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ROSEMAN UNIVERSITY OF HEALTH SCIENCES

STUDENT CATALOG

Effective: 2014-2015 Academic Year

Published by Roseman University of Health Sciences
www.roseman.edu

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UNDERGRADUATE

College of Nursing

GRADUATE

Master of Business Administration

DOCTORAL

College of Pharmacy

College of Dental Medicine – DMD

POST-DOCTORAL

College of Dental Medicine – AEODO/MBA

Approved by the Board of Trustees
Updated on 7/10/14

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PRESIDENT'S MESSAGE

Welcome to Roseman University of Health Sciences. Founded in Henderson, Nevada in 1999, Roseman is a private, non-profit educational institution that subscribes to truly unique pedagogical ideals:

- All students want to succeed and are capable of high levels of achievement, given the right environment.
- True academic achievement requires deep learning and mastery of content that leads to understanding, the ability to apply knowledge, and the ability to make wise decisions.
- Frequent assessment, feedback, and mechanisms to address any deficiencies are necessary to ensure mastery of content.
- Educational time can be used more efficiently to enhance student learning.
- Experiential learning should coincide both in sequencing and in content with didactic learning and consequently, should begin as early as possible in the curriculum.
- A successful educational experience requires an environment that is non-competitive, that encourages communication and teamwork, and that value and responds to student needs.
- We are in the "Information Age" and to prepare students for life and work in this age, use of information technology must be supported.

These ideals are the foundation for what Roseman University of Health Sciences is today.

Roseman encompasses the College of Dental Medicine, offering a Doctor of Dental Medicine (DMD) degree and Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA (AEODO/MBA) residency; College of Pharmacy, offering a Doctor of Pharmacy (PharmD) degree; College of Nursing, offering a Bachelor of Science in Nursing (BSN) degree and Accelerated Bachelor of Science in Nursing (ABSN) degree; and the Master of Business Administration (MBA) program.

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, PhD
President

ACADEMIC CALENDAR

July 1, 2014 - December 31, 2014

MBA Program Orientation	July 8, 2014
College of Nursing (Nevada) Classes Resume	July 7, 2014
College of Pharmacy Summer Remediation (Nevada and Utah)	July 7 - August 15, 2014
MBA Classes Begin	July 7, 2014
College of Dental Medicine (Nevada) Orientation	July 14 - 18, 2014
College of Dental Medicine (Nevada) R1 Begins MBA Classes	July 22, 2014
College of Dental Medicine (Utah) Orientation	August 11 - 15, 2014
College of Dental Medicine (Utah) Classes Begin	August 18, 2014
College of Dental Medicine (Utah) White Coat Ceremony	August 22, 2014
College of Pharmacy Orientation (Nevada and Utah)	August 26 - 29, 2014
College of Pharmacy White Coat (Utah)	August 28, 2014
College of Pharmacy White Coat (Nevada)	August 29, 2014
Labor Day (University Closed)	September 1, 2014
College of Pharmacy Classes Begin (Nevada and Utah)	September 2, 2014
College of Nursing (Nevada) ABSN July 2013 Cohort Pinning	October 17, 2014
Thanksgiving Break (University Closed)	November 26 - 28, 2014
Winter Break (University Closed)	December 22, 2014 - January 4, 2015

January 1, 2015 - June 30, 2015

All Classes Resume	January 5, 2015
College of Nursing (Nevada) ABSN October 2013 Cohort Pinning	January 27, 2015
College of Nursing (Nevada) BSN Class of 2015 Pinning	March 13, 2015
College of Pharmacy Spring Break (Nevada and Utah)	March 27 - 30, 2015
<i>(Students Only – pending Pharmacy curricular review)</i>	
College of Nursing (Nevada and Utah) Spring Break	April 20 - 21, 2015
College of Nursing (Nevada) ABSN Feb. 2014 Cohort Pinning	May 29, 2015
College of Pharmacy Classes End (Nevada and Utah)	May 22, 2015
College of Pharmacy IPPE Summer and P3 APPE Begins (Nevada and Utah)	May 25, 2015
Memorial Day (University Closed)	May 25, 2015
College of Nursing (Utah) Pinning Ceremony	June 5, 2015
Summer Commencement (Nevada Campus)	June 5, 2015
Summer Commencement (Utah Campus)	June 6, 2015
College of Dental Medicine (Utah) Last Day of Classes	June 19, 2015
College of Dental Medicine (Utah) Summer Remediation	June 22 - July 31, 2015
Summer Break (University Closed)*	June 29 - July 3, 2015
College of Pharmacy Summer Remediation (Nevada and Utah)	July 6 - August 14, 2015
College of Nursing (Nevada) Classes Resume	July 6, 2015

**Pending university approval*

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. The University reserves the right to make changes at any time with or without notice regarding any information contained in this catalog. Efforts have been made to ensure the accuracy of the information in this catalog at the time of printing.

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

MISSION STATEMENT

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

VISION STATEMENT

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

CORE VALUES

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

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

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

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

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

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

STATEMENT OF EDUCATIONAL PHILOSOPHY

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

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

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

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

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

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

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

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

HISTORY

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

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

A curriculum was developed (which is still in use today) that emphasizes a student-centered, active learning 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 also allows them to actively participate in the learning process by incorporating a variety of hands-on activities in addition to the traditional lecture format. These early pharmacy practice experiences enhance and support the didactic curriculum by allowing students to see, feel, and understand what is presented in the classroom in a real-life pharmacy setting. After restructuring the curriculum into the block format, Dr. Rosenberg realized it could be accomplished in three years, rather than the traditional four, making the Nevada College of Pharmacy one of the most affordable private colleges of pharmacy in the nation.

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

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

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

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

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

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

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

The development of a College of Dental Medicine (CDM) was approved by the Roseman Board of Trustees in August 2007. In September 2007 the CDM's inaugural 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 of 2011. The University began offering a four-year Doctor of Dental Medicine (DMD) degree at the campus in South Jordan in Fall 2011.

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

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

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

College of Nursing

In response to requests from the health care community, including several members from our Board of Trustees who are CEOs of major local hospitals, Roseman University of Health Sciences investigated the feasibility of starting a Nursing program. Based on the statistical data, community need and support, and consistency with the University's overall mission, the Board of Trustees made the decision to start a Bachelor of Science in Nursing (BSN) program. Graduates of the College of Nursing are eligible to sit for 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. Provisional approval was obtained from the Utah Board of Nursing in November 2009. 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.

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 Residency Program.

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

In October 2009, Roseman University of Health Sciences announced expansion of the College of Dental Medicine to include a Doctor of Dental Medicine (DMD) program at its South Jordan, Utah campus, located in the River Park Corporate Center. The program is 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 will offer high-quality, affordable oral health services to the surrounding population. Roseman enrolled its first class of 64 students in the Fall of 2011.

NON-DISCRIMINATION POLICY

Roseman is an equal opportunity educational institution in all of its activities. Roseman, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 403 of the Rehabilitation Act of 1973, and Sections 102 and 302 of the Americans With Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, religion, handicap or sexual orientation in any of its policies, procedures, or practices. In compliance with the Age Discrimination in Employment Act of 1967, and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, Roseman does not discriminate on the basis of age, ethnic origin, marital status, sexual orientation, or because an individual is a disabled veteran or veteran of the Vietnam Era, or because of a medical condition in any of its policies, procedures, or practices as required by law. Within the limits of the law, Roseman does not discriminate on the basis of citizenship. This non-discrimination policy covers admission, access, and service in the University programs

and activities, and application for and treatment in University employment.

POLICY ON HIV/AIDS

Roseman recognizes the serious nature of the public health problems of Acquired Immune Deficiency Syndrome (AIDS) and the threat it poses to the campus community. The University views AIDS as it does any other chronic illness and therefore does not approve of, and will take action against, cases of discrimination or harassment based on a person's actual or suspected Human Immunodeficiency Virus (HIV) status.

The University will exercise full, reasonable care to protect the health and safety of faculty, staff, and students. This policy is consistent with – and acts in conjunction with – applicable federal, state, and local laws, including the Americans with Disabilities Act (ADA) and the Occupational Health and Safety Administration (OSHA) standards as well as University policies relating to harassment, discrimination, workplace accommodation, and related University services.

Current medical information indicates that students or employees with any form of HIV/AIDS infection do not pose a health risk to other students or employees in an academic setting. Persons with HIV/AIDS are considered as having a disability and the legal rights of these individuals must be protected.

Roseman will not consider the existence of any form of HIV/AIDS infection in the initial decision for people applying for admission or employment at the institution except as it may affect an individual's ability to meet objective standards as applied to all other students or employees.

Students and employees with HIV/AIDS infection will not be denied or restricted access to any common area of the University. If an individual reveals HIV/AIDS status to their Dean/Program Director or supervisor, this information will be accepted as strictly confidential. No person, group, agency, insurer, employer, or institution will be provided with medical information of any kind, including information relative to HIV/AIDS infection, without the prior written consent of the individual unless otherwise mandated by law.

STUDENT RIGHT TO KNOW

In accordance with the Student Right to Know Act and the Campus Security Act ("Clery Act"), Roseman University of Health Sciences provides information on:

- Graduation and transfer out rates
- Financial aid available to students and restrictions imposed on Title IV aid
- Crime statistics on campus

Data on graduation and transfer out rates is available in the Office of Institutional Research and Assessment (702-968-1647) and is posted on the University website (<http://www.roseman.edu/student-right-to-know>).

Information on financial assistance may be obtained from the Office of Financial Aid (702-968-1635) (<http://www.roseman.edu/financial-aid--scholarships>).

The Roseman University of Health Sciences' Safety and Security on Campus report includes information about Campus Security and University policies, Crime Prevention and Safety Tips, and Crime Statistics. A copy of this report may be obtained by contacting the Office of Facilities Management (702-968-2023). This report is also available on the University website (<http://www.roseman.edu/campus-safety>).

The public is also encouraged to gain access to certain sex offender information.

Henderson, NV – <http://nvsexoffenders.gov>

South Jordan, UT – <http://www.cr.ex.state.ut.us/community/sexoffenders/>

Other institutional information pertaining to the cost of attendance, accreditation and academic program data, and withdrawal and refund policies is available elsewhere in this Catalog. Please consult the table of contents as needed

CAMPUS LOCATIONS

Nevada

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

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

MBA Program/College of Nursing Accelerated Bachelor of Science in Nursing Program

4 Sunset Way, Building E
Henderson, Nevada 89014

Tel: (702) 968-1661

Fax: (702) 990-4435

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

University Relations/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 Campus

10530 Discovery Drive

Las Vegas, Nevada 89135

Tel: (702) 822-5330

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

Utah

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: 8:00 a.m. - 5:00 p.m.

FACULTY

Roseman faculty members are highly qualified and experienced individuals representing diverse backgrounds. Several of our faculty members are recognized nationally. 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 several 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.

ACCREDITATION AND PROFESSIONAL MEMBERSHIPS

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

Commission on Postsecondary Education

8778 S. Maryland Pkwy, Suite 115

Las Vegas, NV 89123

Tel: (702) 486-7330

Fax: (702) 486-7340

Website: www.cpe.state.nv.us.

The State of Utah Department of Commerce has issued an exemption from registration requirements in that state.

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." 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 mis-

sion by establishing accreditation criteria and evaluation procedures by which institutions are reviewed.” www.nwccu.org

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

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

College of Pharmacy

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

Accreditation Council for Pharmacy Education (ACPE)
135 S. LaSalle Street, Suite 4100
Chicago, IL 60603-4810
Tel: (312) 664-3575, 800-533-3606
Fax: (312) 664-4652
Website: 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
431 W. Plumb Lane
Reno, NV 89509

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 (AAPC).

Master of Business Administration

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

IACBE
11374 11374 Strang Line Road
Lenexa, KS 66215

College of Nursing

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

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

Nevada State Board of Nursing
5011 Meadowood Mall Way
Suite 300
Reno, NV 89502-6547
Tel: (888) 590-6726
Fax: (775) 688-2628

4220 S. Maryland Parkway, Suite 300
Las Vegas, NV 89119-7524
Tel: (702) 486-5800
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, Utah 84111

The programs in the Colleges of Nursing at the Henderson, Nevada and South Jordan, Utah campuses are accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission, Inc. (NLNAC).

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE
Suite 850
Atlanta, Georgia 30326

Tel: (404) 975-5000
Fax: (404) 975-5020
Website: www.acenursing.org

College of Dental Medicine

The Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA Residency Program at the Henderson, NV campus was granted "Approval without Reporting Requirements" in February 2011 by the Commission on Dental Accreditation (CODA). The next Accreditation Visit will take place in 2018.

The pre-doctoral dental education program at the South Jordan, Utah campus is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "Initial Accreditation." The Commission is a specialized accrediting 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, IL 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.

PHYSICAL FACILITIES

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

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

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

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

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

ADMISSIONS

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

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

or

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

Campus Visit

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

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

MBA Program
(702) 968-1678

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

College of Dental Medicine
Henderson Campus (AEODO/MBA):
(702) 968-5222
South Jordan Campus (DMD):
(801) 878-1405

Admission Requirements

The University seeks to admit a diverse student population and individual students who have demonstrated academic competency and are committed to their chosen profession. The University has established standards, policies and procedures for obtaining, selecting, and admitting qualified applicants in a timely fashion.

The admission requirements and policies vary by program. Please see the program specific component of this catalog. You may also visit the Website at www.roseman.edu.

Transfer Students

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

International Students

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

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 services: World Educational Services (www.wes.org) or Josef Silny and Associates (www.jsilny.com).

Tuition and Fees for Students on F1 Visas

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

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

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

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

F1 Visa Students Re-attending Blocks at Roseman

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

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

Veteran's Administration

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

Henderson office: (702) 968-2029 or
South Jordan office: (801) 878-1040

One of our staff will discuss the next steps and assist you with determining how your benefits will apply towards your tuition and fees at Roseman. If you have not applied or don't know if you are eligible for VA benefits, please reference the [GI® Bill website](#) or call 1-888-442-4551.

Roseman currently does not participate in the Yellow Ribbon program.

Policy for Evaluation of Prior Education

Roseman University will not award any academic credits for prior education with the exception of MBA courses (see MBA section of this catalog) and transfer students as specified by the Program's Policy for Transfer Students (see Program sections of this catalog).

Evaluation of Prior Credit for VA Students

If a student is a veteran or other person eligible to receive VA Department educational benefits payments, the University will evaluate and maintain a written record of previous education and training of the veteran or eligible person. Awarding of credit will be subject to the University Policy for Evaluation of Prior Education as written above.

DISABILITY SERVICES

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

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

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

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

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

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

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

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

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

The following guidelines are provided in the interest of assuring that documentation will adequately verify eligibility and support requests for accommodations, academic adjustments, and/or auxiliary aids and services.

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.

STUDENT FILES

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

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

Admission Files

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

Student Files after Enrollment

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

If any records or documentation in a specific student's file refer to other students, the University will provide an edited copy of the document. The University will only provide the specific information

relating directly to the student seeking access to the contents of the file. No student will have access to:

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

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

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

Reviewing the File

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

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

A student (or applicant for admission) is permitted to waive access to confidential recommendations written on his/her behalf regarding: 1) admission to any educational agency or institution; 2) an application for employment; or 3) the receipt of an honor or recognition.

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

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

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

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

three items of information from student records are considered “public” information:

- a. The facts of attendance,
- b. The date of attendance, and,
- c. The fact and date of graduation.

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

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

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

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

DIRECTORY INFORMATION (FERPA) POLICY

In accordance with the Roseman University of Health Sciences policy and the U.S. Family Education Rights and Privacy Act of 1974 (FERPA), Roseman vigorously protects the privacy of student education records. Roseman does not release private records of individual students, such as grades and class schedules, without prior written consent of the student except if required by law. FERPA does designate certain information related to students as “directory information” and gives Roseman the right to disclose such information to anyone inquiring, without a student’s permission, unless the student specifically requests in writing that all such information not be made public without his or her written consent. Roseman defines “directory information” as the following: name, current address, telephone number, student e-mail address, dates of attendance, class, full or part-time enrollment status, major field of study, honors and awards, and biographies and photographs. No other student information is released to non-University personnel without the student’s written permission, unless required by law.

As permitted under federal law, the sole exception to the above practice is the release of directory information considered to be public in nature and not generally deemed to be an invasion of privacy. Roseman uses directory information for educational purposes, such as to mail notices to students about changes in policies, services or opportunities. Directory information may also be provided to the alumni association, foundations, or other individuals for purposes that may be beneficial to students. Roseman exercises discretion in responding to requests for directory information and may or may not provide such information when requested, depending on the intended purpose of the request as provided by the requestor.

Students have the right to request that Roseman not release directory information about them. Students are advised to consider carefully the consequences of any decision made regarding the withholding of any category of directory information, as any future requests for such information from non-institutional persons or organizations will be refused. Some of the effects of this decision to request confidential status include, but are not limited to, friends or relatives trying to reach a student will not be able to do so through Roseman; information on a student’s enrollment status will be suppressed, so if a loan company, prospective employer, family members, etc. inquire about a student they will be informed that the University does not have information that it can release related to the student. Roseman will honor the student’s request to withhold all categories of information designated by Roseman as directory information but will not assume responsibility for contacting the student for subsequent permission to release them.

If students wish to withhold the disclosure of all the items of directory information, they are required to complete the “Authorization to Release Student Education Record Information” form on the last page of this student catalog and submit it to the appropriate Dean’s or Program Director’s Office. This form must be received by the appropriate office within the first two weeks of class. If this form is not received by that date, all directory information will be disclosed for the remainder of the academic year. The form will be kept on file in the Registrar’s Office.

Legitimate Educational Interest

Legitimate educational interest shall mean any authorized interest, or activity undertaken in the name of the University for which access to an education record is necessary or appropriate to the proper performance of the undertaking. It shall include, without limitation, access by a Student, Instructor, Unit Head, Dean, Chancellor, the President, a Trustee, the custodian of the University records, the Alumni Director, Legal Counsel, the Financial Aid Administrator, administrators charged with maintaining Education Records, the staff and subordinates of the foregoing, and others authorized by the

President, to the extent of the foregoing persons are acting within the course and scope of their employment and authority.

TRANSCRIPTS

A student may receive a copy of his/her transcript upon request. Unofficial transcripts are free. The transcript fee is \$5.00 for an official transcript at the time of this printing. The student must submit a written request to the Registrar's Office to receive or for the University to send an official or unofficial transcript. An unofficial transcript may be faxed in an emergency situation. If requested, the faxed transcript will be followed by a mailed official transcript. No transcripts will be emailed. 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.

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 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 mailed for those students who are delinquent on their financial obligations to the University.

DUPLICATE DIPLOMAS

Roseman University of Health Sciences issues only one diploma to each student. Only under special circumstances will a diploma be re-issued. The re-issued diploma will be printed exactly as the original except the current officers' signatures will appear. No name change

will be honored for previously issued diplomas. Students must complete the "Duplicate Diploma Order Form" located on the website. The diploma will be marked "Duplicate Diploma."

UNIVERSITY LIBRARY

Library Assistance

The Library is a vital component of Roseman University of Health Sciences, offering an environment conducive to study, work, research and learning. All who share this space are expected to uphold standards of professional conduct and abide by library policies. Students, faculty and staff may receive assistance during all operating hours. Other library users fall under the "Library Non-Affiliated Guest Access Policy."

Computers

The Library has wireless Internet access for use with laptops. Desktop computers are also available that are networked to student use copier/printers.

Library Holdings

Library holdings between the two campuses include approximately 8,000 books and media (i.e., CD-ROMs, CDs, DVDs), and over 500 journal, newsletter and newspaper titles, many available online through the A-to-Z list. Resources may be located by searching the Library Catalog available on the Library website.

Research Resources

A variety of online research resources such as, Lexi-Comp, Lexi-Comp Dental, Access Pharmacy, CINAHL, Clinical Key, Nursing Consult, Science Direct Health Sciences, Micromedex, MEDLINE (via Ovid), PubMed, Facts and Comparisons, ABI/INFORM, Mergent, and Lexis-Nexis Academic are available. Links to recommended websites and other useful information is found within the Library Research Guides accessed from the Library website.

Library Checkout Policy

The University Identification Card is used for checking out materials. A maximum of 8 books, 5 journals, and 2 media items may be checked out at one time. The most recent issue of a journal cannot be checked out. Reference and Reserve materials are for in-library use only.

Items can be renewed up to 5 times unless a hold request has been placed on the title by another person.

Fees are applied for overdue or lost materials. Fines accrue daily and must be paid through the Bursar. Overdue notices are sent via email. Checked out materials may be recalled at the discretion of the Library staff; notification and instructions will be sent via email. Borrowers with outstanding fees will be blocked from renewing or checking out materials until their account is settled.

Students and Residents may borrow Library materials for a period of 2 weeks unless otherwise restricted. Third-year pharmacy students may borrow materials for 3 weeks.

Outstanding items or fines may result in a block on graduation and/or a withholding of transcripts.

Faculty may borrow books for the length of the academic year. Journals may be borrowed for 3 weeks. Staff may borrow books and journals for 3 weeks. Media and leased books have a 2 week checkout. All Library materials are to be returned to the library at the end of the academic year for the annual inventory.

Library Orientation and Instruction

Orientation to Library resources is offered during general orientation for new students and faculty or by request. Instruction sessions on specific databases and other research-related topics are offered periodically throughout the academic year.

Individual appointments for one-on-one instruction in the use of any library resource may be scheduled with Library staff. Various online tutorials are also available through the Library InfoGuides on the Library website.

Library Use Policy

Behavior that disrupts the ability of others to use the Library effectively will not be tolerated. This includes, but is not limited to, unreasonable noise, causing others to feel uncomfortable or threatened, and inappropriately removing, defacing, marking, or abusing library materials, furniture or equipment.

Food is not permitted in the Library. Approved beverages are permitted in approved sealed and covered containers. While a certain amount of conversation for socializing and group study is anticipated, Library users are expected to be courteous to others around them and keep noise to a reasonable level. Talking on cell phones is not permitted as it may disturb other library users. Library users are asked to put phones on silent or vibrate and step into the hall to make or respond to calls. All users of the Library are expected to leave promptly prior to closure of the Library as requested.

Where study/meeting rooms are provided, they are to be used in accordance with posted guidelines. When requested, individual users must yield the room to a group. Individuals may not “save” unreserved rooms for later group use. Room reservation times will be posted on study room doors: previous occupants must vacate the room for new occupants prior to the start of the reserved time.

Any and all personal belongings left unattended in the Library are at the owner's risk. Neither the Library nor the University will be responsible for unattended personal items. Unattended items left in study rooms for more than 15 minutes may be removed to the service desk area at the owner's risk.

Library users who bring their children with them to the Library because they have no other option must follow these guidelines:

- You must get a visitor pass for the child and must sign the child in with either the reception desk (if before 5 p.m.) or the Library (if after 5 p.m.).
- You must ensure that the child sits quietly and does not disturb other Library users. If you fail to do so, you may be asked to leave the Library immediately and not return with the child.
- You must keep the child with you at all times. Neither the Library nor the University can take responsibility for the welfare of a child, only you as the parent or legal guardian can. Again, if you fail to do so, you may be asked to leave the Library immediately and not return with the child.

Students who fail to follow Library Use Policies face the following actions:

1st Offense: The student will be verbally reminded of the Library Policies and asked to modify his or her behavior. Depending on the situation, the student may be asked to leave the Library immediately and may also be prohibited from using the Library for a period of time up to the following full day of operation. Failure to respond appropriately to requests to modify behavior and/or leave the Library as directed will be treated the same as a second offense. Serious offenses may be referred directly to the appropriate College Dean or Program Director without waiting for a further offense.

2nd Offense: The student will be reported to the appropriate College Dean or Program Director. Depending on the situation, the student may also be prohibited from using the Library for up to one full week of operation.

3rd Offense: The student will be reported to the appropriate College Dean or Program Director. Depending on the situation, the student may be prohibited from using the Library for more than one week up

to the remaining duration of the academic year. Decisions regarding prohibitions of longer than one week will be sent in writing to the appropriate College Dean or Program Director with a copy to the student. Students prohibited from using the Library are not exempt from completing assignments requiring library materials.

A non-student library user who fails to follow Library Use Policies will be verbally reminded of the library policies and asked to modify his or her behavior accordingly. Depending on the situation, non-student policy violators may be asked to leave the Library immediately, be reported to their university supervisor, and/or be prohibited from using the Library for either a limited period or permanently.

Library staff members have the right to contact Security to escort any policy violator out of the Library as necessary.

Interlibrary Loan (ILL) Information

For journal articles and books not available through the Library, the Library places requests to obtain the item from another library. You may use the Library's online form or go directly through the National Library of Medicine's Loansome Doc service. Article requests are generally filled within 1 to 11 business days. Books may take up to 3 weeks. Interlibrary loan requests are managed and processed from 8:00 a.m. to 5:00 p.m., Monday through Friday.

For students, the first 2 requests are free of charge. The regular cost is \$3 per article and \$7 per book. Articles needing to be rushed cost an additional \$4 (i.e., \$7 total). After every 10th paid ILL request, the 11th request is free of charge. Payment may be made through the Bursar's Office by cash, credit card or check made payable to the University. If the requested item turns out to be unavailable, the payment will be refunded.

In the event a check is returned for insufficient funds, the student is responsible for the amount of the check plus any associated fees to be paid through the Bursar's Office in cash or by money order. Should the amount go unpaid, the fees will be added to the student's account.

Faculty and staff are responsible for all costs associated with obtaining ILLs, but may seek payment of the costs through their Unit. The Library makes every attempt to borrow from institutions that do not charge for loaning materials, but this is not always possible. It is best to consult with Library staff prior to placing your request.

TECHNOLOGY SERVICES

Roseman and Dell – 1:1 Program For New Students

Roseman understands that computers are a critical component to a student's successful academic experience and that the investment a

student makes in developing strong technology skills will have a direct impact on his/her professional future. To support a student's quest for excellence as a student and a graduate, Roseman has introduced the 1:1 (pronounced one to one) Student Computing Initiative, designed to help one affordably acquire, maintain and use a laptop computer throughout his/her academic career. 1:1 means a new Dell laptop computer package will be provided to a student upon matriculation. These packages include an extended service warranty, onsite support, just-in-time repair, and discounted software bundles a student will need for his/her classes. The computer will be procured by Roseman, with ownership being transferred to each student once all appropriate fees are received.

Roseman campuses were designed with 1:1 computing in mind — with wireless Internet access throughout the campus, web-accessible software, and a service center located ON campus! Going wireless and portable with one's own laptop offers a student the full benefits of 1:1 computing at Roseman. The student can study anywhere on campus, as well as get help and repairs on campus at the Technology Services Help Desk. The student will have easy access to Roseman's online network of scholastic services, academic tools, and course resource. Each student laptop comes with Dell's standard three year warranty, as well as Dell's Complete Care program covering things such as accidental damage to the laptop. When addressing any service needs a student may have, Roseman will adhere to the terms and conditions of the warranty and Complete Care program as set forth by Dell.

The specific terms and conditions of the standard warranty are located on Dell's website at:

<http://www.dell.com/content/topics/global.aspx/policy/en/policy?c=us&l=en&s=gen&~section=010>

The specific terms and conditions of the Complete Care program are located on Dell's website at:

http://www.dell.com/downloads/global/services/Acc_Dmg_us_Rev1.0.pdf

Please note Dell's Standard Warranty or Complete Care (Accidental Damage Service) program does NOT cover theft under any circumstances.

The battery warranty is NOT covered under Complete Care (Accidental Damage Service). The Standard Warranty covers the battery from the original ship date (the date the laptop left Dell's warehouse) for the first year and the second year is covered under the Extended Battery Service. Information regarding the Extended Battery Service is available at this website:

http://www.dell.com/downloads/global/services/Extended_Battery_Service_Global_Version_FINAL.pdf

Disclaimer

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

Partial Refund of Laptop Fee upon Withdrawal from the University

Students withdrawing from the program may receive a partial refund of the laptop fee according to the University's published refund policies. The laptop must be returned in the same condition that it was when issued, with all provided parts and accessories, and within 20 calendar days of the official withdrawal date. A Technology Services Help Desk representative will sign the student's withdrawal form when the laptop is returned and deemed to be in good condition. Refund amounts will be calculated if withdrawal occurs on or before the student completed 60% of the enrollment period for which financial assistance was awarded and computer fee was paid.

It is a privilege to offer the students this beneficial technology service. Information regarding the exact specifications will be provided to admitted students within two months prior to the start of the academic year. In the meantime, should one 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:

Email: Henderson, NV and Summerlin, NV campuses

nvhelpdesk@roseman.edu

Phone – (702) 968-2030

Email: South Jordan, UT campus

uthelpdesk@roseman.edu

Phone - (801) 878-1010

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

Depending on the nature of the request, a technician will then be dispatched to assist the student in the appropriate manner either by phone, remote assistance, email, or in person. Classroom assistance, or any other type of 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 other than laptop computers, e.g. peripherals, PDAs, 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.

