

CREIGHTON UNIVERSITY BULLETIN

2011-2013 ISSUE SCHOOL OF DENTISTRY

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CALENDAR
FIRST SEMESTER, 2011 – 12

2011		
August	16, Tuesday 17, Wednesday 22, Monday	Begin regular classes/clinic hours (So/Jr /Sr) Freshman orientation begins Freshman classes/labs begin
September	5, Monday 6, Tuesday 14, Wednesday 16, Friday	Labor Day; no classes School resumes Mass of the Holy Spirit, St. John's Church (<i>subject to change</i>) Dental Assembly
October	7, Friday 12, Wednesday 17, Monday	End of First Quarter Fall Recess begins School resumes
November	23, Wednesday 24, Thursday 28, Monday	Thanksgiving Recess begins Thanksgiving Day Mass, St. John's Church School resumes
December	7, Wednesday 8, Thursday 16, Friday 17, Saturday	Final examinations begin (Jr/Sr) Final examinations begin (Fr/So) End of First Semester Commencement

SECOND SEMESTER, 2011 – 12

2012		
January	3, Tuesday	Classes, laboratories, and clinics resume
February	24, Friday	End of Third Quarter
March	2, Friday 12, Monday	Spring recess begins after last class, laboratory, or clinic School resumes
April	6, Friday 9, Monday 18, Wednesday 27, Friday 30, Monday	Good Friday; no classes School resumes Final examinations begin (So/Jr) End of second semester (So/Jr/ Sr) Final examinations begin (Fr)
May	4, Friday 12, Saturday	End of second semester (Fr) Spring Commencement

SUMMER SESSION, 2012

2012		
May	5, Saturday 7, Monday 7, Monday 8, Tuesday 9, Wednesday 12, Saturday 28, Monday 29, Tuesday 29, Tuesday	White Coat Ceremony (Jr) Summer Clinic begins Clinic Orientation (Jr) Summer classes begin (Sr) Summer classes begin (Jr) Spring Commencement Memorial Day; no classes Summer Session resumes Summer classes begin (So)
July	4, Wednesday 5, Thursday 13, Friday	Independence Day; no classes Summer Session resumes Summer Session ends

CALENDAR
FIRST SEMESTER, 2012 – 13 (Tentative)

2012		
August	14, Tuesday 15, Wednesday 20, Monday	Begin regular classes/clinic hours (So/Jr/Sr) Freshman orientation begins Freshman classes/labs begin
September	3, Monday 4, Tuesday 12, Wednesday	Labor Day; no classes School resumes Mass of the Holy Spirit, St. John's Church (<i>subject to change</i>)
October	5, Friday 10, Wednesday 12, Friday	End of First Quarter Fall Recess begins Dental Assembly
November	21, Wednesday 22, Thursday 26, Monday	Thanksgiving Recess begins Thanksgiving Day Mass, St. John's Church School resumes
December	12, Wednesday 13, Thursday 21, Friday 22, Saturday	Final examinations begin (Jr/Sr) Final examinations begin (Fr /So) End of First Semester Commencement

SECOND SEMESTER, 2012 – 13 (Tentative)

2013		
January	3, Thursday	Classes, laboratories, and clinics resume
March	1, Friday 1, Friday 11, Monday 29, Friday	End of Third Quarter Spring Recess begins after last class, lab, or clinic School resumes Good Friday; no classes
April	1, Monday 17, Wednesday 26, Friday 29, Monday	School resumes Final examinations begin (So/Jr) End of second semester (So/Jr/Sr) Final examinations begin (Fr)
May	3, Friday 18, Saturday	End of second semester (Fr) Spring Commencement

SUMMER SESSION, 2013 (Tentative)

2013		
May	4, Saturday 6, Monday 6, Monday 7, Tuesday 8, Wednesday 18, Saturday 27, Monday 28, Tuesday 28, Tuesday	White Coat Ceremony (Jr) Summer Clinic begins Clinic Orientation (Jr) Summer classes begin (Sr) Summer classes begin (Jr) Spring Commencement Memorial Day; no classes Summer Session resumes Summer classes begin (So)
July	4, Thursday 5, Friday 12, Friday	Independence Day; no classes Summer Session resumes Summer Session ends

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SCHOOL OF DENTISTRY

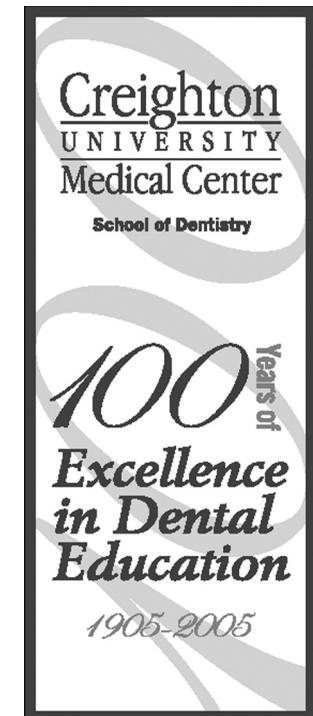
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GENERAL INFORMATION

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 7,051 persons taught by 732 full-time faculty and 243 part-time faculty, 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 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-six percent of the University's students are enrolled in the College of Arts and Sciences, 34 percent in the health sciences professions, 10 percent in Business Administration, 5 percent in University College, 7 percent in law, and 9 percent in the Graduate School.

LOCATION

Omaha, Nebraska's largest population center, is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa boundary. 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 into the 21st century. Creighton's 108-acre campus is located on the northwest edge of downtown Omaha, Nebraska.

A center for information technology, telecommunications, transportation and food processing, Omaha, Neb., is the heart of a metropolitan area of about 775,000, with more than 1 million people within a 50-mile radius. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. The metro Omaha area has seen steady growth over the past five decades and is now the 45th largest city and the 61st largest metro area in the nation.

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 theater, shopping, government and financial districts; Gene Leahy 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 and geodesic desert biodome, a 450,000 gallon walk-through salt water aquarium, and IMAX Theater; and T.D. Ameritrade Omaha Stadium, home of the NCAA College World Series.

Omaha, a cultural center of the Great Plains, is home of the world-class Opera Omaha and Omaha Symphony. The Omaha Community Playhouse and Omaha Theater Company For Young People are among the top community theaters in the nation. The 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 theaters, the Orpheum, is home to hundreds of outstanding entertainment events each year and the Durham Western Heritage Museum features some of the area's largest historical offerings.

Creighton, who will host the NCAA College World Series for the 61st consecutive year in June 2010, is an NCAA Division I school which sponsors 14 men's and women's intercollegiate sports and competes in the Missouri Valley Conference. The Creighton Bluejays baseball, basketball, and soccer teams have earned trips to their respective NCAA tournaments in recent years.

Omaha is also the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds and Qwest Center Omaha is home to the Bluejays basketball team. In addition, a recently proposed plan will place an impressive pedestrian bridge spanning the Missouri River from Nebraska to Iowa. The Gallup organization and Union Pacific built their new headquarters here, as did First National Bank, which recently completed the largest tower between Chicago and Denver.

Omaha is served by over 180 regularly scheduled daily flights by nine national air carriers and ten regional airlines. 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-seven laypersons and seven 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.

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 Office of Disability Accommodations at 280-2749.

USING CREIGHTON UNIVERSITY'S EMAIL AS THE OFFICIAL MEANS OF COMMUNICATION

The Creighton University assigned email account shall be the official means of communication with all students, faculty, and staff. All community members are responsible for all information sent to them via their University assigned email account. Members who choose to manually forward mail from their University email accounts are responsible for ensuring that all information, including attachments, is transmitted in its entirety to the preferred account.

All faculty, staff, and students are required to maintain an @creighton.edu computer account. This account provides both an online identification key and a University Official Email address. The University sends much of its correspondence solely through email. This includes, but is not limited to, policy announcements, emergency notices, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff, and students. Such correspondence is mailed only to the University Official Email address.

Faculty, staff and students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical.

ACCREDITATION

Creighton University is fully accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is situated.

The dental education program is accredited by the Commission on Dental Accreditation. 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 during their first two years 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 the Omaha area 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-Residence Life by July 15th for requests for the upcoming Fall Semester (April 1 for Opus Hall and Davis Square students) and December 1 for the Spring Semester. 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 nine residence halls. Deglman, Kiewit, and Gallagher Halls are traditional-style freshman residence halls with common bathroom facilities. Rooms are double occupancy. Space in Swanson Hall is available to freshman students as well. Swanson is a suite-style hall with four freshman or four sophomore students per suite. McGloin Hall is also a suite-style hall with four sophomore students per suite. Kenefick Hall is an apartment-style hall for sophomores with double-occupancy efficiency and one-bedroom apartments. Davis Square and Opus Hall, apartment complexes for junior and senior-level students, house students in two, three, or four-bedroom apartments. Heider Hall is an apartment-style residence with double-occupancy efficiency, one-bedroom, and two-bedroom apartments open to sophomore, junior and senior undergraduates. A limited number of apartments is available to students with families and graduate/professional students. Residents of Davis Square and Opus Hall, as well as Heider residents who are graduate/professional students, married, or have families, sign a 12-month lease. All other students contract for the full academic year, beginning in August and continuing until the end of exams the following May.

The residence hall agreement is for room and board. All freshman and sophomore residents are required to have a meal plan. Students living in Deglman, Gallagher, Kiewit, Swanson, and McGloin Halls must choose from 12, 15, or 19 meals per week. Kenefick Hall residents and sophomores living in Heider must select from these three plans or the SuperFlex meal plan. Residents of Davis Square, Opus Hall, and Heider Hall (except sophomores) may purchase 12, 15, or 19 meals per week, the Super Flex meal plan or the Flex meal plan. A student requesting to be waived from the board plan for medical or other reasons must furnish documentation to the Associate Vice President for Student Services-Residence Life for review. Generally, the University Dining Services is able to meet most dietary needs. 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. Students on the board plans may also have dinner in other campus retail locations as part of the meal exchange program. 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 2011 are:

Building Type	Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshmen)	Double	\$5262
	Private (if available)	\$7750
Swanson Hall (Freshmen and Sophomores)	Double	\$5500
	Private (if available)	\$8084
McGloin Hall (Sophomores)	Double	\$5674
	Private (if available)	\$8430
Kenefick Hall (Sophomores)	Efficiency Apartment	\$5674
	1 Bedroom Apartment	\$5754
	Private Efficiency Apt.	\$8430
Heider Hall (Sophomores, Juniors, Seniors)	Efficiency Apartment	\$5674
	Standard 1 Bedroom Apartment	\$5714
	Large 1 Bedroom Apartment	\$5754
	Private Efficiency Apt.	\$8430
Davis Square - 12 month contract (Juniors and Seniors)	2/3/4 Bedroom Apartment	\$644/m
Opus Hall - 12 month contract (Juniors and Seniors)	2/3/4 Bedroom Apartment	\$644/m
Heider Hall-12 month contract (Graduate and family housing)	Efficiency Apartment	\$731/m
	Standard 1 Bedroom Apartment	\$796/m
	Large 1 Bedroom Apartment	\$840/m
	Two Bedroom Apartment	\$950/m
Board Plans Type	Annual Rate	
19 Meals/per week and 40 Dining Dollars/per semester	\$3976	
15 Meals/per week and 100 Dining Dollars/per semester	\$3976	
12 Meals/per week and 160 Dining Dollars/per semester	\$3976	
SuperFlex - Any 120 meals/200 Dining Dollars per semester*	\$2076	
Flex - Any 60 meals/200 Dining Dollars per semester**	\$1246	
* Available to Kenefick, Heider, Davis, Opus, Off-Campus Only		
** Available to Davis, Opus, Heider (except sophomores), Off-Campus Only		

New students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. 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.

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-Residence Life. Questions regarding housing services and facilities may be directed to the Department of Residence Life, Harper Center for Student Life and Learning; telephone (402) 280-3900.

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.) and two-bedroom apartments (1215 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.

CENTER FOR HEALTH AND COUNSELING

The Center for Health and Counseling houses both Health Services and Counseling Services. Together these Services are dedicated to promoting healthy life choices as well as serving the health and counseling needs of Creighton students. The two Services cooperate in the care of Creighton students.

Counseling Services

Counseling services are available to all full-time Creighton Students. The counseling services are intended to assist all students in their growth, their adjustment to academic and life challenges, and their development of healthy strategies for living. Our Services encourage positive health and wellness practices. The staff is sensitive to the cultural and life-style uniqueness of all students. We offer a variety of services to assist with the choices in college life:

- Individual counseling
- Psychological assessment to address academic problems
- Group counseling with groups focusing on women's issues, depression, grief, and transition to college
- Workshops for test anxiety and stress reduction
- Couples counseling
- Psychiatric Consultation

Counseling Services staff (full and part time) consists of four licensed psychologists, three licensed counselors, two pre-doctoral psychology interns, and a Board Certified Psychiatrist.

Call the Center at 280-2735 for an appointment, or drop in. Hours are 8:00 a.m. – 4:30 p.m. Monday and Friday; 8:00 a.m. – 6:30 p.m. Tuesday through Thursday. All counseling services are confidential. The Center is accredited by the International Association of Counseling Services. Counseling services are offered at no cost to Creighton students. There is a fee for some psychological assessment services.

Health Services

Health Services provides a variety of services that 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. A physician, physician assistant, or nurse practitioner provides services. **Services are available to all currently enrolled Creighton University students.**

Services Available:

- Allergy Injections
- Health and Wellness Promotion
- Immunizations and Flu Shots
- Physical Exams (including Pap Smears)
- Laboratory/Radiology
- Sick Care
- Travel Health

Services are supported by 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 Health Services

Call 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 result in the best use of our available appointment times. Students will be seen in the Center for Health and Counseling located in the Mike and Josie Harper Center for Student Life and Learning.

Who Provides the Services?

Physicians, nationally-certified Physician Assistants and Nurse Practitioners are the core provider staff. An auxiliary staff of Registered Nurses, Medical Assistants and clerical personnel supports 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 Medical Center. Mental health services are provided by referral to Counseling Services, the Department of Psychiatry in the School of Medicine, psychiatrists, and/or therapists within the community.

Participating Providers

Our providers participate with most insurance plans. All claims are automatically submitted to the insurance carrier indicated by the student at the time services are provided. It is important to check with your insurance plan to verify the benefit level for services obtained away from home. Some plans require a referral for out-of-network services. The student will be responsible for initiating the referral process required by their insurance company.

After Hours Care

Urgent care services are available at local urgent care centers. Many of these centers have laboratory and x-ray services and can treat most acute illness and injury. Creighton University Medical Center's Emergency Department is conveniently located adjacent to campus. Any after hours care received will be the financial responsibility of the student. Campus Health Aides are available to students living in the residence halls and can be reached by calling 280-2104.

Services Available During the Summer

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.

The Center for Health and Counseling is responsible for maintaining the records that relate to the following University requirements. Please contact us if you have any questions.

University Immunization Requirement

All Creighton University Students are required to comply with the University's Immunization requirements. Failure to meet these requirements will result in denial of registration privileges and exclusion from clinical activities. Vaccination requirements follow CDC guidelines and are reviewed annually.

All Students

MMR Vaccine Requirement For students born after January 1, 1957, 2 MMR vaccines given after the 1st birthday and at least 30 days apart are required.

Positive blood titers for measles, mumps and rubella will meet the MMR requirement if vaccination dates are not available. History of illness does not meet this requirement.

A complete listing of immunization requirements can be found at: <http://www.creighton.edu/student-services/student-health-services/immunization-requirements/index.php>

University 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-endorsed Student Medical Insurance Plan will remain on the student's account unless the waiver process is properly completed before the deadline. **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 endorsed Plan
2. Coverage is in effect for the entire Academic year
3. Coverage includes comprehensive benefits if out of area (away from home)
4. Coverage includes Mental Health care and has a comparable deductible.

* Automatic enrollment in the University-endorsed Plan will occur and the tuition statement will reflect a charge for the entire premium when the Center for Health and Counseling becomes aware of a lapse in the student's health coverage.

Creighton University Student Medical Insurance Plan

As a service to students, the University endorses 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.

Contact the Center for Health and Counseling for complete details at the Harper Center, Room 1034, Phone: (402) 280-2735, Fax: (402) 280-1859.

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, to stimulate critical and creative thinking, 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 students to manage with confidence all phases of comprehensive dental care and to communicate professionally in both oral and written forms. It will also prepare 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, service, and social justice.

SCHOOL OF DENTISTRY STRATEGIC PLAN GOALS

The Strategic Plan contains five objectives that mirror Mission Statement goals. They are written in a manner that can be measured and are used to determine whether the School is attaining its mission. These objectives are:

1. deepen the commitment to the Jesuit, Catholic identity and tradition
2. support and maintain academic excellence
3. provide quality dental care
4. promote research to enhance knowledge
5. promote the development of faculty, staff and institutional operations.

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, Creighton University Medical Center (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 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 School of Dentistry has a chartered chapter of the American Student Dental Association. This 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 chapter 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 Student Research Group 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.

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 2,300 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 12 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 ceremony, 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 programs sponsored by the Alumni Relations Office are the annual President's Alumni Picnic, Reunion Weekends, the Thanksgiving Day Mass and Breakfast, alumni club and chapter events, and reunions for the various schools and colleges. The Alumni Relations Office also works with the Undergraduate Admissions Office to coordinate the Creighton Alumni Partners (CAP) program, in which alumni volunteers participate in the recruitment of prospective students. Additionally, the Alumni Career Network program has been established with the Career Services Office in an effort to provide students with the opportunity to network with alumni for career opportunities.

University representatives are welcome to attend alumni events 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. 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. The School of Dentistry believes a diverse student body embraces the educational opportunities for all members of the Creighton community and furthers the dental profession's goals of educating culturally competent professionals who can work successfully with all segments of the population and improve access to care for underserved populations. For these reasons, the School seeks a diverse student body.

APPLICATION PROCEDURE

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

Applicants should apply online at <http://www.adea.org> starting on June 1 of the preceding academic year for entry the following fall (i.e., for matriculation in the fall of 2012, you may start applying on June 1, 2011). The application service (AADSAS - American Association of Dental Schools Application Service) must receive your application no later than February 1 to be processed and forwarded to designated dental schools.

Early application is strongly encouraged to give the Admissions Committee more time to evaluate the applicants. All required credentials necessary to complete the application must be received by March 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 \$55 nonrefundable 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. (These may be submitted to Creighton anytime they are available).
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 Dental Education Association. Applicants to Creighton University School of Dentistry should arrange to take the test preferably by September of their last pre-dental year. The Dental Admission Test is a computerized examination taken by appointment at Prometric Candidate Contact 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

Before matriculation, accepted applicants are required to submit to the Student Health Service a Confidential Health Record.

Technical Standards

Accepted applicants to Creighton University School of Dentistry must be able to demonstrate the ability to perform the skills and abilities specified in the School's technical standards with or without reasonable accommodation consistent with the Americans with Disabilities Act. Applicants must be able to perform the physical and intellectual functions, and possess the communication skills necessary to the performance of dentistry.

Candidates for the D.D.S. degree will be assessed on a regular basis according to the academic standards and the technical standards of the School of Dentistry on their abilities to meet the requirements of the curriculum.

Selection

Selection of all students is based upon both objective and subjective evaluation. Objective criteria include GPA, DAT scores, and science grades are given primary consideration. Other factors that will be considered will include, but not limited to: 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; and 6) evidence of good moral character, motivation, and emotional and intellectual maturity; and 7) any other personal background information the applicant chooses to submit to assist the admissions committee in giving each application holistic consideration (such personal background factors might include, but are not limited to: attributes one believes will enhance the campus community, public service, overcoming hardships or economic or educational disadvantages, first generation college student, having lived in a foreign country or spoken a language other than English at home or language fluency). This list is not exhaustive and none of these factors will be considered in isolation. Furthermore, no factor will result in the admission of an academically unqualified applicant.

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.

Background Investigation and Drug Screening

To assure the safety and well-being of patients, students, faculty, and staff in the clinical and academic environments and to attest to clinical agencies the students' eligibility to participate in clinical activities, incoming students will be required to complete background investigations and drug screening analyses. Background checks will be conducted on accepted applicants prior to enrollment. Drug screenings will be conducted during the first academic quarter of the first year of dental school.

State Compacts

Creighton University has dental education compacts with the states of 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 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 provide Part I scores of the National Board Examination. Evidence of proficiency in the English Language (TOEFL) should also be provided if previous education was in a non-English environment. Applicants must also show evidence of completing a specialty degree or certificate of dental specialty from a United States institution.

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.....	55.00
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 2011 ..	24,566.00
Student Health Insurance Plan Premium, for six months ²	(Option 1) 866.00
Hepatitis B Series vaccination	TBA
University fee per semester	494.00
Late Payment fee	151.00
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 \$151 for the first month and an additional \$78 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$151 fee the first month and \$63 each month thereafter.

