



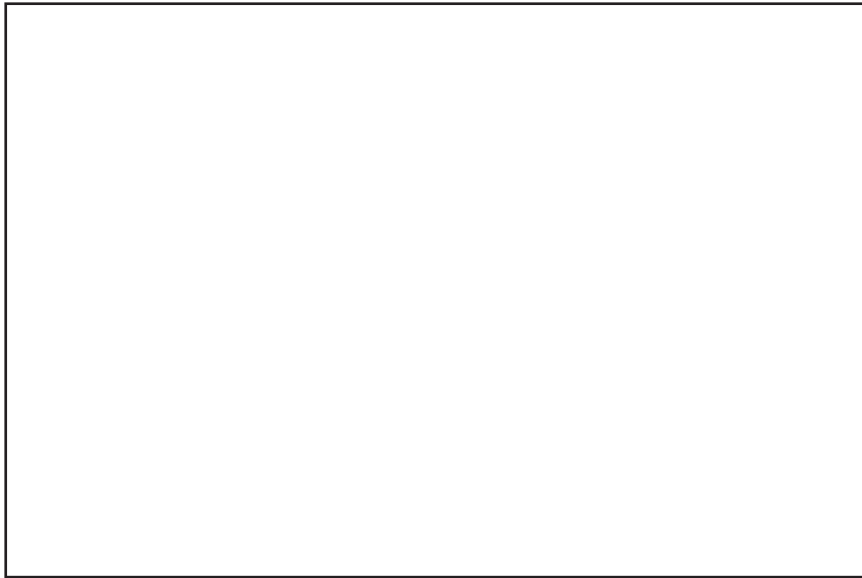
CREIGHTON UNIVERSITY BULLETIN

2001-2003 ISSUE SCHOOL OF DENTISTRY

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The Boyne School of Dental Science (above) in the foreground and the Creighton University Saint Joseph Medical Center in the background.

A pleasant walkway (below) separates the Boyne Building and the Bio-Information Center, which houses the Creighton Health Sciences Library, Learning Resource Center, and Media Services departments.

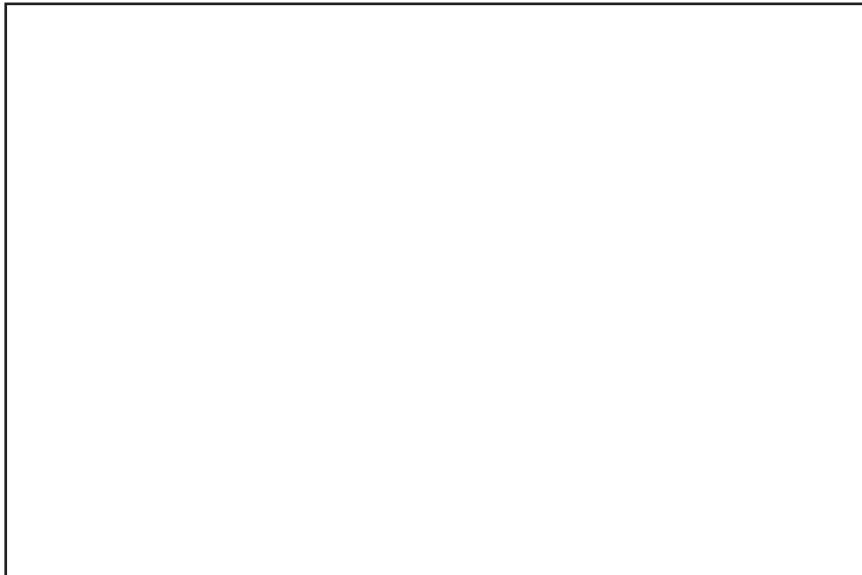




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|---|---|



CALENDAR

FIRST SEMESTER, 2001 – 02

2001

| | | |
|------------------|---------------|--|
| August | 6, Monday | Begin regular classes / clinic hours (Jr / Sr) |
| | 6, Monday | Begin Sophomore special classes |
| | 13, Monday | Freshman Orientation begins |
| | 15, Wednesday | Freshman registration |
| | 16, Thursday | Freshman classes / labs begin |
| September | 20, Monday | Sophomore regular classes / labs begin |
| | 3, Monday | Labor Day; no classes |
| | 4, Tuesday | School resumes |
| | 12, Wednesday | Mass of the Holy Spirit, 11:00AM St. John's Church |
| | 21, Friday | End of First Quarter (Sr) |
| October | 28, Friday | End of First Quarter (Jr) |
| | 12, Friday | End of First Quarter (Fr / So) |
| | 17, Wednesday | Fall Recess begins |
| | 22, Monday | School resumes |
| November | 7, Wednesday | Final examinations begin (Sr) |
| | 21, Wednesday | Thanksgiving Recess begins |
| | 22, Thursday | Thanksgiving Day Mass, 9:00AM St. John's Church |
| | 26, Monday | School resumes |
| December | 5, Wednesday | Final examination begin (Jr) |
| | 6, Thursday | Final examinations begin (Fr / So) |
| | 11, Tuesday | Cut-off for First Semester clinic credit |
| | 14, Friday | End of First Semester |
| | 15, Saturday | Commencement |

SECOND SEMESTER, 2001 – 02

2002

| | | |
|-----------------|---------------|--|
| January | 2, Wednesday | Classes, laboratories, and clinics resume |
| February | 22, Friday | End of Third Quarter |
| March | 1, Friday | Spring Recess begins after last class, laboratory, or Clinic |
| | 11, Monday | School resumes |
| | 29, Friday | Good Friday; no classes |
| April | 1, Monday | School resumes |
| | 17, Wednesday | Final examinations begin (Jr) |
| | 19, Friday | Spring Dental Assembly; no classes |
| | 22, Monday | Final examinations begin (Fr / So) |
| | 30, Tuesday | Last day of required attendance for Second Semester except for degree candidates and student subject to clinical assignments |

SUMMER CLINIC, 2002

2002

| | | |
|-------------|-------------|--------------------------------|
| May | 6, Monday | Summer Clinic begins (Jr / Sr) |
| | 6, Monday | Clinic Orientation (Jr) |
| | 7, Tuesday | Summer classes begin (Jr) |
| | 27, Monday | Memorial Day; no classes |
| | 28, Tuesday | Summer Session resumes |
| July | 4, Thursday | Independence Day; no classes |
| | 5, Friday | Summer Session ends |

FIRST SEMESTER, 2002 – 03 (Tentative)





2002

| | | |
|------------------|----------------------|--|
| August | 5, <i>Monday</i> | Begin regular classes / clinic hours (Jr / Sr) |
| | 5, <i>Monday</i> | Begin Sophomore special classes |
| | 12, <i>Monday</i> | Freshman Orientation begins |
| | 14, <i>Wednesday</i> | Freshman registration |
| | 15, <i>Thursday</i> | Freshman classes / labs begin |
| | 19, <i>Monday</i> | Sophomore regular classes / labs begin |
| September | 2, <i>Monday</i> | Labor Day; no classes |
| | 3, <i>Tuesday</i> | School resumes |
| | 11, <i>Wednesday</i> | Mass of the Holy Spirit, 11:00AM St. John's Church |
| | 20, <i>Friday</i> | End of First Quarter (Sr) |
| | 27, <i>Friday</i> | End of First Quarter (Jr) |
| October | 11, <i>Friday</i> | End of First Quarter (Fr / So) |
| | 16, <i>Wednesday</i> | Fall Recess begins |
| | 21, <i>Monday</i> | School resumes |
| November | 6, <i>Wednesday</i> | Final examinations begin (Sr) |
| | 20, <i>Wednesday</i> | Thanksgiving Recess begins |
| | 21, <i>Thursday</i> | Thanksgiving Day Mass, 9:00AM St. John's Church |
| | 25, <i>Monday</i> | School resumes |
| December | 4, <i>Wednesday</i> | Final examination begin (Jr) |
| | 5, <i>Thursday</i> | Final examinations begin (Fr / So) |
| | 10, <i>Tuesday</i> | Cut-off for First Semester clinic credit |
| | 13, <i>Friday</i> | End of First Semester |
| | 14, <i>Saturday</i> | Commencement |

SECOND SEMESTER, 2002 – 03 (Tentative)

2003

| | | |
|-----------------|----------------------|--|
| January | 2, <i>Thursday</i> | Classes, laboratories, and clinics resume |
| February | 21, <i>Friday</i> | End of Third Quarter |
| | 28, <i>Friday</i> | Spring Recess begins after last class, laboratory, or clinic |
| March | 10, <i>Monday</i> | School resumes |
| April | 16, <i>Wednesday</i> | Final examinations begin (Jr) |
| | 18, <i>Friday</i> | Good Friday; no classes |
| | 21, <i>Monday</i> | School resumes |
| | 21, <i>Monday</i> | Final examinations begin (Fr / So) |
| | 25, <i>Friday</i> | Spring Dental Assembly; no classes |
| | 29, <i>Tuesday</i> | Last day of required attendance for Second Semester except for degree candidates and student subject to clinical assignments |

SUMMER CLINIC, 2003 (Tentative)

2003

| | | |
|-------------|--------------------|--------------------------------|
| May | 5, <i>Monday</i> | Summer Clinic begins (Jr / Sr) |
| | 5, <i>Monday</i> | Clinic Orientation (Jr) |
| | 6, <i>Tuesday</i> | Summer classes begin (Jr) |
| | 26, <i>Monday</i> | Memorial Day; no classes |
| | 27, <i>Tuesday</i> | Summer Session resumes |
| July | 4, <i>Friday</i> | Independence Day; no classes |
| | 4, <i>Friday</i> | Summer Session ends |





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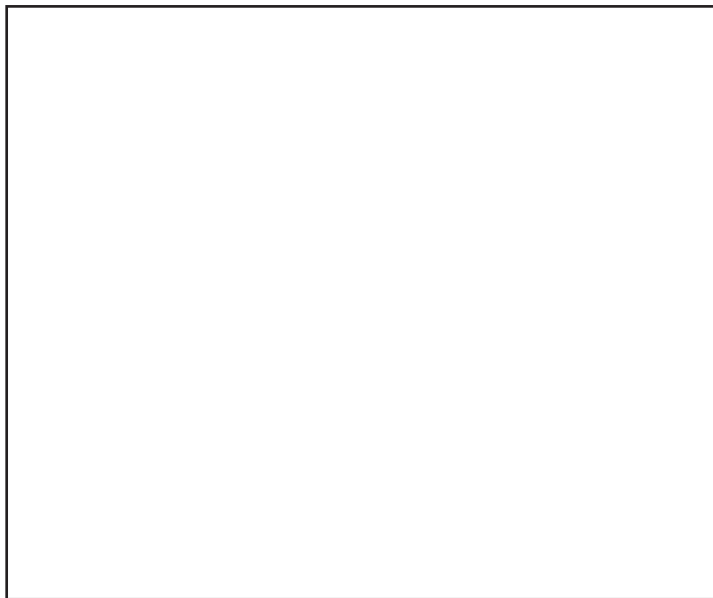


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| | |
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GENERAL INFORMATION

Creighton University is by far the most diverse educational institution of its size in the nation. The combination of relatively small size and unusual diversity is the key to appreciation of Creighton University's excellence.

With an enrollment of 6,158 persons taught by a faculty of 1,361, Creighton has set as its goal the conduct of higher education in the context of Christian values.

Founded in 1878, Creighton is coeducational, independent, and has always been operated by the Jesuits in the traditions of that Catholic religious order. Creighton has a faculty and student body made up of individuals of many races and faiths from every geographical region of the United States and from numerous foreign nations.

Creighton is a university in the true sense. In addition to the College of Arts and Sciences, Creighton has a College of Business Administration, University College, Schools of Dentistry, Medicine, Law, Nursing, and Pharmacy and Allied Health Professions, and a Graduate School offering master and doctorate degrees. Creighton has been active in the establishment of continuing education programs and of a Summer Session of modern design for the contemporary educational consumer. The University College offers undergraduate degree and certificate programs for part-time students and specializes in noncredit offerings for adults.

Thirty-eight percent of the University's students are enrolled in the College of Arts and Sciences, 29 percent in the health sciences professions, 9 percent in Business Administration, 8 percent in University College, 8 percent in law, and 8 percent in the Graduate School.

LOCATION

Omaha, Nebraska is the very heart of America. Originally settled by the Omaha Indian Tribe, Omaha was soon a favorite stop for early settlers traveling up the Missouri River. Omaha's frontier traditions and values have remained largely intact as the city has progressed toward the 21st century.

Omaha is a city of 373,361 that serves as a regional center. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. The center of a metropolitan area of 698,875 persons, Omaha has rolling hills and tree-lined streets.

Creighton University is perfectly situated to enjoy both the charm and beauty of the city and its cultural and recreational attractions. The campus is minutes from downtown theatre, shopping, government and financial districts; Central Park Mall and the Heartland of America Park, the jewels of downtown Omaha's scenic riverfront development; Henry Doorly Zoo, which features the world's largest indoor tropical rainforest, a 450,000 gallon walk-through aquarium and IMAX Theatre; and Rosenblatt Stadium, home of the NCAA College World Series and the Omaha Golden Spikes.

Omaha is the home of the internationally acclaimed Opera Omaha, Ballet Omaha, and Omaha Symphony. Joslyn Art Museum not only displays impressive permanent collections from 19th and 20th century European and American artists, but also schedules five major exhibits and a dozen small presentations each year. One of the nation's finest old-world style theatres, the Orpheum, is home to hundreds of outstanding entertainment events each year. In addition, the Omaha Community Playhouse and Omaha Theatre Company For Young People (formerly Emmy Gifford Children's Theatre) are among the top community theatres in the nation.

An enthusiastic sports city, Omaha has hosted the NCAA College World Series, held in early June each year, for nearly fifty years. The Creighton Bluejay basketball,



soccer, and baseball teams have earned trips to their respective NCAA tournaments in recent years. Like the rest of the state, Omaha also loves the nationally ranked Nebraska Cornhusker football, basketball, volleyball, and gymnastic teams who compete against the nation's best college athletes in Memorial Stadium and the Devaney Sports complex, less than forty-five minutes from Omaha.

Omaha is the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds. ConAgra, Inc., a multi-billion dollar food processor, has built its headquarters operation, complete with a research facility, on the riverfront. The City of Omaha is extending its downtown Central Park Mall to the river front. New development also includes a consolidated operations center for Union Pacific Railroad and a major computer center for Qwest Communications.

Omaha is served by over 180 regularly scheduled daily flights by twelve major airlines plus two regional airlines and by four class-one railroads. Two interstate highway systems serve the metropolitan area—I-80 going east and west and I-29 north and south.

Many students find inexpensive and charming apartments in renovated historic buildings close to both Creighton and the European allure of "The Old Market," downtown Omaha's shopping and dining quarter. The cost of living in Omaha is less than that of almost any other major city—a comfortable lifestyle is within easy reach.

HISTORY

John and Edward Creighton, builders of the transcontinental telegraph that linked pioneer America, have given their name to the University.

Edward's widow, Mary Lucretia Creighton, carrying out her husband's wishes, left money and directions for establishing a college in his memory. Following her death on January 23, 1876, the present University site was purchased and the first Bishop of Omaha, the Right Reverend James O'Connor, D.D., invited the Jesuits to conduct the Creighton College.

One priest, three scholastics, a layman, and a woman formed the faculty when classes began September 2, 1878. On August 14, 1879, Bishop O'Connor surrendered his trust to a new corporation, "The Creighton University."

Jesuits were exclusive managers of the corporation until, in October 1968, the Board of Directors was expanded to include laypersons. Today twenty-three laypersons and eight Jesuits conduct the corporate affairs of Creighton University.

The early growth of Creighton University and the enlargement of its endowment were due mainly to the benefactions of John A. Creighton and his wife, Sara Emily Creighton.

The College of Arts and Sciences is the University's oldest and largest division. Creighton College was founded in 1878 as a liberal arts college for men. For forty years the College was conducted without charging tuition. Women began attending teachers' courses in 1923 and University College, a parallel liberal arts division for the education of women, was formally established in 1931. These two liberal arts divisions merged as the College of Arts and Sciences in 1951. A Department of Journalism was part of the College of Commerce for 12 years until 1933 when a separate College of Journalism was established. In 1936 this status was changed to the School of Journalism and in 1948 to the Department of Journalism in the Creighton and University Colleges.

CREDO OF CREIGHTON

Creighton, a Jesuit University, is convinced that the hope of humanity is the ability of men and women to seek the truths and values essential to human life. It aims to lead



all its members in discovering and embracing the challenging responsibilities of their intelligence, freedom, and value as persons.

We therefore profess, and pledge ourselves to teach in the perspectives of, the following creed:

We believe in God, our loving Creator and Father.

We believe in the intrinsic value of the human being as created in God's image and called to be his child. This includes all persons and excludes any form of racism and other discrimination.

We believe that the deepest purpose of each man and woman is to create, enrich, and share life through love and reverence in the human community. This motivates our open and relentless pursuit of truth. For this reason we foster reverence for life in all its human potential.

We believe that we should support all persons in their free and responsible life-sharing through family and social systems, and through political, scientific, and cultural achievements.

We believe that we must strive for a human community of justice, mutual respect, and concern. In this context we must cultivate respect and care for our planet and its resources.

We believe that laws exist for the benefit and well-being of individual persons, that legal systems must express the common good, and that all government must be subject to the courageous, though respectful and loyal, criticism of intelligent and responsible citizens.

We believe that the law of justice and love must regulate the personal, family, economic, political, and international life of all persons if civilization is to endure.

We believe in the teachings and example of Jesus Christ.

NONDISCRIMINATION POLICY

Creighton admits qualified students and hires qualified employees without regard to race, color, age, national or ethnic origin, disability, sex, marital status or religion. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination. The University is taking affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam-era. The University Affirmative Action Director has been delegated the responsibility for coordination of the University's equal rights efforts.

It is also the policy of the University to make all programs and services available to individuals with disabilities. To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact the Office of the Director of Affirmative Action, Room 232, Administration Building or by telephone (402) 280-3084.

SERVICES FOR STUDENTS WITH DISABILITIES

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests





(at least five weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the particular circumstance of a request for accommodation warrants). Requests for reasonable accommodations are encouraged to be made as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and limitations, and may be required to participate in such additional evaluation of limitations as may appropriately be required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel. For more information, contact the Dean's Office or the Coordinator of Services for Students with Disabilities at 280-2749.

ACCREDITATION

Creighton University is fully accredited by the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is situated. Professional Colleges and Schools are accredited by their respective professional standardizing agencies.

The dental education program is accredited by the Commission on Dental Accreditation and has been granted the status of approval without reporting requirements. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

LIVING ACCOMMODATIONS

Creighton University offers on-campus housing for all full-time matriculated students. **All unmarried undergraduate students, from outside the immediate Omaha area (as defined by the University), are required to live in University residence halls the first two years they are at the University. Students from the Omaha area may live in the residence halls. Otherwise, during their first two years at the University, students from Omaha must live with a parent or guardian.** A request to be exempt from the residency requirement must be made in writing to the Office of the Associate Vice-President for Student Services by July 15th prior to the beginning of the student's classes. Only the Associate Vice President for Student Services will be able to permit these exemptions. A resident must be a full-time, matriculated student at the University. If space allows, the University may permit housing of part-time students in University residence halls.

The University operates seven residence halls. Three halls, Deglman, Kiewit, and Gallagher, are traditional style with common bathroom facilities. Most rooms are double occupancy. Two halls, McGloin and Swanson, are suite style with four students per suite. One hall, Kenefick, is a residence for junior and senior level students and is an efficiency or one bedroom apartment style hall. Another hall, Heider Hall, is a hall of efficiency, one-bedroom, and two-bedroom apartments open to married students, students with families, or students who have already completed bachelor's degrees. Limited space is available for students with families. To reside in Heider Hall, students must sign a 12 month lease. All other halls are contracted for the full academic year beginning in August and continuing until the end of exams the following May.

The residence hall contract is for both room and board. Only students living in Kenefick or in Heider Hall are not required to be on the board plan. A student requesting to be off the board plan for medical or other reasons must furnish documentation to the Associate Vice-President for Student Services for his review. Generally, the dining services are able to meet most dietary needs. Students may elect either a 19, 15, or 12 meal plan per week. Students in Kenefick or in Heider Hall may elect any of the standard



meal plans or the Flex Plan. The Flex Plan allows the student to eat 60 meals during a semester. Board plans are also available to off campus and commuting students.

Meals are served in the Becker and Brandeis dining areas located adjacent to the campus residence halls. Carefully planned menus assure a well-balanced variety of nutritious and appetizing foods. More information about dining opportunities is available from Sodexo food service located on the lower level of Brandeis Hall.

The annual room and board rates in University residence halls effective August 2001 are:

| Building | Type Room | Annual Rate |
|---|------------------------------|-------------|
| Deglman, Kiewit & Gallagher Halls | Double | \$3510 |
| | Private | \$5260 |
| Swanson Hall's (Sophomores only) | Double | \$3660 |
| | Private | \$5470 |
| Kenefick Hall (Juniors & Seniors Only) | Efficiency apartment | \$3800 |
| | 1 Bedroom apartment | \$3950 |
| | Private efficiency | \$5630 |
| McGloin Hall (Sophomores only) | Double | \$3780 |
| | Private | \$5650 |
| Heider (12 month lease) (Family and post bachelor degrees only) | Efficiency | \$6720 |
| | Small 1 Bedroom | \$7440 |
| | Large 1 Bedroom | \$7740 |
| | Two Bedroom | \$8820 |
| Board Plans | Type Plan | Annual Rate |
| | 19 Meal and 40 Points Bonus | \$2680 |
| | 15 Meal and 100 Bonus Points | \$2680 |
| | 12 Meal - No Bonus Points | \$2530 |
| Available to Heider, Flex - Any 60 meals and 200 Bonus Points Kenefick & Off Campus Students Only | | \$1050 |

Incoming students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. **Students applying for Heider Hall are required to pay a deposit equal to one month's rent for the Heider lease plan.** Each semester's tuition, fees, and room and board charges are payable at the time of registration. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan (see page 27).

Room and board rates are subject to change without notice. Any special needs as to age or physical condition requiring special housing arrangements will be given full consideration by the Associate Vice President for Student Services. Questions regarding housing services and facilities may be directed to the Department of Residence Life, 136 Swanson Hall; telephone (402) 280-3016.





FAMILY HOUSING

Creighton University has limited space in the apartment-style Heider residence hall for families. A twelve-month lease is required on all apartments except for those graduating at the end of the current lease. Available for families are the large one-bedroom apartments (655 sq. ft.) There are only four two-bedroom apartments in Heider Hall. Family housing is available on a first-come, first-served basis.

OFF CAMPUS HOUSING

The Department of Residence Life, 136 Swanson Hall, lists information on rentals in the area of campus. The actual arrangements for housing are left to the individual students. The University is not responsible for the rental agreements between students and their landlords. It is suggested that students set aside several days before registering to search, inspect, and contract for suitable housing.

CHILD DEVELOPMENT CENTER

Students with children may wish to take advantage of the James R. Russell Child Development Center, which is conveniently located at 2222 Burt Street. The Center has reasonable rates, and can accommodate children ranging in age from six weeks through five years. Call (402) 280-2460 for information.

STUDENT HEALTH SERVICES

Mission Statement

Student Health Services is committed to promoting the health of the whole person. We do this as a campus health resource, primary care provider group, and an insurance plan sponsor. These services will support students in the performance of their academic endeavors. Our Ignatian tradition integrates the physical, mental, spiritual, and emotional aspects of the student's life. We will educate and prepare students to be advocates for their health.

Student Health Services

The variety of services available at Creighton University Student Health Services will meet the health care needs of most students. Every effort is made to help students obtain appropriate consultation or referral when additional or specialized services are required. Services are provided by a physician, nurse practitioner, or physician's assistant.

Services Include:

- Allergy Injections
- Physicals
- EKG's
- Immunizations
- Laboratory
- Office Visits
- Pap Smears
- Radiology
- Health Promotion
- Educational Materials

These services are provided through student fees, personal insurance, and/or self pay. Immunizations, laboratory tests, x-rays, splints, specialist referrals etc. not covered by personal/family health insurance will be the financial responsibility of the student.

It is essential that a current insurance card be presented at each visit.

How to obtain Student Health Services

Appointments can be made by calling 280-2735, Monday through Friday. Appointments should be made for all health needs other than emergencies. It is important that you keep scheduled appointments and that you arrive on time. If you will be late or must cancel, please call as soon as possible. Your courtesy will enable the best use of our available appointment times.



Students will be seen in the Student Health Services office located in the Kellom Valley (Shops) Center at 2530 Cuming Street.

Immunization Requirements

Creighton University policy REQUIRES that all students born on or after January 1, 1957 provide documentation of two vaccinations for MEASLES, MUMPS AND RUBELLA PRIOR TO ENROLLMENT. Immunization must be given after 12 months of age. A second immunization must be given after 1980. History of the disease does not satisfy this requirement. This information is required once, at the time of admission or transfer.

Health Sciences schools have additional immunization requirements.

Who Provides the Services?

Physicians, nationally certified physician's assistants, and nurse practitioners provide the core staff of Student Health Services. An auxiliary staff of certified medical assistants, radiology tech and clerical personnel support them.

Medical specialty and dental care is provided by referral to physicians and dentists who are faculty members of the Schools of Medicine and Dentistry at Creighton University. Mental health services are provided by referral to Counseling and Psychological Services, the Department of Psychiatry in the School of Medicine, psychiatrists, and/or therapists within the community.

Participating Provider

Student Health Services providers are considered participating providers within the University sponsored insurance plan. It is important to check with your insurance plan to verify if services rendered at Student Health Services will be a covered expense under your plan.

