

CREIGHTON UNIVERSITY BULLETIN

2003-2005 ISSUE *SCHOOL OF DENTISTRY*

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CALENDAR

FIRST SEMESTER, 2003 – 04

2003

August	11, Monday	Begin regular classes / clinic hours (Jr / Sr)
	11, Monday	Begin sophomore special classes
	18, Monday	Freshman orientation begins
	20, Wednesday	Freshman registration
	21, Thursday	Freshman classes / labs begin
	25, Monday	Sophomore regular classes / labs begin
September	1, Monday	Labor Day; no classes
	2, Tuesday	School resumes
	10, Wednesday	Mass of the Holy Spirit, St. John's Church (<i>subject to change</i>)
	26, Friday	End of First Quarter (Sr)
October	3, Friday	End of First Quarter (Jr)
	8, Wednesday	Fall Recess begins
	13, Monday	School resumes
	17, Friday	End of First Quarter (Fr / So)
November	12, Wednesday	Final examinations begin (Sr)
	26, Wednesday	Thanksgiving Recess begins
	27, Thursday	Thanksgiving Day Mass, St. John's Church
December	1, Monday	School resumes
	10, Wednesday	Final examinations begin (Jr)
	11, Thursday	Final examinations begin (Fr / So)
	16, Tuesday	Cut-off for First Semester clinic credit
	19, Friday	End of First Semester
	20, Saturday	Commencement

SECOND SEMESTER, 2003 – 04

2004

January	5, Monday	Classes, laboratories, and clinics resume
February	27, Friday	End of Third Quarter
March	5, Friday	Spring recess begins after last class, laboratory, or clinic
	15, Monday	School resumes
April	9, Friday	Good Friday; no classes
	12, Monday	School resumes
	16, Friday	Spring Dental Assembly; no classes
	21, Wednesday	Final examinations begin (Jr)
	22, Thursday	Final examinations begin (So)
May	3, Monday	Final Examinations begin (Fr.)
	4, Tuesday	End of Second Semester (So/Jr/Sr)
	7, Friday	End of Second Semester (Fr)

SUMMER CLINIC, 2004

2004

May	10, Monday	Summer Clinic begins (Jr / Sr)
	10, Monday	Clinic Orientation and White Coat Ceremony (Jr)
	11, Tuesday	Summer classes begin (Jr)
	15, Saturday	Spring Commencement
	31, Monday	Memorial Day; no classes
June	1, Tuesday	Summer Session resumes
July	5, Monday	Independence Day; no classes
	6, Tuesday	Summer Session resumes
	9, Friday	Summer Session ends

FIRST SEMESTER, 2004 – 05 (Tentative)

2004

August	9, Monday	Begin regular classes/ clinic hours (Jr / Sr)
	9, Monday	Begin Sophomore special classes
	16, Monday	Freshman orientation begins
	18, Wednesday	Freshman registration
	19, Thursday	Freshman classes/ labs begin
September	23, Monday	Sophomore regular classes/ labs begin
	6, Monday	Labor Day; no classes
	7, Tuesday	School resumes
	8, Wednesday	Mass of the Holy Spirit, St. John's Church (<i>subject to change</i>)
October	24, Friday	End of First Quarter (Sr)
	1, Friday	End of First Quarter (Jr)
	6, Wednesday	Fall Recess begins
	11, Monday	School resumes
November	15, Friday	End of First Quarter (Fr / So)
	10, Wednesday	Final examinations begin (Sr)
	24, Wednesday	Thanksgiving Recess begins
	25, Thursday	Thanksgiving Day Mass, St. John's Church
	29, Monday	School resumes
December	8, Wednesday	Final examinations begin (Jr)
	9, Thursday	Final examinations begin (Fr / So)
	14, Tuesday	Cut-off for First Semester clinic credit
	17, Friday	End of First Semester
	18, Saturday	Commencement

SECOND SEMESTER, 2004 – 05 (Tentative)

2005

January	3, Monday	Classes, laboratories, and clinics resume
February	25, Friday	End of Third Quarter
March	4, Friday	Spring Recess begins after last class, lab, or clinic
	14, Monday	School resumes
	25, Friday	Good Friday; no classes
	28, Monday	School resumes
April	20, Wednesday	Final examinations begin (Jr)
	21, Thursday	Final examinations begin (So)
	22, Friday	Spring Dental Assembly; no classes
May	2, Monday	Final examinations begin (Fr)
	3, Tuesday	End of second semester (So/Jr/Sr)
	6, Friday	End of second semester (Fr)

SUMMER CLINIC, 2005 (Tentative)

2005

May	9, Monday	Summer Clinic begins (Jr / Sr)
	9, Monday	Clinic Orientation and White Coat Ceremony (Jr)
	10, Tuesday	Summer classes begin (Jr)
	16, Saturday	Spring Commencement
	30, Monday	Memorial Day; no classes
	31, Tuesday	Summer Session resumes
July	4, Monday	Independence Day; no classes
	5, Tuesday	Summer Session resumes
	8, Friday	Summer Session ends

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GENERAL INFORMATION

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

With an enrollment of 6,327 persons taught by 722 full-time faculty and 804 part-time and contributed service faculty, Creighton has set as its goal the conduct of higher education in the context of Christian values.

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

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

Thirty-five percent of the University's students are enrolled in the College of Arts and Sciences, 34 percent in the health sciences professions, 10 percent in Business Administration, 6 percent in University College, 8 percent in law, and 7 percent in the Graduate School.

LOCATION

Omaha, Nebraska's largest population center, is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa boundary. Originally settled by the Omaha Indian Tribe, Omaha was soon a favorite stop for early settlers traveling up the Missouri River. Omaha's frontier traditions and values have remained largely intact as the city has progressed into the 21st century. Creighton's campus is located on the northwest edge of downtown Omaha, Nebraska. The University's planned campus of nearly 100 acres is near the city's revitalized urban center.

A center for information technology, telecommunications, transportation and food processing, Omaha, Neb., is the heart of a metropolitan area of about 720,000, with more than 1 million people within a 50-mile radius. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. The metro Omaha area has seen steady growth over the past five decades and is now the 45th largest city and the 61st largest metro area in the nation.

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

Omaha, a cultural center of the Great Plains, is home of the world-class Opera Omaha and Omaha Symphony. The Omaha Community Playhouse and Omaha Theater Company For Young People are among the top community theaters in the nation. The Joslyn

Art Museum not only displays impressive permanent collections from 19th and 20th century European and American artists, but also schedules five major exhibits and a dozen small presentations each year. One of the nation's finest old-world style theaters, the Orpheum, is home to hundreds of outstanding entertainment events each year and the Durham Western Heritage Museum features some of the area's largest historical offerings.

An enthusiastic sports city, Omaha has hosted the NCAA College World Series, held in early June each year, for over 50 years.

Creighton, who hosted the College World Series for the 54th consecutive year in June 2003, is an NCAA Division I school which sponsors 14 men's and women's intercollegiate sports and competes in the Missouri Valley Conference. The Creighton Bluejay baseball, basketball, and soccer teams have earned trips to their respective NCAA tournaments in recent years.

Omaha is also the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds. A brand new 240,000 sq. ft. Convention Center and 16,000 seat Arena, slated to open in 2003, are visible signs of a downtown alive with expansion. In addition, a recently proposed plan will place an impressive pedestrian bridge spanning the Missouri River from Nebraska to Iowa. The Gallup organization and Union Pacific are building their new headquarters here, as is First National Bank, which recently completed the largest tower between Chicago and Denver.

Omaha is served by over 180 regularly scheduled daily flights by nine national air carriers and ten regional airlines. Two interstate highway systems serve the metropolitan area—I-80 going east and west and I-29 north and south.

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

HISTORY

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

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

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

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

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

Colleges of Arts and Sciences

The College of Arts and Sciences is the University's oldest and largest division. Creighton College was founded in 1878 as a liberal arts college for men. For 40 years the College was conducted without charging tuition. Women began attending teachers' courses in 1923 and University College, a parallel liberal arts division for the education of women, was formally established in 1931. These two liberal arts divisions merged as the College of Arts and Sciences in 1951. A Department of Journalism was part of the College of Commerce for 12 years until 1933 when a separate College of Journalism was established. In 1936 this status was changed to the School of Journalism and in 1948 to the Department of Journalism in the Creighton and University Colleges.

CREDO OF CREIGHTON

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

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

We believe in God, our loving Creator and Father.

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

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

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

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

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

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

We believe in the teachings and example of Jesus Christ.

NONDISCRIMINATION POLICY

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

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

SERVICES FOR STUDENTS WITH DISABILITIES

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

ACCREDITATION

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

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

LIVING ACCOMMODATIONS

Creighton University offers on-campus housing for all full-time matriculated students. **All unmarried undergraduate students, from outside the immediate Omaha area (as defined by the University), are required to live in University residence halls the first two years they are at the University. Students from the Omaha area may live in the residence halls. Otherwise, during their first two years at the University, students from Omaha must live with a parent or guardian.** A request to be exempt from the residency requirement must be made in writing to the Office of the Associate Vice-President for Student Services by July 15th prior to the beginning of the student's classes (December 1 for the Spring Semester). Only the Associate Vice President for Student Services will be able to permit these exemptions. A resident must be a full-time, matriculated student at the University. If space allows, the University may permit housing of part-time students in University residence halls.