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.

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 and laboratory and classroom manuals 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 will be leased to the student by the School. Used instruments or books or substitutions of either are not recommended.

The textbooks and instruments specified are considered indispensable to the study and practice of dentistry. It is therefore required that the student purchase/lease them at the time indicated. The late fee for payment of instruments 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.

	<u>Textbooks</u>	<u>Instruments</u>
First Year	\$1,500.00	\$5,200.00
Second Year.....	\$1,500.00	\$5,200.00
Third Year.....	\$1,300.00	\$5,200.00
Fourth Year.....	\$800.00	\$5,200.00

STUDENT FINANCIAL AID

Students wishing to receive 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 www2.creighton.edu/financialaid.

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 should be completed online at www.fafsa.ed.gov after January 1. All parental information must be completed for consideration for the Health Professions Student Loan Program.
3. New students are notified of the aid awarded by an award letter which contains instructions for acceptance of aid. Returning students will receive an email notification when their aid package is available in NEST.

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. 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 Grad PLUS Loan, the Federal Stafford Student 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 percent of the cumulative yearly hours attempted and maintain a minimum GPA 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. The maximum annual award provided at Creighton may range from \$10,000 to \$20,000. Interested students must complete the FAFSA 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.

There are several deferment and forbearance options that are explained in detail on the promissory note.

Federal Direct Subsidized Student Loan

The Federal Direct Subsidized Loan is a long-term, low-interest loan borrowed from a lender. All applicants must file a FAFSA before their eligibility for this loan 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.

There is a 1.0 percent origination fee and a 1/2% up front rebate fee with all Federal Direct Subsidized Loans. 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 fixed at 6.80 percent.

Instructions for completing the Federal Direct Master Promissory Note (MPN) and online entrance counseling will be included with the award notification letter. There are also several deferment and forbearance options that are explained in detail on the promissory note.

Federal Direct Unsubsidized Student Loan

This loan program allows students who are ineligible for the need-based Federal Direct Subsidized Loan or wish to borrow additional loan funds the opportunity to apply for the Federal Direct Unsubsidized Loan. Dental students may borrow up to an aggregate maximum amount of \$224,000 minus any subsidized Federal Direct and/or Stafford Loan amounts (including undergraduate borrowing). The interest rate and origination fee and up front rebate fee are the same as the Federal Direct Subsidized Loan. The student is responsible for the accruing interest on the loan while in school. Information regarding deferment options are listed on your promissory note.

FEDERAL DIRECT GRAD PLUS LOAN

This federal loan program allows graduate and professional students to borrow the cost of education less other financial aid. Students must complete the FAFSA in order to borrow these loan funds. A good credit history is required to borrow through the Federal Direct Grad PLUS program.

There is a 4 percent origination fee and a 1 1/2 percent up front rebate fee that is applied to each disbursement. This loan has a fixed interest rate of 7.9 percent and interest accrues while the student is enrolled in school. Repayment begins 6 months after a student graduates, leaves school, or drops below half-time enrollment. Application information will be provided with the student's award letter.

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.

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 New Mexico, North Dakota, Wyoming, Idaho, or Utah can qualify for substantial tuition remissions or loan repayment programs. 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.

Delta Dental Endowed Scholarship for the School of Dentistry

Scholarships in the amount of \$1,000 awarded to students entering the junior year based on academic excellence.

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.

Diversity Scholarships

Diversity scholarships are intended for students who are from socio-educationally and/or socio-financially disadvantaged backgrounds as well as those who have demonstrated a commitment to enhance diversity at Creighton University School of Dentistry and the community. These awards typically range from \$1,000 to 1/3 of the annual tuition.

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. Arthur P. Herbst Memorial Endowed Scholarship

This is a \$1,000 scholarship awarded to junior or senior students based on financial need and academic excellence.

Max Hirschman, DDS Memorial Endowed Scholarship

This is a \$1,500 renewable scholarship to students in any year of dental school who have a minimum 3.0 grade point average and financial need. Preference shall be given to students who are orphans, have lived in a foster home, come from a single parent household, or come from a middle income family.

Christine and Dr. Frank Holbrook Endowed Scholarship Fund

A \$1,000 scholarship awarded to a sophomore, junior or senior dental student on the basis of financial need.

Dr. Stanley J. Honsa Senior Dental Prize Fund

This is a \$1,000 prize awarded to a graduating 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, and students from minority populations under-represented in the health professions (Afro-Americans, Native Americans, Hispanics and mainland Puerto Rican populations).

Dr. Eugene and Mary Susan Low Endowed Scholarship

A \$1000 scholarship awarded to dental students who are U.S. citizens of Native American or Asian descent and based on high academic standing and financial need.

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.

William W. McKee, DDS Endowed Scholarship

This is a \$1,000 to \$2,000 renewable scholarship to dental students who were former members of the United States Armed Forces, especially former members of the Marine Corps.

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 exhibit academic excellence and financial need. Criteria for academic excellence are based upon the previous year's performance and the scholarship is not necessarily renewable.

John M. Schaefer and Earl H. Smith, Jr. Endowed Scholarship Fund

Scholarships in the amount of \$1,000 awarded to junior dental students based on academic excellence in the previous academic year and on financial need.

Dr. Joseph M. Simpson III Award for Aesthetic Restorative Dentistry

A \$1000 award to a graduating senior who has demonstrated understanding and vision of artistic design as it relates to restorative dentistry. The student will also have evidenced a charismatic chair-side manner and strong academic performance.

Dr. Foster R. Sims Scholarship Fund

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

Dr. Sebastian Frank "Subby" Stella Memorial Endowed Scholarship Fund

Scholarships in the amount of \$1,000 awarded to senior dental student who has demonstrated the highest clinical excellence in prosthodontics.

POLICY ON DIVERSITY SCHOLARSHIPS

Purpose

This policy is designed to inform Creighton University School of Dentistry's Scholarship and Financial Aid Committee on the School's diversity in education goals and standards for purposes of awarding diversity-based aid to current and prospective students.

Policy

Creighton University's Mission Statement states that "ethnic and cultural diversity are core values of Creighton." The School of Dentistry echoes that value in its long history of striving towards diversity in its student body and the service programs sponsored by the School. The School's Bulletin states that it admits qualified students without regard to race, color, age, national or ethnic origin, disability, sex, marital status or religion.

Historically, the School has awarded scholarships to prospective and current students who have AAMC-defined and COE-defined under-represented minority status. In order to award aid to promote Creighton's and the School's mission goal of ethnic and cultural diversity while complying with non-discrimination laws, the School's policy is to award aid based on a holistic approach to achieving diversity.

Scope

This policy applies to Creighton University School of Dentistry Scholarship and Financial Aid Committee awards made on and after July 1, 2006.

Procedures

A. Factors in Award Decisions.

The School's Scholarship and Financial Aid Committee will award aid to accepted applicants and current students to achieve diversity based on the following factors:

1. Socio-educational Status. The Committee shall consider any socio-educational factors about an individual applicant or student, including but not limited to:

- a. First generation to attend college;
- b. Race, color, national origin or ethnic origin, to the extent found permissible by law;
- c. Family history;
- d. Non-traditional student status;

- e. Other life experiences that resulted in hardship for the student and could be deemed to interfere with or adversely impact learning and achievement of professional goals.
- f. Academic performance indicating the applicant's or student's potential for success in the School; and
- g. Other information an applicant or student chooses to share with the Committee which might fall outside the factors listed above, but which might nonetheless broaden the socio-educational diversity of the School.

2. Socio-economic Status. The Committee shall consider an applicant or student's socio-economic status, including but not limited to:

- a. Financial need, based on Health Resources Services Administration (HRSA) standards currently in effect;
- b. need, based on student's current debt load (if available);
- c. Such other financial data as may be available to the Committee; and
- d. Other information an applicant or student chooses to share with the Committee which might fall outside the factors listed above, but which might nonetheless broaden the socio-educational diversity of the School.

3. Service History. The Committee shall consider how an applicant or student helps the School meet its goal of achieving ethnic and cultural diversity through service to the underserved. Types of service that may be considered include, but are not limited to:

- a. The individual's efforts at recruiting to the School a diverse student body;
- b. Tutoring or mentoring students (within the School or other educational settings) from diverse and disadvantaged backgrounds;
- c. Community dental service directed toward disadvantaged populations;
- d. Community social service directed toward disadvantaged populations; and
- e. Such other service as may be deemed to contribute to ethnic and cultural diversity.

B. Weighing of Factors.

The Committee shall consider, in a holistic manner, all factors listed above when awarding aid. A Committee member may ask his or her fellow Committee members to reconsider an applicant for aid who may not meet all the criteria listed above, but whom the Committee member believes could nonetheless further the diversity efforts of the School.

Administration and Interpretations

Questions regarding this policy may be addressed to the School's Dean or the Assistant/Associate Dean for Student Affairs.

Amendments or Termination of this Policy

This policy may be amended or terminated by the School at any time.

ADMINISTRATION AND SUPERVISION

ACADEMIC ADMINISTRATION

The School Year

The academic year begins in May on the day specified in the School Calendar and continues into the following April or 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 Sophomore, 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 Adult and Pediatric Clinics are open from 8 a.m. to noon on Mondays, Tuesdays and Thursdays. They are open from 1 to 5 p.m. on Mondays, Tuesdays, Wednesdays and Fridays. During the Summer Session the clinics are open from 8 a.m. to noon, Monday through Friday and from 1 to 5 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 that enhances the faculty, patients, staff and visitors' confidence that students are highly competent members of a health care team committed to education, service and compliant with OSHA regulations and CDC guidelines.

1. Between the hours of 8:00 a.m. and 5:00 p.m. (except holidays/break periods) or whenever engaging in any type of patient or public contact representing the school, students and faculty must abide by the dress and appearance standards.
2. The dress and appearance standards established will be universal standards that apply to all classrooms, lecture halls, clinics and laboratories. Exceptions can only be authorized at the discretion of the Director of Clinics.
3. All clothing must be clean, pressed and appropriately fitting. Exposure of undergarments or see-through garments is not acceptable.
4. Clinic/Laboratory: A clean clinic/laboratory gown with the appropriate name tag must be worn for all laboratory and clinic sessions. Clinic/laboratory gowns are not to be worn outside the building.

5. Hair: Hair must be clean and neatly groomed. Hair must not obstruct the field of vision or come into contact with equipment or supplies used in patient care. Hair must not intrude into the face of the patient or the field of operation. In the laboratory hair must be pulled back for safety reasons. Means of securing the hair (such as pony-tail holders, hair clips, bobby pins or surgical caps) must be worn when necessary.
6. Hosiery/Socks are to be worn at all times.
7. Shoes: Ergonomic foot wear is recommended. Work boots, open-toe, athletic and/or canvas shoes are not acceptable. Open heel shoes that cover the entire instep are acceptable.
8. Jewelry: Jewelry must not be distracting or interfere with gloves or the field of operation.
9. Head Coverings: Only head coverings relate to specific religious beliefs are permitted. Surgical caps are permitted during patient treatment.
10. Hands/Nails: Fingernails are to be kept short with smooth, filed edges to allow thorough cleaning and prevent glove tears.
11. Unsightly, excessive or demeaning tattoos and body piercing that are exposed or excessive perfume/colognes are unacceptable.
12. Facial Hair: All facial hair must be neatly trimmed. Closely cropped beards must exhibit clearly trimmed neck border.
13. Men – dress slacks with collared dress shirts and neckties. Jeans are not acceptable.
14. Women – dress in professional attire. Dress slacks are acceptable; jeans and shorts are not. Open mid-riffs, plunging necklines, tank tops, spaghetti straps, and skirt/dress lengths which do not maintain modesty in the seated position are not appropriate.

Compliance – compliance with the dress and appearance standards will be monitored by the faculty. Students who do not exhibit proper professional appearance will be privately informed by the faculty member why their appearance is inappropriate. Students who have been informed repeatedly of inappropriate dress or appearance will be referred to the appropriate administrator (Dean for Clinics or Student Affairs).

If there is a difference in opinion between a faculty member and a student whether the student is in compliance with the dress and appearance standards, the matter will be referred to a panel consisting of the Assistant/Associate Dean for Clinics, the President of the Faculty Council and a designated faculty person chosen by the Faculty Council President (at least one of the above should be a female). A majority vote of the panel will decide the matter.

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 Assistant/Associate 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 Assistant/Associate Dean for Academic Affairs shall inform the Registrar that withdrawal has been approved. The student's record shall show "W" for an authorized withdrawal.

Interim Grades for Clinical Courses

Grade	Quality of Work
IU	Insufficient quantity of work performed to judge quality
IA, IB+, IB, IC+, IC, ID, IF	Sufficient quantity of work performed to judge quality, but quantity is deficient; performance standards not yet fulfilled

When performance standards 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 (GPA)

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 GPA 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 GPA 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 GPA of 3.850 to 4.000

Magna Cum Laude: for GPA of 3.700 to 3.849

Cum Laude: for GPA 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. This applies only to those students who are not on probation or to those whose terms of probation were met by the academic performance during the semester under consideration.

Student Performance Committee

The Student Performance Committee (SPC) consists of all department chairs, the Dental School Chaplain, the President of the Faculty Council, 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.

Communication Policy

The Creighton University assigned email account shall be the official means of communication with all students, faculty, and staff within the School of Dentistry. All community members are responsible for all information sent to them via their University assigned email account. Members who choose to manually forward mail from their University email accounts are responsible for ensuring that all information, including attachments, is transmitted in its entirety to the preferred account.

All faculty, staff, and students are required to maintain an @creighton.edu computer account. This account provides both an online identification key and a University Official Email address. Both the University and School of Dentistry send much of their correspondence solely through email. This includes, but is not limited to, policy announcements, emergency notices, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff, and students. Such correspondence is mailed only to the University Official Email address.

Faculty, staff and students are expected to check their email on accounts on a daily basis in order to stay current with University-related communications as well as School of Dentistry messages and notices. Everyone has the responsibility to recognize that certain communications may be time-critical. Maintenance of this account requires regular emptying of the electronic mailbox as well as adhering to all computer use policies related to the use of email and the Internet.

For cases where a record of communication must be kept in the student's file, registered mail, regular mail, or hand delivered letters will most frequently be used. The email system may be used to advise a student that such a letter awaits him/her in the Administrative Office.

Policies governing various activities within the School of Dentistry are distributed to students annually via BlueLine where they are available on a 24/7 basis.

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:

A. When the Dean accepts the recommendations 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.

B. Such a re-hearing may be called by the Chair of the SPC within five (5) school days after the student informs the Chair of the SPC of his/her desire to have a re-hearing.

C. 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 Chair of the SPC.

2. For actions of the SPC recommending dismissal:

A. When the Dean receives a recommendation for dismissal, the Dean (or his/her designate) 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 student) being informed of the SPC action.

B. Such a re-hearing may be called within five (5) school days after the student has informed the Chair of the SPC of his/her desire to proceed in this manner.

C. 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 votes on an action and makes a recommendation to the Dean. If the SPC again recommends dismissal, and the Dean accepts it, the Dean (or his/her designate), as soon as possible, informs the student of the action.

Appeal

Within three (3) school days of (the student) being informed of a re-hearing action for dismissal, the student may make a written appeal of that dismissal to the Dean. If the student files such an appeal, the Dean shall refer the matter for hearing to the Student Appeals Committee. 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 Student Appeals Committee shall consist of the Dean, who will ordinarily chair the proceedings of this group and who will have a vote. The remaining four voting members will be the Assistant/Associate Dean for Research and three (3) faculty members elected near the end of the Summer Session or near the beginning of the Fall Term of the academic year. There will also be three (3) alternates elected from the faculty near the end of the Summer Session or near the beginning of the Fall Term of the academic year. Elected faculty members and elected alternate faculty members may not be members of the SPC and/or may not have been in attendance at any SPC meeting during the semester in which dismissal action(s) were taken regarding the student. A quorum will be at least four (4) voting members. At least one administrator and two (2) elected faculty members must be a part of this quorum. The Chair of the SPC, the Assistant/Associate Dean for Student Affairs, and School Chaplain will be available to the Dean's Appeal Group to answer questions but they will not be permitted a vote.

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

After the student leaves the meeting (if present), and after any further discussion, the Student Appeals Committee will make a decision. All motions will be voted on by secret ballot and will require only a plurality to be passed. All decisions of this Committee will be made by motions that pass. The Dean (or his/her designate), as soon as possible, will inform the student of the decision of the Committee, which is the final action of the School. The decision of the Committee may be appealed to the University President if the Committee upholds the recommendation for dismissal from the School. Such appeals will be governed by the procedures set out in the University's Student Handbook for appeals to the President. The decision of the University President shall be final.

Note: Elected faculty members and elected alternate faculty members are from the full-time 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 (courses) whose subject matters are tested on the Board Examination; successfully completed all competency examinations offered during the first and second years of the curriculum whose subject matters 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 curriculum schedules, students have until the end of the last day of class of the Summer Session to achieve eligibility to take this Examination.

Creighton University School of Dentistry students may make application to take this examination anytime after the beginning of the fourth quarter of study of the sophomore year. They will not, however, be allowed to take the examination until after eligibility has been granted and the Mock Board Preparatory Exercises have concluded (i.e. usually at or near the end of the Summer Session). The initial attempt at this examination must be completed by August 1st.

Part II National Board

To be eligible to take Part II National Board, the student must: 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. This is generally done in the fall semester near the end of the first quarter or the beginning of the second quarter.

Students may make application to take this examination anytime during the fall semester. If eligibility requirements are met, the Assistant/Associate Dean for Academic Affairs will verify such with the American Dental Association and approval to take the examination will be granted. Creighton University School of Dentistry students will not, however, be allowed to take this examination prior to the conclusion of the first semester didactic curriculum, including all associated final examinations.

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 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. This is generally done during the fall semester near the end of the first quarter or the beginning of the second quarter.

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

To be eligible to take a licensure examination prior to graduation, the student must successfully complete the applicable section(s) of the Senior Clinical Examination (Mock Board) that correspond(s) to the portions of the licensure examination being attempted. 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.

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

The following 30 competency statements represent areas of performance in which students must demonstrate an attainment of the requisite knowledge, skills and values to enter into an unsupervised private practice situation. The primary purpose of the School of Dentistry, as stated in its Mission Statement, is to educate students toward becoming proficient in providing for the oral health needs of society. Professional development is a continuous process that begins in the freshman year and concludes upon the termination of practice. It has been described as an educational continuum occurring in following five stages: beginner, novice, competent, proficient, and expert. The achievement of competence is but a step in the journey toward becoming expert and represents only a minimal level of expected performance in an unsupervised environment. Proficiency requires higher levels of mastery that can only be realized as a result of additional study and experience. To assist the student in this regard and to satisfy its primary Mission Statement objective, the School, through its academic departments, has established expectations of student performance which, if successfully accomplished, will provide an opportunity for professional development that exceeds the mere attainment of competence.

Measurement of the attainment of competence is accomplished through two principal methods. One involves the use of faculty ratings designed to capture judgments about students' clinical abilities apart from the results they produce. The other is through the use of specific competency examinations. The true measure of competence occurs when the student works independently of any instructor assistance during a specific competency evaluation or examination. Accordingly, these examinations administered during the course of study at Creighton University School of Dentistry will be the primary method by which the achievement of competence is determined. The other methods, including faculty ratings, will be used to provide supplemental or corroborating information. **All competencies must be attained in order to be eligible for graduation.**

**GRADUATE OF THE SCHOOL OF DENTISTRY AT
CREIGHTON UNIVERSITY WILL BE COMPETENT IN:**

A. BIOMEDICAL SCIENCES

1. Understanding the biomedical sciences and their relationship to oral health, oral diseases, and oral-related disorders.

B. BEHAVIORAL SCIENCES

1. Understanding and applying the principles of behavioral science as they pertain to patient-centered approaches for promoting, improving, and maintaining oral health.
2. Managing a diverse patient population and having the interpersonal and communication skills to function successfully in a multicultural work environment.

C. PRACTICE MANAGEMENT

1. Evaluating different models of oral health care management and delivery.
2. Understanding the basic principles and philosophies of practice management and having the skills to function as the leader of the oral health care team.

D. ETHICS AND PROFESSIONALISM

1. Understanding and applying ethical, legal, and regulatory concepts as they pertain to patient care and practice management.
2. Understanding the importance of life-long learning and self-assessment relative to professional development and the maintenance of competence.

E. CRITICAL THINKING AND INFORMATION TECHNOLOGY

1. Using critical thinking and problem solving skills to guide clinical decision making during the comprehensive care of patients.
2. Understanding critical assessment and scientific principles as they relate to the selection of appropriate biomaterials used in dental therapy.
3. Using information technology resources in contemporary dental practice.

