

# CREIGHTON UNIVERSITY BULLETIN

CREIGHTON UNIVERSITY BULLETIN • SCHOOL OF DENTISTRY 2013-2015



**SCHOOL OF DENTISTRY ISSUE  
2013-2015**

# CREIGHTON UNIVERSITY

## MISSION STATEMENT

Creighton is a Jesuit, Catholic comprehensive university committed to excellence in its undergraduate, graduate and professional programs.

**As Jesuit,** Creighton participates in the tradition of the Society of Jesus which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.

**As Catholic,** Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

**As comprehensive,** Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice.

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton.

Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

# CREIGHTON UNIVERSITY BULLETIN

## *2013-2015 ISSUE* *SCHOOL OF DENTISTRY*

This publication contains the most current information available on the subjects covered as of the date of publication. Any updates between the dates of publication of this Bulletin and its successor Bulletin will be posted on the University's website and are considered a part of this Bulletin for all purposes. This publication is **not** an offer to enter into a contract. Final selection of applicants to be admitted shall be made by the University, which reserves the right to deny admission to any applicant for any lawful reason. The University also reserves the right to modify or eliminate University rules and policies, including without limitation: admission requirements and criteria; course offerings, or location or frequency thereof; course content; grading requirements and procedures; degree requirements; tuition, fee, and board and room rates; financial assistance programs; substantive or procedural student disciplinary rules; and support services, and to apply any such modifications to any student without regard to date of admission, application or enrollment. Students are strongly encouraged to check the University's website for Bulletin changes at [www.creighton.edu/Registrar](http://www.creighton.edu/Registrar).



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## **FACULTY .....**

## **CALENDAR**

### **FIRST SEMESTER, 2013 – 14**

**2013**

<b>August</b>	13, <i>Tuesday</i> 13, <i>Tuesday</i> 15, <i>Thursday</i>	Begin regular classes/clinic hours (So/Jr /Sr) Freshman orientation begins Freshman classes/labs begin
<b>September</b>	2, <i>Monday</i> 3, <i>Tuesday</i> 11, <i>Wednesday</i> 19, <i>Thursday</i>	Labor Day; no classes School resumes Mass of the Holy Spirit, St. John's Church ( <i>subject to change</i> ) Dental Assembly
<b>October</b>	4, <i>Friday</i> 9, <i>Wednesday</i> 14, <i>Monday</i>	End of First Quarter Fall Recess begins School resumes
<b>November</b>	27, <i>Wednesday</i> 28, <i>Thursday</i>	Thanksgiving Recess begins Thanksgiving Day Mass, St. John's Church
<b>December</b>	2, <i>Monday</i> 4, <i>Wednesday</i> 5, <i>Thursday</i> 13, <i>Friday</i>	School resumes Final examinations begin (Jr/Sr) Final examinations begin (Fr/So) End of First Semester

### **SECOND SEMESTER, 2013 – 14**

**2014**

<b>January</b>	6, <i>Monday</i>	Classes, laboratories, and clinics resume
<b>February</b>	28, <i>Friday</i> 28, <i>Friday</i>	End of Third Quarter Spring recess begins after last class, laboratory, or clinic
<b>March</b>	10, <i>Monday</i>	School resumes
<b>April</b>	18, <i>Friday</i> 21, <i>Monday</i> 23, <i>Wednesday</i>	Good Friday; no classes School resumes Final examinations begin (So/Jr)
<b>May</b>	5, <i>Monday</i> 6, <i>Tuesday</i> 9, <i>Friday</i>	Final examinations begin (Fr) End of second semester (So/Jr/Sr) End of second semester (Fr)

### **SUMMER SESSION, 2014**

**2014**

<b>May</b>	10, <i>Saturday</i> 12, <i>Monday</i> 12, <i>Monday</i> 13, <i>Tuesday</i> 14, <i>Wednesday</i> 17, <i>Saturday</i> 26, <i>Monday</i> 27, <i>Tuesday</i> 27, <i>Tuesday</i>	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)
<b>July</b>	4, <i>Friday</i> 7, <i>Monday</i> 11, <i>Friday</i>	Independence Day; no classes Summer Session resumes Summer Session ends

# **CALENDAR**

## ***FIRST SEMESTER, 2014 – 15 (Tentative)***

**2014**

<b>August</b>	12, <i>Tuesday</i>	Begin regular classes/clinic hours (So/Jr/Sr)
	12, <i>Tuesday</i>	Freshman orientation begins
	14, <i>Thursday</i>	Freshman classes/labs begin
<b>September</b>	1, <i>Monday</i>	Labor Day; no classes
	2, <i>Tuesday</i>	School resumes
	10, <i>Wednesday</i>	Mass of the Holy Spirit, St. John's Church ( <i>subject to change</i> )
	18, <i>Thursday</i>	Dental Assembly
<b>October</b>	3, <i>Friday</i>	End of First Quarter
	8, <i>Wednesday</i>	Fall Recess begins
<b>November</b>	26, <i>Wednesday</i>	Thanksgiving Recess begins
	27, <i>Thursday</i>	Thanksgiving Day Mass, St. John's Church
	30, <i>Monday</i>	School resumes
<b>December</b>	10, <i>Wednesday</i>	Final examinations begin (Jr/Sr)
	11, <i>Thursday</i>	Final examinations begin (Fr /So)
	19, <i>Friday</i>	End of First Semester

## ***SECOND SEMESTER, 2014 – 15 (Tentative)***

**2015**

<b>January</b>	5, <i>Monday</i>	Classes, laboratories, and clinics resume
<b>February</b>	28, <i>Friday</i>	End of Third Quarter
	28, <i>Friday</i>	Spring Recess begins after last class, lab, or clinic
<b>March</b>	9, <i>Monday</i>	School resumes
<b>April</b>	3, <i>Friday</i>	Good Friday; no classes
	6, <i>Monday</i>	School resumes
	22, <i>Wednesday</i>	Final examinations begin (So/Jr)
<b>May</b>	4, <i>Monday</i>	Final examination begin (Fr)
	5, <i>Tuesday</i>	End of semester at noon (So/Jr/Sr)
	8, <i>Friday</i>	End of second semester (Fr)

## ***SUMMER SESSION, 2015 (Tentative)***

**2015**

<b>May</b>	9, <i>Saturday</i>	White Coat Ceremony (Jr)
	11, <i>Monday</i>	Summer Clinic begins
	11, <i>Monday</i>	Clinic Orientation (Jr)
	12, <i>Tuesday</i>	Summer classes begin (Sr)
	13, <i>Wednesday</i>	Summer classes begin (Jr)
	16, <i>Saturday</i>	Spring Commencement
	25, <i>Monday</i>	Memorial Day; no classes
	26, <i>Tuesday</i>	Summer Session resumes
	26, <i>Tuesday</i>	Summer classes begin (So)
<b>July</b>	3, <i>Friday</i>	Independence Day; no classes
	6, <i>Monday</i>	Summer Session resumes
	10, <i>Friday</i>	Summer Session ends



# ADMINISTRATION

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WES J. WALLING, B.Tech	<i>Building Operations Director</i>



*Dr. Mark A. Latta, Dean*

## ***SCHOOL OF DENTISTRY***

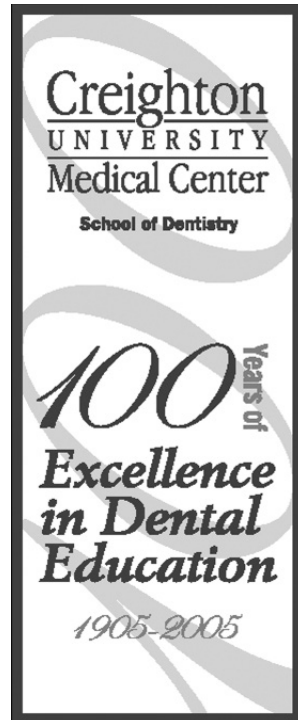
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*Associate Dean for Academic Affairs*

JAMES H. HOWARD, D.D.S., M.S.  
*Associate Dean for Clinical Services/  
Director of Clinics*



## GENERAL INFORMATION

There is no university in the country like Creighton University in terms of size, the array of professional and graduate programs offered, and the strong commitment to Catholic and Jesuit ideals and values. Founded in 1878 and one of 28 Jesuit colleges and universities in the United States, Creighton is a vibrant and diverse learning community.

Nationally recognized for providing a challenging and balanced educational experience, the University offers a rigorous academic agenda with a broad range of disciplines, providing more than 7,700 undergraduate, graduate and professional students with interdisciplinary degree programs that emphasize education of the whole person -- academically, socially and spiritually. Students are taught by 759 full-time faculty and 226 part-time faculty in nine schools and colleges. In addition to the College of Arts and Sciences, which enrolls close to 30 percent of the University's students, Creighton schools and colleges include the Colleges of Business and Nursing, Graduate School, and Schools of Dentistry, Law, Medicine, Pharmacy and Health Professions and University College.