COMPUTER AND NETWORK ACCEPTABLE USAGE POLICY

Purpose

Roseman University of Health Sciences technology resources (Roseman technology resources) are intended to support and enhance the academic mission and administrative functions of the University. This Acceptable Use Policy (AUP) states the rules and regulations regarding the use of these technologies. This AUP complements and supplements, rather than replaces other policies concerning appropriate conduct of employees and students of Roseman. Roseman University of Health Sciences technology resources includes any computer, computer-based network and supporting infrastructure, computer peripheral, e.g. printer, operating system, software or any combination thereof, owned or licensed by Roseman University of Health Sciences or under the custody or control of Roseman University of Health Sciences. This policy also applies to any of the above-mentioned items, which fall under company and/or personal ownership, used in conjunction with any portions of the Roseman University of Health Sciences networked infrastructure. The University grants access to its networks and computer systems subject to certain responsibilities and obligations set forth herein and subject to all local, state, and federal laws. Appropriate use should always be legal, ethical and consistent with the University's mission, policies, and procedures.

Authorized Use

Authorized use of Roseman's technology resources is consistent with this policy. An authorized user is any person who has been granted authority by the University to access its technology resources and whose usage complies with this policy. Unauthorized use is strictly prohibited. The term "user" hereinafter refers to any student, employee, or anyone affiliated with the Roseman University of Health Sciences.

Privacy

Users must recognize that there is no guarantee of privacy associated with their use of Roseman's technology resources. The University may find it necessary to view electronic data and it may be required by law to allow third parties to do so (e.g. electronically stored data may become evidence in legal proceedings.) It is also possible that messages or data may be inadvertently viewed by others.

Individual Responsibilities Common Courtesy and Respect for Rights of Others

All users are responsible to respect and value the privacy of others, to behave ethically, and to comply with all legal restrictions regarding the use of electronic data. All users are also responsible to recognize and honor the intellectual property rights of others. Actions or language that constitutes unlawful harassment, threats, intimidation, defamation, or violence are not permitted. Users who engage in such activity will be subject to disciplinary action.

Responsible Use

All users are responsible for refraining from all acts that waste Roseman's technology resources or prevent others from using them. Each user is responsible for the security and integrity of information stored on his/her personal computer. Computer accounts, passwords, and other types of authorization are assigned to individual users and must not be shared with or used by others. All users must maintain confidentiality of student information in compliance with the Family Education Rights and Privacy Act of 1974.

Permitting Unauthorized Access

All users are prohibited from running or otherwise configuring Roseman's technology resources to intentionally allow access by unauthorized users.

Termination of Access

Whenever a user ceases being a student or employee, or if such user assumes a new position and/or responsibility within the University community, such user shall not use facilities, accounts, access codes, privileges, or information for which he/she is not authorized in his/her new position or circumstances. This includes the return of all Roseman technology resources including hardware, software, and peripherals when requested.

Attempts to Circumvent Security

Users are prohibited from attempting to circumvent or subvert any security measures implemented for the Roseman technology resources. The use of any computer program or device to intercept or decode passwords or similar access control information is prohibited.

Denial of Service

Deliberate attempts to degrade the performance of Roseman technology resources to deprive authorized users of access to or use of such resources is prohibited. This includes the downloading and uploading of illegal files while on the University's network. While the University does not look at the content of an individual's network traffic, Technology Services does monitor bandwidth utilization and can isolate and identify any user who utilizes significant bandwidth for prohibited activities. (Please refer to the File Sharing and Copyright Policy for information on copyright infringement.)

Harmful Activities

The following harmful activities are prohibited: creating or propagating viruses; disrupting services; damaging files; intentional destruction of or damage to equipment, software, or data belonging to the University and the like.

Use of Licensed Software

No software may be installed, copied, or used on Roseman technology resources except as permitted by the owner of the software and by law. Software subject to licensing must be properly licensed and all license provisions (installation, use, copying, number of simultaneous users, term of license, etc.) must be strictly adhered to.

Personal Business, Political Campaigning, and Commercial Advertising

Roseman technology resources are University-owned resources and business tools to be used only by authorized persons for University business and academic purposes. Except as may be authorized by the University, users shall not use Roseman's technology resources for: compensated outside work and/or the benefit of organizations not related to the University, except in connection with scholarly pursuits (such as faculty publishing and approved consulting activities); political campaigning; commercial or personal advertising; or personal gain or benefit of the user.

Security System Administration Access

The Vice President of Technology Services, or his/her designee, will be granted authority to access files for the maintenance of the systems, storage or backup of information, or pursuing system problems. Further, the University may access usage data, such as network session connection times and end-points, CPU and disk utilization, security audit trails, etc. Such activity may be performed within the reasonable discretion of the Technology Resources division management, subject to approval by the President.

Responding to Security and Abuse Incidents

All users have the responsibility to report any discovered unauthorized access attempts or other improper usage of Roseman technology resources. If a security or abuse problem with any Roseman technol-

ogy resources is observed by or reported to a user, such user shall immediately report the same to Technology Resources division management.

Range of Disciplinary Sanctions

Persons in violation of this policy are subject to a full range of sanctions, including, but not limited to, the loss of Roseman's technology resources access privileges, disciplinary action, and dismissal from the University. Some violations may constitute criminal offenses, as defined by local, state, and federal laws and the University may prosecute any such violation to the full extent of the law.

CAMPUS SAFETY

Roseman Security Services

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

Student Parking

All Roseman students receive a parking decal during their new student orientation. Proper display of the parking decal is required for vehicles parking on Roseman properties. All unreserved parking spaces are available on a first-come, first-serve basis.

In addition to the main parking lot at the Henderson, Nevada campus at 11 Sunset Way, an additional 105 marked and uncovered parking spots are available for use in the lot of the University's campus extension buildings at 4 Sunset Way, located at the northwest corner of TV 5 Drive.

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 email and social media as well as through radio and television news outlets when appropriate.

PROFESSIONAL STANDARDS/CONDUCT

Freedom of inquiry and expression are essential to a learning environment. Students are encouraged to develop a capacity for critical judgment and engage in an independent search for truth. The responsibility for securing an environment conducive to freedom of inquiry and learning is shared by students, faculty, and administration. As a part of that shared responsibility, the University has adopted Standards of Professional Conduct.

Students must carry themselves with honor and integrity at all times. This includes accountability to oneself and to relationships with fellow students, colleagues, faculty, clients, and patients who come into the student's realm.

Upon accepting admission to the University, each student subscribes to and pledges complete observance to the professional standards/conduct as outlined in each college's Student Handbook. A violation of these standards is an abuse of the trust placed in every student and could lead to suspension or dismissal.

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.

Notice of Requirements to Check Student Email on a Daily Basis

Roseman uses e-mail as a primary method of communication with students/residents. All students/residents are expected to read their Roseman email messages on a daily basis. University and College administration, faculty and staff rely on e-mail to share information with students/residents about policies, procedures, deadlines, class materials, activities and other information. Students/residents must check their student e-mail at least once a day to make sure that they are aware of current notices and information. If a student/resident experiences a problem accessing his/her e-mail account (i.e., inability

to access the account for longer than one (1) business day, i.e. 24 hours), he/she must contact the University Technology Services Help Desk to resolve the situation.

Students/residents who are not accessing their Roseman e-mail or who do not read notices via e-mail in a timely manner are not exempt from complying with University, College/Program rules, regulations, deadlines and information.

Please note that the University cannot possibly list all required student/resident behavior in the Catalog and/or Student/Resident Handbook so whenever in doubt, students/residents are strongly encouraged to contact their Dean, Program Director or Unit Director responsible for the issue in question, for clarification.

Multimedia Recording by Student(s)/Resident(s), their Agents, Representatives, and/or Guests

Audio, photographic, and/or video recording of faculty member(s), staff member(s) or preceptor(s) will be allowed only with the prior written approval of the faculty member(s), staff member(s), or preceptor(s) being recorded. Unauthorized recordings may be confiscated, and responsible individual(s) may be referred to the appropriate administrator and charged with violating the Standards of Professional Conduct. The University complies with the requirements of the Americans with Disabilities Act.

Transportation Policy

Students are required to have reliable transportation to allow them to get to and from campus, attend off campus clinical rotations, and participate in other community activities as required. If a student does not have a means of reliable transportation, they may take public transportation or arrange for private transportation if needed. Lack of transportation will not be accepted as an excused absence for non-attendance or tardiness at experiential or clinical rotations.

Consensual Relationships

Consensual relationships that are of concern to Roseman are those romantic or sexual relationships in which both parties appear to have consented, but where there is a definite power differential within the University between the two parties. These relationships are of concern for two reasons.

First, there is a conflict of interest when an individual evaluates the academic performance of other individuals with whom they have intimate relationships. It is a generally accepted ethical principle in our society that one avoids situations in which one makes official evaluations of relatives, family members, spouses, or other persons with whom one has an intimate relationship. Such a relationship combined with a responsibility for evaluation is considered a “conflict

of interest”. In a university, examples of such evaluations are academic assessments or performance-based evaluations.

Second, any relationship involving a power differential has the potential for serious consequences because the relationship may exist only as a result of the power differential. This may lead to sexual harassment charges at a later time.

Consenting romantic and sexual relationships between instructor (meaning all who teach at the University) and student (meaning any person studying with or receiving advisement from the instructor); between supervisor (meaning any person in a position of authority over another—to hire and fire, to grant raises, and oversee task performance) and employee (meaning any person employed at the University); and between employee and student (where there is an instructional, advisory, or an employment relationship between them) have the potential for extremely serious consequences and ought to be avoided. This list is not all-inclusive, but gives examples of the types of relationships that are covered by this policy.

Codes of ethics for most professional associations forbid professional-client sexual relationships; the relationships enumerated above should be viewed in this context. In the case of instructor and student, for example, the respect and trust accorded the instructor by the student, as well as the power exercised by the instructor in giving evaluations and recommendations for further study and future employment may greatly diminish the student’s actual freedom of choice concerning a romantic or sexual relationship.

Because of the possible difficulties associated with the power differential and because of potential conflicts of interest, the Roseman University of Health Sciences discourages all such consensual relationships. However, if a romantic or sexual relationship exists or develops between individuals having a power differential within the University, the person with greater power shall report it to an appropriate supervisor. In each case, the administrative supervisor shall make suitable arrangements if possible for the objective evaluation of the student’s academic performance and for the protection of the individual and University interests. However, such arrangements will not protect the person with greater power from charges of sexual harassment should the person with lesser power later decide to file charges. Where suitable arrangements cannot be made (such as when the instructor must teach a course the student must enroll in), the Administrative Supervisor can recommend ending the relationship until the conflict can be resolved.

All instructors, supervisors, and other employees should understand that there are substantial risks in consenting relationships where a power differential exists. Even if the conflict of interest issues are

resolved, charges of sexual harassment may develop. Furthermore, in administrative actions or lawsuits resulting from allegations of sexual harassment, consent may be very difficult to prove when a power differential exists. Even relationships in which there is no direct power differential may cause difficulties because faculty or staff engaged in such a relationship may, in the future, be placed in a position of responsibility for the student's or employee's instruction or evaluation.

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 STUDENT PROFESSIONALISM BOARD (USPB)

Purpose and Scope

The purpose of the USPB is to make a determination of the findings of fact when a student contests an allegation of academic or professional misconduct or when an appropriate College/Program administrator requests the Board to evaluate an allegation. The USPB will not recommend or impose sanctions. However, the USPB will make an assessment of the severity of the violation, i.e., major, moderate, mild.

Composition and Terms of Service

The Board consists of six (6) members: three faculty members, two students and the VPSS or the VPSS's designee who will serve as an ex-officio member.

The Faculty Senate will elect three (3) faculty members to serve on the USPB. Three (3) college/programs must be represented on the USPB. However, there is no requirement that a campus must be represented on the Board. Additionally, a faculty member elected by the University Senate to serve on the USPB does not have to be a senator.

For the first election of faculty representatives to the Board, one term will be for a three-year term, one will be for a two-year term, and the other will be for a one-year term. After this initial election, all terms will be for three years. The term will begin on July 1 each year.

The President of the Faculty Senate will appoint the Chair from the three faculty members elected to the Board and the President of the Faculty Senate or designee will appoint alternate(s) to the Board.

The University Student Government Association (SGA) will elect two (2) students from each campus to serve on the Board. The SGA election for the student Board members will occur during the SGA's first meeting at the beginning of a new calendar year, but no later than the end of May. Two colleges/programs must be represented on the USPB. If a student elected to serve is enrolled in the Pharmacy/MBA program, the other student elected to serve on the USPB can't be a pharmacy or MBA student. If a student elected to serve is enrolled in the Orthodontics/MBA program, the other student elected to serve on the USPB can't be an Orthodontics intern /resident or MBA student. The student receiving the highest number of votes in the election shall serve on the Board, while the student receiving the second highest number of votes who is not from the same College/Program as the student receiving the highest number of votes will serve on the Board. A student elected by the SGA does not have to be an elected SGA representative.

The student members elected by the SGA will serve a one (1) year term. The President of the SGA or designee will appoint student alternates. The term will begin on July 1 each year.

Students from the South Jordan campus will hear cases involving students from the Henderson campus. Students from the Henderson campus will hear cases involving students from the South Jordan campus.

If any member of the USPB is unable to attend a hearing or decides not to participate in a hearing because a conflict of interest in a particular case exists, said member shall notify the Chair. The Chair is responsible for contacting the President of the Faculty Senate or designee to replace a faculty member of the USPB and/or SGA President or designee to replace a student member of the USPB. If any member of the Board feels there is a conflict of interest where a Board member has not recused him/herself, the Board may, by a majority vote, require the recusal of the individual in question.

Assessing Problems

The College/Program will complete an initial inquiry and determine if the problem can be resolved before it is forwarded to USPB.

Step 1: An individual witnessing a perceived violation of academic or professional misconduct reports this allegation to the academic administrator specified in the student's College/Program's Student Handbook. A member of a non-academic unit referring an alleged professionalism violation to an academic administrator will also noti-

fy her/his supervisor and the Vice President of Student Services (VPSS). The designated academic administrator meets with the student to discuss the alleged violation.

Step 2a: If the appropriate administrator from the College/Program identifies an academic or professional misconduct violation that the student does not contest, the administrator should contact the VPSS before imposing a sanction on the student to check to see if the student has been found guilty of any other violation(s). The administrator may consider a student's previous documented violation(s) when imposing a sanction on the student. After an administrator informs the student of the sanction, the administrator will complete an 'Academic or Professional Misconduct' form and forward it to the VPSS to document that the issue has been resolved by the College /Program. The incident and the sanction will be listed in the Student Professionalism Violation and Sanction Database (SPVSD) until the student graduates from the University or until a Dean/Program Director or Chancellor informs the VPSS to edit or delete information about the incident and/or sanction from the database.

Step 2b: If the appropriate administrator from the College/Program identifies a professionalism violation that the student contests or at the discretion of the administrator, the administrator will refer the matter to the Chair of the University Student Professionalism Board (USPB). The accused student may contest an alleged violation if he/she disputes the allegation or if the accused believes that a College/Program administrator would place the student on probation, or suspend or terminate the student from the College/Program as a result of being found guilty of committing the violation.

Hearing Procedure

1. The USPB Chair will inform the accused student in writing about the process.
2. Except as provided below, the hearing will be closed to all individuals not directly involved.
3. The student may petition the USPB to allow a non-administrative faculty member to serve in an advisory capacity during the hearing. This faculty member must consent to serve as the student's advisor. This petition must be sent to the Chair via e-mail at least three (3) business days prior to the hearing, and must identify the faculty member who consented to attend the meeting. A faculty member involved in the incident and/or who has been called as a witness is prohibited from serving in this role during the hearing. The role of a faculty member who agrees to assist a student called before the Board is limited to advising the student during the hearing, and is therefore ac-

cordingly not allowed to make statements or question witnesses on behalf of the student. The student can ask the Chair of the Board for a break to meet with the faculty advisor outside of the Board's presence. The faculty advisor will meet with the student and review the student's request for advice. The total amount of time for the faculty advisor to meet privately with the student during the hearing shall not exceed thirty minutes.

4. The student may testify and present evidence and witnesses on his/her behalf. All documentation (including written affidavits) and names of witnesses the student intends to present (either in person or linked to the hearing via telephone or videoconference) need to be provided to the Chair via email at least three (3) business days prior to the hearing. Failure to do so will prevent said evidence and witness testimony from being considered by the Board. The student and all witnesses are subject to questioning by members of the USPB.
5. All documentation (including written affidavits) and names of witnesses the USPB intends to present (either in person or linked to the hearing via telephone or videoconference), need to be provided to the student via email at least three (3) business days prior to the hearing. Any witnesses called by the USPB are subject to questioning by the student.
6. Upon conclusion of the hearing and consideration of the evidence presented, the USPB, by a majority vote, *will determine whether it is more likely than not* that the charges are true based upon the evidence presented.
7. When the USPB determines by majority vote that *it is more likely than not* that the charges are true, it will also assess the severity of the violation(s). The USPB, by majority vote, will assess if the violation(s) falls into one of the following three levels:

Level I. Major Violation

- The violation significantly endangered or could have significantly endangered the personal safety and/or well-being of self or other, and/or disrupted or interfered with the orderly operation of the College, the University, a practice site, or other institution/organization.
- or**
- A review of the Nevada state 'Reports of Occupational Licensing Boards' and/or meeting minutes of a Utah health care professional licensing board identifies incidents where the licensing board specific to the student's profession revoked or suspended an individual's license for a similar violation. The VPSS will collaborate with the Roseman health profession colleges and programs to develop a list of offenses that resulted in the Nevada

and Utah health care professional licensing boards revoking or suspending an individual's license.

or

- The USBP concludes this was a major violation of Roseman's academic or professional standards.

Level II. Moderate Violation

- The violation did not endanger the personal safety and/or well-being of self or other or disrupt or interfere with the orderly operation of the College, the University, a practice site or other institution/organization. However, the violation moderately increased the risk to the personal safety and/or well-being of self or other and/or of disrupting or interfering with the orderly operation of the College, the University, a practice site or other institution/organization.

or

- The USBP concludes this was a moderate violation of Roseman's academic or professional standards.

Level III. Mild Violation

- The violation mildly increased the risk to the personal safety and/or well-being of self or other and/or of disrupting or interfering with the orderly operation of the College, the University, a practice site or other institution/organization.

or

- The USBP concludes this was a mild violation of Roseman's academic or professional standards.

The USBP shall forward its majority decision with respect to findings of fact and the severity of the violation to the academic administrators designated by the College/Program and to the student within (five) 5 business days of the hearing. If the USBP finds the student guilty of the violation(s), the VPSS will provide the designated academic administrator with information about the student, if any, in the SPVSD within five (5) business days of the hearing or within an extension approved by a Chancellor. Each College/Program will describe in their respective Student Handbook the process it will follow if a majority of the USBP concludes that a student violated the College/Program's academic or professional standards.

A request for an extension of the Board's five (5) day deadline to report to the academic administrators must be submitted in writing by the Chair of the USBP to the Chancellor responsible for supervising the student's Dean/Program Director. The Chair will also notify the accused that the Board has requested an extension. The designated Chancellor's decision to grant or deny the extension is final.

When an academic administrator from a College/Program makes a decision after reviewing the results of USBP hearing, he/she will complete an 'Academic or Professional Misconduct' form and forward it to the VPSS to document that the issue has been resolved by the College /Program. The incident and the sanction will be listed in the SPVSD until the student graduates from the University or until the appropriate Dean/Program Director or designated Chancellor informs the VPSS to edit or delete information about the incident and/or sanction from the database.

Appeals Process

A student has five (5) business days to file a written appeal of the Dean/Program Director's decision to the Chancellor responsible for supervising the student's Dean/Program Director. The Chancellor's decision shall be final.

Student Professionalism Violation and Sanction Database (SPVSD) and Review Process

The Vice President for Student Services will:

- Develop a centralized database that documents confirmed academic and professional misconduct-related violations and sanctions involving a student. The VPSS will also collect information from the University's Human Resources Office when a University student employee, including a work-study student, has been disciplined, suspended or terminated by her/his supervisor; all of this information will be stored in the SPVSD;
- Provide information about documented academic and/or professional misconduct-related violations and sanctions to a Dean/Program Director and/or his designee when this incident involves a student in her/his College/Program;
- Meet with the Chancellors and Deans/Program Directors to review and discuss confirmed academic and professional misconduct violations and sanctions. Areas of discussion could include but not be limited to, improving the USBP process, the evaluation of the severity of a professionalism violation, and consistency in sanctions.

TOBACCO-FREE POLICY

Purpose

The purpose of this policy is to support the mission of the university and to provide a healthy environment that promotes wellness and good health habits within all Roseman University of Health Sciences facilities and surrounding campus space by minimizing the negative effects of smoke and tobacco use and by maximizing human safety. Policy

Included individuals and property coordinates

The provisions of this policy shall apply to all employees (including faculty and staff), students, patients, clients, visitors, volunteers, contractors and vendors unless otherwise noted.

The Tobacco-free Policy applies to all Roseman University of Health Sciences facilities and vehicles, owned or leased, regardless of location. Smoking, including the use of an e-cigarette, shall not be permitted in any enclosed place. The use of any tobacco or tobacco-derived product is prohibited in all buildings, grounds and spaces either leased or owned by the University. The tobacco-free environment policy applies, but is not limited to offices, classrooms, laboratories, clinics, elevators, stairwells, restrooms, shuttle buses, shuttle bus stops, property-framed sidewalks, parking areas, meeting rooms, hallways, lobbies, and other common areas. The use of tobacco products in University owned, operated or leased vehicles is prohibited. Use of tobacco products is also prohibited in personal vehicles when parked on or traveling through Roseman University of Health Sciences properties. Roseman University of Health Sciences also discourages the use of tobacco products by staff or visitors on properties adjacent to the campus.

On-site smoking cessation programs will be made available to assist and encourage individuals who wish to quit smoking. Questions and problems regarding this policy should be handled through Student Services or the office of Executive Affairs.

List of tobacco/nicotine products

Tobacco products include, but are not limited to, cigarettes, cigars, pipes, hookahs, bidis, kreteks, gutka, tobacco paste, snus, pouch tobacco, snuff, chewing tobacco, dissolvable tobacco, e-cigarettes and other smokeless tobacco/nicotine products.

Employees, students, volunteers, contractors and vendors are expected to recognize professional standards of appearance and not have an odor of tobacco products on their clothing or person. Nicotine replacement products are allowed and include, nicotine patches, nicotine gum, nicotine pastilles, lozenges, and nicotine long-acting sprays.

Information and Procedure

Faculty, staff, trustees, volunteers, and affiliated faculty are expected to comply with the Tobacco-Free Campus Policy and assist with sharing information about the policy. New employees and volunteers will be informed of the Tobacco-Free Campus Policy during the interview process as well as during orientation. Policy success rests with the appropriate supervisory staff, deans, unit heads and administrative officials. When employees or volunteers observe violations of the policy, they should politely remind the offender of the policy and request that they properly dispose of tobacco materials. If the employee or volunteer continues to violate the policy, the location and

time of the violation should be reported to the appropriate supervisory staff, dean, unit head or administrative official. Human Resources may also be contacted to report violations.

Students

New students will be informed of the Tobacco-Free Campus Policy during the interview process as well as during orientation. Enforcement of the policy rests with the respective program director or dean's office. When students observe fellow students violating the policy, they should remind them of the policy and ask them to dispose of the tobacco materials. If the student continues to violate the policy, the location and time of the violation should be reported to the appropriate administrative office. Violation patterns will be assessed and appropriate action initiated.

Visitors, guests, clients and patients will be informed of the policy and asked to comply while they are on campus or other university facilities. Faculty, staff and clinical staff with patient care responsibilities are responsible for communicating and ensuring compliance with the Tobacco-Free Campus Policy. Signage will be posted throughout Roseman University of Health Sciences buildings and grounds stating that this facility is a tobacco-free campus. All employees and volunteers are encouraged to assist with the education of visitors regarding the policy, using policy information cards, which will be made available. Employees are expected to help enforce the policy with visitors by requesting that they dispose of tobacco materials and respect the university's healthcare mission and tobacco-free campus. If a visitor is observed violating the policy after being advised of the policy, the employee or volunteer should contact security or the Office of Facilities and Risk Management, who will direct the violator to comply with the policy or leave the facility.

Contractors and vendors. A provision will be inserted into contracts, e.g. construction and/or maintenance, to prohibit the employees of contractors/vendors from using tobacco materials on property owned or leased by Roseman University of Health Sciences. Employees and volunteers who observe a violation of the policy by a vendor should report the violation to a security officer or to the Office of Facilities Management. The security officer or Facilities Management personnel responding to the report will inform the violator that he/she must comply with the policy or have a complaint sent to his/her employer reporting the non-compliance.

Compliance

Compliance with this tobacco-free environment policy should go hand-in-hand with compassion and understanding. It is a matter of mutual respect for the betterment of everyone's experience at Roseman University of Health Sciences. The success of this policy will depend on the thoughtfulness, consideration, and cooperation of

both users and non-users of tobacco products. All students, faculty, and staff share in the responsibility for the successful implementation of this policy. Violations of the policy may be subject to disciplinary action.

Communicating the policy

Copies of this policy shall be distributed to all faculty, staff, current students, and visitors (upon check-in) and shall be included with information given to all students considering application to Roseman University of Health Sciences as well as to all admitted students. Announcements shall also be printed in campus communiques to insure that everyone is aware of the policy. No Smoking signs shall be posted at all points of entry to the university campus and at all university building entrances^[i]. Cigarettes shall not be sold on university grounds, either in vending machines or any area on campus. No ashtrays shall be provided at any location on campus. However, disposal receptacles will be provided at numerous locations on campus grounds.

In further recognition of the incompatibility of Roseman University of Health Sciences' educational mission and the promotion of tobacco products, effective immediately:

No tobacco-related advertising or sponsorship shall be permitted on university property, at university-sponsored events, or in publications produced by the university, with the exception of advertising in a newspaper or magazine that is not produced by the university and which is lawfully sold, bought, or distributed on or off university property. For the purposes of this policy, "tobacco related" applies to the use of a tobacco brand or corporate name, trademark, logo, symbol, or motto, selling message, recognizable pattern or colors, or any other indicia of product identical to or similar to, or identifiable with, those used for any brand of tobacco products or company which manufactures tobacco products.

Resources and Support

Roseman University of Health Sciences will make available a directory of resources to assist with smoking/tobacco cessation. The University is planning to offer resources and support to tobacco users in abstaining from tobacco use on campus and in supporting users who desire to quit using tobacco. Tobacco education related resources or programs will be offered periodically for Roseman University of Health Sciences employees, alumni and students.

Educational programs and communiques regarding this policy and the background information promulgating this policy will be offered on a regular basis.

Background

The 2006 U.S. Surgeon General's Report, *The Health Consequences of Involuntary Exposure to Tobacco Smoke*, has concluded that (1) secondhand smoke exposure causes disease and premature death in children and adults who do not smoke; (2) children exposed to secondhand smoke are at an increased risk for sudden infant death syndrome (SIDS), acute respiratory problems, ear infections, and asthma attacks, and that smoking by parents causes respiratory symptoms and slows lung growth in their children; (3) exposure of adults to secondhand smoke has immediate adverse effects on the cardiovascular system and causes coronary heart disease and lung cancer; (4) there is no risk-free level of exposure to secondhand smoke; (5) establishing smoke-free workplaces is the only effective way to ensure that secondhand smoke exposure does not occur in the workplace, because ventilation and other air cleaning technologies cannot completely control for exposure of nonsmokers to secondhand smoke; and (6) evidence from peer-reviewed studies shows that tobacco-free policies and laws do not have an adverse economic impact on the hospitality industry^[ii].

According to the 2010 U.S. Surgeon General's Report, *How Tobacco Smoke Causes Disease*, even occasional exposure to secondhand smoke is harmful and low levels of exposure to secondhand tobacco smoke lead to a rapid and sharp increase in dysfunction and inflammation of the lining of the blood vessels, which are implicated in heart attacks and stroke^[iii].

Numerous studies have found that tobacco smoke is a major contributor to indoor air pollution, and that breathing secondhand smoke (also known as environmental tobacco smoke) is a cause of disease in healthy nonsmokers, including heart disease, stroke, respiratory disease, and lung cancer. The National Cancer Institute determined in 1999 (Monograph #10) that secondhand smoke is responsible for the early deaths of approximately 53,000 Americans annually. Based on a finding by the California Environmental Protection Agency in 2005, the California Air Resources Board has determined that secondhand smoke is a toxic air contaminant, finding that exposure to secondhand smoke has serious health effects, including low birth-weight babies; sudden infant death syndrome (SIDS); increased respiratory infections in children; asthma in children and adults; lung cancer, sinus cancer, and breast cancer in younger, premenopausal women; heart disease; and death.