F. CLINICAL SCIENCES

1. Performing patient examination, assessment, and diagnosis procedures.
2. Developing a comprehensive plan of treatment.
3. Understanding the principles of health promotion and disease prevention.
4. Understanding and obtaining informed consent.
5. Managing pain and anxiety through appropriate pharmacologic and non-pharmacologic methods.
6. Selecting, administering, and prescribing appropriate pharmacologic agents to manage conditions that influence dental treatment.
7. Restoring single defective teeth with appropriate materials and techniques to establish proper form, function, and esthetics.
8. Restoring partial or complete edentulism with fixed or removable prosthodontics in the uncomplicated patient and in managing the care of the complicated edentulous patient.

9. Managing the restoration of partial or complete edentulism using contemporary implant procedures.
10. Performing uncomplicated periodontal therapies and in managing the care of patients with complicated or advanced periodontal problems.
11. Performing uncomplicated endodontic procedures and in managing the care of patients with complicated pulpal and periradicular disorders.
12. Recognizing and managing orofacial lesions.
13. Performing uncomplicated oral surgical procedures and in managing the care of patients with complicated oral surgical problems.
14. Preventing, recognizing, and managing dental emergencies including pain, hemorrhage, trauma, and infection of the orofacial complex.
15. Managing patients with acute and chronic occlusal and temporomandibular disorders.
16. Performing minor tooth movement and space maintenance and in managing the care of patients with complicated or advanced orthodontic problems.
17. Appraising completed and existing treatments and in using these outcomes of patient care to guide professional development.
18. Preventing, recognizing, managing, and treating, for the short-term, acute medical emergencies in the dental environment including the provision of life support measures.
19. Assessing the treatment needs of patients with special needs.
20. Performing and managing requisite technical and laboratory procedures attendant to the provision of dental restorations.

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 GPA in didactic and a 2.00 GPA in technique courses for each semester.
- (b) Year: a student is expected to earn a 2.00 GPA in didactic and a 2.00 GPA in technique courses for the academic year.
- (c) Failure of one or more courses may result in recommendation(s) for, but not be limited to:
 - (1) dismissal from School, (2) repeating the failed course(s), (3) repeating the entire freshman curriculum, or (4) placement on probation.
- (d) Failure to obtain a 2.00 GPA in didactic and/or a 2.00 GPA in technique courses for each semester and/or for the year may result in recommendation(s) for, but not be 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 passing grades 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 passing grades 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 GPAs attained.
- (h) All non-academic obligations (i.e. surveys, etc.) must be completed prior to being allowed to register for the next academic semester regardless of the outcomes of courses taken and GPAs 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 GPA in didactic and a 2.00 GPA 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 GPA in technique courses for the academic year as well as obtain a cumulative GPA of 2.00 in didactic courses and a cumulative GPA of 2.00 in technique courses.
- (c) Failure of one or more courses may result in recommendation(s) for, but not be limited to:
 - (1) dismissal from School, (2) repeating the failed course(s), (3) repeating the entire sophomore curriculum, or (4) placement on probation.
- (d) Failure to obtain a semester or cumulative 2.00 GPA in didactic courses and/or obtain a semester or cumulative 2.00 GPA in technique courses may result in recommendation(s) for, but not be 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 passing grades 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 passing grades 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 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 GPA's attained.

(h) Part I National Board Examination

To be eligible to take Part I National Board, the student must have: successfully completed all first and second year curriculum requirements (courses) whose subject matters are tested on the Board Examination; successfully completed all competency examinations offered during the first and second years of the curriculum whose subject matters 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 curriculum schedules, students have until the end of the last day of class of the Summer Session to achieve eligibility to take this Examination.

Creighton University School of Dentistry students may make application to take this examination anytime after the beginning of the fourth quarter of study of the sophomore year. They will not, however, be allowed to take the examination until after eligibility has been granted and the Mock Board Preparatory Exercises have concluded (i.e. usually at or near the end of the Summer Session). The initial attempt at this examination must be completed by August 1st.

Successful completion of Part I of the National Board Examination is required for registration or continuation in the Junior-year curriculum. This is defined as the School of Dentistry being provided with evidence of a passing score by the testing agency.

Under present academic and testing schedules, students who fail to successfully complete Part I of the National Board on their initial attempt may be allowed to continue, with the rest of their class, in the classroom didactic program of the Junior curriculum, but not be allowed to continue in the clinical program until such time as evidence of successful completion of Part I of the National Board Examination is provided. This action may delay graduation. Students will not be able to re-test until at least 90 days have elapsed from the initial examination. In most cases, students may begin clinical work following the re-test on a probationary basis pending the return of the National Board re-test scores. Students who fail to successfully complete the first re-test examination may be allowed to continue, with the rest of their class, in the classroom didactic program of the Junior curriculum, but not be allowed to continue in the clinical program until such time as evidence of successful completion of Part I of the National Board Examination is provided. This action may delay graduation. Students will not be able to re-test again until at least 90 days have elapsed from the first re-test examination. In most cases, students may begin clinical work following the re-test on a probationary basis pending the return of the National Board re-test scores. Each clinical chair may require students who have had their clinical education interrupted as a result of failing to successfully complete Part I of the National Board to perform procedures aimed at maintaining and improving technical skills prior to re-entry into the clinic. This might include observing and/or assisting in the clinic as well as "bench top" type exercises. Failure to successfully complete the second re-test examination may require withdrawal as a student. The student will become eligible for readmission only upon being able to provide evidence of a passing performance on National Board Part I. Any deviation from this practice will be made only through specific recommendations of the Student Performance Committee or the Dean concerning individual cases.

The Dean is the final authority in the administration of this policy.

- (i) All non-academic obligations (i.e. surveys, etc.) must be completed prior to being allowed to register for the next academic semester regardless of the outcomes of courses taken and GPAs attained.

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 GPA in didactic and a 2.00 GPA in clinical courses for each semester.
- (b) Year: a student is expected to earn a 2.00 GPA in didactic and a 2.00 GPA in clinical courses for the academic year as well as obtain a cumulative GPA of 2.00 in didactic courses and a cumulative GPA of 2.00 in technique/clinical courses.
- (c) Failure to obtain a semester or cumulative 2.00 GPA in didactic courses and/or obtain a semester or cumulative 2.00 GPA in technique/clinical courses may result in recommendation(s) for, but not be 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 recommendation(s) for, but not be limited to:
 - (1) dismissal from School, (2) repeating the failed course(s), (3) repeating the entire junior curriculum, or (4) 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 passing grades 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 recommendation(s) for but not be 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 will have the degree of participation in the senior curriculum determined by the Student Performance Committee as defined in the policy for students who fail to meet clinical performance standards.
- (h) Didactic incompletes: didactic incomplete grades occurring during the first semester must be converted to passing grades within thirty calendar days after the first day of the second semester. Didactic incomplete grades occurring during the second semester must be converted to 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.” 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 Meet Clinical Performance Standards as presented below.

- (1) Junior students who complete third year departmental clinic performance standards may begin to work for senior credit immediately or at the start of the Summer Term / Summer Clinic (departmental option).
- (2) Junior students who have not met departmental clinic performance standards by the final clinic session of the Spring Term will receive a grade of “I” in all courses where obligations remain. They will be given until the conclusion of the Summer Term with no penalty to complete them. They may work for senior credit in all departments in which they are done while they are converting the “I” grade(s) to passing marks.
- (3) Junior students who have not successfully completed all clinical competency examinations by the final session of the Spring Term will be given until the final session of the Summer Term to complete them. They may work for senior credit in all departments in which they are done while they are working on successfully completing their clinical competency examinations.
- (4) Junior students who have not met all departmental clinic performance standards or successfully completed all clinical competency examinations by the final clinic session of the Summer Term will have all “I” grades 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(s) to remediate the failing grade(s) and/or competency examination(s). This may delay graduation.
 - i. the Student Performance Committee will determine whether the student will be allowed to work for senior credit in any course except to serve scheduled block rotations until all failing clinic grades have been converted to passing marks and all clinical competency examinations have been successfully completed
 - b. the student may repeat the junior year
 - c. the student may be dismissed from School
- (5) Senior students must meet all departmental clinical performance standards and successfully complete all Dental School Competency Examinations prior to being eligible for certification for graduation.
- (6) Incomplete (“I”) indicates that the deficit is primarily a quantitative problem. The department has found the quality of the clinical work to be generally acceptable but the quantity is lacking to the point where satisfactory progress toward becoming proficient in that discipline is not evident. 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. 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”) 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 Office of the Assistant / Associate Dean for Academic Affairs.

(7) 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 the Office of the Assistant / Associate Dean for Academic Affairs.

- (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 Senior Clinical Examination (Mock Board) regardless of the outcomes of courses taken and GPAs attained.
- (k) All non-academic obligations (i.e. surveys, etc.) must be completed prior to being allowed to register for the next academic semester regardless of the outcomes of courses taken and GPAs 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 GPA of not less than 2.00 for all courses, (2) earned no less than a 2.00 GPA in the didactic courses of the senior year, (3) earned no less than a 2.00 GPA in the clinical courses of the senior year, (4) converted all incomplete and/or failing grades to passing grades, (5) successfully completed all competency examinations offered during the freshman, sophomore, junior and senior academic years, including the Senior Clinical Examination (Mock Board), and (6) successfully completed all non-academic obligations to the school and to the University. 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 passing grades 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 as provided by the Office of the 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 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. This is generally done during the fall semester near the end of the first quarter or the beginning of the second quarter.
- (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: 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. This is generally done in the fall semester near the end of the first quarter or the beginning of the second quarter.
- (2) Students may make application to take this examination anytime during the fall semester. If eligibility requirements are met, the Assistant/Associate Dean for Academic Affairs will verify such with the American Dental Association and approval to take the examination will be granted. Creighton University School of Dentistry students will not, however, be allowed to take this examination prior to the conclusion of the first semester didactic curriculum, including all associated final examinations.

(f) Licensure Examinations Prior to Graduation

- (1) To be eligible to take a licensing examination prior to graduation, the student must successfully complete the applicable section(s) of the Senior Clinical Examination (Mock Board) that correspond(s) to the portions of the licensure examination being attempted. 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) Certification of eligibility, based upon these criteria, will be determined by the Student Performance Committee and will be recommended to the Dean.

Advanced Standing Students

All advanced standing students will be reviewed individually 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 promotion to the next academic year, an advanced standing dental student must meet the same standards as the traditionally enrolled students who are participating in the same academic year.
- (b) In order to be eligible for graduation, an advanced standing dental student must have (1) earned 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 final year, (3) earned no less than a 2.00 G.P.A. in the clinical courses of the final year, (4) converted all incomplete and/or failing grades to passing grades, (5) successfully completed all competency examinations offered during the academic years attended, including the Senior Clinical Examination (Mock Board), (6) completed a OneWorld block rotation, and (7) successfully completed all non-academic obligations to the School and to the University. 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 final year curriculum, or (3) continuation in a specified curriculum with requirements which, if met, are designed to establish eligibility for graduation.
- (c) Incompletes: didactic incomplete grades occurring during any first semester must be converted to passing grades 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.
- (d) An advanced standing student having any incomplete or failing grades at the end of an 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 affected year's curriculum, (3) continuation in the final year's curriculum for an additional two week extension from the date of Commencement as provided by the Office of the 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.

(e) 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 successfully completed all curriculum requirements and successfully completed all competency examinations offered during the period of study prior to the final year. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. This is generally done during the fall semester near the end of the first quarter or the beginning of the second quarter.
- (2) Advanced standing 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.

(f) Part II National Board Examination

- (1) To be eligible to take Part II National Board, the advanced standing student must: be registered as an unclassified student in the School of Dentistry; have successfully completed all curriculum requirements for the year(s) prior to the final year; and have successfully completed all competency examinations offered during the year(s) of study prior to the final year. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. This is generally done in the fall semester near the end of the first quarter or the beginning of the second quarter.
- (2) Students may make application to take this examination anytime during the fall semester. If eligibility requirements are met, the Assistant/Associate Dean for Academic Affairs will verify such with the American Dental Association and approval to take the examination will be granted. Creighton University School of Dentistry students will not, however, be allowed to take this examination prior to the conclusion of the first semester didactic curriculum, including all associated final examinations.

(g) Licensure Examinations Prior to Graduation

- (1) To be eligible to take a licensing examination prior to graduation,

the advanced standing student must successfully complete the applicable section(s) of the Senior Clinical Examination (Mock Board) that correspond(s) to the portions of the licensure examination being attempted. 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) 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, (3) complied with laboratory or clinical performances standards, (4) successfully completed all competency examinations, and/or (5) exhibited moral qualities appropriate to the profession of dentistry.

Post Graduation Special/Unclassified Student Status

In May, senior students who fail to complete their fourth year coursework by the date of commencement will have a one week grace period from that date to complete all academic and non-academic responsibilities in order to be eligible to receive a diploma bearing a May date. Since they have not officially graduated (e.g. received a diploma), they are still considered to be enrolled students and do not have to apply for special/unclassified student status. This same consideration applies to the issuance of August and December diplomas.

Students whose efforts to complete requirements for graduation extend beyond the two week grace period must apply for special/unclassified student status in order to continue their studies at the School of Dentistry because they are now considered by the Registrar as having entered the next academic term, an occurrence for which registration as a student is required.

Students who complete their academic and non-academic obligations in a timely manner and who receive a diploma on the scheduled date must register as special/unclassified students if they are to continue to provide patient care at the School of Dentistry following graduation. Their status as student ended when the degree was conferred and, unless they register as a special/unclassified student, they will not be covered by the School of Dentistry's liability insurance policy.

Registration as a special student will be managed by the Office of the Assistant / Associate Dean for Academic Affairs. For those students who need more time than the one week grace period to become eligible for graduation, this process is mandatory. For those students who apply to become special/unclassified students after they have graduated, the request will only be honored in order to provide the student an opportunity to complete procedures that are in progress. The status of special/unclassified student will not be granted, nor should it be requested, in order to start new clinical procedures. In order to be enrolled as a special/unclassified student, a form requesting such action must be completed by both the student and a faculty member in the affected discipline(s). This form is available in the Office of the Assistant / Associate Dean for Academic Affairs and, once completed, should be returned to that office where it will be kept on file and a copy forwarded to the Assistant / Associate Dean for Clinical Services.

The Office of the Assistant / Associate Dean for Academic Affairs will provide all full-time clinical faculty with a list of the names of those students who have been granted special/unclassified student status on the first day the clinic is open following the University's issuance of diplomas and on the first day the clinic is open following any applicable one week grace period.

PATIENT RESOURCE POLICY

The clinics at the School of Dentistry are settings where students are provided opportunities for patient care experiences. The School has an established reputation for providing excellent oral health care by student clinicians in its clinics. Almost 46,000 patient visits per year attest to this reputation, with many patients traveling great distances to seek dental care at Creighton University School of Dentistry. The clinics are operated by the School to fulfill its Mission statement objectives of educating students and providing dental care to the community. The School has established clinical performance standards that are designed to ensure that its graduates can demonstrate both competence and the progression toward proficiency in providing for the oral health care needs of society. While the School of Dentistry will assist students in procuring the necessary patient resources from its patient population to meet these performance standards, it is ultimately the responsibility of each student to make sure that he/she has a sufficient patient population pool to perform the patient care experiences necessary to meet the applicable performance standards.

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 submitted to the Office of the Assistant / Associate Dean for Academic Affairs and 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 final 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.

POLICY FOR THE MANAGEMENT OF NON - ACADEMIC COMPLAINTS

Student concerns or complaints regarding non-academic matters can be aired to the administration of the School of Dentistry through the following mechanisms:

1. class representatives on the Student-Faculty Advisory Committee
2. class representatives on the Dean's Student Advisory Group
3. directly to the Assistant/Associate Dean for Student Affairs as the designated student advocate

Depending on the nature of the issue, its resolution may be obtained through one of the above committees, by the direct action of the Assistant/Associate Dean for Student Affairs, by the formation of an ad hoc committee to investigate the scope of the problem and make recommendation(s) for a new policy, or direct action of the Dean. In each of the above mechanisms, the confidentiality of the student or students filing the complaint will be maintained.

COMMENCEMENT

Annual University Commencement Ceremonies 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.

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 its 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.

POLICY ON EXCUSED ABSENCES

1. To receive an excused absence for an illness students **MUST** call or email Patti Churchill (280-2881 or pchurch@creighton.edu) the day they are ill unless they are medically compromised. Excused absences **WILL NOT** be granted if requests are made after the date of the illness.
2. Students who are involved in patient care are also required to notify their team clerk.
3. If the student will miss an exam, quiz, block assignment, etc. as a result of the absence, it is the responsibility of the student to call or email that instructor on the same day they are ill.
4. It is the responsibility of the student to contact the involved faculty to make up any missed item in compliance with the instructor's make-up policy as described in the faculty member's syllabus.

Protocol to Obtain a Scheduled Excused Absence

1. Participation in weddings, interviews, immediate family graduations and internships/externships are examples of acceptable reasons for excused absences. Family vacations or reunions **ARE NOT** and should be planned during designated break periods on the school calendar.
2. A scheduled excused absence for these events **MUST BE** requested at least 2 **WEEKS** ahead of time.
3. Applications for internships/externships are through the Director of Extramural Programs. Once approved for an internship/externship, the student will receive an excused absence for the designated time, but remains responsible for items 5-7.
4. Students involved in patient care **MUST** contact the Assistant/Associate Dean for Clinical Affairs requesting to be excused. The Assistant/Associate Dean for Clinical Affairs will contact the Office of Student Affairs with his/her decision.
5. If the student is assigned to a block rotation during the requested absence, it is the student's responsibility to arrange a substitute and to make-up that assignment. Students must contact the department for approval of another student substitute covering their block assignment.
6. Student **MUST** contact their instructor to inform them about the absence.
7. If the student will miss an exam, quiz, block assignment, etc. as a result of the absence, it is the responsibility of the student to contact the involved faculty to make up any missed item in compliance with the instructor's make-up policy as described in the faculty member's syllabus.
8. Excused absences **WILL NOT** be granted on dates immediately preceding or following long weekends or designated break periods on the school calendar. Exceptions to this provision will be granted only in extraordinary circumstances and must be cleared in advance by the Assistant/Associate Dean for Student Affairs.

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 policy that follows the presentation of the Honor Code, 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 student's 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 be asked to 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, justice, 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 (Assistant/Associate Dean for Academic Affairs) 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; failing to follow policies/procedures/practices as presented in the Clinic Manual; failing to follow instructions or directives of faculty members as related to academic matters; as well as any other conduct intended or likely to give a student unfair advantage or unfair benefit regarding an academic matter. This policy pertains to events or occurrences that happen internally within the School of Dentistry as well as to academic exercises administered by outside agencies (i.e. National Boards, licensure examinations, etc.)

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;

9. Request for withdrawal from the School or suspension or expulsion from the School; and

10. Suspension of clinical privileges.

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. The Assistant/Associate Dean for Clinical Services / Director of Clinics may impose penalties 1 and 10.

Initial Procedures

A student accused of academic misconduct will be initially notified of the allegation verbally by the faculty member who discovers the incident or by the course director with reasonable promptness after the detection of the alleged indiscretion. If the incident involves or pertains to the clinical curriculum, the Assistant/Associate Dean for Clinical Services / Director of Clinics may perform the functions and duties described in this document of either a faculty member who discovers an alleged indiscretion or of a course director. The Chair of the Academic Misconduct Committee (Assistant/Associate Dean for Academic Affairs) will be informed of the accusation by the discovering faculty member or by the course director. 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; will make the student aware that the Assistant/Associate Dean for Student Affairs is available to assist the student as an advisor and student advocate in resolving the matter; and will notify the student of the appeals process. If the incident involves or pertains to the clinical curriculum, the Assistant/Associate Dean for Clinical Services / Director of Clinics can perform these three functions.

A student who has been so notified shall be allowed to continue in his/her didactic and laboratory programs of study with the same rights, privileges and responsibilities as other students pending the resolution of the matter of alleged misconduct. The same consideration will be given to participation in clinical programs, however, the Assistant/Associate Dean for Clinical Services / 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 Assistant/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 Assistant/Associate Dean for Student Affairs, may modify the time frames of this policy when necessitated by absences, semester breaks, recess breaks, vacations, or other extenuating 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 Student Appeals Committee 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. Such appeals will be governed by the procedures set out in the University's Student Handbook for appeals to the President. 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*.

BACKGROUND INVESTIGATION POLICY AND PROCEDURES

PURPOSE: To assure the safety and well-being of patients, students, faculty and staff in the clinical and academic environments and to attest to clinical agencies the students' eligibility to participate in clinical activities.

SCOPE: This policy applies to all students in the School of Dentistry.