Students can participate in Creighton's service-learning semester in the Dominican Republic (*Encuentro Dominicano*), enroll in faculty-led courses taught abroad or study at one of 165 institutions located in 55 countries through Creighton exchanges.

### *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 130-acre campus is located on the northwest edge of downtown Omaha, Nebraska.

A center for information technology, telecommunications, transportation and food processing, Omaha is the heart of a metropolitan area of nearly one million. 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 TD Ameritrade Park, home of the NCAA College World Series and the Omaha Royals.

Omaha, a cultural center of the Great Plains, boasts top-tier Joslyn Art Museum, the Holland Center, a world-class performing arts center and an excellent symphony and opera company. The Omaha Community Playhouse and Omaha Theater Company For Young People are among the top community theaters in the nation. 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.

Omaha not only draws national acts for major concerts, but also hosts sporting events. Creighton, an NCAA Division I school which sponsors 14 men's and

women's intercollegiate sports and will begin to compete, beginning July 1, 2013, in the Big East Conference, will host the NCAA College World Series for the 64th consecutive year in June 2013. In addition, the Olympic Swimming Trials, and NCAA Final Four Volleyball Tournament, NCAA regional Men's Basketball all have recently been here.

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. CenturyLink Center Omaha is home to the Bluejay basketball team and numerous concerts and an impressive pedestrian bridge spans the Missouri River from Nebraska to Iowa. The Gallup organization and Union Pacific built their new headquarters here, as did First National Bank, which occupies 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. Omaha is widely considered to be one of the safest cities in the U.S. with a low unemployment rate, thriving economy and lively downtown.

## ***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. 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 402.280.2749.

## *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 AND APPROVALS*

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.

Creighton University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Creighton University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430

The dental education program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "approval without reporting

requirements." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The commissions web address is: [www.ada.org/100.aspx](http://www.ada.org/100.aspx)

## ***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 Life-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 Life 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 Life-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 2013 are:



Building Type	Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshmen)	Double	\$5528
	Private (if available)	\$8114
Swanson Hall (Freshmen and Sophomores)	Double	\$5810
	Private (if available)	\$8536
McGloin Hall (Sophomores)	Double	\$5990
	Private (if available)	\$8900
Kenefick Hall (Sophomores)	Efficiency Apartment	\$5990
	1 Bedroom Apartment	\$6076
	Private Efficiency Apt.	\$8900
Heider Hall (9 Month) (Sophomores, Juniors, Seniors)	Efficiency Apartment	\$5990
	Standard 1 Bedroom Apartment	\$6034
	Large 1 Bedroom Apartment	\$6074
	Large 2 Bedroom Apartment	\$6124
	Private Efficiency Apt.	\$8900
Davis Square - 12 month contract (Juniors and Seniors)	2/3/4 Bedroom Apartment	\$670/m
Opus Hall - 12 month contract (Juniors and Seniors)	2/3/4 Bedroom Apartment	\$670/m
Heider Hall-12 month contract (Graduate and family housing)	Efficiency Apartment	\$750/m
	Standard 1 Bedroom Apartment	\$816/m
	Large 1 Bedroom Apartment	\$861/m
	Two Bedroom Apartment	\$974/m
Board Plans Type		Annual Rate
19 Meals/per week and 40 Dining Dollars/per semester		\$4200
15 Meals/per week and 100 Dining Dollars/per semester		\$4200
12 Meals/per week and 160 Dining Dollars/per semester		\$4200
SuperFlex - Any 120 meals/200 Dining Dollars per semester*		\$2180
Flex - Any 60 meals/200 Dining Dollars per semester**		\$1290
* 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 Life-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 gradu-

ating 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 or access [creighton.edu/childevelopmentcenter](http://creighton.edu/childevelopmentcenter) 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. Located in Suite 1034 of the Harper Center. During the academic year, hours are 8:00 a.m. – 4:30 p.m. Monday, Thursday, and Friday; 8:30 a.m. – 6:30 p.m. Wednesday; and 10:00 a.m. – 6:30 p.m. Tuesday. Summer and academic break hours are 8:00 a.m. – 4:30 p.m. Monday-Friday.

#### ***Student 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 402.280.2735 for an appointment, or drop in. 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.

#### ***Student Health Services***

Student 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 Student Health Services*

Call 402.280.2735, 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.

*Who Provides the Services?*

Physicians, nationally-certified Physician Assistants and Nurse Practitioners are the core provider staff. They are supported by Registered Nurses, Licensed Practical Nurses, Certified Medical Assistants and clerical personnel. Medical specialty and dental care is provided by referral to physicians and dentists who are faculty members of the Schools of Medicine and Dentistry. 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. Alegent Creighton Health 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 402.280.2104.

*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.

**We offer two online resources for all students:**

Student Health 101 Newsletter: This is an interactive, informative monthly newsletter available to all students. Learn more about specific issues facing college students and watch videos from other students regarding campus life, healthy eating on a limited budget, roommate issues, exercise, and so much more. Visit our website for the link. [creighton.edu/chc](http://creighton.edu/chc).

Online Student Health: Please enroll at [medicatweb.creighton.edu](http://medicatweb.creighton.edu) to receive secure messages from the Center for Health and Counseling. Currently, this secure messaging is used to inform you of laboratory results. In the future you will be able to make appointments 24/7 using this secure portal.

**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 all immunization requirements can be found at the following address: [creighton.edu/chc](http://creighton.edu/chc)

### *Policy On Immunizations As They Relate To Academic Eligibility*

Creighton University policy requires that all students born on or after January 1, 1957 provide documentation of two doses of the measles, mumps and rubella vaccine prior to enrollment. The first dose should be administered after the first birthday and the second at least one month after the first dose. Positive blood tests showing immunity for measles, mumps, and rubella are acceptable.

Dental students and other health science students are required to be in compliance with the following list of additional requirements. Current CDC standards are used to determine this compliance.

- Hepatitis B: documentation of vaccine series (three doses) and/or a positive antibody titer is required
- Tuberculosis: an initial screening with two separate PPD tests followed by annual screening
- Varicella: immunity as determined by a positive antibody titer or a series of two doses of the vaccine
- Diphtheria/Pertussis/Tetanus: documentation of three dose vaccine series and one dose of Tdap
- Polio: documentation of three dose vaccine series or a positive blood test

demonstrating immunity to polio

- Influenza: annual influenza vaccine

Data maintained by the Department of Student Health Services will be forwarded to the Assistant / Associate Dean for Student Affairs who will make a determination of compliance with this policy. Students found to be non-compliant with this policy will be advised of such by the Assistant / Associate Dean for Student Affairs and will be given a specified amount of time to correct the problem. Failure to do so within this time frame will result in a suspension from all courses (didactic, laboratory and clinical) until documentation is produced either indicating compliance or a valid medical reason for an exception. The Assistant / Associate Dean for Clinical Services and the appropriate didactic and laboratory course directors will be responsible for the enforcement of this policy following advisement from the Assistant / Associate Dean for Student Affairs.

### ***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:

- Coverage for inpatient and outpatient medical care within the Omaha area. (Emergency only coverage does not satisfy this requirement.)
- Coverage for inpatient and outpatient mental health care within the Omaha area. (Emergency only coverage does not satisfy this requirement.)
- Coverage is currently active and maintained for the entire academic year.
- Offers a lifetime maximum of at least \$250,000 in coverage per accident or illness.

\* 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; [creighton.edu/chc](http://creighton.edu/chc).*

# 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.

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 will be conducted in a culture and learning environment that reflects Ignatian humanism and a Catholic, Jesuit heritage. It is designed to be comprehensive in nature and to challenge students to reflect on transcendent values as well as instill caring, ethical, and moral components in their professional lives. This educational experience will enable 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 21<sup>st</sup> 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, Alegent Creighton Health 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.

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*

Creighton University seeks to maintain lifelong relationships with former students of the University. The Creighton University Alumni Association, formed in 1892, assists the University in keeping alumni engaged with the institution. 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 Alumni Association is governed by the National Alumni Board. This board represents the alumni community in matters affecting the University; supports and assists the University in fulfilling its strategic goals; and provides services, programs and support consistent with the Alumni Association's mission.

Alumni programs vary widely and include all-University events, Alumni Homecoming Weekend, class reunion activities, community service projects, college/school specific activities, young alumni activities, regional events, career networking and social networking. Information on the Alumni Association can be found on the web at [www.alumni.creighton.edu](http://www.alumni.creighton.edu).

## *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 [www.adea.org](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 2014, you may start applying on June 3, 2013). 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. Advanced Placement (AP) credit will not be accepted as a replacement for any semester hour requirements in biology, inorganic chemistry, organic chemistry, english and physics

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: 30 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 and Idaho. If accepted into their state's program, 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). 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.