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

The residence hall agreement is for room and board. Only students living in Kenefick or in Heider Hall are not required to be on the board plan. A student requesting to be off the board plan for medical or other reasons must furnish documentation to the Associate Vice-President for Student Services for Residence Life for review. Generally, the dining services are able to meet most dietary needs. Students may elect either a 19, 15, or 12 meal plan per week. Students in Kenefick or in Heider Hall may elect any of the standard meal plans or the Flex Plan. The Flex Plan allows the student to eat 60 meals during a semester. Board plans are also available to off campus and commuting students.

Meals are served in the Becker and Brandeis dining areas located adjacent to the campus residence halls. Students on the board plans may also have dinner in the Java Jay coffeehouse, Irma's Bistro and C. Jay's in the Student Center as part of the meal exchange program. More information about dining opportunities is available from Sodexho food service located on the lower level of Brandeis Hall.

The annual room and board rates in University residence halls effective August 2003 are:

Building	Type Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshman)	Double	\$3870
	Private	\$5798
Swanson Hall (Sophomores only)	Double	\$4028
	Private	\$6030
McGloin Hall (Sophomores only)	Double	\$4166
	Private	\$6228
Kenefick Hall (Juniors & Seniors Only)	Efficiency apartment	\$4188
	1 Bedroom apartment	\$4346
	Private efficiency	\$6200

Heider (12 month lease) (Family and post bachelor degrees only)	Efficiency	\$7320
	Small 1 Bedroom	\$8112
	Large 1 Bedroom	\$8448
	Two Bedroom	\$9600

Board Plans	Type Plan	Annual Rate
	19 Meal and 40 Points Bonus	\$2956
	15 Meal and 100 Bonus Points	\$2956
	12 Meal - No Bonus Points	\$2790
Available to Heider, Kenefick and Off-Campus Students Only	Flex - Any 60 meals and 200 Bonus Points	\$1156

New students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. **Students applying for Heider Hall are required to pay a \$500 deposit.** Each semester's tuition, fees, and room and board charges are payable at the time of registration. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan (see page 27). Rent in Heider Hall can be paid monthly, as well.

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

FAMILY HOUSING

Creighton University has limited space in the apartment-style Heider residence hall for families. A twelve-month lease is required on all apartments except for those graduating at the end of the current lease. Available for families are the large one-bedroom apartments (655 sq. ft.) and two-bedroom apartments (1215 sq. ft.). There are only four two-bedroom apartments in Heider Hall. Family housing is available on a first-come, first-served basis.

OFF CAMPUS HOUSING

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

CHILD DEVELOPMENT CENTER

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

STUDENT HEALTH SERVICES

Mission Statement

Student Health Services promotes holistic health care. We prepare and educate students to advocate for their individual health needs. We do this as a campus health resource, primary care provider group, and an insurance plan sponsor. These services support students in the performance of their academic endeavors. Our Ignatian tradition integrates the physical, mental, spiritual, and emotional aspects of the student's life.

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, nurse practitioner, or physician's assistant provides services. **All currently enrolled Creighton University students are eligible for services.**

Services Available:

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

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

How to obtain Student Health Services

Call 280-2735, Monday through Friday. Appointments should be made for all services, except emergencies. It is important that you keep scheduled appointments and that you arrive on time. If you will be late or must cancel, please call as soon as possible. Your courtesy will enable the best use of our available appointment times, and decrease the time you spend waiting.

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

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

Who Provides the Services?

Physicians, and nationally-certified physician's assistants and nurse practitioners provide services assisted by an auxiliary staff of medical assistants and clerical personnel.

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

Participating Providers

Our providers are considered participating providers with University sponsored Insurance. It is important to check with your insurance plan to verify if services rendered at Student Health Services will be a covered expense under your plan. Claims are submitted to the insurance carrier indicated by the student at the time services are provided.

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 and injury. Creighton University Medical Center's Emergency Department is conveniently located adjacent to the Creighton campus. Any after hours care received will be the financial responsibility of the student.

Services Available During the Summer

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.

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 Requirements

Creighton University policy requires that all students born on or after January 1, 1957 provide documentation of two doses of **Measles, Mumps and Rubella vaccine prior to enrollment**. The first given at 12-15 months of age or later and the second given at 4-6 years of age or later, and at least one month after the first dose. History of disease is not acceptable.

University Health Insurance Requirements

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

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

*A comprehensive health insurance plan fulfills the following requirements:

1. Coverage includes most inpatient and outpatient health services and is comparable to the University-sponsored Plan.
2. Coverage is in effect for the entire academic year.
3. Coverage includes comprehensive benefits when out of area (away from home).

* 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.

Additional Immunization Requirements for Health Science Students

In addition to the Measles, Mumps, and Rubella requirement, all Health Science students must comply with the following list of requirements. Current CDC standards are used to determine compliance.

- Hepatitis B: documentation of vaccine series and/or a positive antibody titer is required.
- Annual Tuberculosis screening. If you have had a positive PPD in the past, please contact Student Health Services for further instruction.
- Varicella immunity as determined by a positive antibody titer or a series of two doses of vaccine.

- Diphtheria/Tetanus: Documentation of vaccine series, last dose within 10 years.
- Polio: Documentation of vaccine series, four doses with either OPV (oral Sabin) or IPV (inactivated Salk).

All of the above services are available at Student Health. If proof is not supplied, the cost of the required immunizations will be added to the student's business office account with the exception of PPDs.

Creighton University Student Health Insurance Plan

As a service to students, the University sponsors a comprehensive health insurance plan. This plan is available at a reasonable group rate and provides year-round coverage, wherever the student may be, as long as the semi-annual premium is paid. This plan provides benefits for laboratory tests, x-rays, and prescriptions. The services of designated sub-specialists and specific services are available in the Preferred Provider Network.

Contact Student Health Services for complete details.

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

COUNSELING AND PSYCHOLOGICAL SERVICES

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

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

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

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

SCHOOL OF DENTISTRY

HISTORY

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

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

SCHOOL OF DENTISTRY MISSION STATEMENT

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

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

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

SCHOOL OF DENTISTRY VISION STATEMENT

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

FACILITIES FOR DENTISTRY

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

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

STUDENT EMPLOYMENT

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

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

STUDENT GOVERNMENT

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

STUDENT ORGANIZATIONS

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

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

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

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

HONOR SOCIETIES AND FRATERNITIES

Alpha Sigma Nu, National Jesuit Honor Society, was founded at Marquette University in 1915, and the Creighton Chapter was established in 1921. In 1973 Gamma Pi Epsilon, the women's honor society, merged with Alpha Sigma Nu. Currently there are chapters at all 28 Jesuit colleges and universities in the United States and at Sogang University in Seoul, Korea. Scholarship, loyalty, and service are the threefold requirements for membership in the society. Membership is highly selective and is awarded on the recommendations of the local chapter, the faculty, the deans, and with the approval of the University president. Outstanding undergraduates in their junior and senior years and professional and graduate students are eligible. Membership is prized as one of the most notable distinctions which can be won by a student in a Jesuit institution of higher learning. Each year the campus chapter inducts about 42 students from all divisions. The alumni chapter's living members number over 2,100 persons. At graduation, members of the student chapter automatically transfer into membership in the alumni chapter.

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

Membership in Omicron Kappa Upsilon, national honorary dental fraternity, is presented to senior students who, in addition to scholarship, have demonstrated exemplary traits of character and potential qualities of future professional growth and attainments. Not more than 12 percent of each graduating class is eligible. One junior student is awarded the Omicron Kappa Upsilon William Kramer Award for Excellence. This award is presented to the junior student who has demonstrated scholarship and promise in the advancement of Dentistry.



HONORS AND PRIZES

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

THE ALUMNI ASSOCIATION

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

The administration of alumni activities is handled by the Alumni Relations Office under the supervision of the Director of Alumni Relations, as advised by the National Alumni Board. Among the programs sponsored by the Alumni Relations Office are the annual President’s Alumni Picnic, Reunion Weekends, the Thanksgiving Day Mass and Breakfast, alumni club and chapter events, and reunions for the various schools and colleges. The Alumni Relations Office also works with the Undergraduate Admissions Office to coordinate the Creighton Alumni Partners (CAP) program, in which alumni volunteers participate in the recruitment of prospective students. Additionally, the Alumni Career Network program has been established with the Career Services Office in an effort to provide students with the opportunity to network with alumni for career opportunities.

University representatives are welcome to attend alumni events to which alumni, parents of current and past students, and friends of Creighton University are invited.

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

DENTAL ALUMNI ADVISORY BOARD

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

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

ADMISSION

It is the admission policy of Creighton University to accept qualified students within the limits of its resources and facilities. See also the University's Nondiscrimination Policy on page 13.

APPLICATION PROCEDURE

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

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

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

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

At the time an applicant submits an application through AADSAS, a \$45 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.
2. Supplementary application form.

REQUIREMENTS FOR ADMISSION

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

1. Graduation from an accredited four-year high school.

2. College credits covering a minimum of two years of study in an accredited college of arts and sciences. While a minimum of 64 semester hours (96 quarter hours) from an accredited liberal arts college is required, most accepted candidates will have completed 120 semester hours (180 quarter hours). The minimum of 64 semester (96 quarter hours) must be obtained exclusive of credit in military science, physical education, and nonacademic courses. The 64 semester hours must include the following specific subjects and credit:

Biology	6 semester hours
Chemistry, inorganic	8 semester hours
Chemistry, organic	6 semester hours
English	6 semester hours
Physics	6 semester hours

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

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

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

DENTAL ADMISSION TEST

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

RECOMMENDATIONS

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

PHYSICAL FITNESS

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

SELECTION

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

Selection of all students is based upon both objective and subjective evaluation. Objective criteria include GPA, DAT scores, and science grades. Applicants with higher scores and satisfactory subjective evaluation are given primary consideration. However, applicants with lesser objective qualifications are considered on the basis of more subjective factors, such as: 1) evidence of predisposition to provide dental health care in underserved areas; 2) evidence of participation in worthwhile community activities; 3) recommendation from teachers, known alumni, and other members of the profession; 4) quality of preprofessional educational program; 5) residence in states having educational compact agreements with the School; and 6) evidence of good moral character, motivation, and emotional and intellectual maturity.

