to access, critically appraise, apply, & communicate scientific & lay literature as it relates to providing evidence-based patient care.

Domain 8: Clinical Sciences

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

Competency: Graduates must be competent in the establishment and maintenance of oral healthcare within the scope of general dentistry for patients in all stages of life.

Competency: Graduates must be competent in assessing the treatment needs of patients with special needs.

Competency: 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.

CODM Block Schedule by Year

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

Block	Block Title	Credit Hours	Theme
DMD 5100.26	Ethics and Professional Practice 1	3	Integrated Behavioral Health Sciences
DMD 5110.26	Behavioral Sciences	3	Integrated Behavioral Health Sciences
DMD 5120.26	Dental Public Health 1: Intro to Public Health	2	Integrated Behavioral Health Sciences
DMD 5200.26	Pharmacology Basics	5	Integrated Biomedical Sciences
DMD 5221.26	Clinical Head and Neck 1	6	Integrated Biomedical Sciences
DMD 5222.26	Clinical Head and Neck 2	5	Integrated Biomedical Sciences
DMD 5240.26	Introduction to Biomedical Sciences	5	Integrated Biomedical Sciences
DMD 5251.26	Cellular Metabolism and Adaptation 1	5	Integrated Biomedical Sciences
DMD 5301.26	Dental Terminology and Anatomy	6	Integrated Preclinical Sciences
DMD 5321.26	Restorative Dentistry 1	4	Integrated Preclinical Sciences
DMD 5322.26	Restorative Dentistry 2	6	Integrated Preclinical Sciences
DMD 5323.26	Restorative Dentistry 3	6	Integrated Preclinical Sciences
DMD 5324.26	Restorative Dentistry 4	6	Integrated Preclinical Sciences
DMD 5340.26	Oral Imaging Technique and Interpretation	6	Integrated Clinical Sciences
DMD 5350.26	Introduction to Periodontics	7	Integrated Preclinical Sciences
DMD 5360.26	Oral and Maxillofacial Surgery 1	4	Integrated Clinical Sciences
DMD 5400.26	Introduction to Integrated Clinical Sciences	5	Integrated Clinical Sciences
DMD 5401.26	Primary Care Clinic	10	Integrated Clinical Sciences
DMD 5402.26	Primary Care Clinic	5	Integrated Clinical Sciences
DMD 5403.26	Primary Care Clinic	22	Integrated Clinical Sciences
DMD 5999.26	Directed Studies Course	1-2	Integrated Clinical Sciences
	First-Year Total Credits	121	
DMD 6100.25	Ethics and Professional Practice 2	2	Integrated Behavioral Health Sciences
DMD 6110.25	Inter-Campus Interprofessional Education Core	2	Integrated Clinical Sciences
DMD 6115.25	Vulnerable Populations	2	Integrated Behavioral Health Sciences
DMD 6120.25	Dental Public Health 2	2	Integrated Behavioral Health Sciences
DMD 6121.25	Dental Public Health 3	2	Integrated Behavioral Health Sciences
DMD 6210.25	Oral Pathology	2	Integrated Preclinical Sciences
DMD 6220.25	Oral Pathology 2 - Head and Neck	4	Integrated Preclinical Sciences
DMD 6251.25	Oral Development and Histology	3	Integrated Biomedical Sciences
DMD 6253.25	Genetics	3	Integrated Biomedical Sciences
DMD 6254.25	Lymphatics & Immunology	5	Integrated Biomedical Sciences
DMD 6310.25	Organizational Behavior and Change Leadership	3	Integrated Behavioral Health Sciences
DMD 6330.25	Replacement of Missing Teeth	6	Integrated Preclinical Sciences
DMD 6335.25	Removable Prosth - CD	6	Integrated Preclinical Sciences
DMD 6350.25	Advanced Periodontics Technique	4	Integrated Preclinical Sciences
DMD 6365.25	Oral and Maxillofacial Surgery 2	5	Integrated Preclinical Sciences
DMD 6370.25	Pediatric Dentistry	6	Integrated Preclinical Sciences
DMD 6375.25	Orthodontics - Growth and Development	4	Integrated Preclinical Sciences
DMD 6380.25	Endodontic Diagnosis and Treatment	6	Integrated Preclinical Sciences
DMD 6381.25	Endodontic Root Camp	1	Integrated Preclinical Sciences
DMD 6390.25	INBDE PREP	1	Integrated Preclinical Sciences

