

Creighton University General Information

About Creighton

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 8,000 undergraduate, graduate and professional students with interdisciplinary degree programs that emphasize education of the whole person—academically, socially and spiritually. The student body represents all 50 states and U.S. territories, as well as more than 40 countries.

More than 70 academic programs are offered in three undergraduate schools (arts and sciences, business and nursing) and six graduate and professional schools. Average class size is 22, with an 11:1 student-to-faculty ratio. Creighton study abroad programs take students to more than 50 locations around the world annually.

The University has been consistently ranked a top Midwest regional university by U.S. News & World Report and in 2015 also was among the 200 colleges and universities profiled in Princeton Review's Colleges That Pay You Back: The 200 Best Value Colleges and What It Takes to Get In. In the Jesuit tradition of service, Creighton students last year contributed more than 1 million hours of community service locally, nationally and internationally.

Location

Omaha, with a metropolitan area population of nearly 1 million, is Nebraska's largest city. It is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa border. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's 139-acre campus is within walking distance of downtown and riverfront business, sports/recreational, cultural and entertainment districts. Creighton also is conveniently located close to hotels and the airport.

Omaha is on a number of Top 10 lists, as reported by the Greater Omaha Economic Development Partnership. These include Best City for Active Lifestyle (Wallethub.com); Most Affordable Big Cities in the U.S. (Kiplinger); Best Cities to Launch a Startup (CNN Money); Best Cities for Quality of Life (Nerdwallet.com); America's Best Cities for Young Professionals (Forbes); and Best Cities to Raise a Family in America (Movoto Blog).

In addition to the main campus in Omaha and online education accessible from anywhere in the world, Creighton has a College of Nursing campus in Hastings, Neb., and a School of Medicine campus in Arizona. Creighton's regional campus in Phoenix at St. Joseph's Hospital and Medical Center is the only Catholic medical school west of Omaha.

History

Edward and Mary Lucretia Creighton, along with Edward's brother John, settled in Omaha in the mid-1850s. John married Mary Lucretia's sister Sarah Emily Wareham in 1868 and the four are considered the founders of Creighton University. Edward's work with the transcontinental telegraph and freighting, ranching, railroading and banking became a major force in the city's economic development. The two brothers were widely known for their business enterprises, and the two couples were equally widely regarded for their philanthropy.

Edward died in 1874 and his widow included \$100,000 in her will to establish Creighton College in her husband's memory. Mary Lucretia died in 1876 and her executors, who included her brother-in-law John, purchased 6.2 acres of land at the northwest corner of what is currently 24th and California streets. They began to build a school and transferred the land, building and additional securities to Bishop James O'Connor of Omaha.

The bishop asked the Jesuits to operate the school and the first president, the Rev. Roman A. Shaffel, S.J., arrived in Omaha in late 1877; the school opened on Sept. 2, 1878, to 120 students. Bishop O'Connor in 1879 surrendered his trust to the Jesuits, who incorporated the University under Nebraska law.

Edward and Mary Lucretia's generosity is credited with establishing Creighton College, while John and Sarah Emily's philanthropy enlarged it to a five-school university. Today, Creighton University consists of nine schools and colleges:

- College of Arts and Sciences (1878)
- School of Medicine (1892)
- School of Law (1904)
- School of Dentistry (1905)
- School of Pharmacy and Health Professions (1905)
- Heider College of Business (1920)
- Graduate School (1926)
- College of Nursing (four-year bachelor's degree program began in 1958; college established in 1971)
- College of Professional Studies (established as University College in 1983)

Creighton Colleges and Schools

College of Arts and Sciences (<http://ccas.creighton.edu>)

The College of Arts and Sciences is the oldest and largest of Creighton's nine colleges and schools. The college offers more than 60 majors and minors; an 11:1 faculty-to-student ratio; and research opportunities for undergraduates in all disciplines. Creighton encourages student involvement in research through the Center for Undergraduate Research and Scholarship (CURAS); nearly 100 arts and sciences students present research at national and regional scholarly conferences annually. These efforts and others have resulted in Creighton being named among only 32 universities in the nation for undergraduate research opportunities by U.S. News & World Report — and the only Catholic university to be recognized.

More than half of the college's students attend graduate or professional school upon graduation, at such institutions as Harvard, Stanford, Oxford and Cambridge universities. The College of Arts and Sciences hosts a chapter of Phi Beta Kappa, the nation's oldest and most prestigious honor society for liberal arts and sciences graduates. Interdisciplinary programs include such areas as neuroscience, healthy lifestyle management, sustainability studies, digital humanities, health administration, and justice and peace studies. The Department of Journalism, Media and Computing prepares students for success in today's technology-driven world by melding programs in journalism, graphic design and computing.

Heider College of Business (<http://business.creighton.edu>)

Established in 1920, the Heider College of Business became Creighton's first named college in 2013, in recognition of philanthropists Charles (BSC'49) and Mary Heider. It is among only 2 percent of schools in the world accredited in both business and accounting by the Association to Advance Collegiate Schools of Business International. The faculty includes more chartered financial analysts than any other higher education institution in the world.

In 2015, Heider College was ranked a Top 100 business program by U.S. News & World Report at No. 93; undergraduate finance ranked 17th; and accounting ranked 23rd. The college reports 99 percent of recent graduates were employed or in graduate school within six months of graduation; accounting majors have had a 100 percent placement rate for the past 10 years.

Students receive real-world experience, including investing University funds through the Portfolio Practicum class; planning the Creighton Business Symposium, the largest U.S. student-planned business event; and working with the Business Ethics Alliance, the leading nonprofit dedicated to city-level business ethics programming. Programs offering interdisciplinary opportunities include 3/3 Law (business and law degrees attained in six years); Pre-Healthcare (combines a business degree with completion of requirements for health care professional programs); Bioscience and Entrepreneurship (hands-on experience in commercializing medical innovations); and the M.D./MBA (students complete an MBA during the third-year of medical school).

College of Nursing (<http://www.creighton.edu/nursing>)

The College of Nursing has achieved a national reputation for innovative programs that keep pace with the ever-changing field of nursing. For example, Creighton's accelerated Bachelor of Science in Nursing (BSN) was one of the first in the nation and Creighton was the first nursing school in Nebraska to offer a Doctor of Nursing Practice (DNP) degree. Creighton nursing faculty members serve on state and national nursing and health care committees and organizations.

The college offers BSN, MSN and DNP programs; education is delivered at two campuses, in Omaha and Hastings, Neb., and is supplemented by select online courses and tracks. The BSN program includes a traditional four-year direct-entry pathway that allows students to start their college careers as freshmen in nursing, while the accelerated BSN is a 12-month program for college graduates who pursue nursing as a second degree. The MSN and DNP programs prepare graduates to be nurse practitioners, clinical nurse specialists, clinical nurse leaders, clinical systems administrators and nurse educators. Creighton BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination (NCLEX-RN) and annual pass rates on the certification examination for nurse practitioner-track graduates generally range from 90 to 100 percent for first-time test-takers.

Community involvement — at home and abroad — is at the heart of Creighton nursing. Students gain hands-on learning at free health clinics in Omaha and through international health care at the Institute for Latin American Concern in the Dominican Republic (ILAC). The College of Nursing also collaborates with public and parochial schools in Omaha and surrounding areas to provide state-mandated health screenings. Creighton nursing students complete preceptorships in some of the nation's largest hospitals as well as in small, rural hospitals or specialty hospitals.

College of Professional Studies and Summer Sessions (<http://succeed.creighton.edu>)

The College of Professional Studies, established in 1983 as University College, provides on-campus and online undergraduate degrees, certificates and noncredit programs for adult learners. Students enjoy small classes that offer individual attention and the ability to forge strong relationships with fellow learners and faculty. In 2014-2015, there were more than 300 students enrolled in the College of Professional Studies and more than 50 adult students graduated from more than 20 programs. The college's online bachelor's degree completion programs are ranked No. 1 in the region and No. 16 nationally by U.S. News & World Report.

The online Bachelor's in Leadership includes three specialization tracks: health care management, nonprofit management and human capital management; the new online Bachelor of Arts in Healthy Lifestyle Management is designed for students who wish to pursue careers in the growing field of health and wellness. The program is unique because it is rooted in interdisciplinary teaching, research and practice to care for the whole person—body, mind and spirit. The college offers 12 undergraduate certificate programs including such offerings as business administration, theology, health administration and policy, creative writing and more.

Graduate School (<http://succeed.creighton.edu>)

Creighton's first master's degree was awarded in 1893 and the first Ph.D. was conferred in 1971. Today, the Graduate School offers more than 35 master's degree programs, numerous doctoral programs and is a leader in interdisciplinary education with both on-campus and online programs. More than half of Creighton graduate students are enrolled in online programs.

In 2015, U.S. News & World Report ranked Creighton No. 11 in Best Online Graduate Education Programs (M.S. in Educational Leadership and M.S. in School Counseling and Preventive Mental Health) and No. 12 in Best Online Graduate Business Programs (Master of Investment Management and Financial Analysis and Master of Business Intelligence and Analytics). The Doctoral Program in Interdisciplinary Leadership (Ed.D.) is the Graduate School's largest online program, this year drawing students from 45 states and 10 countries.

The Graduate School is continually adding to its academic offerings with distinctive and innovative programs in a wide variety of fields including business, leadership, conflict resolution, education, school counseling, humanities, health care, public health, ministry, theology and science; creative writing (MFA), East-West studies, medical anthropology, public health, emergency medical services (EMS), and health and wellness coaching. Creighton also offers graduate certificates in many fields as well as dual degrees in business, law, medicine, international relations, negotiation/conflict resolution, information technology, health care ethics, leadership and more.

School of Dentistry (<http://www.creighton.edu/dentalschool>)

The School of Dentistry has a reputation for excellence, last year receiving applications from more than 20 percent of those applying to dental schools nationally; the school's faculty members serve in leadership and advisory roles with local, regional and national organizations. Graduates become general dentists or pursue residency programs, advanced degrees and specialty training in nearly all 50 states; 20 to 25 percent of Creighton dental graduates achieve post-doctoral training. Creighton is considered to have one of the most affordable private dental schools in the United States.

Hands-on clinical experience as well as community service are hallmarks of a Creighton dental education: the dental clinic serves more than 11,000 patients annually; students and faculty volunteer through OneWorld Community Health Center, "Give Kids a Smile," Heart Ministry Clinic, Special Olympics and outreach in the Dominican Republic; and through "Building Healthy Futures," Creighton provides preventive oral care and education to nearly 4,300 schoolchildren.

Thirty-nine percent of students come from states without dental schools; Creighton has contracts with Idaho and Wyoming and offers Western Interstate Commission for Higher Education (WICHE) seats for dental students from New Mexico, North Dakota and Wyoming. Creighton is proud to participate in the Robert Wood Johnson Foundation's Dental Pipeline program, encouraging recruitment of Native American students.

School of Law (<http://law.creighton.edu>)

The School of Law was established in 1904. Today, the 300-plus students in the School of Law are taught by 33 full-time professors and 31 adjunct faculty members who are prosecutors, public defenders and other practicing attorneys. Last year's graduates accepted offers of employment in 17 states.

Creighton law students have the flexibility to earn a J.D. degree in two, three or four years. Other programs include earning a J.D. plus a master's degree in negotiation and dispute resolution from Creighton's Werner Institute in three years; the Government and Leadership (GOAL) Program, which provides a J.D. and a master's degree in three years plus an externship in Washington, D.C.; and the joint J.D./MBA with the Heider College of Business.

Innovative educational experiences in the school include a constitutional law seminar offered every other year allowing face-to-face discussion with a U.S. Supreme Court justice; the summer program, "From Nuremberg to the Hague," featuring the study of international criminal law, war crimes and the Holocaust in Germany and The Netherlands; and an annual immersion trip to the Dominican Republic that encourages law students to reflect on life, law and poverty in a Third World nation.

The School of Law assists students interested in public-interest law by offering summer grants to first- and second-year students who accept unpaid externships with government and nonprofit law offices. Students also gain experience through the Abrahams Legal Clinic, which gives free legal services to low-income individuals, especially victims of domestic violence, and the Community Economic Development Clinic, which provides free legal services to low-income entrepreneurs.

School of Medicine (<http://medschool.creighton.edu>)

The School of Medicine was established in 1892 as the John A. Creighton Medical College. The school has a regional campus in Phoenix at St. Joseph's Hospital and Medical Center, which is the only Catholic medical school campus west of Omaha. The medical school's primary clinical partner,

CHI Health, is the largest health care network in the region and one of the top 15 health care systems in the U.S. CHI Health is affiliated with Colorado-based Catholic Health Initiatives, one of the nation's largest faith-based nonprofit health systems.

Creighton graduates' medical licensing scores and pass rates consistently exceed the national average and 100 percent of Creighton medical students perform community service while in medical school. Creighton was the first Catholic university to receive the prestigious Community Service Award from the Association of American Medical Colleges (AAMC); the award recognized the student-founded and run Magis Medical Clinic, which provides free health care for uninsured and underinsured people in Omaha.

Faculty members and their research are world-renowned. The medical school is an international leader in hereditary cancer and osteoporosis, with other outstanding programs including infectious disease, cardiovascular disease, nutrition/metabolism and neuroscience. A landmark study conducted at Creighton suggested that boosting vitamin D3 intake can significantly reduce the risk of breast and other cancers. Researchers in biomedical sciences, medical microbiology/immunology and pharmacology are making discoveries in atherosclerosis, bacterial resistance, cancer, hearing restoration, brain injury, bone growth/bone loss and more.

School of Pharmacy and Health Professions (<http://spahp.creighton.edu>)

Established in 1905 as the Creighton College of Pharmacy, the School of Pharmacy and Health Professions (SPAHP) expanded over the years to include other health professions. The school is an academic pioneer, offering: the first clinical doctorates in occupational therapy (OTD) and physical therapy (DPT) in the nation; the first — and only — Web-based distance education pharmacy program; the first distance education program in occupational therapy leading to the clinical doctorate in occupational therapy; and 40 years of emergency medical services (EMS) education. SPAHP also has innovative partnerships with the University of Alaska Anchorage (OTD and Pharm.D.) and Regis University in Denver (OTD).

SPAHP faculty are renowned: the school has one of the largest OT faculties in the nation, with 18 faculty members holding terminal degrees; for more than 25 years, faculty members in the Center for Drug Information and Evidence-Based Practice have provided evidence-based, timely and unbiased information to health care professionals (fewer than 15 percent of pharmacy schools in the U.S. offer as much drug information expertise to the professional community); and the Health Services Research Program is recognized nationally for its work in patient safety.

First-time national licensure pass rates in pharmacy, OT and PT have been nearly 100 percent the past several years and more than 75 percent of the school's students receive one to three job offers before they graduate. They have access to an expanse of clinical training sites, with a faculty-student clinical ratio of 1:3, in every health care discipline, including pediatrics, geriatrics, mental health, acute and long-term care and more. Service to others is a hallmark of the school, with students giving nearly 10,000 hours of service per semester.

Mission, Learning Outcomes, and Goals and Objectives

Mission Statement

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

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 **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 **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.

University Assessment of Learning Outcomes

The University Assessment Committee has articulated six university-level outcomes that are common to all undergraduate, graduate, and professional student experience.

All Creighton graduates will demonstrate:

1. disciplinary competence and/or professional proficiency,
2. critical thinking skills,
3. Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice,
4. the ability to communicate clearly and effectively,
5. deliberative reflection for personal and professional formation,
6. the ability to work effectively across race, ethnicity, culture, gender, religion and sexual orientation.

Each program defines its learning goals/graduate outcomes, and these outcomes should be in alignment with each College/School's goals as well as the broader university-wide goals. A variety of outcome measures are used within each of the programs to provide evidence of student learning, and to assess how well the learning goals/graduate outcomes are being met.

Goals and Objectives

Creighton University exists to educate her students with a view to their intellectual expansion, social adequacy, physical development, aesthetic appreciation, and spiritual enrichment. Creighton serves her publics primarily through teaching and research. Employing the techniques of teaching and research offers numerous other opportunities to provide community services and leadership.

Creighton has behind it a pattern of more than four centuries of Jesuit teaching. The Order's focus has always been on the total person, an approach that includes development of each student's talents to assure that he or she can meet both material and spiritual needs.

Members of every denomination are enrolled in and welcome to all courses in the University. While Creighton fosters learning in a Christian-oriented setting and challenges students to reflect on transcendental truths, students are not required to participate in religious services or activities.

All educational programs of Creighton University are open to both men and women.

The University Assessment Plan has been established to help measure the success of Creighton's academic programs. Each college and school has in place its own appropriate plan to determine student achievement in its programs and to implement changes for continuous improvement in Creighton's assessment plans, and students participate with faculty and administration in striving for improvements in the teaching-learning process. In addition, the University Plan embraces Student Life, and the special areas of cultural diversity and service to others, values which are emphasized in Creighton's Mission Statement.

Accreditations 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.

Higher Learning Commission

230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411

Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org

The Heider College of Business is an accredited member of the Association to Advance Collegiate Schools of Business-AACSB (<http://www.aacsb.edu/accreditation>) International (graduate and undergraduate programs). The accounting program has been accredited (Type A - baccalaureate) by the Accounting Accreditation Committee of the Association.