According to the World Health Organization, scientific evidence has firmly established that there is no safe level of exposure to secondhand tobacco smoke, a pollutant that causes serious illness in adults and children, and that implementing 100% smoke-free environments is the only effective way to protect the population from the harmful effects of exposure to secondhand smoke.

The U.S. Centers for Disease Control and Prevention has determined that the risk of acute myocardial infarction and coronary heart disease associated with exposure to tobacco smoke is non-linear at low doses, increasing rapidly with relatively small doses such as those received from secondhand smoke or actively smoking one or two cigarettes a day, and has warned that all patients at increased risk of coronary heart disease or with known coronary artery disease should avoid all indoor environments that permit smoking.

Unregulated high-tech smoking devices, commonly referred to as electronic cigarettes, or “e-cigarettes,” closely resemble and purposefully mimic the act of smoking by having users inhale vaporized liquid nicotine or liquefied tobacco created by heat through an electronic ignition system. After testing a number of e-cigarettes from two leading manufacturers, the Food and Drug Administration (FDA) determined that various samples tested contained not only nicotine but also detectable levels of known carcinogens and toxic chemicals, including tobacco-specific nitrosamines and diethylene glycol, a toxic chemical used in antifreeze. The FDA’s testing also suggested that “quality control processes used to manufacture these products are inconsistent or non-existent.”^[iv] E-cigarettes produce a vapor of undetermined and potentially harmful substances, which may appear similar to the smoke emitted by traditional tobacco products. Their use in workplaces and public places where smoking of traditional tobacco products is prohibited creates concern and confusion and leads to difficulties in enforcing the smoking prohibitions. In light of these findings, Roseman University of Health Sciences shall be entirely Tobacco-free and therefore, smoke-free effective July 1, 2014. This policy is being announced six months prior to its implementation in order to give tobacco users time to adapt to its restrictions and to facilitate a smooth transition to a tobacco-free environment.

^[i] NRS 202.2483 Nevada Clean Indoor Air Act and section NRS 394.099 Definition of a private institution of post-secondary education.

^[ii] a. U.S. Department of Health and Human Services. *The Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General*. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2006. b. Nevada Department of Health and Human Services. *Nevada Comprehensive Tobacco Control*. Nevada State Health Division. Bureau of Community Health. Tobacco Prevention and Education Program. February 2006.

^[iii] U.S. Department of Health and Human Services. *How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-*

Attributable Disease: A Report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2010.

^[iv] "Summary of results: laboratory analysis of electronic cigarettes conducted by FDA," *Food and Drug Administration (FDA)*, July 22, 2009; <http://www.fda.gov/NewsEvents/PublicHealthFocus/ucm173146.htm>, Accessed on: October 22, 2009

FIREARMS AND WEAPONS POLICY

Roseman University Health Sciences strictly prohibits the possession or use of firearms and weapons on property owned, utilized, or controlled by the University.

Firearms or weapons includes any device that can expel a projectile, and/or other dangerous weapons, including knives, explosives, or other items that in their intended use, are capable of inflicting serious injury. Because these items pose a clear risk to the persons and property on the Roseman campuses, violation of this policy may result in suspension, termination, or expulsion from the University and removal from the property and criminal or civil prosecution under appropriate city, state, or federal laws, and/or a fine.

No one except law enforcement officers of either the States of Nevada, Utah, or of a Federal Law Enforcement Agency, shall be permitted to possess or carry firearms or other weapons licensed or unlicensed, concealed or not concealed, with or without a concealed weapon permit, while upon properties owned, operated, leased, utilized, or controlled by the University without specific written permission from the Vice President for Facilities and Risk Management

SUBSTANCE ABUSE POLICY

Roseman is committed to maintaining a drug-free environment in compliance with applicable laws. The unlawful possession, use, distribution, sale or manufacture of controlled substances is prohibited on the University campus or any of its facilities. This would also include coming onto university grounds intoxicated or under the influence. Violation of this policy will result in the appropriate disciplinary action.

Controlled substances would include but are not limited to: alcohol, amphetamines, barbiturates, benzodiazepines, carisoprodol, opiates, fentanyl analogues, methadone, meperidine, marijuana, and cocaine.

The University prohibits the unlawful or unauthorized use, possession, storage, manufacture, distribution, or sale of alcoholic beverages and any illicit drugs or drug paraphernalia in University facilities, in University vehicles, or any University sponsored events held on or off

campus, which are sponsored by students, faculty and/or staff and their respective organizations.

The University recognizes that alcoholism is a disease and that there are treatment programs available to help individuals experiencing problems. When appropriate, University personnel will refer students, faculty and staff to agencies outside of the University for treatment/ rehabilitation for addiction to alcohol or other drugs. The following statements further clarify the University policy on the use or possession of alcoholic beverages by students, faculty, and/or staff and their respective organizations:

Students, faculty, and/or staff and their respective organizations may not use organizational or public funds for the purchase of alcoholic beverages.

Unless otherwise authorized by the President of the University, parties within University facilities at which alcoholic beverages are consumed are prohibited.

Sale of alcoholic beverages by students, faculty, and/or staff and their respective organizations is strictly forbidden. This is to include any action that can be remotely construed as alcohol sale, such as charging admission to parties, passing the hat, selling empty cups, selling drink tickets, etc.

No off-campus activity conducted by students, faculty, and/or staff and their respective organizations shall encourage excessive and/or rapid consumption of alcoholic beverages. The use of alcohol at any such events is expected to be lawful and responsible.

Alcoholic beverages, such as kegs or cases of beer, may not be used as awards or prizes in connection with events or activities sponsored by students, faculty, and/or staff and their respective campus organizations, on or off campus.

The public display of advertising or promotion of the use of alcoholic beverages in University facilities is prohibited. This includes, but is not limited to, banners, lighted beer/liquor signs, and large balloon blow-ups.

Alcoholic promotional activities, including advertising, cannot be associated with otherwise existing University events or programs, on or off campus, without the prior knowledge and consent of appropriate University officials. This includes such items as: caps, t-shirts, beverage can coolers, and any other items carrying alcohol/beer advertising.

Advertising of alcoholic beverages in University publications is prohibited.

Unless otherwise authorized by the President of the University, the use of alcoholic beverages during all public events (including concerts, theatrical performances, athletic events, workshops) held on University facilities is strictly forbidden. For assistance when planning off-campus events, students should consult the Dean or Program Director.

Persons who violate the foregoing policies or laws which follow are subject to University disciplinary action as well as civil/criminal penalties as determined by University, state, or federal enforcement officials.

Students Individuals who are found in violation of the University policy on alcohol and other drugs may be subject to one or more of the following penalties, dependent upon the severity of the offense and the existence or absence of prior alcohol or other drug violations:

- Consultation only.
- Verbal and/or written warning.
- Probation. An indication that further violations may result in suspension.
- Suspension. Temporary withdrawal of privileges of enrollment from the University for a specified period of time.
- Indefinite suspension. Specific actions must be taken prior to consideration for re-entry.

Note: These penalties need not necessarily be applied in numerical sequence. Any penalty may be chosen from this list for any offense, dependent upon its nature.

University Groups and Student Organizations

Student organizations found in violation of city, state, or federal laws and University regulations involving the use or possession of alcohol and other drugs are also subject to disciplinary action by both civil and University authorities. In general, disciplinary penalties for student organizations are the same as those listed for individual students. However, it is possible that an offending student organization may be denied recognition or affiliation with the University as part of the disciplinary action.

Violations by University groups and recognized student organizations will be reviewed by the Associate Dean for Admissions and Student Affairs for pharmacy students, Nursing Dean for nursing students, MBA Program Director for MBA students, Dean for College of Dental Medicine for Dental students and Registrar/Director of Student Services for University wide (non program specific) student organiza-

tions and adjudicated in compliance with current procedures before the appropriate Student Professionalism Board.

SEXUAL HARASSMENT POLICY

Policy and Scope

Roseman University of Health Sciences prohibits any form of sexual harassment of its students or its employees in the University workplace by any person.

The University shall maintain a working and educational environment that is free from all forms of discrimination, including sexual harassment.

Section 703(a) of the Civil Rights Act of 1964 prohibits discrimination by an employer against an individual "with respect to his compensation, terms, conditions or privileges of employment" because of the person's sex. The Equal Employment Opportunity Commission (EEOC) has adopted guidelines designed to deal with harassment on the basis of sex as a violation of Section 703(a) of Title VII of the Civil Rights Act of 1964.

Under the EEOC Guidelines, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment when 1) submission to the conduct is made either explicitly or implicitly as a term or condition of an individual's employment, 2) submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual, or 3) the conduct has the purpose or effect of unreasonably interfering with the person's work performance or creates an intimidating, hostile or offensive working environment.

Accordingly, Roseman University of Health Sciences is using this statement to make it clear to everyone, including all employees, students, staff, faculty and administrators, visitors, invitees and licensees, that conduct which violates the foregoing guidelines will not be tolerated. Roseman University of Health Sciences strongly supports the policies set forth by the EEOC and any proven allegation of sexual harassment in any form may be grounds for disciplinary action up to and including termination of employment of an offending employee or dismissal from the academic program of a student; and/or removal of a visitor who violates this policy.

Procedure

Should any employee, student, staff, faculty, administrator, visitor, invitee and licensees believe there has been sexual harassment, that person is encouraged to follow the following procedure:

- a. "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 - i. Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's academic progress or achievement;
 - ii. Submission to or rejection of such conduct by an individual is used as the basis for decisions regarding academic achievement or progress affecting such individual, or
 - iii. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic progress or creating an intimidating, hostile, or offensive academic environment."
- b. The following list is a limited example of the most common complaints constituting sexual harassment:
 - Unwanted sexual advances
 - Making or threatening reprisals after a negative response to sexual advances
 - Conduct including leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons or posters
 - Making sexually derogatory comments, epithets, slurs or jokes
 - Graphic verbal commentaries about an individual's body, suggestive or obscene letters, notes or invitations
 - Physical conduct that includes touching, assaulting, or impeding or blocking movements
 - Sexual orientation comments objectionable to gays or lesbians

Any aggrieved person may file a complaint detailing the circumstances of the alleged action. Students concerned about violations of this policy should request assistance from their Dean or Program Director. The complaint should be filed with the Associate Dean for Admissions and Student Affairs for the College of Pharmacy, Dean for the College of Nursing, Program Director for the MBA program and Dean for the College of Dental Medicine or another administrator designated to receive and investigate complaints of sexual harassment. In the event that the designated administrator and the grievant are of the different gender, the Dean or Program Director will designate an individual who is of the opposite gender to serve as an alternative recipient of complaints.

When an employee or student becomes aware of occurrences of sexual harassment, they are responsible for reporting the behavior. When persons are identified for investigation, they will be informed by the appropriate personnel by the Associate Dean for Admissions and Student Affairs for the College of Pharmacy, Dean for the College

of Nursing, Program Director for the MBA program and Dean for the College of Dental Medicine that further offensive actions will be part of the investigation and no communication between parties is allowed at any time. Complaints against the designated administrators above are to be reported to the Director of Human Resources or their supervisor for investigation. The complaint will be fully investigated and an opportunity will be afforded to all involved parties to fully state their position to the investigator.

Any student or employee of Roseman University of Health Sciences who becomes aware of possible sexual or other unlawful harassment must immediately advise an administrator so it can be investigated immediately and confidentially. Any aggrieved person can raise concerns and make reports without fear of reprisal or retaliation.

It is strongly recommended that the complaint of harassment be in writing, and the written complaint should be given to the designated administrator or Associate Dean of Admissions and Student Affairs who is not involved in the complaint being lodged. There will be no retaliation or intimidation permitted without redress and consequence. Any complaint of sexual harassment will be treated as confidentially as possible. It must be recognized, however, that thorough investigation of the complaint will necessarily result in some disclosures. The Associate Dean of Admissions and Student Affairs or appropriate administrator, after consulting with the Dean or Program Director, will convene a committee or board (see sections a & b below) to quickly and discreetly investigate all allegations of sexual harassment. To the extent possible, the confidentiality of the accuser, the accused, and any witnesses will be protected against unnecessary disclosure.

- a. When a student accusation involves an employee or someone serving as a preceptor for Roseman University of Health Sciences, the Dean or Program Director may convene a Special Review Committee to investigate the complaint and make recommendations with regards to the resolution of the complaint. The Special Review Committee may consist of the following three members:
 - i. A faculty member chosen by the grievant;
 - ii. A faculty member chosen by the person(s) whose action is the subject of the grievance;
 - iii. A faculty member elected by the faculty.

The Special Review Committee shall make its recommendations in writing to the accused, the grievant and the Dean or the Program Director.

- b. When a student accuses another student of sexual harassment, the Student Professionalism Board will meet to investigate and make recommendations regarding the complaint. The Student Professionalism Board will follow the procedures for hearings regarding violations of the standards of professional conduct as prescribed in the Student Handbook.

After a full and thorough investigation, the complaining party and accused will be advised in writing of the results of that investigation and any proposed action.

The President of the Roseman University of Health Sciences will review all final action taken with respect to persons including students, faculty, and staff of the University. The President's decision is final.

Anyone engaging in sexual or other unlawful harassment, or any faculty member or administrator who fails to properly inform the University concerning such, will be subject to disciplinary action. This may include recorded written warning and training or discharge of the person or persons involved in the violation.

The Roseman University of Health Sciences is fully committed to equal opportunity employment decisions and educational programs and activities, in compliance with all applicable Federal and State laws and including appropriate affirmative action efforts, for all individuals without regard to race, color, national origin, religion, sex, disability, age, Vietnam Era Veteran's status or sexual orientation, including heterosexuality, homosexuality, and bisexuality. Violating this policy shall not be tolerated.

SERVICE ANIMAL POLICY

Policy Statement

It is the policy of the Roseman University of Health Sciences that service animals assisting individuals with disabilities be permitted on University property. All other animals are prohibited except as provided below.

Definition

"Service animal" is defined by the Americans with Disabilities Act (ADA) as any guide dog, signal dog, or other animal individually trained to do work or perform disability mitigating tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.

When a Service Animal May be Asked to leave or Prohibited in a Roseman University Facility or Program

A service animal may be asked to leave a University facility or program if the animal's behavior or presence poses a direct threat to the health or safety of others. For example, a service animal that displays vicious behavior towards people may be excluded.

Service animals may also be excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. Examples may include, but are not limited to, research labs, areas requiring protective clothing, and food preparation areas.

Students

Anyone notified of a student request for disability accommodations, including requests to have a service animal accompany a student on campus, should refer the student to the Office of Student Services, x2029.

Employees

Employee requesting a disability accommodation, including requests to have a service animal at work, should contact the Office Human Resources, x2096, for information and assistance.

Visitors and Invited Guests

Service animals assisting visitors with disabilities are welcome in all areas of campus that are open to the public. Specific questions related to the presence of service animals on campus by visitors and invited guests can be directed to the Office of Facilities Management, x2037.

Service Animals in Training

A service animal in training is permitted the same access to University grounds and facilities as a service animal assisting a visitor.

Requirements for Service Animals

Vaccination and Licensing: Service animals for students or employees must be immunized and licensed in accordance with The City of Henderson Municipal Code (HMC) Chapter 7.04 (Animal Control, Inspection, Licensing, and regulation) or South Jordan Municipal Code (SJMC) 6.12.010. The service animal of a campus visitor must be licensed and vaccinated as required by the visitor's state, county, and city of residence.

Leash: In accordance with the City of Henderson or South Jordan City Municipal Codes, service dogs must be on a leash at all times; a leash is also required for all other service animals for which a leash is not impracticable or unfeasible. [HMC Section 7.04.130 - Restraint and Sanitation or SJMC 6.12.050].

Cleanup Rule: The owner/keeper of a service animal must follow the City of Henderson ordinance requiring the prompt removal (disposal)

of any animal waste. [HMC Section 7.04.130 - Restraint and Sanitation].

Under Control: The owner/keeper of a service animal must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of owner/keeper.

Animals not Meeting the ADA Definition of Service Animal

Animals not covered under the ADA service animal definition are excluded from all University facilities and grounds, except when the animal is outside on University grounds for a short duration in a vehicle or on a leash and is accompanied by someone providing transportation services to a University student or employee.

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 and most are non-refundable where supplies, services and/or products have been provided to the student.

College of Nursing (BSN) - Henderson, Nevada

Total Tuition and Fees for Class beginning July 2014

- Tuition: \$48,540 (18 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Nursing Lab Fee: \$737
- Computer**: \$2,400 (not to exceed)
- Health Insurance (Est.): \$1,700
(waived if student provides proof of insurance)
- Year 2 Health Insurance: Fee to be determined (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Graduation Fee: \$200 to be assessed on second year nursing students.

College of Nursing (ABSN) - Henderson, Nevada

Total Tuition and Fees

- Tuition: \$52,620 (18 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Nursing Lab Fee: \$737
- Computer**: \$2,400 (not to exceed)
- Health Insurance (Est.): \$1,700
(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 (BSN) - South Jordan, Utah

Total Tuition and Fees for Class beginning January 2015

- Tuition: \$48,540 (18 months)
- Seating Deposit: (\$250)
- Technology Fee: \$500
- Nursing Lab Fee: \$737
- Computer**: \$2,400 (not to exceed)
- Health Insurance (Est.): \$1,700
(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 re-

quired proof of insurance by deadline provided by Student Services Office)

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

Master of Business Administration

MBA Summer Program PharmD/MBA, (returning COP Grad)

- Tuition: \$680/Credit
- Health Insurance: Cost to be determined based on date of return
- (Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Technology Fee (Est.): \$100
- Comp XM: \$53.99
- Graduation Fee: \$50

MBA Fall Blocks (3.3/3.4), PharmD/MBA- (P3 Year)

- Tuition: \$680/Credit
- (18 credits)
- Comp XM: \$53.99
- Graduation Fee: \$50

MBA Summer Program, PharmD/MBA (Pre-P2 Year)

- Tuition: \$680/Credit
(9 credits)

MBA Summer Program, PharmD/MBA (Pre-P1 Year)

- Tuition: \$680/Credit
(9 credits)

MBA Evening/ Weekend Program

- Tuition: \$755/credit
- Deposit: (\$250)
- Technology Fee: \$400
- Comp XM: \$53.99
- Graduation Fee: \$200
- Health Insurance (Est.): \$1,700
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

MBA Weekday Program

- Tuition: \$680/Credit
- Deposit: (\$250)
- Technology Fee: \$400
- Comp XM: \$53.99
- Graduation Fee: \$200
- Health Insurance (Est.): \$1,700
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

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

College of Pharmacy

P-1 (First Year) Students

- Tuition: \$46,600
- Seating Deposit: \$(1,000)
- Technology Fee: \$400
- Computer**: \$2,400 (not to exceed)
- Health Insurance (Est.): \$1,700
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Immunization Fee: \$125

P-2 (Second Year) Students

- Tuition: \$46,600
- Technology Fee: \$200
- Health Insurance (Est.): \$1,700
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

P-3 (Third Year) Students

- Tuition: \$46,600
- Technology Fee: \$100
- Graduation Fee: \$200
- Health Insurance (Est.): \$1,700
(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: \$65,870
- Seating Deposit: (\$1000)
- Instructional Material Fee: \$1,321
- Books: \$120
- Student Kit: \$8,357
- Clinic Fee (combined Instrument Fee & Clinical Utilization Fee): \$2,556
- Disability Insurance: \$90
- ASDA Dues: \$80
- Technology Fee: \$400
- Computer**: \$2,400 (not to exceed)
- Health Insurance (Est.): \$1,700
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

D-2 (Second Year) Students

- Tuition: \$65,870
- Instructional Material Fee: \$1,217
- Student Kit: \$2,000
- Clinic Fee (combined Instrument Fee & Clinical Utilization Fee): \$5,776
- Disability Insurance: \$90
- ASDA Dues: \$80
- Technology Fee: \$400
- Health Insurance (Est.): \$1,700
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

D-3 (Third Year) Students

- Tuition: \$65,870
- Instructional Material Fee: \$1,217
- Clinic Fee (combined Instrument Fee & Clinical Utilization Fee): \$7,183
- Disability Insurance: \$90
- ASDA Dues: \$80
- Technology Fee: \$400
- Health Insurance (Est.): \$1,700
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

D-4 (Fourth Year) Students

- Tuition: \$65,870
- Instructional Material Fee: \$1,217
- Clinic Fee (combined Instrument Fee & Clinical Utilization Fee): \$7,183
- Disability Insurance: \$90
- ASDA Dues: \$80
- Technology Fee: \$400
- Graduation Fee: \$200
- Health Insurance (Est.): \$1,700
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)

College of Dental Medicine - Henderson, Nevada (AEODO/MBA)

First Year Residents

- Tuition: \$63,340
- Application Fee: \$50
- Seating Deposit: (\$2,500)
- Technology Fee: \$400
- Research Fee: \$1,000
- Computer**: \$2,400 (not to exceed)
- Clinic Usage Fee: \$6,000

Second Year Residents

- Tuition: \$63,340
- Technology Fee: \$200
- Research Fee: \$1,000
- Clinic Usage Fee: \$8,000

Third Year Residents

- Tuition: \$63,340
- Technology Fee: \$100
- Research Fee: \$1,000
- Clinical Usage Fee: \$8,400
- Graduation Fee: \$200

Interns

- Tuition: \$25,420
- Application Fee: \$25
- Seating Deposit: (\$1,000)
- Technology Fee: \$400
- *Health Insurance Fee (Est.): \$1,700
(Waived if student provides required proof of insurance by deadline provided by Student Services Office)
- Computer (Optional): \$2,400 (not to exceed)

A 2% processing fee will be added to all credit card transactions.

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

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

Future Tuition Rate Increases

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

Financial Responsibilities Must Be Fulfilled to Continue Enrollment

Students must fulfill their financial responsibilities to the University in order to remain enrolled in the program. Students who have not

satisfied the appropriate financial aid requirements and/or who have not paid their tuition and fees will not be allowed to continue to progress through the curriculum. Students who are late paying their tuition and/or fees will receive notice stating that payment is past due and they must fulfill their financial responsibilities to the University to continue their enrollment.

Students who are taking a block/class must make payment by 4:00 pm the day before an assessment to be eligible to take the assessment. Attempts will be made to prevent an ineligible student from starting an assessment. However, the Dean/Program Director or her/his designee will not grant credit for an assessment completed by a student who was not eligible to sit for the examination. Students who are prohibited from taking an assessment or who have their assessment scores excluded because of their failure to make appropriate payment will be required to retake the block during the designated remediation period unless payment is received prior to the scheduled reassessment. If a student is prohibited from taking an assessment because of or due to failure to meet financial obligations to Roseman, it will be considered an unexcused absence and the student must retake the assessment during the designated remediation period. If a student has completed the assessment, the results will be invalidated.

Students who are in a clinical block/professional experience will not be allowed to attend or complete the clinical rotation/professional experience. A clinical/professional experience absence due to financial reasons will be considered as "unexcused."

Health Insurance

The Roseman University of Health Sciences policy requires that all students maintain health insurance during their entire enrollment at the University. Student Health Insurance coverage must be continuous from the date of enrollment through graduation, regardless of whether your academic schedules includes classroom instruction or participation in clinical rotations. Students are strongly encouraged to purchase personal health insurance to meet their needs. The personal insurance must meet the minimum program requirements. If the program does not have minimum requirements as listed in their online Student Handbook, then the Student Insurance Plan 'Summary of Benefits' (located on the University website in the brochure) should be used as a guideline for minimal coverage. The University does not provide student health insurance coverage.

If a student has personal health insurance, they should contact the Student Services Office. The waivers are required every year regardless if one is already on file from the previous year. Those students, which do not meet the required deadline as, noted on the waiver form, will be responsible for the full cost of the premium.

Students that lose their coverage must contact Student Services before the termination date and submit a termination within 31 days in order to prevent a lapse in coverage. Failure to notify Student Services could result in suspension from clinical participation and possible termination from program.

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 apply, students must complete the Free Application for Federal Student Aid (FAFSA) via the Internet at www.fafsa.ed.gov and apply for a PIN at www.pin.ed.gov. The PIN will allow students to electronically sign the FAFSA, Direct Stafford and Direct PLUS loans Master Promissory Notes. It will also provide students access to their loan records with the National Student Loan Data System at www.nslds.ed.gov.

To qualify for federal financial aid, students must meet the following requirements:

- Must be a U.S. citizen or eligible non-citizen;
- Must be registered with Selective Service, if required (male students only)
- Must be enrolled at least half-time in an eligible program;
- Must be making satisfactory academic progress; and
- Must not be in default on a federal student loan or not owe a refund on any federal or state educational grant.

FEDERAL PROGRAMS

Federal Grants/Scholarships

Roseman University of Health Sciences participates in the Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (SEOG) programs. Grants are free money and do not have to be repaid. Pell Grant and SEOG are awarded to undergraduate students with high financial need.

Federal Work Study

Federal Work-Study is a federally funded program that enables students to earn money for college costs through part-time employment. The program provides an opportunity for students to earn money while providing essential services to the University and engaging in community service.

Scholarships

Several scholarships are available to students attending Roseman University of Health Sciences. Students must check with the Program office that they are enrolled in for information and deadlines.

Federal Direct Loans

While loans may be necessary to pay for a college education, students are advised to always borrow conservatively. Students have the right to cancel or reduce their loans by notifying the Financial Aid Office in writing before the start of the loan period or within 14 days from receipt of the notification of disbursement.

Subsidized Stafford Loan - This is a need-based loan available to undergraduate students only through the U.S. Department of Education. The interest is paid by the federal government while the student is enrolled at least half-time in school.

Unsubsidized Stafford Loan - This is a non-need based loan available to undergraduate and graduate students through the U.S. Department of Education. Interest accrues once the funds are disbursed.

Grad PLUS Loan - This is a credit-based loan available only to graduate students through the U.S. Department of Education. Students must first apply for their maximum annual eligibility in Unsubsidized Stafford loans before applying for the Grad PLUS loan.

Parent PLUS Loan - This is a credit-based loan available to the parents of dependent undergraduate students.

Non-Federal Aid

Private or Alternative loans through private lenders are also available to students who are not eligible for federal financial aid and are based on credit worthiness. Students apply directly with the lender of their choice.

Deadlines

The Financial Aid Office at Roseman University of Health Sciences recommends specific deadlines in order to process financial aid applications in a timely manner. Students are strongly encouraged to abide by the recommended deadlines. Late applications will be processed but funds may not be available by tuition due dates.

Every year March 2 is the Recommended FAFSA Deadline.

**2014-2015 Recommended Direct Loan Request Statements
Deadline: 4 weeks before start of the program.**

FINANCIAL AID PROCESS

1. Apply for financial aid by completing the FAFSA (Free Application for Federal Student Aid) <http://www.fafsa.ed.gov>. Step by step instructions are provided on the FAFSA Website, including online help features. A student may also call the Federal Student Aid Information Center at 1-800-4-FED-AID, Monday-Friday, 8:00 a.m. to midnight and Saturday from 9:00 a.m. to

6:00 p.m. Eastern Standard Time. Roseman's School Code is 040653.

2. The student will receive his/her financial aid award letter by email along with further instructions on what forms need to be completed.
3. When the student graduates or withdraws, he/she must complete a financial aid exit counseling session at www.studentloans.gov.

In order to avoid delays, the student must complete the application in full and accurately, and notify the Financial Aid Office of address and/or email changes.

Roseman Financial Aid Offices

Henderson (Nevada campus):

Phone: 702-968-1635

Fax: 702-968-1631

Hours: M – F, 8:00 A.M. to 5:00 P.M.

South Jordan (Utah campus):

Phone: 801-878-1031/1033

Fax: 801-878-1331

Hours: M – F, 8:00 A.M. to 5:00 P.M.

Satisfactory Academic Progress for Financial Aid Eligibility

The academic standing for all full-time students is evaluated at the end of each academic year and at the end of the remediation session to determine the student's eligibility for financial aid. No additional tuition and fees will be charged for remediation. Following the validation of a student's academic standing, the Financial Aid Office shall determine a student's Financial Aid Eligibility based on how the student is progressing. The criteria measures qualitative and quantitative standards for each unit.

- Maintenance of the equivalent of a "Pass" average each year, no more than a defined number (see below) of "No Pass" designation on the student transcript after the regular academic year;
 - *AEODO/MBA, DMD and PharmD programs*: Maintenance of the equivalent of a "Pass" average, defined as no more than five "No Pass" designations on the student's transcript after the regular academic year and no more than two "No Pass" designations on the students transcripts following remediation
 - *MBA program*: Maintenance of the equivalent of a "Pass" average, defined as no more than one "No Pass" designation on the student's transcript for every 12 semester credit hours of course work completed
 - *BSN and ABSN programs*: Maintenance of the required 90% passing grade will be renewed each year

- No designations of "Incomplete" (I) coursework on the student/resident's transcript following the regularly-scheduled remediation session;
- Assessment of the time required for the student/resident to complete his/her degree that would not exceed 1.5 times the published length of the program.