DMD 6401.25	Primary Care Clinic	18	Integrated Clinical Sciences
DMD 6402.25	Primary Care Clinic	14	Integrated Clinical Sciences
DMD 6403.25	Primary Care Clinic	21	Integrated Clinical Sciences
DMD 6999.25	Directed Studies Course	1-2	Integrated Clinical Sciences
	Second Year Total Credits	122	
DMD 7120.24	Dental Public Health 4	1	Integrated Behavioral Health Sciences
DMD 7130.24	Dental Practice Readiness 2	2	Integrated Behavioral Health Sciences
DMD 7245.24	Infectious Disease	4	Integrated Biomedical Sciences
DMD 7246.24	Integrated Systems Disease and Wellness - Cardiovascular	4	Integrated Biomedical Sciences
DMD 7247.24	Integrated Systems Disease and Wellness - Skeletomuscular	2	Integrated Biomedical Sciences
DMD 7248.24	Integrated Systems Disease and Wellness - Digestive, Urinary, and Reproductive	3	Integrated Biomedical Sciences
DMD 7249.24	Integrated Systems Disease and Wellness - Nervous System	4	Integrated Biomedical Sciences
DMD 7250.24	Integrated Systems Disease and Wellness - Respiratory	3	Integrated Biomedical Sciences
DMD 7251.24	Integrated Systems Disease and Wellness – Endocrine System	3	Integrated Biomedical Sciences
DMD 7390.24	INDBE Prep	13	Integrated Preclinical Sciences
DMD 7401.24	Primary Care Clinic	23	Integrated Clinical Sciences
DMD 7402.24	Primary Care Clinic	17	Integrated Clinical Sciences
DMD 7403.24	Primary Care Clinic	41	Integrated Clinical Sciences
DMD 7999.24	Directed Studies Course	1-2	Integrated Clinical Sciences
	Third Year Total Credits	120	
DMD 8100.23	Advanced Placement in Dental Public Health	1-2	Integrated Behavioral Health Sciences
DMD 8401.23	Primary Care Clinic	48	Integrated Clinical Sciences
DMD 8402.23	Primary Care Clinic	34	Integrated Clinical Sciences
DMD 8999.23	Directed Studies Course	1-2	Integrated Clinical Sciences
	Fourth Year Total Credits	82	

Synopsis of Blocks

Year One

DMD 5100.26 Ethics and Professional Practice 1

Integrated Behavioral Health Sciences. This course is designed to help new dental students understand that as health care professionals, their first obligation is to serve. The course is designed to help students understand that in their daily lives, as well as practicing health care professionals, they will be faced with challenges that require ethical decision-making skills. The foundation for making ethical decisions comes from three sources: 1) an internal set of personal values; 2) the principles and skills encompassed in Emotional

Intelligence; and 3) the ethical expectations of the American Dental Association's Principles of Ethics and Code of Professional Conduct. This course will review Roseman University's Six-point Model of Learning, the Honor Code, and the Lifelong Learning Commitment that were introduced during orientation. The course will 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. Students will learn about values, the values maturity triangle, Personal Principles

Statements, and tools to use for ethical decision-making. Professionalism, multiculturalism, cultural values and diversity, concepts of differences vs. distinctions, principles of Emotional Intelligence, and the ADA Principles of Ethics and Code of Professional Conduct will also be discussed. Topics of discussion may also include the interrelationship between ethical, legal, and regulatory issues in the contemporary practice of dentistry. Students will be provided the opportunity to self-reflect and compose a Personal Principles Statement. Students will be introduced to the values of organized dentistry. Ethical dilemmas within the profession of dentistry will be analyzed and discussed.

DMD 5110.26 Behavioral Sciences

Integrated Behavioral Health 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 5120.26 Dental Public Health 1

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. Students learn the importance of core public health functions, and different public health achievements in the US. The identification of healthcare disparities and the access to dental care among underserved minority populations are highlighted.

DMD 5200.26 Pharmacology Basics

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

renal, immune, cancer, psychiatric and neurological conditions. Understanding and use of local anesthetics will also be highlighted.

DMD 5221.26 Clinical Head and Neck 1

Integrated Biomedical Sciences. Students in this course will study the structures of the head, neck and oral cavity, with an emphasis on neuroanatomy and vasculature. 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 5222.26 Clinical Head and Neck 2

Integrated Biomedical Sciences. Students in this course will study the structures of the head, neck and oral cavity, with an emphasis on neuroanatomy and vasculature. 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 5240.26 Introduction to Biomedical Sciences

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

DMD5251.26 Cellular Metabolism and Adaptation 1

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

DMD5301.26 Dental Terminology and Anatomy

Integrated Preclinical Sciences. 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 their mastery of laboratory skills and simulation of reconstructive dentistry procedures as they relate to our patient "family". Foundational knowledge of direct restorative materials is presented. Projects in this course include the use of composite in building teeth to partial and full contour using additive and subtractive techniques. Formative and summative assessments

will be used to frequently appraise students' progress as patient-centered practitioners, evidence-based and critical thinkers, and Lifelong Colleagues. (August - September).

DMD 5321.26 Restorative Dentistry 1

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

DMD5322.26 Restorative Dentistry 2

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

DMD5323.26 Restorative Dentistry 3

Integrated Preclinical Sciences. This course serves a vast number of pre-clinical dental procedures. This is a fast-paced exciting course, which has been designed to provide the most authentic clinical simulation possible – with an emphasis on dental anatomy - in an effort to

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

DMD 5324.26 Restorative Dentistry 4

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

DMD 5340.26 Oral Imaging Technique and Interpretation

Integrated Preclinical Sciences. 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.

DMD 5350.26 Introduction to Periodontics

Integrated Preclinical Sciences. The goal of this block is to get the students acquainted with 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 the CODM patients.