POLICY: Background investigations will be conducted, via a contractual arrangement with an outside vendor, as a condition of enrollment to the School of Dentistry. These checks will be conducted following conditional acceptance and prior to matriculation. Once a student matriculates within the School of Dentistry, the student is responsible for notifying the Background Evaluation Committee, through the Assistant / Associate Dean for Student Affairs, of any misdemeanor or felony arrests / indictments. Failure to do so will result in action by the Background Evaluation Committee. The Assistant / Associate Dean for Student Affairs may request a background check on any student at any time based on reasonable suspicion.

Confidentiality: The handling of all records and subject information will be strictly confidential and revealed only to those required to have access. Any breach of confidentiality will be considered serious and appropriate disciplinary action will be taken. Background investigation records will be stored for three (3) years after the student leaves Creighton University and will then be shredded.

The investigation will include but may not be limited to, a combination of the following screenings for every state and county of residence:

- Social Security Number Search (name/address search)
- County Criminal Record Search
- Nebraska Child Abuse/Neglect Central Register
- Nebraska Adult Protective Services Central Registry
- FACIS® Level 1 includes, but not limited to:

(OIG) Office of Inspector General List of Excluded Individuals - (GSA) General Services Administration Excluded Parties Listing

- Sex Offender Registry

PROCEDURES: Permission to conduct this required background investigation will be obtained following conditional acceptance to the School of Dentistry. The investigation **MUST** be completed prior to initial course enrollment from individuals admitted to the School of Dentistry. A copy of "Your Rights under the Fair Credit Reporting Act" will be given to each person with the appropriate permission or assent form from the outside vendor.

Outcome of the Background Investigation (Note: The outside vendor conducting the background investigation is not responsible for eligibility decisions)

If the background investigation results indicate adverse information:

1. The School of Dentistry Associate Dean for Student Affairs (or representative) will notify the admitted student within seven (7) business days via an "Adverse Letter of Notification".
2. Within seven (7) days of the date of this written notice:
 - a. The student may contact the Associate Dean for Student Affairs to discuss the adverse information
 - b. The student will provide a written explanation of the adverse information for the Background Evaluation Committee.
 - c. The student may contest the results of the investigation. The student must directly notify the vendor, (Verified Credentials, Inc.), to contest the results of the adverse

information. Detailed contact information will be provided in the "Adverse Letter of Notification".

- d. Failure to complete any part of this process in the described time frame may result in termination of acceptance to the School of Dentistry.

3. If the student contests the results of the investigation, the vendor, (Verified Credentials, Inc.), is required to re-investigate the disputed information within ten (10) business days from the date of the student's dispute of the report. The re-investigation report will be sent to the Associate Dean for Student Affairs.

4. A determination will be made regarding the student's eligibility for clinical course participation by the School of Dentistry's Background Evaluation Committee at the next regularly scheduled meeting or within thirty (30) days from the receipt of the student's written explanation of the investigation and the results of the re-investigation report if the student contests the results.

a. The School of Dentistry's Associate Dean for Student Affairs, in preparation for the Background Evaluation Committee meeting, will consult with designated consultants to review the adverse results. The panel of consultants will consist of, but not be limited to, the following individuals:

- i. Representative of the General Counsel's Office
- ii. Representative of the Human Resources Department
- iii. University Privacy Officer

b. Consideration will be given to:

- Number of convictions;
- Nature, seriousness and date(s) of occurrence of the violation(s);
- Rehabilitation;
- Relevance of the crime committed to dental profession standards;
- State or federal requirements relative to the dental profession;
- All known information regarding the student, including the written explanation;
- Any other evidence demonstrating an ability to perform clinical and academic expectations competently and free from posing a threat to the health and safety of others.

c. The Background Evaluation Committee will review the written explanation of the adverse information and advice of the consultants. The student will not be allowed to be present at the proceedings.

5. Following deliberation of the Background Evaluation Committee, the School of Dentistry Associate Dean for Student Affairs will notify the student of the outcome in writing within three (3) business days.

NOTE: Any identified misrepresentation, falsification, or material omission of information from the application discovered during the acceptance process and deliberation of clinical course eligibility may result in termination of acceptance to the School of Dentistry.

ADMINISTRATION AND INTERPRETATIONS: Questions about this policy and procedure may be directed to the Associate Dean for Student Affairs. In addition, the General Counsel's Office or Compliance Officer for the Health Sciences may be consulted.

AMENDMENTS OR TERMINATION OF THIS POLICY: Creighton University School of Dentistry reserves the right to modify, amend, or terminate this policy at any time.

DRUG SCREENING

All current regulations concerning confidentiality, rights, procedures in obtaining and handling of samples will be followed. Results of the testing will be reported to the Associate Dean for Student Affairs. Adverse findings will be referred to the School of Dentistry Background Evaluation Committee for evaluation and determination of the student's eligibility for clinical course participation. Procedures and considerations as outlined in the Background Investigation Policy will apply.

HEALTH SCIENCE STUDENT DRUG AND ALCOHOL TESTING POLICY

Students in the Health Sciences Schools (Medicine, Dentistry, Nursing, and Pharmacy and Health Professions) may be required to take a drug test if mandated by the clinical training site. Any student who is required to take a drug test in this instance will sign a release authorizing that the results of the drug test be shared with the Health Science School in which he or she is enrolled.

In addition to being required to take a drug test prior to participating in clinical training, students in the Health Sciences Schools may be asked to take a drug or alcohol test under school specific guidelines set forth in the school's handbook or policies, or if there is a reasonable suspicion that the student is impaired. The school may designate specific testing for certain drugs or alcohol. Any student who is required to take a drug or alcohol test in this instance will sign a release authorizing that the results of the test be shared with the Health Science School in which he or she is enrolled.

In any case where a drug or alcohol test is performed, if the test has positive results:

- a. The student will be immediately removed from all patient care, subject to section b below.
- b. If the student is able to present satisfactory evidence of the reason for the positive result to the course instructor, the clinical education coordinator, or other designated member of the School's administration, the course instructor or other designated School official may permit the student to continue to have patient care responsibilities while the matter is being considered by the committee described in section d below. (In cases where the test is performed before a student is permitted to begin an off-site clinical training activity, the clinical site, not the School, will make the decision as to whether the student may participate in the clinical training).
- c. If the test was performed prior to the student's participation in clinical training, as described in section 1 above, then the student may request that the same sample be retested at a certified lab of their choice. If the student chooses to seek retesting, he or she must authorize the certified lab to send the results of the retesting directly to the school. The costs for any retesting will be the student's responsibility. The student must make any request for retesting within three (3) business days of being notified of the positive test result.
- d. If the test was performed pursuant to paragraph 2 above, or if the student does not request that the results be re-tested, or if the results remain positive after the specimen is retested, the issue will be referred to an internal

committee within the Health Sciences School in which the student is enrolled. The internal committee will be charged with the responsibility to assess and recommend action in cases involving students and drug or alcohol usage. The recommendations may include a variety and level of assistance and/or sanctions, up to and including dismissal from the school.

- e. The committee will present its recommendation and findings to the Dean of the School for final approval and action. The Dean's decision is final.

It is the intent of the Health Sciences Schools that this policy, which applies to all of the Health Sciences Schools, and any policy adopted by the school in which the student is enrolled, should both apply to any situation involving a student and a drug or alcohol test. However, if in any case, the application of the two policies gives rise to a conflict, the policy adopted by the school in which the student is enrolled will take precedence.

A student may be dismissed from the School for failure to submit to testing if he/she is requested to submit to a test for any of the reasons listed in section 1 or 2 above. In the event a student refuses to submit to testing, the matter will be referred to the internal committee within the Health Sciences School in which the student is enrolled, which will assess the situation and recommend action to the Dean of the School. The Dean's decision is final.

The Health Sciences Schools reserve the right to modify, amend or terminate this policy at any time.

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.

POLICY FOR BASIC LIFE SUPPORT RECOGNITION

It is the policy of the School of Dentistry that all students, faculty, and staff who are involved in the direct provision of patient care be continuously recognized in basic life support, including cardiopulmonary resuscitation. The Department of Community and Preventive Dentistry will manage the certification of students and the Office of the Assistant / Associate Dean for Academic Affairs will direct the certification of appropriate faculty and staff.

NOTICE OF OPPORTUNITY AND PROCEDURE TO FILE COMPLAINTS WITH THE COMMISSION ON DENTAL ACCREDITATION

The Commission on Dental Accreditation will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.

A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611-2678 or by calling 1-800-621-8099 extension 4653.

CREIGHTON UNIVERSITY SCHOOL OF DENTISTRY POLICY FOR ELECTIVE EXTERNSHIPS

Creighton University School of Dentistry offers its students externships that are a required component of the senior dental education curriculum (CPD 414). Students may also seek other non-required (elective) externships during their four-year education. These elective externships may include clinical experiences where the student provides direct patient care under supervision by a licensed dentist(s) or an educational/administrative externship where the student gains additional experience in the management and operation of health clinics and dental public health programs. All elective externships must be approved in writing with a formal agreement between Creighton University and the externship site. Students who participate in elective externships without a formal agreement may be subject to disciplinary action and will not be covered by the university's professional liability insurance. Students who participate in non-approved externships do so at their own risk and should not represent themselves as dental students of Creighton University School of Dentistry.

The Director of Extramural Programs facilitates student requests for elective externships and is the liaison between the university, dental school and externship site. The Director will ensure appropriate documentation is complete prior to any externship and will keep this on file at Creighton University School of Dentistry.

Elective externships do not replace any part of the Creighton dental school discipline-based, clinical curriculum. Credit will be issued by the Department of Community and Preventive Dentistry and associated RVUs awarded and reported to the Director of Clinics. Only students who are in good academic standing will be approved for elective externships. Absences due to externships will not be considered in promotions or appeals decisions. In requesting approval for elective externships, the following guidelines apply:

1. All student requests for elective externships must be made by submitting a signed Policy for Elective Externships form and a completed Request for Approval for Elective Externships form (Part A and B) to the Director of Extramural Programs. Students should allow sufficient time for processing requests for externships. Requests for externships that require an affiliation agreement and/or faculty appointment need to be submitted 60 days prior to the absence. Requests for residency program externships need to be submitted 30 days prior to the absence.
2. Prior to the end of the first semester of the third year, students may only provide direct patient care while on externship if affiliated with an educational institution, such as a medical center or school of dentistry. Additionally, they may not participate in a private practice externship during the first three years of study except for those times when school is not in session.
3. Third and fourth year students may be absent from regularly scheduled curriculum time for no more than 2 consecutive weeks with a maximum of 4 weeks total each academic year. Any student approved for absence to attend an elective externship is fully responsible for all missed didactic, laboratory and/or clinical assignments. Students in the first and second year may only be absent during times when classes are not in session. No student at any level may participate in an elective externship during finals week.
4. Students will be notified by the Director of Extramural Programs if their request has been approved or denied. The Director will also notify the Dean for Academic Affairs, Dean for Student Affairs and the Dean for Clinical Services/Director of Clinics of any approved absence.

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 educational 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 educational 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 educational 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 Clearinghouse); 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 educational record in order to fulfill their 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.

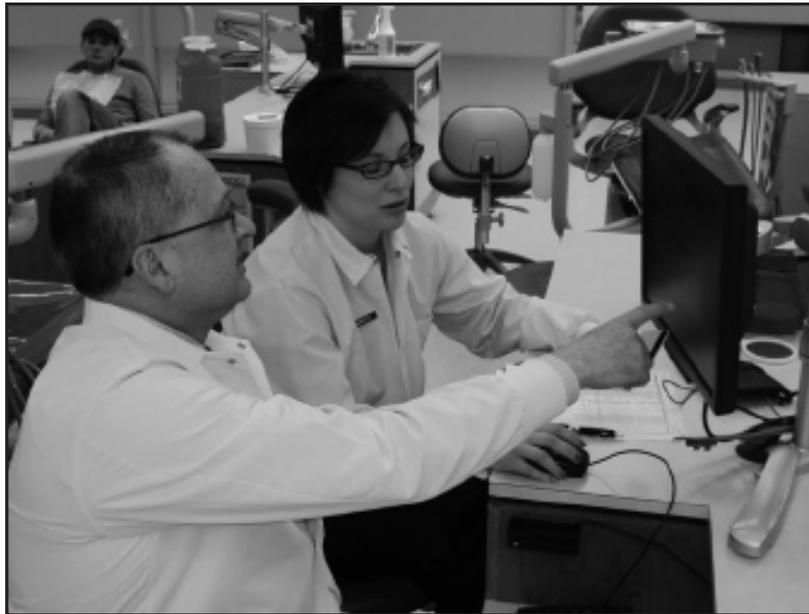
FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an educational record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information 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 or on the Registrar's website <http://www.creighton.edu/Registrar/transcript.html>. 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

Creighton University is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation/completion status of students who enrolled during the 2001-02 school year and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 2001, 802 first-time, full-time degree-seeking Undergraduate students entered Creighton University. After six years (as of August 31, 2007) 76.3% of these students had graduated from our institution or completed their programs. Questions related to this report should be directed to: John A. Kreck, University Registrar, (402) 280-2702.

As of December 2010, the completion or graduation rate for first-time dental students who entered Creighton University since 2004 was 98.8 percent.

While reviewing this information, please bear in mind:

- The graduation/completion rate is based on six years of attendance that equates to 150% of our longest program.
- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.
- The graduation/completion rate does not include students who left the school to serve in the armed forces, on official church missions, or in the foreign service of the federal government. Students who died or were totally and permanently disabled are also excluded.

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 2.50 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; 48 general study hours (English, Sociology, Theology, History, World Literature, Philosophy, Psychology, Anatomy and Physiology, Biochemistry, Microbiology, Speech, Ethics, etc.); and 18 dental science hours selected from among the following topics: Community Dentistry, Ethics, Dental Materials, Pathology, Oral Medicine, Histology, Anatomy, Pharmacology, Nutrition, Periodontics and Directed Studies. 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.

MASTER OF SCIENCE PROGRAM IN ORAL BIOLOGY

The graduate program in Oral Biology is a program of study culminating in a Master of Science degree. The program is flexible and will foster an interdisciplinary approach using School of Dentistry research, courses, and facilities to cater to the needs of individual students. A thesis is required. The program is geared toward providing a sound didactic basis for students interested in pursuing dentistry as a profession. It also provides research opportunities and teaching experience in an effort to model graduate students for an academic career as clinician educators and academic dentists.

The program provides a choice of two tracks of study. The first is in dental materials and includes didactic and research emphasis in modern materials science. The second is in oral biology and emphasizes didactics and research in anatomical sciences and histology. Both tracks will equip students to analyze research and clinical literature. Both will also provide an opportunity in the second year to teach in first-year pre-doctoral dental laboratory courses.

This program is administered by the Graduate School at Creighton University. More information regarding this program is available in the Graduate School Bulletin which can be accessed through the University Registrar's webpage.



POSTBACCALAUREATE PROGRAM (PBP)

Program Director: Sade Kosoko-Lasaki, M.D., M.S.P.H., M.B.A.
Program Office: Hixson-Lied Science Building G13

Program and Objectives

CERTIFICATE PROGRAM:

PRE-DENTAL POSTBACCALAUREATE PRE-PROFESSIONAL STUDIES

Creighton University's Postbaccalaureate Program is designed to aid disadvantaged students in their preparation and admission to dental school. The Program is comprised of three parts. The first is an 8-week Summer Diagnostic Session in which students are involved in academic pretesting and curricular review sessions. Next, in the Academic Year Program, students participate in intensive coursework in the sciences, mathematics, and English. Finally in the Prematriculation Summer Session, students attend dental school preview courses. Throughout the Program, students are provided academic and psychosocial support, clinical experiences, and mentoring in order to assure successful completion of the Program and admittance to the Creighton University School of Dentistry, another dental school, or an other health sciences program.

Prerequisites for Admission

Prior to admission to the Postbaccalaureate Program, each applicant must have fulfilled all pre-dental science requirements and have completed an undergraduate degree or higher from a regionally accredited United States college or university. Applicants must have earned a baccalaureate degree and must not have been previously accepted to a dental school. However, applicants must have been previously denied admission to dental school. An eligible applicant must be a U. S. citizen, non-citizen national, or foreign national who possesses a visa permitting permanent residence in the United States.

Goal

The goal of the Postbaccalaureate Program is to strengthen the academic and test-taking skills of disadvantaged students in order to enhance their competitiveness for application to dental school.

Required Courses (55 Credits)

Curriculum: Pre-Dental Postbaccalaureate Pre-Professional Studies

Diagnostic Summer Session

PBP 507	Pre-Dental Biology Preview
PBP 508	Pre-Dental Chemistry Preview
PBP 509	Pre-Dental Analytical Reading Preview
PBP 510	Pre-Dental Writing Preview
PBP 511	Pre-Dental Mathematics Preview
PBP 512	Fundamentals of Technical Drawing
PBP 513	Pre-Dental Academic Excellence
PBP 521	Integrated Cultural Awareness

Spring Academic Session

PBP 523	Pre-Dental Biology
PBP 524	Pre-Dental Chemistry
PBP 525	Pre-Dental Analytical Reading
PBP 526	Perceptual Ability Review
PBP 527	Pre-Dental Writing
PBP 528	Pre-Dental Mathematics
PBP 530	Pre-Dental Academic Excellence
PBP 544	Pre-Dental Biomedical Science

Fall Academic Session

PBP 514	Pre-Dental Biology
PBP 515	Pre-Dental Chemistry
PBP 516	Pre-Dental Analytic Reading Part A
PBP 518	Pre-Dental Writing
PBP 519	Pre-Dental Mathematics
PBP 520	Understanding Perceptual Ability
PBP 522	Pre-Dental Academic Excellence
PBP 541	Cultural Competency Immersion
PBP 545	Pre-Dental Analytic Reading Part B

Prematriculation Session

PBP 531	Histology and Embryology
PBP 532	Gross Anatomy Part 1
PBP 542	Gross Anatomy Part 2
PBP 533	Biochemistry/Radiology
PBP 535	Dental Anatomy
PBP 536	Dental Materials
PBP 537	Pre-Dental Academic Excellence

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 (10) I

Basic instruction in the gross anatomy of the upper extremity, thorax, and abdomen. This course is taught by lecture, laboratory dissection, models, radiographic images, and various multimedia resources. 2R, 6L, 16W (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

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.

(10) 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, 16W Class Structure. R indicates "recitation or lecture;" L refers to "laboratory;" C denotes "clinic;" S indicates seminar;" and F refers to "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, 16W indicates two hours of lecture and six hours of laboratory per week for sixteen weeks (or one semester). 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, Blanton, Faddis, Freudenthal, Gould, Haddad, Hardy, Kosoko-Lasaki, McFarland, Molettiere, Olson, Pederson, Steed, Welie.

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 (2) I**
To assist in their orientation and adjustment to professional education, freshmen will participate in group introductions followed by discussions on interpersonal relationships. Communication styles, time management, problem solving, dealing with stress, and understanding various cultural differences will be addressed. 2S, 8W.
- 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 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 fluoridation 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).
- CPD 136 Cardio-Pulmonary Resuscitation (1) II**
A formalized course in Cardio-Pulmonary Resuscitation leading to CPR certification in Basic Life Support for Health Care Providers. 1R, 3L, 1W (Split classes).

Sophomore Year

- CPD 211 Research Fundamentals (2) I**
Dental students will be divided into small groups for the purpose of conducting a dental research project from start to finish. Each group will identify a study subject, conduct a literature review, develop a materials and methods protocol, and report results with a follow-up discussion of findings and conclusions. The project will be presented orally and as a poster at the Creighton Dental School Fall Assembly. Faculty and upperclassmen dental students will serve as mentors. 8L, 7W (Split classes).

Junior Year

- 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 Behavioral Science Aspects of Patient Care (2) I**
The goal of this course is to enhance the students' ability to care for the patient by increasing the knowledge relevant to behavioral science topics. These include, but are not limited to topics such as empathy, rapport, communication, fear and anxiety, smoking cessation, domestic violence, and patients with disabilities, both physical and mental. Working with patients of different cultures will also be addressed. The student will work in managing various challenging situations through application of learned skills. 1R, 3W; 2R, 3W; 8R, 1W.
- CPD 314 Cardio-Pulmonary Resuscitation (1) I**
A formalized course in Cardio-Pulmonary Resuscitation leading to CPR re-certification in Basic Life Support for Health Care Providers. 1R, 3L, 1W (Split classes).
- CPD 331 Practice Planning (2) II**
Designed to introduce the student to practice management principles. Covers the process of staffing and running an office. Employment law as well as communication with staff is emphasized. Equipment needs for a dental office are explored as well as the design and function of a dental office. Also included in the course are the principles of filing an insurance claim, the terminology that accompanies patient billing practice and the different types of insurance networks and plans. Payroll management and tax regulations are introduced. 1R, 16W.
- CPD 333 Public Health Dentistry (2) II**
Introduction of Dental Public Health, noting the dentist has a "primary duty of service to the public". Emphasis is placed on health promotion and education, epidemiology of oral diseases, sociology and cultural differences of the dental practice, dental public health research and prevention, clinician's responsibility to access and justice, delivery systems, and financing dental care. 1R, 16W.
- CPD 335 Evidence-Based Dental Care: Understanding and Evaluating Dental Research (2) II**
This course is designed to provide the student with the foundational information necessary to understand the principles of evidence-based dental practice, to critically evaluate health sciences research literature, and to apply the findings of scientific inquiry to clinical practice. Key learning milestones include the understanding of scientific information sources, research study designs, hierarchies of evidence, basic statistics, and epidemiology. The ultimate purpose of the course is to reinforce the importance of life-long learning and critical thinking in the application of scientific discovery to patient care. 1R, 12W; 1F, 4W.