After Hours Care

Urgent care services are available at local urgent care centers. These centers have laboratory and x-ray services and can treat most acute illnesses and injuries. St. Joseph Hospital's Emergency Department is conveniently located adjacent to the Creighton campus. Any after hours care received will be the financial responsibility of the student.

Services Available During the Summer

The services provided during the summer are the same as those offered during the academic year. These services are provided through personal health insurance and/or self pay.

Health Insurance Requirements

It is Creighton University policy that all full time students be covered by a comprehensive health insurance plan* for the entire academic year.

NOTE: The premium for the University-sponsored Student Health Insurance Plan will remain on the student's account unless a properly completed waiver form and a copy of both sides of a current health insurance card are received by Student Health Services. This information is required on an annual basis.

* A comprehensive Health insurance plan fulfills the following requirements:

1. Coverage includes most inpatient and outpatient health services and is comparable to the University sponsored Plan.
2. Coverage is in effect for the entire academic year.



- Coverage includes comprehensive benefits when out of area (away from home).

It is the student's responsibility to notify Student Health Services of **any** change in their Health Insurance coverage.

Creighton University Student Health Insurance Plan

The University requires health insurance for all students. Students will be assessed for the Creighton Student Health Insurance Plan unless they have comparable coverage from a personal/family health insurance plan. A completed insurance waiver form and a copy of a current insurance card are required for the fee to be removed. This waiver process is done each year of full time study.

As a service to students, the University sponsors a comprehensive health insurance plan. This plan is available at a reasonable group rate and provides year-round coverage, wherever the student may be, as long as the semi-annual premium is paid. This plan provides benefits for laboratory tests and x-rays, the services of designated specialists and specific services at participating hospitals with minimal charges **when referred by Student Health Services**. Students enrolled in this plan can access our health care providers by telephone, after-hours, for guidance for urgent or emergency care.

Enrollment into the Creighton Student Health Insurance Plan can not be processed until a signed, completed enrollment form is received by Student Health Services. Contact Student Health Services for complete details.

For additional information please contact Creighton Student Health Services at: 2530 Cuming Street, Omaha, Nebraska 68131-1632, Phone: (402) 280-2735, Fax: (402) 280-1859, <http://www.creighton.edu/StudentHealth>.

COUNSELING AND PSYCHOLOGICAL SERVICES

These professional services are designed to help students actualize themselves in the areas of effective learning, appropriate educational and vocational decision-making, and social and personal adjustment. In conjunction with counseling interviews, a complete selection of psychological tests and inventories are available to students so that they may explore values, interests, aptitudes, abilities, personality and lifestyle. Lifestyle includes both academic and social behaviors such as study skills as well as chemical impairment (including alcoholism).

Other services include the Master Student Class for academically troubled undergraduate freshman students and the Peer Education outreach programs on issues such as healthy eating, self-esteem, and alcohol use.

The staff are professionally trained psychologists and counselors who assist students with a wide range of developmental and crisis concerns. Students expressing concerns in areas such as studying, interpersonal relationships, communication, decision-making, choices of majors or occupations, or lifestyle and values clarification may benefit from talking with a staff member.

The staff members strive to be understanding, warm, and accepting—not making decisions for the student but assisting him or her in self-direction. Staff are specially trained and have experience with the counseling and psychological needs of the university student. Confidentiality is practiced and information is not released out of the service without the written consent of the student.

The Counseling and Psychological Services is located in Room 203, Brandeis Hall, 280-2733. Please call for an appointment.



SCHOOL OF DENTISTRY

HISTORY

In 1905, the School of Dentistry was opened in the Edward Creighton Institute, a building which had been erected by the University on 18th Street opposite the City Hall. In 1906, the University acquired by purchase the Omaha Dental College, which had been in existence as a private school since 1896. Through this acquisition, some of its faculty were added to that of Creighton University.

The School outgrew its quarters in the Edward Creighton Institute and moved, in the Summer of 1921, into a facility it occupied from 1921 until 1973. The School of Dentistry is now housed in the Boyne School of Dental Science Building, named in grateful acknowledgment of the action by which Dr. Harry N. and Maude Boyne named Creighton University as the sole beneficiary of their estate. The School of Dentistry moved into this modern facility, located at 28th and Burt Streets, in July 1973. The first clinical patient was admitted to the new clinic July 16, 1973.

SCHOOL OF DENTISTRY MISSION STATEMENT

The Mission of the dental education program at Creighton relates to the Mission of the University (see the inside cover).

The purpose of the School of Dentistry is to educate students who can demonstrate the attainment of competence and the progression toward proficiency in providing for the oral health needs of society. This education is designed to be comprehensive in nature and to challenge students to reflect on transcendent values as well as instill caring, ethical, and moral components in their professional lives. This educational experience will enable the students to manage with confidence all phases of comprehensive dental care. It will also prepare the students to evaluate and implement new knowledge and to accept their responsibility of service to one's community and profession.

The School of Dentistry has the responsibility of providing quality dental care in a comprehensive manner for those people who choose to become patients in the School's clinics. The School also has the responsibility and obligation to foster and cultivate dental research.

SCHOOL OF DENTISTRY VISION STATEMENT

Creighton University School of Dentistry is committed to excellence in education, patient care, service and research. It exists to develop dental professionals who will use the knowledge and technology of the 21st century in the Jesuit educational tradition characterized by compassion, leadership, professionalism, creativity and service.

FACILITIES FOR DENTISTRY

The School of Dentistry is located on the west campus of Creighton University. This is the site of the Bio-Information Center, Saint Joseph Hospital (the university teaching hospital), the Omaha Health Professions Center, the Boys Town National Research Hospital, and the Ambulatory Care Facility. Within this complex, the Dental School building was the first of these structures to be completed (in 1973).

The School of Dentistry occupies a facility containing 150,000 square feet of space (excluding interstitial mechanical areas). It is a three-level structure with grade entry to the first two. The first level contains classrooms; cafeteria; and administrative, teaching and patient treatment facilities for the Departments of Physical Therapy and Occupational Therapy of the School of Pharmacy and Allied Health Professions. Adult dental clinical facilities and applicative faculty offices occupy the entire second level of the building. The third level is occupied by the School of Dentistry administrative offices, children's clinics, preclinical laboratories, basic science laboratories, research space,





oral biology offices, seminar rooms and animal facilities.

STUDENT EMPLOYMENT

The dental course of study makes exacting demands upon the time and energy of students. It is important that expenses should be provided for in advance and that no one should plan to earn any considerable part of his or her support during the school year. New students should have sufficient funds to meet fully the expenses of the first year.

The faculty reserves the right to order discontinuance of any work that interferes with the successful pursuit of the prescribed course. In no case can exigencies of employment serve to excuse unsatisfactory performance of school duties.

STUDENT GOVERNMENT

All full-time students registering in the undergraduate colleges and in the professional schools become voting members of the Creighton University Students' Union. The affairs of this corporation are managed by a Board of Governors made up of members elected from the schools and colleges of the University. This group of student leaders controls the use of the Student Activity Fund, plans the major social events of the year, and operates through six standing committees to further the best interests of the University and her students.

STUDENT ORGANIZATIONS

The Creighton American Dental Association (C.A.D.A.), a chartered chapter of the American Student Dental Association, was organized to promote active participation by undergraduate dental students in the affairs of their own dental organizations. As a result, students are better prepared to assume their place both in the profession and society after graduation. Membership in the C.A.D.A. is voluntary for all undergraduate dental students and includes privileges of attending all dental meetings of the local, state, and national organizations. Each member receives the *Journal of the American Dental Association*. The Board of Directors of the C.A.D.A. reports to and is advisory to the Dean.

American Association of Dental Research Student Group (SRG) provides a forum for predoctoral students to participate in research seminars and projects. Research projects are structured to provide the student with a background in research methodology and are focused on producing results suitable for presentation at regional and national meetings and ultimately for publication in scientific journals.

An active chapter of the *American Association of Women Dentists (AAWD)*, is open to all interested students.

Dental students are encouraged to take an active interest in the various social, dramatic, literary, and religious organizations. However, it should be stated that with regard to all forms of such activities the policy of the faculty has always been that the student's first duty in college is attention to study and that no other activity should be allowed to interfere with the student's main purpose.

HONOR SOCIETIES AND FRATERNITIES

Alpha Sigma Nu, National Jesuit Honor Society, was founded at Marquette University in 1915, and the Creighton Chapter was established in 1921. In 1973 Gamma Pi Epsilon, the women's honor society, merged with Alpha Sigma Nu. Currently there are chapters at all 28 Jesuit colleges and universities in the United States and at Sogang University in Seoul, Korea. Scholarship, loyalty, and service are the threefold requirements for membership in the society. Membership is highly selective and is awarded on the recommendations of the local chapter, the faculty, the deans, and with the approval of the University president. Outstanding undergraduates in their junior





and senior years and professional and graduate students are eligible. Membership is prized as one of the most notable distinctions which can be won by a student in a Jesuit institution of higher learning. Each year the campus chapter inducts about 42 students from all divisions. The alumni chapter's living members number over 2,100 persons. At graduation, members of the student chapter automatically transfer into membership in the alumni chapter.

Omicron Delta Kappa, the National Leadership Honor Society, was founded in 1914 at Washington and Lee University in Lexington, Virginia. The Creighton Chapter was officially approved in 1988 and joins over 200 established chapters in colleges and universities across the country. ODK was founded to recognize and encourage superior leadership and scholarship. Creighton's chapter sponsors a variety of programs each year designed to meet those goals. Membership is a mark of highest distinction and honor and is open to qualifying undergraduate juniors and seniors, graduate and professional students.

Membership in Omicron Kappa Upsilon, national honorary dental fraternity, is presented to Senior students who, in addition to scholarship, have demonstrated exemplary traits of character and potential qualities of future professional growth and attainments. Not more than twelve percent of each graduating class is eligible. One Junior student is awarded the Omicron Kappa Upsilon, William Kramer Award for Excellence. This award is presented to the Junior student who has demonstrated scholarship and promise in the advancement of Dentistry.

HONORS AND PRIZES

Numerous awards consisting of cash prizes, certificates, plaques, memberships, books and journal subscriptions are presented to students at the annual student awards banquet, which is held at the close of each school year. Honors are bestowed in various disciplines for clinical proficiency and for academic achievement.

THE ALUMNI ASSOCIATION

The Creighton University Alumni Association was formed in 1892 to provide an organization through which alumni could continue the friendships and associations developed during their student days on campus. Its mission is "to advance the interests of the Creighton family through a commitment to academic excellence, Judeo/Christian ethics, and a lifelong relationship between Creighton alumni and their University that enriches both."

The administration of alumni activities is handled by the Alumni Relations Office under the supervision of the Director of Alumni Relations, as advised by the National Alumni Board. Among the activities sponsored by the Alumni Relations Office are the annual President's Alumni Picnic, Reunion Weekend, the Thanksgiving Day Mass and Breakfast, alumni club and chapter events, and reunions for the various Schools and Colleges. University representatives frequently attend alumni club get-togethers to which alumni, parents of current and past students, and friends of Creighton University are invited.

The Creighton Alumni Association has grown over the years to include over 50,000 alumni, parents, and friends.

DENTAL ALUMNI ADVISORY BOARD

The Creighton University Dental Alumni Advisory Board, the first of its kind to be established by individual schools and colleges of the University, was officially organized in 1968. Since that time it has assumed a role of importance in the determination of policy by contributing sound advice based upon practical experience. The Board meets twice a year with the administration, members of the faculty, and representatives of the





student body to exchange ideas and make recommendations.

Members of the board keep the School apprised of the needs of the population segments they personally serve and the educational needs of graduates preparing to serve the same. They thereby contribute a very necessary element of practicality which is so important to the maintenance of relevancy between educational objectives and needs. Within their own geographic areas of influence, members represent the School, addressing themselves to such diverse endeavors as promoting favorable health legislation, initiating negotiations for educational compacts, and counseling prospective applicants.





ADMISSION

It is the admission policy of Creighton University to accept qualified students within the limits of its resources and facilities. See also the University's Nondiscrimination Policy on page 12.

APPLICATION PROCEDURE

The School of Dentistry participates in the American Association of Dental Schools Application Service (AADSAS). All new applicants and reapplicants seeking admission to the School of Dentistry should apply through this national dental application services coordinating agency.

Forms for making application for admission are obtainable from AADSAS by writing AADSAS, 1625 Massachusetts Ave., Suite 101, Washington, D.C. 20036-2212. They can also be downloaded from the Internet at www.aads.edu/AADSAS.

Application forms are sent out in the summer and fall preceding the year in which the applicant desires to enter. Applications are received between June 1 and March 1 of the preceding academic year for entry the following fall. The AADSAS application must be received by AADSAS by February 1.

Early application is strongly encouraged, however, to give the Admissions Committee more time to evaluate the applicants. All required credentials necessary to complete the application must be received by April 1. An incomplete application after this deadline will not be reviewed by the Admissions Committee.

At the time an applicant submits an application through AADSAS, a \$45 non-refundable application service fee should be sent directly to the Creighton University Dental Admissions Office. This fee should be made payable to Creighton University and mailed to the Dental Admissions Office.

All correspondence should be addressed to the Creighton University Dental Admissions Office with whom all credentials must be filed. Application credentials should be directed to: **Dental Admissions Office, Creighton University, 2500 California Plaza, Omaha, Nebraska 68178.**

All credentials become the property of Creighton University upon submission and are not returnable.

The Creighton University Dental Admissions Office will inform the applicant when application has been received from AADSAS and will request that the following information be submitted to complete the application:

1. Official Dental Admission Test (DAT) scores.
2. Supplementary application form.

REQUIREMENTS FOR ADMISSION

To meet the legal requirements of state licensing boards and to gain the necessary background for the study of dentistry, the following minimum educational requirements for admission to the School of Dentistry must be fulfilled:

1. Graduation from an accredited four-year high school.
2. College credits covering a minimum of two years of study in an accredited college of arts and sciences. While a minimum of 64 semester hours (96 quarter hours) from an accredited liberal arts college is required, most accepted candidates will have completed 120 semester hours (180 quarter hours). The minimum of 64 semester (96 quarter hours) must be obtained





exclusive of credit in military science, physical education, and nonacademic courses. The 64 semester hours must include the following specific subjects and credit:

| | |
|---------------------------|------------------|
| Biology | 6 semester hours |
| Chemistry, inorganic..... | 8 semester hours |
| Chemistry, organic..... | 6 semester hours |
| English..... | 6 semester hours |
| Physics..... | 6 semester hours |

The hours listed are suggested as most nearly conforming to a year's work in most colleges. The governing principle shall be that the credit presented in each subject shall represent a full academic year's course in an accredited college of arts and sciences.

The required hours and subjects must be completed by the end of the spring term preceding the fall in which the applicant wishes to enter the School of Dentistry.

The following electives are suggested for the remainder of the required sixty-four semester hours: Modern languages, mathematics, history, social science, philosophy, speech, economics, comparative anatomy, psychology and computer utilization. The majority of applicants enrolling in the School of Dentistry have completed a Bachelor's degree program.

DENTAL ADMISSION TEST

All applicants are required to take the Dental Admission Test (DAT) prepared and administered by the Council on Dental Education of the American Dental Association in cooperation with the American Association of Dental Schools. Applicants to Creighton University School of Dentistry should arrange to take the test preferably by October of their last pre-dental year. The Dental Admission Test is a computerized examination taken by appointment at Sylvan Testing Centers which are located throughout the United States. An information booklet and test application form are available from the Dental Admissions Office, Creighton University.

RECOMMENDATIONS

Each applicant must have three recommendation letters, two by instructors in science and one by an instructor in a nonscience department, testifying to character and apparent fitness for the profession of dentistry. If an applicant's college has a recommending committee, its recommendation is preferred to the three individual recommendations.

PHYSICAL FITNESS

Applicants must be able to perform the physical and manual functions with or without reasonable accommodations necessary to the performance of dentistry. Before matriculation, accepted applicants are required to submit to the Student Health Service a Confidential Health Record.

SELECTION

All applicants are considered for admission on the basis of their potential to successfully complete the predoctoral program without compromise of the established standards of academic and clinical performance expected of all graduates of the School of Dentistry and their potential to best serve the needs of society.

Selection of all students is based upon both objective and subjective evaluation. Objective criteria include GPA, DAT scores, and science grades. Applicants with higher scores and satisfactory subjective evaluation are given primary consideration. However, applicants with lesser objective qualifications are considered on the basis of more subjective factors, such as: 1) evidence of predisposition to provide dental health care in underserved areas; 2) evidence of participation in worthwhile community



activities; 3) recommendation from teachers, known alumni, and other members of the profession; 4) quality of preprofessional educational program; 5) residence in states having educational compact agreements with the School; 6) evidence of good moral character, motivation, and emotional and intellectual maturity.

APPLICANT RESPONSE TO ACCEPTANCE

An enrollment reservation deposit is required of an accepted applicant to reserve a place in the class to which admission has been offered. The total deposit is \$800. It is payable as follows:

1. An initial (first) deposit of \$500 made within the following period of time after the date of the letter of initial conditional acceptance:
 - a. Preferred time: 15 days.
 - b. Maximum time: 45 days for applicants accepted in December; 30 days for applicants accepted in January; 15 days for applicants accepted February 1 and thereafter.
2. A final (second) deposit of \$300 made within 15 days of the date of the letter from the Chairman of the Admissions Committee or the Director of Admissions granting the student final acceptance for admission.

The deposits are credited to the first semester's tuition. If the accepted student fails to register, or withdraws from the School after registering, the first and second deposits are forfeited to the University.

STATE COMPACTS

Creighton University has dental education compacts with the states of Nevada, New Mexico, North Dakota, Wyoming, Idaho, and Utah. Residents from these states receive partial tuition remission. Application procedures for applicants from these states are the same as for all other applicants.

Accepted residents of Nevada, New Mexico, North Dakota, and Wyoming receive all their dental education at Creighton. Residents of Idaho may have the option of taking their first year at Idaho State University in Pocatello under the Idaho Dental Education Program (IDEP), and those from Utah may have the option of taking their first year at the University of Utah in Salt Lake City under the Regional Dental Education Program (RDEP). The remaining three years are spent at Creighton. Additional information is available from the program directors in each state.

Confirmation deposits made to Creighton by IDEP (Idaho) students are applied to the first year's tuition at Idaho State University. Confirmation deposits made to Creighton by RDEP (Utah) students are applied to the second year's tuition at Creighton.

The first-year programs at Idaho and Utah are equivalent to those at Creighton. Course outlines, objectives, laboratory projects, texts and teaching aids are nearly identical.

The contract for the dental educational compacts between Creighton University and Idaho State University was signed in March 1982 with the first class entering August 1982; the contract with the University of Utah was signed in February 1983 with the first class entering in August 1983.

ADVANCED STANDING

Students who have studied dentistry in another recognized school may be admitted to advanced standing, provided that they have passed satisfactorily the courses which they have taken and have satisfied the Committee on Admissions that the work they have had is the equivalent of that given in this School.

An application for admission to advanced standing is considered within two distinct





categories:

1. Applicants with one or more years of formal dental education must make formal application and provide Dental Admission Tests scores, transcripts and letters of recommendation. In addition to the information demanded of applicants for admission into the first year, applicants for advanced standing must provide scores of Part I of the National Board examination if it has been completed and a letter from the Dean of the Dental School previously attended attesting that the applicant is in good standing and that he or she is eligible to return to the institution and complete the course of instruction.

Having ascertained that the applicant's qualifications for admission to advanced standing are acceptable, the Admissions Committee must then be assured that space is available and that schedules can be adjusted to accommodate the differences in scheduling that exist in various institutions.

2. Applicants presenting evidence of having completed a formal dental education in a foreign dental school must make application and provide Part I scores of the National Board Examination, transcripts, letters of recommendation and evidence of proficiency in the English language.

Having ascertained that the applicant's credentials are in order, the applicant is offered an acceptance on a trial basis for a period of one semester. At the end of that semester the Admissions Committee in consultation with the Student Performance Committee of the School of Dentistry recommends to the Dean whether the applicant is to be retained as a student and, if retained, at which level continuance of the program should proceed.

Creighton University School of Dentistry does not review by examination the competency of applicants in subjects which they have completed or grant them a status superior to that which they had in the dental school which they have attended.

Forms for making application for admission with advanced standing are obtainable from the Creighton University Dental Admissions Office. The advanced standing application form and the necessary supporting documentation must be reviewed in the Dental Admissions Office by April 30.

REGISTRATION

First Semester registration occurs prior to the opening of classes in August as specified in the School Calendar. Students failing to register on that day are required to pay a late registration fee.



TUITION AND FEES

Tuition and fees are payable at the time of registration for a semester¹, and are subject to change without notice.

| | |
|--|-------------------|
| Application for admission fee..... | 45.00 |
| Enrollment reservation deposits (credited to tuition) | |
| a. First deposit—required when initially accepted for admission | 500.00 |
| b. Second deposit—required when finally accepted for admission..... | 300.00 |
| Tuition per semester for courses in dental curriculum: effective July 2001.. | 12,764.00 |
| Student Health Insurance Plan Premium, for six months ² | (Option 1) 510.00 |
| | (Option 2) 620.00 |
| Hepatitis B Series vaccinations | 210.00 |
| University fee per semester | 318.00 |
| Late Payment fee | 89.00 |
| Special examination fee, each examination ³ | 15.00 |
| Room and Board rate per semester..... | (see page 14) |
| Loss or damage to University property and equipment is charged to the student or students responsible. | |

FINANCIAL ARRANGEMENTS

Tuition and fees, and board and room charges are payable at the time of registration for a semester. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Folders describing the payment plans and services of MET are mailed to prospective and returning students during the summer.

Books and supplies may be purchased at the University's Campus Store. These items must be paid for when they are obtained.

Students are invited to pay tuition and other expenses by personal check or money order. This is recommended especially to avoid the risk involved in carrying large amounts of cash. All students, particularly those from out of town, are urged to establish checking accounts in Omaha or hometown banks. The University will ordinarily cash small checks for students. (There is a \$200 limit for each student per day in the Business Office.) However, the University reserves the right to revoke or to deny this privilege to any individual at any time.

LATE PAYMENT POLICY

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for late registration. This fee is \$89 for the first month and an additional \$45 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$89 fee the first month and \$35 each month thereafter.





WITHDRAWALS AND REFUNDS

Students withdrawing before the end of a semester (fall or spring) will be charged tuition and recurring fees on the following basis:

| <i>Period of attendance from date of enrollment</i> | <i>Per cent of the semester rate to be charged</i> |
|---|--|
| During the first week | 10% |
| During the second week | 20% |
| During the third week | 40% |
| During the fourth week | 60% |
| During the fifth week | 80% |
| Over five weeks | 100% |

Refunds of room rent for withdrawals will be on the same basis as refunds of tuition.

Non-recurring fees, the application fee, the University fee, and penalty fees will be charged in full regardless of the period of attendance. The nonrecurring, penalty, and special service fees include University fee, late payment, special examination/evaluation, challenge examination, and recording fees.

No refund is granted a student who after the final date for late registration withdraws from a course or courses while continuing with the remainder of his or her program.

A student will be considered as having withdrawn from the University after two consecutive weeks of unexplained absence. However this policy is not to be considered as revoking the regulation that requires a student to notify the Dean in person or in writing of his or her withdrawal. *Refunds are made to the student on the basis of the date the student has formally notified the Dean in person or in writing of withdrawal.*

TEXTBOOKS AND INSTRUMENTS

At the time of registration of each academic year the student will purchase the textbooks, laboratory and classroom manuals, and instruments prescribed for that year. Textbooks will be purchased from the University's Campus Store. A list of currently prescribed textbooks is available in the administration offices and at the campus store. Instruments are to be purchased from the Student Dental Supply Store in kit form. Used instruments or books or substitutions are not recommended. By purchasing instruments through the Dental School, a substantial saving is realized.

The textbooks and instruments specified are considered indispensable to the study and practice of dentistry. It is therefore required not only that the student should purchase them at the time indicated but should retain them in his possession during the entire period of training. The late fee for payment of dental kits and manuals generally amounts to one percent per month on the unpaid balance.

In order that the prospective student may have a general idea of the expenses, the approximate costs of the prescribed books and instruments are indicated below. The amounts shown are approximate only and subject to change without notice in accordance with the market fluctuations.

- 1 Registration is not complete until financial arrangements have been made.
- 2 This charge for each full-time student may be waived if the student presents evidence that he or she carries insurance that provides coverage at least comparable to the student insurance offered by the University.
- 3 Transcripts, diplomas, and grade reports are released only when all outstanding balances have been paid. Students with questions regarding their financial responsibilities, are invited to contact the Business Office to set up an appointment for individual counseling.





| | <u>Textbooks</u> | <u>Instruments</u> |
|------------------|------------------|--------------------|
| First Year | \$1,000.00 | \$4,500.00 |
| Second Year..... | \$1,000.00 | \$5,200.00 |
| Third Year..... | \$780.00 | \$2,000.00 |
| Fourth Year..... | \$280.00 | \$ 315.00 |





STUDENT FINANCIAL AID

Students wishing to financial aid should review this material and familiarize themselves with the various programs. Student financial aid is not available for students who are not citizens or permanent residents of the United States or its possessions. Financial aid benefits previously granted to undergraduates do not necessarily extend into the School of Dentistry or other professional schools.

All forms and inquiries regarding financial aid for dental students should be directed to the Student Financial Aid Office, Creighton University, 2500 California Plaza, Omaha, NE 68178. Telephone: (402) 280-2731. Financial aid information is available at www.creighton.edu/finaid.