DMD 5360.26 Oral and Maxillofacial Surgery 1

Integrated Preclinical Sciences. This is an introductory course to oral and maxillofacial surgery. The goals of this course are to provide students with an overview of Oral and Maxillofacial Surgery as a specialty of dentistry, recognize and understand appropriate responses to office medical emergencies, understand theories and principles related to dentoalveolar surgery, understand theories and principles of local anesthesia and Nitrous Oxide sedation, and to provide the foundation for the development of oral surgical skills within the scope of general dentistry 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 5400.26 Introduction to Integrated Clinical Sciences

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

- Professionalism
- Mandatory quizzes including bloodborne pathogens, general clinic safety, globally harmonized system safety (OSHA), radiation safety, tuberculosis and HIPAA • Personal protective equipment, infection control and operator maintenance
- Four-handed dentistry
- Ergonomics
- Taking radiographs with digital sensors, phosphor plates and panoramic x-rays
- Learning to operate a portable x-ray unit (Nomad) and certification
- Radiographic interpretation
- Taking digital and alginate impressions
- Fabricating diagnostic stone casts
- Taking patient photographic images with a digital and intra-oral camera
- Performing comprehensive examination including taking vitals
- Writing SOAP notes
- Navigating axiUm by completing case-based exercises in sim-clinic axiUm
- Administering infiltration and block injections with local anesthetics
- Observing, assisting and applying skills as secondary providers in the clinic

DMD 5401.26 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD5401 D1 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be 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 5402.26 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD5402 D1 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized 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 5403.26 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD5403 D1 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized 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 5999.26 Directed Studies Course

Students, under faculty supervision, engage in peer-to-peer mentoring as part of an existing course or special project.

Recruitment of mentors will be made through the mentoring course director under the preference of the course director where the student may serve. The student may or may not agree to be a mentor since this program is completely voluntary.

This elective may be repeated for credit. To obtain credits as a mentor, the student should complete a minimum of 8 hours by semester. The hours completed during a semester are not cumulative for the next one. The maximum "Peer Mentor- Elective (DMD5999)" credit hours a student can receive per reporting period is two, which translates to 16 hours of mentoring per semester. The student may choose to receive one credit (15 hours) or two (30 hours).

Year One Remediation Program

Students who do not achieve the "Pass" threshold of 90% following the remediation assessment for any block (e.g., two to three-week instructional period) will be given an additional opportunity to remediate during the summer and winter to achieve the established performance standard. Student progression through that academic year will not be deterred except in extreme cases if CODM faculty determine that students have sufficient background to allow successful completion of subsequent blocks. Remediation will be conducted at a designated time coordinated by the Course Director and Office of Academic Affairs. For each block assessment in which individual students have not attained the threshold "pass" score, students are assigned a designated time of intensive study, review, and additional learning opportunities (ALO) with faculty responsible for each block. The specific ALO for each topic varies according to the nature of the learning outcomes. The ALO is organized to enable all faculty who delivered block content in a particular assessment period to provide additional assistance and review of material for students. The ALO culminates in a summative assessment that is different from previous assessments administered during the regular academic year. As per academic policy published in the CODM Student Handbook, students who do not attain the threshold "pass" score on six (6) remediation assessments during the year will be required to withdraw from the program. Students are not assessed additional tuition for summer remediation because this curriculum component falls within the academic calendar for year one.

Students identified as needing remediation in clinical competencies will be notified and be required to participate in a customized and defined program of clinical activities intended to enhance their clinical skills and enable them to demonstrate their readiness to

advance to the next academic year. These activities may include simulation, direct patient care, or a combination thereof.

Year Two

DMD 6100.24 Ethics and Professional Practice 2

Integrated Behavioral Health Sciences. This course is the continuation of block DMD5100 Ethics and Professional Practice. Discussions will focus on application of the American Dental Association's "Principles of Ethics and the Code of Professional Conduct" and the Emotional and Social Competency Inventory (ESCI) to the practice of dentistry and will educate students on the role that state dental boards play in regulating unethical or unprofessional behavior. Discussions will include the three pillars of competent dentistry: Cognitive Intelligence, Technical Intelligence and Emotional Intelligence, interprofessional relationships, treatment and standards of care, and the concepts of Daniel Goleman's Emotional Intelligence as related to dentistry. The importance of supporting the values of organized dentistry will also be discussed. To support and reinforce the Ethics and Professional Practice Curriculum, activities will include individual discovery of, review, and group discussions of real-life examples taken from state dental board disciplinary actions that include issues of ethics, professionalism, and leadership. Students will be required to analyze state dental board disciplinary action reports and identify infractions of ethics and professionalism using the ADA's Principles of Ethics and Code of Professional Conduct" and the Emotional and Social Competency Inventory (ESCI). Students will be required to find State Dental Board Disciplinary Action reports from state dental board disciplinary action files to evaluate and present to the class. Discussions will identify ethical issues and dilemmas that students may encounter during patient care in the clinic. The ADA's Principles of Ethics and Code of Professional Conduct will play a prominent role, along with resources such as Daniel Goleman's work on Emotional Intelligence, the Hay Group's Emotional and Social Competency Inventory (ESCI), and Tilin and Mason's "Take the Lead: Exercises to Develop Leadership Skills".

DMD 6110.25 Inter-Campus Interprofessional Education Core

Integrated Behavioral Health Sciences. 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 6115.25 Vulnerable Populations

Integrated Behavioral Health Sciences. 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 6120.25 Dental Public Health 2

Integrated Behavioral Health Sciences. The goals of the second-year dental public health course are to enable students to 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 6121.25 Dental Public Health 3

Integrated Behavioral Health Sciences. In this third public health course, students apply the previously learned principles of identification of oral healthcare disparities through the oral healthcare surveillance system and implement strategic planning to address these disparities. Implementation of strategic planning occurs in the form of service-learning projects in the community. 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.

DMD 6210.25 Oral Pathology

Integrated Biomedical Sciences. Oral pathology is an essential component of dental education since general

dentists must be competent in evaluating and treating diseases pertaining to the oral and maxillofacial region. The goal of this course is to provide students with foundational knowledge of the diseases and abnormalities that occur in the oral and maxillofacial region. The course is designed to facilitate students' integration of information presented in previous basic science blocks.