APPLICANT RESPONSE TO ACCEPTANCE

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

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

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

STATE COMPACTS

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

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

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

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

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

ADVANCED STANDING

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

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

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

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

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

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

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

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

REGISTRATION

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

TUITION AND FEES

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

Application for admission fee	45.00
Enrollment reservation deposits (credited to tuition)	
a. First deposit—required when initially accepted for admission	500.00
b. Second deposit—required when finally accepted for admission	300.00
Tuition per semester for courses in dental curriculum: effective July 2003	14,614.00
Student Health Insurance Plan Premium, for six months ²	(Option 1) TBA
Hepatitis B Series vaccinations	TBA
University fee per semester	360.00
Late Payment fee	100.00
Special examination fee, each examination ³	15.00
Room and Board rate per semester	(see page 14)

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

FINANCIAL ARRANGEMENTS

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

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

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

LATE PAYMENT POLICY

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for late registration. This fee is \$100 for the first month and an additional \$50 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$100 fee the first month and \$39 each month thereafter.

¹ Registration is not complete until financial arrangements have been made.

² This charge for each full-time student may be waived if the student presents evidence that he or she carries insurance that provides coverage at least comparable to the student insurance offered by the University.

³ Transcripts, diplomas, and grade reports are released only when all outstanding balances have been paid. Students with questions regarding their financial responsibilities, are invited to contact the Business Office to set up an appointment for individual counseling.

WITHDRAWALS AND REFUNDS

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

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

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

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

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

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

TEXTBOOKS AND INSTRUMENTS

At the time of registration of each academic year the student will purchase the textbooks and laboratory and classroom manuals prescribed for that year. Textbooks will be purchased from the University's Campus Store. A list of currently prescribed textbooks is available in the administration offices and at the campus store. Instruments will be leased to the student by the School. Used instruments or books or substitutions of either are not recommended.

The textbooks and instruments specified are considered indispensable to the study and practice of dentistry. It is therefore required that the student purchase/lease them at the time indicated. The late fee for payment of instruments and manuals generally amounts to one percent per month on the unpaid balance.

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

	<u>Textbooks</u>	<u>Instruments</u>
First Year	\$1,000.00	\$4,700.00
Second Year	\$1,000.00	\$5,400.00
Third Year	\$780.00	\$2,400.00
Fourth Year	\$280.00	\$2,400.00

STUDENT FINANCIAL AID

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

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

APPLICATION PROCEDURES

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

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

DISBURSEMENT AND USE OF AWARDS

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

SATISFACTORY ACADEMIC PROGRESS

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

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

LOAN PROGRAMS

LONG TERM LOANS

Health Profession Student Loan

To qualify for assistance under this program a student must demonstrate financial need as determined by the Free Application for Federal Student Aid Form. By Federal law, the maximum loan that may be awarded per academic year is \$2,500 plus tuition. The maximum annual award provided at Creighton may range from \$10,000 to \$15,000. **Interested students must complete the Free Application for Federal Student Aid Form, and, in all cases, parents' financial aid information must be included regardless of status. No awards may be made to a student under this program unless parents' information is provided.** The loan is repayable over a ten-year period, which begins one year after the student ceases to pursue a full-time course of study. The loan carries an interest rate of five percent which does not start to accrue on the principal until repayment commences.

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

Federal Stafford Student Loan (FSSL)

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

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

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

Federal Unsubsidized Stafford Student Loan (FUSL)

This loan program allows students who are ineligible for the need-based Subsidized Stafford Loan or wish to borrow additional loan funds the opportunity to apply for an unsubsidized Stafford. Dental students may borrow up to an aggregate maximum amount of \$189,000 minus any subsidized Stafford Loan amounts (including undergraduate borrowing). An origination and guarantee fee, paid by the borrower, will be deducted from the loan before it is disbursed. The student is responsible for paying accruing interest on the loan while in school. Information regarding deferment options are listed on your promissory note.

ALTERNATIVE LOANS

A student may have eligibility to borrow from a lender offering alternative loans. These loans are made available to students who have exhausted federal loan annual or aggregate maximums. Loan amounts vary, but may not exceed the cost of education minus other aid. A good credit history is required in order to qualify for this type of loan.

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

UNIVERSITY DENTAL SCHOOL LOAN FUNDS

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

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

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

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

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

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

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

GOVERNMENT GRANTS AND SCHOLARSHIPS

Indian Fellowship Program

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

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

National Health Service Corps Scholarship

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

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

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

STATE GRANTS AND SCHOLARSHIPS

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

UNIVERSITY DENTAL SCHOOL SCHOLARSHIPS

Ethel S. Abbott Charitable Foundation

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

Dr. Charles and Merlyn Anderson Scholarship

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

Dr. Jerome J. Belzer Endowed Scholarship

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

Dr. James D. Bettinger Scholarship Fund

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

Dr. John J. Butkus Endowed Scholarship

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

Cordoba Family Endowed Scholarship

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

Dental Alumni Scholarship Fund

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

Dr. and Mrs. Frank Freimuth Scholarship Fund

A \$1,500 renewable scholarship is awarded to an incoming freshman student who can demonstrate a high financial need. A preference is extended to such students who are from rural communities in the states of Nebraska, Iowa, North Dakota, and South Dakota.

Dr. Stanley J. Honsa Senior Dental Prize Fund

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

Dr. Stephen Herman Jelinek Endowed Scholarship

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

Robert Wood Johnson Scholarship Fund

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

Dr. George M. Ludes Scholarship Fund

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

Dr. Philip and Ruthann Maschka—Ethics in Dentistry Award

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

Dr. Leo S. Perion Trust Scholarship

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

Dr. Kenneth P. and Mae Raker Scholarship Fund

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

Dr. Raymond J. Rucker Scholarship Fund

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

Dr. Frederick W. Schaefer Scholarship Fund

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

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

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

Dr. Foster R. Sims Scholarship Fund

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

ADMINISTRATION AND SUPERVISION

ACADEMIC ADMINISTRATION

The School Year

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

During the academic year, the School of Dentistry 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-Mid-year recess, a one-week vacation in the spring, a short recess between the second semester and the summer term, and a total of four weeks of vacation following the summer session.

Arrangement of Courses

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

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

Dress Standard

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

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

Grading System

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

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

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

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

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

Course Withdrawal

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

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

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

Interim Grades for Clinical Courses

Grade

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

When performance standards have been met, the quality of the clinical work performed to date is graded according to the regular grading system: A, B+, B, C+, C, D, and F.

Incomplete and Absence from Examination

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

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

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

Grade Points and Grade Point Average (GPA)

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

Graduation Honors

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

Summa Cum Laude: for GPA of 3.850 to 4.000

Magna Cum Laude: for GPA of 3.700 to 3.849

Cum Laude: for GPA of 3.500 to 3.699

Dean's List

Full-time students who have completed a semester with a grade point average of 3.5 or higher and with no grades of F, AF, WF, I, X, UN, or W are placed on the Dean's List for that semester. This applies only to those students who are not on probation or to those whose terms of probation were met by the academic performance during the semester under consideration.

Student Performance Committee

The Student Performance Committee (SPC) consists of all department chairs, the Dental School Chaplain, the President of the Faculty Council, one student representative (the President of the Senior Class or, in his/her absence, the President of the Junior Class), the Assistant/Associate Dean for Student Affairs as a non-voting member, the Assistant/Associate Dean of Clinics, and the Assistant/Associate Dean for Academic Affairs who ordinarily chairs the SPC. The charge of the Committee is to deliberate the performance of students and make recommendations to the Dean which may include, but are not limited to: probations, advancements, and dismissals.

COMMUNICATION

The official method of communication within the School of Dentistry will be email. Each student will be provided with an email account and will be expected to check it regularly for messages and notices. For more "severe" cases where a record of such 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.

REHEARINGS AND APPEALS PROCESS

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

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

Re-Hearings

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

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

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

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

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

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

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

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

Appeals

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

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

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

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

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

POLICY REGARDING ELIGIBILITY FOR TAKING BOARD EXAMINATIONS

Part I National Board

To be eligible to take Part I National Board, the student must have: successfully completed all first and second year curriculum requirements (courses) whose subject matters are tested on the Board Examination; successfully completed all remedial and / or retake activity associated with any failed efforts on first and second year curriculum requirements (courses) that are tested on the Board Examination; successfully completed all of the competency examination 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 testing time schedules, students have until the end of the last day of class of the Summer Session to achieve eligibility to take this Examination.