The student must meet all criteria annually to retain his/her Financial Aid eligibility. When a determination is made that the student is no longer eligible to receive financial aid due to the student(s) Satisfactory Academic Progress (SAP), the student will be notified in writing by the Director of Financial Aid within five business days. Students may appeal determinations of financial aid disqualification due to the failure to remediate a block in which a "No Pass" was received. Financial Aid Eligibility may be reinstated based on mitigating circumstances, which include but not limited to injury/illness, death of a first degree relative, or other circumstances resulting in undue hardship to the student.

RETURN OF TITLE IV FUNDS

Roseman University of Health Sciences follows the refund policy guidelines of the Department of Education for all students who withdraw from the University during the academic year.

Federal Student Aid funds are awarded on the assumption that a student will attend school for the entire period for which the assistance is awarded. Students who withdraw from the University are only eligible for the financial aid they have earned at the time of the withdrawal.

Title IV funds disbursed in excess of the earned amount must be returned by the University or student to the federal government. This situation could result in the student owing aid funds to the University, the government, or both. To determine the amount of aid the student has earned up to the time of withdrawal, the financial aid staff will divide the number of calendar days the student attended classes by the total number of calendar days during the payment period (less any scheduled breaks of five days or more). The resulting percentage is then multiplied by the total federal funds, which were disbursed (either to the student's University account or to the student directly by check) during the payment period. This calculation determines the earned amount of aid (for example, if the student attended 25% of the payment period, the student will have earned 25% of the aid disbursed). If the resulting percentage is more than 60%, financial aid is 100% earned and no refund of Federal funds is required from the University or from the student. The unearned amount (total aid disbursed less the earned amount) must be returned to the federal government by the University.

Financial Aid will notify students of the unearned funds that were returned by the school on their behalf. For "Official withdrawals," the date on the withdrawal form signed by the student and the Dean/Program Director is used in the earned amount calculation. For "unofficial" withdrawals, the documented date of withdrawal is used. If faculty is unable to document that the student ever attended class, the student did not establish eligibility as a "student" and 100% of all funds must be returned.

The school must return unearned funds for which it is responsible as soon as possible, but no later than forty-five days from the date of the school's determination that the student withdrew.

Allocating Returned Title IV Federal Aid

The school must return unearned Title IV funds in the following order, up to the total net amount disbursed from each source:

1. Federal Direct Unsubsidized Stafford Loan;
2. Federal Direct Subsidized Stafford Loan;
3. Federal Direct PLUS/Grad PLUS Loan;
4. Federal Pell Grant;
5. Federal Supplemental Educational Opportunity Grant.

Students whose circumstances require that they withdraw from the program are strongly encouraged to contact the Financial Aid Office before doing so. At that time, the consequences of withdrawing from all classes can be explained and clearly illustrated. Read the appeal section in "Satisfactory Academic Progress" standards for information regarding mitigating circumstances.

CALCULATION OF AMOUNT OF STUDENT FINANCIAL AID (SFA) PROGRAM ASSISTANCE EARNED

The amount of Student Financial Aid (SFA) Program assistance earned depends on the date of student withdrawal. The percentage earned is one of the following:

- If the student withdraws on or before the 60 percent completion of the enrollment period/payment period, the percentage earned is equal to the percentage of completion of the enrollment period/payment period, for which the assistance was awarded; or
- If the student withdraws, after 60 percent completion of the enrollment period/payment period, the percentage earned is 100 percent.

Return of Unearned SFA Program Funds

If the student receives more SFA Program assistance than the amount earned, the school, or the student, or both, must return the unearned funds as required. Roseman University of Health Sciences must return the lesser of:

- The amount of SFA Program funds that the student did not earn; or
- The amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned.

The student must return or repay, as appropriate, the remaining unearned SFA Program loan funds.

Method of Return of Funds by the Student

The student must return the unearned funds to the appropriate loan programs in accordance with the terms of the loan as stated in the promissory note. If you receive a refund in error, funds need to be returned to the University.

WITHDRAWAL

Application for voluntary withdrawal from the University must be made in writing to the Dean or Program Director of the appropriate college/program or his/her designee. Except in rare and special circumstances, the application will be accompanied by a personal interview with the Dean or designee. Every effort should be made to assure that the proper procedures occur in the withdrawal process. Students who leave the Roseman University of Health Sciences without notifying the Office of the Dean or Program Director or his/her designee and without completing the established withdrawal procedures within thirty (30) calendar days will be automatically withdrawn. Students who are withdrawn in this manner will not be considered for readmission per program policy.

Withdrawal is not complete until the required forms are signed by the student, the Director of Financial Aid, and the Dean or Program Director, or his/her designee. Students who are granted re-admission following withdrawal in good academic standing may re-enter at the beginning of the next academic year or at the point as determined by the degree program. The student may be required to register for all blocks in that academic year, including blocks previously completed and passed. Readmission for students withdrawing in good academic standing is not guaranteed unless it is a part of the final decision and/or agreement made between the appropriate Dean or Program Director and the withdrawing student. This final decision and/or agreement must be in writing so that it is clear to all parties involved.

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; or

- If the student did not begin the withdrawal process or otherwise notify the academic program of the intent to withdraw the midpoint of the payment period for which Student Financial Aid (SFA) Programs Assistance was disbursed or a later date documented by the academic 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 exit loan counseling requirements. It is the student's responsibility upon withdrawal to notify his/her lender of the intent to withdraw. 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 pending tuition and fees.

TUITION REFUND SCHEDULE/ POLICY

Roseman has established a refund policy for all students who find it necessary to withdraw from the University. Students who elect to withdraw or take a leave of absence during the academic year must submit prior written notification to the appropriate Academic Dean/Program Director according to the procedures specified in the Student Handbook for their program. Roseman may amend its institutional refund policy at any time, but any amendments will only be effective for academic years that begin following notice of the amendment. Any questions concerning the Roseman refund policy should be directed to the Financial Aid Office, if financial aid was obtained, otherwise the Bursar's office.

If the student withdraws or takes a leave of absence up to the 60 percent point of the payment period, tuition will be refunded on a pro-rata basis. Based on the method of payment for tuition and fees, refunds will be made either to the student or Student Financial Aid Programs (SFA) if the student is receiving federal loans and/or grants. Students receiving federal loans who withdraw during the academic year must arrange for an exit interview with the Financial Aid Office.

The following applies to all programs except the DMD program:

If a student cancels his/her enrollment before the start of the training program, Roseman shall refund to the student the deposit paid, minus 10 percent of the tuition and fees or \$100, whichever is less.

Please note, the DMD deposit is non-refundable.

The following applies to all students:

If a student withdraws or is expelled by Roseman after the start of the training program before completing 60 percent or more of the enrollment period, Roseman shall refund to the student a pro rata amount of the tuition and refundable fees per payment agreement. Please note that some fees are not refundable at this point.

Withdrawal on or During/Refund Amount

First Day of Classes 100%

1% of Enrollment Period/Payment Period 99%

3% of Enrollment Period/Payment Period 97%

10% of Enrollment Period/Payment Period 90%

15% of Enrollment Period/Payment Period 85%

20% of Enrollment Period/Payment Period 80%

23% of Enrollment Period/Payment Period 77%

30% of Enrollment Period/Payment Period 70%

40% of Enrollment Period/Payment Period 60%

50% of Enrollment Period/Payment Period 50%

59% of Enrollment Period/Payment Period 41%

60% of Enrollment Period/Payment Period 40%

After 60% of Enrollment Period/Payment Period - No Refund

*Percentage of enrollment period for which tuition is based on financial assistance awarded and /or tuition payment made.

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

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

- a. Date of cancellation by student of his enrollment;
- b. Date of termination by the institution of the enrollment of a student;
- c. Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
- d. Last day of attendance of a student, whichever is applicable (per NRS 394.449).

For the purposes of this refund policy:

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

Since Federal Guidelines may change from time to time, where federal guidelines on refund calculations are in conflict with State guidelines, Roseman will follow the Federal guidelines in calculating refunds to the student and/or lender.

STUDENT HANDBOOKS

Faculty, Staff, and Student Handbooks supplement the information in this Catalog. A complete detailed listing of policies is included in the Handbooks. Student Handbooks are distributed 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.

STUDENT HOUSING

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

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

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.

LATEX ALLERGY POLICY

Purpose: Provide an understanding of the potential risks associated with the exposure to latex in the environment for students, employees and visitors. A totally latex-free environment is not possible in either clinical or academic settings.

What is Latex? Latex refers to natural rubber latex and includes products made from dry natural rubber. Natural rubber latex is the product manufactured from a milky fluid derived mainly from a rubber tree.

The most common source of a latex allergen is latex gloves. Other products that contain latex include, but are not limited to:

Blood pressure cuffs, stethoscopes, disposable gloves, oral and nasal airways, endotracheal tubes, tourniquets, intravenous tubing, syringes, electrode pads, surgical masks, goggles, respirators, anesthesia masks, catheters, wound drains, injection ports, tops of multidose vials, dental dams, rubber aprons, rubber bands, rubber erasers, and balloons.

Individuals can be exposed to latex residue, of others working in an area, or to latex present in the equipment, models and mannequins that are used in various practice laboratories.

Latex allergy should be suspected in anyone who develops certain symptoms after latex exposure, including nasal, eye, or sinus irritation; hives; difficulty breathing, shortness of breath; coughing; wheezing; or unexplained shock. Students, employees, and visitors who experience these symptoms should immediately consult their health care provider, since further exposure could result in a serious allergic reaction. Medical care required as a result of a latex allergen is at the expense of the affected student, employee, or visitor. The employees, students, and visitors affected with symptoms or reactions to the latex allergen must bring clearance from their healthcare provider in order to return to the laboratory and/or clinical environment.

The responsibility of understanding the risks associated with latex exposure, even when reasonable precautions have been made rests with the employee, student, or visitor who has a latex sensitivity. These individuals may consider wearing a medi-alert bracelet and/or should consider carrying an epinephrine injection device (such as EpiPen®). They should follow the recommendations of their health care provider.

A latex allergy will not disqualify a prospective student from admission into any of Roseman's programs or prohibit a current student from continuing in a program. Please note, however that Roseman University cannot guarantee a latex-free academic or clinical environment in any of its facilities or associated clinical sites. While Roseman University cannot guarantee a latex-free environment, it will:

- Encourage all units to work toward a latex-safe environment.
- Order latex-free products for all laboratories, when possible.
- Use only latex-free and powder-free gloves in all laboratories.
- Educate students and faculty with latex sensitivities to select latex-free gloves during clinical experiences.
- Discourage latex balloons on campus.
- Provide students, faculty, and staff with education on latex allergies through this written policy.

Off-Campus Environments: Roseman University is not responsible if a clinical partner does not provide a latex-free environment. As per the affiliation agreements with Roseman's clinical partners, RU is required to provide pertinent health information regarding individual students to the clinical partner agency. The presence of a latex allergy must be included in this documentation. The clinical agency may refuse to allow a student to receive training at the clinical facility based on this information. Roseman will make reasonable effort to place the student at a different site; however, placement cannot be guaranteed. When alternate clinical sites cannot be ascertained, RU will be unable to award a degree to a student who is unable to complete all required aspects of the curriculum, including the clinical experiential components.

RESPONSE: 911 WILL BE CALLED FOR ALL MEDICAL EMERGENCIES

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.

Student Governance Association (SGA)

The Student Governance Association (SGA) is comprised of students from Dental, Nursing, Pharmacy and MBA Programs and faculty advisors from each academic program. The Director of Student Services serves in an ex-officio capacity. The SGA represents all students at Roseman and acts as a voice for the student body. The SGA reports to the Director of Student Services.

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.

Roseman Hiking Club

The Roseman Hiking Club was formed to allow faculty, staff and students at Roseman to participate in enjoyable outdoor activities together. The intent is to accommodate all levels of hikers from occasional weekend strolls in Red Rock Canyon to our premiere hike each year to the top of Mt. Charleston. In Utah, hikers go to the Pipeline trail, Dog Lake, Mirror Lake, Donut Falls in Big Cottonwood Canyon, Stewart Falls in Provo Canyon, Fraery Peak on Antelope Island, Fifth Water Hot Springs in Diamond Peak Canyon, and Meuhler Park Trail in Ogden. The hikers are hopeful they will be able to hike on Mt. Timpanogas and tackle Mt. Olympus soon.

Latter Day Saint Student Association (LDSSA)

The Latter Day Saint Student Association (LDSSA) is a University wide club that has as its purpose to provide a spiritual dimension to the academic studies of LDS students at Roseman. The Association meets weekly during the academic year and offers a class on both campuses taught by a faculty member of the LDS Institute of Religion. LDSSA clubs are found on many university and college campuses in the United States, especially in the west. The classes, while geared to the interests of LDS students, are open to all.

Drug Abuse Awareness Team (DAAT)

Drug Abuse Awareness Team (DAAT) is a student organization dedicated to educating the youth of Clark County about the abuse/misuse of prescription and nonprescription drugs and the dangers of drug addiction. DAAT's present commitments are to work in cooperation with the Clark County School District and DARE to deliver our message.

Other Student Organizations

See individual academic programs.

POLICY FOR STUDENT ONLINE PRESENCE

Roseman University of Health Sciences does not host, sponsor, promote, approve or authorize student organization websites, blogs or social media sites, profiles or groups. Student organizations that create external websites, blogs, or social media sites, profiles or groups to promote either their activities, or those relevant to the University must post the following disclaimer:

“The views and opinions of authors and commenters expressed herein do not state or reflect those of Roseman University, its Faculty, Staff, Administration or Board of Trustees. This site is independently run by [insert student organization name] and its content should not be taken as a position or endorsement by the University.”

The disclaimer must be posted on a website or blog so that it is visible on all pages. On social media sites, profiles or groups, the disclaimer must be placed prominently in the “About Us” section. Failure to include the disclaimer by student organizations will result in the loss of status as a Roseman University-approved student organization.

All websites, blogs, or social media sites, profiles or groups must comply with the Roseman University of Health Sciences Visual Identity Policy.

Student organization websites, blogs or social media sites, profiles or groups are subject to periodic audit by Student Services to ensure compliance as outlined in this policy. Non-compliance will be reported to the appropriate Dean or Program Director for action.



COLLEGE OF NURSING
Henderson, Nevada Campus
South Jordan, Utah Campus

Bachelor of Science in Nursing
Accelerated Bachelor of Science in Nursing

Service
Integrity
Innovation
Knowledge

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

PROGRAM OVERVIEW

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

The Accelerated Bachelor of Science in Nursing (ABSN) program is designed for students who have a Bachelor of Science or a Bachelor's of Art degree 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. With the exception of the clinical preceptor rotations, students will be supervised by College of Nursing faculty.

COLLEGE OF NURSING MISSION, PURPOSE, AND GOALS

Mission

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

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

To be considered for admission to the BSN program, the student must submit to the University:

- A completed application;
- Application fee of \$100.00 (non-refundable) in the form of a cashier's check or money order made payable to "Roseman University;"
- Effective October 1, 2014, all applications must be submitted via NursingCAS. In addition to any NursingCAS fee, a supplemental application fee of \$40.00 (non-Refundable) is required in the form of a cashier's check or money order made payable to "Roseman University;"
- Official academic transcripts of all college courses; and
- Test of Essential Academic Skills (TEAS) results.

An application may be downloaded from the website or requested via email at: bsnadmissions@roseman.edu

Written requests for application can be mailed to:

Roseman University
College of Nursing Admissions Office
11 Sunset Way
Henderson, NV 89014

Roseman University
College of Nursing Admissions Office
10920 S. River Front Parkway
South Jordan, UT 84095

Requirements (BSN)

The Admissions Committee will consider each applicant individually in relationship to the entire applicant pool. All applicants will be considered using the same criteria. The College of Nursing reserves the right to limit the number of students admitted based on faculty and clinical resources. The College seeks a diverse student body with demonstrated academic competency. Minimum admission requirements for the BSN program require the applicant to have:

- A cumulative GPA of 2.75 or above;
- Completed a minimum of 54 semester credit hours or its equivalent of specified prerequisite coursework;
- A face-to-face interview with the Admissions Committee, if granted; and
- Test of Essential Academic Skills (TEAS) results.

Prerequisites (BSN)

All prerequisite coursework must be completed with a "C" or better grade. Core nursing prerequisite course work includes the following:

- Chemistry with lab (4 Credits)
- Human Anatomy & Physiology with lab (8 Credits)
- Microbiology with lab (4 credits)
- English Composition (6 credits)
- Humanities (9 credits)
- Introduction or Lifespan Psychology (3 credits)
- Introduction to Sociology (3 credits)
- Statistics (3 credits)
- College Math or Higher (3 Credits)
- Elective (may transfer up to 12 credits)
- United States and Nevada Constitution Requirement * (3 credits) - Henderson
- United States Constitution Requirement * (3 credits) - South Jordan

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

ADMISSIONS, CRITERIA, POLICIES, AND PROCEDURES (ABSN)

To be considered for admissions to the Accelerated BSN program (ABSN), the student must submit to the University the following items:

- A completed application;
- Application fee of \$100.00 (non-refundable) in the form of a money order or certified check made payable to "Roseman University;"

- Effective October 1, 2014, all applications must be submitted via NursingCAS. In addition to any NursingCAS fee, a supplemental application fee of \$40.00 (non-Refundable) is required in the form of a cashier's check or money order made payable to "Roseman University;"
- Official academic transcripts of all college courses; and
- Test of Essential Academic Skills (TEAS) results.

Applications are available for download at www.Roseman.edu. Applicants may also request an application by email to bsnadmissions@roseman.edu. An applicant may also apply through the NursingCAS website. A link to NursingCAS is provided on the University website or by writing to the following address:

Roseman University
College of Nursing
Admissions Office
11 Sunset Way
Henderson, NV 89014

Requirements (ABSN)

The admissions committee will consider each applicant individually in relation to the entire applicant pool. All applicants will be considered using the same criteria. The College of Nursing reserves the right to limit the number of students admitted based upon faculty and clinical resources. The College seeks a diverse student body with demonstrated academic competency. Minimum admission requirements for the Accelerated BSN program require the applicant to have:

- A BA or BS from a nationally or regionally accredited college or university;
- Minimum cumulative GPA of 2.75 in most recent 60 units of college-level coursework;
- Minimum prerequisite GPA of 2.75;
- Completion of all prerequisite requirements (other than U.S. & Nevada Constitution) prior to enrollment; and
- A face-to-face interview with the Admissions Committee (if granted)

Prerequisites (ABSN)

Applicants must complete the following coursework with a minimum grade of "C" (2.0) or higher:

- Chemistry/Biochemistry with lab (4 semester units)
- Microbiology with lab (4 semester units)
- Human Anatomy with lab (4 semester units)
- Human Physiology with lab (4 semester units)
- Statistics (3 semester units)
- United States/Nevada Constitution (3 semester units)*

*This is the only prerequisite that may be completed during the first year of enrollment; however, it must be completed before Block 13, Nursing Leadership.

Admission Policies (BSN and ABSN)

- Applicants may not disregard any part of their college-level educational history. An applicant who fails to report all institutions attended will forfeit his/her eligibility for admission to the College of Nursing or if matriculated will be dismissed from the College of Nursing. All credentials submitted for admission to the College of Nursing become the property of the College and will not be returned or released.
- Completion of all prerequisites must be documented in the form of an official transcript and must be received by the College of Nursing admissions office prior to the start of classes.
- Individuals who have previously been dismissed from the College of Nursing for academic or disciplinary reasons are not eligible for re-admission.

International Students and Non-U.S. Coursework

The University accepts qualified international students. International students should apply at least one year in advance of the proposed entry to allow enough time to complete all United States immigration requirements for study in the United States. The University follows Immigration and Naturalization Service (INS) rules and regulations on the issuance of Form I-20.

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

Academic Forgiveness Policy

An applicant has the right to 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 core pre-requisites within the last five years.

Transfer Students from Other Nursing Programs

Students seeking to transfer nursing credits from an NLNAC or CCNE accredited BSN program must submit photocopies of all nursing course syllabi for which they desire transfer credit approval. The College of Nursing Curriculum Committee will review the transfer course content for comparability with Roseman University's nursing courses and determine whether the student's previous coursework is adequate to meet specific course requirements for transfer credit and make a recommendation to the Dean.

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 Precheck. Personnel from Human Resources at the clinical agency review the results of each student's criminal background check and either accept or deny the student the opportunity to enter their agency for the clinical rotation. A student who is not accepted in an agency for the clinical rotation cannot meet the curriculum requirements. The student must withdraw from the nursing program.

Program Progression

Students must successfully complete each block to graduate from the College of Nursing. A student who receives a No Pass in two blocks or a second No Pass in a repeated block after remediation will be dismissed from the nursing program. A student who receives a No-Pass in a block and has to repeat the block will be placed on Academic Probation. Notation of "Academic Probation" will be reflected on the transcript even upon successful repeat of the block.

Instructional Times (BSN)

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

Clinical Blocks – Students attend clinical for three 12- hour shifts or five 8- hour shifts per week for 2 to 4 weeks for each clinical block.

Instructional Times (ABSN)

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

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 or five 8-hour shifts per week for 2 to 4 weeks for each clinical block at the assigned healthcare facility or clinical agency.

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.

Student Nurses Association (SNA)

The Student Nurses Association (SNA) is a local chapter of the National SNA. National Student Nurses Association (NSNA) is a pre-professional organization for nursing students. NSNA represents student opportunities for involvement in shared government and leadership skill development at the school, state and national levels.

The Roseman University Student Nurses Association was founded in 2007 and continues to grow. The mission of Roseman University SNA is community development and education. Students are involved in activities such as Relay for Life, Ronald McDonald House and many health fairs.

Roseman University Honor Society

The honor society for Nursing is the Roseman University Honor Society. The honor society is a community-service organization that promotes leadership and innovation in professional nursing.

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, the Advisory and Resource committee and on the Curriculum Committee.

BSN CURRICULUM

The Curriculum is based on the block system, which allows students to completely focus on one content area at a time. The curriculum consists of a total of 15 blocks.*

NURSING PROGRAM COURSE OUTLINE / TEMPLATE – Subject to change		
Block 1 NURS 300	Block 2 NURS 301	Block 3 NURS 302 Block 3.1 (NURS 302.1)
Introduction to the Profession	Health Assessment/Lab	Fundamentals of Nursing <i>Fundamentals Clinical</i>
Block 4 NURS 303	Block 5 NURS 304 Block 5.1 (NURS 304.1)	Block 6 NURS 305
Nursing Pharmacology	Adult Health Nursing I <i>Adult Health Nursing I Clinical</i>	Nursing Theories, Practice and Issues
Block 7 NURS 401	Block 8 NURS 402 Block 8.1 (NURS 402.1)	Block 9 NURS 403 Block 9.1 (NURS 403.1)
Nursing Research	Maternal Newborn Nursing <i>Maternal Newborn Nursing Clinical</i>	Pediatric Nursing <i>Pediatric Nursing Clinical</i>
Block 10 NURS 306 Block 10.1 (NURS 306.1)	Block 11 NURS 409 Block 11.1 (NURS 409.1)	Block 12 NURS 410
Adult Health Nursing II <i>Adult Health Nursing II Clinical</i>	Community Health/Mental Health Nursing <i>Community Health/Mental Health Nursing Clinical</i>	Care of Older Adult
Block 13 NURS 406	Block 14 NURS 407	Block 15 NURS 408
Nursing Leadership	Senior Practicum	Senior Seminar

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

Curricular Overview

The curriculum is designed to reflect the relationship among and between the metaparadigm concepts of nursing, health, person, and environment. The organizing framework, derived from the Philosophy of the College of Nursing, provides the template for the terminal outcomes of the curriculum. Each nursing block produces outcome competencies related to block and terminal outcomes. Where appropriate, threads in each clinical block consist of pathophysiology, nutrition, pharmacology, legal-ethical, developmental stages, and culture. The curriculum is designed to facilitate students' professional progression from basic knowledge and skills to advanced critical thinking/clinical reasoning, problem solving, and independent judgment.

Block Descriptions

Block 1.0 (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. 3 credits (45 contact hours)

Block 2.0 (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 component (90 contact hours)

Block 3.0 (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) Prerequisite: Block 2.0 and Documentation showing completion of all clinical requirements given to the Director of Clinical Resources

Block 3.1 (NURS 302.1) - Fundamentals of Nursing and Basic Skills

Students will apply basic skills and nursing principles in clinical settings. 1.8 credits (72 contact hours) Prerequisite: Block 3.0

Block 4.0 (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 applica-

tion of the nursing process as the framework for safe administration of drugs. 3 credits (45 contact hours) Prerequisite Block 3.1

Block 5.0 (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 (142 contact hours)

Block 5.1 (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 (108 contact hours) Prerequisite: Block 5.0

Block 6.0 (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 (45 contact hours)

Block 7.0 (NURS 401) - Nursing Research

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

Block 8.0 (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) Prerequisite Block 5.1

Block 8.1 (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. 2.7 credits (108 contact hours) Prerequisite Block 8.0

Block 9.0 (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) Prerequisite: Block 5.1

Block 9.1 (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. 2.7 credits (108 contact hours) Prerequisite Block 9.0

Block 10.0 (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) Prerequisite Block 5.1

Block 10.1(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 (144 contact hours) Prerequisite Block 10.0

Block 11.0 (NURS 404) - 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 (120 contact hours) Prerequisite Block 5.1

Block 11.1 (NURS 404.1) – 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. 4 credits (160 contact hours) Prerequisite Block 11.0

Block 12.0 (NURS 410) – Care of the Older Adult

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

Block 13.0 (NURS 406) - Nursing Leadership

This block focuses on the theories and principles of nursing leadership and management in healthcare environments. 3 credits (45 contact hours) Prerequisite: All previous blocks and all prerequisites including the United States and Nevada Constitution courses.

Block 14.0 (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. 3.6 credits (144 contact hours) Prerequisite Block 13.0

Block 15.0 (NURS 408) - 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. 3 credits (45 contact hours) Prerequisite All Blocks

ABSN CURRICULUM

The Curriculum is based on the block system, which allows students to completely focus on one content area at a time. The curriculum consists of a total of 15 blocks.*

ABSN NURSING PROGRAM COURSE OUTLINE / TEMPLATE*		
Subject to Change		
Block 1 NURS 300	Block 2 NURS 301	Block 3 NURS 302
Introduction to the Profession	Health Assessment/Lab	Fundamentals of Nursing <i>Fundamentals of Nursing Clinical</i>
Block 4 NURS 303	Block 5 NURS 304 Block 5.1 (NURS 304.1)	Block 6 NURS 305
Nursing Pharmacology	Adult Health Nursing I <i>Adult Health Nursing I Clinical</i>	Nursing Theories, Practice and Issues
Block 7 NURS 401	Block 8 NURS 402 Block 8.1 (NURS 402.1)	Block 9 NURS 403 Block 9.1 (NURS 403.1)
Nursing Research	Maternal Newborn Nursing <i>Maternal Newborn Nursing clinical</i>	Pediatric Nursing <i>Pediatric Nursing Clinical</i>
Block 10 NURS 306 Block 10.1 (NURS 306.1)	Block 11 NURS 404 Block 11.1 (NURS 404.1)	Block 12 NURS 410
Adult Health Nursing II <i>Adult Health Nursing II Clinical</i>	Mental/Community Health Nursing <i>Mental/Community Health Nursing Clinical</i>	Care of Older Adult
Block 13 NURS 406	Block 14 NURS 407	Block 15 NURS 408
Nursing Leadership	Senior Practicum	Senior Seminar

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

Curricular Overview

The curriculum is designed to reflect the relationship among and between the metaparadigm concepts of nursing, health, person, and environment. The organizing framework, derived from the Philosophy of the College of Nursing, provides the template for the terminal objectives of the curriculum. Each nursing block produces outcome competencies related to block and terminal outcomes. Where appropriate, threads in each clinical block consist of pathophysiology, nutrition, pharmacology, legal-ethical, developmental stages, and culture. The curriculum is designed to facilitate students' professional progression from basic knowledge and skills to advanced critical thinking/clinical reasoning, problem solving, and independent judgment.