DMD 6220.25 Oral Pathology 2 - Head and Neck

Integrated Biomedical Sciences. 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 6251.25 Oral Development and Histology

Integrated Biomedical Sciences. This course will introduce basic concepts of histology and embryology. The focus will then become the histology and embryology of oral tissues, gross anatomy of the head and neck and tooth morphology. Emphasis will be placed on clinical considerations of orofacial development and anatomy relevant to dental assessment and delivery of person-centered care.

DMD 6253.25 Genetics

Integrated Biomedical Sciences. This course is designed to provide students with a basic understanding of the concepts of human genetics and genomics, in preparation for later application in the context of human development and congenital and acquired disease.

DMD 6254.25 Lymphatics and Immunology

Integrated Biomedical Sciences. In this block, Students will be introduced to the development, structure and function of the lymphatic system. Students will acquire foundational knowledge of the human host-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 study drugs used in the treatment of immune diseases. Pathology will cover immunological diseases and pharmacology will discuss analgesics and anti-inflammatory drugs.

DMD 6310.25 Organizational Behavior and Change Leadership

Integrated Behavioral Health Sciences.

This course focuses on how to become an effective leader by understanding and influencing human behavior. Students will be able to understand organizational culture, individual and group behavior, interpersonal influence and the organization process and systems. This course provides the core organizational behavior principles business professionals need to be effective as business leaders or business owners. Students will benefit from understanding and applying mindfulness, self-esteem and self-efficacy, positive psychology, and emotional intelligence. They will understand and apply the inputs, processes and outcomes of the group/team level of organizational behavior, to build trust and productive teams and work collaboratively with others to achieve excellent results. They will be able to identify the external and internal forces that create the need for organizational change; describe and apply Lewin's change model and Kotter's eight steps for leading organizational change. Students will also be able to understand and apply organizational behavior-based analytical and problem-solving knowledge and skills. In addition, students will be able to apply leadership principles to self, groups, and organizations. They will understand human and social capital and appreciate the need for both in the organization. They will also be able to compare and contrast leadership approaches, including trait, behavioral, contingency, transactional, transformational, and servant leadership, and their influence on an organization.

DMD 6330.25 Replacement of Missing Teeth

Integrated Preclinical Sciences. 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 6335.25 Removable Prosth - CD

Integrated Preclinical Sciences. In this course, students develop laboratory and clinical skills as related to removable prosthodontics. For edentulous patients and those patients with hopeless dentition, students will learn the basic clinical and laboratory phases of complete denture fabrication including diagnosis, pre-prosthetic surgery, tissue conditioning, impression, cast fabrication, record base/rim, occlusal records, chair-side esthetic arrangement, articulator mounting, anterior artificial tooth arrangement, trial denture try-in, denture processing and finishing, denture insertion, prosthetic home care patient education, and prosthetic follow-up and recall, including reline/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 6350.25 Advanced Perio Technique

Integrated Preclinical Sciences. The block is designed to provide the student with a framework of information necessary for periodontal diagnosis, prevention and therapy and will serve as a practical and thorough approach to the management of patients with advanced periodontal disease. It will provide rationale for the need for periodontal surgery and long-term maintenance of teeth and implants. An overview of advanced surgical techniques for treating periodontal diseases and conditions and placing implants will be provided together with accepted principles of treatment planning. The topics that will be covered during the course are: 1. Indications/contraindications, advantages and limitations of periodontal surgical treatment 2. Gingivectomy and gingivoplasty 3. Periodontal Resective Surgeries 4. Periodontal Regenerative Surgeries 5. Soft tissue augmentation procedures and 6. Diagnosis and treatment plan for implant therapies and their complications and disease management. The students will develop skills and the biologic basis for basic periodontal surgeries. The students will work in small groups for practical hands-on periodontal surgeries that will be performed on periodontal typodonts. They will acquire the skills to clinically and radiographically evaluate the periodontal status of patients, tooth vs overall prognosis of the dentition and long-term maintenance of teeth and implants.

DMD 6365.25 Oral Maxillofacial Surgery 2

Integrated Preclinical Sciences. This course is a continuation of DMD5360 – Oral and Maxillofacial Surgery I and will build upon the principles and concepts introduced in that course. The goal of this block course is to provide students with a deeper understanding of oral and maxillofacial surgery and oral surgical procedures

within the scope of general dentistry. This course will provide additional instruction in patient evaluation and assessment, basic techniques of oral and maxillofacial surgery, exodontia, pre-prosthetic surgery, principles of wound healing, facial and dentoalveolar trauma, management of post-operative complications as related to oral surgical procedures, odontogenic infections, basic biopsy techniques, and a preview of the temporomandibular joint. This course will present principles for evaluating and assessing systemic diseases as they may relate to dentistry. Students will be able to recognize systemic disease conditions that may impact dental care, understand the importance of individualized patient research, and understand how to request medical consultations. Interprofessional collaboration with the Roseman University Nursing College and Roseman University Pharmacy College may be employed for a medical consultation experience. Students will also understand how to manage post-operative patient needs. Students will understand the proper approach for routine and surgical exodontia, including meticulous soft tissue management. Students will understand the indications for and surgical techniques of alveoloplasty and tissue contouring in preparation for intraoral prostheses. Students will be introduced to the principles to properly diagnose trauma to the orofacial complex. Students will understand the concepts of wound healing, including primary, secondary and tertiary healing, and will be able to recognize odontogenic infections and other complications related to oral surgical procedures. Students will understand routine biopsy techniques. The anatomy of the temporomandibular joint will be reviewed, and students will understand concepts related to temporomandibular disorders. A continuation of this course will include a hands-on laboratory experience of applying topical anesthesia and the administration of local anesthesia using a variety of injection techniques. It will also include a laboratory experience for suturing techniques. An Advanced Pain Control/Nitrous Oxide Clinical Laboratory experience will also be conducted in conjunction with this course, and principles of oral sedation anesthesia will be presented in accordance with the ADA Guidelines for Teaching Pain Control and Sedation to Dentists and Dental Students for minimal sedation.