Part II National Board

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

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

Senior Clinical Examination (Mock Board)

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

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

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

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

Licensure Examination Prior to Graduation

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

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

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

REQUIREMENTS FOR PROMOTION AND GRADUATION Competencies for Creighton University School of Dentistry

The following 29 competency statements represent areas of performance in which students must demonstrate an attainment of the requisite knowledge, skills and values to enter into an unsupervised private practice situation. The primary purpose of the School of Dentistry, as stated in its Mission Statement, is to educate students toward becoming proficient in providing for the oral health needs of society. Professional development is a continuous process that begins in the freshman year and concludes upon the termination of practice. It has been described as an educational continuum occurring in following five stages: beginner, novice, competent, proficient, and expert. The achievement of competence is but a step in the journey toward becoming expert and represents only a minimal level of expected performance in an unsupervised environment. Proficiency requires higher levels of mastery that can only be realized as a result of additional study and experience. To assist the student in this regard and to satisfy its primary Mission Statement objective, the School, through its academic departments, has established expectations of student performance which, if successfully accomplished, will provide an opportunity for professional development that exceeds the mere attainment of competence.

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

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

A. BIOMEDICAL SCIENCES

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

B. BEHAVIORAL SCIENCES

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

C. PRACTICE MANAGEMENT

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

D. ETHICS AND PROFESSIONALISM

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

E. CRITICAL THINKING AND INFORMATION TECHNOLOGY

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

F. CLINICAL SCIENCES

1. Performing patient examination, assessment, and diagnosis procedures.
2. Developing a comprehensive plan of treatment.
3. Understanding the principles of health promotion and disease prevention.
4. Understanding and obtaining informed consent.
5. Managing pain and anxiety through appropriate pharmacologic and non-pharmacologic methods.
6. Selecting, administering, and prescribing appropriate pharmacologic agents to manage conditions that influence dental treatment.
7. Restoring single defective teeth with appropriate materials and techniques to establish proper form, function, and esthetics.
8. Restoring partial or complete edentulism with fixed or removable prosthodontics in the uncomplicated patient and in managing the care of the complicated edentulous patient.
9. Managing the restoration of partial or complete edentulism using contemporary implant procedures.
10. Performing uncomplicated periodontal therapies and in managing the care of patients with complicated or advanced periodontal problems.
11. Performing uncomplicated endodontic procedures and in managing the care of patients with complicated pulpal and periradicular disorders.
12. Recognizing and managing orofacial lesions.
13. Performing uncomplicated oral surgical procedures and in managing the care of patients with complicated oral surgical problems.
14. Preventing, recognizing, and managing dental emergencies including pain, hemorrhage, trauma, and infection of the orofacial complex.
15. Managing patients with acute and chronic occlusal and temporomandibular disorders.
16. Performing minor tooth movement and space maintenance and in managing the care of patients with complicated or advanced orthodontic problems.
17. Appraising completed and existing treatments and in using these outcomes of patient care to guide professional development.
18. Preventing, recognizing, managing, and treating, for the short-term, acute medical emergencies in the dental environment including the provision of life support measures.
19. Performing and managing requisite technical and laboratory procedures attendant to the provision of dental restorations.

Freshmen

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

- (a) Semester: a student is expected to earn a 2.00 GPA in didactic and a 2.00 GPA in technique courses for each semester.
- (b) Year: a student is expected to earn a 2.00 GPA in didactic and a 2.00 GPA in technique courses for the academic year.
- (c) Failure of one or more courses may result in recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the failed course(s), (3) repeating the entire freshman curriculum, or (4) placement on probation.
- (d) Failure to obtain a 2.00 GPA in didactic and/or a 2.00 GPA in technique courses for each semester and/or for the year may result in recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the entire freshman curriculum, or (3) placement on probation.
- (e) A student who has failed one or more courses and who is allowed to continue must convert those grades to a passing grade prior to registration for the Fall Semester of the next academic year.
- (f) Incompletes: didactic and technique incomplete grades occurring during the first semester must be converted to a passing grade within thirty calendar days after the first day of the second semester. Didactic and technique incomplete grades occurring during the second semester must be converted to a passing grade within thirty calendar days after completion of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F."
- (g) All competency examinations must be successfully completed prior to being allowed to register for the Fall Semester of the next academic year regardless of the outcomes of courses taken and GPA's 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 recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the failed course(s), (3) repeating the entire sophomore curriculum, or (4) placement on probation.
- (d) Failure to obtain a semester or cumulative 2.00 GPA in didactic courses and/or obtain a semester or cumulative 2.00 GPA in technique courses may result in recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the entire sophomore curriculum, or (3) placement on probation.
- (e) A student who has failed one or more courses and who is allowed to continue must convert those grades to a passing grade prior to registration for the Fall Semester of the next academic year. Participation in summer clinic activity prior to the removal of the failure(s) will be subject to the recommendation of the Student Performance Committee.
- (f) Incompletes: didactic and technique incomplete grades occurring during the first semester must be converted to a passing grade within thirty calendar days after the first day of the second semester. Didactic and technique incompletes occurring during the second semester must be converted to a passing grades within thirty calendar days after completion of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F." Participation in summer clinic activity prior to the removal of the incomplete(s) will be subject to the recommendation of the Student Performance Committee.
- (g) All competency examinations must be successfully completed prior to being allowed to participate in clinical activities and being allowed to register for the Fall Semester of the next academic year regardless of the outcomes of courses taken and GPA's attained.
- (h) Part I National Board Examination
 - (1) To be eligible to take Part I National Board, the student must have: successfully completed all first and second year curriculum requirements (courses) whose subject matters are tested on the Board Examination; successfully completed all remedial and / or retake activity associated with any failed efforts on first and second year curriculum requirements (courses) that are tested on the Board Examination; successfully completed all of the 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 testing time schedules, students have until the end of the last day of class of the Summer Session to achieve eligibility to take this Examination.
 - (2) Complete passing of Part I of the National Board Examination is required for registration or continuation in the Junior-year curriculum.
 - (3) Under present testing schedules, students with a complete failure may be allowed to begin, with the rest of their class, the classroom didactic program of the Junior curriculum, but not be allowed to participate in the clinical program until such time as evidence of successful passing of Part I of the National Board Examination is provided. This action may delay

graduation. In most cases, students may begin clinical work at the beginning of the second semester on a probationary basis pending the return of the National Board December retest scores. Each clinical chair may require performing related procedures aimed at maintaining and improving technical skills prior to re-entry into the clinic at the beginning of the second semester. This might include observing and/or assisting in the clinic as well as “bench top” type exercises. Failure to obtain a complete passing grade in the December examination may require withdrawal as a student. The student will become eligible for readmission only upon being able to provide evidence of a complete passing performance. Any deviation from this practice will be made only through specific recommendations of the Student Performance Committee or the Dean concerning individual cases.

- (4) Students with a partial failure may be allowed to continue in the Junior-year curriculum but may also be required to demonstrate passing competence on a special examination given by the School covering the failed test section in order to be granted this privilege. The student must receive a passing grade on the applicable section of the National Board Examination administered during the following December. Failure to obtain a complete passing grade in the December examination may require withdrawal as a student. The student will become eligible for readmission only upon being able to provide evidence of a complete passing performance. Any deviation from this practice will be made only through specific recommendations of the Student Performance Committee or the Dean concerning individual cases.

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

- (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 recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the entire junior curriculum, or (3) placement on probation.
- (d) Failure of one or more didactic courses may result in recommendations as, but not limited to:
 - (1) dismissal from School, (2) repeating the failed course(s), (3) repeating the entire junior curriculum, or (4) placement on probation.

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

obligations. When the junior performance standards are met, the final grades in the affected courses are computed in the “usual” manner and then lowered by one full letter (except a “D” can not be reduced to an “F” solely on this basis).

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

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

A failing grade (“F”) indicates that the deficit is qualitative in nature or that certain guidelines pertaining to the conversion of an “incomplete”

grade have not been met. This grade can be issued at the end of the Spring Semester by clinical departments whenever the student's work is clinically unacceptable regardless of whether or not a quantitative problem exists. **These grades generally can only be converted on the student's transcript to an acceptable grade of record by completing the Creighton University Official Grade Report that is made available by the Registrar's Office following the student's registering for a new course.**

- (j) All competency examinations must be successfully completed prior to becoming eligible to register for the Fall Semester of the next academic year; prior to becoming eligible to take Part II of the National Board Examination; and prior to becoming eligible to taking the Senior Clinical Examination (Mock Board) regardless of the outcomes of courses taken and G.P.A.'s attained.
- (k) All non-academic obligations (i.e. surveys, etc.) must be completed prior to being allowed to register for the next academic semester regardless of the outcomes of courses taken and GPAs attained.

Seniors

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

- (a) In order to be eligible for graduation, a senior dental student must have (1) earned a four year cumulative GPA of not less than 2.00 for all courses, (2) earned no less than a 2.00 GPA in the didactic courses of the senior year, (3) earned no less than a 2.00 GPA in the clinical courses of the senior year, (4) converted all incomplete and/or failing grades to passing grades, (5) successfully completed all competency examinations offered during the freshman, sophomore, junior and senior academic years, including the Senior Clinical Examination (Mock Board), and (6) successfully completed all non-academic obligations to the school and to the University. Failure to meet these requirements for graduation may be reviewed by the Student Performance Committee. Recommendations may include, but are not limited to: (1) dismissal from School, (2) repeating the entire senior curriculum, or (3) continuation in a specified curriculum with requirements which, if met, are designed to establish eligibility for graduation.
- (b) Incompletes: didactic incomplete grades occurring during the first semester must be converted to a passing grade within thirty calendar days after the first day of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F." Continued participation in clinical activity prior to the removal of the didactic incomplete(s) will be subject to the recommendation of the Student Performance Committee.
- (c) A senior student having any incomplete or failing grades at the end of the academic year will be considered by the Student Performance Committee. Recommendations may include, but are not limited to, one of the following courses of action: (1) dismissal from School, (2) repeating the entire senior curriculum, (3) continuation in the senior curriculum for an additional two week extension from the date of Commencement provided by the Office of Registrar to complete one's studies in time to receive a May diploma, or (4) enrollment in the summer session, after registration and payment of required tuition, in a specified program of study designed to establish eligibility for a later graduation. Students who receive recommendation (3)

above but who fail to complete their academic obligations in the two week “window” provided may be reviewed by the Student Performance Committee for recommendations that may include, but not be limited to (1), (2), or (4) above. Once registration in the summer session occurs, at its conclusion, the student may again be considered by the Student Performance Committee. Recommendations may include, but are not limited to: (1) graduation, (2) dismissal from School, or (3) continuation in an additional specified program of study.