The Creighton University EMS Education Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<http://www.caahep.org>)) upon the recommendation of the Committee on Accreditation of Education Programs for the Emergency Medical Services Professions. The program also is approved by the State of Nebraska.

The College of Nursing baccalaureate, master's and doctoral programs are accredited by the Commission on Collegiate Nursing Education (CCNE (<http://www.aacn.nche.edu/ccne-accreditation>)). The baccalaureate program is approved by the State of Nebraska.

The Department of Social Work is an accredited Council on Social Work Education (CSWE (<http://www.cswe.org/Accreditation.aspx>)) program preparing professional undergraduate social workers.

The teacher education programs of Creighton University are fully accredited by the National Council for Accreditation of Teacher Education (NCATE (<http://www.ncate.org/Accreditation/tabid/100/Default.aspx>)) for the preparation of elementary, secondary, and special education teachers at the undergraduate level, and for the graduate-level preparation of teachers, school principals and school counselors.

The dental education program of the School of Dentistry is accredited by the Commission on Dental Accreditation (CODA (<http://www.ada.org/117.aspx>)). The Commission is a specialized accrediting body recognized by the U.S. Department of Education.

The Creighton University School of Law is fully accredited by the American Bar Association Section (ABA (http://www.americanbar.org/groups/legal_education/resources/accreditation.html)) of Legal Education and Admissions to the Bar. The School of Law is also a member of the Association of American Law Schools.

The School of Medicine is fully accredited by the Liaison Committee on Medical Education (LCME (<http://www.lcme.org>)), representing the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association. The Department of Education recognizes the LCME for the accreditation of programs of medical education leading to the M.D. degree in institutions that are themselves accredited by regional accrediting associations. Institutional accreditation assures that medical education takes place in a sufficiently rich environment to foster broad academic purposes. The School of Medicine is also an institutional member of the Association of American Medical Colleges.

The School of Pharmacy and Health Professions programs are accredited as follows:

The Pharmacy program, accredited by the Accreditation Council for Pharmacy Education (ACPE (<https://www.acpe-accredit.org>)), is a member of the American Association of Colleges of Pharmacy.

The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE (<http://www.aota.org/en/Education-Careers/Accreditation.aspx>)) of the American Occupational Therapy Association Inc.

The program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE (<http://www.capteonline.org/home.aspx>)).

The University is also approved by and/or a member of the following: American Council on Education, Association of American Colleges and Universities, Association of Catholic Colleges and Universities, Association of Independent Colleges and Universities of Nebraska, Association of Jesuit Colleges and Universities, Council for the Advancement and Support of Education, Council for Higher Education Accreditation, National Association of Independent Colleges and Universities, Commission on Accreditation of Allied Health Education Programs, Council for Opportunity in Education, American Association of Colleges for Teacher Education, American Association of University Professors, American Association of University Women, Association of Schools of Journalism and Mass Communication, Association of Independent Liberal Arts Colleges for Teacher Education, Council of Graduate Schools in the United States, Council on Social Work Education, International Association of Catholic Universities, Midwest Association of Graduate Schools, National Association

of Educational Broadcasters, National Association for Foreign Student Affairs, National Council for Accreditation of Teacher Education, Nebraska Council on Teacher Education, and Nebraska State Board of Educational Examiners.

Creighton University is authorized to provide online education (<http://www.creighton.edu/center-for-academic-innovation>) in the following states: Alaska, Arizona, District of Columbia, Georgia, Illinois, Iowa, Maryland, Minnesota, Mississippi, Montana, Nevada, North Dakota, Oregon, Pennsylvania, South Dakota, Utah, Washington, Wisconsin and Wyoming.

University Libraries

The Creighton University Libraries, (Health Sciences, Law, and Reinert-Alumni) share a commitment to providing outstanding resources, expertise, and facilities to all our undergraduate, graduate and professional programs whether online or on campus. All three libraries have developed unique collections, services, and resources that are designed to maximize students' personal and educational experiences while at Creighton and beyond. Each Library has an array of expert information professionals that provide research, database, and library related technology support to students at both on and off campus locations. Learning spaces in the University Libraries offer a variety of furnishings and technology for individual and collaborative study. Go to www.creighton.edu/libraries to explore any of the Creighton Libraries.

Campus Facilities

Creighton's 139-acre urban campus encompasses more than 50 buildings, providing excellent facilities for the University's academic, residential, spiritual, athletic and recreational activities. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University, and is listed in the 2015 Princeton Review Guide to 353 Green Colleges for its strong commitment to the environment and sustainability.

The University recently made extensive campus improvements, including renovation of buildings affecting more than 100,000 square feet of academic space and completion of the east campus athletic/fitness/recreation corridor.

Recognition of Scholarship and Leadership

Creighton University applauds the scholastic effort and achievement of its students. In addition to the numerous scholarships, awards, and honor societies from each School and College that recognize student accomplishments, Creighton is proud to honor students with the following:

Alpha Sigma Nu is a national Jesuit honor society for men and women, awarded on the basis of scholarship, loyalty and service.

Phi Beta Kappa, Beta of Nebraska (Creighton Chapter). Founded in 1776, Phi Beta Kappa is the nation's oldest honor society. It celebrates and advocates excellence in the liberal arts and sciences, and only 10 percent of American colleges and universities have earned the privilege of hosting a chapter. Once a year, the chapter invites select juniors and seniors with an outstanding academic record in the liberal arts and sciences to become members.

The **Spirit of Creighton Award** is a citation conferred on a male and a female student by the President of the University annually at Commencement for demonstrating remarkable initiative and

able enterprise, wisdom in action, modesty in achievement, and great personal sacrifice for the good of others.

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, Homecoming, 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.

Nondiscrimination Statement

Creighton University is committed to providing a safe and nondiscriminatory educational and employment environment. The University admits qualified students and hires qualified employees without regard to race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, veteran status, or other status protected by law. Its educational and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination.

Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

It is the policy of the University to make all programs and services available to individuals with disabilities. Inquiries concerning rights and responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 should be directed to the Section 504 Coordinator. To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact Human Resources (for employees), Schneider Hall or by telephone 402.280.2709, or the Office of Disability Accommodations (for students), Old Gym 437 or by telephone 402.280.2166.

The following person has been designated to monitor compliance and to answer any questions regarding the University’s non-discrimination policies:

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University
Office of Equity and Inclusion

Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: allisontaylor@creighton.edu
Web: www.creighton.edu/oei

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www.ed.gov/about/office/list/ocr/index.html (<http://catalog.creighton.edu/general-information-about-creighton/nondiscrimination-policy/www.ed.gov/about/office/list/ocr>).

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. Students are encouraged to make requests for reasonable accommodations 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 additional evaluation of limitations as appropriate and 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 (<http://www.creighton.edu/disabilitysupportservices>) at 402.280.2166.

Military Leave Policy

Creighton University supports a student who is a member, or who parents a dependent child with a spouse who is a member, of a military reserve unit or the National Guard and is called into active military service by the United States. To assist him/her to maintain his/her status as Creighton student, the University has adopted the following guidelines:

Withdrawal from the University:

1. A student in good standing should immediately file a request for a leave of absence/withdrawal with the dean of the appropriate school or college in which the student is enrolled, along with a copy of the military orders.
2. The leave of absence generally will be granted for one year. However, the deans of the appropriate college are encouraged to grant any request to extend the leave of absence should military service require more than one year.
3. The student will receive a full refund of tuition and fees paid to Creighton University if the request for a leave of absence/withdrawal for military service is filed prior to the last day to drop classes.
4. The student will have a choice of three options if the request for a leave of absence/withdrawal is received after the last day to drop classes:
 - a. A full refund of tuition and fees with no credit awarded for work completed during the semester.

- b. An Incomplete grade in all courses, upon approval of all instructors, with the right to complete all coursework within one year without further payment of tuition or fees.
 - c. A grade in all courses, upon approval of all instructors, based on work completed to the date of the leave of absence request.
 - d. Options b) & c) may be combined should circumstances warrant.
5. The student will receive prorated refunds for his/her housing and meal-plan, if applicable, based on taking the percentage of days registered at the University over the total number of days in the semester (i.e., beginning with the first day of class and ending on the last day of finals).
 6. All applicable financial aid awards will be refunded to the appropriate agencies, and repayments of federal student loans will be calculated in accordance with federal guidelines.
 7. While the University will make every effort to accommodate a student returning from active duty, placement in certain honors programs at the University cannot be guaranteed.
 8. The student will be required to return university property, such as keys to residence halls, university computer equipment, library books, etc. in order to receive a refund or re enroll.

Email as Official Means of Communication

The Creighton University assigned e-mail 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 e-mail account. Members who choose to manually forward mail from their University e-mail 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 E-mail address. The University sends much of its correspondence solely through e-mail. 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 E-mail address.

Faculty, staff and students are expected to check their e-mail 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.

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.

The Jesuit Order

The Jesuits are men who belong to a Catholic religious order called the Society of Jesus. This group was founded by St. Ignatius of Loyola over 460 years ago.

There are about 19,000 Jesuits serving around the world and about 2,800 of them are in the United States within 10 area provinces. The Jesuit Community at Creighton University is the largest

community of Jesuits within the Wisconsin Province. While the main focus of the Jesuits is on education, they are also involved in parish work, spiritual direction, retreat centers and social justice work. There are presently 48 Jesuits at Creighton, many of whom are faculty, staff, administrators, chaplains or students.

The Jesuit, Catholic tradition is excellence in higher education that forms women and men to be of service for and with others, and to be empowered to examine, engage and change the world.

American Jesuit Colleges and Universities

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

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

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
One Dupont Circle, Suite 405
Washington, D.C. 20036

phone: 202.862.9893 fax: 202.862.8523
www.ajcunet.edu (<http://www.ajcunet.edu>)

Creighton University Administration

University Board of Trustees

as of July 1, 2015

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Rev. Gerard L. Stockhausen, S.J.	Chief of Staff, Jesuit Conference
Dr. Nick W. Turkal	Chief Executive Officer, Aurora Health Care
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as of July 1, 2015

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President

President's Office

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Colette O'Meara-McKinney, M.Ed.	Associate Vice President, Office of the President

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Andrea M. Jahn, J.D.	University Privacy Officer and Associate General Counsel to Health Sciences

Lauren Pilnick	Associate Director, Prevention, Education & Inclusion
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Allison Taylor, M.S.Ed.	Executive Director for Equity and Inclusion
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Provost

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Kyle Lierk, M.Div.	Director of Campus Ministry
Andrea Montoya, J.D.	Director of Institute for Latin American Concern (Omaha)
Susan Naatz, M.A.	Associate Vice President for University Ministry
Kenneth Reed-Bouley, M.S., M.Div., M.B.A.	Director of Center for Service and Justice
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Gail M. Jensen, Ph.D.	Vice Provost for Learning and Assessment and Dean of the Graduate School/College of Professional Studies
A. James Bothmer, M.A.L.S.	University Librarian
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Mary Ann Danielson, Ph.D.	Associate Vice Provost for Academic Excellence and Assessment
Somchan (Ying) Vuthipadadon, Ph.D.	Institutional Research

Student Life

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Juliane K. Strauss-Soukup, Ph.D.	Director, CURAS

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Dawn M. Jensen	Director for Student Life Financial Management
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Linda K. Penland	Senior Director for Finance and Shared Services
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Raymond L. Stoupa	Finance Director of the School of Medicine
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Operations and Continuous Improvement	
Melissa A. Bertelsen	Director of Operations Continuous Improvement
University Communications and Marketing	
Jim P. Berscheidt, M.S.	Chief Communications and Marketing Officer

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as of July 1, 2015

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School of Law

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School of Medicine

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School of Pharmacy and Health Professions

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Dentistry

2015-2016 Issue

This publication contains the most current information available on the subjects covered as of the date of publication, and 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 catalog changes at www.creighton.edu/Registrar.

Academic Calendar

First Semester, 2015-16

August 11	Tuesday	Begin regular classes/clinic hours (So/Jr/Sr)
August 11-12	Tuesday-Wednesday	Freshman orientation
August 13	Thursday	Freshman classes/labs begin
September 7	Monday	Labor Day; no classes
September 9	Wednesday	Mass of the Holy Spirit, St. John's Church (subject to change)
September 17-18	Thursday-Friday	Dental Assembly
October 2	Friday	End of First Quarter
October 7-11	Wednesday-Sunday	Fall Recess
November 25-29	Wednesday-Sunday	Thanksgiving Recess
December 9-18		Final examinations begin (Jr/Sr)
December 10-18		Final examinations begin (Fr/So)
December 18	Friday	End of Second Quarter
December 19-31		Christmas Recess

Second Semester, 2015-16

January 1-3		New Year's Recess
January 4	Monday	Classes, laboratories, and clinics resume
March 4	Friday	End of Third Quarter
March 5-13		Spring Recess
March 25	Friday	Good Friday; no classes
April 20-29		Final examinations begin (So/Jr)

May 2-6	Monday	Final examinations (Fr)
May 3	Tuesday	End of Fourth Quarter at noon (So/Jr/Sr)

Summer Session, 2016

May 7	Saturday	White Coat Ceremony (new Jrs)
May 9	Monday	Summer Clinic Hours begins
May 9-10	Monday-Tuesday	Clinic Orientation (Jr)
May 10	Tuesday	Summer classes begin (new Sr)
May 11	Wednesday	Summer classes begin (new Jr)
May 14	Saturday	Commencement
May 30	Monday	Memorial Day; no classes
May 31	Tuesday	Summer classes begin (new So)
July 4	Monday	Independence Day; no classes
July 15	Friday	Summer Session ends

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.

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.

Vision Statement

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

Strategic Plan Goals

The Operational Plan contains five domains 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 domains 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.

School of Dentistry Administration

Mark Latta, A.B., D.M.D., M.S.	Dean
W. Patrick Kelsey III, D.D.S.	Senior Associate Dean for Academic Affairs and Administration
James H. Howard, D.D.S., M.S.	Senior Associate Dean for Clinical and External Affairs
Neil S. Norton, B.A., Ph.D.	Associate Dean for Admissions and Student Affairs
Carol M. Murdock, B.A., D.D.S.	Assistant Dean for Clinical Operations

Student Life

When admitting a student, Creighton does so with a sincere concern for the student's well-being. With this in mind, the following services, in addition to those described elsewhere in this Catalog, are designed to assist each student to attain fulfillment in the university environment.

Living Accommodations

On Campus Housing

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 Provost 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 Provost 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 Provost 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 2014 are:

Building Type	Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshmen)	Double Occupancy	\$5680
	Private Room	\$8356
Swanson Hall (Freshmen and Sophomores)	Suite	\$5984
	Private	\$8792
McGloin Hall (Sophomores)	Suite	\$6168
	Private	\$9168
Kenefick Hall (Sophomores)	Efficiency Apartment, Double Occupancy	\$6168
	1 Bedroom Apartment, Double Occupancy	\$6256
	Private Room, Efficiency Apartment	\$9168
Heider Hall (9 month) (Sophomores, Juniors, Seniors)	Efficiency Studio Apartment, Double Occupancy	\$6168
	Efficiency Studio Apartment, Private Room	\$9168
	Suite, Double Occupancy	\$6168
	Suite, Private	\$9168
	Small 1 Bedroom Apartment, Double Occupancy	\$6216
	Small 1 Bedroom Apartment, Double Occupancy	\$6216
	Large 1 Bedroom Apartment, Double Occupancy	\$6256
Davis Square, Opus Hall (12 month contract) (Juniors and Seniors)	2/3/4 Bedroom Apartments and Lofts	\$8220
	Efficiency Apartment, Private	\$9240
Heider Hall (12 month contract) (Graduate students, married students, family housing)	Efficiency Apartment, Private	\$9240
	Small 1 Bedroom Apartment, Private	\$10080

Large 1 Bedroom Apartment, Private	\$10620
2 Bedroom Apartment	\$12036

Board Plans Type	Annual Rate
19 Meals per week and 40 Dining Dollars per semester	\$4316
15 Meals per week and 100 Dining Dollars per semester	\$4316
12 Meals per week and 160 Dining Dollars per semester	\$4316
SuperFlex - Any 120 meals/200 Dining Dollars per semester ¹	\$2260
Flex 90 - 90 meals/200 Dining Dollars per semester	\$1800
Flex - 60 meals/200 Dining Dollars per semester	\$1350

¹ Available to Kenefick, Heider, Davis, Opus, Off-Campus Only

² 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) (<http://catalog.creighton.edu/graduate/tuition-fees/financial-arrangements>) plan.

Room and board rates are subject to change without notice. Any special needs as to age or physical condition requiring special housing arrangements will be given full consideration by the Associate Vice President for Student Services-Residence Life. Questions regarding housing services and facilities may be directed to the Department of Residence Life, Harper Center for Student Life and Learning; telephone 402.280.3900.