DMD 6370.25 Pediatric Dentistry

Integrated Preclinical Sciences. Pediatric dentistry is an age-defined specialty that provides both primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence, including those with special health care needs. In this course, students will learn dental anatomy of the primary teeth, eruption sequence of the primary

dentition, behavior management techniques in the dental office, diagnosis and treatment planning of the pediatric patient, and the restorative principles of the primary dentition. Preventative measures and developing communication skills with the child and parent are important objectives of this course.

DMD 6375.25 Orthodontics -Growth and Development

Integrated Preclinical Sciences. 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 amount of time will be spent on assessment of the dental, skeletal and soft tissue abnormalities in the transverse, vertical and sagittal planes. Components of the orthodontic record, that is intraoral and extraoral photography, dental casts, and radiographs will be discussed. Cephalometric analysis using skeletal landmarks and planes will be performed; 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 6380.25 Endodontic Diagnosis and Treatment

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

DMD 6381.25 Endodontic Root Camp

Integrated Preclinical Sciences. This course aims to re-familiarize D3 students with the concepts presented to the DMD6380 block. The course will emphasize key elements of endodontic therapy as these students transition to a more active role in direct patient care. It is designed to review student's diagnosis and treatment of pathologic conditions related to the dental pulp and periradicular tissues within the scope of general practice. Re-enforcement of biologic and anatomic concepts will be accomplished through lecture presentations, critical thinking exercises and treatment simulation. In addition to text readings, current research evidence will be used to support treatment concepts. An important aspect of this course is to highlight the use of cases when endodontic treatment is beyond the scope of a general dentist.

DMD 6390.25 INBDE Prep

Integrated Preclinical Sciences. This course is designed to assist D2 students in their preparation for the Integrated National Board Dental Examination (INBDE).

DMD 6401.25 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD6401 D2 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized 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 6402.25 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD6402 D2 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized 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 6403.25 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD6403 D2 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized 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 6999.25 Directed Studies Course

Students, under faculty supervision, engage in peer-to-peer mentoring as part of an existing course or special project.

Recruitment of mentors will be made through the mentoring course director under the preference of the course director where the student may serve. The student may or may not agree to be a mentor since this program is completely voluntary.

This elective may be repeated for credit. To obtain credits as a mentor, the student should complete a minimum of 8 hours by semester. The hours completed during a semester are not cumulative for the next one. The maximum "Peer Mentor – Elective (DMD6999)" credit hours a student can receive per reporting period is two, which translates to 16 hours of mentoring per semester. The student may choose to receive one credit (15 hours) or two (30 hours).

Remediation Program for Year 2

Students who do not achieve the "Pass" threshold of 90% following the remediation assessment for any block (e.g., two to three-week instructional period) will be given an additional opportunity to remediate

during the summer and winter to achieve the established performance standard. Student progression through that academic year will not be deterred except in extreme cases if CODM faculty determine that students have sufficient background to allow successful completion of subsequent blocks. Remediation will be conducted at a designated time coordinated by the Course Director and Office of Academic Affairs. For each block assessment in which individual students have not attained the threshold "pass" score, students are assigned a designated time of intensive study, review, and additional learning opportunities (ALO) with faculty responsible for each block. The specific ALO for each topic varies according to the nature of the learning outcomes. The ALO is organized to enable all faculty who delivered block content in a particular assessment period to provide additional assistance and review of material for students. The ALO culminates in a summative assessment that is different from previous assessments administered during the regular academic year. As per academic policy published in the CODM Student Handbook, students who do not attain the threshold "pass" score on six (6) remediation assessments during the year will be required to withdraw from the program. Students are not assessed additional tuition for summer remediation because this curriculum component falls within the academic calendar for year two.

Students identified as needing remediation in clinical competencies will be notified and be required to participate in a customized and defined program of clinical activities intended to enhance their clinical skills and enable them to demonstrate their readiness to advance to the next academic year. These activities may include simulation, direct patient care, or a combination thereof.

Year Three

DMD7120.24 Dental Public Health 4

Integrated Behavioral Health Sciences. 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 7130.24 Dental Practice Readiness 2

Integrated Behavioral Health Sciences. The *Dental Practice Readiness Curriculum* (DPRC), 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. In the DPRC, 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 DPRC uses a blended-learning model, including online education, simulations, classroom activities, and self-directed learning. The DPRC was developed at the University of Texas Health Science Center at San Antonio Dental School and is being implemented by several U.S. dental schools to provide practice management curriculum for dental students. The DPRC consists of three levels of learning implemented during the D3 year to help students acquire and apply the methodology of strategic planning to personal and professional aspirations and for management of a dental practice.