Course Descriptions

Block 1.0 (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. 3 credits (45 contact hours)

Block 2.0 (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 component (90 contact hours) Prerequisite Block 1.0

Block 3.0 (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) Prerequisite: Block 2.0 and Documentation showing completion of all clinical requirements given to the Director of Clinical Resources

Block 3.1 (NURS 302.1) - Fundamentals of Nursing and Basic Skills

Students will apply basic skills and nursing principles in clinical settings. 1.8 credits (72 contact hours) Prerequisite Block 3.0

Block 4.0 (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. 3 credits (45 contact hours) Prerequisite Block 3.1

Block 5.0 (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 (142 contact hours) Prerequisite Block 4.0

Block 5.1 (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 (108 contact hours) Prerequisite Block 5.0

Block 6.0 (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 (45 contact hours) Prerequisite Block 5.1

Block 7.0 (NURS 401) - Nursing Research

This block introduces the student to fundamental concepts in nursing research and focuses on understanding the purpose of research as a major contributor to nursing science, interpretation of study results, and cultivation of critical thinking through the research critique. Concepts of evidenced-based practice in nursing are emphasized. 3 credits (45 contact hours) Prerequisite Block 6.0

Block 8.0 (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) Prerequisite Block 7.0

Block 8.1 (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. 2.7 credits (108 contact hours) Prerequisite Block 8.0

Block 9.0 (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) Prerequisite Block 8.1

Block 9.1 (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. 2.7 credits (108 contact hours) Prerequisite Block 9.0

Block 10.0 (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) Prerequisite: Block 9.1

Block 10.1 (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 (144 contact hours) Prerequisite Block 10.0

Block 11.0 (NURS 404) - 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 (120 contact hours) Prerequisite Block 10.1

Block 11.1 (NURS 404.1) - 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. 4 credits (160 contact hours) Prerequisite Block 11.0

Block 12.0 (NURS 410) - Care of the Older Adult

This block focuses on the health care issues and needs of older adults across the health care continuum in various environments. The process of aging is analyzed utilizing various theoretical perspectives that include physical, emotional, and social aging and their impacts on the older adult and their families. The complex interplay of the political, economic, cultural, legal, and ethical factors that influence health care delivery to older adults is examined. 3 credits (45 contact hours) Prerequisite Block 11.1

Block 13.0 (NURS 406) - Nursing Leadership

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

All previous blocks and all prerequisites including the United States and Nevada Constitution courses.

Block 14.0 (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. 3.6 credits (144 contact hours) Prerequisite Block 13.0

Block 15.0 (NURS 408) - 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 (30 contact hours) Prerequisite: All Blocks.



MBA PROGRAM

Master of Business Administration

Entrepreneurial
Innovative
Accelerated

Office of Admissions
(702) 968-1661

PROGRAM OVERVIEW

The Roseman MBA program is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas, and the program was developed by professionals who possess strong backgrounds in business, health care and education. IACBE is recognized by the Council for Higher Education Accreditation (CHEA) as a programmatic accrediting organization. The mission of the MBA program is to graduate competent business professionals, responsible leaders, entrepreneurial managers and effective communicators.

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

Entrepreneurial

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

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

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

Innovative

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

**Blocks and courses are used interchangeably in this document.*

Business Leaders

We have developed an innovative MBA program that weaves the best practices of the health care profession with the best practices of other industries. Many of the most significant management improvements occur when leaders scan other industries and bring the best practices to their own companies. Our program develops the big picture perspective of the business generalist with the specialization needed to address specific health care management concerns. Focal Points of the MBA Program:

- Communication and Interpersonal Skills - Throughout the MBA program, students learn to utilize critical thinking skills to effec-

tively communicate both in written form and orally in order to logically articulate a point-of-view.

- Original and Visionary Thinking - Leadership, creativity and innovation is discussed throughout the program. It focuses on visionary leadership and developing a culture of creativity and innovation.
- Leadership Potential - All students must enroll in a Leadership and Organizational Behavior block/course that focuses on the skills of an effective leader.
- Ability to Work Well Within a Team - Throughout the program, students learn how to build productive teams and to work collaboratively with others to achieve excellent results. Students have the opportunity to work in teams almost every day in every course in the program, as a result of which experience they learn how to assess and improve team performance.
- Analytical and Problem-solving Skills - In every course, students have the opportunity to demonstrate a mastery level of understanding and application of management analytical and problem-solving skills.
- Strategic Thinking - All students take a course in strategy that focuses on strategic thinking and developing strategy formulation skills.
- Fit Within the Corporate Culture - The interactive nature of the program and the leadership emphasis of the curriculum help students to adapt to a variety of corporate cultures.
- Entrepreneurial Skills - Within the Entrepreneurship block/course, students draw on their learning from other courses in the curriculum to write a comprehensive business plan, which they will present in the course.
- General Management Point-of-view - The curriculum, with its generalist orientation, is designed to provide a broad perspective of management that can equip students to work in profit and non-profit organizations, in industry, and in other sectors of the economy. The program requires that every student develop a marketing plan, a strategic plan, a management/operations plan, and a financial plan.
- Awareness of Corporate Citizenship Issues, Such as Social and Environmental - Part of the core curriculum is a course in Legal Environment and Corporate Responsibility, in which corporate

citizenship issues are addressed. The principles and practices taught in this course are reinforced throughout the curriculum.

Career Opportunities

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

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

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

MBA PROGRAM MISSION STATEMENT

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

We derived several student learning goals from the mission statement.

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

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

CURRICULUM

Graduation Requirements

The general MBA curriculum consists of 13 blocks/courses that are 3 credit hours each. In order to graduate, students are required to satisfactorily complete 39 credit hours consisting of 13 courses. Three additional courses are required for a concentration.

Students with a business undergraduate degree, or equivalent academic preparation within the last seven years, or who have previously taken comparable business courses, may have up to three foundation blocks/courses waived. With waivers, a minimum of 30 credits is required to earn an MBA.

Core Curriculum

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

MBA Course Numbers

FOUNDATION BLOCKS*	
Course Number	Course Title
MBA 520	Financial Accounting
MBA 530	Legal Environment and Corporate Responsibility
MBA 552	Healthcare Economics
CORE BLOCKS*	
Course Number	Course Title
MBA 602	Healthcare Management
MBA 605	Human Resource Management
MBA 610	Organizational Behavior and Leadership
MBA 620	Marketing
MBA 630	Healthcare Operations Management
MBA 645	Business Ethics and Practices for Healthcare Professionals
MBA 660	Finance
MBA 670	Strategic Management (Capstone)
MBA 680	Advanced Finance**/Business Elective
MBA 690	Entrepreneurship
ELECTIVE BLOCKS***	
Course Number	Course Title
MBA 510	Leadership Communication
MBA 521	Healthcare Accounting and Controls
MBA 540	Statistical Methods for Decision Making
MBA 550	Business Economics
MBA 551	Managerial Economics
MBA 560	Foundations of Management
MBA 600	Leadership Creativity and Innovation
MBA 615	Mediation and Arbitration
MBA 640	Management Information Systems
MBA 650	Managerial Accounting and Control
MBA 651	Cost Accounting
MBA 652	Auditing
MBA 661	Healthcare Financial Management
MBA 665	Investment Finance
MBA 681	Entrepreneurship Finance
MBA 700	Independent Study Research (1-6 credits)
MBA 710	Professional Development Internship
MBA 720	Distinguished Leaders Speaker Seminars
MBA 750	Seminar in Business
MBA 750 A	Seminar in Dental Practice Management

*Curriculum is subject to change

**PharmD students take PHAR 541 in place of MBA 680.

***Elective blocks offered with minimum enrollment.

Course Descriptions

MBA 510 - Leadership Communication

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

MBA 520 - Financial Accounting

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

MBA 521 - Healthcare Accounting and Controls

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

MBA 530 - Legal Environment and Corporate Responsibility

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

MBA 540 - Statistical Methods for Decision Making

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

MBA - 550 Business Economics

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

MBA - 551 Managerial Economics

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

MBA 552 - Healthcare Economics

This block/course introduces micro- and macro-economic concepts, principles, and methods, examines the application of micro and macroeconomics to the organization, regulation and distribution of health services. Topics include elasticity of demand, the structure of the health care market, the health production function, provider-induced demand, health insurance premium pricing, cost-effectiveness, cost-benefit analysis, and health labor shortages and surpluses. Prerequisite - MBA 550.

MBA 560 - Foundations of Management

This block/course provides a basic body of knowledge about leadership, management, operations management, marketing and strategic management, including principles, concepts and practices. This course provides a solid foundation for the MBA program.

MBA 600 - Leadership Creativity and Innovation

This block/course focuses on visionary leadership and developing a culture of creativity and innovation. The students will be able to: create a vision for a company that its employees can share as a common goal; understand the subtleties of delivery, structure, and visual aids in great detail and decrease costs; use creativity techniques to develop new ideas, products and services; and, use innovation techniques to creatively implement ideas, products, and services.

MBA 602 - Healthcare Management

This block/course will provide students with a fundamental understanding of the principles of management and managerial functions as a framework for organizing knowledge and techniques in the

healthcare field. This will be done by relating each of the functions of management (planning, organizing, directing, and controlling) to business and healthcare. Ethical decision-making and communication, practical examples, applications, issues, and exercises requiring critical thinking and effective written and verbal presentations will be emphasized.

MBA 605 - Human Resource Management

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

MBA 610 - Organizational Behavior and Leadership

This block/course focuses on how to become an effective leader by understanding and influencing human behavior. Students will be able to understand organizational culture, individual and group behavior, interpersonal influence and the organizational process and system.

MBA 615 - Mediation and Arbitration: Theory and Practice

This block/course will introduce students to the history, theory, principles and practice of Alternate Dispute Resolution (ADR). Topics in this course will include the discussions and practical applications of some of the various forms of ADR such as: Arbitration (binding and non-binding); Mediation (facilitative, evaluative and transformational), and to a lesser extent, Negotiation. Students will be able to apply various conflict resolution theories, enhance basic communication skills, and learn how small group dynamics and psychology impact their work place. The class will incorporate active role-playing scenarios in both arbitration and mediation to supplement the basic theory covered in class. The course is designed for students who are not legal practitioners and it is recommended that enrolled students take human resource management before taking this course. Prerequisite - MBA 530.

MBA 620 - Marketing

This block/course focuses on how to create and communicate value to customers. Students will create value for customers, target market selection and product positioning.

MBA 630 - Healthcare Operations Management

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

MBA 640 - Management Information Systems

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

MBA 645 - Business Ethics and Practices for Healthcare Professionals

This block/course provides a managerial framework for integrating ethics into strategic business decisions. The framework provides an overview of the concepts, processes and best practices associated with successful business ethics programs. Prepares students for the ethical dilemmas they will face in their business careers and/or in healthcare.

MBA 650 - Managerial Accounting and Control

Students will learn the way in which accounting provides information for organizational decision making. Students will be able to use accounting information to assess performance and to improve organizational decisions. Additionally, the course will include a thorough review of internal control procedures. Prerequisite - MBA 520.

MBA 651 - Cost Accounting

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

MBA 652 - Auditing

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

MBA 660 - Finance

This block/course provides students with the basic principles of corporate finance, including working capital management and long-

term financial management. Students will be able to understand the function of financial institutions and capital markets as well as apply capital budgeting, discounted cash flow valuation, and risk analysis techniques. Prerequisites- MBA 520 and MBA 550.

MBA 661 - Health care Financial Management

This block/course addresses value creation for stakeholders of health care organizations. Materials will primarily involve cases covering a range of health care organizations, including hospitals, insurers, managed care plans, neighborhood health centers, physician groups, home health agencies, and other health care organizations. Topics include financial management of working capital, net present value, project analysis, valuation of securities, investment decision models, long term capital structure, mergers and acquisitions, and international finance as they apply in health care organizations.). Prerequisite - MBA 520.

MBA 665 - Investment Analysis

The objective of this block/course is to help students develop a basic understanding of the practice of investment analysis. Course coverage includes security trading mechanism, investment theories, and equity and bond valuations. Emphasis is on developing an understanding of the investment process. The course includes basic analysis and valuation of stocks, bonds, options and futures. Prerequisite- MBA 660 or MBA 661.

MBA 670 - Strategic Management (Capstone)

This block/course focuses on developing strategy formulation and implementation skills. Students will be able to develop and sustain competitive advantage and balance opportunities and risks. Students will learn how to apply analytical tools to perform in-depth analysis of industries and competitors, competitive behavior and sustainable competitive advantage. (To successfully complete this course, students must take the program summative assessment and Comp-XM Simulation). Prerequisites - All required MBA core classes.

MBA 680 - Advanced Finance

The block/course will focus on how to evaluate complex investments, how to establish firm financial policies, and how to integrate financial decisions. Students will learn how to perform advanced valuation analysis of firms, projects, and options, make strategic decisions involving financing, risk management, and dividend policies, and integrate financial decisions with other strategic decisions. Prerequisite - MBA 660 or MBA 661.

MBA 681 - Entrepreneurship Finance

This block/course provides an overview of the various alternative financing opportunities for entrepreneurial ventures. The topics will focus on venture capital partnership, raising capital, evaluating in-

vestment opportunities, valuing, structuring, and negotiating investments. Students will analyze how entrepreneurial finance fits into the entrepreneurial process and the business plan. Prerequisite - MBA 660.

MBA 690 - Entrepreneurship

This block/course will provide students with an opportunity to construct, integrate and refine a business plan. Students will focus on best practices of entrepreneurs' vision of a business to learn the next steps required to operate a business for profit. Strong emphasis is placed on the development of a real world, implementable business plan that applies the proper methods, techniques and skills needed for successfully developing and growing a new venture. Students must argue the potential of their ideas in the marketplace. Prerequisites - MBA 520 and MBA 660.

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

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

MBA 710 - Professional Development Internship

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

MBA 720 - Distinguished Leaders Speaker Seminars

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

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

Seminar topics will focus on specific aspects of a business discipline (management, finance, accounting, economics, etc) or the business aspects of a specific industry (dental, pharmacy, nursing, etc.). The

outcomes of the seminar course is to increase students' interest, competency and proficiency in an area of business.

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

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

ADMISSIONS REQUIREMENTS AND PROCESSES

Requirements

- Students must have completed a baccalaureate degree or higher from an accredited college/university or must first gain admission into the College of Pharmacy or College of Dental Medicine; and
- Have a minimum GPA of 3.0 (if not, a minimum score of 500 on the GMAT required or the successful completion of a designated leveling course).
- There are no specific prerequisite course requirements. However, prior work experience is highly desirable.

For non-joint program students to be considered for admission to the MBA program, the University must receive the following items:

- A completed application;
- \$100.00 application fee in cashier checks, or money orders payable to the "Roseman University" (non-refundable);
- Official transcripts of all college level work. (The transcripts must be sent directly from the colleges or universities attended directly to the Roseman University of Health Sciences; and
- Have a minimum GPA of 3.0 (if not, a minimum score of 500 on the GMAT required or the successful completion of a designated leveling course).

The Admissions Committee reviews applications as they are received and looks for an indication of qualities that suggest successful program completion. Such qualities include, but are not limited to:

- Strong communication skills;
- Success in prior college courses;
- Evidence of leadership potential;
- Intellectual ability;
- Maturity; and
- Motivation to succeed.

Applicants are encouraged to apply as early as possible as class size is limited.

Application Procedure

Applications for admission can be downloaded at www.roseman.edu. If a student is unable to download the application, an application may be requested by writing to the following address:

MBA Program Application Request
Roseman University of Health Sciences
4 Sunset Way, Building E
Henderson, NV 89014

Joint Doctor of Pharmacy (PharmD)/MBA

Admission into the College of Pharmacy is required for enrollment in the joint program.

Students seeking the Doctor of Pharmacy (PharmD) /MBA joint degree may be accepted into the program prior to receiving the PharmD degree. However, PharmD students who have no prior baccalaureate (or higher) degree must receive their PharmD degree and complete the MBA degree requirements before a MBA degree can be awarded.

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

Transfer Students from Other Master of Business Administration Programs

The MBA Program will only consider applications for transfer from students who have attended or are currently attending a Master of Business Administration program at an accredited university. The MBA Program admission committee and the Director evaluate each transfer request on a case-by-case basis. The MBA program admission committee and the Director determine whether the student's previous coursework is adequate to meet specific course requirements for transfer credit.

Applicants interested in applying for transfer should:

- Write a one-page cover letter explaining the reason(s) for the request to transfer into the program;
- Complete and provide all information requested in the application, including all official transcripts of undergraduate and graduate coursework; and
- Send completed application to the attention of the MBA program Director.

MBA Program Policy for Evaluation of Prior Education

Students with prior undergraduate business course work, or who have an undergraduate business degree within the last 7 years from a regionally accredited institution may be able to obtain a waiver for

some or all of the three MBA foundation courses. The equivalency requirements for waiving the foundation courses are as specified in the MBA program's foundation course waiver policy. Transfer students may also receive MBA credits as specified in the MBA Program's policy for prior academic work (see residency requirement and time limitation policies). Students will not be awarded any MBA credits for prior work experience.

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.

Society for Advancement of Management (SAM)

The Roseman Campus Chapter of the Society for Advancement of Management (SAM) provides all Roseman students an opportunity to increase their management skills and expertise through participation in programs and services designed to improve the professional quality of their knowledge, performance and leadership ability.



COLLEGE OF PHARMACY

Doctor of Pharmacy

Accredited by the Accreditation Council for Pharmacy Education

Office of Admissions
(702) 968-2007

PHARMACY – THE PROFESSION

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

Pharmacists Today:

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

THE DOCTOR OF PHARMACY DEGREE (PHARM.D)

The 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 serve patients by practicing in local community pharmacies, home health care agencies, health maintenance organizations, and as consultants in a variety of ambulatory care practice settings.
- *Hospital Practice:* Pharmacists are integral to drug preparation, administration, and collaboration with others on the medical team to better serve patients.
- *Academia:* Career opportunities exist for pharmacists in colleges of pharmacy serving as teachers, administrators, researchers and clinical practitioners.
- *Pharmaceutical Companies:* Pharmacists are employed in research, administration and sales.
- *Government Agencies/Military:* Career opportunities exist for pharmacists in several government agencies such as Public Health Service, Food and Drug Administration, Drug Enforcement Agency, National Institutes of Health and the different branches of the military.

THE COLLEGE OF PHARMACY

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

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

FACULTY

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

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES

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

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.

Academic Requirements

In order to be eligible for admission to the Pharm.D Program, applicants must:

- Have completed a minimum of the equivalent of 60 semester credit hours (90 quarter hours) of pre-pharmacy study in an accredited college or university in the United States or its equivalent;
- Achieve a minimum cumulative grade point average of 2.8/4.0 (or its equivalent) in order to have their applications considered for admission; Have received a grade of "C" (or its equivalent) or better in all science and math prerequisite courses;
- All candidates must earn a grade of "B" or better in the English Composition and Speech prerequisites; and
- Complete the Pharmacy College Admissions Test (PCAT) by the appropriate deadline.

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

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 (www.wes.org) or Josef Silny & Associates (www.jsilny.com) or **other service approved by the College of Pharmacy Admissions Office.**

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

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

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

All students must maintain an active pharmacy intern license issued by the state where attending pharmacy school while enrolled in the program. A copy of this document must be provided to the Introductory Experience Coordinator, who is responsible for tracking student adherence with this policy. Revocation or expiration of said license precludes student's ability to participate in experiential activities.

Student Selection Process

The College's Office of Admissions and Student Affairs is responsible for the preparation, distribution, receipt, and handling of all admission related materials. The College's Website contains the information that is typically mailed to prospective students. Applicants are encouraged to download the application form posted on the University's Website (www.roseman.edu).

Interview Selection Score

The interview selection score is determined by evaluating the applicant's: (1) overall grade point average, (2) math and science prerequisite grade point average (applicants must complete five of the required eight science prerequisites by the end of December so that the Admissions Office can calculate the science prerequisite grade point average), (3) receipt of Baccalaureate, Masters, or Doctoral level degree in the health, applied or physical sciences, (4) PCAT, and (5) if the candidate is a Utah or Nevada resident.

Interview

The College expects to begin interviews in November and to conclude all interviews by the end of April. Candidates are interviewed by a panel that consists of a College of Pharmacy faculty member and one student. During the interview, the panel as-

sesses the candidate's ability to work within a team, leadership, motivation, oral communication skills, problem-solving ability, and professionalism. The interview panel may review an applicant's answers to the essay questions in the application before the interview. Therefore, each applicant should provide concise answers to the essay questions in the application and be familiar with the written responses he/she provided in the application.

Letters of Recommendation

The College does not require and will not accept letters of recommendation.

Final Selection Process

Faculty, after reviewing data collected from applicants during the admissions process, vote to grant admission to qualified candidates. Communication to applicants and candidates regarding their status in the admissions process will originate from the Office of Admissions and Student Affairs with approval of the Dean. It is expected that all applicants will be notified regarding their final admission status by the end of May.

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

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

Further, the student is required to meet all requirements of the College's experiential program for the P1 academic year. This includes 136 hours of Introductory Pharmacy Practice Experiences (IPPE-1) and 240 hours of Introductory Pharmacy Practice Experience- Summer (IPPE-S).

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 Associate Dean for Clinical Programs. Students must complete IPPE-S hours as part of the College and will be charged prorated tuition and appropriate fees for these experiences.

Finally, evaluation of the transfer request is subsequently presented and reviewed by Roseman College of Pharmacy faculty during a formal faculty meeting. The faculty vote to either approve or deny the student's request to transfer into the program and to accept credits earned at another college of pharmacy. If the student is granted admission, 60 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 and pay a supplemental application processing fee to the College of \$60. The College's supplemental application fee is non-refundable.

Tuition Deposit

Students granted admission into the College receive a written formal offer from the Director 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.

Deferred Admission

Students interested in deferring an offer of admission must make this request three weeks prior to the first day of orientation. Students can only request to defer an offer of admission once and that deferral will only be valid for the next academic year.

TUITION AND FEES

Please refer to the Tuition and Fees section of this catalog.

FINANCIAL AID AND SCHOLARSHIPS

Please refer to the financial section of this catalog or the Roseman Website (www.roseman.edu) for information. The College also awards a variety of scholarships to qualified students based on merit and financial need.

PLACEMENT

Placement services are offered through the Office of the Director for 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 Pharmacy Director of Admissions and Student Affairs or his/her designee will collaborate with students in each class to hold a fair and legitimate election. Each class will elect a President, Vice President, Secretary, Treasurer, and/or other officers as appropriate.

Pharmacy Student Liaison Committee

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

Student Participation in Governance

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

STUDENT ORGANIZATIONS/CLUBS

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

National Community Pharmacists Association (NCPA)

The National Community Pharmacists Association (NCPA) has chapters at the Nevada and Utah campuses. It currently has several members who have expressed an interest in owning their own pharmacies. The chapter is very active with many of its members participating in various community service programs including health fairs/festivals, helping feed the homeless, provide wound care kits to the homeless, preparing a business plan to enter into the national competition at national meeting, and having guest speakers. In addition to the community services and student activities, membership provides students additional insight into the impact of various legislative proposals on their chosen career.

Beta Upsilon-Chapter of Phi Delta Chi

The Beta Upsilon chapter at Roseman of the Phi Delta Chi professional pharmacy co-educational fraternity is one of 69 chapters and has over 44,000 members nationwide. As a professional pharmacy fraternity, members are encouraged to participate in volunteer service projects as well as enjoy social events with other members. Phi Delta Chi strives to develop leaders of the profession while encouraging camaraderie among its members as we will be brothers for life. Our motto is Alterum, Alterius, Auxillo, Eget: "Each Needs the Help of the Other."

Delta Tau Chapter of Kappa Psi

The objective of the Delta Tau Chapter of Kappa Psi at the Roseman College of Pharmacy is to conduct a fraternal organization for the mutual benefit of the student, faculty, and alumni members; to advance the profession of Pharmacy, educationally, fraternally, and socially, to instill industry, sobriety, fellowship, and high ideals in its members; and to foster scholarship and pharmaceutical research.

Phi Lambda Sigma (PLS)

Phi Lambda Sigma (PLS) is the national pharmacy leadership society. Roseman's chapter of PLS (Beta Omega Chapter) is the 72nd of 77 current chapters of PLS to be chartered. The purpose of PLS is to promote and recognize the development of leadership qualities in pharmacy, especially among pharmacy students.

Student Alliance

The Student Alliance is an "umbrella" organization, consisting of the Roseman student-pharmacist chapters of both the American Pharmacists Association (APhA) and the American Society of Health-Systems Pharmacists (ASHP).

American College of Clinical Pharmacy (ACCP) Student Network

The ACCP Student Network is a group for Roseman pharmacy students who are interested in pursuing clinical pharmacy in diverse practice settings upon graduation. This group encourages members to further their clinical knowledge through graduate residencies and fellowships and promotes student membership in the American College of Clinical Pharmacy (ACCP). The ACCP Student Network will offer students various opportunities to strengthen their clinical skills and will assist members in pursuing their career goals as active clinicians

Christian Pharmacists Fellowship International (CPFI)

Christian Pharmacists Fellowship International (CPFI) is a worldwide ministry of individuals working in all areas of pharmaceutical service and practice. CPFI's Mission is to: provide fellowship among like-minded professionals, challenge and promote spiritual growth of its members, encourage the advancement of knowledge and ethics in the practice of pharmacy, encourage the integration of faith into practice, and provide support and opportunity for service in both home and foreign missions.

ELIGIBILITY FOR EXPERIENTIAL ROTATIONS

Students must provide proof/documentation stating they are current with the following immunizations and health screenings:

- MMR (measles, mumps, rubella) – proof of completion of two shot series or serologic titers showing immunity;
- Polio;
- Tdap;
- Hepatitis A- proof of completion of the 2 shot series (3 shots if Twinrix vaccine); or serologic titers showing immunity;
- Hepatitis B – proof of completion of three shot series or serologic titers showing immunity;
- Seasonal Flu Shot;
- Tuberculosis health screening; and
- History and physical examination.

If a student voluntarily and knowingly chooses not to be immunized with any of the required vaccines, the Experiential Training Site may refuse to allow the student to receive training at their facility/facilities.

In addition, each student must complete a criminal background check annually. If a student has been convicted of a misdemeanor or felony, it may preclude them from participating in experiential rotations. The Experiential Training Site may refuse to allow the student to complete their experiential training at their facility/facilities.

Students must also complete a drug screening annually. The outcome of the drug screening must be satisfactory.

The Roseman University of Health Sciences College of Pharmacy will be unable to award a degree without successfully completing all required aspects of the curriculum including the experiential component.

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 as a “modified block” system in which students concentrate on one subject area at a time. 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 14 sequential blocks and three courses which are distributed throughout the P1 year, Top 200 Drugs, Pharmaceutical Calculations and Pharmacy Communications. The didactic portion of the P2 year consists of 14 sequential blocks, 3 distributed blocks, Top 200 Drugs, Integrated Patient Care Seminar and the Advanced Drug Information Seminar (Scientific Writing)..

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 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 - Biostatistics and Clinical Trial Design

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

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 442 - Pharmacy Communications & Self-Care Therapeutics

This course (held throughout the P1 year) emphasizes the vital role of communication in contemporary pharmacy practice. Students are evaluated in both oral and written formats. Course content includes: study of professional interpersonal communication, verbal and nonverbal communication strategies, effective interviewing techniques, and patient counseling with an emphasis on over-the-counter (OTC) medications.

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. (New course numbering and P1 inclusion in effect for Class of 2014 and later.)

PHAR 450 - Pharmaceutical Calculations

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

PHAR 471 - Top 200 Drug Seminar/IPPE Seminar

This block 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 be required to: recognize the trade and generic names, identify the dosage forms and strengths available, and identify indication/reason for use.

Second Professional Year (P2 Year) Didactic Curriculum

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

An integrated study of anatomy, patho-physiology, 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 popula-

tions, and review of pertinent drug literature as they relate to major infectious diseases.

PHAR 517 - Therapeutic Disease State Management: Hematology/Oncology

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

PHAR 518 - Therapeutic Disease State Management: Endocrinology

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

PHAR 519 - Therapeutic Disease State Management: Psychiatry

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

PHAR 520 - Therapeutic Disease State Management: Neurology

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

PHAR 521 - Clinical Nutrition

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

PHAR 522 – Women’s and Men’s Health

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

PHAR 523 – Integrated Patient Care Seminar

This block (held throughout the P2 year) is designed to integrate the material from the various Therapeutic Disease State Management Blocks and prepare the students for management of patient care in a clinical setting prior to the Advanced Pharmacy Practice Experiences (APPE). A study of the practical applications of pharmacy practice is presented with an emphasis on the use of patient charts, patient histories, physical and psychological assessments, diagnostics, assessment of pharmacotherapy and patient education. Additional emphasis is placed on literature evaluation and the practice of evidence-based medicine.

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

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 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. For each drug, students will: identify

the trade and generic names, identify the dosage forms and strengths available, describe the mechanism of action, identify drug interactions, contraindications and black box warnings associated with the use of the drug.

PHAR 560 – Advanced Drug Information Seminar Scientific Writing

This series of assignments is designed to give students an opportunity to apply skills learned in PHAR 540 pertaining to literature searching, evaluation, and referencing.