(d) Senior Clinical Examination (Mock Board)

- (1) In order to be eligible to take either the patient-based or nonpatient-based sections of the Senior Clinical Examination (Mock Board), the student must have, prior to the date required by the ADA for certification of eligibility to take Part II National Board: successfully completed all first, second, and third year curriculum requirements; and successfully completed all competency examinations offered during the first, second, and third years of study. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. It is generally determined approximately six weeks prior to the administration of Part II National Board.
- (2) Students will be required to take and successfully complete the Senior Clinical Examination (Mock Board) to be eligible for graduation. Failure to take and successfully complete this Examination and any necessary remediation will result in a review by the Student Performance Committee.
- (3) Any segment of the Senior Clinical Examination (Mock Board) that is not passed will require mandatory remediation in the area(s) not successfully completed (laboratory, clinical or didactic sections). The remediation program will be arranged by the department with academic responsibility for teaching the involved discipline(s), when possible. This program can involve the use of models, typodont teeth or extracted teeth or it may use a lecture/examination format. Its purpose is to assist the student in overcoming identified areas of weakness.
- (4) After successful completion of the remediation program, the student will be eligible to take a second examination covering the section(s) previously failed.

(e) Part II National Board Examination

- (1) To be eligible to take Part II National Board, the student must, prior to the date required by the ADA for certification as being eligible to take this examination: be registered as a senior student in the School of Dentistry; have successfully completed all first, second, and third year curriculum requirements; and have successfully completed all competency examinations offered during the first, second, and third years of study. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. It is generally determined approximately six weeks prior to the testing date so that the School can maintain compliance with the ADA date at which time this eligibility must be determined.
- (2) On or about the conclusion of the first quarter of the senior year (mid-September), the School will forward to the American Dental Association (ADA) the applications of all those who have met the eligibility standards at that time. If a student becomes eligible to take the Board after this date, he / she will be personally responsible for sending the application to the ADA.

(f) Licensure Examinations Prior to Graduation

- (1) To be eligible to take a licensing examination prior to graduation, the following will be required of a student on or before the application cut-off date for that specific examination:
 - (a) successful completion of the Senior Clinical Examination (Mock Board). For those who fail to do this on their initial attempt, successful completion of any necessary remediation as well as successful completion of appropriate re-examination(s) will be required.
 - (b) demonstration of adequate progress toward meeting curricular obligations so that completion of these responsibilities could be reasonably anticipated in time for the issuance of a diploma at the next, upcoming commencement date.
- (2) Certification of eligibility, based upon these criteria, will be determined by the Student Performance Committee and will be recommended to the Dean.

Degree of Doctor of Dental Surgery

The Student Performance Committee may refuse to recommend for the degree of Doctor of Dental Surgery any student who has not: (1) met all financial indebtedness to the University, (2) satisfactorily completed all the prescribed courses, (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.

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 66,000 patient visits per year attest to this reputation, with many patients traveling great distances to seek dental care at Creighton University School of Dentistry. The clinics are operated by the School to fulfill its Mission statement objectives of educating students and providing dental care to the community. The School has established clinical performance standards that are designed to ensure that its graduates can demonstrate both competence and the progression toward proficiency in providing for the oral health care needs of society. While the School of Dentistry will assist students in procuring the necessary patient resources from its patient population to meet these performance standards, it is ultimately the responsibility of each student to make sure that he/she has a sufficient patient population pool to perform the patient care experiences necessary to meet the applicable performance standards.

POLICY FOR THE MANAGEMENT OF FAILING GRADES

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

A senior student having any failing or incomplete grades at the conclusion of the academic year will be considered by the Student Performance Committee. Continuation in the curriculum may involve, but not be limited to: (1) repetition of the entire senior year, (2) receiving an additional two week extension from the date of Commencement as provided by the Office of the Registrar to satisfactorily complete all academic responsibilities in time for a May diploma, or (3) enrollment in the summer

session to convert any failing or incomplete grades to marks that are passing. Students who receive the two week extension but who fail to complete their academic responsibility in that time frame will receive a failing grade in all courses not satisfactorily completed. Consequences of this may include, but are not limited to: (1) dismissal, (2) repetition of the entire senior year, or (3) enrollment in the summer session to convert any failing grades to marks that are passing.

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

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

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

POLICY FOR THE APPEAL OF ACADEMIC PROCESS AND GRADES

The instructor has jurisdiction in determining academic process and in issuing grades; however, the student has the right to appeal an academic process that he/she believes to be improper or a 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.

COMMENCEMENT

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

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

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

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

ATTENDANCE

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

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

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

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

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

DISCIPLINE AND PROFESSIONAL CONDUCT

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

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

HONOR CODE

Presumptions:

- The Honor Code is predicated upon the premise that students, as developing professionals, will develop professional maturity and integrity through a system of shared responsibility involving the School of Dentistry, its faculty, students, administrative officers, and staff.
- Cooperation exists between students and faculty to share responsibility for modeling and maintaining academic honesty, integrity, and professional behavior.
- The Honor Code embodies the concept of personal honor in the framework of a covenantal pledge and is aligned with Creighton University's Code of Conduct and the School of Dentistry's Policies and Procedures for the Promotion of Academic Integrity and the Management of Academic Misconduct.
- The School of Dentistry is committed to the students' professionalism as evidenced by having students abide by the Honor Code and the codes of ethics promulgated by the American Dental Association and the American Student Dental Association.
- The Honor Code contributes to the development and expression of moral standards that are the cornerstone of the academic community, the greater society, and the profession of dentistry.
- The Honor Code creates an environment where academic dishonesty is socially and professionally unacceptable, where institutional expectations are clearly understood, and where students assist their peers in abiding by its contents.
- Students are obligated to take action in the event they learn that a fellow student has violated this Code. The student can take action by asking the violator to refrain from the behavior and/or to report himself/herself to the appropriate authority. The student can also report the behavior to appropriate student, faculty, or administrative representatives as well as to the Committee on Academic Misconduct via its Chair, the Assistant / Associate Dean for Academic Affairs.

Principles and Duties:

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

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

POLICY FOR THE PROMOTION OF ACADEMIC INTEGRITY AND THE MANAGMENT OF ACADEMIC MISCONDUCT

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

Purpose

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

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

Responsibility

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

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

Definition of Academic Misconduct

Academic misconduct includes, but is not limited to: collaborating during examinations; copying examination answers; using unauthorized material during examinations; improperly or falsely obtaining, distributing or receiving examination materials; arranging to have others complete examinations, academic laboratory or clinical assignments and/or experiments; plagiarism in any form; furnishing false information to the University concerning academic matters; falsifying clinical reports or otherwise endangering the well being of patients who present themselves for treatment and/or teaching purposes; misusing academic resources; defacing, tampering with or wrongfully acquiring library materials or school equipment; forgery of academic or academic-related documents; unauthorized entry into areas where academic

materials are located; engaging in bribery to obtain unauthorized academic information or material; altering academic records; as well as any other conduct intended or likely to give a student unfair advantage or unfair benefit regarding an academic matter.

Penalties

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

1. Reprimand;
2. Repetition of an examination or an assignment under a different format;
3. Reduction in grade for an examination or an assignment;
4. Failing grade for an examination or an assignment;
5. Probation;
6. Suspension or expulsion from a course, (in the case of expulsion from a course a grade of "F" is recorded on the transcript);
7. Incomplete grade for a course and the requirement that the course be repeated;
8. Removal from or denial of office in student organizations;
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 with reasonable promptness after the detection of the alleged indiscretion. The Chair of the Academic Misconduct Committee will be informed of the accusation by the faculty member. The Chair of the Academic Misconduct Committee will then provide a copy of the Policy and Procedure for the Promotion of Academic Integrity and the Management of Academic Misconduct to the accused student. The Chair of the Academic Misconduct Committee will also make the student aware that the Associate Dean for Student Affairs is available to assist the student as an advisor and student advocate in resolving the matter.

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

If a student has been disciplined by a course director for academic misconduct, and if the student does not accept the penalty proposed or imposed by the course director, the student shall file with the Chair of the Academic Misconduct Committee and with the involved course director a written statement of the student's desire that the Academic Misconduct Committee review the matter. This statement should be filed within

two (2) school days after the student has been advised of the penalty by the course director. This formal student rejection of the penalty proposed by the course director will also necessitate the implementation of the Formal Procedures as set forth below.

Formal Procedures

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

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

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

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

The Chair of the Academic Misconduct Committee, with the approval of the Associate Dean for Student Affairs, may modify the time frames of this policy when necessitated by absences, semester breaks, recess breaks, vacations, or other 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 Dean's Appeal Group and he/she will give written notice to the student, to the Chair of the Academic Misconduct Committee, and to the course director of a decision.