APPLICATION PROCEDURES

1. Apply for admission to Creighton's School of Dentistry. No financial aid commitment can be made until a student is accepted for admission.
2. Complete the Free Application for Federal Student Aid (FAFSA). It is available through local colleges and Creighton after January 1. This form is sent to the processor and takes several weeks to process. You should not complete or mail this application until after January 1. The FAFSA may be completed online at www.fafsa.ed.gov. **All parental information requests on the FAFSA should be completed. Applications without parental information will not be considered for the Health Professions Student Loan Program.**
3. Students are notified of the aid awarded by an award letter which must be signed and returned to Creighton if the student wishes to accept the aid offered.

It is recommended that application for financial aid be made between January 1 and April 1 preceding the fall semester in which one plans to enroll. Early application is desirable in order to insure the availability of funds. However, no student will be considered for or granted financial aid until that student is accepted by the University for admission and/or is in good standing with the University.

DISBURSEMENT AND USE OF AWARDS

All financial aid advanced by Creighton University must be used to pay tuition, fees, and University board and room charges before any other direct or indirect educational costs. The specific amount awarded will be governed by the eligibility of the student and by the funds available at the time of application. Ordinarily, one half of the total annual award will be available at registration each semester.

SATISFACTORY ACADEMIC PROGRESS

The Education Amendments of 1980 require Creighton University as an institution of higher learning to define and monitor standards of satisfactory academic progress for students receiving Federal financial aid. These standards are established for students who are receiving Federal Title IV financial aid. These programs for dental students are the Federal Stafford Student Loan, Federal Perkins Loan, and the Health Professions Student Loan (HPSL).

Dental students are eligible for aid up to 435 credits in the School of Dentistry or a degree of Doctor of Dental Surgery, whichever comes first. Dental students must pass 85% of the cumulative yearly hours attempted and maintain a minimum G.P.A. of 2.0 to remain eligible for federal financial aid.



LOAN PROGRAMS

LONG TERM LOANS

Health Profession Student Loan

To qualify for assistance under this program a student must demonstrate financial need as determined by the Free Application for Federal Student Aid Form. By Federal law, the maximum loan that may be awarded per academic year is \$2,500 plus tuition. Normally, the maximum annual award provided at Creighton is approximately \$7,000. **Interested students must complete the Free Application for Federal Student Aid Form, and, in all cases, parents' financial aid information must be included regardless of status. No awards may be made to a student under this program unless parents' information is provided.** The loan is repayable over a ten-year period, which begins one year after the student ceases to pursue a full-time course of study. The loan carries an interest rate of five percent which does not start to accrue on the principal until repayment commences.

Interest shall not accrue on the loan and installments need not be paid during the following periods: (1) while serving on active duty as a member of a uniformed service of the United States for up to three years; (2) while serving as a volunteer under the Peace Corps Act for up to three years; and (3) up to four years while pursuing advanced professional training, including internships and residencies.

Federal Stafford Student Loan (FSSL)

The Federal Stafford Student Loan (FSSL) is a long-term, low-interest loan borrowed from a lender. All applicants must file an FAFSA before their eligibility for the FSSL program can be determined. The amount that a student may borrow depends on the student's financial need but may not exceed the yearly limit which is \$8,500 per year for dental students. A dental student may borrow up to an aggregate maximum amount of \$65,500.

Fees up to four percent of the principal amount of the loan may be charged and normally will be deducted from the loan before it is disbursed. The Federal government pays interest on the loan while the student is in school. Repayment and interest begin six months after the student graduates, leaves school, or drops below half-time enrollment. The interest rate is variable, not to exceed 8.25 percent.

The Master Promissory Note (MPN) will be included with the award notification letter. After the student fills out his/her portion of the application, the school must complete its section of the application prior to certifying it with the lender. If the student defaults on the loan and the lender is unable to collect, the guarantee agency or the Federal government will take action to recover the loan. If the student becomes totally and permanently disabled or dies, the Federal government will discharge the insured loan obligation.

NOTE: Creighton University is currently developing an online application process for first-time borrowers. Information is available on the financial aid web page.

Federal Unsubsidized Stafford Student Loan (FUSSL)

A student may borrow from a lender offering the Federal Unsubsidized Stafford Loan and a state or private agency will stand behind the loan. This loan program allows students who are ineligible for the need-based Subsidized Stafford Loan or wish to borrow additional loan funds the opportunity to apply for an unsubsidized Stafford. Dental students may borrow up to an aggregate maximum amount of \$189,000 minus any subsidized Stafford Loan amounts (including undergraduate borrowing). An origination and guarantee fee, paid by the borrower, will be deducted from the loan before it is disbursed. The student is responsible for paying accruing interest on the loan while in





school. Information regarding deferment options are listed on your promissory note.

ALTERNATIVE LOANS

A student may have eligibility to borrow from a lender offering alternative loans. These loans are made available to students who have exhausted federal loan annual or aggregate maximums. Loan amounts vary, but may not exceed the cost of education minus other aid.

An origination fee, paid by the borrower, will be deducted from the loan before it is disbursed. The student is responsible for paying accruing interest on the loan while in school, however in most cases the borrower is allowed to defer repayment of accruing interest and principal loan amounts until six months after graduation or dropping below full time student status. The interest rates are variable. Deferments may be available for up to four years on most alternative loan programs, please refer to the loan application for further deferment details.

UNIVERSITY DENTAL SCHOOL LOAN FUNDS

The following long- and short-term loan funds, set up at low interest rates, are available for a limited number of deserving students upon application to the Dental School, unless indicated otherwise. The applicant must file a Free Application for Federal Student Aid (FAFSA) to establish eligibility.

Loans are made on the basis of scholastic ability, character, and need. They are to be used for tuition payment.

The Agnew Loan Fund was established in 1931 by students of the University in honor of the late Very Reverend William H. Agnew, S.J., a former President of the University. This fund is administered by a special committee of the student Board of Governors. Loans up to \$150 a semester are made to finance unforeseen emergency educational expenses and must be repaid in six months.

Dental Alumni Loan Fund is available to needy dental students for educational purposes.

Nebraska Dental Association Loan Fund—short-term emergency loans.

Dr. Frederick W. Schaefer Loan—based on scholarship performance and financial need. For Sophomore, Junior and Senior Dental students.

John M. Schaeffer and Earl H. Smith Memorial Student Loan Fund is a short-term emergency loan administered by students.

GOVERNMENT GRANTS AND SCHOLARSHIPS

Indian Fellowship Program

The Indian Fellowship Program is authorized by the Indian Education Act of 1972. It provides fellowships to Indian students pursuing graduate study in medicine or related fields and other designated fields of study. A fellowship may be awarded for up to four years and provides tuition, fees, books, supplies, a monthly stipend and dependency allowance.

Eligible applicants are qualified Indian students or prospective students. The purpose of the award is to enable Indian students to pursue a course of study of not more than four academic years leading toward a post-baccalaureate degree or an undergraduate degree in designated fields of study. The deadline for application is late January, prior to the following fall enrollment. For more information, contact: Indian Health Service at www.ihs.gov.

National Health Service Corps Scholarship

The commitment of a National Health Service Corps Scholarship is to provide health



care in areas that are under-served or have a shortage of health-care professionals. This program gives generous financial support to eligible students of medicine, osteopathy, and dentistry and requires, in return, a commitment to serve people in shortage areas.

Recipients of this scholarship receive benefits to pay tuition, fees, books and supplies, and other educational expenses in addition to a monthly stipend for a twelve-month period. Students who were recipients of the exceptional need scholarship receive priority consideration under this program. Students who receive these scholarships may generally expect continual scholarship support through their senior year provided that funds continue to be available. For each year of scholarship support, a recipient is required to serve a year of full-time clinical practice in a manpower-shortage area. Two years is the minimum service.

Students wishing additional information on this program may contact the Division of Student Assistance at www.bhor.hrsa.gov/dsa/dsa.htm.

STATE GRANTS AND SCHOLARSHIPS

Students who are certified residents of Nevada, New Mexico, North Dakota, Wyoming, Idaho, or Utah can qualify for substantial tuition remissions. The amounts of remissions are dependent upon state appropriations and a service commitment.

UNIVERSITY DENTAL SCHOOL SCHOLARSHIPS

Ethel S. Abbott Charitable Foundation

Two \$500 scholarships for the School of Dentistry were established in the fall of 1980 by the Ethel Abbott Foundation. The donor requests that the scholarships not only be based on scholastic achievement but also on general needs and overall ability to become a good citizen of the community. The scholarships are offered to two freshmen each year and are not renewable.

Dr. Charles and Merlyn Anderson Scholarship

This is a non-renewable \$1,500 scholarship award to a freshman dental student with above-average admission credentials and significant financial need.

Dr. Jerome J. Belzer Endowed Scholarship

A \$1000 scholarship is awarded to a dental student with financial need who assists the Oscar S. Belzer Endowed Chair holder in research, teaching, community service or other academically related duties.

Dr. James D. Bettinger Scholarship Fund

A \$1,200 scholarship awarded to a senior dental student who demonstrates exceptional concern for patients.

Dr. John J. Butkus Endowed Scholarship

A \$1000 scholarship awarded to a senior dental student demonstrating excellence in fixed prosthodontics with special consideration given to Native Americans possessing this skill

Cordoba Family Endowed Scholarship

A \$1000 scholarship awarded to a senior dental student based upon service to his/her dental class, the School of Dentistry, and/or the University.

Dental Alumni Scholarship Fund

This is a \$1,200 scholarship awarded to an incoming freshman dental student with above-average admission credentials. This scholarship is renewable each year as long as the student maintains a ranking in the top one-third of the class.

Dr. and Mrs. Frank Freimuth Scholarship Fund

A \$1,500 renewable scholarship is awarded to an incoming freshman student who can demonstrate a high financial need. A preference is extended to such students who



are from rural communities in the states of Nebraska, Iowa, North Dakota, and South Dakota.

Dr. Stanley J. Honsa Senior Dental Prize Fund

This is a \$1,000 prize awarded to the graduation senior who has demonstrated clinical excellence in restorative dentistry.

Dr. Stephen Herman Jelinek Endowed Scholarship

A \$1000 scholarship awarded to a senior dental student based upon clinical and laboratory excellence.

Robert Wood Johnson Scholarship Fund

Various scholarships in amounts up to \$2,000 are available for dental students who exhibit academic excellence and are members of one or more of the following groups: female students, students from rural backgrounds, students from minority populations under-represented in the health professions (Afro-Americans, Native Americans, Hispanics and mainland Puerto Rican populations).

Dr. George M. Ludes Scholarship Fund

A \$4,000 scholarship awarded each year to a sophomore student who exhibits academic excellence and financial need. The scholarship is awarded to one sophomore each year and is not renewable.

Dr. Philip and Ruthann Maschka—Ethics in Dentistry Award

This is an award of \$2,500 presented to the graduating senior who has displayed the highest order of professionalism, concern for patients, honesty, integrity, morality, responsibility and scholastic and clinical ability.

Dr. Leo S. Perion Trust Scholarship

Scholarships in amounts up to \$2,000 are available for freshmen who possess excellent academic records in undergraduate school. These scholarships are renewable as long as the recipient maintains a “B” average.

Dr. Kenneth P. and Mae Raker Scholarship Fund

Scholarships in amounts of \$3,000 awarded to junior and senior dental students who exhibit academic excellence and financial need.

Dr. Raymond J. Rucker Scholarship Fund

Scholarships in the amount of \$1,000 awarded to minority and female students in any year of dental school based on academic excellence.

Dr. Frederick W. Schaefer Scholarship Fund

A \$1,500 scholarship awarded each year to a sophomore, junior and senior student who exhibits academic excellence and financial need. Criteria for academic excellence is the previous year’s performance and the scholarship is not necessarily renewable.

Dr. Foster R. Sims Scholarship Fund

Scholarships in the amount of \$1,000 awarded to sophomore students only on the basis of their academic performance during their first year of dental school.



ADMINISTRATION AND SUPERVISION

ACADEMIC ADMINISTRATION

The School Year

The academic year begins in August on the day specified in the School Calendar and continues into May. The year includes approximately thirty-two weeks of instruction, divided into two semesters. In addition, a summer session of approximately ten weeks is mandatory for students progressing into the Junior and Senior years. Accordingly, those students promoted into the summer session are considered to be automatically registered for the summer.

During the academic year, the School of Dentistry Clinic is open from 8:00 A.M. to noon on Mondays, Tuesdays and Thursdays. It is open from 1:00 to 5:00 P.M. on Mondays, Tuesdays, Wednesdays and Fridays. During the Summer Session the clinics are open from 8:00 A.M. to Noon, Monday through Friday and from 1:00 to 5:00 p.m. on Mondays.

There is a fall recess, a short Thanksgiving vacation, a two-week Christmas-Midyear recess, a one-week vacation in the spring, a short recess between the second semester and the summer term, and a total of four weeks of vacation following the summer session.

Arrangement of Courses

The predoctoral educational program is, for the most part, traditional in structure. The curriculum is, however, continuously reviewed and modified as necessary to accommodate societal needs and changing concepts. Within limits of time and resources, a degree of flexibility is incorporated into the curriculum to provide for the particular needs of the student. Courses are arranged over a four year period to provide a sequential progression from competency in the basic sciences to the demonstration of competence and the movement toward proficiency in basic clinical procedures and total patient care.

With exceptions, courses are organized by semester. Certain courses are separated into a lecture or didactic phase and a technique or clinical phase and, although related, they are, in effect, separate courses and grades are assigned accordingly.

Dress Standard

The dress and appearance for all students enrolled at the School of Dentistry is expected to project a professional image for the School. Male students are expected to wear dress slacks, collared button down shirts, and neckties. Females are expected to wear professional looking blouses or sweaters, dress slacks, culottes, skirts at or below the knees, and appropriate hosiery. No jeans of any type or color will be worn by students while school is in session. Athletic, open toe (sandals) footwear, workboots, etc. are not acceptable. Students are expected to wear a clean clinic coat for laboratory and clinic sessions and clinic coats are not to be worn outside the building. All students are required to assure that their hair does not come into contact with equipment or supplies used in patient treatment. Care must also be taken to insure that hair does not intrude into the face of patients or into the field of operation during patient treatment procedures.

It is the prerogative of the Administration of the School of Dentistry to determine when any dress or style distracts from the purpose of the School or its Mission. Any student who is not in conformity with this dress standard may be suspended or dismissed.

Grading System

Grades for all courses are issued at midsemester and at the close of each semester.





Some courses are completed at midsemester, and final grades are issued for these courses at that time. For other courses, midsemester grades are issued as an indication of student progress and are not a matter of permanent record. For clinical courses, final grades are not issued until the end of the academic year; hence, clinical course grades issued at the end of the first semester as well as each midsemester are interim progress grades.

All grades, whether interim or final, may be used in the evaluation and determination of the academic status of students.

Final Grades for All Courses and Interim Grades for Academic and Technical Courses

| Grade | Quality of Work | Grade Points |
|-------|--|--------------|
| A | outstanding achievement and an unusual degree of intellectual initiative | 4 |
| B+ | high level of intellectual achievement | 3.5 |
| B | noteworthy level of performance | 3 |
| C+ | performance beyond basic expectations of the course | 2.5 |
| C | satisfactory work | 2 |
| D | work of inferior quality, but passing | 1 |
| F | failure | 0 |
| AF | failure for excessive absences | 0 |
| WF | failure because of unauthorized withdrawal | 0 |
| I | work incomplete (issued only under extraordinary circumstances) | |
| X | absence from final examination | |
| AU | audited course only — no credit | |
| SA | satisfactory work | |
| UN | unsatisfactory work — failure | |
| W | official withdrawal from a course | |

Course Withdrawal

A student will not be permitted to withdraw from any course(s), except for serious non-academic reasons (e.g., illness, injury, family crisis). Such a request for or notice of withdrawal must be:

1. made in writing to the Dean for Academic Affairs,
2. accompanied by supporting reasons,
3. specific as to the desired date of effect,
4. specific as to re-registration for the course(s),
5. approved by the Student Performance Committee, and
6. approved in writing by the Dean.

The Dean for Academic Affairs shall inform the Registrar that withdrawal has been approved. The students' records shall show "W" for an authorized withdrawal.

Interim Grades for Clinical Courses

Grade



IU Insufficient quantity of work performed to judge quality

IA, IB+, IB, IC+, Sufficient quantity of work performed to judge quality, but
IC, ID, IF quantity is deficient; requirements (guidelines) not yet fulfilled

When quantity requirements (guidelines) have been met, the quality of the clinical work performed to date is graded according to the regular grading system, A, B+, B, C+, C, D, and F.

Incomplete and Absence from Examination

I marks are used to reflect the student's irregular status at the date when end-of-term grades are due, and they must, within time limits as outlined under "Requirements for Promotion and Graduation," or as established by the school's Student Performance Committee, be changed to permanent grades, either passing or failing.

X marks are also used to reflect the student's irregular status at the date when end-of-term grades are due. An X must be converted to a permanent grade within 10 calendar days after the last day of the term or it will become an F.

When an I or X is cleared and a final grade, either passing or failing, is assigned, the final grade is entered on the student's permanent academic record beside the I or X and the I or X is bracketed by parentheses. Hence, these marks remain permanently on the student's record.

Grade Points and Grade Point Average (G.P.A.)

Grade points are assigned to each grade as noted previously. To determine the total number of points earned, the grade point value is multiplied by the semester hours assigned to the course. For example, if a student receives a grade of B in a three hour course, nine grade points are earned. The grade point average is then calculated by summing all of the grade points earned and dividing this by the total number of grade point related semester hours. Under current practice, if a course is failed and subsequently completed successfully, the G.P.A. computed for the semester in which the course was failed will reflect this failing effort. Upon successful completion of the course, the failing grade will be replaced with the passing grade in future G.P.A. computations, however, the failing grade remains on the transcript as a matter of permanent record. The successful retake grade also becomes a grade of permanent record on the transcript.

Graduation Honors

To be eligible for honors, the student must have completed at least half of the prescribed hours for degree at Creighton University School of Dentistry. The diploma of a student who qualifies for honors is inscribed as follows:

Summa Cum Laude: for G.P.A. of 3.850 to 4.000

Magna Cum Laude: for G.P.A. of 3.700 to 3.849

Cum Laude: for G.P.A. of 3.500 to 3.699

Dean's List

Full-time students who have completed a semester with a grade point average of 3.5 or higher and with no grades of F, AF, WF, I, X, UN, or W are placed on the Dean's List for that semester.

Student Performance Committee

The Student Performance Committee (SPC) consists of all department chairs, the Dental School Chaplain, the President of the Faculty Council, one student representative (the President of the Senior Class or, in his/her absence, the President of the Junior Class), the Assistant/Associate Dean for Student Affairs as a non-voting member, the Assistant/Associate Dean of Clinics, and the Assistant/Associate Dean for Academic





Affairs who ordinarily chairs the SPC. The charge of the Committee is to deliberate the performance of students and make recommendations to the Dean which may include, but are not limited to: probations, advancements, and dismissals.

REHEARINGS AND APPEALS PROCESS

Under some conditions, rehearings and appeals are possible. Details of the conditions and of the process are presented here and are also available in the Dean's Office.

Policy on Rehearings by the Student Performance Committee and the Appeal Process

Re-Hearings

1. For actions of the Student Performance Committee (SPC) other than for dismissal:

When the Dean accepts the recommendation of the SPC, the Chair of the SPC informs the student as soon as possible of the action. A student may request that the SPC reconsider its action concerning the student by notifying the Chair of the SPC, in writing, within three (3) school days of (the student) being informed of the SPC action.

Such a re-hearing may be called by the Chair of the SPC within five (5) school days after the student was informed of the SPC action.

At this re-hearing, the student makes a presentation either in person or in writing or both. After the student (if present) leaves the meeting, and after any further discussion, the SPC votes on an action. With the exception of dismissal, this action becomes final and the student is informed of the action by the SPC Chair.

2. For actions of the Student Performance Committee (SPC) recommending dismissal:

When the Dean receives a recommendation for dismissal, the Dean (or his designee) informs the student, as soon as possible, of the recommendation. The student may: 1) withdraw from school or 2) request that the Chair of the SPC call together the Committee to reconsider its action. If the student desires a re-hearing, he/she should notify the Chair of the SPC, in writing, within three (3) school days of the (the student) being informed of the SPC action.

Such a re-hearing may be called within five (5) school days after the student was informed of the SPC action.

At such a re-hearing, the student makes a presentation either in person or in writing or both. After the student (if present) leaves the meeting, and after any further discussion, the SPC makes a recommendation to the Dean. If the SPC again recommends dismissal, and the Dean accepts it, the Dean (or his designee), as soon as possible, informs the student of the action.

Appeals

Within three (3) school days of (the student) being informed of an action for dismissal, the student may make a written appeal of dismissal to the Dean. If the student files such an appeal, the Dean shall refer the matter for hearing to the Dean's Appeal Group. In this instance, the student may continue enrollment in the School until a final decision is reached unless, in the Dean's opinion, the student's continued enrollment would compromise the goals of the School (for example: patient care).

The Dean's Appeal Group shall consist of the Dean, who will ordinarily chair the



proceedings of this Group and will have a vote. The remaining four voting members will be the Assistant / Associate Dean for Research, and three (3) faculty members elected at the beginning of the academic year. There will also be three (3) alternates elected from the faculty at the beginning of the academic year. Elected faculty members and elected alternate faculty members may not be members of the SPC nor may they have been in attendance of any SPC meeting during the semester in which a dismissal action was taken regarding the student. A quorum will be at least four (4) voting members. At least one administrator and two (2) elected faculty must be a part of this quorum. The Chair of the SPC, the Assistant / Associate Dean for Student Affairs, and the School Chaplain will be available to the Group to answer questions but will not be permitted a vote.

The student may be permitted a personal appearance before this Group to elaborate on the appeal for dismissal. This Group may hear and review testimony pertinent to the appeal and any material relevant to the student's performance.

After the student leaves the meeting, this Group will make a decision. All motions will be voted by secret ballot and will require only a plurality to be passed. All decisions of this Group will be made by motions which pass. The Dean (or his designee), as soon as possible, will inform the student of the decision of the Group, which is final.

Note: Elected faculty members and elected alternate faculty members are from the full-time teaching and research faculty excluding officers of academic administration.

POLICY REGARDING ELIGIBILITY FOR TAKING BOARD EXAMINATIONS

Part I National Board

To be eligible to take Part I National Board, the student must have: successfully completed all first and second year curriculum requirements whose subject matters are tested on the Board Examination; successfully completed all remedial and / or retake activity associated with any failed efforts on first and second year curriculum requirements that are tested on the Board Examination; and participated in all test sections of the Mock Part I National Board Exercise. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. Under current testing time schedules, students have until the end of the last day of class of the Summer Session to achieve eligibility to take this Examination.

Part II National Board

To be eligible to take Part II National Board, the student must, prior to the date required by the ADA for certification as being eligible to take this examination: be registered as a senior student in the School of Dentistry; have successfully completed all first, second, and third year curriculum requirements; and have successfully completed all competency examinations offered during the first, second, and third years of study. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. It is generally determined approximately six weeks prior to the testing date so that the School can maintain compliance with the ADA date at which time this eligibility must be determined.

On or about the conclusion of the first quarter of the senior year (mid-September), the School will forward to the American Dental Association (ADA) the applications of all those who have met the eligibility standards at that time. If a student becomes eligible to take the Board after this date, he / she will be personally responsible for sending the application to the ADA.

Senior Clinical Examination (Mock Board)

In order to be eligible to take either the patient-based or nonpatient-based sections





of the Senior Clinical Examination (Mock Board), the student must have, prior to the date required by the ADA for certification of eligibility to take Part II National Board: successfully completed all first, second, and third year curriculum requirements; and successfully completed all competency examinations offered during the first, second, and third years of study. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. It is generally determined approximately six weeks prior to the administration of Part II National Board.

Additionally, students will be required to take and successfully complete the Senior Clinical Examination (Mock Board) to be eligible for graduation. Failure to take and successfully complete this Examination and any necessary remediation will result in a review by the Student Performance Committee.

Any segment of the Senior Clinical Examination (Mock Board) that is not passed will require mandatory remediation in the area(s) not successfully completed (laboratory, clinical or didactic sections). The remediation program will be arranged by the department with academic responsibility for teaching the involved discipline(s), when possible. This program can involve the use of models, typodont teeth or extracted teeth or it may use a lecture/examination format. Its purpose is to assist the student in overcoming identified areas of weakness.

After successful completion of the remediation program, the student will be eligible to take a second examination covering the section(s) previously failed.

Licensure Examination Prior to Graduation

Students will be required to successfully complete the Senior Clinical Examination (Mock Board) to be eligible to take a licensing examination prior to graduation. Therefore, those who wish to take a licensing examination prior to graduation must either take and successfully complete the Senior Clinical Examination (Mock Board) on their initial attempt or successfully complete any necessary remediation as well as successfully complete appropriate re-examination(s). Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean.

To be eligible to take a licensing examination prior to graduation, the following will be required of a student on or before the application cut-off date for that specific examination:

1. successful completion of the Senior Clinical Examination (Mock Board).
For those who fail to do this on their initial attempt, successful completion of any necessary remediation as well as successful completion of appropriate re-examination(s) will be required.
2. demonstration of adequate progress toward meeting curricular obligations so that completion of these responsibilities could be reasonably anticipated in time for the issuance of a diploma at the next, upcoming commencement date.

Certification of eligibility, based upon these criteria, will be determined by the Student Performance Committee and will be recommended to the Dean.

REQUIREMENTS FOR PROMOTION AND GRADUATION

Competencies for Creighton University School of Dentistry

Creighton University School of Dentistry has developed the following competencies which describe the desired levels of knowledge, skills and values of its graduates as they begin independent, unsupervised dental practice. These competencies have been written so that they are consistent with the purposes and methods of a professional dental education and have the development of academic and clinical excellence as their primary goal. They are also supportive of the Mission Statement of the School of



Dentistry. The attainment of each competency is determined by assessing each student's performance relative to specific evaluation criteria. The objectives of these evaluation criteria are published in appropriate course syllabi and must be satisfied in order to quantifiably demonstrate competence in each given area. Measurement is achieved by specific competency examinations. In the case of clinical behavior, the results of these competency examinations are corroborated by faculty ratings designed to capture judgments about students' clinical abilities apart from the results they produce. All competencies must be attained in order to be eligible for graduation. When this occurs, the student at Creighton University School of Dentistry will have been judged competent in all areas deemed important by the institution and will have demonstrated the requisite knowledge, skills, and values to enter into the independent, unsupervised practice of general dentistry.