The first-year program at Idaho is equivalent to that 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.

### *ADVANCED STANDING*

Students who have studied dentistry in another recognized school may be admitted to advanced standing, provided there are positions available and provided 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 semester<sup>1</sup>, 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 August 2013....	26,443.00
Student Health Insurance Plan Premium, for six months <sup>2</sup> .....	(Option 1) 1,091.00
Hepatitis B Series vaccination .....	TBA
University fee per semester .....	532.00
Late Payment fee .....	163.00
Special examination fee, each examination <sup>3</sup> .....	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 \$163 for the first month and an additional \$84 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$163 fee the first month and \$68 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><b>Textbooks</b></u>	<u><b>Instruments</b></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 [www.creighton.edu/financialaid](http://www.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](http://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 Unsubsidized Student Loan***

The Federal Direct Unsubsidized Student Loan is a long-term loan students borrow through the U.S. Department of Education. All applicants must file a FAFSA before eligibility can be determined. A student's maximum eligibility will be indicated on their award notification. Dental students may borrow up to an aggregate maximum of \$224,000, minus any Federal Direct Subsidized and Unsubsidized Loan amounts (including undergraduate borrowing).

There will be an origination fee deducted from each disbursement, which will be indicated on the promissory note. Interest begins to accrue at the time of each disbursement. Repayment begins six months after a student graduates, leaves school or drops below half-time enrollment.

Instructions to complete the Master Promissory Note (MPN) and online entrance counseling will be included with the award notification letter. Please review the information on the promissory note for deferment and forbearance options.

### ***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 will be an origination fee that is deducted from 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 BASED FINANCIAL AID*

### *SHORT-TERM EMERGENCY LOAN*

#### *Schaefer-Smith Emergency Loan Fund:*

Provides short-term emergency loans to dental students. Loans are granted on the basis of financial need, character of the applicant and unavailability of other funds. They are mainly administered by the student members of the Financial Aid Committee in conjunction with the Associate Dean for Student Affairs and are not to exceed \$500. They are a 6 month loan at 3% interest. Seniors must repay any emergency loans before they will be certified for graduation. If a student does not graduate the entire loan must be repaid at termination. There is a service charge of \$5.00 for loans of \$100 or less and \$7.50 for loans over \$100.

#### *Nebraska Dental Association Loan Fund:*

Provides short-term emergency loans to dental students. Loans are granted on the basis of financial need, character of the applicant and unavailability of other funds. \ They are administered by the Associate Dean for Student Affairs and are not to exceed \$500. There is a 6% interest rate which must be repaid at the succeeding registration or within six months of graduation for seniors. If a student does not graduate the entire loan must be repaid at termination. There is a service charge of \$5.00 for loans of \$100 or less and \$7.50 for loans over \$100.

#### *Long Term Loans*

Frederick W. Schaefer Dental Scholar Loan Fund: Exists only to collect past loans. Funds are transferred to the Frederick W. Schaefer Scholarship Fund.

Posey Dental Student Loan Fund: Exists only to collect past loans. Funds are transferred to the endowed continuing education fund.

Robert Wood Johnson Loan Fund: Exists only to collect past loans. Funds are transferred to the scholarship fund.

Dental Alumni Loan Fund: Used to supplement unmet need from federal loan programs. Maximum loan is \$2,000 per academic year. Awards are based on financial need only. No interest while the student is in school, 8% annual interest rate after graduation. 4 year repayment schedule.

## *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](http://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](http://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*** *(to be given in January of each year)*

- Two \$500 annual scholarships • First year dental students attending at Creighton
- based on: • Academic excellence during first semester (class rank)
- Student is not receiving any other grant or scholarship assistance

#### ***Dr. Charles and Merlyn Anderson Scholarship***

*(Awarded by the Admissions Committee)*

- \$1500 non renewable annual scholarship • Incoming first year dental students
- Undergraduate GPA 3.0 or above • Above average scores on the DAT

#### ***Drs. Benson H. And Elton M. Araki Memorial Endowed Scholarship Fund***

- High academic standing and financial need • Preferred second year
- Resident of Hawaii • Renewable

#### ***Frank J. Ayers, Jr. Annual Scholarship Fund***

- High academic standing and financial need • Extraordinary financial need preference
- Renewable • Any year in school

#### ***Dr. Jerome J. Belzer Endowed Scholarship***

- Awarded to two (2) students in equal amounts • Students can be sophomores, juniors or seniors • Yearly selection, but past recipients may be re-awarded
- Awarded to students who assist the Oscar S. Belzar, D.D.S. Endowed Professor in conducting research, teaching or other duties associated with the position of endowed professor

#### ***Bettinger Scholarship Fund***

- GPA minimum 2.0 • Senior student • Student who shows extra concern for patients
- Selected by Associate Dean for Clinics with departmental consultation

#### ***Bohacek Scholarship Fund***

- Based on financial need and academic excellence. • Renewable • Any year in school

#### ***Boyne Scholarship Fund***

- Based on financial need and academic excellence • Non-renewable

- Senior student. • \$1,000 scholarships

#### *Dr. William P. Brust Endowed Scholarship Fund*

- Based on financial need and academic excellence • Renewable • Sophomore year
- \$1,000 scholarships

#### *Dr. John J. Butkus Endowed Scholarship*

- \$1,000 non-renewable annual scholarship • Awarded to a senior student (special consideration to be given to Native Americans) • Student should not be recipient of other scholarships or state grants totaling more than 1/3 of the tuition • Based on clinical excellence in fixed prosthetics • Determined by the Department of Prosthetics

#### *Coats Scholarship Fund*

- incoming first year student • graduate of a Nebraska high school • need for financial aid • student's initiative, integrity and grades should be consideration

#### *Cordoba Family Endowed Scholarship Fund*

- \$1,000 non-renewable annual scholarship • Awarded to a senior student
- Based on service to the class, the school of dentistry and/or the university
- Decided upon by an election in April of each year and run by the financial aid representative. The ballot will consist of the entire class roster. Simple majority. (In the event of a tie vote the scholarship will be split)

#### *Dean's Scholarship Fund*

- Based on financial need and academic excellence
- Creighton University undergraduate • renewable • Freshman student • 50% off tuition

#### *Delta Dental And Endowed Scholarship Fund*

- The scholarship will be \$1,000.
- The scholarship will be awarded to a junior dental student not currently receiving any form of financial aid
- The awarded student will be chosen on the basis of academic excellence
- The scholarship will be awarded annually

#### *Dental Alumni Scholarship Fund*

- Awarded by the Admissions Committee
- Awarded to an incoming first year student based on academic excellence
- Renewable scholarship each year if recipient maintains rank in the 1/3 of the class
- May be recipient of other scholarships but not state grant
- Amount awarded will be such that after four years there will be a recipient in each class

#### *The Dr. Edward J. And Neta B. Derose Family Endowed Scholarship*

- The scholarship will begin when awardable funds reach \$1,000
- The scholarship will be awarded to any year dental student who is a Colorado resident • The awarded student will be chosen on the basis of academic excellence and financial need • The scholarship may be renewe

#### *Dold Family Scholarship Fund*

- Based on financial need and academic excellence • Students from Kansas – first preference from Wichita • renewable • any year in school

#### *Lyle B. And Hazel Egberman Dental Endowment Scholarship Fund*

- High academic standing • Financial need • any class • renewable

#### *Pierre Fauchard Scholarship Fund*

- Senior student who has demonstrated potential for leadership in the dental professions • financial need should be a factor • does not have to have the highest GPA but is a solid student • selected by the Dean

*Dr. And Mrs. Frank Freimuth Scholarship Fund* Awarded by the Admissions Committee

- annual renewable scholarship • incoming freshman with a high financial need
- good academic standing • prefer residents of rural communities in Nebraska, Iowa, North Dakota, or South Dakota

*Dr. Arthur P. Herbst Memorial Endowed Scholarship Fund*

- Based on financial need and academic excellence • Renewable
- Junior or senior student • \$1,000 scholarships

*Max Hirscham Endowed Scholarship Fund*

- Any year dental student • Must have at least two recipients • The awarded student must have a minimum GPA of 3.0 • Preference for student who is an orphan
- Preference for student who lived in a foster home • Preference for student who was raised in a single family household • Preference for student who comes from a middle income family

*Christine And Dr. Frank Holbrook Endowed Scholarship*

- The scholarship will be for \$1,000 at initiation
- The scholarship may be awarded to a dental student entering the sophomore, junior or senior class • The awarded student will be chosen on the basis of financial need • Academic rank will not be a factor in selection (student may even repeat a year) • Associate Dean for Student Affairs and the Dental Financial Aid Director will present a list of candidates to the Scholarship and Financial Aid Committee (list must include at least one candidate from the sophomore, junior and senior class) • The recipient of the scholarship will be determined by a majority vote of the Scholarship and Financial Aid Committee • Scholarship may be renewed as long as the recipient is again chosen following the above process

*Dr. Stephen Herman Jelinek, D.D.S., Endowed Scholarship Fund*

- \$1,000 non-renewable annual scholarship • Awarded to a senior student
- Based on clinical and laboratory excellence • Determined by technique GPA and consultation between Assistant Dean for Clinics and Assistant Dean for Student Affairs.