Family Housing

Creighton University has limited space in the apartment-style Heider residence hall for families. A twelve-month lease is required on all apartments except for those graduating at the end of the current semester. 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 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. All full-time students may qualify for a tuition discount or state funded child care assistance; undergraduate student parents may qualify for priority enrollment. Call 402.280.2460 or access creighton.edu/childdevelopmentcenter for information.

Center for Health Counseling

The Center for Health and Counseling houses both Student Health and Student Counseling Services and is located in Suite 1034 of the Harper Center Together these services are dedicated to promoting healthy life choices and serving the health and counseling needs of Creighton students.

Academic Year Hours:

Monday, Thursday, Friday 8:00am - 4:30pm

Tuesday 10:00am - 6:30pm

Wednesday 8:00am - 6:30pm

Summer and Academic Year Break Hours¹:

Monday-Friday 8:00am - 4:30pm

¹ From the Monday after May graduation through Tuesday following Labor Day

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 Staff

Debra C. Saure, MSN, APRN, FACHA Senior Director
Nathan Haecker, MD, Medical Director
Angela Maynard, BSN, CPN, Assistant Director, Clinical Services
Susan Weston, RN, Assistant Director, Campus Outreach

Mission Statement

We provide holistic health care that supports students in their academic endeavors and prepares them to make healthy choices throughout their lives. We monitor compliance with University immunization and insurance requirements. Our outreach programs enhance the health of the campus community.

Student Health Services

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

Services Available:

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

Services are supported by student fees, personal insurance, and/or self pay. Services 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.

Students will be seen in the Center for Health and Counseling, located in Suite 1034 of the Harper Center.

Who Provides the Services?

Physicians, and nationally certified Physician's Assistants and Nurse Practitioners are the core provider staff. An auxiliary staff of Registered Nurses, Licensed Practical Nurses, Medical Assistants and clerical personnel supports them.

Medical specialty and dental care is provided by referral to physicians and dentists within the community.

Participating Provider

Our providers participate with many insurance plans, including BCBS. We are not currently Medicaid or Medicare preferred providers.

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. These centers have laboratory and x-ray services and can treat most acute illness or injury. Creighton University Medical Center's Emergency Department is conveniently located adjacent to campus. Any after-hours care received will be the financial responsibility of the student. Campus Health Aides are available to students living in 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. Learn more about specific issues facing college students and watch from other students regarding campus life, healthy eating on a limited budget, roommate issues, exercise, and so much more at www.creighton.edu/chc

Online Student Health: Please enroll at <https://medicatweb.creighton.edu> to receive secure messages from the Center for Health and Counseling.

Student Health Services 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. Immunization requirements follow CDC guidelines and are reviewed annually.

All Students attending classes on Campus:

Measles, Mumps, & Rubella (MMR)

2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students born after 1957

OR

Positive blood tests showing immunity for Measles, Mumps and Rubella. (History of illness does NOT meet the **requirement**)

All Students living on Campus:

Measles, Mumps, & Rubella (MMR) (See Above under ALL STUDENTS)

Meningitis Vaccine

1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under.

Tdap Vaccine

1 dose Tdap vaccine (Tetanus, Diphtheria, Pertussis)

Varicella (Chicken Pox) Verification of chickenpox disease

OR

2 doses Varicella vaccine

International Students:

Must meet requirements for ALL STUDENTS (see above).

If living on campus, must also meet requirements for ALL RESIDENT STUDENTS.

Tuberculosis Screening

Tuberculosis Screening will be done upon arrival to campus unless documentation is provided of a negative PPD skin test done within the past 12 months. *PPD skin test required regardless of prior BCG vaccine. Student with a history of a positive PPD: Chest X-ray done within the past 12 months in the United States OR QuantiFERON Gold testing

Health Science Students enrolled in Dental, EMS, Medical, Nursing, Pharmacy and Health Professions:

Measles, Mumps, & Rubella (MMR)

2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students, regardless of age

OR

Positive blood tests showing immunity for Measles, Mumps and Rubella. (History of illness does NOT meet the requirement)

DPT/Td/Tdap Vaccine

3 dose series. 1 dose must be a Tdap vaccine given after licensure in 2005.

Polio

3-dose series OR A positive blood test proving immunity.

Hepatitis B

3-dose series AND a positive blood test showing immunity (Hepatitis B surface antibody test). A positive blood test alone meets the requirement.

Varicella (Chicken Pox)

2 doses Varicella vaccine or . History of illness does NOT meet requirement for Health Science Students.

Tuberculosis Screening

- Initial 2-step screening.
2 separate PPD skin tests given and read at least 1 week apart. 2 tests in a 12 month period also acceptable.
- Annual PPD screening
- Students with a history of a positive skin test: Chest x-ray done in U.S. in the past 12 months
- Annual Provider Review/QuantiFERON Gold

Annual Influenza Vaccine

This is due before December 1 each year.

Meningitis Vaccine (IF LIVING ON CAMPUS)

1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under.

Additional vaccine information can be found at www.cdc.gov/nip/publications/vis (<http://www.cdc.gov/vaccines/hcp/vis>)

University Health Insurance Requirements

University Health Insurance Requirement:

Comprehensive Health Insurance (Emergency only coverage does not satisfy this requirement) is required for ALL Full-time students¹ and must include the following:

- National Coverage for inpatient and outpatient **medical** care.
- National Coverage for inpatient and outpatient **mental** health care.
- Coverage is currently active and maintained for the entire school year, including summers.
- Offers an unlimited lifetime maximum or meets federal guidelines.

Automatic enrollment into the University sponsored Plan will occur and the tuition statement will reflect a charge for the entire premium when Student Health Services becomes aware of a lapse in the student's health coverage.

¹ Undergraduate: 12 credits/semester; Graduate: 9 credits/semester

Creighton University Student Health 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 and eligibility requirements are met.

For additional information please contact Student Health Services:

Phone: 402.280.1278

Fax: 402.280.1859

<http://www.creighton.edu/chc>

General Information

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 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 Awards

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.

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
Chemistry, inorganic	8
Chemistry, organic	6
English	6
Physics	6

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:
 - a. attributes one believes will enhance the campus community
 - b. public service
 - c. overcoming hardships or economic or educational disadvantages
 - d. first generation college student
 - e. 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.

Tuition and Fees

Tuition and fees are payable at the time of registration for a semester ¹, 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	26,443
Student Health Insurance Plan Premium, for six months (Option 1) ²	1,091.00
Hepatitis B Series vaccination	TBA
University fee per semester	532.00
Late Payment fee	163.00
Special examination fee, each examination ³	15.00

Loss or damage to University property and equipment is charged to the student or students responsible.

- 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.

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 Tuition Payment (MET) plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Information on enrolling in the MET plan will be sent via e-mail in early May to incoming students who have paid a deposit. Current students are sent an e-mail reminder in late April.

Books and supplies may be purchased at the Campus Bookstore. These items must be paid for when they are obtained.

Students are encouraged to pay tuition and other expenses online via the NEST. The University will cash checks for students with a \$200 limit per day in the Business Office. Checks returned for insufficient funds will be assessed a \$25 fee. 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 registration. This fee is \$165 for the first month and an additional fee is charged for each subsequent month that the account remains unpaid. Accounts with unpaid balances less than \$500 will be subject to a \$70 monthly late payment fee; accounts with unpaid balances greater than \$500 are subject to a \$85 monthly late payment fee. Students with questions regarding their financial responsibilities are invited to contact the Business Office to request an appointment for individual counseling.

Withdrawals and Refunds

Students withdrawing will be charged tuition and recurring fees on the following basis¹:

Period of attendance from start of semester	Percent of the semester rate to be charged
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%

Students withdrawing from a term shorter than the traditional semester will be charged tuition and recurring fees on a prorated basis.

Refunds of room rent due to withdrawal from the University will be prorated on a weekly basis.

¹ Nonrecurring fees, the application fee, the University fee, the University technology fee, and penalty fees will be charged in full, regardless of the period of attendance.

Full time students who withdraw from a course after the last day for registration changes but remain full-time (12 or more credit hours) receive no refund. If a full-time student withdraws to part-time status, refund of the difference between the full-time tuition charge and the per-credit-hour charge for the courses being continued will be made in accordance with the schedule applicable in the event of total withdrawal. Students assessed tuition per credit hour, including part-time students, graduate students and students in a summer session, will be charged for courses dropped in accordance with the schedule applicable in the event of total withdrawal.

State Specific Refund Policy

Some states where the University has authorization to operate require a separate tuition refund policy for their residents. These are described below.

Wisconsin Residents * (for Wisconsin residents enrolled in on-line programs/ courses).

Students have the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and are entitled to a full refund of any tuition and other monies paid such as deposits or application fees. Refunds for **cancellation** will be paid within **10** days.

Students who withdraw before completing 60 percent of the term are entitled to partial refunds, prorated in accordance with Wisconsin state policies. The pro rata refund is calculated by the number of class days remaining in the term after the last day completed, divided by the total number of class-days, rounded down to the nearest 10 percent, less a one time application fee [\$50 for undergraduate, \$30 for SPAHP and \$30 for graduate]. The pro rata refund percentage will be applied to tuition and other required costs paid by the student for the term.

All efforts will be made to refund "prepaid" expenses, books, supplies and other charges billed in advance directly to a student's account; unless the student has consumed or used those items and they can no longer be used or returned.

The school will issue refunds within 40 days of the effective date of termination. A written notice of withdrawal is not required. A registered student will be considered as having withdrawn from the University after two consecutive weeks of unexplained absence.

No refund is required for any student who withdraws or is dismissed after completing 60 percent of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

**The federal guidelines for returning federal Title IV funds will remain intact with NO exceptions.*

1. *Class day is any day of the term when any class is in session, regardless of whether or not a specific course is scheduled to be held on that day.*
2. *The nonrecurring, penalty, and special service fees include deferred payment, University fee, University technology fee, late payment, special examination/evaluation, challenge examination, recording, tuition remission administrative fee, orientation fee, and locker.*

New Mexico Residents (for New Mexico residents enrolled in on-line programs/ courses).

(Source: New Mexico Higher Education Department, Rule 5.100.2.20 PAYMENT OF TUITION AND FEES; REFUNDS OF TUITION AND FEES)

Enrollment Agreement

A. **Cooling off period.** Any student signing an enrollment agreement or making an initial deposit or payment toward tuition and fees of the institution shall be entitled to a cooling off period of at least three work days from the date of agreement or payment or from the date that the student first visits the institution, whichever is later. During the cooling off period the agreement can be withdrawn and all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.

Refund Policy and Formula

D. A student may withdraw after beginning instruction or submitting lesson materials, effective upon appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means. In accordance with the most recent U.S. department of education guidelines, the institution shall be entitled to retain, as registration charges, no more than \$100 or 5% of tuition and fees, whichever is less. Additionally, institutions are eligible to retain tuition and fees earned and state gross receipts taxes at a pro-rata amount according to the following schedule, as outlined by the U.S. department of education:

Date of student withdrawal as a % of the enrollment period for which the student was obligated	Portion of tuitions and fees obligated and paid that are eligible to be retained by the institution
On 1st Class Day	0%
After 1st day, within 10%	10%
After 10%, within 25%	50%
After 25%, within 50%	75%
50% or thereafter	100%

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.

	Textbooks	Instruments
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

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:

Student Financial Aid Office
Creighton University
2500 California Plaza
Omaha, NE 68178
Telephone: 402.280.32731

Financial aid information is available at www.creighton.edu/financialaid.

Application Procedures, Disbursements and Use of Awards

Application Procedures

1. Apply for admission to Creighton's School of Dentistry. No financial aid commitment can be made until a student is accepted for admission.
2. Complete the Free Application for Federal Student Aid (FAFSA). It should be completed online at www.fafsa.ed.gov after January 1. All parental information must be completed for consideration for the Health Professions Student Loan Program.
3. New students are notified of the aid awarded by an award letter which contains instructions for acceptance of aid. Returning students will receive an email notification when their aid package is available in NEST.

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

Disbursement and Use of Awards

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

Satisfactory Academic Progress

The Education Amendments of 1980 require Creighton University as an institution of higher learning to define and monitor standards of satisfactory academic progress for students receiving Federal

financial aid. These standards are established for students who are receiving Federal Title IV financial aid. These programs for dental students are the Federal Grad PLUS Loan, the Federal Stafford Student Loan, and the Health Professions Student Loan (HPSL).

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

Loan Programs

Long Term Loans

Health Profession Student Loan

To qualify for assistance under this program a student must demonstrate financial need as determined by the Free Application for Federal Student Aid Form. By Federal law, the maximum loan that may be awarded per academic year is \$2,500 plus tuition. The maximum annual award provided at Creighton may range from \$10,000 to \$20,000. Interested students must complete the FAFSA Form, and, in all cases, parents' financial aid information must be included regardless of status. No awards may be made to a student under this program unless parents' information is provided. The loan is repayable over a ten-year period, which begins one year after the student ceases to pursue a full-time course of study. The loan carries an interest rate of five percent which does not start to accrue on the principal until repayment commences.

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

Federal Direct 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

Shaefer-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.

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. Derosé 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 renewed.

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 Egerman 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
- Elected 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, Supervision, and Academic Policies

School of Dentistry students adhere to the policies listed below on the left navigation bar.

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.

Attendance Policies

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.

The objective of the clinic experience is to provide students with the patient treatment experiences needed to become competent general dentists. This experience comes from treating patients, or assisting other students who are treating patients, and learning from the attending faculty. Missed clinic sessions represent lost opportunities to learn.

Your goal should be to have as many patient care experiences as possible. If you do not have an appointed patient, you should be available at all times to provide care to other patients, assist another student, or do laboratory work. You must be available to treat emergency patients or Oral Diagnosis patients whose treatment has priority over assisting or lab work. You should be present for the entire session, and not leave the area until 30 minutes before clinic ends. If you complete patient care before the end of the session, clean your operatory, return all instruments, and assist another student or do lab work. Daily attendance is monitored, and only excused absences (from the Associate Dean for Student Affairs) are allowed.

Daily Attendance

Students who do not have an appointed patient or are not on a block assignment, should report at the beginning of each clinic session to the staff member who coordinates daily clinic assignments (Lead PCC). Students whose patients cancel or fail to keep their appointments should report as soon as they are informed of the opening (not later than 15 minutes after the beginning of clinic). Failures to report in the designated time frame, i.e. at the start of clinic or as soon as the appointment failure is known, will result in a reported unexcused absence.

Clinical Assignments

The Lead PCC may assign students to areas in the clinic based upon patient needs. The first priority will be Acute Care, then Oral Diagnosis, or to treat a patient whose student is unavailable. If there is not an immediate need in these areas, students may elect to assist their classmates, for which they will receive RVU credits (1 RVU for each hour). If the student elects to perform Laboratory work, they will not receive credit for the clinic session, and they still will be expected to treat patients if the need arises.

Unexcused Absences

For each unexcused absence, **15 RVUs** will be subtracted from the total earned, **and a make-up clinic session will be required after 2 such absences**. Make-up sessions may be applied at the end of the semester, or during the semester to provide emergency coverage when school is not in session. The make-up sessions will be a two for one arrangement; **for each missed session, two make-up sessions will be required**. The assignment to these sessions will be determined by the Assistant/Associate Dean for Clinical Operations. Failure to maintain the attendance requirements may dictate the student to attend the following summer session, and graduation or advancement may be delayed.

After four (4) unexcused absences, the student will be referred to the Student Performance Committee for failure to follow Clinic policy. The Associate Dean for Clinical Services may impose other measures as deemed appropriate.

Excused Absences

Attendance at Clinic is MANDATORY. As previously noted, the clinic experience provides the students with the patient treatment experiences needed to become competent general dentists. The School of Dentistry is aware that there are occasions where students will not be able to attend

(e.g. – illness, death in the family, externships, etc.). Excused absences can be obtained through the Assistant/Associate Dean for Student Services, and are limited to **no more than 10% of all sessions**, thus students are required to have a minimum 90 percent attendance for each semester. Unexcused absences are not allowed. Lacking an excused absence, **attendance at, and during, all clinic sessions is mandatory.**

Scheduled Absences

Policy 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. Two weeks of internships/externships time will not be included in the 10% limit of excused absences.
4. Students involved in patient care **MUST** contact the Assistant/Associate Dean for Clinical Operations requesting to be excused. The Assistant/Associate Dean for Clinical Operations will contact the Office of Student Affairs with his/her decision.
5. **Student Dental Care:** Students will be excused from clinic for personal dental care. These excused absences will count toward the total number allowed for the year; 10% of all clinic sessions.
6. 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.
7. Student **MUST** contact their instructor to inform them about the absence.
8. 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.
9. 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.

Unscheduled Absence (Illness or Death in the Family)

If a student is ill, the student should inform the office of the Associate Dean for Student Services (402 280- 2881) as soon as possible. This office will contact the Director of Clinics to cancel and reschedule appointments. When appropriate, the student should visit Student health Services or other health care provider for treatment of illness or health problem. Documentation from the student's health care provider is not required for brief illnesses (2 days or less), However, documentation may be required if a pattern of illness is reported. For illnesses or absences exceeding two consecutive days, written documentation is required.