Graduates of Creighton University School of Dentistry will be competent in **professionalism** to the extent that they will be capable of:

1. providing optimal and empathetic care for all patients and doing so in a manner that respects patient autonomy
2. monitoring and critically evaluating contemporary medical / dental scientific and technical information
3. using critical thinking and problem solving skills to guide clinical decision making
4. recognizing the role of life-long learning relative to professional development
5. appraising completed and existing treatments and using these outcomes of patient care to guide professional development
6. recognizing limitations in expertise and seeking consultation or appropriate referral while retaining the responsibility of being the primary care provider

Graduates of Creighton University School of Dentistry will be competent in **health promotion and community leadership** to the extent that they will be capable of:

1. communicating with patients, office personnel, dental and health care colleagues and the public-at-large regarding the effective delivery of oral health care
2. understanding the application of behavioral science principles in order to assume a leadership role in improving the oral health of individuals, families and groups in the community through the provision of treatment and education
3. implementing and monitoring infection control procedures as well as environmental safety programs according to current standards
4. recognizing predisposing and etiologic factors that require intervention to prevent disease and managing preventive oral health procedures

Graduates of Creighton University School of Dentistry will be competent in **practice administration and management** to the extent that they will be capable of:

1. understanding the codes, rules, laws and ethical principles that govern or influence dental practice
2. applying the appropriate codes, rules, laws and ethical principles to the practice of dentistry
3. understanding the principles of practice management regarding the education of staff personnel relative to their professional responsibilities as affected by any codes, rules, laws and ethical principles that influence the practice of dentistry



4. identifying career options, practice location, style and format
5. coordinating and supervising allied dental health personnel
6. maintaining and managing comprehensive, confidential patient records in compliance with applicable laws
7. understanding the legal and financial aspects of operating a dental practice
8. understanding the importance of developing, implementing and monitoring the business and legal aspects of a dental practice using expert resources
9. understanding the use of business management outcomes measures to assess and modify practice policies

Graduates of Creighton University School of Dentistry will be competent in the **provision of dental services** to the extent that they will be capable of:

1. performing patient assessments, clinical examinations, radiological examinations and diagnoses
2. assessing and integrating a diagnostic database to develop and implement an authorized and properly sequenced plan of treatment and to present this to the patient by discussing etiologies, treatment alternatives and prognoses so patients can participate in the management of their own care
3. preventing, recognizing and managing on a short-term basis acute medical emergencies in the dental environment, including the provision of life support measures
4. preventing, recognizing and managing dental emergencies including pain, hemorrhage, trauma and infection of the orofacial complex
5. recognizing and managing orofacial lesions
6. selecting, administering and prescribing appropriate pharmacologic agents to manage conditions that influence dental treatment
8. recognizing and managing complications arising from the use of pharmacologic agents
9. managing pain and anxiety through the appropriate pharmacologic and non-pharmacologic methods
10. understanding critical assessment and scientific principles as they relate to the selection of appropriate biomaterials used in dental therapy
11. performing uncomplicated periodontal therapies and managing patients with complicated periodontal problems
12. performing uncomplicated endodontic procedures and managing patients with complicated pulpal and periradicular disorders
13. performing uncomplicated oral surgical procedures and managing patients with complicated oral surgical problems
14. managing patients with acute and chronic occlusal and temporomandibular disorders
15. performing minor tooth movement and space maintenance and managing patients with advanced orthodontic problems
16. restoring single defective teeth with appropriate materials and techniques to establish proper form, function and esthetics
17. restoring partial or complete edentulism with fixed or removable prosthodontics in the uncomplicated patient and managing the complicated edentulous patient
18. managing the restoration of partial or complete edentulism using contemporary implant procedures
19. ~~performing and managing requisite technical and laboratory procedures~~

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attendant to the provision of dental restorations

POLICY FOR THE MANAGEMENT OF FAILING GRADES

A student who is allowed to continue in the curriculum without repeating the entire year following the receipt of any failing grades during the freshman, sophomore, or junior years must convert those grades to passing marks prior to becoming eligible for registration for the Fall Semester of the next academic year. Participation in clinical activity prior to the removal of any failing grades will be subject to the recommendation of Student Performance Committee, when applicable.

A senior student having any failing or incomplete grades at the conclusion of the academic year will be considered by the Student Performance Committee. Continuation in the curriculum may involve, but not be limited to: (1) repetition of the entire senior year, (2) receiving an additional two week extension from the date of Commencement as provided by the Office of the Registrar to satisfactorily complete all academic responsibilities in time for a May diploma, or (3) enrollment in the summer session to convert any failing or incomplete grades to marks that are passing. Students who receive the two week extension but who fail to complete their academic responsibility in that time frame will receive a failing grade in all courses not satisfactorily completed. Consequences of this may include, but are not limited to: (1) dismissal, (2) repetition of the entire senior year, or (3) enrollment in the summer session to convert any failing grades to marks that are passing.

Conversion of a failing grade to one that is acceptable will involve registration for a retake course and payment of any applicable fees and/or tuition. This retake course may either be one that is currently offered on a regular basis or be one that is arranged specifically to address the noted academic shortcomings. Registration is accomplished through the Office of the Assistant / Associate Dean for Academic Affairs. Tuition and applicable fees are determined by the Assistant / Associate Dean for Student Affairs and are due at the time of registration.

The content, format, and method of examination for didactic and laboratory retake courses are determined by the course director. The content, format, and method of examination for clinical retake courses are determined by the Student Performance Committee in consultation with the Department Chair of the applicable discipline.

Grades earned on the initial failed attempt as well as those of subsequent retake efforts are to be recorded on the Creighton University Official Grade Report and submitted to the Office of the Assistant / Associate Dean for Academic Affairs. This information will then be conveyed to the Registrar's Office for inclusion in the student's transcript as a grade of permanent record.

POLICY FOR THE APPEAL OF ACADEMIC PROCESS AND GRADES

The instructor has jurisdiction in determining academic process and in issuing grades; however, the student has the right to appeal an academic process that he/she believes to be improper or a grade that he/she believes to have been assigned in an arbitrary or capricious manner. This appeal process will involve the following sequential steps and may be resolved at any level:

1. the student confers with the instructor involved.
2. the student and involved instructor (preferably together) confer with the Chair of the department. The Department Chair documents the outcome





of this joint meeting in a memorandum directed to the Assistant/Associate Dean for Academic Affairs.

3. the student appeals in writing to the Student Performance Committee through the Assistant/Associate Dean for Academic Affairs. This letter should state precisely which academic process(es) or grade(s) are being appealed, and must contain any allegations which are the basis for the complaint. The burden of proof rests with the student. The student may be advised by the Assistant / Associate Dean for Student Affairs or may select an advisor from among the full-time faculty of the School of Dentistry. The student shall have the right to have this advisor accompany him/her to any interviews with the Student Performance Committee. The student will be advised in writing of the outcome.

The student has five (5) school days from the time of receipt of the results of the meeting with the Department Chair to file an appeal with the Student Performance Committee. The decision of the Student Performance Committee, if the process progresses to that point, will be final within the School of Dentistry.

Freshmen

All students will be reviewed by the Student Performance Committee each quarter. Possible outcomes of this review may include, but not be limited to: (1) promotion, (2) continuation of current status, (3) probation, (4) repetition of an academic year, (5) dismissal, or (6) any other recommendation deemed appropriate according to the guidelines set out below:

- (a) Semester: a student is expected to earn a 2.00 G.P.A. in didactic and a 2.00 G.P.A. in technique courses for each semester.
- (b) Year: a student is expected to earn a 2.00 G.P.A. in didactic and a 2.00 G.P.A. in technique courses for the academic year.
- (c) Failure of one or more courses may result in recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the entire freshman curriculum, or (3) placement on probation.
- (d) Failure to obtain a 2.00 G.P.A. in didactic and or a 2.00 G.P.A. in technique courses for each semester and/or for the year may result in recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the entire freshman curriculum, or (3) placement on probation.
- (e) A student who has failed one or more courses and who is allowed to continue must convert those grades to a passing grade prior to registration for the Fall Semester of the next academic year.
- (f) Incompletes: didactic and technique incomplete grades occurring during the first semester must be converted to a passing grade within thirty calendar days after the first day of the second semester. Didactic and technique incomplete grades occurring during the second semester must be converted to a passing grade within thirty calendar days after completion of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F."
- (g) All competency examinations must be successfully completed prior to being allowed to register for the Fall Semester of the next academic year regardless of the outcomes of courses taken and G.P.A.'s attained.

Sophomores

All students will be reviewed by the Student Performance Committee each quarter. Possible outcomes of this review may include, but not be limited to: (1) promotion,



(2) continuation of current status, (3) probation, (4) repetition of an academic year, (5) dismissal, or (6) any other recommendation deemed appropriate according to the guidelines set out below:

- (a) Semester: a student is expected to earn a 2.00 G.P.A. in didactic and a 2.00 G.P.A. in technique courses for each semester.
- (b) Year: a student is expected to earn a 2.00 G.P.A. in didactic and a 2.00 G.P.A. in technique courses for the academic year as well as obtain a cumulative G.P.A. of 2.00 in didactic courses and a cumulative G.P.A. of 2.00 in technique courses.
- (c) Failure of one or more courses may result in recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the entire sophomore curriculum, or (3) placement on probation.
- (d) Failure to obtain a semester or cumulative 2.00 G.P.A. in didactic courses and/or obtain a semester or cumulative 2.00 G.P.A. in technique courses may result in recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the entire sophomore curriculum, or (3) placement on probation.
- (e) A student who has failed one or more courses and who is allowed to continue must convert those grades to a passing grade prior to registration for the Fall Semester of the next academic year. Participation in summer clinic activity prior to the removal of the failure(s) will be subject to the recommendation of the Student Performance Committee.
- (f) Incompletes: didactic and technique incomplete grades occurring during the first semester must be converted to a passing grade within thirty calendar days after the first day of the second semester. Didactic and technique incompletes occurring during the second semester must be converted to a passing grades within thirty calendar days after completion of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F." Participation in summer clinic activity prior to the removal of the incomplete(s) will be subject to the recommendation of the Student Performance Committee.
- (g) All competency examinations must be successfully completed prior to being allowed to participate in clinical activities and being allowed to register for the Fall Semester of the next academic year regardless of the outcomes of courses taken and G.P.A.'s attained.
- (h) Part I National Board Examination
 - (1) To be eligible to take Part I National Board, the student must have: successfully completed all first and second year curriculum requirements whose subject matters are tested on the Board Examination; successfully completed all remedial and / or retake activity associated with any failed efforts on first and second year curriculum requirements that are tested on the Board Examination; and participated in all test sections of the Mock Part I National Board Exercise. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. Under current testing time schedules, students have until the end of the last day of class of the Summer Session to achieve eligibility to take this Examination.
 - (2) Complete passing of Part I of the National Board Examination is required for registration or continuation in the Junior-year curriculum.





- (3) Under present testing schedules, students with a complete failure may be allowed to begin, with the rest of their class, the classroom didactic program of the Junior curriculum, but not be allowed to participate in the clinical program until such time as evidence of successful passing of Part I of the National Board Examination is provided. This action may delay graduation. In most cases, students may begin clinical work at the beginning of the second semester on a probationary basis pending the return of the National Board December retest scores. Each clinical chair may require performing related procedures aimed at maintaining and improving technical skills prior to re-entry into the clinic at the beginning of the second semester. This might include observing and/or assisting in the clinic as well as “bench top” type exercises. Failure to obtain a complete passing grade in the December examination may require withdrawal as a student. The student will become eligible for readmission only upon being able to provide evidence of a complete passing performance. Any deviation from this practice will be made only through specific recommendations of the Student Performance Committee or the Dean concerning individual cases.
- (4) Students with a partial failure may be allowed to continue in the Junior-year curriculum but may also be required to demonstrate passing competence on a special examination given by the School covering the failed test section in order to be granted this privilege. The student must receive a passing grade on the applicable section of the National Board Examination administered during the following December. Failure to obtain a complete passing grade in the December examination may require withdrawal as a student. The student will become eligible for readmission only upon being able to provide evidence of a complete passing performance. Any deviation from this practice will be made only through specific recommendations of the Student Performance Committee or the Dean concerning individual cases.
- (5) The Dean is the final authority in the administration of this policy.

Juniors

All students will be reviewed by the Student Performance Committee each quarter. Possible outcomes of this review may include, but not be limited to: (1) promotion, (2) continuation of current status, (3) probation, (4) repetition of an academic year, (5) dismissal, or (6) any other recommendation deemed appropriate according to the guidelines set out below:

- (a) Semester: a student is expected to earn a 2.00 G.P.A. in didactic and a 2.00 G.P.A. in clinical courses for each semester.
- (b) Year: a student is expected to earn a 2.00 G.P.A. in didactic and a 2.00 G.P.A. in clinical courses for the academic year as well as obtain a cumulative G.P.A. of 2.00 in didactic courses and a cumulative G.P.A. of 2.00 in technique/clinical courses.
- (c) Failure to obtain a semester or cumulative 2.00 G.P.A. in didactic courses and/or obtain a semester or cumulative 2.00 G.P.A. in technique/clinical courses may result in recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the entire junior curriculum, or (3) placement on probation.
- (d) Failure of one or more didactic courses may result in recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the entire junior curriculum, or (3) placement on probation.



- (e) A student who has failed one or more didactic courses and who is allowed to continue must convert those grades to a passing grade prior to registration for the Fall Semester of the next academic year. Continued participation in clinical activity prior to the removal of the failure(s) will be subject to the recommendation of the Student Performance Committee.
- (f) Failure of one or more clinical courses may result in recommendations as, but not limited to:
- (1) dismissal from School, (2) repeating the entire junior curriculum, (3) continuation in the curriculum on a limited basis or as a “special student” or (4) placement on probation.
- (g) A student who has failed one or more clinical courses and who is allowed to continue without repeating the entire junior curriculum must convert those grades to a passing grade prior to registration for the Fall Semester of the next (senior) academic year. Continued participation in clinical activity and its specific nature prior to the removal of the failure(s) will be subject to the recommendation of the Student Performance Committee.
- (h) Didactic Incompletes: didactic incomplete grades occurring during the first semester must be converted to a passing grade within thirty calendar days after the first day of the second semester. Didactic incomplete grades occurring during the second semester must be converted to a passing grade within thirty calendar days after completion of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of “F.” Continued participation in clinical activity prior to the removal of the didactic incomplete(s) will be subject to the recommendation of the Student Performance Committee.
- (i) Clinical Incompletes: clinical incomplete grades are managed in accordance with the Policy for Students Who Fail To Complete Clinical Requirements as presented below. Copies of this policy are available in the Office of the Assistant / Associate Dean for Academic Affairs.
- (1) Junior students who receive a satisfactory PCV grade (“C” or above) at the end of both the Fall and Spring Semesters *and who are incomplete in clinical requirements in one or two disciplines at the end of the Spring Semester shall receive an “I” grade in the clinical area(s) they did not complete. These students are then given an additional twelve (12) unassigned (unblocked) clinical sessions to convert their “I” grades to an acceptable grade of record without penalty. They may participate in senior clinical courses, but only in those specific clinical disciplines for which they have completed their junior-year obligations.*
 - (2) Junior students who do not have satisfactory PCV grades (“C” or above) at the end of either the Spring or Fall Semester or who fail to complete clinical requirements in three or four clinical disciplines at the end of the Spring Semester shall receive an “I” in those clinical areas they did not complete. **These students are given to the last clinical period during the Summer Clinic Session to complete the requirements in the disciplines in which they are deficient. They can not work in any senior clinical course to accrue senior credits until all junior requirements have been met except to serve on scheduled block rotations. This may result in a delay of graduation and may necessitate the reassignment of patients whose treatment needs must be addressed prior to the anticipated time of completion of junior-year obligations. When the junior requirements are completed, the final grades in the affected courses are computed in the “usual” manner and then lowered by one full letter (except a “D” can not be reduced to an “F” solely on this basis).**





- (3) Junior students with five or more “incomplete” clinical grades will be reviewed by the Student Performance Committee to determine if they may continue and if so, the conditions under which this is to occur.
- (4) Junior students who have been granted the twelve session extension and who fail to remedy the “incomplete(s)” by that time will be given the same terms with the same limitations as explained in “2” above to correct the remaining deficiency.
- (5) Junior students who have not completed requirements by the final clinic session of the Summer Term will have the “I” automatically converted to an “F” as a permanent grade of record that remains on the transcript. The Student Performance Committee will then meet to make a recommendation to the Dean regarding these students. This recommendation may include, but is not limited to:
 - a. the student may be required to register for a new course to remediate the failing grade (this may delay graduation)
 - b. the student may repeat the junior year
 - c. the student may be placed on probation
- (6) Junior students who have not successfully completed all junior year Competency Examinations by the end of the Spring Semester can not work in any senior clinical course to accrue senior credits until all Competency Examinations have been successfully completed except to serve on scheduled block rotations. This may result in a delay of graduation and may necessitate the reassignment of patients whose treatment needs must be addressed prior to the anticipated time of successful completion of said Competency Examination(s).
- (7) Senior students **must** successfully complete all clinical requirements and Dental School Competencies prior to being eligible for certification for graduation.

Incomplete (“I”) indicates that the deficit is a quantitative problem only. The department has found the quality of the clinical work acceptable but the quantity is lacking. **This grade of “I” can be converted on the student’s transcript to an acceptable grade of record by using a Change of Grade Form available in the Office of the Assistant / Associate Dean for Academic Affairs as long as it is not to change a final grade (normally) issued at the end of the second semester of the senior year. In other words, the Change of Grade Form can be used to change the “I” to a final grade of record (A through F), but can not be used to change unacceptable final grades of record to passing marks. These “I” (or “F”) final grades must remain on the transcript as a grade of permanent record and can only be converted to an acceptably passing grade by registering for a new course and successfully completing that curriculum offering. This change is conveyed to the Registrar via the Creighton University Official Grade Report issued by the Registrar’s Office.**

A failing grade (“F”) indicates that the deficit is qualitative in nature or that certain guidelines pertaining to the conversion of an “incomplete” grade have not been met. This grade can be issued at the end of the Spring Semester by clinical departments whenever the student’s work is clinically unacceptable regardless of whether or not a quantitative problem exists. **These grades generally can only be converted on the student’s transcript to an acceptable grade of record by completing the Creighton**





University Official Grade Report that is made available by the Registrar's Office following the student's registering for a new course.

- (j) All competency examinations must be successfully completed prior to becoming eligible to register for the Fall Semester of the next academic year; prior to becoming eligible to take Part II of the National Board Examination; and prior to becoming eligible to taking the Mock Board regardless of the outcomes of courses taken and G.P.A.'s attained.

Seniors

All students will be reviewed by the Student Performance Committee each quarter. Possible outcomes of this review may include, but not be limited to: (1) promotion, (2) continuation of current status, (3) probation, (4) repetition of an academic year, (5) dismissal, or (6) any other recommendation deemed appropriate according to the guidelines set out below:

- (a) In order to be eligible for graduation, a senior dental student must have (1) earned a four year cumulative G.P.A. of not less than 2.00 for all courses, (2) earned no less than a 2.00 G.P.A. in the didactic courses of the senior year, (3) earned no less than a 2.00 G.P.A. in the clinical courses of the senior year, (4) converted all incomplete and/or failing grades to passing grades, and (5) successfully completed all competency examinations offered during the freshman, sophomore, junior and senior academic years, including the Senior Clinical Examination (Mock Board). Failure to meet these requirements for graduation may be reviewed by the Student Performance Committee. Recommendations may include, but are not limited to: (1) dismissal from School, (2) repeating the entire senior curriculum, or (3) continuation in a specified curriculum with requirements which, if met, are designed to establish eligibility for graduation.
- (b) Incompletes: didactic incomplete grades occurring during the first semester must be converted to a passing grade within thirty calendar days after the first day of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F." Continued participation in clinical activity prior to the removal of the didactic incomplete(s) will be subject to the recommendation of the Student Performance Committee.
- (c) A senior student having any incomplete or failing grades at the end of the academic year will be considered by the Student Performance Committee. Recommendations may include, but are not limited to, one of the following courses of action: (1) dismissal from School, (2) repeating the entire senior curriculum, (3) continuation in the senior curriculum for an additional two week extension from the date of Commencement provided by the Office of Registrar to complete one's studies in time to receive a May diploma, or (4) enrollment in the summer session, after registration and payment of required tuition, in a specified program of study designed to establish eligibility for a later graduation. Students who receive recommendation (3) above but who fail to complete their academic obligations in the two week "window" provided may be reviewed by the Student Performance Committee for recommendations that may include, but not be limited to (1), (2), or (4) above. Once registration in the summer session occurs, at its conclusion, the student may again be considered by the Student Performance Committee. Recommendations may include, but are not limited to: (1) graduation, (2) dismissal from School, or (3) continuation in an additional specified program of study.
- (d) Senior Clinical Examination (Mock Board)





- (1) In order to be eligible to take either the patient-based or nonpatient-based sections of the Senior Clinical Examination (Mock Board), the student must have, prior to the date required by the ADA for certification of eligibility to take Part II National Board: successfully completed all first, second, and third year curriculum requirements; and successfully completed all competency examinations offered during the first, second, and third years of study. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. It is generally determined approximately six weeks prior to the administration of Part II National Board.
 - (2) Students will be required to take and successfully complete the Senior Clinical Examination (Mock Board) to be eligible for graduation. Failure to take and successfully complete this Examination and any necessary remediation will result in a review by the Student Performance Committee.
 - (3) Any segment of the Senior Clinical Examination (Mock Board) that is not passed will require mandatory remediation in the area(s) not successfully completed (laboratory, clinical or didactic sections). The remediation program will be arranged by the department with academic responsibility for teaching the involved discipline(s), when possible. This program can involve the use of models, typodont teeth or extracted teeth or it may use a lecture/examination format. Its purpose is to assist the student in overcoming identified areas of weakness.
 - (4) After successful completion of the remediation program, the student will be eligible to take a second examination covering the section(s) previously failed.
- (e) Part II National Board Examination
- (1) To be eligible to take Part II National Board, the student must, prior to the date required by the ADA for certification as being eligible to take this examination: be registered as a senior student in the School of Dentistry; have successfully completed all first, second, and third year curriculum requirements; and have successfully completed all competency examinations offered during the first, second, and third years of study. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. It is generally determined approximately six weeks prior to the testing date so that the School can maintain compliance with the ADA date at which time this eligibility must be determined.
 - (2) On or about the conclusion of the first quarter of the senior year (mid-September), the School will forward to the American Dental Association (ADA) the applications of all those who have met the eligibility standards at that time. If a student becomes eligible to take the Board after this date, he / she will be personally responsible for sending the application to the ADA.
- (f) Licensure Examinations Prior to Graduation
- (1) To be eligible to take a licensing examination prior to graduation, the following will be required of a student on or before the application cut-off date for that specific examination:
 - (a) successful completion of the Senior Clinical Examination (Mock Board). For those who fail to do this on their initial attempt, successful completion of any necessary remediation as well as successful completion of appropriate re-examination(s) will be required.
 - (b) Demonstration of adequate progress toward meeting curricular obligations so that completion of these responsibilities could be reasonably anticipated



in time for the issuance of a diploma at the next, upcoming commencement date.

- (2) Certification of eligibility, based upon these criteria, will be determined by the Student Performance Committee and will be recommended to the Dean.

Degree of Doctor of Dental Surgery

The Student Performance Committee may refuse to recommend for the degree of Doctor of Dental Surgery any student who has not: (1) met all financial indebtedness to the University, (2) satisfactorily completed all the prescribed courses and passed examination therein, (3) complied with laboratory or clinical requirements, (4) successfully completed all competency examinations, and/or (5) exhibited moral qualities appropriate to the profession of dentistry.

COMMENCEMENT

Annual University Commencement exercises are held in May and December. Students who complete their degree programs in the Spring Semester are required to be present at the Annual Commencement Exercises in May to receive their degrees. Students who complete their degree programs in the Fall Semester may attend Commencement ceremonies in December. Diplomas will be mailed upon confirmation of the completion of all degree requirements by the respective Dean. Students who complete their degree programs during the summer receive their degrees at the end of the Summer Sessions, but no ceremony is held; these students may participate in the preceding May Commencement. All candidates who receive degrees at the end of a Fall Semester or Summer Session are listed in the next Annual Commencement Program.

Each candidate must file with the Registrar a formal application for the degree. This must be done in advance of the time one wishes to receive the degree, namely, by February 15 for graduation at end of the Second Semester, by October 1 for graduation at end of the First Semester, and by June 15 for graduation at the end of the Summer Session. Typically, candidates for the D.D.S. degree receive their diplomas at the annual University Commencement in May at the close of the Second Semester.

NOTE: A student may participate in only one Commencement ceremony for each degree granted.

To participate in the May Commencement, a candidate must have successfully completed all degree requirements and must be approved for graduation, or be able to and plan to complete all requirements by the date for conferral of degrees in the following August. The respective deans of the Schools and Colleges of the University shall have the responsibility for clearing all participants in the Commencement. Those participants in the May ceremony who have not completed all degree requirements shall be so designated in the Commencement Program.

ATTENDANCE

Creighton University School of Dentistry's primary obligation is the total education of the students. Implicit in the achievement of this goal will be the student's conscientious attendance of classes, laboratories, and clinic sessions.