*Low Scholarship Fund*

- \$1,000 scholarships • Any year • Renewable • U.S. citizens of Native American or Asian descent • Based on financial need and academic excellence

*George Ludes Endowed Scholarship Fund*

- \$3,000 non-renewable annual scholarship • sophomore student • demonstrated academic excellence during the first year of Creighton Dental School (class rank)

*Dr. Benjamin L. Lynch Memorial Endowed Scholarship Fund*

- \$2,000 non-renewable annual scholarship • senior student • interest in pursuing an advanced degree in oral surgery or has shown the most interest and promise in the Department of Oral Surgery. • high academic standing • prefer Creighton undergraduate • demonstrated service to others • need for financial aid in order to continue their education

*William McKee Endowed Scholarship Fund*

- Any year dental student • Honorable discharged member of the US Marine Corps
- Honorable discharged member of the US Marine Corps Reserve • Son or daughter of an honorably discharged US Marine Corps or US Marine Corps Reserve

*L. Charles "Charlie Meyer" D.D.S. Scholarship Fund*

- based on financial need and academic excellence • junior student • demonstrates Dr. Meyer's passion for service to community and compassion for others
- non-renewable



*Perion Scholarship Fund* Awarded by the Admissions Committee

- \$1,000-\$2,000 annual renewable scholarships • must maintain a "B" average
- presently have four recipients

*Pierre Fauchard Academy Foundation* (Awarded in January of each year)

- \$1,000 annual non-renewable scholarship • must maintain a "B" average

*Raker Scholarship Fund*

- \$3,000 non-renewable annual scholarship • junior and senior students
- demonstrated academic excellence during the previous academic year
- student is not receiving any other scholarship or grant assistance

*Dr. David A. Reinsch Humanitarian Award* (through 2015)

- \$1,000 non-renewable annual award • to be awarded to a senior student at the beginning of their senior year. • check to be presented in August before senior year & certificate to be presented at Senior Awards Ceremony in May.
- to be selected by the Dean with nominations from the Honsa Award Committee and the Maschka Award Committee • embodies a spirit of humanitarianism, believing in the equality and welfare of others demonstrated through community service, advocacy and leadership. Additional consideration should be given to those activities above and beyond the recipient's regular activities and responsibilities.

*Raymond Rucker Endowed Scholarship Fund*

- minority and women (includes under-represented and other minorities)
- \$1,000 increments • citizen or permanent resident of the United States
- any year • based on previous year's rank or for entering freshman their DAT scores • may be renewed on the above criteria

*Frederick Schaefer Scholarship Fund*

- \$1,500 scholarships awarded to one sophomore, junior and senior each year
- awards are based on academic excellence and financial need
- student is not receiving any other scholarship or grant assistance

*John M. Schaefer And Earl H. Smith, Jr. Endowed Scholarship*

- \$1,000 increments • Awarded to a junior student • Awarded on the basis of the previous year's rank • Students should not be recipient of other scholarships or state grant

*Foster Sims Endowed Scholarship Fund*

- \$1,000 increments • non-renewable • sophomore dental students only based on academic rank from the first year • student not receiving any other grants or scholarships

*Maria Cecilia Smith-Lanatta, D.D.S., Endowed Scholarship Fund*

- Based on financial need and academic excellence • Renewable • Sophomore year
- \$1,000 scholarships

*The St. Joseph's Hospital Service League Scholarship*

- The scholarship will be awarded to a junior or senior dental student • Renewable
- The awarded student will be chosen on the basis of class rank and financial need
- Students should not be recipient of other scholarships or state grants

*The Dr. Sebastian Frank "Subby" Stella Memorial Endowed Scholarship*

- The scholarship will be \$1,000. • The scholarship will be awarded to a senior dental student. • The awarded student will be chosen on the basis of clinical excellence in prosthodontics as recommended by the Chair of the Department of Prosthodontics • The scholarship will be awarded annually.

### *Daniel J. Welsh, D.d.s., Endowed Scholarship Fund*

- Based on financial need and academic excellence • Renewable • Freshman year
- \$1,000 scholarships

### *Robert Wood Johnson Scholarship Fund*

- \$1,000 - \$2,000 non-renewable annual scholarship
- female students • students from rural background • students from under-represented minority populations in the health professions • Afro-American
- Native American • Hispanic (Mexican-American or Mainland Puerto Rican)

### *Post-Baccalaureate Scholarships*

- Successful completion of Post-Bac Program • \$10,000 Renewable annual scholarship • Incoming Freshman

## **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 acceptable.

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.

### *Grades for Clinical Courses*

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. Failure to achieve performance standards will result in the issuance of a grade of "incomplete" (I).

### *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 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.

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

## *COMPETENCY STATEMENTS 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.

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

#### *A. BIOMEDICAL SCIENCES*

- A1. understanding the biomedical sciences and their relationship to oral health, oral diseases, and oral-related disorders.

#### *B. BEHAVIORAL SCIENCES*

- B1. understanding and applying the principles of behavioral science as they pertain to patient-centered approaches for promoting, improving, and maintaining oral health.
- B2. managing a diverse patient population and having the interpersonal and communication skills to function successfully in a multicultural work environment.

#### *C. PRACTICE MANAGEMENT*

- C1. evaluating different models of oral health care management and delivery.
- C2. applying the basic principles and philosophies of practice management and having the skills necessary to function as the leader of the oral health care team
- C3. communicating and collaborating with other members of the health care team to facilitate the provision of health care.

#### *D. ETHICS AND PROFESSIONALISM*

- D1. understanding and applying ethical, legal, and regulatory concepts as they pertain to patient care and practice management.
- D2. demonstrating the ability to self-assess relative to professional development and to self-directed, life-long learning.

#### *E. CRITICAL THINKING AND INFORMATION TECHNOLOGY*

- E1. using critical thinking and problem solving skills to guide clinical decision making during the comprehensive care of patients as well as in scientific inquiry and research methodology.
- E2. using information technology resources in contemporary dental practice.

#### *F. CLINICAL SCIENCES*

- F1. performing patient examination, assessment, and diagnosis procedures.
- F2. developing a comprehensive plan of treatment.
- F3. understanding the principles of health promotion and disease prevention.
- F4. understanding and obtaining informed consent.
- F5. selecting, administering, and prescribing appropriate pharmacologic agents to manage conditions that influence dental treatment including pain and anxiety, and using non-pharmacologic methods when appropriate.
- F6. restoring single defective teeth with appropriate materials and techniques to establish proper form, function, and esthetics.
- F7. restoring partial or complete edentulism with fixed or removable prosthodontics in the uncomplicated patient and in managing the care of the complicated edentulous patient.
- F8. managing the restoration of partial or complete edentulism using contemporary implant procedures.
- F9. performing uncomplicated periodontal therapies and in managing the care of patients with complicated or advanced periodontal problems.
- F10. performing uncomplicated endodontic procedures and in managing the care of patients with complicated pulpal and periradicular disorders.
- F11. recognizing and managing oral mucosal and osseous disorders.
- F12. performing uncomplicated hard and soft tissue oral surgical procedures and in managing the care of patients with complicated oral surgical problems.
- F13. preventing, recognizing, and managing dental emergencies including pain, hemorrhage, trauma, and infection of the orofacial complex.
- F14. managing patients with acute and chronic occlusal and temporomandibular disorders.
- F15. managing minor tooth movements and space maintenance as well as the care of patients with complicated or advanced orthodontic problems.
- F16. appraising completed and existing treatments and in using these outcomes of patient care to guide professional development, recall strategies, and prognoses.
- F17. preventing, recognizing, managing, and treating, for the short-term, acute-medical emergencies in the dental environment including the provision of life support measures.
- F18. assessing the treatment needs of patients with special needs.
- F19. performing, managing, and/or communicating requisite technical and laboratory procedures attendant to the provision of dental restorations.

F20. assessing, critically appraising, applying, and communicating scientific and lay literature as it relates to providing evidence-based patient care.

## ***REQUIREMENTS FOR PROMOTION AND GRADUATION COMPETENCY STATEMENTS FOR CREIGHTON UNIVERSITY SCHOOL OF DENTISTRY***

### ***Freshman***

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 having passed the test.

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 recommendations(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.
- (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*

Students whose efforts to complete requirements for graduation extend beyond the University established date to have such work done to be eligible for a degree 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. No grace period will be offered to complete work in order to maintain eligibility for a degree/diploma.