DMD 7245.24 Infectious Disease

Integrated Biomedical Sciences. Clinical case studies will be utilized to illustrate infectious processes in oral and systemic diseases, with emphasis on infections of the oral cavity. Students will explore infectious diseases. Students will study antimicrobial drugs.

DMD 7246.24 Integrated Systems Disease and Wellness - Cardiovascular

Integrated Biomedical Sciences. Students in this course will study the integration of the following topics as they relate to the cardiovascular system: embryology, histology, anatomy, physiology, pathology, microbiology and pharmacology. Students will discuss the normal state of this system and compare it to several abnormal pathological conditions. Students will also study the process of returning individuals to wellness. Cardiovascular diseases will be covered including hemodynamic diseases and thromboembolic diseases. Students will study drugs used in the treatment of cardiovascular diseases.

DMD 7247.24 Integrated Systems Disease and Wellness - Skeletomuscular

Integrated Biomedical Sciences. Students in this course will study the integration of the following topics as they relate to the skeletomuscular system: embryology, histology, anatomy, physiology, pathology, and pharmacology. Students will discuss the normal state of this system and compare it to several abnormal pathological conditions. Students will also study the process of returning individuals to wellness. 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 7248.24 Integrated Systems Disease and Wellness - Digestive, Urinary, and Reproductive

Integrated Biomedical Sciences. The histology and embryology of the urinary and digestive systems will be reviewed. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the systems. Topics such as acid-base balance and peptic ulcer formation will be examined. Pathology will cover diseases relating to these systems. Students study drugs used in renal and digestive disease treatment.

DMD 7249.24 Integrated Systems Disease and Wellness - Nervous System

Integrated Biomedical Sciences. Students will study the integration of the following topics related to the nervous system: histology, embryology, anatomy, physiology, pathology and pharmacology. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the systems. Topics such as diabetes mellitus and hypothyroidism formation will be examined. Areas of the brain and brain stem will be studied. Students will review physiological principles of nervous function. Students will explore the pathology of covering various nervous diseases. Students will learn the basic principles and medications related to wellness to treat neurological disorders.

DMD 7250.24 Integrated Systems Disease and Wellness - Respiratory

Integrated Biomedical Sciences. Students in this course will study the integration of the following topics as they relate to the respiratory system: embryology, histology, anatomy, physiology, pathology, microbiology and pharmacology. Students will discuss the normal state of this system and compare it to several abnormal pathological conditions. Students will also study the process of returning individuals to wellness. Respiratory diseases will be covered including inflammatory diseases. Students will study drugs used in the treatment of respiratory diseases.

DMD 7251.24 Integrated Systems Disease and Wellness - Endocrine System

Integrated Biomedical Sciences. Students will study the integration of the following topics related to the endocrine system: histology, embryology, anatomy,

physiology, pathology and pharmacology. Anatomy and physiology will cover the basic gross structures and focus on the functionality of the endocrine system. Topics such as diabetes mellitus and hypothyroidism formation will be examined. Students will explore the pathology of covering various endocrine diseases. Students will learn the basic principles and medications related to wellness to treat endocrine disorders.

DMD 7390.24 INBDE Prep

Integrated Preclinical Sciences. This course is designed to assist D3 students in their preparation for the Integrated National Board Dental Examination (INBDE).

DMD 7401.24 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD7401 D3 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized 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 7402.24 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD7402 D3 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized 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 7403.24 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD7403 D3 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized 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 7999.24 Directed Studies Course

Students, under faculty supervision, engage in peer-to-peer mentoring as part of an existing course or special project.

Recruitment of mentors will be made through the mentoring course director under the preference of the course director where the student may serve. The student may or may not agree to be a mentor since this program is completely voluntary.

This elective may be repeated for credit. To obtain credits as a mentor, the student should complete a minimum of 8 hours by semester. The hours completed during a semester are not cumulative for the next one. The maximum "Peer Mentor- Elective (DMD7999)" credit hours a student can receive per reporting period is two, which translates to 16 hours of mentoring per semester. The student may choose to receive one credit (15 hours) or two (30 hours).

Remediation Program for Year 3

Students who do not achieve the "Pass" threshold of 90% following the remediation assessment for any block (e.g., two to three-week instructional period) will be given an additional opportunity to remediate during the summer and winter to achieve the established performance standard. Student progression through that academic year will not be deterred except in extreme cases if CODM faculty determine that students have sufficient background to allow successful completion of subsequent blocks. Remediation will be conducted at a designated time coordinated by the Course Director and Office of Academic Affairs. For each block assessment in which individual students

have not attained the threshold “pass” score, students are assigned a designated time of intensive study, review, and additional learning opportunities (ALO) with faculty responsible for each block. The specific ALO for each topic varies according to the nature of the learning outcomes. The ALO is organized to enable all faculty who delivered block content in a particular assessment period to provide additional assistance and review of material for students. The ALO culminates in a summative assessment that is different from previous assessments administered during the regular academic year. As per academic policy published in the CODM Student Handbook, students who do not attain the threshold “pass” score on six (6) remediation assessments during the year will be required to withdraw from the program. Students are not assessed additional tuition for summer remediation because this curriculum component falls within the academic calendar for year three.