At the start of the semester, the directors of didactic and laboratory courses will publish the specific procedures concerning class attendance. It is the student's responsibility to note these procedures and to follow them carefully. Junior and Senior students are required to have a minimum of 90 percent attendance at all scheduled clinic sessions, including those of each semester as well as those of the Summer Clinic. Failure to maintain this attendance figure may require the student to attend additional clinic sessions during the following summer and may result in a delayed graduation.





The Assistant / Associate Dean for Student Affairs determines authorized absences from didactic, laboratory and clinical courses and these are only granted in response to extenuating circumstances. Repeated, unexplained absenteeism may be considered by the Student Performance Committee and if it occurs for two consecutive weeks, the student will be considered as having withdrawn from the University. This is not to be considered, however, as revoking the regulation that requires the student to notify the Dean in person or in writing of his or her withdrawal. *Refunds are made to the student on the basis of the date the student has formally notified the Dean in person or in writing of withdrawal.*

Officially excused absences for University-sponsored affairs must be cleared with the Assistant / Associate Dean for Academic Affairs and the Assistant / Associate Dean for Student Affairs by the responsible faculty moderator.

A student who has been unavoidably absent and who can not make up the work of a course will be permitted to withdraw without penalty. The student will receive a grade of W and no credit. A student who is dropped from a course for unexcused absences will receive a grade of AF (absence failure). Once a grade of AF has been assigned, the student is not eligible to receive a W.

DISCIPLINE AND PROFESSIONAL CONDUCT

The primary purpose of discipline is educational in nature and is aimed at the development of responsible student conduct.

The University has the right and the duty to protect its educational purpose through setting and maintaining standards and regulations considered essential to its purpose. Guidelines for proper professional conduct include honesty and personal integrity; respect for human rights, dignity, and well being; proper language; neatness in personal appearance; courtesy; and cooperation. Students are expected to comply with policies dealing with academic and nonacademic misconduct. Matters related to academic misconduct are managed in accordance with the following policy, copies of which are also available in the Office of the Dean.

HONOR CODE

Presumptions:

- The Honor Code is predicated upon the premise that students, as developing professionals, will develop professional maturity and integrity through a system of shared responsibility involving the School of Dentistry, its faculty, students, administrative officers, and staff.
- Cooperation exists between students and faculty to share responsibility for modeling and maintaining academic honesty, integrity, and professional behavior.
- The Honor Code embodies the concept of personal honor in the framework of a covenantal pledge and is aligned with Creighton University's Code of Conduct and the School of Dentistry's Policies and Procedures for the Promotion of Academic Integrity and the Management of Academic Misconduct.
- The School of Dentistry is committed to the students' professionalism as evidenced by having students abide by the Honor Code and the codes of ethics promulgated by the American Dental Association and the American Student Dental Association.
- The Honor Code contributes to the development and expression of moral standards that are the cornerstone of the academic community, the greater society, and the profession of dentistry.
- The Honor Code creates an environment where academic dishonesty is



socially and professionally unacceptable, where institutional expectations are clearly understood, and where students assist their peers in abiding by its contents.

- Students are obligated to take action in the event they learn that a fellow student has violated this Code. The student can take action by asking the violator to refrain from the behavior and/or to report himself/herself to the appropriate authority. The student can also report the behavior to appropriate student, faculty, or administrative representatives as well as to the Committee on Academic Misconduct via its Chair, the Assistant / Associate Dean for Academic Affairs.

Principles and Duties:

1. Fidelity / Honesty / Truthfulness: the student maintains high standards of academic and professional honesty and integrity.
 - The student exhibits honesty during didactic, preclinical, and clinical communications and evaluations.
 - The student refuses to provide unfair advantage by assisting another student during a didactic, preclinical, or clinical evaluation in a manner not prescribed by the instructor.
 - The student refuses to alter, forge, falsify, or fabricate information, documentation, or service.
 - The student maintains confidentiality of patient information.
 - The student strives to attain high levels of competence, admits errors, and not knowingly misleads others or promotes oneself at the expense of others.
2. Responsibility and Sense of Duty: the student fulfills duties and obligations of the profession of dentistry which are expected by the public.
 - The student becomes familiar with and adheres to the codes of ethics promoted by the American Dental Association and the American Student Dental Association.
 - The students' responsibility parallels the responsibility of professional practitioners who maintain high professional standards by monitoring the conduct of their peers.
 - The student is dedicated to helping patients, colleagues, the profession, and society to reach their maximal potential.
 - The student maintains quality of care while addressing conflicts of interest.
 - The student engages in conduct that reflects positively on the School of Dentistry and the profession.
3. Justice and Respect for the Rights of Others: the student respects the rights, privileges, and property of other members of the academic community as well as those of the University.
 - The student deals with faculty, staff, peers, and patients in a dignified, considerate manner and with a spirit of cooperation.
 - The student views and treats all people encountered in an academic or clinical capacity equally in regards to liberties, rights, respect, acceptance, and opportunities.
 - The student submits his or her own original work in a manner prescribed by the instructor and with the expectation that the grade reflects only that student's achievement.





- The student is respectful toward the learning process and to those involved with it.
- The student respects the ideas and words of others by attributing the quoted or paraphrased portions to their original sources.
- The student strives to uphold the dignity and respect of the profession of dentistry by his or her dress, personal appearance, conduct, and conversation.

Students will sign a pledge at the beginning of each academic year acknowledging that they have read the Honor Code, understand its principles, and agree to abide by and support them.

Policy for the Promotion of Academic Integrity and the Management of Academic Misconduct

The educational process at Creighton University is founded on Christian ideals and is committed not only to intellectual growth and to the search for truth, but to the development of such attributes as integrity, human dignity, and concern for others. Although no code of conduct can specifically cover all situations, the basic expectations of the University community must be addressed and the University's dedication to truth must be promulgated.

Purpose

The regulation of student conduct is essential to the University's basic educational purpose. The primary emphasis in the promotion of academic integrity is directed toward the development of the student for responsible citizenship, the protection of the society to be served by that student, the protection of the rights of other students to participate fully in the educational process, and the assurance of the welfare of the total University community to include the patients it serves. It is important to the implementation of the clinical and educational process that disciplinary procedures be established, well defined, thoroughly promulgated and properly enforced, and that procedural safeguards be such so as to protect the rights of all involved and assure probative validity.

The purpose of this document is to inform students, faculty and staff of the policies of academic integrity that pertain to this School. Students are reminded of their role in the maintenance of academic integrity and of the consequences of academic indiscretion.

Responsibility

The promotion of academic integrity is the responsibility of the School of Dentistry, its faculty, students, administrative officers, and staff. The faculty and administration must actively encourage academic integrity by example, guidance, and prevention. Students must be aware of the importance of academic integrity per se, as well as in the context of this particular profession. By voluntary entrance into the academic community, the student assumes obligations of performance and behavior reasonably imposed and these obligations are generally higher than those imposed on all citizens by civil and criminal law.

All incidents of academic misconduct should be reported to the Chair of the Academic Misconduct Committee as soon as is reasonably possible so as to identify the development of any patterns of misconduct. Witnesses are to be identified, testimony recorded, and papers, notes or other evidence are to be confiscated and maintained either in the office of the Chair of the Academic Misconduct Committee or in the Department office involved.

Definition of Academic Misconduct

Academic misconduct includes, but is not limited to: collaborating during



examinations; copying examination answers; using unauthorized material during examinations; improperly or falsely obtaining, distributing or receiving examination materials; arranging to have others complete examinations, academic laboratory or clinical assignments and/or experiments; plagiarism in any form; furnishing false information to the University concerning academic matters; falsifying clinical reports or otherwise endangering the well being of patients who present themselves for treatment and/or teaching purposes; misusing academic resources; defacing, tampering with or wrongfully acquiring library materials or school equipment; forgery of academic or academic-related documents; unauthorized entry into areas where academic materials are located; engaging in bribery to obtain unauthorized academic information or material; altering academic records; as well as any other conduct intended or likely to give a student unfair advantage or unfair benefit regarding an academic matter.

Penalties

Penalties for academic misconduct include, but are not limited to one or more of the following:

1. Reprimand;
2. Repetition of an examination or an assignment under a different format;
3. Reduction in grade for an examination or an assignment;
4. Failing grade for an examination or an assignment;
5. Probation;
6. Suspension or expulsion from a course, (in the case of expulsion from a course a grade of "F" is recorded on the transcript);
7. Incomplete grade for a course and the requirement that the course be repeated;
8. Removal from or denial of office in student organizations; and
9. Request for withdrawal from the School or suspension or expulsion from the School.

The penalties listed above in numbers one (1) through four (4) may be imposed by a course director. The Academic Misconduct Committee or the Dean may impose any of the above listed penalties.

Initial Procedures

A student accused of academic misconduct will be initially notified of the allegation verbally by the faculty member who discovers the incident with reasonable promptness after the detection of the alleged indiscretion. The Chair of the Academic Misconduct Committee will be informed of the accusation by the faculty member. The Chair of the Academic Misconduct Committee will then provide a copy of the Policy and Procedure for the Promotion of Academic Integrity and the Management of Academic Misconduct to the accused student. The Chair of the Academic Misconduct Committee will also make the student aware that the Associate Dean for Student Affairs is available to assist the student as an advisor and student advocate in resolving the matter.

A student who has been so notified shall be allowed to continue in his/her didactic program with the same rights, privileges and responsibilities as other students pending the resolution of the matter of alleged misconduct. The Director of Clinics may suspend clinical privileges pending the resolution of the accusation if patient safety is in question. If the course director decides that an alleged misconduct involves a matter that is beyond the scope of penalties available to be imposed by the course director, the course director may refer the matter to the Academic Misconduct Committee for Formal Procedures. This decision and referral should be filed within two (2) school days of informing the student of an alleged indiscretion.





If a student has been disciplined by a course director for academic misconduct, and if the student does not accept the penalty proposed or imposed by the course director, the student shall file with the Chair of the Academic Misconduct Committee and with the involved course director a written statement of the student's desire that the Academic Misconduct Committee review the matter. This statement should be filed within two (2) school days after the student has been advised of the penalty by the course director. This formal student rejection of the penalty proposed by the course director will also necessitate the implementation of the Formal Procedures as set forth below.

Formal Procedures

Whenever a case of academic misconduct is referred to the Academic Misconduct Committee, the Chair of the Committee shall give written notice to the student of the charge and notice of the evidence which supports the charge as well as extend to the student an opportunity to appear before the Committee and answer such a charge. Additionally, the student will be instructed to prepare and submit to the Committee a written report of the incident. The involved course director will inform his/her department chair and will also prepare a report of the incident to be delivered to the Chair of the Academic Misconduct Committee including all available evidence, names of witnesses, materials confiscated, etc. All reports must be received by the Chair of the Academic Misconduct Committee within three (3) school days after the Chair informs the accused student of the initiation of these Formal Procedures. Although failure by the student to submit his/her written report within this three (3) day time period will generally be deemed a waiver of the right to submit this report, an extension of time may be allowed by the Chair of the Academic Misconduct Committee when requested and good reason is shown therefor.

The Chair of the Academic Misconduct Committee will review all written reports and, at a suitable time, call a meeting of the Academic Misconduct Committee and invite the accused student to attend. The notice of this meeting shall be given at least three (3) school days in advance of the day set for the hearing. Additionally, the course director, the faculty member discovering the incident, the department chair and such other persons as the Chair deems appropriate will be invited to this meeting. The student may be advised by the Associate Dean for Student Affairs or obtain another advisor from among the University Community to advise him/her regarding the allegation and shall have the right to have the advisor present at this meeting. The student and the other attendees may also bring witnesses and present relevant information at the hearing. The student is not required to appear before the Academic Misconduct Committee, and if he/she elects not to appear, the determination required of the Committee will be made on the basis of the information available to the Committee.

At the conclusion of the hearing, the Academic Misconduct Committee, by a secret ballot vote of a majority of the voting members present may find that (1) the charge of academic misconduct has not been substantiated, in which event the charge will be dismissed; or (2) that a charge of academic misconduct has been substantiated. If the Academic Misconduct Committee finds that a charge of academic misconduct has been substantiated, then it shall recommend to the Dean an appropriate penalty by a majority vote of the members of the Committee.

If the Dean accepts the recommendation of the Academic Misconduct Committee, the Committee shall give written notice to the student of the recommendation which it has made as well as provide a written copy of this recommendation to the course director. These written copies will be distributed within two (2) school days of the hearing and shall also inform the student of his/her right to appeal.

The Chair of the Academic Misconduct Committee, with the approval of the Associate Dean for Student Affairs, may modify the time frames of this policy when necessitated by absences, semester breaks, recess breaks, vacations, or other extenu-



ating circumstances.

In any case in which the Academic Misconduct Committee finds that academic misconduct has been substantiated, the student may appeal to the Dean by giving written notice to the Chair of the Academic Misconduct Committee of his/her intention to appeal. The student must give this notice of intention to appeal within two (2) school days after receipt of the Committee's recommendation. The student is then given an additional three (3) school days to prepare and file his/her written appeal. This written appeal is to be filed with the Office of the Dean of the Dental School and a copy given to the Chair of the Academic Misconduct Committee.

A student may appeal only on the grounds that (1) the decision of the Committee is not supported by the information available to it and/or that (2) the penalty imposed by the Committee was too severe. If the student elects to appeal, the issue or issues upon which the appeal is based shall be reviewed by the Dean or, if the Dean chooses, the Dean's Appeal Group and he/she will give written notice to the student, to the Chair of the Academic Misconduct Committee, and to the course director of a decision.

The decision of the Dean may be appealed to the University President only if the Dean upholds or imposes a penalty of expulsion from the School, suspension, or a request for withdrawal. The decision of the University President shall be final.

Further information regarding academic or academic-related misconduct, and disciplinary procedures and sanctions regarding such misconduct, may be obtained by consulting the current edition of the *Creighton University Handbook for Students*. However, students are advised that expulsion from the University is one of the sanctions which may be imposed for academic or academic-related misconduct.

The University reserves the right to modify, deviate from, or make exceptions to the foregoing or to the *Handbook for Students* at any time, and to apply any such modification, or make any such deviation or exception applicable to any student without regard to date of admission application or enrollment.

Matters related to nonacademic misconduct are managed by the University Committee on Student Discipline in accordance with the procedures described in the *Creighton University Student Handbook*.

LIABILITY INSURANCE

Professional liability insurance is provided for dental students while they are acting within the scope of their duties as students. It is required for all who practice in the School of Dentistry's clinics. This insurance does not cover activities such as licensure examinations. Separate policies must be obtained by the students for those occasions.

CONFIDENTIALITY OF STUDENT RECORDS

Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA). Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the Registrar, Dean, Department Chair, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was



submitted, that official shall advise the student of the correct official to whom the request shall be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Public Safety personnel and Student Health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, the National Student Loan Clearinghouse or the Voice FX Corporation); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses educational records without consent to officials of another school in which the student seeks or intends to enroll.

FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an education record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled full time/part time status, local and permanent address(es), e-mail address, telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, and previous educational agency or institution attended by the student.

A currently enrolled student may request any or all directory information not be released by completing and filing with the Registrar's Office a statement entitled "Student Request To Restrict Directory Information". Such filing of this request shall be honored for the remainder of the term in which the request is filed, except that such restriction shall not apply to directory information already published or in the process of being published.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA. The name and address of the office that administers

FERPA are: **Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.**

TRANSCRIPTS

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon written request of the student. A special Request For Transcript form is available at the Registrar's Office, A226. Copies are not made of transcripts of records on file from other institutions. Any additional copy of these must be requested by the student direct from the original issuing institution.

GRADUATION RATES

In 2000 the completion or graduation rate for first time undergraduate freshman students who entered Creighton University in Fall 1994 was 67 percent. This includes students who later entered professional school programs of Dentistry, Law, Medicine, and Pharmacy and Allied Health Professions at Creighton University prior to receiving an undergraduate degree.

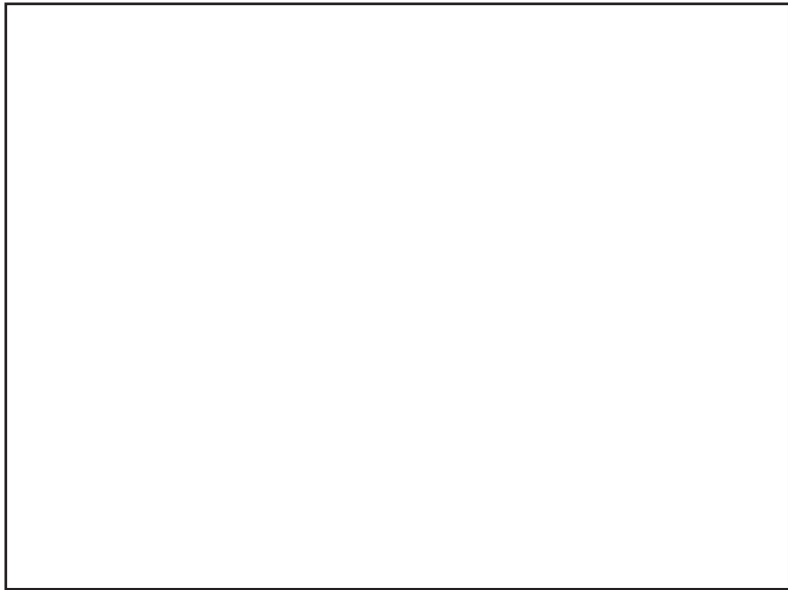
In 2001, the completion or graduation rate for first-time dental students who entered Creighton University since 1994 was 96 percent.

Bachelor of Science in Dental Hygiene Degree Completion Program

A collaborative baccalaureate degree-completion program for licensed hygienists who have earned an associate/certificate degree from an accredited dental hygiene program has been established at Creighton University and is administered by the School of Dentistry, the College of Arts and Sciences, and University College. This Bachelor of Science Degree in dental hygiene is designed to prepare the graduate to assume broader positions of responsibility in a variety of health care, research, business, community, and educational settings, and to adapt to new roles necessitated by the changing health care environment. It does so by offering a curriculum that encompasses the arts, humanities, basic and behavioral sciences, and advanced professional studies. Emphasis is placed on the basic principles of problem-solving and decision making, critical thinking, communication skills, and ethical behavior with a particular focus on life-long learning skills that can be applied to a multiplicity of roles and career settings.

The applicant for admission to this baccalaureate degree-completion program must show evidence of: (1) graduation with a minimum 2.5 GPA from an accredited dental hygiene program recognized by the American Dental Association (ADA) Commission on Dental Accreditation, (2) successful completion of the Dental Hygiene National Board Examination, (3) current licensure as a dental hygienist in any state in the United States or Canada, in good standing, and (4) satisfactory academic and professional references.

Candidates for the baccalaureate degree must complete a minimum of 128 credit hours: 62 dental hygiene transfer credits; 46 general study hours (English, Sociology, Theology, History, World Literature, Philosophy, Psychology, Anatomy and Physiology, Biochemistry, Microbiology, Speech, Ethics, etc.); and 20 dental science hours. A cumulative grade point average of 2.0 is required for graduation with a Bachelor of Science degree in dental hygiene from the School of Dentistry. This average shall be computed only on the basis of all courses attempted while enrolled in University College in the program leading to a Bachelor of Science degree in dental hygiene.





COURSES OF INSTRUCTION

Faculty members and the courses of instruction are listed here by department. Courses are subject to continual review and revision, and the University reserves the right to modify or to cancel any of the courses listed without notice.

KEY TO SYMBOLS

The standard course description includes a variety of symbols or abbreviations indicating essential information. These symbols are used to identify the subject area of course offerings in schedules, grade reports, transcripts of records, etc. The following is a sample course description with the individual symbols explained in the order in which they appear in that description.

ORB 115 General Gross Anatomy (8) I

Gross anatomy of the upper extremity, thorax and abdomen taught by means of lecture, laboratory dissection, models and multi-media resources. Emphasis is placed on basic concepts of the various body systems. 2R, 6L, 12W. (Split classes for laboratory).

ORB Department abbreviation. Standard three-letter symbols are used throughout the University to identify the subject fields, in this case, Oral Biology.

115 Course number. The numbering system and its significance is as follows:

1. The first digit indicates the dental college year in which the course is taken:

All Freshman courses begin with 1.
All Sophomore courses begin with 2.
All Junior courses begin with 3.
All Senior courses begin with 4.

2. The second digit indicates the quarter (half of semester) within which the course begins, except that a zero indicates an elective course.

0 indicates an elective course
1 indicates First Quarter
2 indicates Second Quarter
3 indicates Third Quarter
4 indicates Fourth Quarter
5 indicates Summer Session

3. The third digit indicates the type of course involved. Didactic courses are represented by odd-numbered digits; technique courses (laboratories, field experiences and clinics) by even-numbered digits.

GENERAL GROSS ANATOMY — Course title.

(8) Credit value of the course in terms of semester hours of credit.

I Term offered. I indicates fall semester; II indicates spring semester.

2R, 6L, 12W Class Structure. R, L, C, S, and F indicate “lecture/recitation,” “laboratory,” “clinic,” “seminar,” or “field experience.” W indicates “week” and is used with a number to indicate the approximate length of the course. 16W designates a semester-long course, 8W indicates the course is in session for one academic quarter (half-semester), and any other number reflects the actual number of weeks the course is offered. Hence, 2R, 6L, 12W indicates two hours of lecture and six hours of laboratory per week for twelve weeks. Weekly attendance hours are not assigned to clinical courses since students generally schedule themselves into the various departments as necessary.

NOTE: Not all the foregoing information may be noted in any individual course.





COMMUNITY AND PREVENTIVE DENTISTRY (CPD)

Westerman (Chair), Aldous, Bailey, Curry, Erskine, Fellows, Goldsmith, Grandy, Holbrook, Hiller, McCusker, Ocanto, Olson, Roberts, Seminara, Steed, Sten, Thomson, Welie, and Zellinger.

NOTE: Additional preceptor faculty appointments are made yearly for off-site student field experiences in institutions, public health agencies, and/or private offices.

Freshman Year

CPD 111 Interpersonal Relationships and Communication (1) I

To assist in their orientation and adjustment to professional education, freshmen will participate in group introductions followed by a discussion on interpersonal relationship and communication with classmates. 2S, 3W.

CPD 113 Preventive Dentistry (3) I

Introduction to the philosophy and need for preventive dentistry by developing the student's concepts of self-motivation; knowledge of dental diseases and abnormalities; application of the principles of fluoridation; nutrition, patient motivation, and home care.. In addition, the student will develop skills for effective oral hygiene with reference to disclosing agents, toothbrushing, flossing, oral physiotherapy aids, and topical fluorides. 1R, 16W; 2R, 3L, 6W.

CPD 115 History of Dentistry (1) I

Designed to acquaint the student with the history of dentistry from ancient times to the present. Emphasis is placed upon contributions by individuals and groups of individuals leading to the current status of dentistry in the United States. 1R, 8W.

CPD 131 Community Dentistry (2) II

Introduction to the sociology of dental practice, assessment of the problem of oral diseases, prevention and control of oral disease, evaluation of scientific information, meeting the demand for dental care, and dental epidemiology. 1R, 16W.

CPD 132 Community Dentistry Field Experience (1) II

Designed to acquaint students in small groups with area health problems and with area health services and agencies. Field experience is gained during dental health and/or career presentations in public and parochial schools. Visitations are made to provide a variety of experiences; to neighborhood schools; to water purification and flouridation facilities; and to a commercial dental laboratory. 2F, 4W; 3F, 4W (Split classes).

CPD 134 Clinical Observation (1) II

Introduction to all disciplines of dentistry by way of clinical observation and limited assistance to upper-class dental students. 2C, 10W (Split clinical assignments).

Junior Year

CPD 311 Ethics in the Practice of Dentistry I (2) I

Provides an understanding of several ethical principles which have direct relevance to students' training and future practice experience. Focus on common ethical dilemmas found in the relationships between student and dental school, between dentist and patient, between dentists themselves, and between dentist and the community. 2R,5W;1S, 6W.

CPD 312 Community Dentistry Field Experience (1) I, II

Provides the dental student with an opportunity to apply motivational and instructional techniques regarding patient dental education through community field experiences. F.

CPD 313 Research and Literature Evaluation (1) I

Course designed to enable the student to discuss the need for and uses of basic statistical tools commonly encountered in health-related research and to enable the student to evaluate health sciences research literature regarding its implications for the subsequent provision of health-care services. The ultimate purpose of the course is to enable the student professional to be more critical both in those judgments which he makes about his own professional experience and in evaluating those of his colleagues that are communicated in formal research literature. 1R, 8W.





CPD 331 Practice Planning (2) II

Designed to introduce the student to practice management principles. Covers the process of selecting a practice and the necessary office planning. Includes office design and dental equipment selection. Emphasizes the internal management of a dental practice with specific attention given to the management process of organization, delegation of authority, staff and patient communication, appointment control and recall systems, treatment planning and scheduling. 1R, 16W.

Senior Year

CPD 411 Business of Practice (3) I

Designed to provide the background to help make wise decisions concerning purchasing, associating, leasing or incorporating. Special emphasis is given to legal requirements. The methods of financing a practice are reviewed. Employee selection procedure, developing an office manual, and maintaining staff competence through training and evaluation are explained. Receptionist's duties, fees, payment methods, billing, collecting, office records and forms are presented. 1R, 8W and 2R, 8W.

CPD 412 Community Dentistry Field Experience (1) I, II

Provides the dental student with an opportunity to apply motivational and instructional techniques regarding patient dental education through community field experience. F.

CPD 421 Geriatric Dentistry (1) I

Introduction to incorporating delivery of dental service for older adults with reference to overview of geriatric dentistry, geriatrics and demographics; geriatric oral pathology, general restorative principles; treatment of periodontal disease; prosthetic care; pharmacology; and diagnosis and treatment planning. 1R, 8W.