Policy to Obtain an Excused Absence Due to Illness or Death in the Family

1. To receive an excused absence for an illness students **MUST** call or email Patti Churchill (280-2881 or pchurch@creighton.edu (280-2881%20or%20pchurch@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 PCC (Patient Care Coordinator).
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.

Block Rotation Changes

Students are assigned to different block assignments throughout the year. The Director of Clinics makes these assignments approximately one month prior to the start of a new clinic session. Block assignments are entered on the student's computer schedule so the student's schedule is not over booked. If a student wishes to change a block assignment, it is his/her responsibility to find another student who will switch assignments. Forms to document requested block changes can be obtained from the Lead PCC. Any changes must be approved by the chairperson of the department involved, and the approval form brought to the Lead PCC, who will make the appropriate changes in the computer system. Punctual attendance at all blocks is required.

PROFESSIONAL DRESS/APPEARANCE STANDARDS

Integral to any health care facility's standards of excellence are the professional appearance and demeanor of every person contributing directly or indirectly to the care and management of patients. The image that is presented with patients, colleagues, and visitors has a major influence on how one is perceived as a professional. A professional appearance inspires confidence in one's patients and associates.

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 Admissions and 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 Admissions and 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 Assistant /Associate Dean for Admissions and 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 Admissions and 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 Admissions and 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 Assistant / Associate Dean for Admissions and Student Affairs, in preparation for the Background Evaluation Committee meeting, will consult with designated individuals who have expertise in their respective areas 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
 - iv Faculty Member Appointed to the Nebraska Board of Dental Examiners
- b. Consideration will be given to
 - i. Number of convictions;
 - ii. Nature, seriousness and date(s) of occurrence of the violation(s);
 - iii. Rehabilitation;
 - iv. Relevance of the crime committed to dental profession standards;
 - v. State or federal requirements relative to the dental profession;
 - vi. All known information regarding the student, including the written explanation;
 - vii. 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 Assistant / Associate Dean for Admissions and 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 Admissions and 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.

Reviewed: 3-16-15

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.

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.

Competency Statements

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, acutemedical 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.

Confidentiality of Student Records

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

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

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

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

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

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

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

One exception that 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, and 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

FERPA permits disclosure of educational 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 any or all directory information not be released on their N.E.S.T. account and requesting their information be hidden. Such submission of this request shall be honored for the remainder of the term in which the request is filed, except that such restriction shall not apply to directory information already published or in the process of being published.

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

The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Location, Types, and Custody of Educational Records

Following is a listing of the location and types of education records and the title of the respective official responsible:

Registrar's Office (Brandeis Hall 202)

- Application for admission and supporting documents, including standardized test scores, transcripts of academic work completed elsewhere
- Cumulative academic records
- Academic action reports
- Correspondence, etc

School or College Dean's Office

- Records will vary with Dean's office, but may include records and reports in original or copy form generally comparable to those maintained by Registrar
- Academic progress reports, evaluations and related actions
- Attendance data
- Correspondence, etc

Academic Advisor's Office

- Cumulative files containing academic information are maintained by some academic departments and by some faculty advisors concerning their advisees

Athletic Department (Ryan Athletic Center)

- Directory information
- Recruiting and eligibility records
- Performance statistics

Center for Health and Counseling (Harper Center, Room 1034)

- Medical records
- Counseling records

Office of International Programs (Creighton Hall, Third Floor)

- Records of international students
- Records of students who studied abroad

Residence Life Office (Swanson Hall 136)

- Housing information

Student Financial Aid Office (Harper Center 2040)

- Financial aid records

University Business Office (Creighton Hall 113)

- Financial records, including those pertaining to tuition, fees, and student loans

University Relations (Wareham Building, 3rd Floor)

- Directory information and other personal data about former students and graduates, and their subsequent activities and achievements

Vice Provost for Student Life (Creighton Hall 224)

- Disciplinary records

University Ministries (Creighton Hall, Room 110)

- Directory information
- Religious affiliation

Questions concerning the Student Records Policy may be referred to the University Registrar, who is designated as the University Custodian of Student Records.

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.

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.

Dress Standard

The dress and appearance for all students enrolled at the School of Dentistry is expected to project a professional image that enhances the faculty, patients, staff and visitors' confidence that students are highly competent members of a health care team committed to education, service and compliant with OSHA regulations and CDC guidelines.

1. Between the hours of 8:00 a.m. and 5:00 p.m. (except holidays/break periods) or whenever engaging in any type of patient or public contact representing the school, students and faculty must abide by the dress and appearance standards.
2. The dress and appearance standards established will be universal standards that apply to all classrooms, lecture halls, clinics and laboratories. Exceptions can only be authorized at the discretion of the Director of Clinics.
3. All clothing must be clean, pressed and appropriately fitting. Exposure of undergarments or see-through garments is not acceptable.
4. Clinic/Laboratory: A clean clinic/laboratory gown with the appropriate name tag must be worn for all laboratory and clinic sessions. Clinic/laboratory gowns are not to be worn outside the building.
5. Hair: Hair must be clean and neatly groomed. Hair must not obstruct the field of vision or come into contact with equipment or supplies used in patient care. Hair must not intrude into the face of the patient or the field of operation. In the laboratory hair must be pulled back for safety reasons. Means of securing the hair (such as pony-tail holders, hair clips, bobby pins or surgical caps) must be worn when necessary.
6. Hosiery/Socks are to be worn at all times.
7. Shoes: Ergonomic foot wear is recommended. Work boots, open-toe, athletic and/or canvas shoes are not acceptable. Open heel shoes that cover the entire instep are acceptable.
8. Jewelry: Jewelry must not be distracting or interfere with gloves or the field of operation.
9. Head Coverings: Only head coverings relate to specific religious beliefs are permitted. Surgical caps are permitted during patient treatment.
10. Hands/Nails: Fingernails are to be kept short with smooth, filed edges to allow thorough cleaning and prevent glove tears.
11. Unsightly, excessive or demeaning tattoos and body piercing that are exposed or excessive perfume/colognes are unacceptable.
12. Facial Hair: All facial hair must be neatly trimmed. Closely cropped beards must exhibit clearly trimmed neck border.
13. Men – dress slacks with collared dress shirts and neckties. Jeans are not acceptable.
14. Women – dress in professional attire. Dress slacks are acceptable; jeans and shorts are not. Open mid-riffs, plunging necklines, tank tops, spaghetti straps, and skirt/dress lengths which do not maintain modesty in the seated position are not appropriate.

Compliance – compliance with the dress and appearance standards will be monitored by the faculty. Students who do not exhibit proper professional appearance will be privately informed by the faculty member why their appearance is inappropriate. Students who have been informed repeatedly of

inappropriate dress or appearance will be referred to the appropriate administrator (Dean for Clinics or Student Affairs).

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

Dress Code: Formal Events

The School of Dentistry's semi-formal dress code will be enforced at formal events such as the White Coat Ceremony and the Hooding Ceremony. Semi-formal lies somewhere between business professional and business casual.

For men, the shirt should be a simple button down accompanied by a tie, either bow or straight. Khaki or dress pants with dress shoes make up the semi-formal dress outfit. Men may also elect to wear a full suit, with vest optional. The requirement for shirt and tie remain the same.

For women, a wide variety of clothing may be considered as semi-formal attire, including dresses and pant suits. As with men's clothing, women's outfits should be relatively conservative. Pant suits are acceptable semi-formal attire if they are made of silk, polyester, cashmere, or a similar fabric and accessorized appropriately. Appropriate dress shoes or boots should accompany the selected dress or pant suit.

Exceptions may be granted on a case-by-case basis provided the attire is culturally authentic and does not create a distraction to the central theme of the event.

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.

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.

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.

Final Examination Policies

Final Examination Scheduling

The initial schedule of final examinations that are conducted during the time period designated for such will be developed by the Office of the Assistant / Associate Dean for Academic Affairs in consultation with the appropriate didactic and laboratory course directors. Final examinations offered prior to the dedicated examination period do not fall under the purview of the practices outlined in this policy since they occur in a learning space already dedicated for that course. It should be noted, however, if a change from the syllabus is made and the course has students requiring special examination accommodations, such change should be reported to the Director of Student Services.

Once the initial final examination schedule has been developed, it will be sent to the senior class president for dissemination to the officers of the other classes with instructions to review their portion of the proposed examination schedule. If changes are desired, appropriate student representatives must contact the affected course director(s) and negotiate a suitable alternative. As a part of this process, the student representative(s) must contact the Administrative Assistant of the Assistant / Associate Dean for Academic Affairs to verify that classroom space is available to make the change. Once the students and course director are in agreement and it is determined that space is available to effect the change, the initial final examination schedule will be amended and presented to the Executive Committee of the School of Dentistry for approval.

Once the final examination schedule has been approved by the Executive Committee, it can not be changed without the approval of the Assistant / Associate Dean for Academic Affairs. This will require the demonstration of extenuating circumstances such as instructor illness, inclement weather, etc.

Final Examination Attendance

Attendance for final examinations is required except for cases involving illness, certain family matters or interviewing for a post-doctoral, discipline-based specialty program. For purposes of final examinations, these are considered excused absences. In the case of the latter example cited above, evidence from the hosting institution must be provided indicating that a student's presence is required on a particular time and date. A listing of activities not judged to be valid exceptions for taking a scheduled final examination would include (but not be limited to): interviews for GPR programs; interviews for AEGD programs; job interviews; shadowing exercises; and externships. With respect to final examinations, these are considered non-excused absences. Please note, the designation of "excused" and "non-excused" absence for final examinations differs from that applied regular, daily activities and defined by the Policy on Excused Absences. If a question exists as to whether participation in a proposed activity constitutes an excused or non-excused absence, clarification should be sought from the Associate Dean for Student Affairs and Admissions.

Some courses offer final examinations prior to a period designated for such and some administer their final exams during the scheduled examination period. This policy covers both situations. Before agreeing to participate in one of the non-excused activities, check the school's final examination

schedule. It will have the dates of all final examinations offered, including those not occurring during the final examination period.

If a final examination is not taken on its scheduled date because of an unexcused absence, as defined above, a grade of "F" will be issued and it will be a part of the student's permanent academic record. Arrangements must then be made between the student and the course director for remediation and testing. The grade earned on this examination will be used to calculate the student's grade in the course and his/her GPA. The original "F" will remain on the transcript.

Graduation and Commencement

Each student must file a formal application for degree (completed online through the N.E.S.T.) with the Registrar by the following deadlines:

Degree completion at end of Spring semester: February 15

Degree completion at end of Summer: March 15
(or June 15 if not participating in Commencement ceremony)

Degree completion at end of Fall semester: October 15
(or previous March 15 if participating in Commencement ceremony prior to degree completion)

Late applicants are charged a late fee.

Annual University Commencement ceremonies are held in May. Students who complete their degrees in the Spring Semester are expected to be present at Commencement to receive their degrees. Students who complete their degree programs in the Fall Semester may attend Commencement in May following completion or in the preceding May if approved by their Dean. Students who complete their degree requirements during the Summer are encouraged to attend Commencement the preceding May (if approved by their Dean) or may attend the May Commencement following completion. Diplomas of August and December graduates will be mailed upon confirmation of the completion of all degree requirements by the respective Dean.

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

The respective Deans of the Schools and Colleges of the University have the responsibility for approving candidates for graduation.

Those applicants who do not complete all degree requirements or who are not approved must complete another application by the published deadline in order for a degree to be conferred at the end of the next semester.

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

Grading System and Policy

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 in place of the I or X.

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 Time Limit

The time limit for graduation from the School of Dentistry will be 6 years from the time of initial matriculation. The School administration will entertain petitions for exceptions on a case-by-case basis.

Health Science Student Drug and Alcohol Testing

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:

1. The student will be immediately removed from all patient care, subject to section b below.
2. 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).
3. 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.
4. 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.
5. 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.

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.
 - a. The student exhibits honesty during didactic, preclinical, and clinical communications and evaluations.
 - b. 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.
 - c. The student refuses to alter, forge, falsify, or fabricate information, documentation, or service.

- d. The student maintains confidentiality of patient information.
 - e. 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.
- a. The student becomes familiar with and adheres to the codes of ethics promoted by the American Dental Association and the American Student Dental Association.
 - b. The student's responsibility parallels the responsibility of professional practitioners who maintain high professional standards by monitoring the conduct of their peers.
 - c. The student is dedicated to helping patients, colleagues, the profession, and society to reach their maximal potential.
 - d. The student maintains quality of care while addressing conflicts of interest.
 - e. 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.
- a. The student deals with faculty, staff, peers, and patients in a dignified, considerate manner and with a spirit of cooperation.
 - b. The student views and treats all people encountered in an academic or clinical capacity equally in regards to liberties, rights, respect, acceptance, and opportunities.
 - c. 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.
 - d. The student is respectful toward the learning process and to those involved with it.
 - e. The student respects the ideas and words of others by attributing the quoted or paraphrased portions to their original sources.
 - f. 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.

Immunizations and 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 dates) 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.

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.

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.

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.

NONDISCRIMINATION/DIVERSITY STATEMENT

Creighton University is committed to providing a safe and nondiscriminatory educational and employment environment. The University admits qualified students, hires qualified employees and accepts patients for treatment without regard to race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, veteran status, or other status protected by law. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination.

Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

It is the policy of the University to make all programs and services available to individuals with disabilities. Inquiries concerning rights and responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 should be directed to the Section 504 Coordinator. To obtain information on accessibility of buildings and programs or to report

problems of accessibility, please contact Human Resources (for employees), Schneider Hall or by telephone 402.280.2709 or Office of Disability Accommodations (for students), Old Gym 437 or by telephone 402.280.2166.

The following person has been designated to monitor compliance and to answer any questions regarding the University's non-discrimination policies:

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University
Office of Equity and Inclusion
Creighton Hall Suite 340
Omaha, NE 68178
Phone: (402) 280-3189
E-mail: allisontaylor@creighton.edu
Web: www.creighton.edu/oei

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www.ed.gov/about/offices/list/ocr/index.html (<http://www.ed.gov/about/offices/list/ocr>).

DIVERSITY AND INCLUSION POLICY

Creighton University, inspired out of a Catholic and Jesuit tradition, treasures the innate dignity of each member of our community and upholds the sanctity of each human being as a profound gift of God. Finding the resplendence of the divine reflected in the uniqueness of every person, we seek, acknowledge and celebrate diversity at Creighton because our Catholic and Ignatian heritage inspires and impels us to do so.

Diversity in principle is the "service of faith in the promotion of justice." Diversity enhances our social selves and intellectual lives by exposing all of us to methods, styles and frames of reference that challenge our unexamined assumptions helping us unmask personal, cultural, institutionalized, and organizational discrimination and stigmatization, recognizing that ignorance and stereotypes create and sustain privileges and preference for some, while creating and sustaining marginalization and oppression for others.

In a truly Catholic context, diversity at Creighton commends inclusion as a prudential, virtuous, and practical principle. Celebrating diversity at Creighton is an invitation to incarnate our mission to educate lifelong learners who will be agents for change in our local communities and in the world. Diversity at Creighton animates our varied intellectual pursuits and enriches our mission to "seek Truth in all its forms."

To this end, Creighton faculty, staff, students and administrators seek to foster an environment of awareness, inclusion, and compassion for everyone in our community and our guests, regardless of age, culture, faith, ethnicity, immigrant status, race, gender, sexual orientation, language, physical appearance, physical ability, or social class. Our caring, hospitable community, our attention to those who are underserved, our academic and co-curricular offerings, and our admissions, hiring, and promotion policies all give testimony to our desire to make Creighton a welcoming, inclusive

community. We do this by constant vigilance and reassessment of our campus climate, reaching out to those who are marginalized

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.

Student Eligibility to Hold Office

Both student organizational officers and individual class officers shall not be on academic probation at the time of their election and throughout their terms in office. Additionally, they must be compliant with University policy as stated in the Student Handbook with respect to disciplinary probation, namely, they must not be on disciplinary probation to run for or hold an officer position in either a student organization or a class office. Failure to meet these standards will necessitate removal from the affected office.

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.

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 available to assist the student as an advisor and student advocate in resolving the matter; and will notify the student of the appeals process. If the incident involves or pertains to the clinical curriculum, the Assistant/Associate Dean for Clinical Services / Director of Clinics can perform these three functions.

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

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

Formal Procedures

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

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

At the conclusion of the hearing, the Academic Misconduct Committee, by a secret ballot vote of a majority of the voting members present may find that

1. the charge of academic misconduct has not been substantiated, in which event the charge will be dismissed; or
2. that a charge of academic misconduct has been substantiated.

If the Academic Misconduct Committee finds that a charge of academic misconduct has been substantiated, then it shall recommend to the Dean an appropriate penalty by a majority vote of the members of the Committee.

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

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

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

A student may appeal only on the grounds that

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

The decision of the Dean may be appealed to the University President only if the Dean upholds or imposes a penalty of expulsion from the School, suspension, or a request for withdrawal. Such appeals will be governed by the procedures set out in the University's Student Handbook for appeals to the President. The decision of the University President shall be final.

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.

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.

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:
 - i withdraw from school or
 - ii 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.