Senior Year

- CPD 411 Business of Practice (3) I**
Designed to provide background information to assist in making informed decisions when agreeing to work as a dental associate. Employment contract language is discussed at length. The principles of purchasing a practice are explored including methods used in valuing a practice as financing the purchase of a practice. Principles are discussed for disability insurance, dental malpractice insurance and general office insurance needs are discussed at length. 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 413 Ethics in the Practice of Dentistry I (3) I**
Provides an understanding of classical health care ethical principles which have direct relevance to students' training and future dental practice experience. Focuses 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, 8W; 1S, 6W.
- CPD 414 Senior Service Learning Program (4) I, II**
This course consists of community-based, service-learning rotations. Each student provides patient-centered care for diverse populations in a public health care delivery system. Students gain clinical experience in adult restorative dentistry, pediatric dentistry, basic oral surgery, and management of the acute care patient while at the same time understanding and expanding access to care for underserved populations. F, 2W.
- CPD 431 Ethics in the Practice of Dentistry II (1) II**
Students will discuss dental practice laws and licensing; impaired colleagues, peer review and whistle blowing; dental malpractice; prescription fraud and drug diversion; legal and social implications for treating mentally and physically challenged individual; and quality assurance in dentistry. 1S, 8W.
- CPD 433 Financial Planning and Jurisprudence (2) II**
Emphasis on personal financial planning, OSHA and HIPAA regulations as affecting the dental practice and office computer management. Building upon principles of office management in preparation for entering the practice of dentistry. 2R, 8W.

ENDODONTICS (END)

Beeson (Chair), Billesbach, Chapman, Fimple, Gray, Gruber, M. Hermsen, Ibarrola, 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 periradicular tissues. 1R, 16W.
- END 233 Endodontic Techniques (2) II**
Basic principles of endodontics including diseases of the pulp and periradicular 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 plastic and 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 non-surgical endodontics involving the adult dentition. A wide variety of experiences using current clinical methods, technology and materials. 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__)

Murdock (Chair), Akhter, Barkmeier, Baumert, Beehner, Benn, A. Bolamperti, T. Bolamperti, Buresh, M. Carlisle, W. Carlisle, Carney, Carroll, Cavel, Cherek, Crawford, Erickson, J. Franco, S. Franco, Gerstner, Haisch, K. Hermsen, Hess, Hicks, Higginbotham, Howard, Johnson, N. Kelsey, W. Kelsey, Kimmes, Knauss, Latta, Lewis, Mackintosh, Matranga, McNally, Moore, Mowat, Naughton, Nielsen, O'Meara, Powell, Rudersdorf, Russell, Saini, Scheidel, Shaddy, Shanahan, Shaner, Sivers, Sorenson, H. St. Germain, T. St. Germain, J. Sullivan, Taggart-Burns, Tsubota, Wees, Woodward, Ybarghen.

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

- GDD 113 Radiology Lecture (2) I**
Basic principles of radiation physics, radiation biology, radiation protection, and dental radiography will be discussed in detail. 1R, 16W.
- GDD 114 Radiology Technique (1) I**
This course will provide hands-on instruction regarding imaging principles and various techniques of conventional and digital intraoral radiography. Instruction will focus on the projection geometry of paralleling and bisecting angle techniques. Students will learn infection control, quality assurance, and recognition and prevention of radiographic pitfalls. 3L, 16W (Split classes).
- GDD 131 Radiology Lecture (2) II**
Radiographic recognition of anatomical landmarks visualized in intraoral as well as extraoral radiography will be taught. Recognition of common pathology, including caries, periodontal disease, periapical lesions, and dental anomalies will be emphasized. Clinical guidelines for prescribing radiographs are explored. Basic discussion of advanced imaging procedures and principles of radiographic interpretation are covered in preparation for GDD 313. 1R, 16W.
- GDD 132 Radiology Technique (1) II**
Students will gain hands on experience in simulated clinical conditions by exposing full mouth radiographic series on manikins. Students will also utilize computer exercises to gain practice in recognizing normal anatomical structures and common pathology, and learn how to incorporate this information into structured radiographic reports. 3L, 16W (Split class).
- GDS 113 Dental Anatomy Lecture (2) I**
The student is taught 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 are presented in detail. 1R, 16W.
- GDS 114 Dental Anatomy Laboratory (7) I**
The student will draw and carve teeth to enlarged sizes using average anatomical measurements as well as duplicate teeth to natural size dimensions. 7L, 16W.
- GDS 115 Dental Materials Lecture (2) I**
This course presents the fundamental principles of dental materials science as it applies to clinical dentistry including an understanding of the basis for laboratory and clinical use. The rationale for materials selection, as dictated by clinical procedure and product comparison, will also be presented. 1R, 16W.

- GDS 116 Dental Materials Laboratory (2) I**
Specific dental laboratory projects will be accomplished to allow the student to become familiar with the handling characteristics of the dental materials presented in lecture. This will help to ensure competent use of commonly used dental materials at the clinical level. These exercises are also designed to improve manual dexterity and eye-hand coordination. 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. A group research project designed to lead to a table clinic presentation will be conducted under the guidance of a faculty mentor. 2R, 16W.
- GDS 136 Dental Materials Laboratory (2) II**
Application of materials used in dentistry with an emphasis on the treatment of single and multiple surface tooth lesions. 2L, 16W.

Sophomore Year

- GDC 211 Introduction to Electronic Health Record Management (1) I**
This course introduces the student to axiUm, the patient management system used in the Dental School clinic. Primary focus is on utilization of the electronic health record (EHR). The student will learn electronic patient form entry (EPR form), odontogram charting, entry and modification of CDT procedure codes, and treatment note entry with an emphasis on preparing the student for the Fall Semester clinic rotation in Oral Diagnosis. 3L/7W (Split class)
- GDD 214 Dental Assisting and Radiology (2) I**
Sophomore students in this entry-level, clinically-oriented course will be assisting juniors and seniors with oral diagnosis and prophylaxis procedures. Sophomores will also utilize their digital and conventional radiographic technique skills to obtain the necessary patient images for diagnostic and treatment planning purposes. Juniors and Seniors will gain supervisory experience while directing their colleagues in the Radiology Clinic. This course builds on radiographic technique and diagnostic skills learned in GDD 114, 131 and 132. 8C, 7W
- GDD 215 Oral Diagnosis (3) I**
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; 4C, 2W (Clinic sessions are split classes).
- GDD 224 Radiology Technique (1) I**
Computer simulation exercises will be used to gain additional experience in recognition of common pathology, including caries, periodontal disease, periapical lesions, and dental anomalies. Block assignment will be scheduled in the Main Radiology Clinic to gain experience in intra-oral and extra-oral dental digital radiography. 3C, 2W (Split class).
- GDH 232 Oral Hygiene and Recall Clinic (1) 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 extraoral/intraoral examination are applied to patient care. 4C, 2W.
- 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 (2) 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. 2R, 7W.

GDS 219 General Pathology (9) I
This course teaches the basic principles of general and systemic pathology, concentrating on the etiology, pathogenesis and applications to dentistry. Systemic diseases with oral considerations are stressed and actual clinical case histories are utilized whenever appropriate. 3R, 7W; 3R, 16W.

GDS 235 Oral Pathology (8) II
This course is designed to present etiologic, basic histopathologic, and clinical information of diseases that commonly manifest in the oral cavity and the head and neck regions. Prognosis and treatment of these diseases will be stressed. Heavy emphasis will be placed on clinical recognition and differential diagnoses. 4R, 16W.

Junior Year

GDD 313 Radiographic Interpretation (2) I
Radiographic features pertaining to craniofacial structures as well as to developmental, neoplastic and systemic diseases will be discussed. 4R, 4W; 2R, 3W.

GDD 314 Oral Diagnosis and Treatment Planning Clinic (3) I, II
Clinical experience in oral diagnosis, radiology, treatment planning, oral hygiene, and the assessment of treatment outcomes will be obtained. The opportunity to apply the knowledge and principles learned in classroom courses in oral diagnosis, oral medicine, oral pathology, and oral radiology to clinical situations is an integral aspect of this course. 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 Dental Management of Medically Complex Patients (2) I
This course is designed to enhance the students' understanding of medical conditions, the recognition of compromised states, and the subsequent modifications to dental care to prevent adverse side effects from procedures and drugs used in dentistry. Emphasis is placed on analyzing findings from patient histories, signs and symptoms, writing appropriate medical consultations and formulating treatment plans that are compatible with a patient's medical status. 1R, 16W.

GDD 316 Acute Care Clinic (2) I, II
Students will treat patients who present with some form of dental emergency during scheduled block rotations. The opportunity to apply the knowledge and principles learned in classroom courses in oral diagnosis, oral medicine, oral pathology, general dentistry, fixed and removable prosthodontics, endodontics, periodontics, and oral radiology to clinical situations is an integral aspect of this course. 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 and the application of the corresponding emergent treatment for each patient. C.

GDD 318 Radiographic Interpretation Clinic (3) I, II
This course will be composed of small group teaching of 4 students for 2 hours during which time the interpretation of intraoral and panoramic radiographs will occur. Each student will present one case. Students will learn to recognize radiographic anatomical structures, especially soft tissues of the palate, tongue, and pharynx. Common artifacts such as ghosts and air spaces will also be demonstrated. In addition, caries, periodontal, apical and bone pathology including TMJs, will be assessed. Students will provide structured written radiographic reports to include labeling of anatomy, image quality, irradiation geometry, and disease changes between serial radiographs. C.

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
The student participates in 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
This course is an introduction to contemporary operative dental procedures, including the evaluation and review of newly developed restorative materials. Special emphasis is placed on non-carious conditions such as cracked tooth syndrome and elective esthetic dentistry. 1R, 16W.

GDP 312 Relative Value Units (8) I
Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.

GDP 332 Relative Value Units (8) II
Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.

GDS 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 conservative treatment/management plans. 1R, 16W.

Senior Year

- GDD 414 Oral Diagnosis and Treatment Planning Clinic (3) I, II**
The student applies accepted concepts and procedures of examination, problem identification, outcomes assessment, diagnosis and treatment planning, stating concisely the therapeutic measures that will constitute satisfactory therapy. The student provides patient education and home care instructions and performs coronal and subgingival scaling, prophylaxis and fluoride treatment. C.
- GDD 416 Acute Care Clinic (2) I, II**
Students will treat patients who present with some form of dental emergency during scheduled block rotations. The opportunity to apply the knowledge and principles learned in classroom courses in oral diagnosis, oral medicine, oral pathology, general dentistry, fixed and removable prosthodontics, endodontics, periodontics, and oral radiology to clinical situations is an integral aspect of this course. 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 and the application of the corresponding emergent treatment for each patient. C.
- GDO 412 Esthetic Dentistry (3) I**
This course will cover the discussion and application of the principles involved in the esthetic restoration of teeth. The physical and biomechanical properties of the restorative materials available, as well as problem solving skills to select tooth preparation criteria, will be discussed and applied. 2R, 6L, 4W.
- GDO 414 Operative Dentistry Clinic (10) I, II**
The student provides restorative services for patients. Emphasis is placed on correct preparation of teeth, placement of currently acceptable materials, prevention of disease, and maintenance of oral health. C.
- GDP 412 Relative Value Units (8) I**
Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.
- GDP 432 Relative Value Units (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**
This course is designed to review and refine critical thinking skills that are necessary in diagnosing common diseases that involve the oral cavity and the head and neck regions. Clinical recognition of orofacial lesions and the continued development of reasonable and sound differential diagnoses will be the central theme. 1R, 16W.

ORAL BIOLOGY (ORB)

Jergenson (Chair), Abel, Albertine, Anderson, Ash, Barritt, Bartz, Bittner, Bockman, Cavalieri, Cerutis, Cretkos, Frickel, Gale, Gentry-Nielson, Giger, Goering, Gorby, Groome, Hanson, Knoop, Lister, Lovas, Norton, O'Kane, Patterson, Rocha-Sanchez, Rodnick, Scofield, Sheridan, Simmons, Soukup, Stephens, Swanson, Thomson, Weston, Wolff, Zdan.

Freshman Year

- 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. The developmental anatomy of the organ systems will also be presented. 3R, 3L, 16W (Split classes for laboratory).
- ORB 115 General Gross Anatomy Lecture (10) I**
Basic instruction in the gross anatomy of the upper extremity, thorax, and abdomen. This course is taught by lecture, laboratory dissection, models, radiographic images, 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 head and neck. Genetic effects will be presented. 2R, 3L, 8W; 3R, 3L, 8W (Split classes for laboratory).
- ORB 137 Nutrition (2) II**
Basic instruction in nutrition, including nutrients for growth and development of oral tissues. Provides knowledge of balanced nutrition and measurement of dietary factors as related to clinical prevention and health care. Focuses on specific nutrition issues of dental patients and oral conditions with applications to clinical dental practice. 1R, 16W.
- ORB 139 General Neuroscience (4) II**
Basic instruction in neuroscience. Major topics include the neuroanatomy of the central and peripheral nervous systems introduced in ORB 115. Special emphasis is given to the cranial nerves, especially the trigeminal and the facial, with appropriate clinical applications to dentistry. Other topics in neurophysiology including membrane potentials, action potentials, and resting potentials are presented. This course is taught by lecture and by various multimedia resources. 2R, 16W.
- ORB 141 Physiology (9) II**
Lectures covering human physiology, including membrane phenomena, muscle and nerve reflexes, blood, circulation, respiration, digestion, absorption and secretion, temperature regulation, exercise, humoral nervous correlations, hormonal control of bodily processes, and special senses will be presented. 4R, 16W.

Sophomore Year

ORB 211 Microbiology (10) I
Basic instruction in bacteriology, immunology, mycology, virology, and parasitology. This course includes a discussion of microbiology as it pertains to the mouth and to the dentition. 4R, 8W; 3R, 8W.

ORB 213 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.

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 sophomore year section of 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 (3) 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, 8W; 1R, 8W.

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, 8W.



ORAL AND MAXILLOFACIAL SURGERY (OMS)

Williams (Interim Chair), Belling, T. Lanphier, Lewison, McVane, Ogunleye, Shnayder, Untraner, UNMC Resident.

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, conscious sedation, and general anesthesia. Includes integration of basic pharmacology. 3R, 4W and 1R, 3C, 12W (Split classes for clinic).

Junior Year

OMS 314 Oral Surgery Clinic (1) I, II
Summer and fall semesters are dedicated primarily to assistance and observation of senior students in the performance of oral surgical procedures. During the spring semester, 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 of complicated surgical procedures is performed by faculty for small-group instruction. C.

OMS 315 Oral Surgery Lecture (2) II
This course is designed to prepare each dental student with the ability to evaluate, diagnose, treatment plan and effectively deliver the surgical treatment that is expected of a dental professional. Basic concepts that are covered include: principles of surgical infection control, surgical armamentarium, uncomplicated and complicated dentoalveolar surgery, post-surgical complication recognition and management, and wound healing. Additional topics include: an introduction to orofacial infections and management; pre-posthetic surgery; biopsy principles and techniques; surgical indications and risks associated with oral surgery; and the development of criteria for seeking consultation either before or after surgery. 1R, 16W.

OMS 331 Physical Diagnosis/Medical Emergencies (2) I
This course is designed to develop an understanding of pre-surgical and pre-anesthesia patient assessment. The major components of a medical history are reviewed, including interview principles, elicitation of symptoms, observation of signs and documentation of information. The students are introduced to pre-surgical and pre-anesthesia patient evaluation and risk assessment as it pertains to the major systems-cardiovascular, pulmonary, endocrine, renal and liver, hematopoietic and the cancer patient. Medical emergencies and their management are integrated into the discussion of the major systems-syncope, airway obstruction, laryngospasm, bronchospasm, angina, MI, allergic response, hyperventilation, hypoglycemia, and seizures. 1R, 16W.

Senior Year

OMS 413 Oral Surgery Lecture (2) I
A more extensive coverage of diagnosis and treatment of orofacial infections, including a discussion of facial spaces; diagnosis and treatment of orofacial trauma; diagnosis and treatment of skeletal deformities with orthognatic surgery; cleft lip and palate considerations; 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 of complicated surgical procedures is performed by faculty for small-group instruction. C.

PEDIATRIC DENTISTRY AND ORTHODONTICS (PDO)

Taylor (Chair), Aiello, Brady, Levering, Longo, Low, Lower, Lukas, Mohs, Salama, Samuelson.

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 Technique (5) II**
Advanced technic for the manipulation of stainless steel materials and other materials and appliances used in preventive and interceptive orthodontic procedures. Technique application in the reduction and restoration of tooth structure as applied in the primary, mixed and young permanent dentitions. 1R, 16W; 3L, 16W.

Junior Year

- PDO 313 Principles of Orthodontics & Dento-Facial Growth and Development (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 and its diagnosis from the standpoint of skeletal balance, muscular harmony and occlusal development are explained as are cephalometrics and facial form. These are also related to various types of classifications. 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. Interceptive orthodontics and serial extraction procedures are also discussed. 1R, 16W.
- PDO 314 Orthodontic Diagnosis and Treatment Planning Clinic (2) I, II**
Clinical course in which students participate in the diagnosis of orthodontic cases. Each student will be responsible for the diagnosis of one (1) case presentation. 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, nitrous oxide sedation, child-abuse recognition, emergency procedures for trauma and infection, oral lesions and periodontal conditions in children, dental auxiliary utilization, dentistry for the patient with special needs. 2R, 16W.

- PDO 316 Pediatric Dentistry Clinic (5) I, II**
Students are assigned to the pediatric dental clinic on a rotating basis. Students participate in seminars and case presentations. Students diagnose pediatric patients, develop treatment plans, and present findings/preventative strategies to patients/parents within the framework of anticipatory guidance. Students demonstrate proficiency in pediatric dentistry by performing comprehensive dental care for patients ranging in age from infancy to middle adolescence as well as special needs patients. Students also receive instruction in dental auxiliary utilization and four handed dentistry. C.

- PDO 331 Orthodontics (2) II**
This course presents an introductory foundation for clinical orthodontics. Etiologies of malocclusions are discussed along with current methodologies for diagnosing occlusal problems. Treatment planning for minor orthodontic corrections is presented. Dental, skeletal, and soft tissue conditions that are involved or that contribute to specific malocclusions are presented. Proper scheduling and sequencing of clinical procedures for orthodontic patients is elicited. 1R, 16W.

Senior Year

- PDO 413 Principles of Orthodontics & Dento-Facial Growth and Development (2) I**
Growth and development of the dentofacial complex will be revisited as it relates to the diagnosis and treatment of orthodontic problems. Particular consideration will be given to recognition of orthodontic situations that may be encountered in the general dental practice. Distinctions between minor cases, treatable by the general dentist, and more complex cases which should be referred to the orthodontic specialist, will be discerned. Correct diagnosis and treatment or referral of orthodontic problems that arise during the primary and mixed dentition will be stressed. Congenital anomalies that require dental and orthodontic attention will be identified. Philosophies of removable and fixed orthodontic appliances will be presented along with basic orthodontic force systems, mechanics and tooth movement techniques. Retention techniques and surgical-orthodontic modalities are mentioned. Emphasis is that the general dentist may not wish to render orthodontic treatment but is responsible to recognize orthodontic problems and advise the patient and/or family accordingly. 1R, 16W.
- PDO 414 Orthodontic Diagnosis and Treatment Planning Clinic (3) I, II**
Clinical course in which students participate in the diagnosis of orthodontic cases. Emphasis is placed on how to select cases that would be amenable for treatment by the general dentist. Each student will be responsible for a thorough analysis of the orthodontic records of one (1) case presentation. C.
- PDO 418 Pediatric Dentistry Clinic (6) I, II**
This course is an extension of the junior clinical pediatric dentistry experience. Students are assigned to the pediatric dental clinic on a rotating basis. Senior students participate in seminars and present pediatric dental cases. A continuum of proficiency and independence is expected in providing comprehensive dental care for the pediatric population and special needs patients. Dental auxiliary utilization and four handed dentistry are emphasized. C.
- PDO 421 Senior Pediatric Dentistry Lecture (1) I**
This course is a review of pediatric dentistry techniques and methodology designed to prepare the student for both the required competency examination and the National Board. Concepts involving growth and development, behavior management, and pediatric dental practice will also be presented. 1R, 8W.