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/unclassified student will be managed by the Office of the Assistant / Associate Dean for Academic Affairs. For those students who need more time 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 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 Group
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

An annual University Commencement Ceremony is held in May. 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 or Summer will have their diplomas mailed to them upon confirmation of all degree requirements by the respective Deans.

## 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 402.280.2881 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 of violations. 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; possessing, distributing or selling unreleased National Board Examinations; selling dental school test archives for profit; 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; using social media to denigrate or defame Creighton University, the School of Dentistry, and/or any of its employees, students or patients; 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 Creighton University 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 avail-

able 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.

This policy will be carried out in such a manner as to protect the privacy of the accused student in all aspects associated with the alleged violation including the confidentiality of the proceedings and their outcomes.

## **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 Assistant /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 Assistant /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 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 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 Assistant / 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 Assistant / 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 Assistant / 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 Assistant / 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 Assistant / 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 provided they are not on academic probation. These elective externships are to be limited to programs that issue a degree or certificate (i.e. post-doctoral specialties, GPR and AEGD) or that provide dental services to disadvantaged populations (i.e. Indian Health Service of Community Health Centers). This policy specifically excludes service trips, continuing education courses, and private practices. 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. Additionally, if this activity occurs while the dental school is in session, time spent away from school will be considered as an unexcused absence. Only those elective externships that are approved will receive an excused absence designation.

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 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.

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 school is not in session. No student at any level may participate in an elective externship during finals week.

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.

## ***POLICY ON SHADOWING IN THE CLINICS OF CREIGHTON UNIVERSITY SCHOOL OF DENTISTRY***

Creighton University School of Dentistry will allow limited shadowing experiences in the School's clinics for individuals who meet the following criteria:

- this program will only be available to Creighton University undergraduate students, to persons specifically invited by a faculty member, or to relatives of current students.
- the student must be able to show proof of immunizations consistent with that expected of a School of Dentistry student.
- the student will be required to wear personal protective equipment when observing in the clinics. This includes mask, gloves, clinic gown and protective eyewear.
- for safety reasons, the student will not touch any dental instruments or equipment involved in the care of a patient.
- the student must be able to demonstrate proof of HIPAA privacy training.

If this training has not been received, the student must contact the Assistant/Associate Dean for Clinical Services/ Director of Clinics at least two weeks prior to the scheduled shadowing date to receive this training.

- the student will not receive any academic credit for the shadowing experience.
- the student must be dressed in accordance with the School of Dentistry dress code.
- if carrying a cell phone, it must be turned off.
- the student will not have access to electronic or paper patient records.
- the student must be accompanied at all times in the School clinics by a School faculty member/student/representative (sponsor).
- the student must obtain written approval from the Assistant/Associate Dean for Clinical Services/Director of Clinics prior to the shadowing experience.

## ***CONFIDENTIALITY OF STUDENT RECORDS***

Creighton University's policy relating to the confidentiality and privacy of student education 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 education records.

They are:

1. The right to inspect and review the student's education records.

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 within 45 days of the day the University receives a request for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request shall be addressed.

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

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the

record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

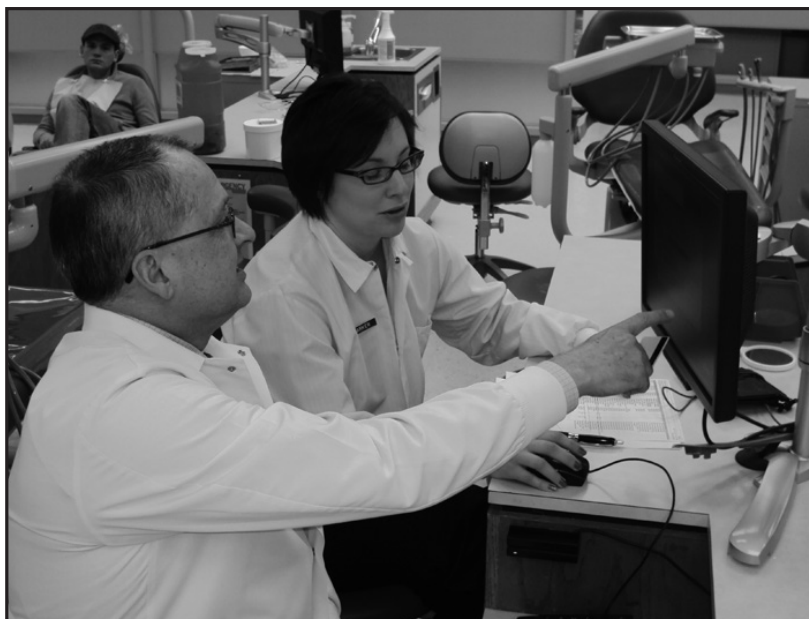
*NOTE: The right to challenge grades does not apply under this Act unless the grade assigned was inaccurately recorded.*

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

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Public Safety personnel and Student Health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, or the National Student Clearinghouse); a person serving on the Board of Trustees; 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.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions: school officials with legitimate educational interest; other schools to which a student is requesting transfer or enrollment; specified officials for audit or evaluation purposes; appropriate



parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; state and local authorities, within a juvenile justice system, pursuant to specific state law.

FERPA permits disclosure of education record information to a student's parent or guardian if the student is their dependent for federal tax purposes. To rely on the exception, the University must verify a student's dependent status by asking the student for confirmation or by asking the parent/guardian to provide a copy of the portion of their tax return showing they claimed the student as a dependent. Students may grant their parents or another third party access to their academic records by following the procedure on their N.E.S.T. account.

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

A currently enrolled student may request all directory information not be released by designating such on his/her N.E.S.T. account. Such submission of this request shall be honored henceforth unless revoked by the student, 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  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

## ***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 Request For Transcript form is available at the Registrar's Office or on the Registrar's website [www.creighton.edu/Registrar](http://www.creighton.edu/Registrar). 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 information regarding our institution's graduation/completion rates, in compliance with the Higher Education Act of 1965, as amended. To request graduation rate information, please contact the University Registrar at 402.280.2702 or [registrar@creighton.edu](mailto:registrar@creighton.edu).

## ***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 Analytical 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, Moletteire, Olson, Pederson, Steed.

**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*

### *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.

***DIAGNOSTIC SCIENCES (DAR)***

Shaner (Chair), Beehner, Benn, Buresh, Carney, Chehal, Franco, Gould, Hess, Knauss, Scheidel, Sanders, Walker.

*Freshman Year*

**DAR 121 Radiology Lecture (1) I**

Basic principles of radiation physics, radiation biology, radiation protection, and dental radiography will be discussed in detail. 1R, 16W.

**DAR 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.

**DAR 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).



### *Sophomore Year*

**DAR 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.

**DAR 213 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)

**DAR 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

**DAR 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. This is accompanied by a clinical introduction of students to the treatment of patients in clinical setting, including the principles of clinical examination, dental hygiene procedures and infection control. 1R, 16W; 4C, 2W (Clinic sessions are split classes).

**DAR 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.

**DAR 224 Radiology Technique (1) I**

Radiographic review 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).

**DAR 232 Oral Hygiene and Recall Clinic (1) II**

A continuation of introduction of the students to the treatment of patients in a clinical setting. Principles of oral hygiene, infection control, record keeping, extraoral/intraoral examination, and radiographic image capture and interpretation are applied to patient care. 4C, 2W.

**DAR 234 Radiology Technique (1) II**

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).

**DAR 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*

**DAR 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.

**DAR 314 Oral Diagnosis and Treatment Planning Clinic (3) I, II**

This course is designed to provide clinical experience in oral diagnosis, radiology, treatment planning, oral hygiene and assessment of treatment outcomes. An integral aspect of this course is the opportunity to apply and integrate the knowledge and principles learned in the classroom courses in oral diagnosis, oral medicine, oral pathology, and oral radiology to individual patients in clinical situations. The student is guided in the collection and analysis of acceptable treatment options for each patient. C.

**DAR 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.

**DAR 316 Patient Assessment Clinic (2) I, II**

Junior dental students will participate in the Patient Assessment Clinic to assist senior dental students in the evaluation of patients applying as candidates for treatment at the dental school. This involves management of dental unit infection control, entry of electronic health record documentation, review of patients medical history, exposing and processing radiographs requested by the senior dental student, and escorting patients to financial and appointment services. C.

**DAR 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.

**DAR 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*

**DAR 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.

**DAR 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.

**DAR 416 Patient Assessment Clinic (2) I, II**

Senior dental students will participate under supervision of department faculty to evaluate patients applying as candidates for treatment at the dental school. This will require evaluation of the patient health history, chief complaint, and a screening of their oral health status to include requesting of appropriate minimal radiographs to identify and categorize dental treatment indications. The goal of this clinical block assignment is to train the dental student in making rapid accurate assessments of patient treatment needs and medical risk assessment classifications that are appropriate for the dental school's scope of care and the student's level of skills. C.