CPD 431 Ethics in the Practice of Dentistry II (1) II

Designed to identify and understand one's own ethical decision-making process and the relationship of rendering dental care with values and ethics. Students will discuss the areas of risk management, prescription fraud and drug diversion, freedom of choice in dentistry, empathy and compassion, informed consent, code of ethics of the A.D.A., and dental-care delivery systems. 1S, 8W.

CPD 433 Financial Planning and Jurisprudence (2) II

Emphasis on practical accounting principles in bookkeeping, tax laws, FICA, depreciation and personal income tax. Personal financial planning, estate planning and pension plans are presented. Legal aspects of dentistry including professional fees, liabilities, technical assault, breach of contract and expert witness are explained. 2R, 8W.

ENDODONTICS (END)

Knowles (Chair), Gray, Gruber, Ibarrola, Ludlow, and Yuan





Sophomore Year

- END 213 Pulp Biology / Endodontics (2) I**
Histology, physiology and functions of the pulp as well as the disease processes that involve the pulp and periapical tissues. 1R, 16W.
- END 233 Endodontic Techniques (2) II**
Basic principles of endodontics including diseases of the pulp and periapical tissues, diagnosis and treatment procedures, prognosis, bleaching, and restoration of endodontically treated teeth. 1R, 16W.
- END 234 Endodontic Laboratory (3) II**
Practical application of endodontic treatment procedures and principles performed on natural teeth mounted in stone to simulate clinical practice. 3L, 16W.

Junior Year

- END 313 Endodontic Problem Solving (2) I**
Problem solving techniques and procedures including the management of endodontic emergencies, endodontic-periodontic problems, vital pulp therapy, traumatic injuries, and other endodontic problems. 1R, 16W.
- END 314 Endodontic Clinic (4) I, II**
Clinical practice of endodontics with a minimum requirement of procedures to be completed. C.

Senior Year

- END 413 Advanced Endodontics, Surgery and Review (2) I**
General review of endodontics emphasizing advanced clinical techniques, pain management, surgical endodontics and new trends in the field of endodontic therapy. 2R, 8W.
- END 414 Endodontic Clinic (4) I, II**
Clinical practice of endodontics. Senior students, working with an increased degree of independence, are expected to complete a variety of cases. C.

GENERAL DENTISTRY (GD __)

Cavel (Chair), Achterberg, Akhter, Barkmeier, Beehner, Bhargava, Bolamperti, Brenneise, Buresh, M. Carlisle, W. Carlisle, Carroll, Cherek, Davis, Eggers, J. Franco, S. Franco, Friedrichsen, Gerstner, Guzallis, Higginbotham, Howard, N. Kelsey, W. Kelsey, Kramer, Kutler, Latta, Lewis, Matranga, Mowat, Murdock, Naughton, Nielsen, Pedersen, Powell, Romito, Russell, Saini, Secola, Shaddy, Shaner, Skow, Stout, Sullivan and Tamisiea.

The Department of General Dentistry evolved in response to specific needs of both dental students and dental clinical patients. This program permits students to participate in clinical activities that simulate a private practice. Patient control clerks assist dental students in patient management. Patients receive comprehensive treatment within a designated clinical area under the direct supervision of assigned faculty mentors. This department is responsible for subject material dealing with dental sciences (GDS), oral hygiene (GDH), diagnosis and radiology (GDD), and operative dentistry (GDO). It is also responsible for monitoring overall student compliance with clinical comprehensive care guidelines (GDP).

Freshman Year

- GDS 113 Dental Anatomy Lecture (2) I**
Nomenclature, chronology, and methods of designation of human teeth. Form, size and contour of teeth, including external and internal anatomy of the permanent and primary dentitions, intertooth relationships, and occlusion. 1R, 16W.
- GDS 114 Dental Anatomy Laboratory (7) I**
Carving of plaster teeth larger than average measurements and carving of wax teeth to natural size. Mounting of study casts on a functional articulator and waxing teeth into occlusion. 7L, 16W.





- GDS 115 Dental Materials Lecture (2) I**
Composition and properties of the materials used in dentistry. Basic information on the design of preparatory work necessary for the mouth incident to the reception of these materials. 1R, 16W.
- GDS 116 Dental Materials Laboratory (2) I**
Application of materials used in dentistry. 2L, 16W.
- GDS 135 Dental Materials Lecture (4) II**
Composition and properties of the materials used in dentistry. Basic information on the design of preparatory work necessary for the mouth incident to the reception of these materials. 2R, 16W.
- GDS 136 Dental Materials Laboratory (2) II**
Application of materials used in dentistry with an emphasis on the treatment of single surface tooth lesions. 2L, 16W.

Sophomore Year

- GDD 213 Radiology (2) I**
History of the X-ray, its usage and application in dentistry, radiation projection, and introduction to radiographic interpretation. 1R, 16W.
- GDD 224 Radiology Technique (1) I**
Practical experience in exposing and developing radiographs and in applying principles of radiology. The course will include techniques required to complete an acceptable set of diagnostic radiographs of the full mouth series, panoramic and other extra-oral views. 3L, 8W; 3C, 1W (Split classes).
- GDD 237 Oral Diagnosis (2) II**
Lectures designed to acquaint the preclinical student with the fundamentals of the interview, the principles and procedures of clinical examination, the methods of identifying oral diseases, and the rationale for oral therapy. Following the correlation of facts obtained, the formulation of a diagnosis, prognosis and treatment plan is made. 1R, 16W.
- GDH 214 Oral Hygiene and Recall Clinic (1) I, II**
An initial introduction of the students to the treatment of patients in a clinical setting. Principles of oral hygiene, infection control, record keeping, and oral examination are applied to patient care. C.
- GDO 213 Operative Dentistry Lecture (2) I**
Introduction to diagnosis, prevention and treatment of disease, developmental defects, or traumatic injuries of the hard tissues of individual teeth. Emphasis is placed on mechanical aspects of preparing and restoring individual teeth with specific restorative materials, the physical and biomechanical properties of these materials, and the development of problem solving skills to select appropriate treatments and materials. 1R, 16W.
- GDO 214 Operative Dentistry Laboratory (7) I**
Application of surgical principles to the treatment of diseases and defects of the teeth. Preparations and restorations are performed on natural teeth mounted in stone, typodont models, and plaster teeth. Detailed surgical excisions are made in harmony with principles of tooth anatomy, pathology of the lesions, and masticatory function. Manipulative techniques of the materials commonly employed in operative dentistry are emphasized. 7L, 16W.
- GDO 233 Operative Dentistry Lecture (2) II**
Diagnosis, prevention and treatment of disease, developmental defects, or traumatic injuries of the hard tissues of individual teeth. Emphasis is placed on mechanical aspects of preparing and restoring individual teeth with specific restorative materials, the physical and biomechanical properties of these materials, and the development of problem solving skills to select appropriate treatments and materials. 1R, 16W.
- GDO 234 Operative Dentistry Laboratory (6) II**
Application of surgical principles to the treatment of diseases and defects of the teeth.





Preparations and restorations are performed on natural teeth mounted in stone, typodont models, and plaster teeth. Detailed surgical excisions are made in harmony with principles of tooth anatomy, pathology of the lesions, and masticatory function. Manipulative techniques of the materials commonly employed in operative dentistry are emphasized. 7L, 8W; 6L, 8W.

GDS 211 Infectious Disease Control in Dentistry (1) I

Provides a basic knowledge of the principles of infection control. Application of the students' fundamental knowledge of oral pathology, microbiology, public health, and oral diagnosis will be necessary for critical thinking as applied to actual and/or hypothetical clinical situations. 5R, 2W.

GDS 219 General Pathology (10) I

Discussion of the principles of pathology, etiology, pathogenesis and clinical applications. Systemic diseases with oral considerations are stressed. Includes presentation of clinical case histories in determination of a differential diagnosis. 5R, 2W; 4R, 8W; 5R, 8W.

GDS 235 Oral Pathology (8) II

The principle characteristics of the most common and important pathologic conditions affecting the oral and paraoral tissues. The clinical, etiologic, radiographic, histologic, chemical, and physiologic features will be presented and analyzed so that the dental practitioner will be able to prevent, diagnose, intercept and treat oral disease. 4R, 16W.

Junior Year

GDD 313 Radiographic Interpretation (2) I

Series of slide presentations whereby various anatomical structures and pathological conditions are pointed out on projected radiographs. Students will learn to identify important anatomic and pathologic conditions. 4R, 4W.

GDD 314 Diagnosis and Radiology Clinic (5) I, II

Clinical experience in oral diagnosis, radiology, treatment planning, oral hygiene, dental emergencies, and the assessment of treatment outcomes will be obtained. Opportunity to apply the knowledge and principles learned in classroom courses in oral diagnosis, oral medicine, oral pathology, and oral radiology to clinical situations. The student is guided in the collection and analysis of data on patients and, subsequent to this, receives guidance in the formation of an acceptable plan of treatment for each patient. C.

GDD 315 Oral Medicine (2) I

Continuation of oral pathology with the emphasis mainly on systemic illnesses that produce oral manifestations. The disease states covered are studied with regard to their etiology, pathogenesis, clinical signs and symptoms as well as radiographic and laboratory evidence when that pertains. The treatment and management of these diseases is also considered. 1R, 16W.

GDO 313 Operative Dentistry Lecture (2) I

General review to reinforce the principles of operative dentistry procedures with consideration for the transition to clinical application. Special emphasis is placed on recognition and treatment of pathology pertinent to the teeth and the evaluation of acceptable dental materials and techniques. 1R, 16W.

GDO 314 Operative Dentistry Clinic (11) I, II

Clinical practice including a number of diversified operations using current restorative materials and techniques during the placement of single tooth restorations. C.

GDO 333 Operative Dentistry Lecture (2) II

General review to reinforce the principles of operative dentistry procedures with consideration for the transition to clinical application. Special emphasis is placed on recognition and treatment of pathology pertinent to the teeth and the evaluation of acceptable dental materials and techniques. 1R, 16W.

GDP 312 Patient Care Values (8) I

Designed to encourage comprehensive patient care. Grade is earned by combining treat-



ment efforts across disciplines and departmental lines. C.

GDP 332 Patient Care Values (8) II

Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.

Senior Year

GDD 414 Oral Diagnosis and Treatment Planning Clinic (5) I, II

Application of accepted concepts and procedures of examination, problem identification, outcomes assessment, and diagnosis and then stating concisely the therapeutic measures that will constitute satisfactory therapy. Provision of patient education and home care instructions. Performance of coronal and subgingival scaling, prophylaxis and fluoride treatment. C.

GDO 413 Operative Dentistry Lecture (2) I

Discussion of newer, selected topics and procedures in operative dentistry, some being of a controversial nature. Preparation of students for Part II of the National Board Examination. 1R, 16W.

GDO 414 Operative Dentistry Clinic (10) I, II

Provision of restorative services for individual teeth. Emphasis is placed on prevention and maintenance of these structures. C.

GDP 412 Patient Care Values (8) I

Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.

GDP 432 Patient Care Values (8) II

Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.

GDS 413 Oral Pathology (2) I

Designed to review the clinical, pathologic, and therapeutic features of the common lesions and diseases occurring in the head and neck area. The material will be presented in a clinical pathologic conference format utilizing histories, clinical transparencies, and radiographs. 1R, 16W.

ORAL BIOLOGY (ORB)

Jergenson (Chair), Abel, Albertine, Ash, Babin, Barritt, Bessen, Bittner, Bockman, Bradley, Cavaliere, Cerutis, Chaperon, Cottam, Dowd, Dworzack, Faddis, Fellows, Fey, Gale, Gentry, Giger, Goering, Gorby, Huang, Jeffries, Jergenson, Knezetic, Knoop, Leventhal, Lister, McCune, McVaney, Miltenberger, Norton, Romito, Scalarone, Scofield, Sorenson, Spall, Stephens, Swanson, Thompson, Thomson, and Zdan.

Freshman Year

ORB 111 Biochemistry (8) I

Study of the chemical components of the body with primary emphasis upon the structure.





function and synthesis of the macromolecule components of cells and tissues. The roles of proteins, nucleic acids, lipids, and saccharides in metabolic processes and metabolic regulation are examined as are the interrelationships among carbohydrates, lipids, amino acids, purines, and pyrimidines. Replication and expression of genetic information are discussed in the context of growth regulation, hormone action, genetic disorders, and malignant disease. 4R, 16W.

ORB 113 Histology (8) I

Microscopic anatomy of normal mammalian and/or human tissues and organs. Light and electron microscopic aspects of the tissues and organs are studied. 3R, 3L, 16W (Split classes for laboratory).

ORB 115 General Gross And Neuroanatomy (10) I

Basic instruction in the Gross Anatomy of the Upper Extremity, Thorax, and Abdomen. The Neuroanatomy of the Central and Peripheral Nervous system is studied with emphasis placed on the sensory and motor pathways. This course is taught by lecture, laboratory dissection, models, radiographic images (x-rays, MRIs, and CTs), and various multimedia resources. 2R, 6L, 16W (Split classes for laboratory).

ORB 131 Head and Neck Anatomy (9) II

Basic instruction in the Gross Anatomy of the Head and Neck. Special emphasis is placed on the clinical application of anatomy to the various dental disciplines. Such topics include the anatomy and pathology of the TMJ and distribution of the trigeminal and facial nerves with associated applied anatomy. This course is taught by lecture, laboratory dissection, models, radiographic images (x-rays, MRIs, and CTs), and various multimedia resources. 2R, 6L, 8W; 2R, 3L, 4W (Split classes for laboratory).

ORB 133 Oral Histology and Embryology (8) II

Microscopic and developmental anatomy of the normal cells, tissues and organs of the oral cavity with stress on teeth and related tissues. Emphasis will be given to the growth and development of the human embryo. Genetic effects will be presented. The developmental anatomy of selected organ systems will also be presented. 2R, 3L, 8W; 3R, 3L, 8W (Split classes for laboratory).

ORB 135 Microbiology (10) II

Basic instruction in bacteriology, immunology, mycology, virology, and parasitology. Microbiology as it pertains to the mouth and dentition. Laboratory method of isolation, recognition, and study of individual organisms, including mouth flora. 5R, 16W.

ORB 137 Nutrition (2) II

Basic instruction in nutrition, including nutrients for growth and development of oral tissues. Imparts to the student a knowledge of balanced nutrition and measurement of dietary factors as related to clinical prevention and health care. Nutritional implications of acute and chronic illness, stress, and life cycle are emphasized. 1R, 16W.

ORB 141 General Neuroscience (2) II

Basic instruction in the Neuroanatomy of the Central and Peripheral Nervous system continued from ORB 115. This course also integrates some of the basic concepts of Neurophysiology. Some topics include Membrane Potentials, Action Potentials, and Resting Potentials. This course is taught by lecture and various multimedia resources. 2R, 8W.

Sophomore Year

ORB 217 Physiology (9) I

Lectures covering human physiology, including membrane phenomena, muscle and nerve reflexes, blood, circulation, respiration, digestion, absorption and secretion, temperature regulation, excretion, humoral and nervous correlations, and the special senses. 10R, 2W; 3R, 16W.

Junior Year

ORB 311 Dental Pharmacology I (5) I

Lecturers and discussions on pharmacological principles and specific drug classes. Individual drug classes include anesthetics, analgesics, sedative hypnotics, autonomic



drugs, cardiovascular drugs, and central nervous system pharmacology. The course runs concurrently with the Pain Control course which also deals with drugs related to pain control. 1R, 8W (Sophomore year); 2R, 16W.

ORB 331 Dental Pharmacology II (4) II

Lecturers and case presentations with continuing coverage of basic pharmacology and therapeutic applications. Individual drug classes include, antimicrobial drugs, endocrine pharmacology, autacoid pharmacology, drug abuse, drug-drug interactions, and toxicology. Prescription writing is also presented. 2R, 16W.

Senior Year

ORB 411 Dental Pharmacology Update (1) I

Concise reviews and case presentations on major drug classes. Emphasis is placed on integration of knowledge and problem solving. 1R.

ORAL AND MAXILLOFACIAL SURGERY (OMS)

G. Huebner (Chair), Doyle, Kuxhausen, Lanphier, and Wyatt.

Freshman Year

OMS 132 Cardio-Pulmonary Resuscitation (1) II

A formalized course in Cardio-Pulmonary Resuscitation leading to CPR certification in Basic Life Support. 1R, 3L, 1W (Split classes).

Sophomore Year

OMS 233 Pain Control/Anesthesia (3) II

Patient evaluation, indications, contraindications, methods of administration, complications and clinical applications associated with local anesthesia, analgesia, and general anesthesia. Includes integration of basic pharmacology. 3R, 4W and 1R, 3C, 12W. (Split classes for clinic).

Junior Year

OMS 312 Cardio-Pulmonary Resuscitation (1) II

A formalized course in Cardio-Pulmonary Resuscitation leading to CPR re-certification in Basic Life Support. 1R, 3L, 1W (Split classes).

OMS 313 Physical Diagnosis (2) I

Progresses from physical evaluation of the oral surgery patient, to systemic disease of importance, to management of the medical risk patient. Lectures on the management of medical emergencies in the dental office are structured to understand the pathophysiology of the problem, detect the potential, and treat such problems. Drugs and equipment needed for an emergency kit are discussed. 1R.

OMS 314 Oral Surgery Clinic (1) I, II

Primarily assistance to and observation of upperclassmen in the performance of oral surgery procedures. C.

OMS 335 Oral Surgery Lecture (3) II

Basic concepts including principles of oral surgery; exodontia; flap design; incision and drainage; preprosthetic surgery; biopsy technique; soft-tissue wounds; instrumentation; indications and utilization of pharmacological preparations; preoperative considerations as well as intra-operative and post-operative complications; management of acute and chronic infections including a review of pertinent anatomy; intravenous sedation; bleeding diatheses; management of maxillary sinus disease and oro-antral defects. 1R, 8W; 2R, 8W.

Senior Year

OMS 413 Oral Surgery Lecture (2) I

Extensive coverage of diagnosis and treatment of orofacial infections; several lectures on orofacial trauma; diagnosis and treatment of skeletal deformities by orthognathic surgery, cleft lip and palate (team approach); radiation, oncology, chemotherapy; and surgery of





the temporomandibular joint. 1R, 16W.

OMS 414 Oral Surgery Clinic (4) I, II

Oral surgery cases are treated as required by each student. Students diagnose and treat patients presenting surgical conditions and are taught to refer care beyond their training. Demonstration surgery on complicated exodontia is performed by faculty for small-group instruction. C.

OMS 431 Advanced Implantology (1) II

Presentation of more complex dental implant modalities. Case presentations include blade form implants, subperiosteal implants, and sinus lift procedures. Prosthetic as well as surgical procedures are discussed. 2R, 5W.

PEDIATRIC DENTISTRY AND ORTHODONTICS (PDO)

Aiello (Chair), Ayers, Ellis, Longo, Lower, Mendlick, Roberts, Samuelson, Stockstill, and Taylor.

Freshman Year

PDO 131 Behavioral Growth and Development (2) II

Basic principles and major theories of psychological growth and development of the child and adolescent patient. Preparation of the child and parents for dental appointments. Major emphasis on the psychological basis of behavior management, pharmacological techniques of behavior management and related topics including hospital based dentistry, dental care for the special child and specialist referral. 1R, 16W.

PDO 133 Introduction to Computing (1) II

A lecture-laboratory course designed to provide basic computer skills to access information to remain current in the field of Dentistry. Will include literature search, record keeping, and World Wide Web usage. 1R, 2L, 16W (Split classes).

Sophomore Year

PDO 213 Physical Growth and Development (2) I

Growth and development of the craniofacial complex. Developmental anomalies. Post-natal growth with special consideration of development of the primary and permanent dentitions. Etiology of malocclusion. 1R, 16W.

PDO 234 Pedodontic-Orthodontic Technic (5) II

Advanced technic for the manipulation of stainless steel materials and other materials and appliances used in preventive and interceptive orthodontic procedures. Technic application in the reduction and restoration of tooth structure as applied in the primary, mixed and young permanent dentitions. Cephalometric radiograph tracing and landmark identification exercise. 1R, 3L, 16W.

Junior Year

PDO 313 Orthodontics Lecture (2) I

Review and elaboration of the material presented during the Freshman and Sophomore years with special emphasis on the growth and development of the orofacial complex and its relationship to the developing malocclusion. The etiologic basis of malocclusion, its diagnosis, and plan of treatment are discussed. This is interrelated to the physiology and biomechanical process of tooth movement and different orthodontic techniques and appliances (removable, functional and fixed) that are available to accomplish those movements. The physiological basis of retention and retention procedures are given. A knowledge of interceptive orthodontics and serial extraction procedures are also discussed, highlighting the optimum time to treat various malocclusions. 1R, 16W.

PDO 314 Orthodontic Clinic (3) I, II

Clinical course in which a team consisting of a junior and senior student participate in the diagnosis, treatment planning, treatment and completion of orthodontic cases of limited complexity. Each student will be responsible for the completion of three (3) case presentations and a minimum of one (1) start or finish during the course of a 24-month period extending from May of the Sophomore year to May of the Senior year. The Junior



year requirement will consist of a minimum of one of the three case presentations and at least one case start or finish during the course of the Junior year. Furthermore, it will be a requirement that any cases taken over in Sophomore-Junior year and eventually finished for the “one case start or finish” during the course of the Junior year will be followed by those assigned Junior students for retention evaluation on an “as needed” basis through the Senior year. C.

PDO 315 Pediatric Dentistry (4) I

Discussion of emotional development of children by age periods necessary for the successful management of the child patient in the dental office. Topics include etiology of caries and emphasis on caries-control methods, principles of pulpal therapy and restorative dentistry as applied in the child patient, space maintainers, oral surgery for the child, adolescent dentistry, child-abuse recognition, emergency procedures for trauma and infection, oral lesions and periodontal conditions in children, dental auxiliary utilization, dentistry for the patient with disabilities. 2R, 16W.

PDO 318 Temporomandibular Disorders/Orofacial Pain Clinic (2) I, II

Clinical course in which Junior and Senior students observe the examination, diagnosis, and treatment of patients referred to the TMD/Orofacial Pain Clinic. Students are expected to be able to answer questions posed during the course of the patient examination relative to the patient’s condition. Didactic material covered in the TMD/Orofacial Pain lecture will be utilized in the patient evaluation within the clinic, and it is anticipated that students will be able to implement this lecture material in a clinical “grand round” setting. Clinical decision analysis and problem-based learning are highlighted in this clinical course. C.

PDO 331 Temporomandibular Disorders/Orofacial Pain Lecture (2) II

A lecture course focused upon the classification, examination, diagnosis, and management of temporomandibular disorders and orofacial pain. Special attention will be given to the neurophysiology of the masticatory system and how it relates to acute and chronic pain conditions. Emphasis will be placed upon the use of standardized classification and diagnostic criteria for formulating and implementing appropriate treatment/management techniques. Areas of interest include radiology of the head and neck region, neurological evaluation in head and neck pain, and the use of physical medicine techniques in the management of TMD/orofacial pain patients. 1R, 16W.

PDO 336 Pediatric Dentistry Clinic (5) II

Students are assigned to the pediatric dental clinic on a rotating basis. Seminars are presented on selected subject areas. Students are required to properly complete an oral exam and properly diagnose treatment objectives for each child patient. Treatment plans are written and presented to faculty members. Oral health information and proposed treatment plans are presented to the parent and patient. Students demonstrate proficiency in pediatric clinical science by performing comprehensive dental treatment on a variety of pedodontic patients. The dental student is instructed in the team approach to clinical dentistry by utilizing the services of a chairside assistant. C.

Senior Year

PDO 413 Orthodontics Lecture (2) I

An in-depth study of the development of the dentofacial complex as related to the diagnosis and treatment of orthodontic problems. A discussion of basis mechanics and proper sequencing of orthodontic treatment is presented. Particular attention and time will be devoted to limited orthodontic problems encountered in the general dental practice and treatment modalities available to treat these malocclusions. A review of removable orthodontic appliances and orthodontic retention will be covered. 1R, 16W.

PDO 414 Orthodontic Clinic (2) I, II

Clinical course in which a team of a junior and senior student participate in the diagnosis, treatment planning, treatment and completion of orthodontic cases of limited complexity. Each student will be responsible for the completion of three (3) case presentations and minimum of one (1) start or finish during the course of a 24-month period extending from May of the Sophomore year to May of the Senior year. The Senior year requirement will consist of completion of the three case presentations and continued treatment of any cases assigned to them during the Junior year as well as any cases which were started





during the Junior year. Furthermore, it will be a requirement that any cases finished during the Junior and/or Senior year will be followed by those assigned Junior and/or Senior students for retention evaluation on an "as needed" basis. Opportunities are made available for additional clinical experience for those students with special interests in clinical orthodontics. C.

PDO 416 Temporomandibular Disorders/Orofacial Pain Clinic (2) I, II

Clinical course in which Junior and Senior students observe the examination, diagnosis, and treatment of patients referred to the TMD/Orofacial Pain Clinic. Students are expected to be able to answer questions posed during the course of the patient examination relative to the patient's condition. Didactic material covered in the TMD/Orofacial Pain lecture will be utilized in the patient evaluation within the clinic, and it is anticipated that students will be able to implement this lecture material in a clinical "grand round" setting. Clinical decision analysis and problem-based learning are highlighted in this clinical course. C.

PDO 418 Pediatric Dentistry Clinic (6) I

Students are assigned to the pediatric dental clinic on a rotating basis. Seminars are presented on selected subject areas. A continuum of proficiency from the junior block experience is expected in providing comprehensive dental care for the child patient. Emphasis is placed on providing an atmosphere as identical to a private practice situation as possible, including dental auxiliary utilization and behavior management. C.