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

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

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

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

LIABILITY INSURANCE

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

CONFIDENTIALITY OF STUDENT RECORDS

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

TRANSCRIPTS

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

GRADUATION RATES

Creighton University is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation /completion status of students who enrolled during the 1996-97 school year and for whom 150 percent of the normal time-to-completion has elapsed.

During the fall semester of 1996, 832 first-time, full-time degree-seeking Undergraduate students entered Creighton University. After six years (as of August 31, 2002) 71 percent of these students had graduated from our institution or completed their programs. Questions related to this report should be directed to: John A. Krecek, University Registrar, (402) 280-2702.

As of December 2002, the completion or graduation rate for first-time dental students who entered Creighton University since 1996 was 95 percent.

While reviewing this information, please bear in mind:

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

***BACHELOR OF SCIENCE IN DENTAL HYGIENE DEGREE
COMPLETION PROGRAM***

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

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

Candidates for the baccalaureate degree must complete a minimum of 128 credit hours: 62 dental hygiene transfer credits; 48 general study hours (English, Sociology, Theology, History, World Literature, Philosophy, Psychology, Anatomy and Physiology, Biochemistry, Microbiology, Speech, Ethics, etc.); and 18 dental science hours. A cumulative grade point average of 2.0 is required for graduation with a Bachelor of Science degree in dental hygiene from the School of Dentistry. This average shall be computed only on the basis of all courses attempted while enrolled in University College in the program leading to a Bachelor of Science degree in dental hygiene.

COURSES OF INSTRUCTION

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

KEY TO SYMBOLS

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

ORB 115 General Gross Anatomy and Neuroanatomy (10) I

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

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

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

1. The first digit indicates the dental college year in which the course is taken:
 - All Freshman courses begin with 1.
 - All Sophomore courses begin with 2.
 - All Junior courses begin with 3.
 - All Senior courses begin with 4.
2. The second digit indicates the quarter (half of semester) within which the course begins, except that a zero indicates an elective course.
 - 0 indicates an elective course
 - 1 indicates First Quarter
 - 2 indicates Second Quarter
 - 3 indicates Third Quarter
 - 4 indicates Fourth Quarter
 - 5 indicates Summer Session
3. The third digit indicates the type of course involved. Didactic courses are represented by odd-numbered digits; technique courses (laboratories, field experiences and clinics) by even-numbered digits.

GENERAL GROSS NEUROANATOMY—Course title.

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

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

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

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

COMMUNITY AND PREVENTIVE DENTISTRY (CPD)

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

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

Freshman Year

- CPD 111 Interpersonal Relationships and Communication (2) I**
To assist in their orientation and adjustment to professional education, freshmen will participate in group introductions followed by discussions on interpersonal relationships. Communication styles, time management, problem solving, dealing with stress, and understanding various cultural differences will be addressed. 2S, 8W.
- CPD 113 Preventive Dentistry (3) I**
Introduction to the philosophy and need for preventive dentistry by developing the student's concepts of self-motivation; knowledge of dental diseases and abnormalities; application of the principles of fluoridation; nutrition, patient motivation, and home care. In addition, the student will develop skills for effective oral hygiene with reference to disclosing agents, toothbrushing, flossing, oral physiotherapy aids, and topical fluorides. 1R, 16W; 2R, 3L, 6W.
- CPD 115 History of Dentistry (1) I**
Designed to acquaint the student with the history of dentistry from ancient times to the present. Emphasis is placed upon contributions by individuals and groups of individuals leading to the current status of dentistry in the United States. 1R, 8W.
- CPD 132 Community Dentistry Field Experience (1) II**
Designed to acquaint students in small groups with area health problems and with area health services and agencies. Field experience is gained during dental health and/or career presentations in public and parochial schools. Visitations are made to provide a variety of experiences; to neighborhood schools; to water purification and flouridation facilities; and to a commercial dental laboratory. 2F, 4W; 3F, 4W (Split classes).
- CPD 134 Clinical Observation (1) II**
Introduction to all disciplines of dentistry by way of clinical observation and limited assistance to upper-class dental students. 2C, 10W (Split clinical assignments).
- CPD 136 Cardio-Pulmonary Resuscitation (1) II**
A formalized course in Cardio-Pulmonary Resuscitation leading to CPR certification in Basic Life Support. 1R, 3L, 1W (Split classes).

Junior Year

- CPD 311 Ethics in the Practice of Dentistry I (2) I**
Provides an understanding of several ethical principles which have direct relevance to students' training and future practice experience. Focus on common ethical dilemmas found in the relationships between student and dental school, between dentist and patient, between dentists themselves, and between dentist and the community. 3R,6W;1S, 6W.
- CPD 312 Community Dentistry Field Experience (1) I, II**
Provides the dental student with an opportunity to apply motivational and instructional techniques regarding patient dental education through community field experiences. F.
- CPD 313 Patient and Cultural Sensitivity (2) I**
This course deals with behavioral science topics relevant to the practice of dentistry. The goal of this course is to enhance the students' knowledge by learning practical interpersonal communication skills, by increasing patient and cultural sensitivity, and by managing various difficult situations through the application of learned skills. 1R, 2W; 3R, 3W.

- CPD 314 Cardio-Pulmonary Resuscitation (1) I**
A formalized course in Cardio-Pulmonary Resuscitation leading to CPR re-certification in Basic Life Support. 1R, 3L, 1W (Split classes).
- CPD 331 Practice Planning (2) II**
Designed to introduce the student to practice management principles. Covers the process of selecting a practice and the necessary office planning. Includes office design and dental equipment selection. Emphasizes the internal management of a dental practice with specific attention given to the management process of organization, delegation of authority, staff and patient communication, appointment control and recall systems, treatment planning and scheduling. 1R, 16W.
- CPD 333 Community Dentistry (2) II**
Introduction to the sociology of dental practice, assessment of the problem of oral diseases, prevention and control of oral disease, evaluation of scientific information, meeting the demand for dental care, and dental epidemiology. 1R, 16W.
- CPD 335 Evidence-Based Dental Care: Understanding and Evaluating Dental Research (2) II**
Course designed to enable the student to discuss the need for and uses of methods commonly encountered in health-related research and to enable the student to evaluate health sciences research literature regarding its implications for the subsequent provision of health-care services. The ultimate purpose of the course is to enable the student professional to be more critical both in those judgments which he makes about his own professional experience and in evaluating those of his colleagues that are communicated in formal research literature. 1R, 12W; 1F, 4W.
- Senior Year*
- CPD 411 Business of Practice (3) I**
Designed to provide the background to help make wise decisions concerning purchasing, associating, leasing or incorporating. Special emphasis is given to legal requirements. The methods of financing a practice are reviewed. Employee selection procedure, developing an office manual, and maintaining staff competence through training and evaluation are explained. Receptionist's duties, fees, payment methods, billing, collecting, office records and forms are presented. 1R, 8W and 2R, 8W.
- CPD 412 Community Dentistry Field Experience (1) I, II**
Provides the dental student with an opportunity to apply motivational and instructional techniques regarding patient dental education through community field experience. F.
- CPD 421 Geriatric Dentistry (1) I**
Introduction to incorporating delivery of dental service for older adults with reference to overview of geriatric dentistry, geriatrics and demographics; geriatric oral pathology, general restorative principles; treatment of periodontal disease; prosthetic care; pharmacology; and diagnosis and treatment planning. 1R, 8W.
- CPD 431 Ethics in the Practice of Dentistry II (1) II**
Designed to identify and understand one's own ethical decision-making process and the relationship of rendering dental care with values and ethics. Students will discuss the areas of risk management, prescription fraud and drug diversion, freedom of choice in dentistry, empathy and compassion, informed consent, code of ethics of the A.D.A., and dental-care delivery systems. 1S, 8W.
- CPD 433 Financial Planning and Jurisprudence (2) II**
Emphasis on practical accounting principles in bookkeeping, tax laws, FICA, depreciation and personal income tax. Personal financial planning, estate planning and pension plans are presented. Legal aspects of dentistry including professional fees, liabilities, technical assault, breach of contract and expert witness are explained. 2R, 8W.

ENDODONTICS (END)

Knowles (Chair), Biggs, Chapman, Gray, Gruber, Ibarrola, Sype, and Yuan

Sophomore Year

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

Junior Year

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

Senior Year

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



GENERAL DENTISTRY (GD__)

Cavel (Chair), Akhter, Barkmeier, Beehner, Bolamperti, Brenneise, Buresh, M. Carlisle, W. Carlisle, Carroll, Cherek, Eggers, Erickson, J. Franco, S. Franco, Friedrichsen, Gerstner, Guzallis, Haisch, Hess, Higginbotham, Howard, N. Kelsey, W. Kelsey, Kimmes, Knauss, Kramer, Kutler, Latta, Lewis, Matranga, Mowat, Murdock, Naughton, Nielsen, O'Meara, Pedersen, Pitruzzello, Powell, Romito, Russell, Saini, Shaddy, Shaner, St. Germain, Sullivan, Tamisiea, Triolo, Wetzel, and Woodward.