**ENDODONTICS (END)**

Beeson (Chair), Billesbach, Chapman, K. Hermesen, Kappenman M. Hermesen, Ibarrola, Meyer.

*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, Berry, A. Bolamperti, T. Bolamperti, M. Carlisle, W. Carlisle, Carroll, Cavel, Cherek, Crawford, Erickson, J. Franco, Gerstner, Haisch, Hardy, Higginbotham, Houg, Howard, N. Kelsey, W. Kelsey, Kimmes, Kusek, Latta, Lewis, Mackintosh, Matranga, McCormack, McNally, Moore, Mowat, Naughton, Nielsen, O'Meara, Powell, Radniecki, Rudersdorf, Russell, Ryan, Shaddy, Shanahan, Sivers, St. Germain, Sullivan, Swirzek, Taggart-Burns, Travis, 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) and operative dentistry (GDO). It



is also responsible for monitoring overall student compliance with clinical comprehensive care guidelines (GDP).

#### *Freshman Year*

**GDS 113 Dental Anatomy Lecture (2) I**

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 and Introduction to Operative Dentistry 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 and Introduction to Operative Dentistry Laboratory (2) II**

Application of materials used in dentistry with an emphasis on tooth preparation for single and multiple surface lesions. 2L, 16W.

#### *Sophomore Year*

**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. Specifically, Class I, II and V amalgams as well as Class I, II, IV and V resin composition are covered 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. Specifically, Class II indirect gold as well as Class II, III, IV and V resin composites are covered 7L, 8W; 6L, 8W.

*Junior Year*

**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.

**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 provides basic restorative services in a clinical practice setting. Emphasis is placed on correct preparation of teeth with placement of currently acceptable materials, prevention of disease and maintenance of oral health. 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.

*Senior Year*

**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 participates in clinical procedures of single tooth restorations. These include a number of diversified operations, both intra - coronal and extra - coronal using current restorative materials and techniques 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.

***ORAL BIOLOGY (ORB)***

Jergenson (Chair), Abel, Albertine, Anderson, Ash, Barritt, Bartz, Bittner, Bockman, Cavalieri, Cerutis, Cretekos, Gale, Gelineau, VanWaes, Gentry-Nielson, Giger, Goering, Gorby, Groome, Hanson, Knoop, Kubiak, Lister, Lovas, No,rtton, O'Kane, Patterson, Rocha-Sanchez, Rodnick, Scofield, Sheridan, K. Simeone, T. Simeone, Simmons, Soukup, Stephens, Swanson, Thomson, Tu, Weston, Wolff, Zdan.

*Freshman Year*

**ORB 113 Histology (8) I**

Microscopic anatomy of normal mammalian and/or human tissues and organs. The structural and functional aspects of tissue and organs are studied by light microscopy. 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 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 biochemical components of the body with primary emphasis on the structure, synthesis and function 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 and biotechnology. 4R, 16W.

**ORB 231    Dental Pharmacology I (1) II**

Lecturers and discussions on pharmacological principles including pharmacokinetics, drug metabolism, drug receptor, pharmacodynamics and pharmacotherapeutics. This course, which runs concurrently with the Pain Control Course, also deals with drugs related to pain control. 1R, 8W.

*Junior Year*

**ORB 311    Dental Pharmacology II (4) 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. 1R, 8W.

**ORB 331    Dental Pharmacology III (3) II**

Lecturers and case presentations with continuing coverage of basic pharmacology and therapeutic applications. Individual topics include, antimicrobial and antifungal drugs, antiviral and anticancer drugs, endocrine pharmacology, drug abuse, drug-drug interactions, toxicology, and prescription writing. 2R, 8W; 1R, 8W.

*Senior Year*

**ORB 411    Dental Pharmacology Update (1) I**

Concise reviews 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, Blaha, Lanphier, Lewison, McVaney, 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, 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**

This course will feature advanced techniques 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 to the primary, mixed, and young permanent dentitions will also be covered. Finally, several mini-clinics will be conducted throughout the semester which will help prepare students for their junior year clinical pediatric dentistry experience. Topics will include behavior management, dental assistant utilization, and local anesthesia. This course will conclude with a pediatric dentistry clinic orientation. 1R, 16W; 3L, 16W.

*Junior Year*

**PDO 313 Principles of Orthodontics & Dento-Facial Growth and Development (2) I**

The classification and etiologic basis of malocclusion is presented along with the proper methodologies for diagnosing specific conditions. Growth and development of the craniofacial complex along with its relationship to the developing occlusion is discussed. Specific techniques for evaluating orthodontic patients, obtaining and analyzing accurate records, and determining a correct diagnosis and possible plan for treatment are emphasized throughout. Students should thoroughly understand malocclusion with its inherent complexity compared to ideal occlusion after completing this course. 1R, 16W.

**PDO 314 Orthodontic Diagnosis and Treatment Planning Clinic (2) I, II**

Clinic course in which each Junior student evaluates a fellow student from an orthodontic perspective and obtains orthodontic models. A more complete set of orthodontic records is analyzed to establish a thorough orthodontic diagnosis. Each student will be responsible for the diagnosis of at least one case. C.

**PDO 315 Pediatric Dentistry (4) I**

This course is designed to provide fundamental principles and basic knowledge in pediatric dentistry. Topics include etiology of caries and caries control methods, behavior management, principles of pulpal therapy and restorative dentistry as applied to the child patient, space maintenance, oral surgery for the pediatric patient, adolescent dentistry, child abuse recognition, emergency procedures for trauma and infection, oral lesions and periodontal conditions in children, hospital dentistry, and dentistry for patients with special needs. Particular emphasis will be placed on basic and essential knowledge in providing pediatric dental care by general practitioners. 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 the introductory foundation for clinical orthodontics. The physiology and mechanics of tooth movement are discussed. Methodologies for predicting and modifying growth relative to growing patients with skeletal problems are presented. The classifications of malocclusions are reviewed along with treatment modalities specific to each category. Philosophies for conventional removable and fixed orthodontic appliances are discussed along with specific mechanical principles of each appliance system. Rationale for possible extraction of teeth to facilitate orthodontic treatment along with the relationship of orthodontic tooth movement to the temporomandibular joint are presented. Following course completion students should understand which patients may be amenable to treatment by a general practitioner and which require specialized care. 1R, 16W.

*Senior Year*

**PDO 413    Principles of Orthodontics & Dento-Facial Growth and Development (2) I**

Emphasis is placed on evidence-based orthodontics along with new technologies while revisiting basic background information pertinent to every dentist regarding orthodontics. Growth and development of the craniofacial complex will be iterated as it relates to the diagnosis and treatment of patients with congenital abnormalities. Particular consideration is given to recognition of orthodontic situations that will be encountered in the general dental practice. Early treatment and adult treatment are discussed regarding timing and types of treatment for these diverse age groups. Retention, absolute anchorage and surgical-orthodontic modalities are presented. After completing this course, students should realize a general dentist may not wish to render orthodontic treatment to most patients but is responsible for recognition of problems and referral to an orthodontic specialist in a proper and timely fashion. 1R, 16W.

**PDO 414    Orthodontic Diagnosis and Treatment Planning Clinic (3) I, II**

Clinical course in which each senior student participates in the orthodontic clinic observing all phases of orthodontic treatment. Students will be expected to provide a comprehensive evaluation of a patient's orthodontic condition, obtain quality orthodontic records for proper diagnosis and treatment planning, present a treatment plan to the patient, and observe active treatment of patients. Students may elect to directly provide active orthodontic treatment to assigned patients for extra credit. 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.