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:

- i dismissal from School,
 - ii repeating the failed course(s)
 - iii repeating the entire freshman curriculum
 - iv 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:
 - i dismissal from School
 - ii repeating the entire freshman curriculum
 - iii 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:
 - i dismissal from School,
 - ii repeating the failed course(s),

- iii repeating the entire sophomore curriculum, or
 - iv 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:
- i dismissal from School,
 - ii repeating the entire sophomore curriculum,
 - iii 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:
 - i dismissal from School,
 - ii repeating the entire junior curriculum,
 - iii placement on probation.

- d. Failure of one or more didactic courses may result in recommendations(s) for, but not be limited to:
 - i dismissal from School,
 - ii repeating the failed course(s),
 - iii repeating the entire junior curriculum, or
 - iv 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:
 - i dismissal from School,
 - ii repeating the entire junior curriculum,
 - iii continuation in the curriculum on a limited basis or as a "special student" or
 - iv 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.
 - i 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).
 - 1. 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.
 - 2. 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.
 - 3. 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.
 - b. 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
 - c. the student may repeat the junior year
 - d. the student may be dismissed from School
 - e. 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
 - i earned a four year cumulative GPA of not less than 2.00 for all courses,
 - ii earned no less than a 2.00 GPA in the didactic courses of the senior year,
 - iii earned no less than a 2.00 GPA in the clinical courses of the senior year,
 - iv converted all incomplete and/or failing grades to passing grades,
 - v successfully completed all competency examinations offered during the freshman, sophomore, junior and senior academic years, including the Senior Clinical Examination (Mock Board), and
 - vi 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:
- i dismissal from School,
 - ii repeating the entire senior curriculum,
 - iii 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
 - iv 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)
- i 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.
 - ii 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.
 - iii 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.

iv 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

i 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.

ii 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

i 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.

ii 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
 - i earned cumulative G.P.A. of not less than 2.00 for all courses,
 - ii earned no less than a 2.00 G.P.A. in the didactic courses of the final year,
 - iii earned no less than a 2.00 G.P.A. in the clinical courses of the final year,

- iv converted all incomplete and/or failing grades to passing grades,
 - v successfully completed all competency examinations offered during the academic years attended, including the Senior Clinical Examination (Mock Board),
 - vi completed a OneWorld block rotation, and
 - vii 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:
- i dismissal from School,
 - ii repeating the entire affected year's curriculum,
 - iii 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
 - iv 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)
- i 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.

- ii 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.
 - iii 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.
 - iv 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
- i 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.
 - ii 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
- i 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.
 - ii 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.

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.

Shadowing in the School of Dentistry Clinics

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.

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 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.

Transcripts

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon signed request, or its equivalent, of the student. Transcript request information is available at the Registrar's Office or on the Registrar's website (<http://creighton.edu/registrar/transcripts>). Copies are not made of transcripts on file from other institutions; any additional copy of these must be requested by the student direct from the original issuing institution.

The D.D.S. Curriculum

Competencies for Creighton University School of Dentistry

A Graduate of the School of Dentistry at Creighton University will be competent in:

BIOMEDICAL SCIENCES

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

BEHAVIORAL SCIENCES

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

PRACTICE MANAGEMENT

- Evaluating different models of oral health care management and delivery.
- 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.
- Communicating and collaborating with other members of the health care team to facilitate the provision of health care.

ETHICS AND PROFESSIONALISM

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

CRITICAL THINKING AND INFORMATION TECHNOLOGY

- 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.
- Using information technology resources in contemporary dental practice.

CLINICAL SCIENCES

- Performing patient examination, assessment, and diagnosis procedures.
- Developing a comprehensive plan of treatment.
- Understanding and demonstrating the principles of health promotion and disease prevention.
- Understanding and obtaining informed consent.
- 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.
- Restoring single defective teeth with appropriate materials and techniques to establish proper form, function, and esthetics.

- Restoring partial or complete edentulism with fixed or removable prosthodontics in the uncomplicated patient and in managing the care of the complicated edentulous patient.
- Managing the restoration of partial or complete edentulism using contemporary implant procedures.
- Performing uncomplicated periodontal therapies and in managing the care of patients with complicated or advanced periodontal problems.
- Performing uncomplicated endodontic procedures and in managing the care of patients with complicated pulpal and periradicular disorders.
- Recognizing and managing oral mucosal and osseous disorders.
- Performing uncomplicated hard and soft tissue oral surgical procedures and in managing the care of patients with complicated oral surgical problems.
- Preventing, recognizing, treating, and managing dental emergencies including pain, hemorrhage, trauma, and infection of the orofacial complex.
- Managing patients with acute and chronic occlusal and temporomandibular disorders.
- Managing minor tooth movements and space maintenance as well as the care of patients with complicated or advanced orthodontic problems.
- Appraising completed and existing treatments and in using these outcomes of patient care to guide professional development, recall strategies, and prognoses.
- Preventing, recognizing, managing, and treating, for the short-term, acute medical emergencies in the dental environment including the provision of life support measures.
- Assessing the treatment needs of patients with special needs.
- Performing, managing, and/or communicating requisite technical and laboratory procedures attendant to the provision of dental restorations.
- Assessing, critically appraising, applying, and communicating scientific and lay literature as it relates to providing evidence-based patient care.

Revised: 04-08-13

The courses of instruction are listed here by department, and are subject to continual review and revision. 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 Lecture (10) FA

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	<p>Course number. The numbering system and its significance is as follows:</p> <ol style="list-style-type: none"> The first digit indicates the dental college year in which the course is taken: <ul style="list-style-type: none"> All Freshman courses begin with 1. All Sophomore courses begin with 2. All Junior courses begin with 3. All Senior courses begin with 4. The second digit indicates the quarter (half of semester) within which the course begins, except that a zero indicates an elective course. <ul style="list-style-type: none"> 0 indicates an elective course 1 indicates First Quarter 2 indicates Second Quarter 3 indicates Third Quarter 4 indicates Fourth Quarter 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.
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GENERAL GROSS ANATOMY—Course title.

(10)	Credit value of the course in terms of semester hours of credit.
FA	Term offered. FA indicates fall semester; SP indicates spring semester.
2R, 6L, 16W	<p>Class Structure. R indicates "recitation or lecture"; L refers to "laboratory"; C denotes "clinic"; S indicates "seminar"; and F refers to "field experience."</p> <p>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.</p>

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

Community and Preventative Dentistry (CPD)

Freshman Year

CPD 111. Interpersonal Relationships and Communication. 2 credits. FA

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 credits. FA

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 credit. FA

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 credit. SP

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

CPD 134. Clinical Observation. 2 credits. SP

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 credit. SP

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

Junior Year

CPD 312. Community Dentistry Field Experience. 1 credit. FA, SP

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 credits. FA

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 credit. FA

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 credits. SP

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 credits. SP

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 credits. SP

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 credits. FA

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 and financing the purchase of a practice. Principles are discussed for disability insurance, dental malpractice insurance and general office insurance. 1R, 8W; 2R, 8W.

CPD 412. Community Dentistry Field Experience. 1 credit. FA, SP

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 credits. FA

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 credits. FA, SP

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 credit. SP

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 credits. SP

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)

Freshman Year

DAR 121. Radiology Lecture. 1 credit. FA

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

DAR 131. Radiology Lecture. 2 credits. SP

Radiographic recognition of anatomical landmarks visualized in intraoral as well as extra-oral 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 DAR 313. 1R, 16W.

DAR 132. Radiology Technique. 1 credit. SP

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 credits. FA

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 214. Dental Assisting and Radiology. 3 credits. FA

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 DAR 121, DAR 131 and DAR 132. 8C, 7W.

DAR 215. Oral Diagnosis. 3 credits. FA

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 credits. FA

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 credit. FA

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 credit. SP

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

DAR 234. Radiology Lecture and Technique. 3 credits. SP

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.

DAR 235. Oral Pathology. 7 credits. SP

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. 3 credits. FA

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 credits. FA, SP

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 students is guided in the collection and analysis of acceptable treatment options for each patient. C.

DAR 315. Dental Management of Medically Complex Patients. 2 credits. FA

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 credits. FA, SP

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. 1 credit. FA, SP

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. 2 credits. SP

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 credits. FA

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. 2 credits. FA, SP

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 credits. FA, SP

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)

Sophomore Year

END 213. Pulp Biology / Endodontics. 2 credits. FA

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 credits. SP

Basic principles of endodontics including diseases of the pulp and periapical tissues, diagnosis and treatment procedures, prognosis, bleaching, and restoration of endodontically treated teeth. 1R, 16W.

END 234. Endodontics Laboratory. 3 credits. SP

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 credits. FA

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 credits. FA, SP

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 credits. FA

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 credits. FA, SP

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___)

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).

GDD 316. Acute Care Clinic. 3 credits. FA, SP

Students will treat patients who present with some form of dental emergency during scheduled block rotations. The opportunity to apply the knowledge and principles learned in classroom courses in oral diagnosis, oral medicine, oral pathology, general dentistry, fixed and removable prosthodontics, endodontics, periodontics, and oral radiology to clinical situations is an integral aspect of this course. The student is guided in the collection and analysis of data on patients and, subsequent to this, receives guidance in the formation of an acceptable plan and the application of the corresponding emergent treatment for each patient. C.

GDD 416. Acute Care Clinic. 3 credits. FA, SP

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 213. Operative Dentistry Lecture. 2 credits. FA

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 credits. FA

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 credits. SP

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. 7 credits. SP

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.

GDO 313. Operative Dentistry Lecture. 2 credits. FA

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. 12 credits. FA, SP

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 credits. SP

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.

GDO 412. Esthetic Dentistry. 2 credits. FA

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. 12 credits. FA, SP

The student provides 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 312. Relative Value Units. 8 credits. FA

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 credits. SP

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

GDP 412. Relative Value Units. 8 credits. FA

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 credits. SP

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

GDS 113. Dental Anatomy Lecture. 2 credits. FA

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 credits. FA

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 credits. FA

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. 3 credits. FA

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 117. Introduction to Conduct of Research. 1 credit. FA

This course will involve the completion of CITI web-based modules, identification of research project mentor, identification of research project topic and completion of all project research plan and IRB submission documents in draft form. S.

GDS 135. Dental Materials and Introduction to Operative Dentistry Lecture. 4 credits. SP

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. 4 credits. SP

Application of materials used in dentistry with an emphasis on the treatment of single surface tooth lesions. 2L, 16W.

Oral Biology (ORB)

Freshman Year

ORB 113. Histology. 9 credits. FA

Microscopic anatomy of normal mammalian and/or human tissues and organs. Light and electron microscopic aspects of the tissues and organs are studied. The developmental anatomy of the organ systems will also be presented. 3R, 3L, 16W (Split classes for laboratory).

ORB 115. General Gross Anatomy Lecture. 10 credits. FA

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 credits. SP

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

ORB 133. Oral Histology and Embryology. 8 credits. SP

Microscopic and developmental anatomy of the normal cells, tissues and organs of the oral cavity with emphasis 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 credits. SP

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 credits. SP

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. 8 credits. SP

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 the special senses, will be presented. 4R, 16W.

Sophomore Year

ORB 211. Microbiology. 7 credits. FA

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 credits. FA

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

ORB 231. Dental Pharmacology. 3 credits. SP

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. 4 credits. FA

Lectures 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. 2R, 16W.

ORB 331. Dental Pharmacology II. 3 credits. SP

Lecturers and case presentations with continuing coverage of basic pharmacology and therapeutic applications. Individual drug classes include, antimicrobial drugs, endocrine pharmacology, autacoid pharmacology, drug abuse, drug-drug interactions, and toxicology. Prescription writing is also presented. 2R, 8W; 1R, 8W.

Senior Year

ORB 411. Dental Pharmacology Update. 1 credit. FA

Concise reviews and case presentations on major drug classes. Emphasis is placed on integration of knowledge and problem solving. 1R, 8W.

Oral and Maxillofacial Surgery (OMS)

Sophomore Year

OMS 233. Pain Control/Anesthesia. 4 credits. SP

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

Junior Year

OMS 314. Oral Surgery Clinic. 4 credits. FA, SP

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 credits. FA

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-prosthetic 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 credits. SP

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 and seizures. 1R, 16W.

Senior Year

OMS 413. Oral Surgery Lecture. 2 credits. FA

A more extensive coverage of the diagnosis and treatment of orofacial infections, including a discussion of fascial spaces; diagnosis and treatment of orofacial trauma; diagnosis and treatment of skeletal deformities with orthognathic surgery; cleft lip and palate considerations; and surgery of the temporomandibular joint. 1R, 16W.

OMS 414. Oral Surgery Clinic. 4 credits. FA, SP

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)

Sophomore Year

PDO 213. Physical Growth and Development. 2 credits. FA

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

PDO 234. Pedodontics/Orthodontics Technique. 5 credits. SP

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 and Dento-Facial Growth and Development. 2 credits. FA

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.

PDO 314. Orthodontic Diagnosis and Treatment Planning Clinic. 3 credits. FA, SP

Clinical 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 credits. FA

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 credits. FA, SP

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 credits. SP

This course presents an 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 and Dento-Facial Growth and Development. 2 credits. FA

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 credits. FA, SP

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. 5 credits. FA, SP

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)

Freshman Year

PER 132. Periodontal Instrumentation. 3 credits. SP

Introduction to basic examination and periodontal armamentarium focusing on operatory set-up, operator and patient positioning, and instrument selection and use. 3R, 3L or C, 16W (Split classes).

Sophomore Year

PER 212. Clinical Introduction to Scaling and Polishing. 1 credit. FA

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 credits. FA

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 credits. SP

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 credits. FA

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 credits. FA, SP

Clinical practice of periodontal therapeutic procedures. C.

PER 333. Periodontology Lecture. 2 credits. SP

This course introduces the student to implantology, crown lengthening surgery and interrelationships 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 credits. FA

This course is a general review of periodontics, including a more extensive coverage of periodontal anatomy, relevant immunology, pathology, diagnosis, treatment planning and management of periodontal diseases. 1R, 16W.

PER 414. Periodontology Clinic. 5 credits. FA, SP

Clinical practice of periodontal therapeutic procedures. C.

Prosthodontics (PRS)

Freshman Year

PRS 131. Occlusion Lecture. 2 credits. SP

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 credits. SP

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 credits. FA

Fundamentals of treating the completely edentulous patient. 1R, 16W.

PRS 212. Complete Denture Prosthodontics Laboratory. 7 credits. FA

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 credits. FA

Study of the basic restorations involved in restoring oral function by use of fixed prostheses. 1R, 16W.

PRS 214. Fixed Prosthodontics Laboratory. 5 credits. FA

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 credits. SP

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 credits. SP

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 credits. SP

Study of the basic restorations involved in restoring oral function by use of fixed prostheses. 1R, 16W.

PRS 234. Fixed Prosthodontics Laboratory. 6 credits. SP

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 credits. FA

Advanced course in removable partial dentures. Emphasis is given to clinical procedures such as 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 Prosthodontics Clinic. 5 credits. FA, SP

Treating completely edentulous patients, partially edentulous patients, and the restoration of implants. C.

PRS 313. Fixed Prosthodontics Lecture. 2 credits. FA

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. 5 credits. FA, SP

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. 2 credits. SP

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 prosthesis provided. 1R, 16W.

PRS 333. Fixed Prosthodontics Lecture. 2 credits. SP

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 credits. FA, SP

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 credits. FA

Didactic and clinical implantology to include physiologic basis, patient evaluation, and basic clinical principles. 1R, 16W.

PRS 414. Fixed Prosthodontics Clinic. 5 credits. FA, SP

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 Lecture. 2 credits. FA

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. 1R, 16W.