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

Freshman Year

- GDD 113 Radiology (2) I**
Basic principles of radiation physics, radiation biology, radiation protection, and dental radiography will be discussed in detail. 1R, 16W.
- GDD 114 Radiology Technique (1) I**
Students will gain hands on experience in simulated clinical situations by exposing full mouth radiographic series on manikins. Strict adherence to radiographic principles will be stressed to provide diagnostically acceptable radiographs. 2L, 8W; 2C, 8W (Split classes).
- GDS 113 Dental Anatomy Lecture (2) I**
Nomenclature, chronology, and methods of designation of human teeth. Form, size and contour of teeth, including external and internal anatomy of the permanent and primary dentitions, intertooth relationships, and occlusion. 1R, 16W.
- GDS 114 Dental Anatomy Laboratory (7) I**
Carving of wax teeth to natural size using average anatomical measurements. Mounting of study casts on a functional articulator and waxing teeth into occlusion. 7L, 16W.
- GDS 115 Dental Materials Lecture (2) I**
This course presents the fundamental principles of materials science and applies necessary information to the understanding of the basis for laboratory and clinical use of commonly encountered dental materials. The rationale for materials choices, procedures, and performance will also be discussed. 1R, 16W.
- GDS 116 Dental Materials Laboratory (2) I**
Specific exercises will be accomplished to ensure proficient use of common materials used in dentistry. 2L, 16W.
- GDS 135 Dental Materials Lecture (4) II**
Composition and properties of the materials used in dentistry. Basic information on the design of preparatory work necessary for the mouth incident to the reception of these materials. 2R, 16W.
- GDS 136 Dental Materials Laboratory (2) II**
Application of materials used in dentistry with an emphasis on the treatment of single surface tooth lesions. 2L, 16W.

Sophomore Year

- GDD 213 Oral Diagnosis (3) I**
Lectures designed to acquaint the preclinical student with the fundamentals of the interview, the principles and procedures of clinical examination, the methods of identifying oral diseases, and the rationale for oral therapy. Following the correlation of facts obtained, the formulation of a diagnosis, prognosis and treatment plan is made. 1R, 16W; 4C, 16W (Clinic sessions are split classes).
- GDD 224 Radiology Technique (1) I**
Block assignment will be scheduled in clinical radiology to gain experience in intra-oral, extra-oral and dental digital radiography. Students will be introduced to basic radiographic interpretation to diagnose common dental afflictions. 3C, 8W (Split classes).
- GDH 232 Oral Hygiene and Recall Clinic (1) II**
An initial introduction of the students to the treatment of patients in a clinical setting. Principles of oral hygiene, infection control, record keeping, and oral examination are applied to patient care. C.
- GDO 213 Operative Dentistry Lecture (2) I**
Introduction to diagnosis, prevention and treatment of disease, developmental defects, or traumatic injuries of the hard tissues of individual teeth. Emphasis is placed on mechanical aspects of preparing and restoring individual teeth with specific restorative materials, the physical and biomechanical properties of these materials, and the development of problem solving skills to select appropriate treatments and materials. 1R, 16W.
- GDO 214 Operative Dentistry Laboratory (7) I**
Application of surgical principles to the treatment of diseases and defects of the teeth. Preparations and restorations are performed on natural teeth mounted in stone, typodont models, and plaster teeth. Detailed surgical excisions are made in harmony with principles of tooth anatomy, pathology of the lesions, and masticatory function. Manipulative techniques of the materials commonly employed in operative dentistry are emphasized. 7L, 16W.
- GDO 233 Operative Dentistry Lecture (2) II**
Diagnosis, prevention and treatment of disease, developmental defects, or traumatic injuries of the hard tissues of individual teeth. Emphasis is placed on mechanical aspects of preparing and restoring individual teeth with specific restorative materials, the physical and biomechanical properties of these materials, and the development of problem solving skills to select appropriate treatments and materials. 1R, 16W.
- GDO 234 Operative Dentistry Laboratory (6) II**
Application of surgical principles to the treatment of diseases and defects of the teeth. Preparations and restorations are performed on natural teeth mounted in stone, typodont models, and plaster teeth. Detailed surgical excisions are made in harmony with principles of tooth anatomy, pathology of the lesions, and masticatory function. Manipulative techniques of the materials commonly employed in operative dentistry are emphasized. 7L, 8W; 6L, 8W.
- GDS 211 Infectious Disease Control in Dentistry (1) I**
Provides a basic knowledge of the principles of infection control. Application of the students' fundamental knowledge of oral pathology, microbiology, public health, and oral diagnosis will be necessary for critical thinking as applied to actual and/or hypothetical clinical situations. 5R, 2W.
- GDS 219 General Pathology (10) I**
Discussion of the principles of pathology, etiology, pathogenesis and clinical applications. Systemic diseases with oral considerations are stressed. Includes presentation of clinical case histories in determination of a differential diagnosis. 5R, 2W; 4R, 8W; 5R, 8W.

- GDS 235 Oral Pathology (8) II**
This course is designed to present etiologic, basic histopathologic, and clinical information of diseases that commonly manifest in the oral cavity and the head and neck regions. Prognosis and treatment of these diseases will be stressed. Heavy emphasis will be placed on clinical recognition and differential diagnoses. 4R, 16W.
- Junior Year*
- GDD 313 Radiographic Interpretation (2) I**
Radiographic features pertaining to craniofacial structures as well as to developmental, neoplastic and systemic diseases will be discussed. 4R, 4W.
- GDD 314 Diagnosis and Radiology Clinic (5) I, II**
Clinical experience in oral diagnosis, radiology, treatment planning, oral hygiene, dental emergencies, and the assessment of treatment outcomes will be obtained. Opportunity to apply the knowledge and principles learned in classroom courses in oral diagnosis, oral medicine, oral pathology, and oral radiology to clinical situations. The student is guided in the collection and analysis of data on patients and, subsequent to this, receives guidance in the formation of an acceptable plan of treatment for each patient. C.
- GDD 315 Dental Management of Medically Complex Patients (2) I**
Continuation of oral pathology with the emphasis mainly on systemic illnesses that produce oral manifestations. The disease states covered are studied with regard to their etiology, pathogenesis, clinical signs and symptoms as well as radiographic and laboratory evidence when that pertains. The treatment and management of these diseases is also considered. 1R, 16W.
- GDO 313 Operative Dentistry Lecture (2) I**
General review to reinforce the principles of operative dentistry procedures with consideration for the transition to clinical application. Special emphasis is placed on recognition and treatment of pathology pertinent to the teeth and the evaluation of acceptable dental materials and techniques. 1R, 16W.
- GDO 314 Operative Dentistry Clinic (11) I, II**
Clinical practice including a number of diversified operations using current restorative materials and techniques during the placement of single tooth restorations. C.
- GDO 333 Operative Dentistry Lecture (2) II**
General review to reinforce the principles of operative dentistry procedures with consideration for the transition to clinical application. Special emphasis is placed on recognition and treatment of pathology pertinent to the teeth and the evaluation of acceptable dental materials and techniques. 1R, 16W.
- GDP 312 Clinical Activity Points (8) I**
Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.
- GDP 332 Clinical Activity Points (8) II**
Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.
- GDS 331 Temporomandibular Disorders/Orofacial Pain Lecture (2) II**
A lecture course focused upon the classification, examination, diagnosis, and management of temporomandibular disorders and orofacial pain. Special attention will be given to the neurophysiology of the masticatory system and how it relates to acute and chronic pain conditions. Emphasis will be placed upon the use of standardized classification and diagnostic criteria for formulating and implementing conservative treatment/management techniques. 1R, 16W.

Senior Year

- GDD 414 Oral Diagnosis and Treatment Planning Clinic (5) I, II**
Application of accepted concepts and procedures of examination, problem identification, outcomes assessment, and diagnosis. Stating concisely the therapeutic measures that will constitute satisfactory therapy. Providing patient education and home care instructions. Performing coronal and subgingival scaling, prophylaxis and fluoride treatment. C.
- GDO 412 Esthetic Dentistry (3) I**
This course will cover the discussion and application of the principles involved in the esthetic restoration of teeth. Emphasis will be placed on procedures regarded to be advanced in nature. The physical and biomechanical properties of the materials used as well as the development of problem solving skills to select appropriate treatments will also be stressed. 2R, 6L, 4W.
- GDO 413 Operative Dentistry Lecture (2) I**
Discussion of newer, selected topics and procedures in general dentistry. Some are innovative, some represent a paradigm shift, and some are of a controversial nature. Additionally, this course is designed to assist in the preparation of students for Part II of the National Board Examination. 1R, 16W.
- GDO 414 Operative Dentistry Clinic (10) I, II**
Providing restorative services for individual teeth. Emphasis is placed on prevention of disease and maintenance of oral structures. C.
- GDP 412 Clinical Activity Points (8) I**
Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.
- GDP 432 Clinical Activity Points (8) II**
Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.
- GDS 413 Oral Pathology (2) I**
This course is designed to review and refine critical thinking skills that are necessary in diagnosing common diseases that involve the oral cavity and the head and neck regions. Clinical recognition of orofacial lesions and the continued development of reasonable and sound differential diagnoses will be the central theme. 1R, 16W.