## **PERIODONTICS (PER)**

Miyamoto (Chair), Daly, Gaspard, Harris W.P. Kelsey, Khan, Lang, Nunn, Olmo, Parrish, 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 or 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, Kluza, Kreekos, McMenemy, Meng, Millea, O'Brien, Ronk, Sheets, Smith, Stanosheck, Stout, Wee, 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 .....	4
	89*

### **Sophomore Year**

<u>Courses</u>	<u>Credit Hours</u>
Biochemistry .....	8
Diagnosis and Radiology .....	7
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
Pharmacology .....	1
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 .....	7
Patient Assessment .....	2
Practice Management .....	2
Removable Prosthodontics .....	10
Evidence-based Dentistry .....	2
TMD Disorders .....	2
Behavioral Science .....	2
	120*

### **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 .....	1
Patient Assessment .....	2
Pedodontics-Orthodontics .....	11
Periodontology .....	7
Practice Management .....	5
Removable Prosthodontics .....	9
Oral Pathology .....	2
Esthetic Dentistry .....	3
	103*

### **Approximate Division of Time (by clock hours)**

	<i>Lecture/ Seminar</i>	<i>Lab.</i>	<i>Field/ Clinic</i>	<i>Total Hours</i>
Freshman Year	429	519	55	1003
Sophomore Year	506	668	160	1334*
Junior Year	417	2	1048	1467**
Senior Year	204	28	1153	1385**

\*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.
- 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.
- KATHRYN L. ANDERSON, (2013) *Clinical Instructor of Periodontics* (2013).  
 B.S., University of Nebraska at Omaha, 2004; A.A.S., Iowa Western Community College, 2012.
- CORI A. BAQUERO-CRUZ, (2009) *Clinical Instructor of Periodontics/Community and Preventive Dentistry* (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.
- TEENA T. BEEHNER, (1993) *Assistant Professor of Diagnostic Sciences* (2003).  
 A.S. (dental hygiene), Marquette University, 1970; 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) *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 Diagnostic Sciences* (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)
- ELLEN F. BERRY, (2011) *Clinical Instructor of Community and Preventive Dentistry* (2011).  
 B.A., University of Missouri-Kansas City, 2002; D.D.S., 2002.
- THOMAS P. BERRY, (2013) *Assistant Professor of General Dentistry* (2013).  
 B.S., University of Wyoming, 1994; B.S., 1996; D.D.S. Creighton University, 2000.
- PAUL K. BEUTLER, (2009) *Clinical Instructor of Community and Preventive Dentistry* (2009).  
 B.S., University of Utah, 2004; D.D.S., Creighton University, 2008.
- SARAH T. BILLESBACH, (2009) *Clinical Instructor of Endodontics* (2009).  
 B.S., Bradley University, 2005; D.D.S., Creighton University, 2009.

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\* 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.

- GARY L. BJERRUM, (2008) *Clinical Instructor of Community and Preventive Dentistry* (2008).  
D.D.S., University of Nebraska, 1977.
- ELISSA M. BLACK, (2012) *Clinical Instructor of Periodontics* (2012).  
A.A.S. (dental hygiene), Iowa Western Community College, 2011; B.A.S., University of Missouri Kansas City, 2013.
- DAVID A. BLAHA, (2012) *Associate Professor of Oral and Maxillofacial Surgery* (2012);  
Diplomate of the American Board of Oral and Maxillofacial Surgery.  
D.D.S., University of Nebraska, 1980.
- 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.
- KERRI D. BOHN, (2011) *Clinical Instructor of Periodontics* (2011).  
B.S.D.H. (dental hygiene), University of Nebraska, 2010
- 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. (dental hygiene), 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.
- EDDIE K. BROTKOWSKI, (2012) *Clinical Instructor of Oral and Maxillofacial Surgery* (2012).  
B.S., University of Wisconsin-Platteville, 2001; D.D.S., Marquette University, 2011
- 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., (dental hygiene) University of Iowa, 1977
- JEROLD J. BURESH, (1964-83; 2000) *Professor of Diagnostic Sciences* (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 Diagnostic Sciences* (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.  
B.F.A., Creighton University, 2007.



- BRAD W. CARSON, (1990) *Adjunct Associate Professor of Prosthodontics* (2010).  
D.D.S., Creighton University, 1989.
- MARY L. CASH, (2000) *Special Associate Professor of Prosthodontics* (2013);  
*Clinical Instructor of Periodontics* (2000).  
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/Pharmacology* (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 Diagnostic Sciences* (2009);  
*Diplomate of the American Board of Oral and Maxillofacial Pathology*.  
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.
- 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.
- SHARON M. DALY, (1991) *Assistant Professor of Periodontics* (2005).  
B.S. (dental hygiene) Marquette University, 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). *Diplomate of the American Board of Oral and Maxillofacial Surgery*. 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.
- MARY E. DuBOIS, (2012) *Clinical Instructor of Periodontics* (2012).  
A.A.S. (dental hygiene), Rock Valley College, 2010.
- DONNA D. ECKMAN, (2006) *Clinical Instructor of Periodontics* (2006).  
A.A.S. (dental hygiene), 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
- JODI R. FLEISSNER, (2011) *Clinical Instructor of Periodontics* (2011).  
B.S. (dental hygiene), University of Nebraska, 2008.
- JOSEPH V. FRANCO, JR., (1985) *Assistant Professor of Diagnostic Sciences* (2013).  
B.A., Creighton University, 1980; D.D.S., 1984.

- JACQUELINE J. FREUDENTHAL, (2001) *Instructor of Community and Preventive Dentistry* (2011).  
B.S., Idaho State University, 1982.
- KIMBERLY A. GALT (2012) *Assistant Vice President for Multidisciplinary Health Sciences Research* (2012); *Associate Dean for Research in Schools of Dentistry, Nursing and Pharmacy and Health Professions* (2012); *Professor of Community and Preventive Dentistry* (2012).  
B.S., University of Michigan, 1978; PharmD., 1981; PhD, University of Nebraska, 2009.
- 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.
- LAURA J. GRABOW, (2013) *Clinical Instructor of Periodontics* (2013).  
A.A.S. (dental hygiene), Iowa Western Community College, 2006; B.S., Bellevue University, 2012.
- JEROME F. GRADOVILLE, (1988) *Adjunct Associate Professor of Prosthodontics* (2010).  
B.A., Creighton University, 1984; D.D.S., 1988.
- JESSE L. GRAY, (2011) *Clinical Instructor of Oral and Maxillofacial Surgery* (2011).  
B.S., Utah Valley University, 2007; D.D.S., Creighton University, 2011.
- WILLIS C. GRAY, (1974-80; 1985) *Associate Clinical Professor Emeritus of Endodontics* (2013).  
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.
- CAROL A. GRIENCEWIC, (2013) *Clinical Instructor of Periodontics* (2013).  
A.A.S. (dental hygiene), Hastings Central Community College, 1990.
- 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, *Professor of Community and Preventive Dentistry* (1995);  
*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);  
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 & Preventative Dentistry* (2009).  
B.S., Creighton University, 2000; D.D.S., 2004.

- LAURA E. HARRIS-VIEYRA, (2011) *Adjunct Assistant Professor of Periodontics* (2011).  
*Diplomate of the American Board of Periodontology.*  
 B.S., University of Nevada, 2001; D.D.S., Marquette University, 2005.
- KENNETH P. HERMSEN, (1975-89; 2006) *Professor of Endodontics* (2012); *Director of Continuing Education* (1986-89).  
 B.S., University of Nebraska, 1971; D.D.S., 1980; M.S., 1980.
- MICHAEL P. HERMSEN, (2005) *Assistant Clinical Professor of Endodontics* (2011).  
 D.D.S., Creighton University, 2002.
- RALPH R. HERRMAN (1973-95; 1997-98; 2013) *Associate Professor Emeritus of Removable Prosthodontics* (2013); *Chair of the Department of Comprehensive Dental Care* (1982-88).  
 D.D.S., Creighton University, 1954.
- STEPHEN J. HESS, (2002) *Associate Professor of Diagnostic Sciences* (2008).  
 B.S., Creighton University, 1969; M.S., 1971; D.D.S., 1978.
- DENNIS R. HIGGINBOTHAM, (1973) *Associate Professor of General Dentistry* (1984);  
*Acting Chair of the Department of Comprehensive Dental Care* (1988-89); *Director of Clinics* (1994-98); *Assistant Dean for Clinical Affairs* (1996-98); *Director of Continuing Education* (1999); *Interim Chair of the Department 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.
- I. FEN (JENNIFER) YAO HOUNG, (2007; 2012) *Instructor of Community and Preventive Dentistry/ General Dentistry/Periodontics* , (2012).  
 B.S., Creighton University, 2000; D.D.S., 2005.
- 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.
- KAREN A. HOWARD-SWIRZINSKI, (2011) *Clinical Instructor of Oral and Maxillofacial Surgery* (2011).  
 B.S., Arizona State University, 2006; D.D.S., Creighton University, 2011.
- 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.
- 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. JERGENSEN, (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.

- MARGARET A. JERGENSEN, (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..
- JAMES DANE JOHNSON, (2010) *Clinical Instructor of General Dentistry* (2010).
- WILLIAM W. JOHNSON, (2013) *Associate Clinical Professor of General Dentistry* (2013).  
D.D.S., Marquette University, 1977; M.S., 1989.
- TIMOTHY J. KAPPENMAN, (2011) *Clinical Instructor of Oral & Maxillofacial Surgery* (2011).  
D.D.S., Creighton University, 1987.
- WILLIAM V. KAPPENMAN, (2012) *Instructor of Endodontics* (2012).  
B.S., Creighton University, 2008; D.D.S., 2012.
- 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.
- JAMI R. KELLY, (2012) *Clinical Instructor of Periodontics* (2012).  
A.A.S. (dental hygiene), Iowa Western Community College, 2007; B.A., Buena Vista University, 2012.
- 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.
- ROBIN R. KHAN, (1996-97; 2011) *Special Assistant Professor of Periodontics*, (2013).  
A.D.N., College of St. Mary, 1985; D.D.S., Creighton University, 1996
- TAERA KIM, (2012) *Assistant Clinical Professor of Pediatric Dentistry*, (2012).  
B.S., University of California at Los Angeles, 1998; D.M.D., Boston University, 2004; CAGS/MSD, 2007.
- 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.
- 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.