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

Year Four

DMD 8100.23 Advanced Placement in Dental Public Health

Integrated Behavioral Health Sciences. 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 8401.23 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD8401 D4 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized 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 8402.23 Primary Care Clinic

Integrated Clinical Sciences. In Primary Dental Care Clinic DMD8402 D4 dental students work in teams to provide comprehensive dental care to patients ranging from the pediatric population through to geriatrics. College of Dental Medicine (CODM) students will be organized 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 8999.23 Directed Studies Course

Students, under faculty supervision, engage in peer-to-peer mentoring as part of an existing course or special project. Recruitment of mentors will be made through the mentoring course director under the preference of the course director where the student may serve. The student may or may not agree to be a mentor since this program is completely voluntary. This elective may be repeated for credit. To obtain credits as a mentor, the student should complete a minimum of 8

hours by semester. The hours completed during a semester are not cumulative for the next one. The maximum “Peer Mentor – Elective (DMD8999)” credit hours a student can receive per reporting period is two, which translates to 16 hours of mentoring per semester. The student may choose to receive one credit (15 hours) or two (30 hours).

DMD9001.23 Special Studies – Elective

Students, under faculty supervision, achieve credit for studies and/or activities as part of a special project. This elective may be repeated for credit. The maximum “Special Studies – Elective (DMD9001)” credit hours a student can receive per reporting period is twelve.

Remediation Program for Year 4

Students identified as needing remediation in clinical competencies will be notified and be required to participate in a customized and defined program of clinical activities intended to enhance their clinical skills and enable them to demonstrate their readiness to graduate. These activities may include simulation, direct patient care, or a combination thereof. For students with deficiencies in clinical competencies and other areas of clinical performance, the 4th year remediation program will be used as a formal assessment of clinical skills. Students participating in summer remediation activities will not be assessed additional tuition, because the remediation program is a formal component of the fourth year of the CODM curriculum.

ORGANIZATION OF DENTAL STUDENTS’ CLINICAL EDUCATION

In 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 Course Directors.

College of Dental Medicine (CODM) students will be organized in one of 10 Vertical Teams (per quad) based on a student-to-faculty ratio of six to one. Each Vertical Team is comprised of 2 D1s, 2 D2s, 2 D3s and 2 D4s. Each quad will have at least 3 faculty practitioners. Typically, one or more D4s will be on a rotation in a different clinic area or on a community-based rotation. Each Quad consists of 10 Vertical Teams that are managed by one full-time clinical faculty member that 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 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.

Academic Counseling

Counseling for academic issues is available through the College of Dental Medicine Office of Academic Affairs. Specifics on how to access academic counseling services will be provided during orientation for first-year students, in the Student Handbook and on the website.

The Associate Dean for Academic Affairs is available for consultation with students about academic issues affecting performance in the program. The Associate Dean for Academic Affairs, Theme Directors, and Block faculty are available to meet with students to discuss issues related to a specific Block. An advantage of the Block system is its effectiveness in creating frequent faculty/student interactions and assessments that enable an early identification of academic or learning issues.

Academic support services are available to students through the Associate and Assistant Deans for Academic Affairs and the Associate Dean for Admissions and Student Services. Every effort will be made to identify students in academic difficulty early enough to provide an appropriate educational intervention or

recommendation for a leave of absence or withdrawal. As described previously, the CODM educational model includes a continuous remediation process to identify students in need of assistance and to provide support in the form of individualized and small group academic tutoring by faculty and peer assistance from members of the students' learning teams in years 1 and 2 and Clinical Practice Teams (CPTs) in years 3 and 4.

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

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

Career Counseling

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

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

At the CODM, students will have opportunities to explore various aspects of dental careers. Activities in the practice management Blocks will include career development. Faculty, both generalists and specialists, will present information on their areas of expertise, including information on the satisfactions they derive

from practice, teaching, service, research and administration. Speakers from other areas involving dentistry, (e.g., dental industry, organized dentistry, public health and other uniformed services) will present information on their professional activities and the satisfactions derived. Students with similar interests can form study clubs or student organizations that will sponsor presentations from individuals working in specific areas. Information on study clubs and student organizations is presented at orientation, in the Student Handbook and on the Roseman University website.

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

STUDENT PARTICIPATION ON CODM COMMITTEES

Dental students are integral to CODM's governance structure and are members of committees that consider matters that directly impact students in both academic and non-academic matters. Students serving on specific committees are responsible for providing student views on campus and college issues and policies as well as communicating information on the issues to their student colleagues. The Dean, in consultation with the Associate Deans, appoints students to CODM committees/teams including but not limited to:

- Accreditation Steering Committee (1 student from each class with voting privileges)
- Admissions Committee
- Clinical Affairs (1 student from each class with voting privileges)
- Curriculum (1 student from each class with voting privileges)
- Research (1 student from each class with voting privileges)
- Technology & Informatics (1 student from each class with voting privileges)
- Educational Resources Committee (1 student from each class with voting privileges)
- Student Assessment Team
- Ad hoc teams and committees appointed by the Dean to address specific, short-term issues.

STUDENT ORGANIZATIONS

The CODM has established the following student organizations:

- Dental Student Association (Student Council)
- Academy of General Dentistry
- Advanced Dental Education Club (Includes dental specialties and graduate programs)
- 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 Dental Association
- Special Care Dentistry Association
- Academy of LDS Dentists

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

*Class of 2023 & 2024 are enrolled as combined AEODO/MBA Residency (MBA Teachout concluded June 2022)

*Class of 2025 enrolled as AEODO Certificate only 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 Dean of Dental School (or Dean/Associate Dean of Student Affairs)
 - One from Orthodontic Chair, Program Director, or other orthodontic faculty of 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:

Ms. Candice Stratton, Interim Executive Director for the NSBDE at 800-DDS-Exam, or nsbde@nsbde.nv.gov.