Third Professional Year (P3 Year) Didactic Curriculum

PHAR 699 – Capstone Course

This course is offered at the end of the third (P3) and final academic year after the students have completed the experiential curriculum. The course offers 30 hours of classroom instruction that consist of a review of all curricular competencies and prepare the student for licensure examination 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-S, 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 – IPPE

When: During the first two didactic years of the curriculum

Outcomes: The overarching objective of IPPE is to emphasize the relevance of the didactic curriculum in relationship to contemporary pharmacy practice. Students complete activities/assignments in experiential settings derived by instructors, based on 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. The prescribed outcomes begin with becoming familiar with the practice site, the role and re-

sponsibilities of pharmacists and other site personnel, and culminate with the student performing rudimentary aspects of pharmaceutical care.

Student achievement of outcomes, both classroom- and practice-related, is documented in a checklist, which preceptors complete and forward to the College following each IPPE. Completed activities/assignments are discussed at the College with faculty during the IPPE seminar.

PHAR 472 - IPPE-Summer

When: Summer between the first and second academic year

Number of Hours: 240 (six weeks at 40 hours per week, minimum)

Outcomes: The outcome expectations for the IPPE- S 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 checklist of abilities that the student is expected to demonstrate by the end of the experience. A copy of the checklist is submitted for review by the College after the middle and 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 a checklist of abilities that the student is expected to demonstrate by the end of the six-week experience. A copy of the checklist is submitted for review by the College after the third week and at the end of the rotation.

Required APPE

Each student must complete each of the following rotations:

PHAR 601 - Adult Acute Care

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

Emphasis will be placed on student's demonstration and understanding of common disease states and treatment modalities.

PHAR 602 - Advanced-Community-Based Medicine

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

PHAR 603 - Ambulatory Care

The purpose of this rotation is for students to gain professional skills in an ambulatory care practice environment. The Ambulatory Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care.

PHAR 604 - Institutional Practice

When: Third academic year

Number of Hours: 240 (six weeks at 40 hours per week, minimum)

Outcomes: The outcome expectations for the IPPE -Institutional experience build on those from the IPPE-Institutional and didactic material, culminating with the student being able to perform all duties expected of an entry-level institutional staff pharmacist. Each preceptor is supplied with a checklist of abilities that the student is expected to demonstrate by the end of the six-week experience. A copy of the checklist is submitted for review by the College after the third week and at the end of the rotation.

Selectives

Selective experiences include all specialty pharmacy practice experiences. Students are required to complete two Selectives. The areas of specialty for these experiences include but are not limited to: drug information, cardiology, critical care, pediatrics, geriatrics, infectious disease, hematology/oncology, surgery, nutrition, and pain management. The number of the different selective experiences may vary annually based on site and preceptor availability.

Elective Course Offerings

Elective courses are typically taken in the P3 year. Pharmacy practice selective experiences may also be taken as electives to

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

PHAR 611 - 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 680 - Complementary Medicine: Drug and Non-drug Therapies

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

PHAR 681 - Exercise Pharmacology and Toxicology

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

PHAR 682 - Pharmacovigilance

Pharmacovigilance is a broad-based science that involves identification and evaluation of adverse drug reactions (ADR) in order to determine appropriate actions to reduce or prevent

drug-induced harm to patients. Adverse Drug Reactions (ADRs) confront community and hospital/institutional pharmacists on a regular basis, e.g., a patient with a possible drug reaction, analysis of a recently reported ADR, review of a recent journal article dealing with pharmacotherapy, a new drug being considered for addition to the hospital formulary, setting up a drug study with a pharmaceutical company or a group of research colleagues, or evaluating a drug data base for a government or institutional department. This important 4 credit elective course requires application of knowledge and skills obtained during the PharmD program. The PVG elective enhances his/her knowledge and skills regarding discovery, evaluation, documentation plus treatment and prevention of ADRs from the patient care level to strategic planning at the program level. Students will also obtain a unique perspective of FDA regulations, which govern the practice of pharmacovigilance by pharmaceutical companies. Students will also discuss methods to enhance the role of pharmacists in pharmacovigilance activities. The course directors will present didactic knowledge and skills, assessments will document the accrual of learning, and student presentations on timely issues and topics will demonstrate the students' enhanced abilities. Cr. Hr.: 4.

PHAR 683 - 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 684 - University of Utah School on Alcoholism and Other Drug Dependencies

To serve as an introductory or refresher course and a networking opportunity and to provide information, motivation and guidance for pharmacists and pharmacy students who currently participate in or wish to become involved in the planning, implementation, or strengthening of state-level and campus-level programs to help pharmacists or pharmacy students whose competence to perform their responsibilities has become impaired due to chemical dependency or other causes by assisting them in finding treatment, ongoing recovery and reentry into the practice of pharmacy or their pharmacy education. Cr. Hr.: 2.

PHAR 685 - Drug and Alcohol Addiction Education in the Health Professions

This course is designed for the pharmacy student to increase awareness of the health and social problems of alcoholism and other drugs dependencies in the profession of pharmacy. The course will specifically address the principles of Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and Alanon programs as well as familiarize the student with the local treatment programs. In addition, the student will become familiar with Nevada Pharmacists Recovery Program. Attending the University of Utah School on Alcoholism and Drug Dependencies is a prerequisite for enrolling in this course. Cr. Hr.: 2.

PHAR 686 - (MBA 610) - Organizational Behavior and Leadership

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

PHAR 687 - (MBA 620) - Marketing

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

PHAR 689 - Introduction to Research

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

PHAR 691- Medical Parasitology

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

PHAR 692 - Getting Published

Students will take what they have learned in PHAR 560 in order to submit a completed manuscript for publication. Students will learn the process of writing and publishing a review article including, analyzing published literature, soliciting journals for interest, referencing, journal requirements/deadlines, peer review, and author rights/responsibilities in this longitudinal, personalized course. Cr. Hr.: 4.

PHAR 693 - Pain Management and Palliative Care

Students will build upon what they have learned in PHAR 520 on pain management and palliative care from a pharmacist's perspective. Students will learn the basic pain neurobiology followed by pathophysiology and pharmacotherapy of various pain conditions. To better understand pharmacotherapy, students will also be introduced to the mechanisms of action and chemical properties of different classes of classic and non-traditional analgesic agents. Students will also learn about palliative care relevant to pharmacists. Cr. Hr.: 4.

PHAR 694 - 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.

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). A total of 70 credits must be completed to advance to the P2 year. A total of 135 credits must be completed in order to advance to the P3 year and 177 credits must be completed in order to be eligible for graduation. 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 1.1-1.16	51
(16 assessments covering 14 Blocks)	
Pharmaceutical Calculations	3
IPPE Seminar/Top 200 Drugs	1
Pharmacy Communications and Self-Care Therapeutics	4
Immunization Provider Certification	1
Introductory Pharmacy Practice Experience (IPPE) Credit Hours	4
Introductory Pharmacy Practice Experience (IPPE Summer) I Credit Hours	6
Total credit hours required to advance to P2 status	70

Second Academic Year (P2)

Assessments 2.1-2.17	53
(17 assessments covering 15 Blocks)	
Top 200 Course	1
Scientific Writing	1
IPPE Seminar	1
IPPE Credit Hours	4
Integrated Patient Care	5
Minimum credit hours required to advance to P3 status	135

Third Academic Year (P3)

Advanced Pharmacy Practice Experience Credit Hours	36
Elective Credit Hours	4
Capstone Course	2
Minimum credit hours required for graduation	177



COLLEGE OF DENTAL MEDICINE – UTAH

Doctor of Dental Medicine (DMD)

10894 S. River Front Parkway
South Jordan, UT 84095

Office of Admissions
801-878-1405

COLLEGE OF DENTAL MEDICINE 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 the underserved people in the Intermountain West region by educating dentists, conducting educational and clinical research, and providing community-based health services and health care leadership.

Vision

The CODM aspires to lead in transforming dental education through:

- Innovative, outcomes-based pedagogies;
- Educational research and the dissemination of new knowledge;
- Encouraging students, faculty, and staff to become life-long colleagues and adopt the CODM Honor Code;
- Community-based patient care and service learning program;
- Inter-professional collaboration with local dentists, allied dental professionals, physicians, pharmacists, nurses and other healthcare providers; and
- Cultivating habits for life-long learning

Core Values

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

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

Excellence - The CODM measures its performance by seeking input from students, faculty, staff, patients, and other stakeholders. The College is committed to continuous improvement to ensure the highest quality in everything it does. The CODM is committed to individual and collective achievement of excellence.

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

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

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

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

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

DEGREE DESCRIPTION

Upon graduation from the College of Dental Medicine, the Doctor of Dental Medicine (DMD) degree is granted. The course of study comprises 4 academic years. The first two years consist of didactic and simulated clinical instruction, along with several clinical introductory experiences. In the Spring of the 2nd year, students begin their clinical experiences on a limited basis. This is followed by two years of primarily clinical experiences and clinical rotations, where students treat patients under the supervision of faculty who are Utah-licensed dentists. Didactic courses and small-group seminars are also included in years 3 and 4. Students complete Part I of the National Board Dental Examinations upon completion of the first year, and will complete Part II by December of the fourth year. Upon graduation with the DMD degree, graduates will be eligible to complete licensing examinations in the USA and Canada. Graduates will also be eligible for postdoctoral specialty and residency training in all fields of dentistry.

LIFELONG COLLEAGUE PHILOSOPHY

The CODM emphasizes the development of Lifelong Colleagues at every level. This approach encourages all students, faculty, and staff to make each and every interaction reflect a sincere desire to develop one another as lifelong colleagues during the educational program and throughout their professional careers.

HONOR CODE

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

ADMISSIONS

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

Academic Preparation

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

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

- Four semester courses in Biological Sciences* (with laboratories, if offered)
- Two semester courses in Inorganic Chemistry with laboratories
- Two semester courses in Organic Chemistry (with laboratories, if offered)
- One semester course in Biochemistry
- Two semester courses in Physics (with laboratories, if offered)
- Two semester courses designed to develop skills essential for effective communication with health care professionals, patients, staff and others involved with the practice of dentistry. There are many ways students can fulfill the communications prerequisite including, but not limited to, the following**:
 - English, composition, creative, business, technical or scientific writing courses (one writing intensive course is required);
 - Literature or Philosophy courses (if writing intensive);
 - Communication courses focusing on speech, debate, public speaking or interpersonal relationships;

- Journalism courses emphasizing interviewing, reporting, or editing;
- Psychology, Counseling or Education courses that include a supervised practicum or field experience;
- Theater courses that include acting experience.

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

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

CODM recognizes that some institutions have developed a unique sequence of courses for pre-dental and premedical majors to fulfill these requirements. Candidates who complete a unique, non-traditional, pre-dental curriculum are asked to submit a letter from their advisor or faculty detailing the course of study. Narrative transcripts will be accepted from institutions that do not use grades.

Students who submit academic information from institutions outside of the United States or Canada should contact the Admissions Office for specific requirements for transcript evaluation and translation services.

The candidate's entire academic record will be evaluated by the Admissions Committee. This includes all courses in undergraduate, graduate, professional or other specialty programs. The CODM 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.

The Admissions Committee will evaluate the following academic and non-academic information from the AADSAS application:

- Motivation for a career in dentistry and knowledge of the profession
- Academic performance patterns in courses and on the DAT
- Academic course load and other evidence that the student will succeed in a more intense dental curriculum
- Work history
- Extracurricular activities with an emphasis on performance levels achieved
- Awards, honors and scholarships
- Research Experience
- Volunteer work and community service
- Demonstrated leadership and team skills

- Problem solving skills and evidence of flexibility and adaptability
- Communication Skills during the interview and from information in the letters of evaluation
- Professionalism
- Results from a criminal background check
- Disadvantaged student status
- Personal Statement
- Letters of Evaluation

Dental Admission Test (DAT)

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

If a candidate has not achieved a score of 17 on Academic Average, Total Science, Reading Comprehension and Perceptual Ability on the most recent DAT, the candidate's file will be put on hold pending receipt of new scores. If these scores are not achieved by December 31, the applicant will be denied admission for that admissions cycle. Candidates are encouraged to access information about the DAT at: <http://www.ada.org/dat.aspx>.

Grade Point Average

Although the CODM evaluates each student's record on an individual basis, the candidate must have achieved a minimum science GPA of 2.8 in undergraduate, professional and graduate studies to be eligible for consideration for the DMD program. When evaluating the student's success in science courses, CODM will consider both the higher of the AADSAS Science GPA and the GPA for the last 30 hours of science courses completed in its admissions decisions.

Students who have not achieved the minimum science GPA will not be admitted to the program.

Degrees and Majors

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

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.

Application Procedures

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

Candidates must submit complete AADSAS applications on or before December 1st. The College of Dental Medicine reviews applications on a rolling basis. Roseman's CODM does not require a secondary application. Concurrently with submitting the AADSAS application, applicants should send their \$75 application processing fee directly to CODM along with a 3x5 index card that provides the individual student's DENTPIN, AADSAS ID, email, phone and other contact information. This information is used to record application processing fees and to let students know that their checks have been received.

The CODM does not require a photograph with the application or with application processing fees. If a student submits a photo with his or her application, the photo will be destroyed. A 2x2 digital color photograph is requested only from students who are invited for an interview and is attached to the interview file as an aid to help interviewers identify interviewees.

Official Transcripts and DAT Scores

The American Dental Association uploads official U.S. DAT scores directly to AADSAS. Since the AADSAS application includes official scores, students do not need to provide this information separately. Official Canadian DAT scores are not yet uploaded to AADSAS. The CODM will accept self-reported Canadian DAT scores for the initial review of applications. The official Canadian DAT score reports must be received prior to final acceptance. The CODM reserves the right to request official DAT scores for any individual offered admission to the College or in cases where academic information may be inconsistent. Similarly, grades reported in the AADSAS application are considered sufficient for the initial evaluation of files. Accepted students must request, and CODM must receive, official transcripts from all post-secondary institutions attended by the student prior to matriculation. If transcripts are not received prior to matriculation, the student's registration will be put on hold. The CODM reserves the right to withdraw or defer an offer of acceptance if required transcripts are

not timely received. If the CODM requires an official DAT score report for a specific student, the same policy will apply.

Letters of Evaluation

Letters of Evaluation are required by the CODM. If a student is attending a school that has a health professions advisory committee, a letter of evaluation from the committee is required. If a student is attending a school that does not provide committee letters, three letters of evaluation are required. Two of these letters must be from science faculty who can evaluate the applicant's performance in the sciences. The third letter can be from another faculty member (any field) or from a health professional who knows the student well, except family members.

Interview Process

The interview day is comprised of six major elements: (1) the program overview, (2) group discussions, (3) structured, topical interviews, (4) an individual interview with a member of the Admissions Committee, (5) tour of the CODM, and (6) discussions with DMD Student Ambassadors. Interview day sessions are coordinated by the Associate Dean and staff in the Office of Admissions and Student Affairs. Individuals participating in Interview Day activities include:

- The Dean
- The Associate Deans for Admissions and Student Affairs, and Academic Affairs
- CODM staff
- Financial Aid Staff
- Members of the Admissions Committee
- Student Ambassadors

The Interview Day begins with a tour of the facility conducted by the Student Ambassadors. This is followed by an orientation to Roseman's unique educational program that is conducted by the Associate Dean and staff from the Office Admissions and Student Affairs and the Financial Aid Office. Key concepts include:

- Ethics and Integrity
 - The Lifelong Colleague Philosophy
 - The Honor Code
- The Roseman Mastery Learning Model
 - Classroom Complex
 - Block Curriculum
 - Outcomes-Based Education
 - Active and Collaborative Learning
- Immunizations and health requirements for the DMD program
- Essential Functions
- Financial Aid
- Campus Safety
- Life in the Salt Lake City area

Group discussions demonstrate the Roseman educational model in ways that reinforce materials from the presentation and that emphasize the interrelated nature of ethics and professionalism, the Honor Code, Lifelong Colleague Philosophy and learning in teams. Members of the Admissions Committee and staff observe these group sessions and score the participation of each participant.

Candidates also meet with Student Ambassadors to ask questions about the program, campus and life in the Salt Lake City area. Student Ambassadors do not report back to the Admissions Committee, making it possible for candidates to ask questions without constraints.

Each candidate also meets with a members of the Admissions Committee. for an individual interview. The sessions focus on the following five areas:

- Motivation for a Career in Dentistry
- Area(s) of Major Development
- Leadership/Team Skills
- Topical discussions
- Communication Skills and Professionalism during the interview

Selection of the Class and Alternates

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

Information about the CODM pre-doctoral education program, admissions process, application service (AADSAS), criteria, application fees, submission deadlines and decision notification are available on the University's website. Prospective applicants can contact the CODM Office of Admissions and Student Affairs by phone or email for clarification of specific questions. The Office of Admissions and Student Affairs FAQ website provides answers and recommendations for "Frequently Asked Questions" about the application process. Information about the CODM also is available at the AADSAS website.

Criminal Background Check and Drug Testing

The College of Dental Medicine requires the Certiphi criminal background check for all accepted students. Information on the Criminal Background Check will be included in the letter of acceptance. Drug and alcohol testing may be required of all accepted students. Hospitals and other health care facilities may require this testing for participation in rotations and other clinical activities

Admission with Advanced Standing

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

Transfer Students

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

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. CODM recognizes that the award of a Doctor of Dental Medicine (DMD) degree carries with it the full authority of the institution and communicates to those who might seek the services of the bearer that he or she is competent to practice dentistry. The DMD degree certifies that, upon licensure, the graduate is prepared to practice all disciplines of the dental profession appropriate for a general practitioner. This requires that the student acquire cognitive and technical skills and attitudes determined by the faculty as requisite for the practice of dentistry.

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

Sensory and Observation

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

Cognitive

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

Motor Skills

Students ordinarily should have 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 motor skills necessary to directly perform palpation, percussion, auscultation and other diagnostic maneuvers, basic laboratory tests and diagnostic procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional uses of the senses of touch, vision and smell. Students must be able to tolerate physically taxing workloads and to function effectively under stress.

Communication

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

Behavioral Skills

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

Admissions and Continuation in the Curriculum

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

1. The ability to perform the functions and skills specified with or without reasonable accommodations, and

2. Met the published criteria for admission required for all applicants.

Although the College may not inquire whether an applicant has a disability prior to making a decision on admission, an applicant may disclose during the admissions or interview process a disability for which he or she desires accommodation. If this occurs, the College may request that the applicant provide documentation of the disability to the Director of Admissions. Notwithstanding such disclosure, the applicant will be considered based upon the published admissions criteria required of all applicants.

A matriculant or current student who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The College may provide reasonable accommodations, but is not required to make modifications that would fundamentally alter the nature of the program, or provide auxiliary aids that present an undue burden to the College. In order to matriculate or continue in the curriculum, a matriculant or current student must be able to perform all of the essential functions with or without accommodation. An inability to perform the essential functions will lead to a withdrawal of an admission offer or dismissal. Requests for accommodation by matriculants or current students should be initiated with the Registrar/Student Services Office (Room 1145), Roseman University of Health Sciences, South Jordan Campus, 10920 S. River Front Parkway, South Jordan, UT 84095.

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

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;
2. Satisfactorily complete all professional Blocks and competencies within six (6) years, having no Block grade below a "Pass";
3. Pass Part I and Part II of the National Board Dental Examination;
4. Receive a favorable recommendation for conferral of the DMD degree from the Student Progress Committee and the Dean of the CODM;
5. Settle all financial accounts with the University; and
6. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

LICENSURE

Graduates of CODM are eligible for licensure in all 50 states 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 Parts I and II of the National Board Dental Examination; and successful completion of a state or regional licensing examination; 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.

CURRICULAR THEMES

Students' learning experiences are organized around four themes:

1. *Biomedical Foundations:* Students learn the processes that guide normal human development, and learn the causes and manifestations of abnormalities and disease with focus on the head and neck region.
2. *Clinical Foundations:* 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 laboratories, they will also acquire technical skills in the various therapeutic modalities necessary for the practice of general dentistry.
3. *Dental Public Health and Professional Practice:* 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. *Primary Dental Care:* 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.

CODM PREDOCTORAL 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 women, geriatric and special needs patients.

Domain 1: Ethical Reasoning and Professional Responsibility

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

Domain 2: Critical Appraisal

Competency: Graduates will use critical appraisal during patient care.

Domain 3: Self-Assessment

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

Domain 4: Biomedical Sciences

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

Domain 5: Patient Assessment and Diagnosis

Competency: Graduates will be able to assess the health care status of patients across the age spectrum from child to elderly, including individuals with special needs, and develop a diagnosis for identified abnormalities and problems.

Domain 6: Treatment Planning and Outcomes Assessment

Competency: Graduates will be able to develop treatment plans to address oral health care problems of patients across the age spectrum from infant to elderly including individuals with special needs, and assess the outcomes of treatment.

Domain 7: Promotion of Patients' Oral Health

Competency: Graduates will be able to provide counseling and education to promote patients' oral health.

Domain 8: Psychosocial and Behavioral Principles of Patient Care

Competency: Graduates will be able to apply psychosocial and behavioral principles for promoting, improving, and maintaining patients' oral health.

Domain 9: Patient's Anxiety and Pain

Competency: Graduates will be able to manage patients' anxiety and pain.

Domain 10: Medical Emergencies

Competency: Graduates will be able to prevent, recognize, and manage medical emergencies that occur in the dental setting.

Domain 11: Dentofacial Growth and Development

Competency: Graduates will be able to recognize and manage malalignment and malocclusion in the deciduous, mixed, and permanent dentition.

Domain 12: Periodontal and Peri-implant Disease

Competency: Graduates will be able to manage periodontal and peri-implant disease.

Domain 13: Treatment of Dental Caries

Competency: Graduates will be able to diagnose and treat dental caries, including the restoration of defective teeth to re-establish form, function, and esthetics.

Domain 14: Replacement of Missing Teeth

Competency: Graduates will be able to replace patients' missing teeth with fixed, removable, and implant supported prostheses to restore form, function and esthetics.

Domain 15: Pulpal and Periapical Disorders

Competency: Graduates will be able to manage pulpal and periapical diseases.

Domain 16: Oral Surgery

Competency: Graduates will be able to perform oral surgical procedures within the scope of practice of a general dentist.

Domain 17: Dental Emergencies

Competency: Graduates will be able to manage dental emergencies.

Domain 18: Dental Practice and Oral Health Care Delivery

Competency: Graduates will be able to prepare a business plan for a dental practice and demonstrate comprehension of models of oral health care delivery and financing.

Domain 19: Dental Practice Laws, Codes, Standards and Policies

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

Domain 20: Health Care Team

Competency: Graduates will be able to function as a leader of a primary care health team and collaborate with other health care providers.

Block sequence and content is subject to change.

LIST OF BLOCKS/COURSE NUMBERS

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 #	YEAR ONE BLOCKS	ESTIMATED HOURS	CREDIT HOURS
DMD5100	Ethical and Professional Practice 1	20	1
DMD5110	Introduction to Oral Health and Dental Profession	12	0
DMD5120	Dental Public Health 1	28	1
DMD5130	Dental Practice Readiness 1	12	0
DMD5200	Biochemistry and Nutrition	100	6
DMD5210	Dental Microscopic Anatomy	88	5
DMD5220	Gross Head and Neck Anatomy	84	5
DMD5230	Microbiology and Immunology	96	6
DMD5240	Anatomy and Physiology of Human Organ Systems	216	14
DMD5250	General Pathology	48	3
DMD5260	Systemic Pathology	52	3
DMD5270	Research Fundamentals	16	1
DMD5280	NBDE Part 1 Review (3 Weeks)	88	5
DMD5310	Foundations of Restorative Dentistry 1	274	16
	• Dental Anatomy		
	• Dental Materials		
	• Cariology		
	• Occlusion		
	• Operative and Restorative Dentistry		
	** Remediation program for year 1 (5 weeks in Summer)		

Didactic activities include classroom instruction, small group conferences, independent study projects, and team learning projects.

BLOCK #	YEAR TWO BLOCKS	ESTIMATED HOURS	CREDIT HOURS
DMD6100	Ethical and Professional Practice 2	20	1
DMD6110	Evidence Based Practice of Dentistry	24	1
DMD6120	Dental Public Health 2	24	1
DMD6130	Dental Practice Readiness 2	32	2
DMD6140	Community Oral Health Service Learning Project	24	1
DMD6200	Pharmacology for General Dentists 2	92	6
DMD6210	Pathology of the Head and Neck	44	2
DMD6220	Oral Pathology	52	3
DMD6230	Behavioral Sciences	16	1
DMD6300	Diagnosis and Treatment Planning	16	1
DMD6310	Foundations of Restorative Dentistry 2	420-384	25
	• Operative and Restorative 2		
	• Fixed Prosthodontics		
	• Removable Prosthodontics		
DMD6320	Advanced Patient Assessment	24	1
DMD6330	Oral and Maxillofacial Surgery	84	5
DMD6340	Clinical Fundamentals	64	4
DMD6350	Pediatric Dentistry	32	2
DMD6360	Orthodontics	40	2
DMD6370	Endodontics	68	4
DMD6380	Oral Imaging Technique and Interpretation	40	2
DMD6390	Periodontal Therapy	48	3
DMD6400	Primary Care Clinic 1	168	11
DMD6410	Clinical Medicine for General Dentists	24	1
DMD6420	Clinic Practice Team Conference 1	40	2
DMD6430	Biomedical Clinical Research	44	2
	** Remediation Program for Year 2	N/A	

BLOCK #	YEAR THREE BLOCKS	ESTIMATED HOURS	CREDIT HOURS
DMD7100	Ethical and Professional Practice 3	24	1
DMD7110	Dental Practice Readiness 3	16	2
DMD7120	Dental Public Health 3	24	1
DMD7130	Special and Vulnerable Patient Populations 1	36	1
DMD7310	Foundations of Restorative Dentistry 3		2
DMD7400	Primary Care Clinic & Orientation	1024	68
DMD7410	Integrated Clinical Sciences Seminar (ICS) 1	264	13
DMD7420	Clinic Practice Team Conference	24	1
DMD7430	Management of Medical Emergencies	48	3
DMD7440	Urgent Care Rotation 1	30	2
DMD7480	NBDE Part 2 Review Block	18	
	**Remediation program for Year 3		

BLOCK #	YEAR FOUR BLOCKS	ESTIMATED HOURS	CREDIT HOURS
DMD8100	Ethical and Professional Practice 4	24	
DMD8110	Special and Vulnerable Patient Populations 2	16	
DMD8130	Dental Practice Readiness 4 (Practice Management)	24	
DMD8200	Biomedical and Clinical Science Integration Seminar 2 (2 hrs per week) <ul style="list-style-type: none"> Pharmacotherapeutics for General Dentists Advanced Imaging & Interpretation Oral Oncology Orofacial Pain & TMD 	76	
DMD8400	Primary Care Clinic	800	
DMD8410	Integrated Clinical Sciences Seminar (ICS) 2	36	
DMD8420	Clinic Practice Team Conference	60	
DMD8430	Oral Surgery Rotation (one week)	30	
DMD8440	Urgent Care Rotation 2 (one week)	30	
DMD8450	Pediatric Dentistry Rotation (one week)	30	
DMD8460	Hospital Dentistry Rotation (one week)	30	
DMD8470	Clinical Elective Rotation (one week)	30	

SYNOPSIS OF BLOCKS

Year One

Ethical and Professional Practice 1 (DMD5100)

This Block will introduce the student to the ADA Principles of Ethics and Code of Professional Conduct and discuss the interrelationship between ethical, legal, and regulatory issues in the contemporary practice of dentistry. Pertinent topics from the professional literature will be included. Several issues will be discussed, including professionalism and ethics in the academic environment, treatment decisions, and incorporation of new technologies, marketing, and employment contracts.

Introduction to Oral Health and the Dental Profession (DMD5110)

Students will learn what constitutes good oral health and how it is maintained throughout the life cycle with focus on personal hygiene with focus on brushing, flossing and use of fluorides. Principle types of dental diseases and abnormalities are reviewed with emphasis on their causes and strategies for prevention and treatment. Students learn the types of oral health problems that are treated by each of the dental specialties and are introduced to the concept of primary care dentistry. The relationship between dentistry and medicine is described, as well as the history, traditions and values of the profession of dentistry, and the history, mission and environment of the CODM.

Dental Public Health 1: Infection Control (DMD5120)

In this Block, students learn fundamental concepts of public health and common dental indices of disease, with emphasis on assessment, promotion and risk prevention related to oral health in the community. Prevention of diseases at the population / community level rather than at the individual level will be emphasized. Students will review the 2000 Surgeon General's Report on Oral Health in America and compare it with the findings of the most recent Utah Oral Health Study.

Dental Practice Readiness (DMD5130, 6130, 7130, 8130)

This series of Blocks appear in each year of the curriculum. In year one, students develop a strategic plan for achieving personal and professional goals during their dental careers and estimate personal budgetary needs. They learn and practice goal setting, developing vision and mission statements, and the steps involved in strategic planning. Students also explore principles and methods of personal financing planning including accounting principles, cash flow management, and use of balance sheets. Students learn how to develop a budget and prepare one for a simulated dental practice.