PERIODONTICS (PER)

Miyamoto (Chair), Daly, Gaspard, W.P. Kelsey, Lang, R. Lamphier, Nunn, Olmo, Parrish, Scanlon, Wagman.

Freshman Year

- PER 132 Periodontal Instrumentation (2) II**
Introduction to basic examination and periodontal armamentarium focusing on operator set-up, operator and patient positioning, and instrument selection and use. 1R, 16W; 3C, 8W (Split classes).

Sophomore Year

- PER 212 Clinical Introduction to Scaling and Polishing (2) I**
This course will introduce new sophomore students to clinical procedures with emphasis on dental prophylaxis and periodontal instrumentation. 3C, 7W (Split class)
- PER 213 Periodontology Lecture (2) I**
This course presents the ultra structural features of the healthy periodontium and contrasts those with that found in periodontal diseases. The student is introduced to the diagnosis of periodontal diseases as well as the relevant etiology and contributory factors. 1R, 16W.
- PER 233 Periodontology Lecture (2) II**
This course presents the integration of treatments of periodontal diseases in the framework of treatment planning for dental and oral issues in general. The student is introduced to case-based analysis and treatment planning. 1R, 16W.

Junior Year

- PER 313 Periodontology Lecture (2) I**
This course reviews National Board Part 2 issues, including the etiology, contributory factors, and diagnosis of bacterial plaque induced periodontics. This course also introduces the student to the various applications of periodontal surgeries. 1R, 16W.
- PER 314 Periodontology Clinic (5) I, II**
Clinical practice of periodontal therapeutic procedures. C.
- PER 333 Periodontology Lecture (2) II**
This course introduces the student to implantology, crown lengthening surgery and inter-relationships between periodontics and other specialties. The student also participates in case-based treatment planning exercises in preparation for the National Board Part 2 examination. 1R, 16W.

Senior Year

- PER 413 Periodontology Lecture (2) I**
This course is a general review of periodontics, including a more extensive coverage of periodontal anatomy, relevant immunology, pathology, diagnosis, treatment planning and management of periodontal diseases. 1R, 16W.
- PER 414 Periodontology Clinic (5) I, II**
Clinical practice of periodontal therapeutic procedures. C.

PROSTHODONTICS (PRS)

Nilsson (Chair), Brundo, Carson, Cash, Davis, DiLorenzo, Gillespie, Gradoville, Kelly, Kluzza, Kreekos, Lowder, Meng, Millea, O'Brien, Ronk, Sheets, Smith, Stanosheck, Stout, Wilcox, Wilwerding.

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**
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 are designed to familiarize the student with the process of complete denture fabrication through simulated exposure to the basic clinical steps of treating the edentulous patient and the laboratory procedures required to construct the prosthesis. 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.
- PRS 233 Fixed Prosthodontics Lecture (2) II**
Study of the basic restorations involved in restoring oral function by use of fixed prostheses. 1R, 16W.
- PRS 234 Fixed Prosthodontics Laboratory (6) II**
Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations. 6L, 16W.

Junior Year

- PRS 311 Removable Partial Denture Lecture (2) I**
Advanced course in removable partial dentures. Emphasis is given to clinical procedures such as to diagnosis, treatment planning, mouth preparations, impressions, jaw relation records, framework adaptation, and occlusion. Infection control and relining of partial dentures are also discussed. 1R, 16W.
- PRS 312 Removable Prosthodontic Clinic (6) I, II**
Treating completely edentulous patients, partially edentulous patients, and the restoration of implants. C.

PRS 313 Fixed Prosthodontics Lecture (2) I
 Planning and design of various fixed restorations pertinent to complete oral health, stressing masticatory function. Discussion of clinical application of basic techniques and introduction of more advanced and complex techniques employed in the construction of fixed bridges and ceramic restorations. 1R, 16W.

PRS 314 Fixed Prosthodontics Clinic (7) I, II
 Clinical practice in the construction of the simpler types of crowns and bridges and in the restoration of implants, as appropriate C.

PRS 331 Complete Denture Prosthodontics Lecture (2) II
 Advanced course in complete denture procedures with emphasis on the clinical procedures necessary to satisfy the functional esthetic needs of the edentulous patient. Immediate, interim and treatment dentures as well as relines, rebases and repair procedures are discussed. An overview of overdentures and implant prostheses is provided. 1R, 16W.

PRS 333 Fixed Prosthodontics Lecture (2) II
 Planning and design of various fixed restorations pertinent to complete oral health, stressing masticatory function. Discussion of clinical application of basic techniques and introduction of more advanced and complex techniques employed in the construction of fixed bridges and ceramic restorations. 1R, 16W.

Senior Year

PRS 412 Removable Prosthodontics Clinic (5) I, II
 Applying the principles and procedures involved in removable complete and partial denture prosthodontics; demonstrating competence in diagnosis, treatment planning, surveying, designing and constructing removable prostheses to restore complete and partial edentulism; and the restoration of implants. C.

PRS 413 Implant Fundamentals (2) I
 Didactic and clinical implantology to include physiologic basis, patient evaluation, and basic clinical principles. 1R, 16W.

PRS 414 Fixed Prosthodontics Clinic (8) I, II
 Applying basic and advanced principles of fixed prosthodontics to restore the dentition to form and function using cast metals, porcelain restorations, porcelain-fused-to-metal restorations, and composite restorative materials as well as the restoration of implants. C.

PRS 417 Advanced Clinical Dentistry (2) I
 This course emphasizes comprehensive dental care delivered by both specialists and generalists by addressing the multi-disciplinary needs of the patient. Information may be new, advanced, controversial, or unique. This diverse staging examines and addresses complex issues in a somewhat different environment and assists in the preparation for Part II of the National Board.

PRS 431 Advanced Implantology (1) II
 Follow-on course to PRS 413. This course presents continuing education level lectures covering implant topics of great interest to practicing dentists. 1R, 8W.

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
CPR	1
Community and Preventive Dentistry	4
Dental Anatomy	9
Dental Materials	10
General/Head & Neck Anatomy	23
Histology and Embryology	16
Physiology	9
Nutrition	2
Occlusion	5
Periodontology	2
Diagnosis/ Radiology	6
	91*

Sophomore Year

<u>Courses</u>	<u>Credit Hours</u>
Biochemistry	8
Diagnosis and Radiology	6
Endodontics.....	7
Fixed Prosthodontics.....	15
Infection Control	2
Operative Dentistry	17
Oral Hygiene	1
Pain Control	3
Pathology	17
Pedodontics-Orthodontics	7
Periodontology	6
Microbiology.....	10
Research	2
Information Technology	1
Removable Prosthodontics.....	14
	116*

*These credit hours represent the annual cumulative total for each academic year (two semesters). The approximate semester credit hour total can be derived by dividing this number by two. The first semester of the sophomore, junior and senior year also includes courses offered during a summer session

Junior Year

<u>Courses</u>	<u>Credit Hours</u>
Acute Care	2
CPR	1
Community and Preventive Dentistry	3
Diagnosis and Radiology	8
Endodontics.....	6
Fixed Prosthodontics.....	11
Operative Dentistry	15
Medically Compromised Patient.....	2
Oral Surgery/Medical Emergencies	5
Clinic Activity	16
Pedodontics-Orthodontics	15
Periodontology	9
Pharmacology	8
Practice Management	2
Removable Prosthodontics.....	10
Evidence-based Dentistry	2
TMD Disorders	2
Behavioral Science.....	2
	119*

Senior Year

<u>Courses</u>	<u>Credit Hours</u>
Acute Care	2
Behavioral Sciences/Ethics	4
Community and Preventive Dentistry	5
Diagnosis and Radiology	3
Endodontics.....	6
Fixed Prosthodontics.....	8
Implantology	3
Operative Dentistry	10
Oral Surgery	6
Clinic Activity	16
Pharmacology	11
Pedodontics-Orthodontics	12
Periodontology	7
Practice Management	5
Removable Prosthodontics.....	7
Oral Pathology	2
Esthetic Dentistry	3
	100*

Approximate Division of Time (by clock hours)

	<i>Lecture/ Seminar</i>	<i>Lab.</i>	<i>Field/ Clinic</i>	<i>Total Hours</i>
Freshman Year	488	507	52	1044
Sophomore Year	490	820	52	1362*
Junior Year	425	2	1048	1475**
Senior Year	236	28	1113	1352**

*Includes Summer Session

** Includes Summer Session and Clinic

FACULTY*

- ANNE S. AIELLO, (1982) *Associate Professor of Pediatric Dentistry* (1993); *Chair of the Department* (1989-2006).
B.S., State University of New York at Albany, 1976; D.M.D., Washington University, 1979.
- MOHAMMED P. AKHTER, (1992) *Professor of Medicine/General Dentistry* (2009).
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, (1993) *Professor of Oral Biology* (2011).
B.A., Lawrence University, 1975; Ph.D., Loyola Stich School of Medicine, 1979.
- JAY A. ALDOUS, (1983) *Clinical Professor of Community and Preventive Dentistry* (2011).
B.S., University of Utah, 1953; D.D.S., Northwestern University, 1959; M.S., 1961.
- CURTIS W. ANDERSON, (1998) *Associate Professor of Oral Biology* (2011).
B.S., Southwest Missouri State University, 1991; M.S., Northern Arizona University, 1994; Ph.D., 1996.
- JOHN F. ASH, (1985) *Professor of Oral Biology* (2011).
B.S., University of Illinois, 1969; Ph.D., Stanford University, 1974.
- FRANK J. AYERS, (1972) *Clinical Professor of Pediatric Dentistry* (2010); *Director of Admissions* (1986-2010); *Associate Dean for Student Affairs* (1988; 1991-2010).
B.S., College of Santa Fe, 1965; D.D.S., Creighton University, 1969.
- GEORGE M. BAILEY, (1983) *Assistant Professor of Community and Preventive Dentistry* (2011).
B.S., Brigham Young University, 1971; D.D.S., Northwestern University, 1975.
- CORI A. BAQUERO-CRUZ, (2009) *Clinical Instructor of Periodontics* (2009).
B.S., University of Nebraska, 2006.
- WAYNE W. BARKMEIER, (1978-82; 1985) *Professor of General Dentistry* (1987); *Assistant Dean for Research* (1985-91); *Associate Dean for Research* (1991-94); *Dean* (1994-2005; 2009-2011); *Dean Emeritus* (2006).
D.D.S., University of Nebraska, 1969; M.S., University of Texas at Houston, 1975.
- LAURA C. BARRITT, (1998) *Associate Professor of Oral Biology* (2004).
B.S., Carroll College, 1989; Ph.D., University of Nebraska, 1994.
- JENNIFER S. BAUMERT, (2009) *Assistant Professor of General Dentistry* (2009).
D.D.S., University of Nebraska, 1991.
- TEENA T. BEEHNER, (1993) *Assistant Professor of General Dentistry* (2003).
A.S., Marquette University, 1970; R.D.H., 1970; B.S., 1996; M.S., Creighton University, 2000.
- THOMAS J. BEESON, (2006) *Associate Professor of Endodontics* (2006); *Chair of the Department* (2006); *Diplomate of the American Board of Endodontics*.
D.D.S., University of Nebraska, 1983.
- MICHAEL J. BELLING, (2010) *Clinical Instructor of Oral and Maxillofacial Surgery* (2011).
B.A., Mount Marty College, 2005; D.D.S., Creighton University, 2010.
- DOUGLAS K. BENN, (2009) *Professor of General Dentistry* (2009); *Director of Oral and Maxillofacial Radiology* (2010).
B.D.S., University of London, 1969; M.Phil., Open University (England), 1984; Ph.D., University of London, 1991; D.D.R., Royal College of Radiologists (England), 1992; D.D.S., Creighton University (2010).
- KELCEY M. BERG, (2009) *Clinical Instructor of Community and Preventive Dentistry* (2009).
B.S., Creighton University, 2002; D.D.S., Creighton University, 2007.
- ELLEN F. BERRY, (2011) *Clinical Instructor of Community and Preventive Dentistry* (2011).
B.A., University of Missouri-Kansas City, 2002; D.D.S., 2002.
- PAUL K. BEUTLER, (2009) *Clinical Instructor of Community and Preventive Dentistry* (2009).
B.S., University of Utah, 2004; D.D.S., Creighton University, 2008.
- MARK A. BIERSCHBACH, (2007) *Clinical Instructor of Community and Preventive Dentistry* (2007).
B.S., University of Minnesota, 1976; D.D.S., 1977.
- SARAH T. BILLESBACH, (2009) *Clinical Instructor of Endodontics* (2009).
B.S., Bradley University, 2005; D.D.S., Creighton University, 2009.
- GARY L. BJERRUM, (2008) *Clinical Instructor of Community and Preventive Dentistry* (2008).
D.D.S., University of Nebraska, 1977.
- CYNTHIA A. BLANTON, (2009) *Instructor of Community & Preventive Dentistry* (2011).
B.S., California State University, 1990; Ph.D University of California, 2000.
- BERNARD M. BOGATZ, (1958) *Professor Emeritus of Removable Prosthodontics* (2003).
Chair of the Department (1975-1986).
D.D.S., Creighton University, 1956.
- ANTHONY R. BOLAMPERTI, (2010) *Clinical Instructor of General Dentistry* (2010).
B.S., Creighton University, 1991; D.D.S., 1995.
- THEODORE E. BOLAMPERTI, (1967) *Adjunct Professor of General Dentistry* (1987).
D.D.S., Creighton University, 1965.
- ROBERT R. BRADY, (1963-75; 2001) *Adjunct Professor of Pediatric Dentistry* (1975); *Chair of the Department of Dentistry for Children* (1963-71).
D.D.S., Creighton University, 1959; M.S.D., University of Nebraska, 1961; M.S., Western Reserve University, 1963.
- MARY BETH BRANSCOMBE, (2007) *Clinical Instructor of Periodontics* (2007).
B.S., University of Nebraska, 1980; R.D.H., 1980.
- CAROLE V. BRENNEISE, (1982-2004) *Associate Professor Emerita of General Dentistry* (2005); *Adjunct Associate Professor of General Dentistry* (1994); *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, (1984) *Professor of Prosthodontics* (1984); *Dean* (1984-94); *Dean Emeritus* (1994).
B.S., Loyola University at Los Angeles, 1965; D.D.S., Creighton University, 1969; M.A., California State University at Los Angeles, 1974.
- NADINE D. BUNGE-DeVOSS, (2002) *Clinical Instructor of Periodontics/General Dentistry* (2002).
B.S., University of Iowa, 1977; R.D.H., 1977.
- JEROLD J. BURESH, (1964-83; 2000) *Professor of General Dentistry* (1981).
B.S., Creighton University, 1959; D.D.S., 1963.
- MICHAEL J. CARLISLE, (1992) *Adjunct Associate Professor of General Dentistry* (2010).
B.A., Creighton University, 1984; D.D.S., 1992.
- WILLIAM L. CARLISLE, (1959) *Adjunct Professor of General Dentistry* (1979).
D.D.S., Creighton University, 1958.
- WILLIAM G. CARNEY, (2004) *Assistant Professor of General Dentistry* (2009).
Assistant Clinical Professor of Periodontics (2004-2009).
D.D.S., Creighton University, 1981.
- LUCINDA R. CARROLL, (1997) *Associate Professor of General Dentistry* (2006).
B.S., Creighton University, 1980; D.D.S., University of Nebraska Medical Center, 1984.

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

- BRAD W. CARSON, (1990) *Adjunct Associate Professor of Prosthodontics* (2010).
D.D.S., Creighton University, 1989.
- MARY L. CASH, (2000) *Assistant Clinical Professor of Prosthodontics* (2004); *Clinical Instructor of Periodontics* (2000-2003).
D.D.S., Creighton University, 1986.
- W. THOMAS CAVEL, (1972) *Professor of General Dentistry* (1988); *Chair of the Department of Operative Dentistry* (1987-94); *Acting Chair of the Department of Operative Dentistry* (1999); *Chair of the Department* (1999-2008); *Dr. Raymond W. Shaddy Endowed Chair in Operative Dentistry Chairholder* (1994-2010).
D.D.S., Creighton University, 1970.
- D. ROSELYN CERUTIS, (1998) *Associate Professor of Oral Biology* (2004).
B.S., Wright State University, 1982; Ph.D., 1988.
- BRENT L. CHAPMAN, (2002) *Assistant Clinical Professor of Endodontics* (2002).
B.S., Idaho State University, 1994; D.D.S., Creighton University, 1998.
- HARDEEP K. CHEHAL, (2009) *Assistant Professor of General Dentistry* (2009).
B.S.C., Govt. College for Girls (India), 1984; B.D.S., University of Calcutta (India), 1989.
- JEFFRY F. CHEREK, (1999) *Adjunct Assistant Professor of General Dentistry* (2010).
B.S.M., Creighton University, 1990; D.D.S., 1996.
- STEPHEN A. COFFEY, (2009) *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (2009).
B.S., Creighton University, 2000; D.D.S., 2004.
- DEAN D. COPE, (2010) *Clinical Instructor of Community and Preventive Dentistry* (2010).
B.S., University of Nebraska Lincoln, 1987; D.D.S., Creighton University, 1993.
- BRIAN R. CRAWFORD, (2003) *Assistant Professor of General Dentistry* (2011).
D.D.S., University of Illinois, 1984.
- CHRIS J. CRETEKOS, (2009) *Assistant Professor of Oral Biology* (2011).
B.S., University of Rochester, 1989; Ph.D., University of Utah, 1998.
- DANIEL L. CUSTIS, (2010) *Clinical Instructor of Community and Preventive Dentistry* (2010).
B.S., University of South Dakota, 1974; D.D.S., Loyola Dental School, 1978.
- SHARON M. DALY, (1991) *Assistant Professor of Periodontics* (2005).
B.S., Marquette University, 1970; R.D.H., 1970.
- GREGORY L. DAVIS, (1996) *Assistant Professor of Prosthodontics* (2002).
Director of Multicultural and Community Affairs (2002)
B.A., University of Nebraska-Omaha, 1975; D.D.S., Creighton University, 1979.
- VALMONT P. DESA, (1993-2000; 2002-2007; 2010) *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (2010).
B.Sc., St. Xavier's College Mumbai (India); D.D.S., Creighton University, 1988-92; M.D., University of Nebraska Medical Center, 1999-2001.
- SCOTT C. DI LORENZO, (1998) *Associate Professor of Prosthodontics* (2004); *Diplomate of the American Board of General Dentistry*.
B.A., Carroll College, 1972; D.D.S., Creighton University, 1977.
- THOMAS J. DOBLEMAN, (2010) *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (2010).
B.S., University of San Francisco, 1979; M.D., University of California, Los Angeles, 1975.
- DONNA D. ECKMAN, (2006) *Clinical Instructor of Periodontics* (2006).
A.A.S., Iowa Western Community College, 2004.
- RICHARD G. ELLIS, (2011) *Instructor of Community and Preventive Dentistry* (2011).
D.M.D., University of Oregon, 1958.
- ROBERT L. ERICKSON, (2003) *Clinical Professor of General Dentistry* (2004).
B.E.E., University of Minnesota, 1963; M.S., 1966; Ph.D., 1972; D.D.S., 1981
- KELLY A. FADDIS, (2000) *Instructor of Community and Preventive Dentistry* (2011).
B.S., University of Utah, 1985; D.D.S., Creighton University, 1990.
- JACOB L. FIMPLE, (2008) *Assistant Clinical Professor of Endodontics* (2008).
B.S., Creighton University, 2001; D.D.S., 2005; M.M.Sc., Harvard University, 2008.
- JOSEPH V. FRANCO, JR., (1985) *Adjunct Associate Professor of General Dentistry* (2010).
B.A., Creighton University, 1980; D.D.S., 1984.
- STEVEN J. FRANCO, (1974) *Associate Professor of General Dentistry* (1981).
A.B., Creighton University, 1967; D.D.S., 1972.
- JACQUELINE J. FREUDENTHAL, (2001) *Instructor of Community and Preventive Dentistry* (2011).
B.S., Idaho State University, 1982.
- RITA A. FRICKEL, (2010) *Clinical Instructor of Oral Biology* (2010).
B.S., Kearney State College, 1980; M.S., University of Nebraska-Omaha, 1987.
- GENE M. GASPARD (2010) *Clinical Instructor of Periodontics* (2010).
D.D.S., Creighton University, 1992.
- ROGER B. GERSTNER, (1971) *Adjunct Professor of General Dentistry* (1998).
D.D.S., Creighton University, 1969.
- STEPHEN L. GILLESPIE, (1992) *Adjunct Associate Professor of Prosthodontics* (2010).
B.S., Creighton University, 1974; M.S., 1976; D.D.S., 1980.
- KELLY A. GOULD, (1986-91; 2005) *Assistant Professor of Community & Preventive Dentistry* (2005); *Director of Extramural Programs* (2008).
B.S., University of Nebraska, 1982; M.A., 1992.
- JEROME F. GRADOVILLE, (1988) *Adjunct Associate Professor of Prosthodontics* (2010).
B.A., Creighton University, 1984; D.D.S., 1988.
- WILLIS C. GRAY, (1974-80; 1985) *Associate Clinical Professor of Endodontics* (2009).
B.A., University of Nebraska-Omaha, 1951; D.D.S., Creighton University, 1955.
- LAWRENCE P. GREEN, (2008) *Clinical Instructor of Community and Preventive Dentistry* (2008).
B.S., Dakota State University, 1976; D.D.S., Loyola University, 1981.
- JAMES R. GROOME, (2003) *Assistant Professor of Oral Biology* (2011).
B.A., Wake Forest University, 1981; Ph.D., University of New Hampshire, 1988.
- STEPHEN M. GROSS, (2004) *Associate Professor of Chemistry/Oral Biology* (2010).
B.S., State University of New York at Binghamton, 1996; Ph.D., University of North Carolina, 2000.
- ANTHONY J. GRUBER, (1983) *Associate Clinical Professor of Endodontics* (2003).
D.D.S., Marquette University, 1970.
- AMY M. HADDAD, *Director and Professor, Creighton Center for Health, Policy, and Ethics* (1996); *Professor of Pharmaceutical and Administrative Sciences School of Pharmacy and Health Professions* (1992), *Dr. C.C. and Mabel L. Criss Endowed Chair in the Health Sciences Chairholder* (2005); *Professor of Community and Preventive Dentistry* (1995).
B.S.N., Creighton University, 1975; M.S.N., University of Nebraska, 1979; Ph.D., 1988.
- LARRY D. HAISCH, (1997) *Associate Clinical Professor of General Dentistry* (2005).
D.D.S., University of Nebraska, 1967.
- BENJAMIN G. HARDY, (2007) *Clinical Instructor of Community & Preventive Dentistry* (2009).
B.S., Creighton University, 2000; D.D.S., 2004.
- LAURA E. HARRIS-VIEYRA, (2011) *Adjunct Assistant Professor of Periodontics* (2011).
B.S., University of Nevada, 2001; D.D.S., Marquette University, 2005.
- KENNETH P. HERMSEN, (1975-89; 2006) *Associate Professor of General Dentistry* (1986); *Director of Continuing Education* (1986-89).
B.S., University of Nebraska, 1971; D.D.S., 1980; M.S., 1980.