PDO 431 Informatics in Dentistry (1) II

Application of information technology to the business and practice of dentistry. 2R, 4W.

PERIODONTICS (PER)

Mattson (Chair), Daly, Jabro, McVaney, Olmo, Rohlfesen, Wagman, and Walkinshaw.

Freshman Year

PER 132 Periodontal Instrumentation (2) II

Introduction to periodontal instruments and the principles of instrumentation including examination, scaling, root planing and instrument sharpening techniques. 3R, 3L, or C, 16W (Split classes).

Sophomore Year

PER 213 Periodontology Lecture (2) I

Healthy periodontium: clinical features, histology, ultrastructure, physiology, and biochemistry. Classification and etiology of periodontal diseases. All lectures are case based, and supportive periodontal therapy lectures are case based. 1R.

PER 233 Periodontology Lecture (2) II

Study of the histopathology and the mechanisms of tissue destruction in periodontal diseases. Protocols for a comprehensive periodontal examination, diagnosis, prognosis, and treatment plan. 1R, 16W.



Junior Year

- PER 313 Periodontology Lecture (2) I**
Periodontal therapy: principles and rationale of current treatment modalities: Management of acute gingival/periodontal infections. Introduction to periodontal surgery. 1R, 16W.
- PER 314 Periodontology Clinic (5) I, II**
Clinical practice of periodontal therapeutic procedures. C.
- PER 333 Periodontology Lecture (2) II**
Surgical techniques in periodontal therapy: Management of furcation invasions, mucogingival procedures, wound healing and the interrelationship between periodontology and occlusion restorative dentistry, prosthodontics, endodontics, and orthodontics. 1R, 16W.

Senior Year

- PER 413 Periodontology Lecture (2) I**
Selected topics in periodontics: Advanced diagnostic techniques, anatomical considerations in periodontal therapy, treatment decision-making, the impact of research on periodontology, chemotherapeutics, regenerative procedures and advanced surgical techniques. 1R, 16W.
- PER 414 Periodontology Clinic (5) I, II**
Clinical practice of periodontal therapeutic procedures. C.

PROSTHODONTICS (PRS)

Smith (Chair), Belitz, Brundo, Carson, DiLorenzo, Gillespie, Gradoville, Henry, Kluza, Kreekos, Lowder, Matz, Meng, Millea, Nilsson, Ronk, Sheets, Stout, Tartaglia, Treska, Vaughan and Wilcox.

Freshman Year

- PRS 131 Occlusion Lecture (2) II**
Basic principles of maxillo-mandibular relationships, static and functional, as related to the occlusal surfaces of the teeth. 1R, 16W.
- PRS 132 Occlusion Laboratory (3) II**
Various exercises simulating clinical diagnostic and treatment procedures are employed to exemplify principles of maxillo-mandibular relationships. 3L, 16W.

Sophomore Year

- PRS 211 Complete Denture Prosthodontics Lecture (2) I**
Fundamentals of treating the completely edentulous patient. 1R, 16W.
- PRS 212 Complete Denture Prosthodontics Laboratory (7) I**
Laboratory exercises utilize edentulous casts mounted on articulators to simulate clinical and laboratory procedures used in complete denture construction. 7L, 16W.
- PRS 213 Fixed Prosthodontics Lecture (2) I**
Study of the basic restorations involved in restoring oral function by use of fixed prostheses. 1R, 16W.
- PRS 214 Fixed Prosthodontics Laboratory (5) I**
Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations. 6L,8W; 3L, 8W.
- PRS 231 Removable Partial Denture Lecture (2) II**
Basic principles of removable partial denture design. Component parts, abutment tooth preparation, surveying and designing are the primary objectives to be mastered. 1R, 16W.
- PRS 232 Removable Partial Denture Laboratory (3) II**
Laboratory exercises utilize partially edentulous casts and surveyors to survey and design





each of the four major classes of removable partial dentures. 3L, 16W.

ELECTIVE COURSES

A number of elective courses are offered by various departments to meet the expressed interests of both faculty and students. Elective courses, unless included in the foregoing list of departments and courses, are optional and carry no credit, and though they are credited on transcripts, they do not figure in grade-point averages.

SYNOPSIS OF COURSES AND HOURS OF INSTRUCTION

Credit hours, in general, are assigned on the following basis: Lectures and seminars - 1 hour of credit for each hour of contact per week per quarter (8-week period). Laboratories and clinics - 1/2 hour of credit for each hour of contact per week per quarter (8-week period).





Freshman Year

| <u>Courses</u> | <u>Credit Hours</u> |
|---|---------------------|
| Behavioral Sciences..... | 4 |
| Biochemistry..... | 8 |
| CPR..... | 1 |
| Community and Preventive Dentistry..... | 7 |
| Dental Anatomy..... | 9 |
| Dental Materials..... | 10 |
| General/Head & Neck Anatomy..... | 21 |
| Histology and Embryology..... | 16 |
| Microbiology..... | 10 |
| Nutrition..... | 2 |
| Occlusion..... | 5 |
| Periodontology..... | 2 |
| Introduction to Computing..... | 1 |
| | 96* |

Courses Credit Hours

| | |
|---|-------------|
| CPR..... | 1 |
| Community and Preventive Dentistry..... | 1 |
| Diagnosis and Radiology..... | 7 |
| Endodontics..... | 6 |
| Ethics..... | 2 |
| Fixed Prosthodontics..... | 11 |
| Operative Dentistry..... | 15 |
| Oral Medicine..... | 2 |
| Oral Surgery..... | 6 |
| Patient Care Values..... | 16 |
| Pedodontics-Orthodontics..... | 14 |
| Periodontology..... | 9 |
| Pharmacology..... | 9 |
| Practice Management..... | 2 |
| Removable Prosthodontics..... | 10 |
| Research Methods..... | 1 |
| TMD Disorders..... | 4 |
| | 116* |

Sophomore Year

| <u>Courses</u> | <u>Credit Hours</u> |
|-------------------------------|---------------------|
| Diagnosis and Radiology..... | 5 |
| Endodontics..... | 7 |
| Fixed Prosthodontics..... | 15 |
| Infection Control..... | 1 |
| Operative Dentistry..... | 17 |
| Oral Hygiene..... | 1 |
| Pain Control..... | 3 |
| Pathology..... | 18 |
| Pedodontics-Orthodontics..... | 7 |
| Periodontology..... | 4 |
| Physiology..... | 9 |
| Removable Prosthodontics..... | 14 |
| | 101* |

Senior Year

Courses Credit Hours

| | |
|---|------------|
| Behavioral Sciences/Ethics..... | 2 |
| Community and Preventive Dentistry..... | 1 |
| Diagnosis and Radiology..... | 5 |
| Endodontics..... | 6 |
| Fixed Prosthodontics..... | 8 |
| Implantology..... | 3 |
| Operative Dentistry..... | 12 |
| Oral Surgery..... | 6 |
| Patient Care Values..... | 16 |
| Pharmacology..... | 1 |
| Pedodontics-Orthodontics..... | 10 |
| Periodontology..... | 6 |
| Practice Management..... | 5 |
| Removable Prosthodontics..... | 7 |
| | 88* |

Junior Year

* These credit hours represent the annual cumulative total for each ac-

ademic year (two semesters). The approximate semester credit hour total can be derived by dividing this number by two.

Approximate Division of Time (by clock hours)

| | <i>Lecture/ Seminar</i> | <i>Lab.</i> | <i>Field/ Clinic</i> | <i>Total Hours</i> |
|----------------|-----------------------------|-------------|--------------------------|------------------------|
| Freshman Year | 480 | 524 | 36 | 1040 |
| Sophomore Year | 448 | 672 | 48 | 1168 |
| Junior Year | 352 | 0 | 1112* | 1464 |
| Senior Year | 234 | 0 | 1112* | 1346 |

*Includes Summer Clinic





FACULTY

- PETER W. ABEL, *Professor of Pharmacology* (1987; 1997);
Professor of Pharmaceutical and Administrative Sciences (1993; 1997).
B.S. Pha., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978.
- ROBERT J. ACHTERBERG, *Associate Professor of General Dentistry* (1998);
Diplomate of the American Board of Oral Medicine; Diplomate of the American Board of Oral Pathology.
D.D.S., Indiana University School of Dentistry, 1973; D.D.S., 1978.
- ANNE S. AIELLO, *Associate Professor of Pediatric Dentistry and Orthodontics* (1982; 1993);
Chair of the Department (1989).
B.S., State University of New York at Albany, 1976; D.M.D., Washington University, 1979.
- MOHAMMED P. AKHTER, *Assistant Professor of Medicine* (1991) *Assistant Professor of General Dentistry* (1992).
B.S., NED University of Engineering and Technology-Karachi, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska-Lincoln, 1988.
- KURT H. ALBERTINE, *Professor of Anatomy* (1993; 1997).
B.A., Lawrence University, 1975; Ph.D., Loyola Stitch School of Medicine, 1979.
- DENNIS M. ANDERSON, *Assistant Clinical Professor of Periodontics* (1998).
B.S., Loyola University, 1980; D.D.S., 1984; M.S., University of Texas Health Science Center, 1993.
- JAY A. ALDOUS, *Associate Professor of Community and Preventive Dentistry* (1983).
B.S., University of Utah, 1953; D.D.S., Northwestern University, 1959; M.S., 1961.
- JOHN F. ASH, *Professor of Anatomy* (1986; 1999).
B.S., University of Illinois, 1969; Ph.D., Stanford University, 1974.
- FRANK J. AYERS, *Associate Professor of Pediatric Dentistry and Orthodontics* (1972; 1977);
Director of Admissions (1986); *Associate Dean for Student Affairs* (1988; 1991).
B.S., College of Santa Fe, 1965; D.D.S., Creighton University, 1969.
- DONALD R. BABIN, *Professor of Biomedical Science* (1967; 1989).
B.S., University of New Brunswick (Canada), 1958; Ph.D., 1962.
- GEORGE M. BAILEY, *Assistant Professor of Community and Preventive Dentistry* (1983).
B.S., Brigham Young University, 1971; D.D.S., Northwestern University, 1975.
- WAYNE W. BARKMEIER, *Professor of General Dentistry* (1978-81; 1987); *Associate Dean for Research* (1985-94; 1991); *Dean* (1994).
D.D.S., University of Nebraska, 1969; M.S., University of Texas at Houston, 1975.
- LAURA C. BARRITT, *Assistant Professor of Oral Biology* (1998).
B.S., Carroll College, 1989; Ph.D., University of Nebraska, 1994.
- TEENA T. BEEHNER, *Instructor of Periodontics* (1993).
A.S., Marquette University, 1970; R.D.H., 1970; B.S., 1996; M.S., Creighton University, 2000.
- JUDITH A. BELITZ, *Adjunct Assistant Professor of Prosthodontics* (1992; 2000).
D.D.S., University of Nebraska-Lincoln, 1990.
- RICHARD A. BESSEN, *Assistant Professor of Medical Microbiology* (1997).
B.A., Washington University, 1984; M.S., University of Wisconsin, 1991; Ph.D., 1991.

* *The year appearing in parentheses after the academic rank and official position indicates the beginning of service in Creighton University. The second date, if given, indicates the year of the appointment to present rank. Inclusion of a terminal date, e.g., —'92," indicates termination.*



- SHANNON M. BHARGAVA, *Adjunct Instructor of General Dentistry* (1999).
D.D.S., Creighton University, 1999.
- MARVIN J. BITTNER, *Associate Professor of Medical Microbiology and Immunology* (1981; 1991); *Associate Professor of Medicine* (1981; 1991).
B.S., University of Chicago, 1972; M.D., Harvard University, 1976.
- CHARLES S. BOCKMAN, *Assistant Professor of Pharmacology* (1997).
B.A., Emory University, 1987; Ph.D., Creighton university, 1994.
- THEODORE E. BOLAMPERTI, *Adjunct Professor of General Dentistry* (1967; 1987).
D.D.S., Creighton University, 1965.
- MICHAEL E. BRADLEY, *Assistant Professor of Pharmacology* (1998).
B.A., University of the Pacific, 1982; Ph.D., University of Southern California, 1990.
- CAROLE V. BRENNEISE, *Adjunct Associate Professor of General Dentistry* (1982; 1989);
Chair of the Department of Oral Diagnosis and Radiology (2000).
D.D.S., Loma Linda University, 1975; M.S., University of Iowa, 1982.
- GERALD C. BRUNDO, *Professor of Prosthodontics* (1984); *Dean* (1984-94); *Dean Emeritus*
(1994).
B.S., Loyola Marymount University, 1965; D.D.S., Creighton University, 1969; M.A.,
California State University at Los Angeles, 1974.
- JEROLD J. BURESH, *Adjunct Professor of General Dentistry* (1964-83; 2000).
B.S., Creighton University, 1959; D.D.S., 1963.
- MICHAEL J. CARLISLE, *Adjunct Assistant Professor of General Dentistry* (1992; 1998).
B.A., Creighton University, 1984; D.D.S., 1992.
- WILLIAM L. CARLISLE, *Adjunct Professor of General Dentistry* (1959; 1979).
D.D.S., Creighton University, 1958.
- LUCINDA R. CARROLL, *Assistant Professor of General Dentistry* (1997; 2000).
B.S., Creighton University, 1980; D.D.S., University of Nebraska Medical Center, 1984.
- BRAD W. CARSON, *Adjunct Assistant Professor of Prosthodontics* (1990; 2000).
D.D.S., Creighton University, 1989.
- MARY L. CASH, *Clinical Instructor of Periodontics* (2000).
D.D.S., Creighton University, 1986.
- STEPHEN J. CAVALIERI, *Associate Professor of Medical Microbiology and Immunology*
(1987; 1994); *Associate Professor of Pathology* (1986; 1994); *Associate Professor of
Anesthesiology*, (1994).
B.S., California University of Pennsylvania, 1977; M.S., 1979; Ph.D., West Virginia
University, 1981.
- W. THOMAS CAVEL, *Professor of General Dentistry* (1972; 1988); *Chair of the Department
of Operative Dentistry* (1987-94); *Acting Chair of the Department of Operative Dentistry*
(1999); *Chair of the Department* (1999); *Dr. Raymond W. Shaddy Endowed Chair in
Operative Dentistry Chairholder* (1994).
D.D.S., Creighton University, 1970.
- D. ROSELYN CERUTIS, *Assistant Professor of Oral Biology* (1998).
B.S., Wright State University, 1982; Ph.D., 1988
- EDWARD A. CHAPERON, *Associate Professor of Medical Microbiology and Immunology*
(1968; 1971).
B.S., LeMoyne College, 1957; M.S., Marquette University, 1959; Ph.D., University of
Wisconsin-Madison, 1965.
- JEFFRY F. CHEREK, *Adjunct Instructor of General Dentistry* (1999).
B.S.M., Creighton University, 1990; D.D.S., 1996.
- WAYNE W. COTTAM, *Clinical Instructor of Anatomy* (1995).
B.S., University of Utah, 1990; D.M.D., University of Oregon, 1992; M.S., University of
Utah, 1998.

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- ROGER K. CURRY, *Adjunct Associate Professor of General Dentistry* (1974; 1979).
D.D.S., University of Nebraska, 1969.
- SHARON M. DALY, *Instructor of Periodontics* (1991).
B.S., Marquette University, 1970; R.D.H., 1970.
- GREGORY L. DAVIS, *Adjunct Instructor of General Dentistry* (1996).
B.A., University of Nebraska-Omaha, 1975; D.D.S., Creighton University, 1979.
- SCOTT C. DI LORENZO, *Assistant Professor of Prosthodontics* (1998); *Diplomate of the Federal Services Board of General Dentistry*.
B.A., Carroll College, 1972; D.D.S., Creighton University, 1977.
- FRANK J. DOWD, JR., *Professor of Pharmacology* (1976; 1985); *Chair of the Department* (1980).
B.A., Maryknoll Seminary, 1961; D.D.S., Creighton University, 1969; Ph.D., Baylor University, 1975.
- DEAN L. DOYLE, *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (1991).
B.S.D., University of Nebraska-Lincoln, 1959; D.D.S., 1959.
- DAVID L. DWORZACK, *Professor of Medical Microbiology and Immunology* (1980; 1992); *Professor of Medicine* (1980; 1992).
B.A., Washington University, 1969; M.D., University of Kansas, 1973.
- STEVEN R. EGGERS, *Adjunct Professor of General Dentistry* (1976; 1998).
B.S., University of Nebraska-Omaha, 1972; D.D.S., Creighton University, 1976.
- RANDALL W. ELLIS, *Associate Professor of Pediatric Dentistry and Orthodontics* (1993); *Director of Cariology Research* (1998); *Diplomate of the American Board of Pediatric Dentistry*.
A.A., Mount San Antonio College, 1968; D.D.S., University of Southern California, 1973; M.S.D., Baylor College of Dentistry, 1982.
- KELLY A. FADDIS, *Clinical Instructor of Oral Biology* (2000).
B.S., University of Utah, 1985; D.D.S., Creighton University, 1990.
- CAROL FELLOWS, *Assistant Professor of Community and Preventive Dentistry* (2000).
B.S., Utah State University, 1992; M.S., 1999.
- PAUL FEY, *Assistant Clinical Professor of Microbiology* (1998).
B.S., Kansas State University, 1991; Ph.D., Creighton University, 1995.
- JOHN E. FILIPPI, *Adjunct Instructor of Community and Preventive Dentistry* (1990).
B.S., Creighton University, 1976; D.D.S., 1980.
- JOSEPH V. FRANCO, JR., *Adjunct Assistant Professor of General Dentistry* (1985; 1989).
B.A., Creighton University, 1980; D.D.S., 1984.
- STEVEN J. FRANCO, *Associate Professor of General Dentistry* (1974; 1981).
A.B., Creighton University, 1967; D.D.S., 1972.
- STEVEN W. FRIEDRICHSEN, *Chair of Idaho Dental Education Program and Adjunct Associate Professor of Operative Dentistry* (1982).
B.S., Seattle University, 1975; D.D.S., Northwestern University, 1979.
- HENRY H. GALE, *Assistant Professor of Biomedical Sciences* (1966; 1989).
Ph.D., University of Illinois, 1966.
- MARTHA J. GENTRY-NIELSEN, *Associate Professor of Medical Microbiology & Immunology* (1990; 1994); *Associate Professor of Medicine* (1994).
B.S., Kansas State University, 1969; M.A., Indiana University, 1971; Ph.D., Oklahoma State University, 1984.
- ROGER B. GERSTNER, *Adjunct Professor of General Dentistry* (1971; 1998).
D.D.S., Creighton University, 1969.
- DONALD K. GIGER, *Assistant Professor of Medical Microbiology and Immunology* (1979);



Assistant Professor of Pathology (1994).

B.S. (Biological Science), California State Polytechnic University, 1961; B.S., (Microbiology and Immunology), California State University, 1970; M.S., 1973; Ph.D., Tulane University, 1977.

STEPHEN L. GILLESPIE, *Adjunct Assistant Professor of Prosthodontics* (1992; 2000).
B.S., Creighton University, 1974; M.S., 1976; D.D.S., 1980.

CINDI R. GLEN, *Clinical Instructor of Periodontics* (1999).
B.S., University of Iowa, 1990; R.D.H., 1990.

RICHARD GOERING, *Professor of Medical Microbiology and Immunology* (1975; 1993).
A.B., Wichita State University, 1966; M.S., 1968; Ph.D., Iowa State University, 1972.

DOUGLAS F. GOLDSMITH, *Associate Professor of Educational Psychology* (1985).
B.S., Lewis & Clark College, 1979; M.S., Vanderbilt University, 1980; Ph.D., University of Utah, 1988.

GARY L. GORBY, *Associate Professor of Medical Microbiology and Immunology* (1989; 1996); *Associate Professor of Medicine* (1989; 1996).
B.S., Youngstown State University, 1983; M.D., Northeastern Ohio Universities College of Medicine, 1983.

JEROME F. GRADOVILLE, *Adjunct Assistant Professor of Prosthodontics* (1988; 2000).
B.A., Creighton University, 1984; D.D.S., 1988.

DAWN L. GRANDIA, *Clinical Instructor of Periodontics* (1999).
B.S., University of Iowa, 1983; R.D.H., 1983.

WILLIS C. GRAY, *Adjunct Assistant Professor of Endodontics* (1974-80; 1985).
B.A., University of Nebraska-Omaha, 1951; D.D.S., Creighton University, 1955.

ANTHONY J. GRUBER, *Assistant Clinical Professor of Endodontic*, (1983).
D.D.S., Marquette University, 1970.

TERRY M. GUZALLIS, *Adjunct Associate Professor of General Dentistry* (1979; 1998).
B.S., Iowa State University, 1973; D.D.S., Creighton University, 1979.

LARRY D. HAISCH, *Assistant Clinical Professor of General Dentistry* (1997).
D.D.S., University of Nebraska, 1967.

KEVIN C. HENRY, *Adjunct Instructor of Prosthodontics* (2000).
B.S., University of Idaho, 1996; D.D.S., Creighton University, 2000.

DENNIS R. HIGGINBOTHAM, *Associate Professor of General Dentistry* (1973; 1984);
Acting Chair of the Department of Comprehensive Dental Care (1988-89); *Director of Clinics* (1994-98); *Assistant Dean for Clinical Affairs* (1996-98); *Director of Continuing Education* (1999); *Interim Chair of the Department* (2000).
D.D.S., Creighton University, 1967.

HOLLEN J. HILLER, *Adjunct Instructor of Community and Preventive Dentistry* (1990).
B.S., Idaho State University, 1960; D.D.S., University of Pittsburgh, 1964.

JANET L. HILLIS, *Assistant Clinical Professor of Periodontics* (1998); *Chair of Iowa Western Community College Dental Hygiene Program* (1998).
A.A.D.H., University of Minnesota, 1970; B.S., University of Houston, 1984; M.A., University of South Florida, 1991.

JOHN G. HOLBROOK, *Adjunct Professor/Jesuit Chaplain* (1991; 1995).
A.B., St. Louis University, 1948; M.S., Creighton University, 1972.

JAMES H. HOWARD, *Associate Professor of General Dentistry* (1995); *Assistant Director of Clinics* (1996); *Associate Dean for Clinical Services and Director of Clinics* (1999; 2001); *Diplomate of the Federal Services Board of General Dentistry*.
B.S., Wheeling Jesuit College, 1969; D.D.S., University of Maryland, 1973; M.S., University of Michigan, 1977.





- WAI MUN HUANG, *Professor of Oncological Sciences* (1992).
B.S., Chinese University of Hong Kong, 1961; Ph.D., Johns Hopkins University, 1967.
- GENE R. HUEBNER, *Professor of Oral and Maxillofacial Surgery* (1981; 1991); *Chair of the Department* (1984); *Diplomate of the American Board of Oral and Maxillofacial Surgery*.
D.D.S., University of Nebraska, 1965; Ms.D., University of Minnesota, 1971.
- JOSE L. IBARROLA, *Assistant Professor of Endodontics* (1991); *Diplomate of the American Board of Endodontics*.
C.D., University Autonoma de Guadalajara Mexico, 1979; M.S., Marquette University, 1984; D.D.S., Creighton University, 1991.
- MANSOOR H. JABRO, *Professor of Periodontics* 1970; 1991); *Chair of the Department* (1975-93).
B.D.S., University of Baghdad, 1958; M.S.D., University of Nebraska, 1967; D.D.S., 1970.
- WILLIAM JEFFRIES, *Associate Professor of Pharmacology* (1988; 1994); *Associate Professor of Medicine* (1988; 1994); *Associate Professor of Biomedical Sciences* (1998; 1994).
B.S., University of Scranton, 1980; M.S., Philadelphia College of Pharmacy and Science, 1982; Ph.D., 1985.
- MARGARET A. JERGENSON, *Assistant Professor of Oral Biology* (1993); *Chair of the Department* (2001).
B.S., College of Saint Benedict, 1976; D.D.S., Creighton University, 1982.
- M. NAN KELSEY, *Adjunct Assistant Professor of General Dentistry* (1995).
B.S., Creighton University, 1974; D.D.S., 1978.
- W. PATRICK KELSEY, III, *Professor of General Dentistry* (1976; 1990); *Director of Curriculum* (1992-98); *Chair of the Department of Operative Dentistry* (1994-99); *Assistant Dean for Clinical Services and Director of Clinics* (1999); *Associate Dean for Academic Affairs* (1999; 2001).
D.D.S., Creighton University, 1976.
- CHAD L. KLUZA, *Adjunct Assistant Professor of Prosthodontics* (1986; 1991).
B.S., Creighton University, 1978; D.D.S., 1984.
- MICHAEL E. KNAUSS, *Adjunct Instructor of General Dentistry* (1999).
B.S., Creighton University, 1980; D.D.S., 1984.
- JOSEPH A. KNEZETIC, *Assistant Professor of Biomedical Sciences* (1991).
B.S., Bowling Green State University, 1981; Ph.D., University of Cincinnati, 1986.
- FLOYD C. KNOOP, *Professor of Medical Microbiology* (1975; 1993).
B.A., Defiance College, 1966; M.S., University of Dayton, 1969; Ph.D., University of Tennessee Center for the Health Sciences, 1974.
- KENNETH I. KNOWLES, *Associate Professor of Endodontics* (1991); *Chair of the Department* (2000).
D.D.S., University of Missouri-Kansas City, 1966; M.S., 1973.
- MARVIN L. KRAMER, *Adjunct Associate Professor of General Dentistry* (1973-83; 1985-89; 1992).
B.S., Creighton University, 1966; M.S., 1968; D.D.S., 1972.
- MICHAEL G. KREEKOS, *Adjunct Assistant Professor of Prosthodontics* (1998).
B.S., Morningside College, 1962; D.D.S., University of Iowa, 1966.
- LISA M. KUCERA, *Clinical Instructor of Periodontics* (1999).
A.A.S., Hastings Central Community College, 1983; B.S., University of Nebraska-Omaha, 1991.
- BENTON KUTLER, *Associate Clinical Professor of General Dentistry* (1991).
A.B., University of Iowa, 1942; D.D.S., Creighton University, 1945.