Second-year students apply what they have learned about goal setting, mission and vision statements and basic finance to a hypothetical dental practice setting. In year 3, students learn strategies for

determining practice location, and discuss financial management techniques and ergonomics. The series culminates in the fourth year Block when students apply the knowledge acquired in years 1-3 to write a formal proposal for a dental practice loan.

Biochemistry and Nutrition (DMD5200)

This Block will cover enzyme kinetics, receptor-mediated signal transduction and the molecular structure of extracellular matrix and connective tissue. Also included will be topics such as digestion, absorption, biosynthesis and metabolism of carbohydrates, lipids and proteins/amino acids leading to a discussion of diabetes mellitus and the integration of metabolism. The Block will conclude with coverage of the molecular biology of DNA, RNA, and protein synthesis accompanied by a discussion of biotechnology.

Dental Microscopic Anatomy (DMD5210)

This Block emphasizes the development and microscopic organization of the basic tissues involved in the formation of the oral cavity, teeth, and supporting tissues. The information acquired in this course serves as the foundation for the understanding of normal histological structure, function, local pain, anesthesia, interpretation of medical history, as well as the histologic basis for wound healing and repair and bonding compounds for dental restorations. Anomalies in facial development and tooth formation will be related to congenital malformations of the face, teeth, oral mucosa and periodontium.

Gross Head and Neck Anatomy (DMD5220)

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

Microbiology and Immunology of Systemic and Oral Diseases (DMD5230)

In this Block, students will acquire foundational knowledge of the human host-parasite relationship, which is essential to the clinical care of patients and to the evidence-based management of orofacial infections. Discussions will include the immune system, allergies, microbial physiology, microbial pathogenesis, and infection control issues in the health care setting. Clinical case studies will be utilized to illustrate infectious processes in oral and systemic diseases, with emphasis on infections of the oral cavity.

Anatomy and Physiology of Human Organ Systems (DMD5240)

This course correlates the anatomy and physiology of human organ systems and regions (i.e., respiratory, cardiovascular, digestive, and nervous system,) with basic principles of clinical medicine that are relevant to the practice of dentistry. Aspects of human embryology and histology are included in the course to provide students with a developmental framework for understanding normal anatomy and common anatomical variations as well as recognizing and understanding developmental abnormalities that are seen in patients treated by dentists. This course also includes an introduction to pathological processes and states of each of the body systems. Overall, this course provides students with foundation concepts that will facilitate learning in subsequent courses that explore patient assessment techniques, medical and dental pathologies and medical comorbidities that are pertinent to the planning and delivery of dental treatment.

General Pathology (DMD5250)

In this Block, first year dental students will learn the most common pathologic processes affecting the human body with focus on the etiology, pathogenesis, clinical characteristics, treatment and prognosis of specific disease processes. The knowledge acquired in this course will allow a graduating dentist to become competent in evaluating disease processes presenting in their patient population and to understand the relationship of these processes to the practice of general dentistry.

The goal of this course is to incorporate knowledge learned in previous basic science courses and to be able to use this information in a practical manner to understand disease processes of the human body. The first section of the course will review the basic mechanisms of disease, primarily, at the cellular level, and the relationship of these mechanisms to systemic pathology. The second section will cover immunologic diseases, infectious disease, genetic disorders and hematopoietic pathology.

Students will participate in classroom lectures, case conferences and website materials in order to successfully acquire the fundamental information and principles necessary for achievement of the course objectives. Several seminars or clinic-pathologic conferences will be presented and frequent reviews and quizzes will be given to facilitate preparation for examination. During these sessions, important topics will be reviewed and the students will be given the opportunity to ask questions and clarify concepts presented during classroom lectures.

Systemic Pathology (DMD5260)

In this Block, students will learn the most common pathologic processes affecting the human body with focus on the etiology, patho-

genesis, clinical characteristics, treatment and prognosis of specific disease processes of individual human organ systems. The knowledge acquired in this course will allow a graduating dentist to become competent in evaluating disease processes presenting in their patient population and to understand the relationship of these processes to the practice of general dentistry. The goal of this course is to incorporate knowledge learned in previous basic science courses and to be able to use this information in a practical manner to understand disease processes of the human body. This course follows the principles of General Pathology with emphasis on specific human organ systems. This course will cover Blood Vessel, Cardiovascular, Pulmonary, G-I, Renal, Male and Female Tract, Endocrine, Musculoskeletal, Skin and Neurological Pathology. Students will participate in classroom lectures, case conferences and website materials in order to successfully acquire the fundamental information and principles necessary for achievement of the course objectives. Several seminars or clinic-pathologic conferences will be presented and frequent reviews and quizzes will be given to facilitate preparation for examination. During these sessions, important topics will be reviewed and the students will be given the opportunity to ask questions and clarify concepts presented during classroom lectures.

Research Fundamentals (DMD5270)

The goal of this block is to introduce students to basic research skills and enable them to become more familiar with the scientific method and its role in improving overall health and patient care. Students will review principles of research study design and statistical analyses. Student teams will work to: (1) review existing literature; (2) review study protocols, including data collection methods and statistical tests/analyses; and (3) present the reviewed project via a PowerPoint presentation to other student - faculty teams for feedback and suggestions.

National Board Part 1 Review (DMD5280)

The CODM curriculum will prepare students to take the NBDE Part 1 during the summer between years one and two. This two-week Block at the end of the first year will provide an integration of biomedical and biological science concepts presented in year one, and provide a focused review of each of the four sections on NBDE Part 1: biochemistry / physiology, microbiology/ general pathology, gross and microscopic anatomy, and dental anatomy.

Foundations of Restorative Dentistry 1 (DMD5310)

During this year-long multidisciplinary Block, students develop a continuum of skills needed for restoration of tooth structure, function and esthetics ranging from basic direct restorations to implant therapy. The Block begins with fundamentals of cariology, disease prevention, risk management, and strategies for non-surgical treatment of dental caries. The students' preclinical learning experiences begin

with use of rotary instruments and development of the eye-hand coordination needed for execution of dental surgical techniques. Students will learn biomaterials used in different types of dental therapy as each technique is introduced in the Block. In a longitudinal continuum moving from basic to more complex, students learn and practice the procedural skills needed for direct and indirect amalgam restorations of defective tooth structure with amalgam, composite resins, laminates and veneers, assessment of interarch (occlusal) relationships, single tooth crowns, multiple unit fixed bridges, removable restorations such as complete and partial dentures, overdentures, fitting restorations to partial dentures, and implant-supported prostheses. During this Block, students will have a separate Block entitled "Cariology", in which they will develop initial skills needed for the assessment, diagnosis and treatment of this disease. This will include discussion of concepts of epidemiology, microbiology, cariology, disease prevention and risk management, as well as strategies for non-surgical treatment. It will also introduce the concepts of minimally invasive dentistry and Caries Management by Risk Assessment (CAMBRA).

Year One Remediation Program

Students who do not achieve the "Pass" threshold of 90% following the remediation assessment for any block (e.g., two week instructional period) will be given an additional opportunity to remediate during the summer in order to achieve the established performance standard. Student progression through that academic year will not be deterred except in extreme cases, if CODM faculty determine that students have sufficient background to allow successful completion of subsequent blocks.

The remediation program is conducted during a designated 5 week period in the summer immediately following the conclusion of formal blocks for that year. For each block assessment in which individual students have not attained the threshold "pass" score, students are assigned up to one week of intensive study, review, and remediation with faculty responsible for each block. The specific remediation program for each topic varies according to the nature of the learning outcomes. The remediation program is organized to enable all faculty who delivered block content in a particular assessment period to provide additional assistance and review of material for students. The remediation culminates in a summative assessment that is different from previous assessments administered during the regular academic year. Because the time available for summer remediation is limited, students are able to remediate no more than five assessment periods during the summer. As per academic policy published in the CODM Student Handbook, students who do not attain the threshold "pass" score on six (6) remediation assessments during the year will be required to withdraw from the program. Students are not assessed

additional tuition for summer remediation because this curriculum component falls within the academic calendar for year one.

Year Two

Ethical and Professional Practice 2 (DMD6100)

In the second year Block of the ethical practice continuum, CODM students will explore issues pertaining to the doctor-patient relationship, interpersonal boundaries, and continue to explore issues pertaining to patient autonomy and informed consent as they relate to treatment planning, clinical decision-making, and professional judgment.

To reinforce this information, the weekly Clinical Practice Team (CPT) Conferences (DMD6240) will enable students and attending faculty to discuss patient scenarios that include issues of ethics and professionalism in a small-group setting.

Evidence Based Dental Practice (DMD6110)

This Block prepares students to think critically and make sound judgments regarding the acceptance of new knowledge, products, and procedures in private practice. Students acquire a basic understanding of clinical research methods, epidemiology, and statistical procedures with focus on the knowledge and skills associated with evidence-based practice. Students learn how to identify uncertainties in patient care and formulate focused questions in the PICO format ("PICO" acronym: Patient (or disease), Intervention (a drug or test), Comparison (another drug, placebo or test) and Outcome). Students will also conduct searches of electronic databases and critically appraise research reported in the professional literature. Based on patients they have treated in the clinic, controversies in dental therapy and cases provided by the faculty, students write PICO questions to guide exploration of the literature, conduct searches of electronic data bases, evaluate information, and develop and present Critically Appraised Topic Summaries (CATs).

Dental Public Health 2: Biostatistics and Epidemiology (DMD6120)

This Block enables students to learn the role of 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 careers. Students also will review the most commonly used statistical tests reported in the dental and public health literature. Students will also be able to describe basic types of epidemiological studies conducted to investigate public health issues and describe the type of data that these studies will provide.

Dental Practice Readiness 2 (DMD6130)

See DMD5130.

Pharmacology for General Dentists (DMD6200)

This Block introduces students to the classes of drugs commonly prescribed by general dentists. The Block will also review principles of drug action and selection for each class. Students learn about drugs used by dentists in emergency treatment of allergic reactions, cardiovascular events, or seizures. The Block will include the dental consequences of medical treatments and the modification of dental treatment required for common medical treatments that dentists encounter in practice. Understanding and use of local anesthetics will also be highlighted. The Block will also prepare CODM students for the pharmacology section of the National Board Dental Examination, Part II.

Pathology of the Head and Neck (DMD6210)

This Block is the first of two that addresses oral pathology. The goal of this Block is to provide students with foundational knowledge of the diseases and abnormalities that occur in the oral and maxillofacial region. The Block is designed to facilitate students' integration of information presented in previous biomedical science and clinical Blocks. During this Block, students will learn the etiology, clinical characteristics of diseases and pathological processes affecting the head and neck region including the oral cavity, and explore treatment strategies and prognosis for these disorders. Students will also explore the use of diagnostic methods as adjunctive to diagnosis of oral diseases such as cytological smears or brush biopsy, salivary diagnostics and tissue biopsy.

Oral Pathology (DMD6220)

This Block is the second of two Blocks in which students learn and practice diagnostic processes and develop differential diagnoses for clinical presentations of oral lesions. The Block enables students to use a systematic approach for evaluation and diagnosis of oral diseases, formulate accurate differential diagnoses and describe clinical management, treatment options, and prognosis for diseases affecting the oral and maxillofacial region.

Behavioral Sciences (DMD6230)

The goal of this Block is to introduce students to the behavioral aspects of patient care. Students' learning experiences in this Block will focus on strategies for establishing therapeutic relationships and communicating effectively with patients, colleagues, and staff. Students will determine their own communication style and identify common communication pitfalls that may become potential sources of stress and conflict for both patients and providers. Students will be introduced to basic conflict resolution techniques. In role play exercises, students will practice the use of strategies to resolve communication problems and conflict between providers, patients, and colleagues. Behavioral management strategies for addressing patient fears, anxiety, and counterproductive behavior will be introduced.

Issues and controversies in communication and related behavioral management of dental patients will be explored during class discussions.

Diagnosis and Treatment Planning (DMD6300)

The goal of this Block is to enhance and refine students' capacity to establish a defensible diagnosis based on analysis of clinical findings and create a treatment plan that addresses the patient's oral health problems. This Block augments and builds upon the first and second year Patient Assessment Blocks by focusing on the tasks of treatment planning and verbal case presentation. DMD6300 will also reinforce the Clinical Medicine Block by focusing on treatment planning in the context of existing medical problems and associated treatment regimens that may influence dental therapy.

Foundations of Restorative Dentistry 2 (DMD6310)

This Block is a continuation of the principles and skills learned in the D-1 year. It focuses on more complex direct preparations and restorations than were learned in the first year. Students will focus primarily on Class II preparations and restorations in both, amalgam and resin, pin-retained and bonded amalgam, Class V glass ionomers, tooth whitening and treatment of endodontically-treated teeth. Emphasis will also be placed on appropriate treatment planning, based on the amount of tooth structure remaining and the properties of restorative materials. Conservation of tooth structure is still emphasized in spite of the fact that these restorations tend to be extensive.

Advanced Patient Assessment (DMD6320)

The goal of this Block is to develop the students' capacity to analyze data obtained from patient assessments, synthesize this information into a diagnosis and create a treatment strategy to address the patient's oral health problems. During small group conferences, students work in teams to evaluate the dental and medical problems of simulated patients (via case scenarios), develop an assessment based on available data, and create a treatment plan for dental care within the context of the patient's overall health. Each team presents their assessment of the patient and their plans which are evaluated by faculty members.

Oral and Maxillofacial Surgery (DMD6330)

The goal of this Block is to introduce students to the full scope of clinical aspects of oral and maxillofacial surgery. This will include a continuation of the local anesthesia and nitrous oxide training received during their dental pharmacology Block part I. This Block will include a hands-on experience of applying topical anesthesia and administration of local anesthesia on patients (fellow classmates). The nitrous oxide clinical experience is planned upon completion of the 1st floor OMFS clinic. The Block will present a broad overview of dentoalveolar surgery. This will include sterile technique, pain man-

agement, exodontia, uncomplicated biopsies, implantology, soft tissue surgery, suturing, and post-operative management. The main goal is to have the students understand and complete uncomplicated exodontia within the scope of general dentistry. Block topics will include review of relevant anatomy, instrumentation, local anesthesia, extraction and suture techniques, and the prevention and management of complications. A brief overview of common medical emergencies encountered in the dental setting will be discussed along with the treatment of such emergencies.

Clinical Fundamentals 2 (DMD6340)

In this Block, students complete the acquisition of clinical skills that will allow them to function as a chairside assistant. During this Block, students will function in the CODM primary care clinic as a chair side assistant for upperclassmen (once there are upperclassmen treating patients, after the initial years of the school). Students will acquire a range of skills, including conduction oral examinations on patients using skills learned in the Patient Assessment Course, patient interviewing skills, and applying rubber dams.

Pediatric Dentistry (DMD6350)

This goal of this Block is to provide the foundational knowledge and skills that will enable the dental student to provide primary care for child and adolescent patients in the CODM clinic during their third and fourth years of dental school. This preparation includes the skill sets necessary to provide a variety of diagnostic, preventive and restorative procedures for the pediatric patient while applying age-appropriate behavior management techniques. Students learn and practice verbal and nonverbal skills necessary for effective communication with the patient and the parent/care-taker. Emphasis is placed on normal and abnormal growth and development, conducting an infant oral exam, etiology, impact and prevention of early childhood caries, preventive strategies via sealants and resin restorations, dose calculation for local anesthesia in children and adolescents, and assessment and treatment of traumatic dental injuries in children and adolescents. Students will complete a pediatric dentistry clinical rotation during their 4th year to augment this Block and further prepare them for independent practice.

Orthodontics (DMD 6360)

The goal of this Block is to enable students to evaluate the dentofacial complex and occlusion, recognize abnormal growth and development that result in malocclusion, and provide a preliminary diagnosis. Emphasis is placed on assessment techniques to analyze cases depicting patients with normal and abnormal development. Students study the biology of tooth movement and learn about orthodontic force systems. For orthodontic treatment, students learn the biomechanical design principles for removable, fixed and invisible appliances and for skeletal expansion appliances. Adjunctive and surgical

orthodontic treatments are reviewed. Students also explore periodontal considerations in orthodontic therapy and assess what tooth movement can do to facilitate complex prosthodontic therapy.

Endodontics (DMD6370)

This Block will introduce the principles of endodontics, and is designed to prepare the student to recognize, understand, diagnose, and successfully treat diseases and injuries of the dental pulp and periradicular tissues within the scope of the general practice. Emphasis is placed on the biology, pathology, and treatment of the dental complex and periradicular tissues. The Block specifically encompasses the biological and clinical sciences related to the normal and diseased dental pulp and associated periradicular tissues, as well as the etiology, diagnosis, prevention and treatment of pathoses and injuries of these tissues. The Block will utilize lecture, group activities, readings, and patient simulations to achieve the Block objectives. The Block will also introduce the endodontic case selection criteria relative to the case difficulty and practice limitations.

Oral Imaging Technique and Interpretation (DMD6380)

Students will gain experience in intraoral imaging techniques and develop the capacity to obtain various types of diagnostic images. In addition, students will gain experience in recognizing the radiographic appearance of normal anatomic landmarks and dental materials. Students will also be able to identify technical errors, and common dental diseases that can be detected on intraoral and extraoral radiographs. Students will develop skills in using radiographic information to assist with health history and clinical data toward developing comprehensive treatment plans. Students will also participate in simulations devoted to lesion recognition and characterization and generation of a differential diagnosis for suspected pathologic entities.

Periodontal Therapy (DMD6390)

This Block will enable students to learn the biologic basis for the identification, classification, and treatment of periodontal disease. Students will develop skills in comprehensive treatment planning, teaching patient plaque control, and periodontal instrumentation. Simulation and clinical exercises are included.

Primary Care Clinic 1 (DMD6400)

The “heart” of Roseman University CODM students' learning experience will be the *Primary Care Clinic* which begins at 2 clinic sessions per week in the second half of year 2 (DMD6400) and expands to 7-8 half-days (21-27 hours per week) during the third and fourth years (DMD7400 and 8400). Students progressively acquire clinical skills in assessment and treatment of oral health problems within the scope of general dentistry. All treatment is rendered under the direct supervision of Utah-licensed dentists who are faculty of the CODM.

Clinical Medicine for General Dentists (DMD6410)

The goal of this Block is to develop students' ability to recognize the reciprocal influences of oral and systemic disease, to evaluate the patient's emotional and physical status, and to develop preventive and treatment strategies to assure appropriate patient management. An important outcome is to raise students' awareness of medical comorbidities that may be evident when interviewing and examining dental patients so that appropriate patient consultation and referral to the appropriate medical providers can occur in a timely manner.

Clinic Practice Team Conference 1 (DMD6420, DMD7420, DMD8420)

An important integrative learning experience for CODM dental students during the 2nd through 4th years will be the weekly *Clinical Practice Team (CPT) Conference* that students will attend and play progressively more active roles as they advance through the curriculum. The overall goal of the CPT Conferences is to provide a laboratory for students to experience the patient care and practice management principles communicated in other components of the curriculum. During weekly case assessment sessions, students will present patients they have encountered in the clinic who have challenging or unique medical and/or dental conditions for discussion of diagnostic and therapeutic strategies. For these case presentations, students will conduct a review of the evidence pertinent to the patient's condition and include their findings in the conference.

Remediation Program for Year 2

Five weeks at the conclusion of year two will be available for student remediation. It will be conducted in a similar format as the remediation program for year one, which was previously described.

Year Three

Ethical and Professional Practice 3 (DMD7100)

This Block is the continuation of Blocks DMD5100 and DMD6100 Ethics and Professional Practice 1 and 2. Discussions will focus on professional employment contracts, marketing, professional fees and collection of debts, patient termination, and other related risk management issues that affect clinical decision-making and patient care. Issues pertaining to the chemically-impaired patient or colleague will be included. The role of organized dentistry in providing venues for peer review will also be included. To support and reinforce the Ethics and Professional Practice Curriculum, the weekly Clinical Group Practice Conferences (DMD7420) will include patient scenarios that include issues of ethics and professionalism in a small-group setting. Students will also identify ethical issues and dilemma that they have encountered during patient care in the clinic and present/discuss these in seminars in the Ethical Practice block and in the CPT Conferences.

Dental Practice Readiness 3 (DMD7110)

See DMD6130.

Dental Public Health 3 (DMD7120)

During this Block, students learn how oral health care and medical care systems are organized and explore the structural, financial and personnel aspects of contemporary dental practices in the United States. Interactions among dentists, physicians, nurses and pharmacists are analyzed via case scenarios. Students are introduced to methods used by health services planners to develop, implement and evaluate community health programs, examine factors influencing formulation of dental health policies and learn about professional organizations for dentist and other health care providers. Students acquire knowledge about three key elements of oral health care systems (structure, financing, and personnel) and learn about the interaction of these components. Students compare models of oral health care systems including preferred provider organization and health maintenance organizations and develop an understanding of how dental care is financed.

Special and Vulnerable Patient Populations 1 (DMD7130)

The goal of this Block and a companion Block in the fourth year is to introduce students to the oral health care needs of special patient populations including the elderly and individuals with sensory (vision and hearing), physical disabilities and limitations, and developmental impairments (cognitive, psychological, social, physical). The oral health of vulnerable and underserved populations in the community including homeless and transient individuals will also be a focus. The third year Block focuses on the dental treatment of elderly patients. The geriatric population includes individuals who are frail elderly as well as healthy and vigorous senior citizens. Students will explore treatment considerations, behavioral and communication strategies and physical adaptation of the clinical environment for patients who may be physically challenged or have visual and hearing impairment. Students will learn about esthetic considerations for the aging population and issues associated with providing dental care for chronically ill, homebound and institutionalized patients. Students will visit elderly care and extended care facilities during this Block. Other learning outcomes related to the health care of special patients that will be addressed include: legal responsibilities of dentists in reporting patient abuse, informed consent issues for special needs patients, and choice of dental materials for special needs patients.

Primary Care Clinic (DMD7400)

CODM students will be organized into Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is comprised of 10 D2 students, 10 D3s and 10 D4s and 5-6 faculty practitioners. Typically, one or more D4s will be on a rotation in a different

clinic area. Each CPT is managed by two full-time clinical faculty that provide students with consistent mentoring and assessment and also ensure continuity of supervision for comprehensive patient care and student performance. Each Team will have a Patient Care Coordinator and a Scheduler / Administrative Assistant.

Integrated Clinical Sciences Seminar (ICS) (DMD7410)

This course requires students to read peer reviewed literature on various comprehensive, general practice issues and through critical thinking skills and group participation, discuss and arrive at interdisciplinary actions, techniques, medicaments and materials to provide comprehensive patient care solutions. Many of the discussions will be case based and focus on specific patient needs. Various faculty from different disciplines will lead class discussions: These will include general dentists, dental specialists, pharmacy, medicine and nursing faculty. Breakout sessions will be used for students to work together and arrive at independent conclusions. These will be presented to the faculty for further discussion and evaluation. The faculty will provide feedback and direction to the students as they seek comprehensive treatment solutions.

Clinical Practice Team Conference 2 (DMD7420)

Each Clinical Practice Team (CPT) will have weekly conferences for case assessments led by students, special topic presentations by dental specialists, and discuss management of the team's patient care activities including patient assignment and scheduling, group problem-solving, review of treatment outcomes and information sharing related to clinic operations. The CPT conferences will enable students to participate in patient assessment and treatment planning activities and allow them to contribute to the logistical coordination that underlies the overall disposition of health care services in the CODM Primary Care Clinic. The CPT conferences provide a laboratory for students to experience the patient care and practice management principles communicated in other components of the curriculum. During the case assessment sessions, students will present patients they are treating in the clinic who have challenging dental problems for discussion of diagnostic and therapeutic strategies. For these case presentations, students will conduct a literature review pertinent to the patient's condition and include their findings in the conference.

Management of Medical Emergencies (DMD7430)

During this Block, dental students learn common medical emergencies that may occur in the dental setting including syncope, allergy, anaphylaxis, hyperventilation, hypoglycemia, seizure, asthma, bronchospasm, angina pectoris, acute myocardial infarction, cardiac arrest, and stroke. By means of case studies, students learn symptoms, pathophysiology, prevention and management for medical emer-

gencies. Students learn the medical emergency drug kit and equipment and participate in simulations to rehearse application of emergency management techniques. Students also review assessment for potential medical problems, basic life support and airway management.

Urgent Care Rotation 1 (DMD7440)

Third and fourth year students will complete a one-week rotation in the CODM Urgent Care clinical area and may rotate to this clinic at other times as needed. The Urgent Care Clinic will accept walk-in patients and will function as a primary means for community access to dental care for emergent dental problems. Patients with urgent dental care needs that are beyond the capacity of the students and/or the time availability of the supervising faculty will be referred to dental specialists in the community.

National Board Part 2 Review (DMD7480)

Third year students will participate in a review block designed to prepare them for the NBDE Part 2 focusing on the clinical sciences. Students will review key knowledge areas for each of the exam components and complete practice tests including case-based questions as used on the exam.

Remediation Program for Year 3

For all didactic Blocks in year 3 where student achievement is measured primarily by written assessments, the remediation process will be similar to that previously described for years 1 and 2. Students identified as needed remediation in clinical competencies will have five weeks available to participate in a customized and defined program of clinical activities intended to enhance their clinical skills and enable them to demonstrate their readiness to advance to the next academic year. These activities may include simulation, direct patient care, or a combination thereof.

For students with deficiencies in clinical competencies and other areas of clinical performance, the 3rd year remediation program will culminate in a formal assessment of clinical skills. Students participating in summer remediation activities will not be assessed additional tuition, because the remediation program is a formal component of the third year of the CODM curriculum.

Year Four

Ethical and Professional Practice 4 (DMD8100)

The final component of the four-year Ethical Practice Curriculum provides students with a comprehensive understanding of the ethical, moral, and legal framework for the practice of dentistry nationally and within Utah. The function and the impact of the legal system upon the practice of dentistry will be described. Risk management issues will be discussed and risk prevention strategies presented,

with case-based discussions on such issues as informed consent, patient confidentiality, worker safety, managing patients with disabilities, and sexual harassment.

Special and Vulnerable Patient Populations 2 (DMD8110)

Students will explore issues related to oral health care for patients with cognitive or physical impairment, limited communication ability, psychological disorders and behavioral challenges. Assessment and treatment planning for patients with complex disabilities and medical co-morbidities is addressed through case studies. Topics include: determining capacity for dental treatment, planning and implementing dental treatment for individuals with impairments and medical co-morbidities, patient aids for home dental care for medically, physically or cognitively challenged persons, dental care for chronically ill, homebound and institutionalized patients, physical adaptation of the clinical environment for patients who are physically challenged or have visual and hearing impairment, and dental office design for compliance with the Americans with Disabilities Act.

Dental Practice Readiness 4 (DMD8130)

See DMD6130.

CLINICAL ROTATIONS

Patient Care in CODM Primary Care Clinic 3 (DMD8400) CODM Primary Care Clinic 3 Block Description: CODM students will be organized into Clinical Practice Teams (CPTs) based on a student to faculty ratio of six to one. Each CPT is comprised of 10 D2 students, 10 D3s and 10 D4s and 5-6 faculty practitioners. For most clinical sessions, the Team will be comprised of 10 D3s and 8-10 D4s working with four or five clinical faculty. Typically, one or more D4s will be on a rotation in a different clinic area.

Each CPT is managed by two full-time clinical faculty that provide students with consistent mentoring and assessment and also ensure continuity of supervision for comprehensive patient care and student performance. One faculty member serves as the Team Leader and another as the Assistant Team 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 health care needed to address the patients' needs. Each student will serve as a primary provider his/her family of patients and will coordinate the care for each of his/her patients. Each Team will have a Patient Care Coordinator and a Scheduler/ Administrative Assistant.

Integrated Clinical Sciences (ICS) Seminar 2 (DMD8410)

The 4th year ICS focuses on oral oncology, orofacial pain, advanced education in pharmacotherapeutics and interpretation of imaging studies.

Clinical Practice Team Conference 3 (DMD8420)

Each Clinical Practice Team (CPT) will have weekly conferences for case assessments led by students, special topic presentations by dental specialists, and discuss management of the team's patient care activities including patient assignment and scheduling, group problem-solving, review of treatment outcomes and information sharing related to clinic operations. The CPT conferences will enable students to participate in patient assessment and treatment planning activities and allow them to contribute to the logistical coordination that underlies the overall disposition of health care services in the CODM Primary Care Clinic. The CPT conferences provide a laboratory for students to experience the patient care and practice management principles communicated in other components of the curriculum. During the case assessment sessions, students will present patients they are treating in the clinic who have challenging dental problems for discussion of diagnostic and therapeutic strategies. For these case presentations, students will conduct a literature review pertinent to the patient's condition and include their findings in the conference.