PRS 431. Advanced Implantology. 1 credit. SP

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

Behavioral Science		5
CPD 111	Interpersonal Relationships and Communication	
CPD 115	History of Dentistry	
CPD 134	Clinical Observation	
CPR		1
CPD 134	Clinical Observation	
Community & Preventive Dentistry		4
CPD 113	Preventive Dentistry	
CPD 132	Community Dentistry Field Experience	
Dental Anatomy		9
GDS 113	Dental Anatomy Lecture	
Dental Materials		13
GDS 115	Dental Materials Lecture	
GDS 116	Dental materials Laboratory	
GDS 135	Dental Materials and Introduction to Operative Dentistry Lecture	
GDS 136	Dental Materials and Introduction to Operative Dentistry Laboratory	
GDS 114	Dental Anatomy Laboratory	
Diagnosis/Radiology		4
DAR 121	Radiology Lecture	
DAR 131	Radiology Lecture	
DAR 132	Radiology Technique	
General/Head & Neck Anatomy		23
ORB 115	General Gross Anatomy Lecture	
ORB 131	Head and Neck Anatomy	
ORB 139	General Neuroscience	
Histology/Embryology		17
ORB 113	Histology	
ORB 133	Oral Histology and Embryology	
Nutrition		2
ORB 137	Nutrition	
Occlusion		5
PRS 131	Occlusion Lecture	
PRS 132	Occlusion Laboratory	

Periodontology		3
PER 132	Periodontal Instrumentation	
Physiology		8
ORB 141	Physiology	
Research		1
GDS 117	Introduction to Conduct of Research	
Total Credits		95

Sophomore Year

Biochemistry		8
ORB 213	Biochemistry	
Diagnosis/Radiology		10
DAR 214	Dental Assisting and Radiology	
DAR 215	Oral Diagnosis	
DAR 224	Radiology Technique	
DAR 234	Radiology Lecture and Technique	
Endodontics		7
END 213	Pulp Biology / Endodontics	
END 233	Endodontic Techniques	
END 234	Endodontics Laboratory	
Fixed Prosthodontics		15
PRS 213	Fixed Prosthodontics Lecture	
PRS 214	Fixed Prosthodontics Laboratory	
PRS 233	Fixed Prosthodontics Lecture	
PRS 234	Fixed Prosthodontics Laboratory	
Infection Control		2
DAR 211	Infectious Disease Control in Dentistry	
Information Technology		2
DAR 213		
Microbiology		7
ORB 211	Microbiology	
Operative Dentistry		18
GDO 213	Operative Dentistry Lecture	
GDO 214	Operative Dentistry Laboratory	
GDO 233	Operative Dentistry Lecture	
GDO 234	Operative Dentistry Laboratory	
Oral Hygiene		1
DAR 232	Oral Hygiene and Recall Clinic	
Pain Control		4
OMS 233	Pain Control/Anesthesia	
Pathology		16

DAR 219	General Pathology	
DAR 235	Oral Pathology	
Pediatric Dentistry/Orthodontics		7
PDO 213	Physical Growth and Development	
PDO 234	Pedodontics/Orthodontics Technique	
Periodontology		5
PER 212	Clinical Introduction to Scaling and Polishing	
PER 213	Periodontology Lecture	
PER 233	Periodontology Lecture	
Pharmacology		3
ORB 231	Dental Pharmacology	
Removable Prosthodontics		14
PRS 211	Complete Denture Prosthodontics Lecture	
PRS 212	Complete Denture Prosthodontics Laboratory	
PRS 231	Removable Partial Denture Lecture	
PRS 232	Removable Partial Denture Laboratory	
 Junior Year		
Acute Care		3
GDD 316	Acute Care Clinic	
Behavioral Science		2
CPD 313	Behavioral Science Aspects of Patient Care	
Clinic Activity		16
GDP 312	Relative Value Units	
GDP 332	Relative Value Units	
Community & Preventive Dentistry		3
CPD 312	Community Dentistry Field Experience	
CPD 333	Public Health Dentistry	
CPR		1
CPD 314	Cardio-Pulmonary Resuscitation	
Diagnosis/Radiology		7
DAR 313	Radiographic Interpretation	
DAR 314	Oral Diagnosis and Treatment Planning Clinic	
DAR 318	Radiographic Interpretation Clinic	
Evidence-Based Dentistry		2
CPD 335	Evidence-Based Dental Care: Understanding and Evaluating Dental Research	
Endodontics		6
END 313	Endodontic Problem Solving	
END 314	Endodontic Clinic	
Fixed Prosthodontics		9

PRS 313	Fixed Prosthodontics Lecture	
PRS 314	Fixed Prosthodontics Clinic	
PRS 333	Fixed Prosthodontics Lecture	
Medically Complex Patient		2
DAR 315	Dental Management of Medically Complex Patients	
Operative Dentistry		16
GDO 313	Operative Dentistry Lecture	
GDO 314	Operative Dentistry Clinic	
GDO 333	Operative Dentistry Lecture	
Oral Surgery/Medical Emergencies		8
OMS 314	Oral Surgery Clinic	
OMS 315	Oral Surgery Lecture	
OMS 331	Physical Diagnosis/Medical Emergencies	
Patient Assessment		2
DAR 316	Patient Assessment Clinic	
Pediatric Dentistry/Orthodontics		16
PDO 313	Principles of Orthodontics and Dento-Facial Growth and Development	
PDO 314	Orthodontic Diagnosis and Treatment Planning Clinic	
PDO 315	Pediatric Dentistry	
PDO 316	Pediatric Dentistry Clinic	
PDO 331	Orthodontics	
Periodontics		9
PER 313	Periodontology Lecture	
PER 314	Periodontology Clinic	
PER 333	Periodontology Lecture	
Pharmacology		7
ORB 311	Dental Pharmacology	
ORB 331	Dental Pharmacology II	
Practice Management		2
CPD 331	Practice Planning	
Removable Prosthodontics		9
PRS 311	Removable Partial Denture Lecture	
PRS 312	Removable Prosthodontics Clinic	
PRS 331	Complete Denture Prosthodontics	
TMD Disorders		2
DAR 331	Temporomandibular Disorders/Orofacial Pain	
Total Credits		122

Senior Year

Acute Care		3
GDD 416	Acute Care Clinic	

Behavioral Sciences/Ethics		2
CPD 413	Ethics in the Practice of Dentistry I	
CPD 431	Ethics in the Practice of Dentistry II	
Clinic Activity		16
GDP 412	Relative Value Units	
GDP 432	Relative Value Units	
Community & Preventive Dentistry		5
CPD 412	Community Dentistry Field Experience	
CPD 414	Senior Service-Learning Program	
Diagnosis/Radiology		2
DAR 414	Oral Diagnosis and Treatment Planning Clinic	
Endodontics		6
END 413	Advanced Endodontics, Surgery And Review	
END 414	Endodontic Clinic	
Esthetic Dentistry		2
GDO 412	Esthetic Dentistry	
Fixed Prosthodontics		7
PRS 414	Fixed Prosthodontics Clinic	
PRS 417	Advanced Clinical Dentistry Lecture	
Implantology		3
PRS 413	Implant Fundamentals	
PRS 431	Advanced Implantology	
Operative Dentistry		12
GDO 414	Operative Dentistry Clinic	
Oral Pathology		2
DAR 413	Oral Pathology	
Oral Surgery		6
OMS 413	Oral Surgery Lecture	
OMS 414	Oral Surgery Clinic	
Patient Assessment		2
DAR 416	Patient Assessment Clinic	
Pediatric Dentistry/Orthodontics		10
PDO 413	Principles of Orthodontics and Dento-Facial Growth and Development	
PDO 414	Orthodontic Diagnosis and Treatment Planning Clinic	
PDO 418	Pediatric Dentistry Clinic	
Periodontics		7
PER 413	Periodontology Lecture	
PER 414	Periodontology Clinic	
Pharmacology		1
ORB 411	Dental Pharmacology Update	
Practice Management		5

CPD 411	Business of Practice	
CPD 433	Financial Planning and Jurisprudence	
Removable Prosthodontics		5
PRS 412	Removable Prosthodontics Clinic	
Total Credits		96

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 slo includes courses offered during a summer session.

Approximate Division of Time (By Clock Hours)

	Lecture/Seminar	Lab.	Field/Clinic	Total Hours
Freshman Year	429	519	55	1003
Sophomore Year	506	668	160	1334 ¹
Junior Year	417	2	1048	1467 ²
Senior Year	204	28	1153	1385 ²

1 Includes Summer Session

2 Includes Summer Session and Clinic

Master of Science 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 Oral Biology (<http://catalog.creighton.edu/graduate/graduate-programs-courses/oral-biology>) section of the Graduate School Catalog.

PostBaccalaureate Program (PBP)

Program Director: Sade Kosoko-Lasaki, M.D., M.S.P.H., M.B.A.

Program Office: Hixson-Lied Science Building G13

Certificate Program: Pre-Dental Postbaccalaureate Pre-Professional Studies

Program and Objectives

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		Credits
PBP 507	Pre-Dental Biology Preview	1
PBP 508	Pre-Dental Chemistry Preview	1
PBP 509	Pre-Dental Analytical Reading Preview	1
PBP 510	Pre-Dental Writing Preview	1
PBP 511	Pre-Dental Mathematics Preview	1
PBP 512	Pre-Dental Fundamentals of Technical Drawing	2
PBP 513	Pre-Dental Academic Excellence	1

PBP 521	Pre-Dental Integrated Cultural Awareness	2
Term Credits		10
Fall Academic Session		
PBP 514	Pre-Dental Biology Review	3
PBP 515	Pre-Dental Chemistry Review	3
PBP 516	Pre-Dental Analytic Reading Part A	1
PBP 518	Pre-Dental Writing Review	1
PBP 519	Pre-Dental Mathematics Review	3
PBP 520	Pre-Dental Understanding Perceptual Ability	4
PBP 522	Pre-Dental Academic Excellence	1
PBP 541	Pre-Dental Cultural Analytical Literature	1
PBP 545	Pre-Dental Analytic Reading Part B	1
Term Credits		18
Spring Academic Session		
PBP 523	Pre-Dental Biology	3
PBP 524	Pre-Dental Chemistry	4
PBP 525	Pre-Dental Analytical Reading	1
PBP 526	Pre-Dental Preceptual Ability	3
PBP 527	Pre-Dental Writing	1
PBP 528	Pre-Dental Mathematics	3
PBP 530	Pre-Dental Academic Excellence	1
PBP 544	Pre-Dental Biomedical Science	3
Term Credits		19
Prematriculation Session		
PBP 531	Pre-Dental Histology and Embryology	1
PBP 532	Pre-Dental Gross Anatomy Part I	1
PBP 542	Pre-Dental Gross Anatomy Part 2	1
PBP 533	Pre-Dental Biochemistry-Radiology	1
PBP 535	Pre-Dental Dental Anatomy	1
PBP 536	Pre-Dental Dental Materials	1
PBP 537	Pre-Dental Academic Excellence	1
Term Credits		7
Total Credits:		54

Courses

PBP 400. Pre-Medical Biology Preview. 1 credit.

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology.

PBP 401. Pre-Medical Chemistry Preview. 1 credit.

Topics covered include: math concepts used in chemistry, introduction to the periodic table, atomic structure, chemical nomenclature, stoichiometry, ionic reactions in water solutions, electron configurations, periodic trends of the elements, ionic and covalent compounds.

PBP 402. Pre-Medical Analytical Reading Preview. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 403. Pre-Medical Writing Preview. 1 credit.

This course is a review of standard rhetorical modes, syntax, grammar, and usage, as well as an introduction to the MCAT essay structure.

PBP 404. Pre-Medical Mathematics Preview. 1 credit.

This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course.

PBP 405. Pre-Medical Physics Preview. 1 credit.

Lecture. Topics include: Language of Motion, Newton's laws of motion, Resistance, Conservation of motion, and work-energy. Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 406. Pre-Medical Biology Review. 3 credits.

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology.

PBP 407. Pre-Medical Chemistry Review. 3 credits.

A continuation of the summer chemistry program. Concepts and theories covered include the gas laws, intermolecular attractive forces, properties of solids and liquids, chemical thermodynamics, colligative properties of solutions, kinetics, chemical equilibrium, acid and base theory, solubility, oxidation and reduction reactions, and coordination theory. The summer and fall courses review the first year of college chemistry.

PBP 408. Pre-Medical Analytic Reading Review Part A. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 409. Pre-Medical Writing Review. 1 credit.

This course focuses on issues of timed writing and MCAT essay practice, as well as readings from fiction and nonfiction sources for style and structure.

PBP 410. Pre-Medical Mathematics Review. 3 credits.

This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course.

PBP 411. Pre-Medical Physics Review. 3 credits.

Lecture. Topics include: Gravity, Circular Motion, Torques, Solids, Fluids and Sound-Waves. Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 412. Pre-Medical Biology. 3 credits.

The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology.

PBP 413. Pre-Medical Chemistry. 4 credits.

Semester reviews organic chemistry. Review of the structure and properties of organic compounds such as alkenes, aromatic compounds, alkynes, alcohols, alkyl halides, and the carbonyl compounds. Reaction mechanisms, organic synthesis and structural analysis by spectroscopy are emphasized.

PBP 414. Pre-Medical Analytical Reading. 1 credit.

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 415. Pre-Medical Writing. 1 credit.

This course focuses on intensive MCAT exam practice while continuing the readings and analysis from the fall.

PBP 416. Pre-Medical Mathematics. 3 credits.

This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course.

PBP 417. Pre-Medical Physics. 3 credits.

Lecture. Topics include: Electrodynamics, Circuits and Atomic-Nuclear Physics Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 418. Pre-Medical Integrated Cultural Awareness. 2 credits.

This course is designed to engage students in the discussion of cultural differences and issues of identity while honing their reading and reading critical skills. Students will discuss class, cultural clashes, and themes of dislocation and alienation. They will explore the meaning of physical and cognitive outsidersness and learn to read critically.

PBP 419. Pre-Medical Academic Excellence. 1 credit.

This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 420. Pre-Medical Academic Excellence. 1 credit.

This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 421. Pre-Medical Academic Excellence. 1 credit.

This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 422. Pre-Medical Academic Excellence. 1 credit.

This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school. Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 423. Pre-Medical Biomedical Science. 3 credits.**PBP 424. Pre-Medical Analytic Reading Review Part B. 2 credits.**

This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 426. Pre-Medical Behavioral Science-Introduction to Psychology. 1.5 credit.

This course is an overview of basic psychological principals.

PBP 427. Pre-Medical Cultural Connections. 1 credit.

This course explores culture through the arts.

PBP 428. Pre-Medical Cultural Analytical Literature. 2 credits.

This course is an overview of cultural competency through essay and literary text.

PBP 430. Pre-Medical Behavioral Science-Introduction to Sociology. 1.5 credit.

This course is an overview of basic sociological principals.

PBP 434. Pre-Medical Analytical Reading. 1 credit.

Course is a continuation of Fall section and incorporates practice with MCAT verbal passages which include discussion of reasoning used to obtain answers, understanding the varying forms of questions and skills used with multiple choice questions.

PBP 436. Pre-Medical Behavioral Science I. 2 credits.**PBP 446. Pre-Medical Behavioral Science II. 1 credit.****PBP 501. Pre-Medical Molecular and Cell Biology. 2 credits.****PBP 502. Pre-Medical Anatomy. 2 credits.****PBP 503. Pre-Medical Principles of Microbiology. 1 credit.****PBP 504. Pre-Medical Host Defense. 1 credit.****PBP 505. Pre-Medical Pharmacology. 1 credit.****PBP 506. Pre-Medical Neurosciences. 1 credit.****PBP 507. Pre-Dental Biology Preview. 1 credit.****PBP 508. Pre-Dental Chemistry Preview. 1 credit.****PBP 509. Pre-Dental Analytical Reading Preview. 1 credit.**

Extensive review of vocabulary, including a review of both technical and general comprehension. Efficient reading techniques, such as previewing science materials, and analyzing for comprehension.

PBP 510. Pre-Dental Writing Preview. 1 credit.**PBP 511. Pre-Dental Mathematics Preview. 1 credit.**

Decimal fractions, measurements and scientific notation, common fractions, percentages, essentials of algebra, ratio and proportion, linear equations, exponential and radicals, logarithms, and quadratic equations and square roots.

PBP 512. Pre-Dental Fundamentals of Technical Drawing. 2 credits.

The Perceptual Ability Course is designed to emphasize the acquisition of visual perception and spatial visualization skills, especially the ability to interpret 2-D representation of a 3-D object. It includes introduction to engineering drawing, 3-D visualization, and manipulation of figures, angles discrimination, form development, cube orthographic projections, apertures and paper folding. Great emphasis is placed on preparing students for the Perceptual Ability Test of DAT covering the categories of keyholes, top-front-end, angle ranking, hole punching, cube counting and pattern folding.

PBP 513. Pre-Dental Academic Excellence. 1 credit.**PBP 514. Pre-Dental Biology Review. 3 credits.****PBP 515. Pre-Dental Chemistry Review. 3 credits.**

PBP 516. Pre-Dental Analytic Reading Part A. 1 credit.

PBP 518. Pre-Dental Writing Review. 1 credit.

PBP 519. Pre-Dental Mathematics Review. 3 credits.

PBP 520. Pre-Dental Understanding Perceptual Ability. 4 credits.

PBP 521. Pre-Dental Integrated Cultural Awareness. 2 credits.

PBP 522. Pre-Dental Academic Excellence. 1 credit.

PBP 523. Pre-Dental Biology. 3 credits.

PBP 524. Pre-Dental Chemistry. 4 credits.

PBP 525. Pre-Dental Analytical Reading. 1 credit.

PBP 526. Pre-Dental Preceptual Ability. 3 credits.

PBP 527. Pre-Dental Writing. 1 credit.

PBP 528. Pre-Dental Mathematics. 3 credits.

PBP 529. Cultural Awareness Literature. 1 credit.

PBP 530. Pre-Dental Academic Excellence. 1 credit.

PBP 531. Pre-Dental Histology and Embryology. 1 credit.

PBP 532. Pre-Dental Gross Anatomy Part I. 1 credit.

PBP 533. Pre-Dental Biochemistry-Radiology. 1 credit.

PBP 534. Physiology. 1 credit.

PBP 535. Pre-Dental Dental Anatomy. 1 credit.

PBP 536. Pre-Dental Dental Materials. 1 credit.

PBP 537. Pre-Dental Academic Excellence. 1 credit.

PBP 538. Pre-Pharmacy Biology. 1 credit.

PBP 539. Pre-Pharmacy Chemistry. 1 credit.