- MICHAEL P. HERMSEN, (2005) *Clinical Instructor of Endodontics* (2005).
D.D.S., Creighton University, 2002.
- STEPHEN J. HESS, (2002) *Associate Professor of General Dentistry* (2008).
B.S., Creighton University, 1969; M.S., 1971; D.D.S., 1978.
- KAREN P. HICKS, (2007) *Clinical Instructor of General Dentistry* (2010).
A.A.S., Iowa Western Community College, 2003; B.S.D.H., Creighton University, 2004.
- DENNIS R. HIGGINBOTHAM, (1973) *Associate Professor of General Dentistry* (1984);
Dr. Raymond W. Shaddy Endowed Chair in Operative Dentistry Chairholder (2011); *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 of General Dentistry* (2000); *Shaddy Endowed
Chairholder* (2010).
D.D.S., Creighton University, 1967.
- JANET L. HILLIS, (1998) *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.
- ROERT M. HOGAN, (2011) *Clinical Instructor of Community and Preventive Dentistry* (2011).
D.D.S., Creighton University, 1987.
- THOMAS W. HOLLAND, (2008) *Clinical Instructor of Community & Preventive Dentistry* (2008).
B.A., University of South Dakota, 1972; D.D.S., Creighton University, 1980.
- LAURA C. HOLT, (2010) *Clinical Instructor of Periodontics* (2010).
A.A.S.D.H., Iowa Western Community College, 2009; B.S.D.H., Creighton University, 2010.
- JAMES H. HOWARD, (1995) *Associate Professor of General Dentistry* (1995); *Assistant
Director of Clinics* (1996); *Associate Dean for Clinical Services and Director of Clinics*
(1999; 2001); *Dr. Edward J. "Eddie" and Neta DeRose Endowed Chair in Dentistry
Chairholder* (2006); *Diplomate of the American Board of General Dentistry*.
B.S., Wheeling Jesuit College, 1969; D.D.S., University of Maryland, 1973; M.S.,
University of Michigan, 1977.
- GENE R. HUEBNER, (1977-2003) *Professor Emeritus of Oral and Maxillofacial Surgery*
(2005); *Chair of the Department* (1984-2003); *Diplomate of the American Board of Oral and
Maxillofacial Surgery*.
D.D.S., University of Nebraska, 1965; M.S., University of Minnesota, 1971.
- JOSE L. IBARROLA, (1991) *Associate Professor of Endodontics* (2003); *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.
- MASAYASU ITO, (2011) *Assistant Professor of Periodontics* (2011).
D.D.S., Nihon University (Matsudo, Japan), 1992; Ph.D. 1996.
- MANSOOR H. JABRO, (1970) *Professor Emeritus of Periodontics* (2006);
Chair of the Department (1975-93).
B.D.S., University of Baghdad, 1958; M.S.D., University of Nebraska, 1967; D.D.S., 1970.
- MARGARET A. JERGENSON, (1993) *Associate Professor of Oral Biology* (2005);
Chair of the Department (2001); *Director of Curriculum* (2009).
B.S., College of Saint Benedict, 1976; D.D.S., Creighton University, 1982.
- SPENCER S. JILEK, (2010) *Clinical Instructor of Community and Preventive Dentistry* (2010).
B.S., Gonzaga University, 1977; D.D.S., University of Washington, 1981.
- JAMES DANE JOHNSON, (2010) *Clinical Instructor of General Dentistry* (2010).
- TIMOTHY J. KAPPENMAN, (2011) *Clinical Instructor of Oral & Maxillofacial Surgery* (2011).
D.D.S., Creighton University, 1987.
- JAMES A. KELLY, (2008) *Assistant Clinical Professor of Periodontics* (2010);
Diplomate of the American Board of Prosthodontics.
B.S., Creighton University, 2000; D.D.S., 2004; M.S., University of California at Los
Angeles, 2007.
- M. NAN KELSEY, (1995) *Adjunct Assistant Professor of General Dentistry* (1995).
B.S., Creighton University, 1974; D.D.S., 1978.
- W. PATRICK KELSEY III, (1976) *Professor of General Dentistry* (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.
- WILLIAM P. KELSEY V, (2009) *Assistant Clinical Professor of Periodontics* (2009).
B.S., Creighton University, 2002; D.D.S., 2006; M.S., Ohio State University, 2009.
- MAURICE J. KERSENBROCK, (2010) *Clinical Instructor of Community and Preventive
Dentistry* (2010).
D.D.S., Creighton University, 1981.
- NICOLE S. KIMMES, (2001) *Associate Professor of General Dentistry* (2010); *Director of
Informatics* (2009).
B.S., Northern State University, 1997; D.D.S., Creighton University, 2001.
- CHAD L. KLUZA, (1986) *Adjunct Associate Professor of Prosthodontics* (2002).
B.S., Creighton University, 1978; D.D.S., 1984.
- MICHAEL E. KNAUSS, (1999) *Adjunct Instructor of General Dentistry* (1999).
B.S., Creighton University, 1980; D.D.S., 1984.
- KENNETH I. KNOWLES, (1991) *Associate Professor Emeritus of Endodontics* (2011);
Chair of the Department (2000-06).
D.D.S., University of Missouri-Kansas City, 1966; M.S., 1973.
- OMOFOLASADE KOSOKO-LASAKI (2007) *Professor of Community and Preventive Dentistry*
(2007); *Professor of Surgery* (2000); *Professor of Preventive Medicine and Public Health*
(2004); *Associate Vice President for Multicultural and Community Affairs* (2000).
M.D., University of Ibadan (Nigeria), 1978; M.S.P.H., Howard University, 1984; M.B.A.,
Creighton University, 2005.
- JOHN F. KRAGER, JR., *Professor Emeritus of Operative Dentistry* (1957; 1977).
D.D.S., Creighton University, 1955.
- MICHAEL G. KREEKOS, (1998) *Adjunct Associate Professor of Prosthodontics* (2010).
B.S., Morningside College, 1962; D.D.S., University of Iowa, 1966.
- LISA M. KUCERA, (1999) *Clinical Instructor of Periodontics* (1999).
A.A.S., Hastings Central Community College, 1983; B.S., University of Nebraska-Omaha,
1991.
- NICHOLAS B. LAFEVER, (2010) *Clinical Instructor of Community & Preventive Dentistry* (2010).
D.M.D., Nova Southeastern University, 2002.
- MELISSA S. LANG, (2009) *Assistant Professor of Periodontics* (2009).
A.S., Independence Community College, 1998; B.S., Pittsburg State University, 2000;
D.D.S., University of Nebraska, 2004; M.S., 2007.
- RITA L. LANPHIER, (2010) *Clinical Instructor of Periodontics* (2010).
B.A., Santa Clara University, 1992; D.D.S., Creighton University, 2005.
- TERRY F. LANPHIER, (1994) *Associate Professor of Oral and Maxillofacial Surgery* (2010).
B.S., Creighton University, 1978; M.B.A., 2010; D.D.S., 1982.
- MARK A. LATTA, (1995) *Professor of General Dentistry* (2003); *Associate Dean for Research*
(1995; 1998); *Dean, School of Dentistry* (2011).
A.B., Lafayette College, 1978; D.M.D., University of Pennsylvania, 1983; M.S., University
of Maryland, 1995.

- NICHOLAS J. LEVERING, (2004) *Associate Professor of Pediatric Dentistry* (2004); *Chair of the Department* (2006); *Diplomate of the American Board of Pediatric Dentistry*. B.S., University of Cincinnati, 1972; D.D.S., Ohio State University, 1975; M.S., University of Minnesota, 1983.
- THOMAS E. LEWIS, (1999) *Clinical Instructor of General Dentistry* (1999). B.S., University of Nebraska, 1990; D.D.S., 1995.
- CHAD S. LEWISON, (2008) *Clinical Instructor of Oral and Maxillofacial Surgery* (2008). BSEE, South Dakota School of Mines and Technology, 1993; D.D.S., Creighton University, 2002.
- JAMES G. LIVINGSTON, (2010) *Clinical Instructor of Community & Preventive Dentistry* (2010). D.D.S., Creighton University, 1989.
- ALFRED T. LONGO, (1982) *Adjunct Associate Professor of Pediatric Dentistry* (2010). B.S., Creighton University, 1974; D.D.S., 1978; M.S., Marquette University, 1982.
- LAURA E. LOW, (2010) *Assistant Clinical Professor of Pediatric Dentistry* (2010). B.A., Creighton University, 2001; D.D.S., 2006; M.S., University of Iowa, 2008.
- GARY W. LOWDER, (1990) *Instructor of Prosthodontics* (2011). B.S., Brigham Young University, 1972; D.D.S., University of Washington, 1976.
- DARRELL J. LOWER, (1960) *Adjunct Professor of Pediatric Dentistry* (1977). B.S., York College, 1951; D.D.S., Creighton University, 1955.
- JAMES J. LUKAS, (1973-74; 1976-1981; 2002) *Associate Clinical Professor of Pediatric Dentistry* (1980); *Director of Orthodontics* (2002). B.S., Creighton University, 1969; D.D.S., 1973; M.S. Saint Louis University, 1976.
- KARLA V. MACIAS-DIAZ, (2011) *Assistant Professor of Endodontics* (2011). D.D.S., Technological University of Mexico, 1994; M.S., Institute of Endometadodontics (Mexico City), 1994.
- REGAN T. MACKINTOSH, (2007) *Clinical Instructor of General Dentistry* (2007). B.S., Creighton University, 2002; D.D.S., 2006.
- JOHN F. MARLEY, (1960-2002) *Professor Emeritus of General Dentistry* (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.
- ANDREA L. MALCOM, (2011) *Clinical Instructor of Community and Preventive Dentistry* (2011). B.S., University of South Dakota, 2007.
- LUKE F. MATRANGA, (1988) *Associate Professor of General Dentistry* (1988); *Chair of the Department of Comprehensive Dental Care* (1989-2000); *Diplomate of the American Board of General Dentistry*. D.D.S., Marquette University, 1966; M.S., University of Texas at Houston, 1973.
- JOHN S. MATTSO, (1968) *Professor Emeritus of Periodontics* (2010); *Chair of the Department* (1993-2008); *Diplomate of the American Board of Periodontics*. D.D.S., Creighton University, 1966; M.S.D., 1972.
- KRISTIN T. McCARVILLE, (2008) *Assistant Clinical Professor of Prosthodontics* (2011). B.S., Creighton University, 2001; D.D.S., 2005.
- KIMBERLY K. McFARLAND, (2004) *Assistant Clinical Professor of Community and Preventive Dentistry* (2004). B.A., Creighton University, 1983; D.D.S., 1987.
- THEODORE C. McKERCHER, (1971-1996) *Associate Professor Emeritus of Oral Diagnosis and Radiology* (2003); *Chair of the Department of Oral Diagnosis* (1974-86). D.D.S., University of Iowa, 1958; M.S., 1968; Ph.D., 1972.
- STUART J. MCNALLY, (2005) *Assistant Professor of General Dentistry* (2007). B.S., Creighton University, 2001; D.D.S., 2005.
- TIMOTHY P. McVANEY, (1988) *Associate Clinical Professor of Oral and Maxillofacial Surgery* (2005); *Director of Continuing Education* (1992-98); *Diplomate of the American Board of Periodontology*. D.D.S., University of Nebraska, 1974; M.S., 1976.
- NANCY M. MELLOTT, (2008) *Clinical Instructor of Periodontics* (2008). B.S.R.D.H., University of Nebraska, 1977.
- THOMAS R. MENG, JR. (1997) *Associate Professor of Prosthodontics* (2005); *Assistant Director of Clinics* (1999); *Coordinator for Program & Facility Planning* (2008). B.A., Rutgers University, 1972; D.D.S., Temple University, 1977.
- KATHERINE A. MEYER, (2010) *Clinical Instructor of Community and Preventive Dentistry* (2010). B.A., Drake University, 1999; D.D.S., University of Nebraska Medical Center, 2007.
- DAVID J. MILLEA, (1998) *Adjunct Assistant Professor of Prosthodontics* (2002). D.D.S., Creighton University, 1977.
- LEROY RUSSELL MISNER, JR. (2010). *Clinical Instructor of Community and Preventive Dentistry* (2010). D.D.S., Creighton University, 1971.
- TAKANARI MIYAMOTO, (2007) *Assistant Professor of Periodontics* (2007); *Chair of the Department* (2009). D.D.S., Nihon University (Matsudo, Japan), 1999; C.A.G.S., Boston University, 2003; M.S.D., 2004; Ph.D., Nihon University, 2006; D.D.S., Creighton University, 2008.
- DAVID T. MOHS, (2006) *Associate Professor of Pediatric Dentistry* (2009); *Director of Orthodontics* (2007); *Diplomate of the American Board of Orthodontics*. D.D.S., Creighton University, 1972; M.S., Washington University, 1984.
- COURTNEY R. MOLETTIERE (2009) *Clinical Instructor of Community and Preventive Dentistry* (2009). B.S., University of Nebraska, 2004; D.D.S., Creighton University, 2009.
- STEPHEN P. MOORE (2004) *Assistant Professor of General Dentistry* (2004); *Diplomate of the American Board of General Dentistry*. B.A., Wittenberg University, 1970; D.D.S., Ohio State University, 1974.
- BRUCE MOWAT, (1964) *Associate Professor of General Dentistry* (1972). D.D.S., University of Illinois, 1959.
- CAROL M. MURDOCK, (1998) *Associate Professor of General Dentistry* (2004); *Chair of the Department* (2008). B.S., Canisius College, 1979; D.D.S., Creighton University, 1984.
- WILLIAM T. NAUGHTON, (2000), *Associate Professor of General Dentistry* (2007). B.A., Creighton University, 1974; D.D.S., 1978.
- TINA M. NEWMAN, (2005) *Clinical Instructor of Periodontics* (2005). A.A.S., Iowa Western Community College, 2002; B.S., Bellevue University, 2003.
- STEVEN F. NIELSEN, (1992) *Instructor of General Dentistry* (2011). A.A., Brigham Young University, 1975; B.S., 1976; D.D.S., University of Southern California, 1980.
- DENNIS E. NILSSON, (1993) *Professor of Prosthodontics* (2009); *Diplomate of the American Board of Prosthodontics*; *Chair of the Department* (2008). B.S., University of Minnesota, 1969; D.D.S., 1971; M.S., University of Texas Health Science Center at Houston, 1977.
- NEIL S. NORTON, (1996) *Professor of Oral Biology/Pharmacology /Biomedical Sciences* (2011); *Assistant Dean for Student Affairs* (2010); *Director of Admissions* (2010). B.A., Randolph-Macon College, 1988; Ph.D., University of Nebraska, 1995.