- TERRY F. LANPHIER, *Assistant Professor of Oral and Maxillofacial Surgery* (1994; 1999).
B.S., Creighton University, 1978; D.D.S., 1982.
- MARK A. LATTA, *Associate Professor of General Dentistry* (1995); *Associate Dean for Research* (1995; 1998).
A.B., Lafayette College, 1978; D.M.D., University of Pennsylvania, 1983; M.S., University of Maryland, 1995.
- AUDIE G. LEVENTHAL, *Professor of Anatomy* (1985).
B.S., University of Illinois, 1969; Ph.D., Stanford University, 1974.
- THOMAS E. LEWIS, *Clinical Instructor of General Dentistry* (1999).
B.S., University of Nebraska, 1990; D.D.S., 1995.
- PHILIP D. LISTER, *Associate Professor of Medical Microbiology and Immunology* (1994; 2000).
B.S., Kansas State University, 1986; Ph.D., Creighton University, 1992.
- ALFRED T. LONGO, *Adjunct Assistant Professor of Pediatric Dentistry and Orthodontics* (1982).
B.S., Creighton University, 1974; D.D.S., 1978; M.S., Marquette University, 1982.
- GARY W. LOWDER, *Instructor of Fixed Prosthodontics* (1990).
B.S., Brigham Young University, 1972; D.D.S., University of Washington, 1976.
- DARRELL J. LOWER, *Adjunct Professor of Pediatric Dentistry and Orthodontics* (1960; 1977).
B.S., York College, 1951; D.D.S., Creighton University, 1955.
- MARVIN O. LUDLOW, *Associate Professor of Endodontics* (1976); *Chair of the Department* (1979-2000).
D.D.S., University of Missouri-Kansas City, 1969; M.S., University of Nebraska, 1974.
- BENJAMIN L. LYNCH, *Professor Emeritus of Oral and Maxillofacial Surgery* (1948; 1958-88; 1988); *Diplomate of the American Board of Oral Surgery*.
B.S.D., Creighton University, 1945; D.D.S., 1947; M.A., 1953; M.S.D., Northwestern University, 1954.
- DARLY E. MALENA, *Associate Clinical Professor of Periodontics* (1998).
D.D.S., University of Nebraska, 1968; M.A., 1971.
- JOHN F. MARLEY, *Professor Emeritus of General Dentistry* (1960; 1999); *Chair of the Department of Oral Diagnosis and Radiology* (1961-74; 1986-93).
D.D.S., Creighton University, 1957; M.S.D., University of Alabama, 1959.
- LUKE F. MATRANGA, *Associate Professor of General Dentistry* (1988); *Chair of the Department of Comprehensive Dental Care* (1989-2000); *Diplomate of the Federal Services Board of General Dentistry*.
D.D.S., Marquette University, 1966; M.S., University of Texas at Houston, 1973.
- JOHN S. MATTSON, *Associate Professor of Periodontics* (1968; 1983); *Chair of the Department* (1993); *Diplomate of the American Board of Periodontics*.
D.D.S., Creighton University, 1966; M.S.D., 1972.
- MARTY J. MATZ, *Adjunct Instructor of Prosthodontics* (1991).
D.D.S., Creighton University, 1988.
- RONALD W. McCUNE, *Adjunct Associate Professor of Oral Biology* (1990).
B.S., Kansas State University, 1961; M.S., 1964; Ph.D., Purdue University, 1966.
- THOMAS J. McCUSKER, *Clinical Instructor of Community and Preventive Dentistry* (1992).
B.A., University of Notre Dame, 1965; J.D., 1969.
- TIMOTHY P. McVANEY, *Assistant Professor of Periodontics* (1987; 1997); *Director of Continuing Education* (1992-98).
D.D.S., University of Nebraska, 1974; M.S., 1986.
- MARK G. MENDLIK, *Assistant Clinical Professor of Pediatric Dentistry and Orthodontics*





- (1998).
D.D.S., Creighton University, 1995; M.S., University of Nebraska, 1997.
- THOMAS R. MENG, *Assistant Professor of Prosthodontics* (1997); *Assistant Director of Clinics* (1999).
B.A., Rutgers University, 1972; D.D.S., Temple University, 1977.
- DAVID J. MILLEA, *Adjunct Instructor of Prosthodontics* (1998).
D.D.S., Creighton University, 1977.
- L. WALLACE MILTENBERGER, *Clinical Professor of Anatomy* (1984; 1993).
B.S., University of Utah, 1951; D.D.S., Washington University in St. Louis, 1956.
- STACY L. MOFFENBIER, *Assistant Clinical Professor of Periodontics* (1994).
B.A., Creighton University, 1987; D.D.S., 1991.
- BRUCE MOWAT, *Associate Professor of General Dentistry* (1964; 1972).
D.D.S., University of Illinois, 1959.
- CAROL M. MURDOCK, *Assistant Professor of General Dentistry* (1998).
B.S., Canisius College, 1979; D.D.S., Creighton University, 1984.
- WILLIAM T. NAUGHTON, *Assistant Professor of General Dentistry* (2000).
B.A., Creighton University, 1974; D.D.S., 1978.
- STEVEN F. NIELSEN, *Adjunct Instructor of Operative Dentistry* (1992).
B.S., University of Southern California, 1976; D.D.S., 1980.
- DENNIS E. NILSSON, *Associate Professor of Prosthodontics* (1993); *Diplomate of the American Board of Prosthodontics*.
B.S., University of Minnesota, 1969; D.D.S., 1971; M.S., University of Texas Health Science Center at Houston, 1977.
- NEIL S. NORTON, *Assistant Professor of Oral Biology* (1996).
B.A., Randolph-Macon College, 1988; Ph.D., University of Nebraska, 1995.
- WILLIAM J. O'BRIEN, *Assistant Clinical Professor of Prosthodontics* (1995).
B.S., Creighton University, 1987; D.D.S., Marquette University, 1991.
- ROMER A. OCANTO, *Assistant Professor of Community and Preventive Dentistry* (1991).
D.D.S., Central University of Venezuela, 1974; M.S.P.H., Boston University, 1984; C.A.G.S. (Pediatric Dentistry), 1984; M.Ed., University of Florida, 1985; C.A.G.S. (Public Health), 1991; Ph.D., 1991; D.D.S., Creighton University, 2001.
- RAYMOND F. OLMO, *Associate Professor of Periodontics* (1996).
D.D.S., University of California San Francisco, 1965; M.S., University of Nebraska, 1969.
- EVAN E. OLSON, *Clinical Instructor of Community and Preventive Dentistry* (1992).
B.A., Ripon College, 1950; M.S., The American College-Brynmarw, 1984
- RICHARD PEDERSEN, *Adjunct Instructor of Operative Dentistry* (1998).
B.S., University of Utah, 1962; D.M.D., University of Oregon Dental School, 1966; M.S.D., University of Washington, 1970.
- ROZALIA M. PITRUZZELLO, *Assistant Clinical Professor of General Dentistry* (1995; 1997).
B.S., Wofford College, 1982; D.M.D., Medical University of South Carolina, 1986; M.S., University of Alabama at Birmingham, 1991.
- DOROTHY J. POLAN, *Clinical Instructor of Periodontics* (1998).
B.S., University of Nebraska, 1980; R.D.H., 1980.
- G. LYNN POWELL, *Professor of Operative Dentistry* (1980; 1983; 1990).
B.S., University of Utah, 1964; D.D.S., University of Washington, 1968.
- MARK ROBERTS, *Adjunct Professor of Pediatric Dentistry* (1997).
B.A., Stanford, 1971; M.S., University of Georgia, 1975; Ph.D., 1977.
- JERI L. ROHLFSEN, *Adjunct Instructor of Periodontics* (2000).
B.S., University of South Dakota, 1997; R.D.H., 1997.



- LAURA M. ROMITO, *Assistant Professor of General Dentistry* (1995; 1997).
B.S., Ohio State University, 1984; D.D.S., 1988.
- RICHARD J. RONK, JR., *Adjunct Professor of Removable Prosthodontics* (1978; 2000).
D.D.S., Creighton University, 1978.
- CYNTHIA C. RUSSELL, *Adjunct Assistant Professor of General Dentistry* (1985-92; 1994; 1998).
B.S., Creighton University, 1980; D.D.S., 1984.
- TARNJIT S. SAINI, *Associate Professor of General Dentistry* (1991; 1992); *Diplomate of the American Board of Oral and Maxillofacial Radiology*.
B.D.S., Government Dental College, India, 1976; M.S., University of Illinois, 1982; D.D.S., Creighton University, 1992.
- GREG S. SAMUELSON, *Adjunct Assistant Professor of Pediatric Dentistry and Orthodontics* (1988); *Director of Orthodontics* (1988-1992).
B.S., Kearney State College, 1981; D.D.S., University of Nebraska-Lincoln, 1985; M.S.D., Indiana University, 1987.
- GENE M. SCALARONE, *Adjunct Professor of Oral Biology* (1990).
B.S., Kansas State University, 1962; M.S., University of Oklahoma, 1965; Ph.D., University of California, 1970.
- LINDA S. SCHEIRTON, *Associate Clinical Professor of Periodontics* (1997).
A.A.S., Del Mar College, 1974; B.S., Texas A&I University at Corpus Christi, 1975; M.A., University of Texas at San Antonio, 1978; Ph.D., University of Texas at Austin, 1990
- JULIE B. SCHWANDT, *Clinical Instructor of Periodontics* (1999).
B.S., University of Iowa, 1977; R.D.H., 1977.
- NATHAN W. SCHWANDT, *Clinical Instructor of General Dentistry* (1994). *Diplomate of the Federal Services Board of General Dentistry*.
B.S., University of Nebraska, 1975; D.D.S., 1979.
- MARGARET A. SCOFIELD, *Assistant Professor of Pharmacology* (1992).
B.A., University of California, 1967; Ph.D., University of Arizona, 1973.
- LOURDES M. SECOLA, *Adjunct Assistant Professor of General Dentistry* (1993).
D.D.S., Central University of Venezuela, 1981; M.Sc.D., Boston University, 1984; C.A.G.S., 1984; D.D.S., Creighton University, 1993.
- JOHN F. SEMINARA, *Clinical Instructor of Community & Preventive Dentistry* (1976-82; 1992).
B.S., Creighton University, 1970; D.D.S., 1974.
- R. SCOTT SHADDY, *Assistant Professor of General Dentistry* (1988; 1996).
D.D.S., Creighton University, 1988.
- JOHN W. SHANER, *Associate Professor of General Dentistry* (1999); *Diplomate of the Federal Services Board of General Dentistry*; *Diplomate of the Certifying Board of General Dentistry*.
B.S., Grove City College, 1969; D.M.D., University of Pittsburgh, 1973; M.S., University of Texas-Houston, 1978.
- JAMES L. SHEETS, *Assistant Professor of Prosthodontics* (1998); *Diplomate of the American Board of Prosthodontics*.
B.A., Pacific Lutheran University, 1972; D.D.S., University of California at San Francisco, 1978.
- JOHN R. SKOW, *Clinical Professor of General Dentistry* (1959; 1981).
B.S., Creighton University, 1951; D.D.S., 1955.
- JARED H. SMITH, *Associate Professor of Prosthodontics* (1988); *Chair of the Department* (1988).
D.D.S., University of Missouri-Kansas City, 1966; M.S., University of North Carolina, 1973.
- DEAN SORENSEN, *Assistant Professor of Medical Informatics* (1992).
B.S., Brigham Young University, 1969; M.S., University of Utah, 1978; Ph.D., Utah State

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University, 1975.

- RICHARD D. SPALL, *Adjunct Professor of Oral Biology* (1982; 1991).
B.S., Oregon State University, 1966; M.S., Oklahoma State University, 1968; Ph.D., 1972.
- HENRY A. ST. GERMAIN, JR. *Associate Clinical Professor of General Dentistry* (1997).
B.A., University of New Hampshire, 1972; D.M.D., Tufts University, 1975; M.S.D., Indiana University, 1983; M.A.Ed., George Washington University, 1992.
- STEVEN STEED, *Clinical Instructor of Community Dentistry* (2000).
B.S., Brigham Young University, 1970; D.D.S., Northwestern, 1974.
- STACY L. STEN, *Assistant Professor of Community and Preventive Dentistry* (1998).
B.S., West Virginia University, 1994; R.D.H., 1994; MSDH, 1998.
- TRENT D. STEPHENS, *Adjunct Professor of Oral Biology* (1982; 1991).
B.S., Brigham Young University, 1973; M.S., 1974; Ph.D., University of Pennsylvania, 1977.
- JOHN W. STOCKSTILL, *Associate Professor of Pediatric Dentistry and Orthodontics* (1996);
Director of Orthodontics (1996).
B.S., University of Southwestern Louisiana, 1973; D.D.S., Louisiana State University, 1975;
M.S., State University of New York-Buffalo, 1987.
- EUGENE F. STORMBERG, *Professor Emeritus of Operative Dentistry* (1957-93; 1999).
D.D.S., Creighton University, 1953.
- RANDY E. STOUT, *Adjunct Associate Professor of Prosthodontics* (1985; 2000).
B.S., Creighton University, 1977; D.D.S., 1982.
- BASIL S. STRATES, *Clinical Professor of Periodontics* (1987-95; 1998).
B.A., Clark University, 1953; M.S., University of Rochester, 1956; Ph.D., University of
Thessaloniki (Greece), 1967.
- JOHN T. SULLIVAN, *Adjunct Associate Professor of General Dentistry* (1969; 1978).
D.D.S., Creighton University, 1960.
- PATRICK C. SWANSON, *Assistant Professor of Medical Microbiology and Immunology*
(1999).
B.S., St. Olaf College, 1990; Ph.D., University of Michigan, 1995.
- JOHN B. SYNHORST, *Clinical Professor of Oral and Maxillofacial Surgery* (1978; 2000);
Diplomate of the American Board of Oral and Maxillofacial Surgery.
B.S., University of Michigan, 1970; D.D.S., University of Iowa, 1974.
- PAUL E. TAMISIEA, *Professor of General Dentistry* (1960; 1979); *Associate Dean for
Academic Affairs* (1975; 87-92).
D.D.S., Creighton University, 1958; M.A., University of Iowa, 1974.
- DAVID A. TARTAGLIA, *Adjunct Instructor of Prosthodontics* (2000).
B.S., Creighton University, 1985; D.D.S., 1997.
- MARK H. TAYLOR, *Associate Professor of Pediatric Dentistry and Orthodontics* (1979);
Chair of the Department of Pediatric Dentistry (1982-85); *Assistant Dean for Clinical
Affairs and Finance* (1986-91); *Executive Associate Dean* (1991-1994); *Director of
Informatics* (1997).
B.A., University of Nebraska, 1971; D.D.S., 1975.
- KENNETH S. THOMSON, *Associate Professor of Medical Microbiology and Immunology*
(1991; 1997).
B.Ag.Sc., University of Tasmania (Australia), 1972; Ph.D., 1988.
- L. ARIEL THOMSON, *Assistant Professor of Community Dentistry* (1983).
B.S., University of Hawaii, 1958; D.D.S., Northwestern University, 1962; M.P.H.,
University of Michigan, 1968; Ph.D., 1970.
- THOMAS P. TRESKA, *Associate Clinical Professor of Prosthodontics* (2000).
D.D.S., Creighton University, 1977.



- PETER T. TRIOLO, *Associate Clinical Professor of General Dentistry* (1993; 1995).
A.A., Grand View College, 1982; B.S., University of Iowa, 1983; D.D.S., 1987; M.S., 1991.
- CHRISTOPHER D. VAUGHAN, *Adjunct Instructor of Prosthodontics* (1986).
B.S., Creighton University, 1980; D.D.S., 1984.
- ROBERT V. VINING, *Dean Emeritus, School of Dentistry* (1952; 1986).
B.A., University of Iowa, 1942; D.D.S., 1950.
- CHRISTINE S. WAGMAN, *Instructor of Periodontics* (1992).
B.S., University of Nebraska-Lincoln, 1991; R.D.H., 1991.
- SCOTT T. WALKINSHAW, *Adjunct Assistant Professor of Periodontics* (1998).
B.S., Creighton University, 1990; D.D.S., 1995; M.S., University of Kentucky, 1998.
- JOZEF V. M. WELIE, *Associate Professor of Community and Preventive Dentistry* (1997).
M.Med.S., University of Limburg (Netherlands), 1987; J.D., 1990; M.A., Catholic
University of Nijmegen (Netherlands), 1987; Ph.D., 1994.
- GARY H. WESTERMAN, *Professor of Community and Preventive Dentistry* (1973; 1994);
Acting Chair of the Department of Dentistry for Children (1986-87); *Chair of the
Department* (1977); *Dr. Oscar S. Belzer Endowed Chair in Dentistry Chairholder* (2000).
B.S., Gonzaga University, 1965; D.D.S., Creighton University, 1969; M.S., University of
Iowa, 1973.
- CHARLES W. WILCOX, *Associate Professor of Prosthodontics* (1995); *Diplomate of the
American Board of Prosthodontics*.
D.D.S., University of Nebraska Medical Center, 1972; M.S., University of Texas Health
Science Center at Houston, 1981.
- TERRY M. WILWERDING, *Associate Professor of Prosthodontics* (1980; 1990); *Acting Chair
of the Department of Fixed Prosthodontics* (1990-91); *Chair of the Department of Fixed
Prosthodontics* (1993-99).
D.D.S., Creighton University, 1977.
- WILLIAM M. WYATT, *Associate Professor of Oral and Maxillofacial Surgery* (1989);
Diplomate of the American Board of Oral and Maxillofacial Surgery.
B.A., University of Colorado, 1960; D.D.S., University of Nebraska, 1964.
- KATHY YONKERS-WRIGHT, *Clinical Instructor of Periodontics* (1999).
A.A.S., Ferris State University, 1975; M.S., 1987; B.S., Western Michigan University, 1985.
- HSIAO SHARLENE YUAN, *Adjunct Instructor of Endodontics* (1996).
D.D.S., Creighton University, 1995.
- JANN B. ZOLLINGER, *Clinical Instructor of Community and Preventive Dentistry* (1999).
B.S., Idaho State University, 1976; R.D.H., 1976.
- RAYMOND L. ZDAN, *Instructor of Oral Biology* (1972; 1978).
B.A., Creighton University, 1971; M.S., 1977.





DOCTORS OF DENTAL SURGERY

Degrees Conferred August 1999

| | |
|----------------------------------|---------------------------------|
| Maureen Rose Tuyor Catipon | Rancho Palos verdes, California |
| Robert F. Colwell, Jr. | Bellevue, Nebraska |
| Ronald Alphonza Dorsey | Aurora, Colorado |
| Marjan Vaghayenegar..... | New York, New York |
| Melissa Famorca Villamor | Glendale, Arizona |

Degrees Conferred May 2000

| | |
|---|--------------------------|
| Jason Paul Adams, <i>cum laude</i> | Boise, Idaho |
| Robert Bruce Allen II | Brigham City, Utah |
| Susan Adele Armstrong | Boise, Idaho |
| Susanna G. Avakov | Omaha, Nebraska |
| Jack Dwyer Batjer | Bellevue, Washington |
| Jeffrey Alan Bell | Appleton, Wisconsin |
| Justin Dennis Bell, <i>cum laude</i> | Idaho Falls, Idaho |
| Daniel Joseph Beninato | Omaha, Nebraska |
| Thomas Patrick Berry | Sheridan, Wyoming |
| John Olivo Bertagnolli | Lakewood, Colorado |
| Christina Anne Blum | Marshalltown, Iowa |
| Janelle Christine Boain | St. Louis, Missouri |
| Patrick Richard Brain, <i>magna cum laude</i> | Park City, Utah |
| Lisamarie O'Leary Brazeau, <i>magna cum laude</i> | Omaha, Nebraska |
| Shawn H. Brown | Cedar City, Utah |
| Michael Louis Cherubini, <i>summa cum laude</i> | Greensburg, Pennsylvania |
| Troy Lynn Christensen, <i>magna cum laude</i> | Las Vegas, Nevada |
| Zanna Lee Clifford-Olguin | Lyman, Wyoming |
| Scott Miles Condie | Idaho Falls, Idaho |
| Shandy Shea Condie | Rossville, Kansas |
| David Eric Congalton | LaVerne, California |
| Julie A. Curtin | Atwood, Kansas |
| Mark Chandler Davis | Provo, Utah |
| Jennifer Ann Feldges | Alliance, Nebraska |
| Matthew William Fluegge | Albia, Iowa |
| Christopher Kent Giauque | Salt Lake City, Utah |
| Richard Joseph Glow | Omaha, Nebraska |
| Rita Marie Goedde | Seattle, Washington |
| Leon Colby Green | Broken Bow, Nebraska |
| Scott Stewart Green | Omaha, Nebraska |
| Christina Marie Heintz | Mankato, Minnesota |
| Kevin Charles Henry, <i>cum laude</i> | Lewiston, Idaho |
| Ryan David Hillam | Idaho Falls, Idaho |
| Paul Ronald Hinder | Jacksonville, Florida |
| Sepideh Hokmabadi | Menlo Park, California |
| Patrick Edward Jankowski | Omaha, Nebraska |
| Stephen Frank Johansen | Midvale, Utah |
| Ramah James Keddington | Salt Lake City, Utah |
| Kimberly King | Fremont, California |
| Jennifer Ann Kirwan | Las Cruces, New Mexico |
| Christine Mare Kozal | Omaha, Nebraska |
| Scott Richard Lewis | Rexburg, Idaho |
| Eric Brion Lowry, <i>cum laude</i> | Boise, Idaho |
| Sepideh Malekpour | Las Vegas, Nevada |
| Carrie Anne Matts | Rockford, Illinois |
| Jason Oliver May, <i>cum laude</i> | Twin Falls, Idaho |



| | |
|--|------------------------------|
| Matthew Thomas McGuire | Omaha, Nebraska |
| Wade Arthur Mendenhall | Lewiston, Idaho |
| Cynthia Rae Moran | Greenbush, Minnesota |
| Kyle Dean Moses, <i>cum laude</i> | Grand Junction, Colorado |
| Ngoc-Chi Thi Nguyen | Hacienda Heights, California |
| Preston Craig Packer, <i>magna cum laude</i> | Farmington, Utah |
| Samuel Richard Pollock | Lovell, Wyoming |
| Manny Rapp | Las Vegas, Nevada |
| Daniel Lee Rodriguez | Portland, Oregon |
| Dana M. Ryan-Smith | Manhattan, Kansas |
| Curtis Duane Sampson | American Fork, Utah |
| Michael Jay Seip | Henderson, New York |
| Laurie Rebecca Slavik | Wheaton, Illinois |
| Susan Schmutz Smith | Las Vegas, Nevada |
| Jason Kendall Snow, <i>cum laude</i> | Pocatelo, Idaho |
| Craig Snyder | Omaha, Nebraska |
| Mark Mathew Sodorff | Spokane, Washington |
| Christopher Anthony Stanosheck | Omaha, Nebraska |
| Daron R. Stevens | Salt Lake City, Utah |
| Kevin Sullivan | Seattle, Washington |
| David Michael Sutton | Robin, Idaho |
| Stacey Carol Sype | Twin Falls, Idaho |
| Bruce Henry Thomas | Omaha, Nebraska |
| Binh Bao Tran | San Diego, California |
| David Lawrence Tuttle | Topeka, Kansas |
| Marc C. Van Tassell | Kamas, Utah |
| Paige Jaymie Wilson | Shelby, Montana |
| Justin J. Woodward | Salt Lake City, Utah |
| Nancy Yan Yin | Temple City, California |

Degrees Conferred August 2000

| | |
|----------------------------|---------------------|
| Angeli Thakker | Mumbai, India |
| Gustavo David Wilson | Kansas City, Kansas |

Degrees Conferred May 2001







AMERICAN JESUIT COLLEGES AND UNIVERSITIES

| | |
|-----------------------------|--|
| <i>Alabama</i> | Spring Hill College, Mobile |
| <i>California</i> | Loyola Marymount University, Los Angeles University of San Francisco, San Francisco University of Santa Clara, Santa Clara |
| <i>Colorado</i> | Regis College, Denver |
| <i>Connecticut</i> | Fairfield University, Fairfield |
| <i>District of Columbia</i> | Georgetown University, Washington |
| <i>Illinois</i> | Loyola University of Chicago Parks College of Aeronautical Technology (Saint Louis University), Cahokia |
| <i>Louisiana</i> | Loyola University, New Orleans |
| <i>Maryland</i> | Loyola College, Baltimore |
| <i>Massachusetts</i> | Boston College, Chestnut Hill College of the Holy Cross, Worcester |
| <i>Michigan</i> | University of Detroit Mercy, Detroit |
| <i>Missouri</i> | Rockhurst College, Kansas City Saint Louis University, Saint Louis |
| <i>Nebraska</i> | Creighton University, Omaha |
| <i>New Jersey</i> | Saint Peter's College, Jersey City |
| <i>New York</i> | Canisius College, Buffalo Fordham University, New York Le Moyne College, Syracuse |
| <i>Ohio</i> | John Carroll University, Cleveland The Xavier University, Cincinnati |
| <i>Pennsylvania</i> | Saint Joseph's University, Philadelphia University of Scranton, Scranton |
| <i>Washington</i> | Gonzaga University, Spokane Seattle University, Seattle |
| <i>West Virginia</i> | Wheeling College, Wheeling |
| <i>Wisconsin</i> | Marquette University, Milwaukee |

(Seminaries and high schools are not included in this list.)
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