PBP 540. Pre-Pharmacy Analytical Reading. 1 credit.

PBP 541. Pre-Dental Cultural Analytical Literature. 2 credits.

Course is an overview of cultural competency through essay and literary text.

PBP 542. Pre-Dental Gross Anatomy Part 2. 1 credit.

PBP 543. Pre-Pharmacy Academic Excellence. 1 credit.

PBP 544. Pre-Dental Biomedical Science. 3 credits.

PBP 545. Pre-Dental Analytic Reading Part B. 2 credits.

Course promotes critical and active reading. Will work with main idea, vocabulary development, recognition of the author's purpose, developing an understanding of tone, bias and persuasive elements, and discovering inferences.

PBP 546. Pre-Dental Cultural Connections. 1 credit.

This course explores culture through the arts.

PBP 547. Pre-Dental Behavior Science-Introduction to Psychology. 1.5 credit.

This course is an overview of basic psychological principals.

PBP 548. Pre-Dental Behavior Science I. 1 credit.

PBP 550. Pre-Dental Behavioral Science-Introduction to Sociology. 1.5 credit.

This course is an overview of basic sociological principals.

PBP 558. Pre-Dental Behavior Science II. 1 credit.

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 the College of Professional Studies. 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:

Dental hygiene transfer credits	62
General Study Hours (English, Sociology, Theology, History, World Literature, Philosophy, Psychology, Anatomy and Physiology, Biochemistry, Microbiology, Speech, Ethics, etc.)	48
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	18
Total Credits	128

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 the College of Professional Studies in the program leading to a Bachelor of Science degree in dental hygiene.

Faculty

Ashley A. Aerni, *Clinical Instructor of Periodontics* (2013; 2013).

AAS, Iowa Western Community College, 2008; BSDH, Creighton University, 2009

Anne S. Aiello, *Associate Professor of Pediatric Dentistry* (1982; 1993); *Chair of the Department* (1989-2006).

BS, State University of New York at Albany, 1976; DMD, Washington University, 1979

Mohammed P. Akhter, *Professor of Medicine* (1991; 2003); *Professor of General Dentistry* (1992; 2003).

B.S., NED University of Engineering and Technology, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska-Lincoln, 1988

Curtis W. Anderson, *Associate Professor of Oral Biology* (1998; 2011).

BS, Southwest Missouri State University, 1991; MS, Northern Arizona University, 1994; Ph.D., Northern Arizona University, 1996

Kathryn L. Anderson, *Clinical Instructor of Periodontics* (2013).

BS, University of Nebraska- Omaha, 2004; AAS, Iowa Western Community College, 2012

Sonja J. Andrews, *Clinical Instructor of Periodontics* (2014; 2014).

AAS, Central Community College Hastings, 2006

Frank J. Ayers, *Associate Professor Emeritus of Pediatric Dentistry* (1972; 2015).

Wayne W. Barkmeier, *Professor of General Dentistry* (1978; 2006); *Assistant Dean for Research Associate Dean for Research Dean Dean Emeritus* (1985-91 1991-94 1994-2005, 2009-2011 2006).

DDS, University of Nebraska, 1969; MS, University of Texas at Houston, 1975

Laura C. Barritt, *Associate Professor of Oral Biology* (1998; 2004).

BS, Carroll College, 1989; Ph.D., University of Nebraska, 1994

Teena T. Beehner, *Associate Professor of Diagnostic Sciences* (1993; 2003).

AS (dental hygiene), Marquette University, 1970; BS, Marquette University, 1970; BS, Marquette University, 1996; MS, Creighton University, 2000

Thomas J. Beeson, *Associate Professor of Endodontics* (2006; 2006); *Chair of the Department Diplomate of the American Board of Endodontics* (2006).

DDS, University of Nebraska, 1983

Michael J. Belling, *Instructor of Oral and Maxillofacial Surgery* (2010; 2011).

BA, Mount Marty College, 2005; DDS, Creighton University, 2010

Douglas K. Benn, *Professor of Diagnostic Sciences* (2009; 2010); *Director of Oral and Maxillofacial Radiology* (2010).

BDS, University of London, 1969; M.Phil, Open University (England), 1984; PhD, University of London, 1991; DDR, Royal College of Radiologists (England), 1992; DDS, Creighton University, 2010

Thomas P. Berry, *Assistant Professor of General Dentistry* (2013; 2013).

BS, University of Wyoming, 1994; BS, University of Wyoming, 1996; DDS, Creighton University, 2000

Elissa M. Black, *Clinical Instructor of Periodontics* (2012; 2012).

AAS (dental hygiene), Iowa Western Community College, 2011; BAS, University of Missouri Kansas City, 2013

David A. Blaha, *Associate Professor of Oral and Maxillofacial Surgery* (2012; 2014); *Chair of the Department Diplomate of the American Board of Oral and Maxillofacial Surgery* (2014).

DDS, University of Nebraska, 1980

Shirley A. Blanchard, *Associate Professor of Occupational Therapy/Community and Preventive Dentistry* (1990; 2005); *Associate Professor Department of Internal Medicine* (2004).

B.S.O.T., Virginia Commonwealth University, 1975; M.S., University of Nebraska, Omaha, 1981; Ph.D., University of Nebraska, Lincoln, 2003

Cynthia A. Blanton, *Instructor of Community and Preventive Dentistry* (2009; 2011).

BS, California State University, 1990; PhD, University of California, 2000

Karen M. Bober, *Clinical Instructor of Community and Preventive Dentistry* (2013; 2013).

BS, University of Nebraska- Omaha, 1997; DDS, University of Nebraska Medical Center- Lincoln, 2002

Bernard M. Bogatz, *Professor Emeritus of Removable Prosthodontics* (1958; 2003); *Chair of the Department* (1975-1986).

DDS, Creighton University, 1956

Anthony R. Bolamperti, *Instructor of General Dentistry* (2010; 2014).

BS, Creighton University, 1991; DDS, Creighton University, 1995

Theodore E. Bolamperti, *Special Professor of General Dentistry* (1967; 2014).

DDS, Creighton University, 1965

Jocelyn V. Bonnstetter, *Clinical Instructor of Periodontics* (2015; 2015).

BSDH, Minnesota State University Mankato, 2004

Mary Beth Branscombe, *Clinical Instructor of Periodontics* (2007; 2007).

BS, University of Nebraska, 1980

Carole V. Brenneise, *Associate Professor Emerita of General Dentistry* (1982; 2005); *Chair of the Department of Oral Diagnosis and Radiology* (2000).

DDS, Loma Linda University, 1975; MS, University of Iowa, 1982

Eddie K. Brotkowski, *Clinical Instructor of Oral and Maxillofacial Surgery* (2012; 2012).

BS, University of Wisconsin- Platteville, 2001; DDS, Marquette University, 2011

Gerald C. Brundo, *Professor Emeritus of Prosthodontics* (1984; 2015); *Dean, Dean Emeritus* (1984-1994 1994).

BS, Loyola University at Los Angeles, 1965; DDS, Creighton University, 1969; MA, California State University at Los Angeles, 1974

Jerold J. Buresh, *Special Professor of Diagnostic Sciences* (1964; 2015).

BS, Creighton University, 1959; DDS, Creighton University, 1969

Spencer J. Burton, *Clinical Instructor of Community and Preventive Dentistry* (2013; 2013).
BS, University of Utah, 2003; DDS, Creighton University, 2007

Michael J. Carlisle, *Special Associate Professor of General Dentistry* (1992; 2014).
BA, Creighton University, 1984; DDS, Creighton University, 1992

William L. Carlisle, *Special Professor of General Dentistry* (1959; 2014).
DDS, Creighton University, 1958

William G. Carney, *Assistant Professor of General Dentistry/Diagnostic Sciences* (2004; 2015).
DDS, Creighton University, 1981

Lucinda R. Carroll, *Associate Professor of General Dentistry* (1997; 2006).
BS, Creighton University, 1980; DDS, University of Nebraska Medical Center, 1984; BFA,
Creighton University, 2007

Brad W. Carson, *Special Associate Professor of Prosthodontics* (1990; 2014).
DDS, Creighton University, 1989

Mary L. Cash, *Special Associate Professor of Prosthodontics* (2000; 2013).
DDS, Creighton University, 1986

W. Thomas Cavel, *Professor of General Dentistry* (1972; 1988).
DDS, Creighton University, 1970

Brent L. Chapman, *Assistant Clinical Professor of Endodontics* (1998; 2002).
BS, Idaho State University, 1994; DDS, Creighton University, 1998

Hardeep K. Chehal, *Associate Professor of Diagnostic Sciences* (2009; 2015); *Diplomat of the American Board of Oral and Maxillofacial Pathology*.
BSC, Govt. College for Girls (India), 1984; BDS, University of Calcutta (India), 1989; DDS,
Creighton University, 2015

Jeffry F. Cherek, *Special Assistant Professor of General Dentistry* (1999; 2014).
BSM, Creighton University, 1990; DDS, Creighton University, 1996

Brian R. Crawford, *Assistant Professor of General Dentistry* (2003; 2011).
DDS, University of Illinois, 1984

Sharon M. Daly, *Assistant Professor of Periodontics* (1991; 2005).
BS (dental hygiene), Marquette University, 1970

Gregory L. Davis, *Assistant Professor of Prosthodontics* (1996; 2002); *Director of Multicultural and Community Affairs* (2002).
BA, University of Nebraska - Omaha, 1975; DDS, Creighton University, 1979

Valmont P. Desa, *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (1993; 2010);
Diplomate of the American Board of Oral and Maxillofacial Surgery.
BSc, St. Xavier's College Mumbai (India); DDS, Creighton University, 1992; MD, University of
Nebraska Medical Center, 2001

Scott C. DiLorenzo, *Associate Professor of Prosthodontics* (1998; 2004); *Diplomate of the American Board of General Dentistry*.

BA, Carroll College, 1972; DDS, Creighton University, 1977

Thomas J. Dobleman, *Assistant Clinical Professor of Surgery* (1992; 2005); *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (2010; 2010).

B.S., University of San Francisco, 1979; M.D., University of California-Los Angeles, 1983

Robert L. Erickson, *Clinical Professor of General Dentistry* (2003; 2004).

BEE, University of Minnesota, 1963; MS, University of Minnesota, 1966; PhD, University of Minnesota, 1972; DDS, University of Minnesota, 1981

Angela M. Ervin, *Clinical Instructor of Periodontics* (2015; 2015).

BS, University of Nebraska, 2006

Mark D. Essner, *Special Assistant Professor of Endodontics* (2015; 2015).

BS, Creighton University, 1995; DDS, Creighton University, 1999

Joseph T. Fitzpatrick, *Special Instructor of Community and Preventive Dentistry* (2014; 2014).

BSBA, Creighton University, 1999; JD, Creighton University, 2004; DDS, Creighton University, 2012

Jodi R. Fleissner, *Clinical Instructor of Periodontics* (2011; 2011).

BS (dental hygiene), University of Nebraska, 2008

Joseph V. Franco, *Assistant Professor of Diagnostic Sciences* (1985; 2013).

BA, Creighton University, 1980; DDS, Creighton University, 1984

Jacqueline J. Freudenthal, *Instructor of Community and Preventive Dentistry* (2001; 2011).

BS, Idaho State University, 1982

Kelsy B. Gardner, *Clinical Instructor of Oral and Maxillofacial Surgery* (2013; 2013).

BS, University of Nebraska- Lincoln, 2007; DDS, Creighton University, 2013

Cori A. Garrett, *Clinical Instructor of Periodontics/Community and Preventive Dentistry* (2009; 2009).

BS, University of Nebraska, 2006

Gene M. Gaspard, *Special Assistant Professor of Periodontics* (2010; 2013).

DDS, Creighton University, 1992

Roger B. Gerstner, *Special Professor of General Dentistry* (1971; 2014).

DDS, Creighton University, 1969

Stephen L. Gillespie, *Special Associate Professor of Prosthodontics* (1992; 2014).

BS, Creighton University, 1974; MS, Creighton University, 1976; DDS, Creighton University, 1980

Kelly A. Gould, *Assistant Professor of Community and Preventive Dentistry/ Diagnostic Sciences* (1986; 2005); *Director of Extramural Programs* (2008).

BS, University of Nebraska, 1982; MA, University of Nebraska, 1992

Laura J. Grabow, *Clinical Instructor of Periodontics* (2013; 2013).

AAS (dental hygiene), Iowa Western Community College, 2006; BS, Bellevue University, 2012

Jerome F. Gradoville, *Special Associate Professor of Prosthodontics* (1988; 2014).
BA, Creighton University, 1984; DDS, Creighton University, 1988

Jesse L. Gray, *Clinical Instructor of Oral and Maxillofacial Surgery* (2011; 2011).
BS, Utah Valley University, 2007; DDS, Creighton University, 2011

Willis C. Gray, *Associate Clinical Professor Emeritus of Endodontics* (1974; 2013).
BA, University of Nebraska - Omaha, 1951; DDS, Creighton University, 1955

James R. Groome, *Assistant Professor of Oral Biology* (2003; 2011).
BA, Wake Forest University, 1981; PhD, University of New Hampshire, 1988

Amy M. Haddad, *Professor of Health Policy and Ethics* (1988; 2005); *Professor of Pharmacy Sciences* (1988; 1996); *Professor of Community and Preventive Dentistry* (1988; 1996); *Director, Center for Health Policy and Ethics* (2005).
B.S.N., Creighton University, 1975; M.S.N., University of Nebraska, 1979; Ph.D., University of Nebraska, 1988

Andrea L. Hall, *Adjunct Assistant Professor of Prosthodontics* (2014; 2014).
BS, Iowa State University, 2007; DDS, Creighton University, 2011

Benjamin G. Hardy, *Instructor of Community and Preventive Dentistry* (2007; 2014).
BS, Creighton University, 2000; DDS, Creighton University, 2004

Laura E. Harris-Vieyra, *Adjunct Assistant Professor of Periodontics* (2011; 2011); *Diplomate of the American Board of Periodontology*.
BS, University of Nevada, 2001; DDS, Marquette University, 2005

Kenneth P. Hermsen, *Professor of Endodontics* (1975; 2012); *Director of Continuing Education* (1986-89).
BS, University of Nebraska, 1971; DDS, University of Nebraska, 1980; MS, University of Nebraska, 1980

Michael P. Hermsen, *Special Assistant Professor of Endodontics* (2005; 2011).
DDS, Creighton University, 2002

Ralph R. Herrman, *Associate Professor Emeritus of Removable Prosthodontics* (1973; 2013); *Chair of the Department of Comprehensive Dental Care* (1982-88).
DDS, Creighton University, 1954

Stephen J. Hess, *Associate Professor of Diagnostic Sciences* (2002; 2008).
BS, Creighton University, 1969; MS, Creighton University, 1971; DDS, Creighton University, 1978

Dennis R. Higginbotham, *Associate Professor of General Dentistry* (1973; 1984); *Shaddy Endowed Chair holder* (2010).
DDS, Creighton University, 1967

Janet L. Hillis, *Assistant Clinical Professor of Periodontics* (1998; 1998); *Chair of Iowa Western Community College Hygiene Program* (1998).

AADH (dental hygiene), University of Minnesota, 1970; BS, University of Houston, 1984; MA, University of South Florida, 1991

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BS, University of Oregon, 1967; DMD, University of Oregon, 1971

Eric B. Hoie, *Associate Professor of Pharmacy Practice* (2003); *Associate Professor of Pediatrics* (2010).

B.S., Creighton University, 1980; Pharm.D., University of Nebraska, 1987

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BA, Southeastern University, 2007; DDS, University of Tennessee, 2013

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BS, Wheeling Jesuit College, 1969; DDS, University of Maryland, 1973; MS, University of Michigan, 1977

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BS, Arizona State University, 2006; DDS, Creighton University, 2011

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BDS, University of Baghdad, 1958; MSD, University of Nebraska, 1967; DDS, University of Nebraska, 1970

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DDS, Marquette University, 1977; MS, Marquette University, 1989

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BS, Creighton University, 2000; DDS, Creighton University, 2004; MS, University of California at Los Angeles, 2007

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BS, Creighton University, 1974; DDS, Creighton University, 1978

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BS, Creighton University, 2004; DDS, Creighton University, 2008; MS, University of Minnesota, 2011

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DDS, Creighton University, 1976

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BS, Creighton University, 2002; DDS, Creighton University, 2006; MS, Ohio State University, 2009

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Taera Kim, *Assistant Clinical Professor of Pediatric Dentistry* (2012; 2012).

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Kenneth I. Knowles, *Associate Professor Emeritus of Endodontics* (1991; 2011); *Chair of the Department* (2000-06).