- MARTHA E. NUNN (2009) *Associate Professor of Periodontics* (2009); *Director of Center for Oral Health Research* (2009).
B.S., University of Tennessee, Knoxville, 1976; M.S., 1991; D.D.S., University of Tennessee, Memphis, 1981; M.S., University of Washington, 1995; Ph.D., 1997.
- JODY J. O'BRIEN, (2010). *Clinical Instructor of Community and Preventive Dentistry* (2010).
B.S., University of Minnesota, 1992; D.D.S., Creighton University, 1996.
- WILLIAM J. O'BRIEN, (1995) *Assistant Clinical Professor of Prosthodontics* (1995).
B.S., Creighton University, 1987; D.D.S., Marquette University, 1991.
- AFOLABI O. OGUNLEYE, (2006) *Assistant Professor of Oral and Maxillofacial Surgery/ Surgery* (2006).
B.Ch.D., Obafemi Awolowo University (Nigeria), 1991; D.M.D., University of Pennsylvania, 2001.
- BARBARA J. O'KANE (2010) *Associate Professor of Oral Biology* (2010).
B.S., University of Nebraska, 1978; M.S., 1990; Ph.D., 2000.
- RAYMOND F. OLMO, (1996) *Associate Professor of Periodontics* (1996).
D.D.S., University of California San Francisco, 1965; M.S., University of Nebraska, 1969.
- EVAN E. OLSON, (1992) *Clinical Instructor of Community and Preventive Dentistry* (1992).
B.A., Ripon College, 1950; M.S., The American College-Brynmarw, 1984
- JAMES D. O'MEARA, (2001) *Associate Professor of General Dentistry* (2007); *Dental Co-Director of Institute for Latin American Concern (ILAC) Program* (2008)
B.A., Creighton University, 1982; D.D.S., 1986.
- LAWRENCE C. PARRISH, (2001) *Associate Professor of Periodontics* (2001).
Chair of the Department (2008).
B.S., University of California at Los Angeles, 1973; D.D.S., Loyola University, 1977; M.S., University of Texas at San Antonio, 1985.
- RICHARD V. PEDERSEN, (2009) *Instructor of Community and Preventive Dentistry* (2011).
D.M.D., University of Oregon, 1966; M.S.D., University of Washington, 1970
- ROBERT M. PFEIFLE, (2006) *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (2006); *Diplomate of the American Board of Oral and Maxillofacial Surgery*.
B.S., Montana State University, 1993; D.D.S. Creighton University, 1998.
- DOROTHY J. POLAN, (1998) *Clinical Instructor of Periodontics* (1998).
B.S., University of Nebraska, 1980; R.D.H., 1980.
- G. LYNN POWELL, (1980) *Professor of General Dentistry* (2011); *RDEP-Assistant Dean for Dental Education*.
B.S., University of Utah, 1964; D.D.S., University of Washington, 1968.
- SONIA M. ROCHA-SANCHEZ, (2006) *Assistant Professor of Oral Biology/Biomedical Sciences* (2006).
B.S., Acre Federal University (Brazil), 1996; M.S., Federal University of Vicosa (Brazil); Ph.D., Campinas State University (Brazil), 2002.
- KENNETH J. RODNICK, (1993) *Professor of Oral Biology* (2011).
B.S., University of California, 1979; M.S., Oregon State University, 1982; M.A., 1984; Ph.D., Stanford University, 1989.
- RICHARD J. RONK, JR., (1978) *Adjunct Professor of Prosthodontics* (2000).
D.D.S., Creighton University, 1978.
- THOMAS E. RUDERSDORF, (2004) *Clinical Instructor of General Dentistry* (2004).
B.A., Creighton University, 1972; D.D.S., 1976.
- CYNTHIA C. RUSSELL, (1985-92; 1994; 1998) *Adjunct Associate Professor of General Dentistry* (2010).
B.S., Creighton University, 1980; D.D.S., 1984.
- KEVIN P. RYAN, (2011) *Clinical Instructor of General Dentistry* (2011).
B.S., University of Nebraska-Lincoln, 1975; D.D.S., Creighton University, 1982.
- FOUAD S. SALAMA, (2010) *Clinical Professor of Pediatric Dentistry* (2010).
B.D.S., Cairo University, 1979; M.S., Medical College of Georgia, 1987.
- GREG S. SAMUELSON, (1988) *Adjunct Associate Professor of Pediatric Dentistry* (2010); *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.
- LESLIE T. SANDERS, (2005) *Clinical Instructor of Periodontics* (2005).
B.S., University of South Dakota, 1983.
- CHARLES F. SCANLON, (2009). *Clinical Instructor of Periodontics* (2009).
B.A., University of St. Thomas; D.D.S., Creighton University, 2008.
- DONAL D. SCHEIDEL, (2010) *Associate Professor of General Dentistry* (2010).
D.D.S., Creighton University, 1981.
- LINDA S. SCHEIRTON, (1997) *Associate Clinical Professor of Periodontics* (1997); *Associate Dean for Academic Affairs* (1998, 2003); *Associate Professor, Physical Therapy* (2003) (*secondary appointment*); *Associate Professor, Pharmacy Sciences* (2003) (*secondary appointment*); *Associate Clinical Professor of Periodontics* (1997) (*secondary appointment*); *Associate Professor, Occupational Therapy* (2003).
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
- RUDY J. SCHNEIDER, (2003) *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (2003).
B.S., University of Idaho, 1990; M.S., 1993; D.D.S., Creighton University, 1997; M.D., University of Nebraska, 2000.
- RAYMOND S. SHADDY, (1988) *Associate Professor of General Dentistry* (2004).
D.D.S., Creighton University, 1988.
- THOMAS J. SHANAHAN, (2004) *Associate Professor of General Dentistry* (2004);
Chaplain/Counselor (2004).
A.B., St. Louis University, 1960; Ph.L., 1961; M.A., 1961; S.T.L., 1968; Ph.D., Fordham University, 1975.
- JOHN W. SHANER, (1999) *Associate Professor of General Dentistry* (2005); *Division Head of Diagnosis & Treatment Planning* (2008); *Director of Clinical Teams* (2009).
B.S., Grove City College, 1969; D.M.D., University of Pittsburgh, 1973; M.S., University of Texas-Houston, 1978.
- JAMES L. SHEETS, (1998) *Associate 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.
- PETER P. SHERIDAN, (2009) *Associate Clinical Professor of Oral Biology* (2009).
B.A., Rutgers University, 1984; M.S., 1991; Ph.D., University of Cincinnati, 1996.
- MICHAEL I. SHNAYDER, (2010) *Adjunct Assistant Professor of Oral and Maxillofacial Surgery* (2011).
B.S., University of California at Los Angeles, 1999; D.D.S., 2003; M.D., University of Nebraska Medical Center, 2006.
- LEE G. SIMMONS, Jr. (1973-97; 2007) *Associate Clinical Professor of Oral Biology* (1973).
D.V.M., Oklahoma State University, 1963.
- JOAN E. SIVERS, (2003) *Associate Clinical Professor of General Dentistry* (2003).
B.A., Simpson College, 1976; D.D.S., University of Iowa, 1981.
- JARED H. SMITH, (1988) *Associate Professor of Prosthodontics* (1988);
Chair of the Department (1988-2008).
D.D.S., University of Missouri-Kansas City, 1966; M.S., University of North Carolina, 1973.

- KAREN S. SORENSON, (2010) *Clinical Instructor of Community and Preventive Dentistry* (2010).
B.A., Lawrence University, 1977; D.D.S., University of Washington, 1982.
- HENRY A. ST. GERMAIN, JR. (1997) *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.
- THOMAS H. ST. GERMAIN, (2011) *Clinical Instructor of General Dentistry* (2011).
B.A., University of Nebraska – Lincoln, 2002; D.D.S., 2010; M.B.A., University of Nebraska – Omaha – 2005.
- CHRISTOPHER A. STANOSHECK, (2002) *Clinical Instructor of Prosthodontics* (2002).
B.S., Creighton University, 1996; D.D.S., 2000.
- STEVEN J. STEED, (2000) *Instructor of Community and Preventive Dentistry* (2011).
B.S., Brigham Young University, 1970; D.D.S., Northwestern, 1974.
- TRENT D. STEPHENS, (1981) *Clinical Professor of Oral Biology* (1991).
B.S., Brigham Young University, 1973; M.S., 1974; Ph.D., University of Pennsylvania, 1977.
- DONALD H. STORMBERG, *Professor Emeritus of Pediatric Dentistry* (1956-65; 2008).
B.S., Creighton University, 1949; D.D.S., 1954.
- RANDY E. STOUT, (1985) *Assistant Professor of Prosthodontics* (2000).
B.S., Creighton University, 1977; D.D.S., 1982.
- JOHN T. SULLIVAN, (1969) *Adjunct Associate Professor of General Dentistry* (1978).
D.D.S., Creighton University, 1960.
- SUSAN R. SUTTON, (2010) *Clinical Instructor of Periodontics* (2010).
B.S., University of Nebraska-Lincoln, 1992; A.A.S., Delta College, 2003.
- CAROLYN L. TAGGART-BURNS, (2004) *Clinical Instructor of General Dentistry* (2004).
B.S., Creighton University, 1998; D.D.S., University of Nebraska, 2002.
- PAUL E. TAMISIEA, (1960) *Professor Emeritus of General Dentistry* (2010);
Associate Dean for Academic Affairs (1975; 87-92).
D.D.S., Creighton University, 1958; M.A., University of Iowa, 1974.
- WILLIAM W. TANNER, (2011) *Instructor of Community and Preventive Dentistry* (2011).
D.D.S., University of Southern California, 1963.
- MARK H. TAYLOR, (1979) *Associate Professor of Pediatric Dentistry* (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.
- DEVON N. TIMSON-ALBERTSON, (2005) *Clinical Instructor of Periodontics* (2005).
A.S., Dixie State College, 1998; AAS, Iowa Western Community College, 2003.
- KIMBERLY M. TRUKA, (2009) *Clinical Instructor of Community and Preventive Dentistry* (2009).
D.D.S., University of Nebraska, 1993.
- JASON B. UNTRAUER, (2009) *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (2009).
B.A., University of Iowa, 1999; D.D.S., 2003; M.D., University of Connecticut, 2006.
- CHRISTINE S. WAGMAN, (1992) *Assistant Professor of Periodontics* (2005).
B.S., University of Nebraska-Lincoln, 1991; R.D.H., 1991.
- ALVIN G. WEE (2011) *Associate Professor of Prosthodontics* (2011).
B.D.S., National University of Singapore, 1992; M.S., University of Iowa, 1997; M.P.H., Ohio State University, 2005; Ph.D., University of Nebraska, 2011.
- JULIE M. WEES, (2007) *Clinical Instructor of General Dentistry* (2007).
B.S., Creighton University, 2003; D.D.S., 2007.
- NANCY L. WEHNER, (2001) *Clinical Instructor of Periodontics* (2001).
B.S., University of Nebraska, 1974; R.D.H., 1974.
- JOZEF V. M. WELIE, (1997) *Professor of Community and Preventive Dentistry* (2004);
Professor of Health Policy and Ethics (2004).
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, (1973) *Professor of Community and Preventive Dentistry/Pediatrics* (1994); *Faculty Associate in the Center for Health Policy and Ethics* (1999); *Acting Chair of the Department of Dentistry for Children* (1986-88); *Chair of the Department* (1977); *Dr. Oscar S. Belzer Endowed Chair in Dentistry Chairholder* (2011); *Dr. Philip Maschka Chair for Ethics in Dentistry Inaugural Chairholder* (2011).
B.S., Gonzaga University, 1965; D.D.S., Creighton University, 1969; M.S., University of Iowa, 1973.
- MICHAEL D. WESTON (2009) *Assistant Professor of Oral Biology* (2009).
B.S., University of Nebraska-Kearney, 1985; M.A., University of Nebraska at Omaha, 1988; Ph.D., Creighton University, 2004.
- ELISA K. WIEST (2009) *Clinical Instructor of Community and Preventive Dentistry* (2009).
B.S., University of Nebraska-Kearney, 2003; D.D.S., University of Nebraska, 2007.
- CHARLES W. WILCOX, (1995) *Professor of Prosthodontics* (2010); *Director of Implantology* (2006).
D.D.S., University of Nebraska Medical Center, 1972; M.S., University of Texas Health Science Center at Houston, 1981.
- DAVID E. WILLIAMS, (2004) *Associate Professor of Oral and Maxillofacial Surgery* (2010);
Interim Chair of the Department (2006).
B.A., St. Olaf College, 1968; D.D.S., Northwestern University, 1979.
- TERRY M. WILWERDING, (1980) *Professor of Prosthodontics* (2006); *Acting Chair of the Department of Fixed Prosthodontics* (1990-91); *Chair of the Department of Fixed Prosthodontics* (1993-99); *Director of Dental History* (1990); *Director of OneWorld Evening Clinic* (1997); *Dental Co-Director of Institute for Latin American Concern (ILAC) Program* (2008).
D.D.S., Creighton University, 1977; MSed, 2000; M.S., 2008.
- RICHARD O. WOODWARD, (2001) *Instructor of General Dentistry* (2011).
D.D.S., University of Washington, 1968.
- J. JEFFREY YBARGUEN, (2005) *Assistant Professor of General Dentistry* (2011);
Director, Idaho Dental Education Program (2005).
B.S., Idaho State University, 1997; D.D.S., Creighton University, 2001.
- BETHANY S. YOCH (2009) *Clinical Instructor of Periodontics* (2009).
A.A., Northeast Community College, 1999; A.S., Iowa Western Community College, 2009; B.S: Creighton University, 2010.
- HSIAO SHARLENE YUAN, (1996) *Adjunct Associate Professor of Endodontics* (2010).
D.D.S., Creighton University, 1995.
- RAYMOND L. ZDAN, (2010) *Assistant Clinical Professor of Oral Biology* (2010).
B.A., Creighton University, 1971; M.S., 1977.

DOCTORS OF DENTAL SURGERY

Degrees Conferred May 2010

Erika Amanda DeNae Anderson	Mandan, North Dakota
David Glenn Bailey, <i>summa cum laude</i>	Ephraim, Utah
Lara L. Baus	Kiel, Wisconsin
Daniel D. Becker	Wisner, Nebraska
David John Beeston, <i>cum laude</i>	Provo, Utah
Michael J. Belling	Omaha, Nebraska
Douglas Keith Benn	Omaha, Nebraska
Jennifer R. Bishop	Fairmont, Minnesota
Ryan Charles Bond	Seattle, Washington
Tyler J. Boss, <i>magna cum laude</i>	Ogden, Utah
Megan K. Bowman	Marshalltown, Iowa
Kenneth Michael Burson	Papillion, Nebraska
Maliza E. Cahee	Hayward, California
Lydia B. Cam	Sacramento, California
Alicia A. Carey	Albuquerque, New Mexico
Nicholas Kenneth Catalozzi	Lincoln, Rhode Island
Joshua L. Conway	Omaha, Nebraska
Christopher J. Curley	Pelham, New York
Kirk Michael Davidson, <i>cum laude</i>	Coeur D' Alene, Idaho
Richard Ryan Davis	Burley, Idaho
Kamila LeeAnn Dornfeld	Culbertson, Montana
Heidi Lynn Draayer	Sioux Falls, South Dakota
Chelsea Rose Erickson	Bottineau, North Dakota
Ronald Anthony Gaspard III	Omaha, Nebraska
Brian Scott Glazier, <i>magna cum laude</i>	American Fork, Utah
Jeffrey Brian Goates	West Valley City, Utah
Gregory D. Goessman	Seattle, Washington
Louis E. Guillory	Albuquerque, New Mexico
John Ha	Waipahu, Hawaii
Terry L. Hagen	Claremont, South Dakota
Scott M. Hager	Spokane, Washington
David John Heidenreich	Saint Louis, Missouri
Micah D. Himmerich	Cokeville, Wyoming
Lesley Schmit Holloway, <i>cum laude</i>	David City, Nebraska
Jetta Renae Holloway-Jankowski	Beloit, Kansas
Timothy E. Jankowski	Omaha, Nebraska
Bethany Jean Jensen, <i>magna cum laude</i>	Minot, North Dakota
Sarah Elizabeth Keen	Edina, Minnesota
Mary Kathryn Kersenbrock	O'Neill, Nebraska
Samuel L. Koth	Rapid City, South Dakota
Chelsea Renee Kuipers	Sioux Falls, South Dakota
Marc O'Shea Langland	Vashon, Washington
Daniel L. Larsen	Fargo, North Dakota

Carl LeGrand Larson, <i>cum laude</i>	Idaho Falls, Idaho
Leah Pillet Larson	Jamestown, North Dakota
Matthew Ryan Larson, <i>cum laude</i>	Post Falls, Idaho
Julie Nicole LeBlanc	Centennial, Colorado
Nicole Leadley	Lake Pleasant, New York
Charles Lee	Campbell, California
Xieng Khan Lee	Fresno, California
Thomas Michael Markeson	Brigham City, Utah
Devin Thomas Matsumori, <i>cum laude</i>	Sandy, Utah
Amy C. Matte	Albuquerque, New Mexico
Sean M. McLuen	Hudson, Wisconsin
Angelina Nichol Moody-Parker	Aurora, Illinois
Terry Jack Morris, Jr.	Mobile, Alabama
Jennifer Frances Nahas	West Des Moines, Iowa
Kalin Thu Ngo	Torrance, California
Chalsey D. Niece	Beach, North Dakota
Joseph A. Nierzwicki, <i>magna cum laude</i>	Chicago, Illinois
Austin G. Nunez	Reno, Nevada
Robert J. O'Malley	Omaha, Nebraska
Brian C. Ott	Philadelphia, Pennsylvania
Vimal Arvind Patel	Bellevue, Nebraska
Kelli Sue Pershin	Pueblo, Colorado
Justin Thomas Peterson	Rigby, Idaho
Brady Paul Powell, <i>cum laude</i>	Ogden, Utah
Chris Michael Prill	Billings, Montana
Andrea Sue Radabaugh, <i>magna cum laude</i>	Rupert, Idaho
Katherine Anne Reardon	Sioux Falls, South Dakota
Teala Dawn Redlinger	Las Vegas, Nevada
Ashley Reyes	Gig Harbor, Washington
Cassady Nyx Rider	Kamas, Utah
Katrina S. Rojohn	Longmont, Colorado
Michelle Ann Rowe	Colorado Springs, Colorado
Justin Michael Schlaikjer	Saint Louis, Missouri
Robin S. Schroeder	San Antonio, Texas
Andrew Thomas Smith, <i>magna cum laude</i>	Boise, Idaho
Jamie Rose Smith, <i>cum laude</i>	Los Gatos, California
Adam Christopher Stanley, <i>cum laude</i>	South Jordan, Utah
Matthew Craig Stephenson	Sandy, Utah
Aaron Cameron Taff, <i>summa cum laude</i>	Boise, Idaho
Shirlena De Jesus Terlaje	Albuquerque, New Mexico
Chandra Jun Tweet	Glendive, Montana
Kalina Ivanova Uzunova-Dimova	La Vista, Nebraska
Austin S. VanDusen, <i>cum laude</i>	Papillion, Nebraska
David John Wagner	Gretna, Nebraska

Degrees Conferred May 2011

Billie Elizabeth Adams	Belen, New Mexico
Deborah K. Anderson	Scandia, Minnesota
Kristyn L. Barker	Andover, Kansas
James D. Barnes	Boise, Idaho
Revenda B. Bebawi	Brook Park, Ohio
Daniel J. Binkowski	Grand Haven, Michigan
Kiley J. Boss	Ogden, Utah
Sheila Marie Brown	Denver, Colorado
Jennifer Marie Burge	Bloomington, Illinois
Morgen Lyn Bybee, <i>cum laude</i>	Burley, Idaho
Yong Jung Chang	Chicago, Illinois
Jayson D. Clark, <i>magna cum laude</i>	Centerville, Utah
Rachel Rae Davidson	Ferndale, Washington
Jordan D. Davis, <i>magna cum laude</i>	Idaho Falls, Idaho
Randall T. Davis	Cheyenne, Wyoming
Jonathon Scott Egbert	Sandy, Utah
Thomas H. Ehrhardt	Bismarck, North Dakota
Andrew G. Ericksen	Salt Lake City, Utah
Joshua H. Francis, <i>cum laude</i>	Evanston, Wyoming
Natalie Ana Frost, <i>summa cum laude</i>	Hutchinson, Kansas
Dylan Christopher Gaillard	Omaha, Nebraska
Jason P. Genta	Mattoon, Illinois
Jesse Gray, <i>cum laude</i>	Pleasant Grove, Utah
Michael Mark Gritzuk	Paradise Valley, Arizona
Mary Josephine Hagan	Wichita, Kansas
Naser B. Halawa	Kuwait City, Kuwait
Lena Naomi Hamakawa	Hilo, Hawaii
Robert L. Hill	Atwater, California
David Hoang	Honolulu, Hawaii
Kelley Gene Carpenter Hollingsworth, <i>cum laude</i>	Santa Fe, New Mexico
Andrea L. Holtz, <i>cum laude</i>	Melvin, Iowa
Karen Ann Howard-Swirzinski, <i>cum laude</i>	Phoenix, Arizona
Adam Sumitomo Inaba, <i>magna cum laude</i>	Honolulu, Hawaii
Joseph C. Johnson	Brigham City, Utah
Ahmad Y. Kamal	Kuwait City, Kuwait
Angela Zagorec Kerr, <i>cum laude</i>	Salt Lake City, Utah
Aldo Koentjoro, <i>cum laude</i>	Surabaya, Indonesia
Jeffery Arthur Kohler, Jr.	Phoenix, Arizona
Katherine Ann Kusek, <i>cum laude</i>	Albion, Nebraska
Kale D. Langley	Kingman, Kansas
Jeffrey J. Livingston	Afton, Wyoming
Brendt Alexander Lum	Honolulu, Hawaii
Rob D. Lyons	Buffalo, South Dakota
Karla Veronica Macias-Diaz	Mexico City, Mexico
Molly M. Marshall	Spokane, Washington

Katherine Quinn Martin, <i>magna cum laude</i>	Coeur d'Alene, Idaho
Kyle C. Mason	Dodge City, Kansas
Joseph R. McColley	Newcastle, Wyoming
Holly Marie McMahon	Shakopee, Minnesota
Luke A. McMahon, <i>magna cum laude</i>	Crystal, Minnesota
Meghan Erin McMenemy	Rio Rancho, New Mexico
Sarah C. Meyer	Sioux Falls, South Dakota
Amber A. Miller, <i>cum laude</i>	Farmington, New Mexico
Peter C. Moreland	Saint Louis, Missouri
Natasha K. Mulko, <i>summa cum laude</i>	Rancho Cucamonga, California
Frank D. Patterson	Rupert, Idaho
Jessica Ann Peterson	Dover, New Hampshire
Terry Don Peterson	Orem, Utah
Nicole Lan Pham	Alameda, California
Tyler J. Pickett, <i>cum laude</i>	Albuquerque, New Mexico
Katarzyna Piekarska, <i>cum laude</i>	Chicago, Illinois
Pukar B. Rajbhandari	Junction City, Kansas
Jenna Nicole Renshaw, <i>magna cum laude</i>	Gillette, Wyoming
Kristine Marie Rhoades	Omaha, Nebraska
Bartholomew Sullivan Roach	Pasco, Washington
Erica C. Ross, <i>cum laude</i>	Cheyenne, Wyoming
Aaron M. Salinas	Dallas, Texas
Svetlana K. Sampson	Fargo, North Dakota
Christen S. Sather, <i>cum laude</i>	Coeur d'Alene, Idaho
Hector C. Siordia	Glendale, Arizona
Kyle D. Smith, <i>magna cum laude</i>	Bellevue, Nebraska
Scott Aaron Smith, <i>magna cum laude</i>	Salt Lake City, Utah
Nathan William Sommer	Omaha, Nebraska
Joseph M. Sparacino	Salina, Kansas
Michelle Nicole Sturm	Carroll, Iowa
Joseph V. Sullivan	Kalispell, Montana
Christopher Vanderbeek, <i>magna cum laude</i>	Rigby, Idaho
Ryan S. Weaver	Idaho Falls, Idaho

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<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
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<i>Washington</i>	Gonzaga University, Spokane Seattle University, Seattle
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<i>Wisconsin</i>	Marquette University, Milwaukee

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