Oral Surgery (DMD8430), Pediatric Dentistry (DMD8450), and Clinical Elective Rotation (DMD8470)

Fourth year students will complete three clinical rotations to facilitate focused learning and skill development. They will complete a two week Pediatric Dentistry Rotation focusing on oral health care for infants, children and adolescents. The Oral Surgery Rotation will be one week in length. Students can also select a Clinical Elective Rotation from a roster of available rotations, focusing on an area of dentistry of particular interest, with approval of the students' Clinical Practice Team Director. During these rotations, students will participate in case-based seminars along with supervised patient care.

Urgent Care Rotation – Fourth Year (DMD8440)

Third and fourth year students will complete a one week rotation in the CODM Urgent Care clinical area, each year, and may rotate to this clinic at other times as needed based on number of patient seeking assessment and treatment for acute pain, trauma, fractures, oral infections, damaged appliances and other dental problems. The Urgent Care Clinic will accept walk-in patients and will function as a primary means for community access to dental care for emergent dental problems. A CODM faculty member will be designated as Director of Urgent Care. This faculty member will supervise students' patient care activities supported by other clinical faculty as indicated by demand for emergent care. Patients with urgent dental care

needs that are beyond the capacity of the students and/or the time availability of the supervising faculty will be referred to dental specialists in the community.

Hospital Dentistry Rotation (DMD8460)

This Block will provide dental students with clinical experience for elderly, medically compromised, special needs and intact patients in a hospital dental clinic. The hospital clinic experience will be supplemented by daily “Hospital Dental Care Seminars”. Through the clinical experience in a hospital dental clinic and in the emergency department, students develop skills in management of patients with psychological disturbance, complex medical history, polypharmacy for multiple disorders, and physical disabilities. Students investigate patients’ medical status and assess patients’ abilities to withstand dental care. Students learn about the admitting and credentialing of dentists in a hospital.

(DMD8470)

See DMD8430.

CODM CLINICAL EDUCATION MODEL

The primary component of this theme is the treatment of patients by CODM students under the direct supervision of Utah-licensed dentists who are clinical faculty members.

The patient care facility at CODM is structured as a community oral health center with a mission to serve as a health care resource for the public as well as a training site for students. Student learning will occur in the context of the provision of patient care. The operational model for student learning in the junior and senior year clinical Block, Primary Dental Care Clinic (DMD7400 and 8400), is based on the principles used by outpatient ambulatory care centers: convenient access, prompt patient assessment, health care services provided in a team approach, and efficient delivery of services. Clinical staff will assume responsibility for the administrative functions of patient communication and screening, assignment of patients to students and patient scheduling to allow students to concentrate on learning and development of competency.

ORGANIZATION OF DENTAL STUDENTS’ CLINICAL EDUCATION

Dental students begin treating patients in the spring of the second year, with an increasing focus on patient care as they advance through the curriculum.

Students are organized into Clinical Practice Teams (CPTs), based on a student-to-faculty ratio of six to one. When the CODM reaches full enrollment, each CPT will be comprised of 30 students (10 D2s, 10 D3s and 10 D4s) and 6 clinical faculty, plus a patient care coordinator and one additional clinical support staff member. Second year stu-

dents will begin their patient care activities during the second half of the D2 year, and will participate in the CPT Conferences that are described in the next paragraph.

The CPTs consists of a group of full-time faculty that will provide students with consistent mentoring and assessment and also ensure continuity of supervision for comprehensive patient care. One faculty member serves as the CPT Leader and another as the Assistant Leader. It is anticipated that faculty of each CPT will include 2-3 general dentists and 2-3 faculty from other dental specialty areas to provide students with multi-disciplinary expertise and perspectives.

A key educational component of the CPTs will be weekly Clinical Practice Team Conferences (DMD6420, 7420 and 8420) that serve as an integrative learning experience. Teams will use these weekly conferences for case assessment seminars led by students, special topic presentations by dental specialists and logistical management of the team’s activities including patient triage and scheduling, group problem-solving, review of treatment outcomes and information sharing related to clinic operations. The conferences will allow students to participate in patient assessment and treatment planning and allow students to directly contribute to coordination of patient care.

Due to the nature of the patient care involved, fourth year students will complete clinical rotations in Pediatric Dentistry (DMD8450) and in Oral and Maxillofacial Surgery (DMD8430). These rotations are 1-2 weeks in duration and will occur in sections of the CODM clinic devoted to dental care for infants and children and designed for surgical procedures. Fourth year students will also complete a one week Hospital Dentistry Rotation (DMD8460) and be able to select a Clinical Elective Rotation (DMD8470) focusing on a particular aspect of primary dental care in consultation with their CPT leaders. All students will participate in an Urgent Care Rotation (DMD7440 and 8440) in both the third and fourth years.

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 needing personal counseling services about non-academic issues (e.g., grief counseling, alcohol, substance abuse and mental health) should contact the Registrar/Student Services Office. While these services are not directly provided by the University, the Registrar/Student Services Office provides students with a confidential venue to address these issues, and they can work with the student for

appropriate referrals to off-campus resources. Further, a list of appropriate resources is available on the University website.

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

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

In addition to the assistance that is available for students with academic difficulties, efforts are made to encourage students with learning disabilities to self-identify before any academic problems arise. Upon matriculation to the CODM, 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 will 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 several CODM committees including but not limited to:

- Accreditation Steering Committee (1 student from each class with voting privileges)
- 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)

College of Dental Medicine students also have the opportunity to serve on the University level as a student member of Roseman University's Student Governance Committee. Students also serve on the CODM's Student Council, as well as on various ad hoc committees appointed by the Dean to address specific, short-term issues.

The CODM has established the following student organizations:

- Student Council
- American Student Dental Association (ASDA)
- American Dental Education Association (ADEA)
- Student Professionalism and Ethics Association (SPEA)
- American Association of Women Dentists (AAWD)

Additionally, the following organizations are preparing requests to the University in order to become officially recognized student organizations:

- Evidence Based Study Group (EBD)
- Academy of General Dentistry (AGD)
- Advanced Dental Education Club (ADEC)

Students may opt to develop additional organizations. The University's policies and registration procedures for student organizations are available through the University's Office of the Registrar/Student Services.

Description of Student Organizations and Clubs are available online at www.roseman.edu.



COLLEGE OF DENTAL MEDICINE – NEVADA

**Advanced Education In Orthodontics And Dentofacial Orthopedics/
Master of Business Administration Program (AEODO/MBA)**

Dean
(702) 968-1652

AEODO/MBA MISSION, VISION, CORE VALUES AND GOALS

The AEODO/MBA Residency Program's Mission, Vision, Core Values and Goals are consistent with those established by Roseman University of Health Sciences.

Mission

The AEODO/MBA Residency Program prepares competent oral health care professionals. We also address the oral health care needs of the regions we serve through our innovative educational programs, scholarship and public service.

Vision

We envision a vibrant Program, nationally identified as an innovative College that fully contributes the benefits of teaching, scholarship and service to society.

Core Values

People: We derive strength and vitality from each other and the constituencies we serve. We care about the current and future welfare of our students, residents, staff and faculty.

Diversity: We welcome and respect differences in our community and the culturally diverse populations we serve. We appreciate the dynamism and uniqueness of different cultures.

Ethics: We maintain our integrity through principled action and ethical decision making. We foster the development of ethical professionalism in our students and residents.

Scholarship: We acknowledge and encourage the pursuit of scholarship, including discovery, teaching, integration and application. We uphold the rights and responsibilities of academic freedom and academic integrity.

Teaching and Learning: We believe that our students and residents want to succeed and are capable of high levels of achievement, given the opportunity to be actively involved in the learning process. We provide a teaching and learning environment that prepares students and residents to become competent, caring, ethical oral health care professionals and life-long learners dedicated to providing service to citizens of Nevada and the surrounding regions.

Accountability: We have a special relationship with and are accountable to, our students and residents and their future employment. We actively strive to improve the quality of life of the people in the regions we serve. We make sound financial decisions to ensure that we possess the human, physical, clinical and financial resources appropriate to the academic programs, scholarship and services.

Improvement: We are committed to assess and analyze program outcomes data and use the results to chart a course that reflects our high expectations for continued excellence.

Goals

The AEODO/MBA program's goals are consistent with the established goals of Roseman University of Health Sciences, as depicted below:

- Provide strong and diverse clinical and didactic training, including MBA, for all students/residents
- Provide affordable and excellent oral health care to all citizens of Nevada and surrounding regions
- Provide an environment that promotes clinical excellence, ethical behavior, professional growth and intellectual collaboration with faculty and colleagues
- Provide support for faculty professional development through support of meetings/continuing education, research, etc.
- Encourage, support and recruit faculty, staff and students/residents from under-represented minorities or diverse backgrounds while maintaining superior quality and outcomes

Collaboration

We foster enduring relationships with alumni, friends and community partners.

ADVANCED EDUCATION IN ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS/MBA RESIDENCY PROGRAM

About the Profession

According to the American Association of Orthodontists, "Just as there are specialists in medicine (such as cardiologists, gastroenterologists, neurologists, etc.), there are specialists in dentistry. Orthodontists are dental specialists who dedicate their professional lives to correcting misaligned teeth and jaws. "Orthodontists are qualified 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 de-

signed to train and prepare a highly select group of dentists in the field of orthodontics and dentofacial orthopedics.”*

*American Association of Orthodontists

Program Overview

The Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration (AEODO/MBA) Residency program is a three-year postdoctoral program designed to provide an excellent and comprehensive education in orthodontics and dentofacial orthopedics, as well as business administration, ultimately preparing the graduates to achieve their utmost clinical, scholarly and professional development potential. While utilizing the innovative and effective “block system,” as set forth by Roseman University of Health Sciences, this program will focus on lifelong learning, clinical excellence, expertise in sound business management, and providing outstanding oral health care to a diverse population. Furthermore, core values of distinction, proficiency, integrity and leadership will be stressed throughout the students’/residents’ education at the College of Dental Medicine. Upon successful completion of said program and fulfillment of all set forth requirements, graduates will be granted a Certificate in Orthodontics and Dentofacial Orthopedics, as well as a Master of Business Administration (MBA) Degree.

Faculty

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

ADMISSIONS CRITERIA, POLICIES AND PROCEDURES

Application and Admission Process

Roseman University of Health Sciences seeks to admit a diverse student population with demonstrated academic competency and commitment to their respective professions.

Admission Requirements

Admission to Roseman University of Health Sciences Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration (AEODO/MBA) Postdoctoral Residency program is granted to a very select number of highly qualified dentists who are able to demonstrate superb didactic, clinical, ethical and interpersonal capabilities, leading to a proclivity to succeed in their chosen profession.

Applicants will be evaluated based on a number of qualitative and quantitative measures including, but not limited to: superb clinical skills, previous work/volunteer experience, success in dental school, strength of personal statement and letters of recommendation, abil-

ity to demonstrate good communication skills and work ethics, a desire to help others, aspiration to learn, compassion, leadership potential, intellectual ability, maturity, motivation to succeed, flexibility and teamwork.

Additionally, to be considered for admission to the AEODO/MBA Residency program, the candidate must demonstrate the ability to accomplish the following prior to enrollment in the program:

- Successfully complete the Postdoctoral Application Support Service (PASS) and Supplemental applications, submit all required documents and pay applicable application fees prior to established deadline. Have graduated from an accredited U.S. or Canadian dental school;
- Have successfully completed National Dental Board Examination Part I and Part II;
- Completed the required interview process;
- Be in good academic, moral and ethical standing;
- Be proficient in the English language; and
- Be eligible for a dental license in the State of Nevada, which will include the completion of a background investigation for submission to the Nevada State Board of Dental Examiners for contact information.

Application Process

The following must be provided prior to being considered for an interview for the CDM AEODO/MBA Residency Program:

- Completed PASS Application;
- Completed Roseman Supplemental Application;
- Current curriculum vitae sent directory to Roseman University of Health Sciences;
- Supplemental Application Fee – Non-refundable – U.S. \$50 made payable to “Roseman University”;
- Official National Dental Board Score(s) (Reported Through PASS Via Dean’s Letter);
- Official Dental School Transcript, sent directly to PASS; and
- Three letters of recommendation, sent directly to PASS:
 - One from Dean of dental school (or Dean/Associate Dean of Student Affairs)
 - One from Orthodontic Chair, Program Director or orthodontic faculty in dental school
 - One from other dental school faculty or orthodontic private practitioner with whom you have worked closely.

Mailing address:

Attention: Dr. Jaleh Pourhamidi
Dean, College of Dental Medicine, Henderson Campus, and Program
Director
Advanced Education in Orthodontics and Dentofacial Orthopedics/MBA Residency Program; Associate Professor of Dental Medicine
College of Dental Medicine
Roseman University of Health Sciences
11 Sunset Way
Henderson, NV 89014-2333

The AEODO/MBA Admissions Committee will thoroughly review all completed applications and subsequently invite a select group of applicants for interviews. You will be notified of the status of your application via email once the Admissions Committee has reached its final decision.

Application Fee

Applicants to the Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration Residency Program must pay a supplemental application fee of \$50. This fee is non-refundable.

Interview

Once the AEODO/MBA Admissions Committee has thoroughly reviewed all applications, it will invite a select group for on-campus interviews. An interview is required for acceptance in the AEODO/MBA Residency program. During the interview, members of the Admissions Committee will assess certain qualities about the candidates, including but not limited to: professionalism, a desire help others, aspiration to learn, problem solving abilities, compassion, leadership potential, intellectual ability, maturity, motivation to succeed, flexibility, teamwork, good communication skills and outstanding work ethics.

Deposit

Applicants granted admission into the AEODO/MBA Residency program will receive a formal written offer from the Program Director. Applicants receiving this formal offer have seven (7) business days (M-F) to notify the University, in writing, whether they wish to have a place reserved in the upcoming class.

Additionally, the applicant's written acceptance of the University's offer must be accompanied by a check or money order for \$2,500, payable to the "Roseman University," to reserve a seat in the class and is applied toward the first year's tuition.

Graduate Management Admissions Test (GMAT)/Graduate Record Examinations (GRE)

Graduate Management Admissions Test (GMAT) and Graduate Record Examinations (GRE) are currently not required for admission to the AEODO/MBA Residency Program. Due to the highly selective nature of this residency, it is expected that those candidates selected for admission to the AEODO/MBA Residency program will also be successful in completing the MBA program. Therefore, a separate application and admission process will not be required by the MBA program prior to enrollment and acceptance into the program.

Nevada State Board of Dental Examiners

Nevada State Board of Dental Examiners necessitates that all dental residents must obtain a license to practice dentistry in the State of Nevada. For more information regarding the protocol, time-line, and all required documents leading to licensure, please contact:

Kathleen Kelly, 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.775, it is required that all health care providers present documentation of having received the following immunizations:

- Tetanus-Diphtheria (TD) - within the last 10 years or documentation of Tdap. If an individual is due for TD booster, it is recommended by the Center for Disease Control for healthcare personnel to receive the Tdap booster
- Two doses of live measles (Rubeola)
- Two mumps
- One rubella
- Hepatitis B- Proof of completion of three shot series or serologic titer showing immunity
- Tuberculosis (TB) - yearly Purified Protein Derivative (PPD) or chest x-ray must be provided.
- Positive PPD or X-ray must be followed up by a physician with written certification that individual is not a health risk
- The following are acceptable proof of immunization: childhood immunization card signed by a physician or nurse including the facility name and address; high school or college records; military, state or county records; lab report that indicates immunity (Titer test for MMR).
- 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

Course Descriptions

ADE 810: Preclinical Orthodontic Simulation Laboratory – 2 credit hours

This preparatory course will introduce several fundamental topics to the residents including but not limited to: history of modern orthodontics; biology of tooth movement; Edgewise bracket and appliance; archwire concepts; bracket and appliance concepts; applied biomechanics and mechanical concepts; auxiliaries; mechanical and lab techniques; typodont treatment; orthodontic dictionary and orthodontic abbreviation dictionary.

ADE 811: Introduction to Clinical Orthodontics (Boot Camp) – 2 credit hours

This extensive and in-depth course will serve as an introduction and overview of the specialty of orthodontics and dentofacial orthopedics, and prepares the orthodontic residents for an advanced education in this dental specialty.

ADE 812, 832 & 852: Diagnosis, Treatment Planning and Case Presentations (I, II & III) – 30 credit hours total 812: 8; 832: 12; 852:10

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 course will allow interaction and discussion between all faculty and residents during the case presentations.

ADE 813, 833 & 853: Clinical Seminars (I, II & III) – 32 credit hours total 813: 11; 833: 15; 853: 8

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) – 49 credit hours total 814: 12; 834: 18; 854:19

These clinical sessions will allow the residents, with direct supervision from attending orthodontic faculty, to screen, diagnose, treatment plan, treat and/or manage the varied orthodontic malocclusions of their patients. Different techniques and appliances will be utilized by faculty, allowing the residents an expansive and comprehensive education in orthodontics.

ADE 815, 835 & 855: Seminars in Contemporary Orthodontics (I, II & III) – 9 credit hours total 815: 3; 835: 3; 855:3

The residents will be required to attend periodic seminars in which the latest ideas, techniques and armamentarium in orthodontics are presented by experts in their fields. These seminars will be instru-

mental in reaching our goal of providing an innovative, novel, and state of the art education to our orthodontic residents.

ADE 816 & 836: Biomechanics (I & II) – 4 credit hours total 816: 2; 836: 2

This block provides lectures in fundamentals of physics and engineering and their application in orthodontic techniques. A thorough presentation of the biology of tooth movement is presented, as well as mechanotherapy in various orthodontic techniques and critical evaluation of biomechanical concepts and materials leading to efficient tooth movement.

ADE 817, 837 & 857: Classic and Current Literature Review (I, II & III) – 37 credit hours total 817: 15; 837: 20; 857:2

This course 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 course will be instrumental in preparation of the residents for the American Board of Orthodontics certification examination.

ADE 818: Cephalometrics – 4 credit hours

This is a course aimed at a thorough understanding of the craniofacial radiographic techniques, with emphasis on historical as well as contemporary uses of 2D and 3D cephalometric radiography. This course will introduce the residents to the clinical uses of cephalometrics for orthodontic diagnosis and treatment planning using the latest available technology.

ADE 838: Functional and Orthopedic Appliances – 2 Credit hours

This informative course will familiarize the residents with the design, theoretical indications, and clinical application of various craniofacial orthopedic devices, including but not limited to: various types of headgear appliances, chin cups and numerous functional appliance. The residents will also review pertinent literature to learn the history and current theories of use for such devices.

ADE 839: Tweed Course – 4 Credit Hours

The residents, in their second year of education, will be required to attend and successfully complete the Tweed Course conducted in Tucson, Arizona. The residents will be given time off from clinic and other didactic courses to attend the course.

ADE 858: Temporary Anchorage Devices (TADs) and Orthodontic Treatment – 1 credit hour

This innovative and contemporary block will expose the residents to the latest tools and technology in tooth movement. Residents will learn the theoretical and conceptual facts as well as clinical and real

life utilization of TAD's in routine orthodontic treatment for increased efficiency and superior biomechanics in orthodontics.

ADE 859: American Board of Orthodontics Written Examination – 1 credit hours

This block is a two-year long, continuous course which consists of the residents' preparation for the American Board of Orthodontics Written Examination and culminates in the examination in the early summer of their second year of education. Residents must successfully complete this examination in order to pass the course and subsequently be eligible for graduation.

ADE 910: Introduction to Roseman University of Health Sciences, CDM and the AEODO/MBA Program – 1 credit hour

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

ADE 911: Management of Medical Emergencies and CPR Training – .5 credit hours

This course will provide the residents with a review of diagnosis and management of common medical emergencies, as well as a training session in cardiopulmonary resuscitation, with practical demonstrations and examinations which will lead to certification in basic CPR.

ADE 912: 2D and 3D Craniofacial Imaging – 2 credit hours

This block will familiarize the residents with state of the art 2D and 3D techniques in radiology and imaging such as digital imaging and cone beam computerized tomography, and their utilization in diagnosis and treatment of patients in any area of oral health.

ADE 913, 933 & 953: Research (I, II & III) – 16 credit hours total 913: 4; 933: 4; 953: 8

Residents will work with faculty mentors in carrying out meaningful research projects. 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 914, 934 & 954: Interdisciplinary Dentistry (I, II & III) – 4 credit hours total 914: 1; 934: 1; 954: 2

Expert in various fields of general and specialty dentistry will provide residents with an overview of latest techniques and concepts as they relate clinical treatment of patients needing multidisciplinary care. Included will be diagnosis, treatment and management of patients, as well as the specific role of the different specialists in overall care of patient.

ADE 915: Research Design, Methodology and Statistics– 2 credit hours

This course is comprised of a study of biostatistical concepts in evaluating literature and clinical trial designs.

ADE 916: Craniofacial Growth and Development – 2 credit hours

This course block will allow the residents to explore the basic qualitative and quantitative changes that take place during pre- and post-natal 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 917, 937 & 957: Community Outreach (I, II & III) – 6 Credit hours total 917: 2; 937: 2; 957: 2

Residents will be required to provide various types of scheduled community service throughout their education. This will assist the residents in gaining insight to the oral health needs of various populations in Southern Nevada and surrounding regions.

ADE 918, 938 & 958: Management and Treatment of the Cleft Palate Patient (I, II & III) – 6 credit hours total 918: 2; 938: 2; 958: 2

This block will consist of lectures and case presentation seminars related to the various problems encountered in the management and treatment of patients with cleft palate. Emphasis is placed on the importance of long-term, interdisciplinary management and rehabilitation of these patients in consultation with other medical and dental health care providers. Issues such as epidemiology and etiology of the congenital anomaly, psychology, speech pathology, timing of surgery and various stages of treatment will be addressed, as will special problems one might encounter with this particular group of patients.

ADE 930: Functional Occlusion and Temporomandibular Joint Disorders – 2 credit hour

This important course will provide the residents an overview of detailed anatomy of the joint as well as specific pathologies and modes of treatment and management for specific disorder or pathologies.

ADE 931: Craniofacial Anomalies – 1 credit hour

This course 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.

ADE 932: Biomedical Sciences – 4 credit hours

This course 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

ADE 935: Oral Pathology – 2 credit hours

Emphasis in this course is placed on diseases of the oral cavity, with a thorough review of the genetic, clinical and radiographic signs and markers for each disease. Residents will be expected to fully comprehend the most common pathologies encountered by oral health care providers, including diagnosis and treatment options for such pathologies.

ADE 936: Graduate Teaching – 1 credit hour

Under supervision and guidance of faculty, residents will apply much of what they have learned in their first year of education to collectively design and teach a formal class to first year residents. 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.

MBA/ADE 510: Leadership Communication – 3 credit hours

This course prepares residents with the writing, public speaking and teamwork foundation they will need throughout the program and throughout their careers.

MBA/ADE 520: Financial Accounting – 3 credit hours

Accounting provides the primary channel of communicating information about business economic activities. Residents will be able to use accounting as a tool for communicating financial results; and understand financial statements and accounting reports.

MBA/ADE 530: Legal Environment and Corporate Responsibility – 3 credit hours

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

MBA/ADE 540: Statistical Methods for Decision Making – 3 credit hours

Basic statistical techniques for decision-making including frequency, probability, sampling, estimation, tests of hypotheses, regression and correlation analysis.

MBA/ADE 550: Managerial Economics – 3 credit hours

This course focuses on the study of the economic environment and their implications for the firm. The residents will understand the impact of supply and demand, the theory and estimation of production and cost, pricing and output decisions, risk and uncertainty, and government and industry.

MBA/ADE 560: Foundations of Management – 3 credit hours

This course provides the residents with foundation concepts in marketing, organization-al behavior, human resource, management, management principles, operations management, business policy, and strategy.

MBA/ADE 605: Human Resources Management – 3 Credit hours

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

MBA/ADE 610: Organizational Behavior and Leadership – 3 credit hours

This course focuses on how to become an effective leader by understanding and influencing human behavior. Residents will be able to understand organizational culture; understand individual behavior; understand group behavior and interpersonal influence; understand organizational processes; and understand organization systems.

MBA/ADE 620: Marketing – 3 credit hours

This course focuses on how to create and communicate value to customers. The residents will be able to create value for customers/patients; target market selection and product positioning; and communicate value.

MBA/ADE 630: Operations Management – 3 credit hours

This course focuses on developing residents' knowledge and skills to align an organization's operations with its competitive position.

Residents will be able to understand the strategic importance of operations in service delivery; understand operating system design; manage the supply chain; and apply quality assurance tools.

MBA/ADE 660: Finance – 3 credit hours

This course examines how financial decisions can create value. Residents will be able to apply the basic principles of corporate finance, including working capital management and long-term financial management; understand the function of financial institutions and capital markets; and apply capital budgeting, discounted cash flow valuation, and risk analysis techniques.

MBA/ADE 670: Strategic Management – 3 credit hours

This course focuses on developing strategy formulation and implementation skills. The residents will be able to generate superior customer value; develop and sustain competitive advantage; balance opportunities and risks; and apply analytical tools to perform in-depth analysis of industries and competitors, competitive behavior, and sustainable competitive advantage.

MBA/ADE 680: Advanced Finance – 3 credit hours

This course focuses on how to evaluate complex investments, how to establish firm financial policies, and how to integrate financial decisions. Residents will be able to perform advanced valuation analysis of firms, projects, and options; make strategic decisions involving financing, risk management, and dividend policies; and integrate financial decisions with other strategic decisions.

MBA/ADE 690: Entrepreneurship – 3 credit hours

This MBA program's capstone course provides residents an opportunity to construct, integrate, and refine their business plans and present them to external reviewers for evaluation. The residents will be able to understand entrepreneurial fundamentals and identify opportunities; perform valuation and risk assessment; and understand strategies for mobilizing resources, managing contingencies, and growing and harvesting products and services.

MBA 750A – Seminar in Dental (Orthodontic) Practice Management

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

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COLLEGE OF DENTAL MEDICINE
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**COLLEGE OF DENTAL MEDICINE FACULTY,
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Main Fax: (702) 990-4435

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Chancellor's Office	(702) 968-2038
Community Outreach	(702) 968-2055
College of Dental Medicine	(702) 968-5222
Fundraising/Institutional Advancement	(702) 968-1619
Facilities Management	(702) 968-2037
Financial Aid	(702) 968-1635
Help Desk (IT)	(702) 968-2030
Library	(702) 968-2040
Marketing/Public Relations	(702) 968-1633
MBA Program Admissions	(702) 968-1661
Nursing Admissions	(702) 968-2075
Personnel/Human Resources (HR)	(702) 968-1611
Pharmacy Admissions	(702) 968-2007
President's Office	(702) 968-2020
Reception	(702) 968-2000
Registrar/Student Services	(702) 968-2029
Security	(702) 968-2037
University Relations	(702) 968-2055

South Jordan, UT

Main Telephone: (801) 302-2600

Main Fax: (801) 302-0768

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Facilities	(801) 878-1025
Financial Aid	(801) 878-1031
Help Desk (IT)	(801) 878-1010
Library	(801) 878-1020
Marketing /Public Relations	(801) 878-1035
Nursing Admissions	(801) 878-1063
Reception	(801) 878-1000
Registrar/Student Services	(801) 878-1040



**Authorization to Release Student Education Record Information
(FERPA/WRITTEN CONSENT WAIVER)**

The Family Educational Rights and Privacy Act of 1974 (FERPA) establishes the privacy rights of students (parents if the student is under 18) with regard to educational records. The Act makes provisions for inspection, review and amendment of educational records by the student for disclosure of such records to third parties. The consent must be in writing, signed and dated by the student and must specify records to be released, the reason for release, and the names of the parties to whom such records to be released. The Act applies to all persons formerly and currently enrolled at an educational institution. No exclusion is made for students which are non-U.S. citizens. The Act does not apply to a person who has applied for admission, those who never actually enrolled in or attended the institution, and deceased persons. This form must be completed in order for the University of Southern Nevada to comply with any request.

STUDENT INFORMATION

Student ID-not the SS# Last Name First Name Middle Initial

Street Address City State Zip

Telephone

Email

PERSON(S) TO WHOM INFORMATION MAY BE RELEASED

Last Name First Name Relationship to student

Last Name First Name Relationship to student

I have read and understand the attached FERPA information regarding my academic record and directory information. Further, I am giving permission to ROSEMAN authorized personnel to discuss information with the above named person(s) relevant to those areas marked below:

☐ Entire Record ☐ Grades ☐ Classes ☐ Finances ☐ Other (Please specify)

☐ Do not share any parts of my records

☐ Photos-I do not want my photo published in any university publication.

I further understand and have read the disclosure information as outlined in the catalog and will contact the Registrar' Office in writing should I wish to rescind or modify this waiver.

Student Signature

Date

WAIVER WILL REMAIN IN EFFECT UNTIL RESCINDED BY STUDENT