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MD, University of Ibaden (Nigeria), 1978; MSPH, Howard University, 1984; MBA, Creighton University, 2005

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BS, Morningside College, 1962; DDS, University of Iowa, 1966

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BSDH, University of Detroit Mercy, 1994; MHR, University of Oklahoma, 2009

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BS, University of Nebraska at Omaha, 2011

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AAS (dental hygiene), Hastings Central Community College, 1983; BS, University of Nebraska - Omaha, 1991

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BS, Creighton University, 1978; DDS, Creighton University, 1982; MBA, Creighton University, 2010

Mark A. Latta, *Professor of General Dentistry* (1995; 2003); *Dean, School of Dentistry* (2011).
AB, Lafayette College, 1978; DMD, University of Pennsylvania, 1983; MS, University of Maryland, 1995

Thomas E. Lewis, *Assistant Clinical Professor of General Dentistry* (1999; 2015).
BS, University of Nebraska, 1990; DDS, University of Nebraska, 1995

Chad S. Lewison, *Clinical Instructor of Oral and Maxillofacial Surgery* (2008; 2008); *Instructor of Oral and Maxillofacial Surgery* (2014).
BSEE, South Dakota School of Mines and Technology, 1993; DDS, Creighton University, 2002

Alfred T. Longo, *Special Associate Professor of Pediatric Dentistry* (1982; 2014).
BS, Creighton University, 1974; DDS, Creighton University, 1978; MS, Marquette University, 1982

Gary W. Lowder, *Instructor of Prosthodontics* (1990; 2011).
BS, Bingham Young University, 1972; DDS, University of Washington, 1976

Darrell J. Lower, *Special Professor of Pediatric Dentistry* (1960; 2014).
BS, York College, 1951; DDS, Creighton University, 1955

Marvin O. Ludlow, *Associate Professor Emeritus of Endodontics* (1976; 2013); *Chair of the Department* (1979-2000).
DDS, University of Missouri, 1969; MS, University of Nebraska, 1974

James J. Lukas, *Associate Clinical Professor of Pediatric Dentistry* (1973; 2014); *Director of Orthodontics* (2002-2007).

B.S, Creighton University, 1969; D.D.S, Creighton University, 1973; M.S, Saint Louis University, 1976

Regan T. Mackintosh, *Clinical Instructor of General Dentistry* (2007; 2007); *Instructor of General Dentistry* (2014).

B.S, Creighton University, 2002; D.D.S, Creighton University, 2006

Mark D. Markham, *Instructor of General Dentistry* (2015; 2015).

BA, Creighton University, 1975; DDS, Creighton University, 1979

John F. Marley, *Professor Emeritus of General Dentistry* (1960; 1999); *Chair of the Department of Oral Diagnosis and Radiology* (1961-74; 1986-93).

DDS, Creighton University, 1957; MSD, University of Alabama, 1959

Luke F. Matranga, *Associate Professor of General Dentistry* (1988; 1988); *Diplomate of the American Board of General Dentistry*.

DDS, Marquette University, 1966; MS, University of Texas at Houston, 1973

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BS, Creighton University, 2001; DDS, Creighton University, 2005

Timothy P. McVaney, *Associate Professor of Oral and Maxillofacial Surgery* (1988; 2005); *Director of Continuing Education*; *Diplomate of the American Board of Periodontology* (1992-98;).

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BSRDH, University of Nebraska, 1977

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BA, Rutgers University, 1972; DDS, Temple University, 1977

Sarah C. Meyer, *Instructor of Endodontics* (2013; 2013).

BS, Creighton University, 2006; DDS, Creighton University, 2011

David J. Millea, *Special Associate Professor of Prosthodontics* (1998; 2013).

DDS, Creighton University, 1977

Takanari Miyamoto, *Associate Professor of Periodontics* (2007; 2013); *Chair of the Department; Diplomate of the American Board of Periodontology* (2009).

DDS, Nihon University (Matsudo, Japan), 1999; CAGS, Boston University, 2003; MSD, Boston University, 2004; PhD, Nihon University, 2006; DDS, Creighton University, 2008; MBA, Creighton University, 2012

David T. Mohs, *Associate Professor of Pediatric Dentistry* (2006; 2009); *Director of Orthodontics; Diplomate of the American Board of Orthodontics* (2007).

DDS, Creighton University, 1972; MS, Washington University, 1984

Bruce Mowat, *Associate Professor of General Dentistry* (1964; 1972).

DDS, University of Illinois

Carol M. Murdock, *Associate Professor of General Dentistry* (1998; 2004); *Chair of the Department; Assistant Dean for Clinical Operations* (2008; 2014).

BS, Canisius College, 1979; DDS, Creighton University, 1984

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BA, Creighton University, 1974; DDS, Creighton University, 1978

Dennis E. Nilsson, *Professor of Prosthodontics* (1993; 2009); *Diplomate of the American Board of Prosthodontics; Chair of the Department* (2008).

BS, University of Minnesota, 1969; DDS, University of Minnesota, 1971; MS, University of Texas Health Sciences Center at Houston, 1977

Neil S. Norton, *Professor of Oral Biology* (1996; 2009); *Professor of Biomedical Sciences* (1996; 2009); *Associate Dean for Student Affairs; Director of Admissions; Associate Dean for Admissions and Student Affairs*; (2012; 2010; 2014).

BA, Randolph-Macon College, 1988; PhD, University of Nebraska, 1995

Martha E. Nunn, *Professor of Periodontics* (2009; 2015); *Director of Center for Oral Health Research* (2009).

BS, University of Tennessee, Knoxville, 1976; MS, University of Tennessee, Knoxville, 1991; DDS, University of Tennessee, Memphis, 1981; MS, University of Washington, 1995; PhD, University of Washington, 1997

Barbara J. O'Kane, *Associate Professor of Oral Biology* (2010; 2010).

BS, University of Nebraska, 1978; MS, University of Nebraska, 1990; PhD, University of Nebraska, 2000

James D. O'Meara, *Associate Professor of General Dentistry* (2001; 2007); *Dental Co-Director of Institute for Latin American Concern (ILAC) Program* (2008).

BA, Creighton University, 1982; DDS, Creighton University, 1986

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BChD, Obafemi Awolowo University (Nigeria), 1991; DMD, University of Pennsylvania, 2001

Raymond F. Olmo, *Associate Professor of Periodontics* (1996; 1996).

DDS, University of California- San Francisco, 1965; MS, University of Nebraska, 1969

Lawrence C. Parrish, *Associate Professor of Periodontics* (2001; 2001); *Chair of the Department; Diplomate of the American Board of Periodontology* (2008).

BS, University of California at Los Angeles, 1973; DDS, Loyola University, 1977; MS, University of Texas at San Antonio, 1985

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BS, Indiana University, 1993; MS, Indiana University, 2000; PhD, Northern Arizona University, 2006

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BS (dental hygiene), University of Nebraska, 1980

G. Lynn Powell, *Professor of General Dentistry* (1980; 2011); *RDEP - Assistant Dean for Dental Education*.

BS, University of Utah, 1964; DDS, University of Washington, 1968

Shawn E. Powell, *Assistant Professor of Pediatric Dentistry* (2013; 2013); *Diplomate of the American Board of Pediatric Dentistry*.

BS, University of Nebraska - Lincoln, 1995; DDS, University of Nebraska - Lincoln, 1999; MS, University of Nebraska - Lincoln, 2011

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BS, Creighton University, 2008; DDS, Creighton University, 2012

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BS, University of Michigan - Ann Arbor, 2009; DDS, University of Michigan School of Dentistry, 2013

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BS, University of Nebraska - Lincoln, 2007; DDS, University of Nebraska Medical Center, 2011

Lee R. Reddish, *Instructor of General Dentistry* (2013; 2013).

BS, Idaho State University, 1993; DDS, Creighton University, 1997

Angela C. Ritchie, *Assistant Professor of Diagnostic Sciences* (2014; 2014).

BA, Indiana University, 2007; DDS, University of Michigan School of Dentistry, 2011

Kenneth J. Rodnick, *Professor of Oral Biology* (1993; 2011).

BS, University of California, 1979; MS, Oregon State University, 1982; MA, Oregon State University, 1984; PhD, Stanford University, 1989

Richard J. Ronk Jr., *Special Professor of Prosthodontics* (1978; 2014).

DDS, Creighton University, 1978

Thomas E. Rudersdorf, *Assistant Clinical Professor of General Dentistry* (2004; 2015).

BA, Creighton University, 1972; DDS, Creighton University, 1976

Cynthia C. Russell, *Special Associate Professor of General Dentistry/ Diagnostic Sciences* (1985; 2014).

BS , Creighton University, 1980; DDS, Creighton University, 1984

Kevin P. Ryan, *Assistant Professor of Diagnostic Sciences/General Dentistry* (2011; 2015).

BS, University of Nebraska - Lincoln, 1975; DDS, Creighton University, 1982

Greg S. Samuelson, *Special Associate Professor of Pediatric Dentistry* (1988; 2014); *Director of Orthodontics* (1988-1992).

BS, Kearney State College, 1981; DDS, University of Nebraska - Lincoln, 1985; MSD, Indiana University, 1987

Leslie T. Sanders, *Instructor of Diagnostic Sciences* (2005; 2012).

BS (dental hygiene), University of South Dakota, 1983

Donal D. Scheidel, *Associate Professor of Diagnostic Sciences* (2010; 2010); *Director of Continuing Education* (2013).

DDS, Creighton University, 1981

Linda S. Scheirton, *Associate Professor, Occupational Therapy* (1997; 2003); *Associate Clinical Professor of Periodontics* (1997).

A.A.S., Del Mar College, 1974; B.S., Texas A&I University at Corpus Christi, 1975; M.A., University of Texas at Austin, 1978; Ph.D., University of Texas at Austin, 1990

Raymond S. Shaddy, *Associate Professor of General Dentistry* (1988; 2004); *Chair of the Department* (2014).

DDS, Creighton University, 1988

John W. Shaner, *Associate Professor of Diagnostic Sciences* (1999; 2005); *Chair of the Department; Director of Clinical Teams; Diplomate of the Federal Services Board of General Dentistry* (2013; 2009;).

BS, Grove City College, 1969; DMD, University of Pittsburg, 1973; MS, University of Texas - Houston , 1978

James L. Sheets, *Associate Professor of Prosthodontics* (1998; 1998); *Diplomate of the American Board of Prosthodontic.*

BA, Pacific Lutheran University, 1972; DDS, University of California at San Francisco, 1978

Michael I. Shnyder, *Special Assistant Professor of Oral and Maxillofacial Surgery* (2010; 2014); *Diplomate of the American Board of Oral an Maxillofacial.*

BS, University of California at Los Angeles, 1999; DDS, University of California at Los Angeles, 2003; MD, University of Nebraska Medical Center, 2006

Joan E. Sivers, *Associate Clinical Professor of General Dentistry* (2003; 2003).

BA, Simpson College, 1976; DDS, University of Iowa, 1981

Frank S. Sleder, *Assistant Clinical Professor of Endodontics* (2015; 2015).

BS, University of Nebraska Omaha, 1979; DDS, Creighton University, 1984

Jared H. Smith, *Associate Professor of Prosthodontics* (1988; 1988); *Chair of the Department* (1988-2008).

DDS, University of Missouri - Kansas City, 1966; MS, University of North Carolina, 1973

Henry A. St. Germain, *Associate Clinical Professor of General Dentistry* (1997; 1997); *Diplomate of the American Board of Operative Dentistry*.

BA, University of New Hampshire, 1972; DMD, Tufts University, 1975; MSD, Indiana University, 1983; MA Ed, George Washington University, 1992

Andrea K. Stahlecker, *Clinical Instructor of Community and Preventive Dentistry* (2013).

BA, Creighton University, 2007; DDS, Creighton University, 2012

Christopher A. Stanosheck, *Special Associate Professor of Prosthodontics* (2002; 2013).

BS, Creighton University, 1996; DDS, Creighton University, 2000

Donald H. Stormberg, *Professor Emeritus of Pediatric Dentistry* (1965).

BS, Creighton University, 1949; DDS, Creighton University, 1954

Randy E. Stout, *Assistant Professor of Prosthodontics* (1985; 2000).

BS, Creighton University, 1977; DDS, Creighton University, 1982

Susan R. Sutton, *Clinical Instructor of Periodontics* (2010; 2010).

BS, University of Nebraska - Lincoln, 1992; AAS (dental hygiene), Delta College, 2003

Holly F. Swirczek, *Clinical Instructor of General Dentistry* (2012; 2012).

BS, University of Nebraska at Omaha, 2000; DDS, Creighton University, 2005

Carolyn L. Taggart Burns, *Special Assistant Professor of General Dentistry* (2004; 2015).

BS, Creighton University, 1998; DDS, University of Nebraska, 2002

Toshiki Takamizawa, *Assistant Professor of Operative Dentistry* (2012; 2012).

DDS, Nihon University (Matsudo, Japan), 1995; PhD, Nihon University (Matsudo, Japan), 2002

Paul E. Tamisiea, *Professor Emeritus of General Dentistry* (1960; 2010); *Associate Dean for Academic Affairs* (1975; 87-92).

DDS, Creighton University, 1958; MA, University of Iowa, 1974

Mark H. Taylor, *Associate Professor of Pediatric Dentistry* (1979; 1979).

BA, University of Nebraska, 1971; DDS, University of Nebraska, 1975

Erin R. Terveer, *Clinical Instructor of Periodontics* (2012; 2012).

AAS (dental hygiene), Iowa Western Community College, 2010

Devon N. Timson-Albertson, *Clinical Instructor of Periodontics* (2005; 2012).

AS, Dixie State College, 1998; AAS (dental hygiene), Iowa Western Community College, 2003

Carlye Z. Travis, *Instructor of General Dentistry* (2012; 2012).

BS, Texas Christian University, 1996; DDS, University of Nebraska, 2000

Lisa E. Uhle, *Clinical Instructor of Periodontics* (2013; 2013).

AAS, Des Moines Area Community College, 1996; RDH, Des Moines Area Community College, 2001

Payal Verma, *Clinical Instructor of Oral and Maxillofacial Surgery* (2014; 2014).

BDS, Manipal College of Dental Surgery, India, 2008; DMD, University of Pennsylvania, 2014

Patrick R. Wachter, *Special Instructor of Endodontics* (2014; 2014).

BS, Creighton University, 2009; DDS, Creighton University, 2013

Christine S. Wagman, *Assistant Professor of Periodontics* (1992; 2005).

BS, University of Nebraska - Lincoln, 1991; RDH, University of Nebraska - Lincoln, 1991

Timothy F. Walker, *Assistant Professor of Diagnostic Sciences* (2006; 2012).

AA, Metropolitan Technical Community College, 1977; BS, University of Nebraska, 1981; DDS, Creighton University, 1985

Alvin G. Wee, *Associate Professor of Prosthodontics* (2011; 2011).

BDS, National University of Singapore, 1992; MS, University of Iowa, 1997; MPH, Ohio State University, 2005; PhD, University of Nebraska, 2011

Nancy L. Wehner, *Clinical Instructor of Periodontics* (2001; 2001).

BS (dental hygiene), University of Nebraska, 1974

Gary H. Westerman, *Speical Professor of Community and Preventive Dentistry* (1973; 2015); *Chair of the Department; Dr. Oscar S. Belzer Endowed Chair in Dentistry Chairholder; Dr. Philip Maschka Chair for Ethics in Dentistry Inaugural Chairholder* (1977-2015; 2000-11; 2011-2015).

BS, Gonzaga University, 1965; DDS, Creighton University, 1969; MS, University of Iowa, 1973

Michael D. Weston, *Assistant Professor of Oral Biology* (2009; 2009).

BS, University of Nebraska - Kearney, 1985; MA, University of Nebraska - Omaha, 1988; PhD, Creighton University, 2004

Karry K. Whitten, *Instructor of Periodontics* (2013; 2013).

BA, Hastings College, 1994; DDS, University of Nebraska Medical Center, 1997

Charles W. Wilcox, *Professor of Prosthodontics* (1995; 2010); *Director of Implantology; Diplomate of the American Board of Prosthodontics* (2006).

DDS, University of Nebraska Medical Center, 1972; MS, University of Texas Health Science Center at Houston, 1981

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BS (dental hygiene), University of Nebraska, 2006

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BS, University of Utah, 2003; DMD, Temple University, 2012

David E. Williams, *Associate Professor of Oral and Maxillofacial Surgery* (2004; 2010); *Interim Chair of the Department* (2006-2014).

BA, St. Olaf College, 1968; DDS, Northwestern University, 1979

Terry M. Wilwerding, *Professor of Prosthodontics* (2004; 2010).

Linda R. Woodruff, *Resident Instructor of Community and Preventive Dentistry* (2013; 2013).

BS, University of Colorado, 1982

Nicholas C. Woodward, *Assistant Professor of Pediatric Dentistry* (2015; 2015).

BS, Nebraska Wesleyan University, 2003; DDS, University of Nebraska Lincoln, 2007

I Fen (Jennifer) Yao Houng, *Instructor of Community and Preventive Dentistry/ General Dentistry/ Periodontics* (2007; 2012).

BS, Creighton University, 2000; DDS, Creighton University, 2005

J. Jeffrey Ybarguen, *Assistant Professor of General Dentistry* (2005; 2011); *Director Idaho Dental Education Program* (2005).

BS, Idaho State University, 1997; DDS, Creighton University, 2001

Michelle M. Zoucha, *Clinical Instructor of Periodontics* (2012; 2012).

AAS (dental hygiene), Iowa Western Community College, 2000

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