- NICHOL M. KUBIAK, (2012) *Instructor of Oral Biology* (2012).  
Certified Specialist in Sports Dietetics (CSSD)  
B.S., University of Nebraska at Omaha, 2001.
- LISA M. KUCERA, (1999) *Clinical Instructor of Periodontics* (1999).  
A.A.S. (dental hygiene) Hastings Central Community College, 1983; B.S., University of Nebraska-Omaha, 1991.
- KATHERINE A. KUSEK, (2012) *Instructor of General Dentistry* (2012).  
B.S., Creighton University, 2007; D.D.S., 2011.
- MELISSA S. LANG, (2009) *Assistant Professor of Periodontics* (2009).  
A.S., Independence Community College, 1998; B.S., Pittsburg State University, 2000;  
*Diplomate of the American Board of Periodontology*  
D.D.S., University of Nebraska, 2004; M.S., 2007.
- TERRY F. LANPHIER, (1994) *Associate Professor of Oral and Maxillofacial Surgery* (2010).  
B.S., Creighton University, 1978; D.D.S., 1982; M.B.A., 2010.
- MARK A. LATTA, (1995) *Professor of General Dentistry* (2003); *Associate Dean for Research*  
(1995; 1998); *Dean*, (2011).  
A.B., Lafayette College, 1978; D.M.D., University of Pennsylvania, 1983; M.S., University  
of Maryland, 1995.
- 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.
- 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.
- MARVIN O. LUDLOW, (1976-2003; 2013) *Associate Professor Emeritus of Endodontics*  
(2013); *Chair of the Department* (1979-2000).  
D.D.S., University of Missouri, 1969; M.S., University of Nebraska, 1974
- JAMES J. LUKAS, (1973-74; 1976-1981; 2002) *Associate Clinical Professor of Pediatric  
Dentistry* (1980); *Director of Orthodontics* (2002-2007).  
B.S., Creighton University, 1969; D.D.S., 1973; M.S. Saint Louis University, 1976.
- REGAN T. MACKINTOSH, (2007) *Clinical Instructor of General Dentistry* (2007).  
B.S., Creighton University, 2002; D.D.S., 2006.
- ANDREA L. MALCOM, (2011) *Clinical Instructor of Community and Preventive Dentistry* (2011).  
B.S., University of South Dakota, 2007.
- 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.
- 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. MATTSON, (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.

- KIRSTIN T. MCCARVILLE, (2008) *Assistant Clinical Professor of Prosthodontics* (2011).  
B.S., Creighton University, 2001; D.D.S., 2005.
- MICHAEL P. McCORMACK, (2013) *Clinical Instructor of General Dentistry* (2013).  
B.A., University of Nebraska at Omaha, 1971; D.D.S., Creighton University, 1980.
- 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.
- MEGHAN E. McMENEMY, (2012) *Instructor of Endodontics/Prosthodontics* (2012).  
B.S., University of New Mexico, 2004; D.D.S., Creighton University, 2011.
- 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.
- DAVID J. MILLEA, (1998) *Special Associate Professor of Prosthodontics* (2013).  
D.D.S., Creighton University, 1977.
- 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.
- 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.
- 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) *Special Assistant Professor of Oral and Maxillofacial  
 Surgery/Surgery* (2011).  
 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.
- 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.
- DOROTHY J. POLAN, (1998) *Clinical Instructor of Periodontics* (1998).  
 B.S. (dental hygiene) 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.
- SHAWN E. POWELL, (2013) *Assistant Professor of Pediatric Dentistry* (2013);  
*Diplomate of the American Board of Pediatric Dentistry*.  
 B.S., University of Nebraska-Lincoln, 1995; D.D.S., 1999; M.S., 2011.
- SCOTT M. RADNIECKI, (2012) *Instructor of General Dentistry* (2012).  
 B.S., Creighton University, 2008; D.D.S., 2012
- SONIA M. ROCHA-SANCHEZ, (2006) *Associate Professor of Oral Biology /Biomedical  
 Sciences* (2012).  
 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) *Assistant Professor of General Dentistry* (2012).  
B.S., University of Nebraska-Lincoln, 1975; D.D.S., Creighton University, 1982.
- 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) *Instructor of Diagnostic Sciences* (2012).  
B.S. (dental hygiene) University of South Dakota, 1983.
- DONAL D. SCHEIDEL, (2010) *Associate Professor of Diagnostic Sciences* (2010).  
D.D.S., Creighton University, 1981.
- LINDA S. SCHEIRTON, (1997) *Associate Clinical Professor of Periodontics* (1997); *Associate Professor of Occupational Therapy* (2003) (secondary appointment); *Associate Professor, Pharmacy Sciences* (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
- 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 Diagnostic Science* (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.
- MICHAEL I. SHNAYDER, (2010) *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (2011). *Diplomate of the American Board of Oral and Maxillofacial Surgery*.  
B.S., University of California at Los Angeles, 1999; D.D.S., 2003; M.D., University of Nebraska Medical Center, 2006.
- 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.
- NATHAN W. SOMMER, DDS, (2011) *Instructor of Prosthodontics* (2011).  
B.S., Creighton University, 2005; M.B.A., University of Nebraska 2007; D.D.S., Creighton University, 2011
- 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.
- CHRISTOPHER A. STANOSHECK, (2002) *Special Associate Professor of Prosthodontics* (2013).  
B.S., Creighton University, 1996; D.D.S., 2000.

- 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 Professor of General Dentistry* (1910).  
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. (dental hygiene), Delta College, 2003.
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B.S., University of Nebraska at Omaha, 2000; D.D.S., Creighton University, 2005.
- CAROLYN L. TAGGART-BURNS, (2004) *Clinical Instructor of General Dentistry* (2004).  
B.S., Creighton University, 1998; D.D.S., University of Nebraska, 2002.
- TOSHIKI TAKAMIZAWA, (2012) *Assistant Professor of Operative Dentistry* (2012).  
D.D.S., Nihon University (Matsudo, Japan), 1995; Ph.D, 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* (1997-2009).  
B.A., University of Nebraska, 1971; D.D.S., 1975.
- ERIN R. TERVEER, (2012), *Clinical Instructor of Periodontics* (2012).  
A.A.S. (dental hygiene), Iowa Western Community College, 2010.
- DEVON N. TIMSON-ALBERTSON, (2005) *Clinical Instructor of Periodontics* (2005).  
A.S., Dixie State College, 1998; AAS (dental hygiene), Iowa Western Community College, 2003.
- CARLYE Z. TRAVIS, (2012) *Instructor of General Dentistry* (2012).  
B.S., Texas Christian University, 1996; D.D.S., University of Nebraska, 2000
- CHRISTINE S. WAGMAN, (1992) *Assistant Professor of Periodontics* (2005).  
B.S., University of Nebraska-Lincoln, 1991; R.D.H., 1991.
- TIMOTHY F. WALKER, (2006-09; 2012) *Assistant Professor of Diagnostic Sciences* (2012).  
A.A., Metropolitan Technical Community College, 1977; B.S., University of Nebraska, 1981;  
D.D.S., Creighton University, 1985; M.S., University of Texas at San Antonio Health Science Center, 2012.
- 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.
- NANCY L. WEHNER, (2001) *Clinical Instructor of Periodontics* (2001).  
B.S. (dental hygiene), University of Nebraska, 1974; R.D.H., 1974.
- 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* (2000-11); *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.
- 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.
- JENNIFER L. WILKINS, (2012) *Clinical Instructor of Periodontics* (2012).  
B.S. (dental hygiene), University of Nebraska, 2006.
- BRYAN C. WILLIAMS, (2012) *Clinical Instructor of Oral and Maxillofacial Surgery* (2012).  
B.S., University of Utah, 2003; D.M.D., Temple University, 2012.
- 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.
- 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;  
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- MICHELLE M. ZOUCHA, (2012) *Clinical Instructor of Periodontics* (2012).  
A.A.S. (dental hygiene), Iowa Western Community College, 2000.

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# CREDO OF CREIGHTON

Creighton, a Jesuit, Catholic University, is convinced that the hope of humanity is the ability of men and women to seek the truths and values essential to human life. It aims to lead all its members in discovering and embracing the challenging responsibilities of their intelligence, freedom, and value as persons.

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

We believe in God, our loving Creator and Father.

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

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

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

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

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

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

We believe in the teachings and example of Jesus Christ.

# Creighton

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College of Business

College of Nursing

University College and Summer Sessions

### **THE SCHOOLS**

Graduate School

School of Dentistry

School of Law

School of Medicine

School of Pharmacy and Health Professions