Required Health Records

According to the Nevada Administrative Code (NAC) Chapter 441A.-140, it is required that all health care providers present documentation of having received the following immunizations:

- NAC 441A.140 "Proof of immunity to hepatitis B," "proof of immunity to measles," "proof of immunity to rubella" and "proof of immunity to tetanus, diphtheria and mumps" defined. ([NRS 441A.120](#))
 - "Proof of immunity to hepatitis B" means:
 - A record of immunization against hepatitis B; or
 - A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to hepatitis B.
 - "Proof of immunity to measles" means:
 - A record of immunization against measles with live virus vaccine given on or after the date on which the person reached the age of 1 year.
 - A statement signed by a licensed physician specifying the date when the person had measles.
 - A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to measles; or

- Verified date of birth before January 1, 1957.
- "Proof of immunity to rubella" means:
 - A record of immunization against rubella with a live virus vaccine given on or after the date on which the person reached the age of 1; or
 - A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to rubella.
- Proof of immunity to tetanus, diphtheria and mumps" means:
 - A record of immunization against tetanus, diphtheria and mumps.
 - A statement signed by a licensed physician specifying the dates when the person had tetanus, diphtheria and mumps; or
 - A statement signed by a licensed physician or the health authority which affirms serologic evidence of immunity to tetanus, diphtheria and mumps.

(Added to NAC by Bd. of Health, eff. 1-24-92)

If an individual voluntarily and knowingly chooses not to be immunized with any of the required vaccines, they may be prohibited from the clinic.

EDUCATIONAL OFFERINGS, CURRICULUM AND COURSE DESCRIPTIONS

Class of 2025 AEODO Residency Program Curriculum Year 1 Residents (R1) (AY 22-23)

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	15
ADE814	Clinical Orthodontics I	31
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	12
ADE915	Biostatistics & Research Methodology I	2
ADE916	Graduate Teaching I	1
ADE917	Community Outreach I	2
ADE926	Craniofacial Growth & Development	2

Class of 2025 AEODO Residency Program Curriculum Year 2 Residents (R2) (AY 23-24)

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
ADE935	Biostatistics & Research Methodology II	2
ADE936	Graduate Teaching II	1
ADE937	Community Outreach II	2
ADE958	Management and Treatment of Craniofacial Anomalies	2

Class of 2025 AEODO Residency Program Curriculum Year 3 Residents (R3) (AY 24-25)

Block #	Block Title	# of Credits
ADE838	Cephalometrics II	2
ADE852	Diagnosis, Treatment Planning, and Case Review III	2
ADE853	Clinical Seminars III	14
ADE854	Clinical Orthodontics III	41
ADE855	Seminars in Contemporary Orthodontics III	2
ADE860	ABO Clinical Exam Introductory	2
ADE861	Practice Management II	2
ADE940	3D Printing, Lasers, and Aligners	2
ADE951	Orthognathic Surgery II	2
ADE953	Research III	16
ADE954	Interdisciplinary II	2
ADE956	Graduate Teaching III	1
ADE957	Community Outreach III	2
ADE959	Appliance Design & Fabrication II	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.

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. & III)

These sessions provide a comprehensive and in-depth study of orthodontic diagnosis, treatment planning

and American Board of Orthodontics (ABO) case reports of patients treated by orthodontic residents in the clinic. The seminar format of this block will allow interaction and discussion between all faculty and residents during the case presentations.

ADE 813, 833 & 853: Clinical Seminars (I, II & III)

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 I

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)

This block will encourage the residents to critically review, understand and analyze classic and current literature in orthodontics, including classification of study design, hypothesis testing, scientific writing, analysis and interpretation of data, and orthodontics and craniofacial biology throughout their education. This block will be instrumental in preparation of the residents for

the American Board of Orthodontics certification examination.

ADE 818 & 838: Cephalometrics (I & II)

This is a block 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)

This block 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 summer 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

The Block is optimized for the new scenario-based ABO clinical exam (CSBE) so that residents will be well prepared for the exam as well as improve clinical skills and knowledge in orthodontic patient care. The block will include four domains of the ABO Clinical Exam: Data gathering and diagnosis, Treatment objectives and planning, Treatment implementation and management, Critical analysis and outcomes assessment.

ADE 910: Introduction to Roseman University of Health Sciences, CDM and the AEODO Program

All residents will spend time in a block dedicated to introducing participants to imperative and pertinent topics such as University policies, student handbook, Occupational Safety and Health Administration (OSHA) regulations, software orientation and application, Medicaid and insurance billing to prepare them for clinical experiences. 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

This block is comprised of a study of basics of biostatistics and epidemiology, including clinical trials. Details on research methodology will equip the residents to plan & execute their research 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 an overview of detailed anatomy of the 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 959: Orthodontic Appliance Design & Fabrication II

This block series will critically review the variety of fixed and removable appliances that are available for use in orthodontic, pedodontic, TMD, OSA, and orthognathic surgery procedures, and the purpose, indications, and use of each appliance. Residents will

fabricate several appliances and complete a quality assessment on each aspect of fabrication. Skill in activation, adjustment, and retention of appliances will be developed, in addition to proficiency in fitting bands, taking impressions, and wire bending.

ADE 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 II

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 II

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 II

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.

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

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