ORAL BIOLOGY (ORB)

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

Freshman Year

- ORB 111 Biochemistry (8) I**
Study of the chemical components of the body with primary emphasis upon the structure, function and synthesis of the macromolecule components of cells and tissues. The roles of proteins, nucleic acids, lipids, and saccharides in metabolic processes and metabolic regulation are examined as are the interrelationships among carbohydrates, lipids, amino acids, purines, and pyrimidines. Replication and expression of genetic information are discussed in the context of growth regulation, hormone action, genetic disorders, and malignant disease. 4R, 16W.
- ORB 113 Histology (8) I**
Microscopic anatomy of normal mammalian and/or human tissues and organs. Light and electron microscopic aspects of the tissues and organs are studied. The developmental anatomy of the organ systems will also be presented. 3R, 3L, 16W (Split classes for laboratory).
- ORB 115 General Gross Anatomy (10) I**
Basic instruction in the gross anatomy of the upper extremity, thorax, and abdomen. This course is taught by lecture, laboratory dissection, models, radiographic images, and various multimedia resources. 2R, 6L, 16W (Split classes for laboratory).
- ORB 131 Head and Neck Anatomy (9) II**
Basic instruction in the Gross Anatomy of the Head and Neck. Special emphasis is placed on the clinical application of anatomy to the various dental disciplines. Such topics include the anatomy and pathology of the TMJ and distribution of the trigeminal and facial nerves with associated applied anatomy. This course is taught by lecture, laboratory dissection, models, radiographic images (x-rays, MRIs, and CTs), and various multimedia resources. 2R, 6L, 8W; 2R, 3L, 4W (Split classes for laboratory).
- ORB 133 Oral Histology and Embryology (8) II**
Microscopic and developmental anatomy of the normal cells, tissues and organs of the oral cavity with stress on teeth and related tissues. Emphasis will be given to the growth and development of the head and neck. Genetic effects will be presented. 2R, 3L, 8W; 3R, 3L, 8W (Split classes for laboratory).
- ORB 135 Physiology (9) II**
Lectures covering human physiology, including membrane phenomena, muscle and nerve reflexes, blood, circulation, respiration, digestion, absorption and secretion, temperature regulation, exercise, humoral and nervous correlations, and the special senses, will be presented. 5R, 16W.
- ORB 137 Nutrition (2) II**
Basic instruction in nutrition, including nutrients for growth and development of oral tissues. Imparts to the student a knowledge of balanced nutrition and measurement of dietary factors as related to clinical prevention and health care. Nutritional implications of acute and chronic illness, stress, and life cycle are emphasized. 1R, 16W.
- ORB 139 General Neuroscience (4) II**
Basic instruction in neuroscience. Major topics include the neuroanatomy of the central and peripheral nervous systems introduced in ORB 115. Special emphasis is given to the cranial nerves, especially the trigeminal and the facial, with appropriate clinical applications to dentistry. Other topics in neurophysiology including membrane potentials, action potentials, and resting potentials are presented. This course is taught by lecture and by various multimedia resources. 2R, 16W.

Sophomore Year

- ORB 211 Microbiology (10) I**
Basic instruction in bacteriology, immunology, mycology, virology, and parasitology. This course includes a discussion of microbiology as it pertains to the mouth and to the dentition. Laboratory methods of isolation, recognition, and study of individual organisms, including those of the oral flora, are also presented. 10R, 2W; 3R, 16W.

Junior Year

- ORB 311 Dental Pharmacology I (5) I**
Lecturers and discussions on pharmacological principles and specific drug classes. Individual drug classes include anesthetics, analgesics, sedative hypnotics, autonomic drugs, cardiovascular drugs, and central nervous system pharmacology. The course runs concurrently with the Pain Control course which also deals with drugs related to pain control. 1R, 8W (Sophomore year); 2R, 16W.

- ORB 331 Dental Pharmacology II (3) II**
Lecturers and case presentations with continuing coverage of basic pharmacology and therapeutic applications. Individual drug classes include, antimicrobial drugs, endocrine pharmacology, autacid pharmacology, drug abuse, drug-drug interactions, and toxicology. Prescription writing is also presented. 2R, 8W; 1R, 8W.

Senior Year

- ORB 411 Dental Pharmacology Update (1) I**
Concise reviews and case presentations on major drug classes. Emphasis is placed on integration of knowledge and problem solving. 1R, 8W.



ORAL AND MAXILLOFACIAL SURGERY (OMS)

Doyle, Lanphier, McVaney, and Synhorst.

Sophomore Year

- OMS 233 Pain Control/Anesthesia (3) II**
Patient evaluation, indications, contraindications, methods of administration, complications and clinical applications associated with local anesthesia, analgesia, and general anesthesia. Includes integration of basic pharmacology. 3R, 4W and 1R, 3C, 12W (Split classes for clinic).

Junior Year

- OMS 313 Physical Diagnosis (2) I**
Progresses from physical evaluation of the oral surgery patient, to systemic disease of importance, to management of the medical risk patient. Lectures on the management of medical emergencies in the dental office are structured to understand the pathophysiology of the problem, detect the potential, and treat such problems. Drugs and equipment needed for an emergency kit are discussed. 1R, 16W.
- OMS 314 Oral Surgery Clinic (1) I, II**
Primarily assistance to and observation of upperclassmen in the performance of oral surgery procedures. C.
- OMS 335 Oral Surgery Lecture (3) II**
Basic concepts including principles of oral surgery; minor exodontia; impacted third molar removal; flap design; incision and drainage; preprosthetic surgery; biopsy technique; soft-tissue wounds; instrumentation; preoperative considerations; intra-operative and post-operative complications; introduction to conscious sedation; management of maxillary sinus disease and oroantral defects; and treatment of cystic lesions of the jaws. 1R, 8W; 2R, 8W.

Senior Year

- OMS 413 Oral Surgery Lecture (2) I**
Extensive coverage of diagnosis and treatment of orofacial infections including discussion of fascial spaces; diagnosis and treatment of orofacial trauma; diagnosis and treatment of skeletal deformities with orthognathic surgery; cleft lip and cleft palate considerations; and surgery of the temporomandibular joint. 1R, 16W.
- OMS 414 Oral Surgery Clinic (4) I, II**
Oral surgery cases are treated as required by each student. Students diagnose and treat patients presenting surgical conditions and are taught to refer care beyond their training. Demonstration surgery on complicated exodontia is performed by faculty for small-group instruction. C.
- OMS 431 Advanced Implantology (1) II**
Presentation of more complex dental implant modalities. Case presentations include blade form implants, subperiosteal implants, and sinus lift procedures. Prosthetic as well as surgical procedures are discussed. 2R, 5W.

PEDIATRIC DENTISTRY AND ORTHODONTICS (PDO)

Aiello (Chair), Ayers, Brady, Longo, Lower, Lukas, Roberts, Samuelson, and Taylor.

Freshman Year

- PDO 133 Introduction to Computing (1) II**
A lecture-laboratory course designed to provide basic computer skills to access information to remain current in the field of Dentistry. Will include literature search, record keeping, and World Wide Web usage. 1R, 2L, 16W (Split classes).

Sophomore Year

- PDO 213 Physical Growth and Development (2) I**
Growth and development of the craniofacial complex. Developmental anomalies. Postnatal growth with special consideration of development of the primary and permanent dentitions. Etiology of malocclusion. 1R, 16W.
- PDO 233 Pediatric Dentistry Lecture (2) II**
Basic overview of pediatric dentistry designed to prepare the student for pediatric dental clinic experiences. 1R, 16W.
- PDO 234 Pedodontic-Orthodontic Technic (3) II**
Advanced technic for the manipulation of stainless steel materials and other materials and appliances used in preventive and interceptive orthodontic procedures. Technic application in the reduction and restoration of tooth structure as applied in the primary, mixed and young permanent dentitions. Cephalometric radiograph tracing and landmark identification exercise. 3L, 16W.

Junior Year

- PDO 313 Orthodontics Lecture (2) I**
Review and elaboration of the material presented during the Freshman and Sophomore years with special emphasis on the growth and development of the orofacial complex and its relationship to the developing malocclusion. The etiologic basis of malocclusion, its diagnosis, and plan of treatment are discussed. This is interrelated to the physiology and biomechanical process of tooth movement and different orthodontic techniques and appliances (removable, functional and fixed) that are available to accomplish those movements. The physiological basis of retention and retention procedures are given. A knowledge of interceptive orthodontics and serial extraction procedures are also discussed, highlighting the optimum time to treat various malocclusions. 1R, 16W.
- PDO 314 Orthodontic Clinic (2) I, II**
Clinical course in which students participate in the diagnosis and treatment planning of orthodontic cases of limited complexity. Each student will be responsible for the completion of one (1) case presentations. C.
- PDO 315 Pediatric Dentistry (4) I**
Discussion of emotional development of children by age periods necessary for the successful management of the child patient in the dental office. Topics include etiology of caries and emphasis on caries-control methods, principles of pulpal therapy and restorative dentistry as applied in the child patient, space maintainers, oral surgery for the child, adolescent dentistry, child-abuse recognition, emergency procedures for trauma and infection, oral lesions and periodontal conditions in children, dental auxiliary utilization, dentistry for the patient with disabilities. 2R, 16W.
- PDO 336 Pediatric Dentistry Clinic (5) II**
Students are assigned to the pediatric dental clinic on a rotating basis. Seminars are presented on selected subject areas. Students are required to properly complete an oral exam and properly diagnose treatment objectives for each child patient. Treatment plans are written and presented to faculty members. Oral health information and proposed treatment plans are presented to the parent and patient. Students demonstrate proficiency in pediatric clinical science by performing comprehensive dental treatment on a variety of pedodontic patients. The dental student is instructed in the team approach to clinical dentistry by utilizing the services of a chairside assistant. C.

Senior Year

PDO 413 Orthodontics Lecture (2) I

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

PDO 414 Orthodontic Clinic (3) I, II

Clinical course in which students participate in the diagnosis and treatment planning of orthodontic cases of limited complexity. Each student will be responsible for the completion of one (1) case presentations. C.

PDO 418 Pediatric Dentistry Clinic (6) I

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



PERIODONTICS (PER)

Mattson (Chair), Cash, Daly, DeVoss, Glen, Hillis, Jabro, Kucera, Malena, McVaney, Olmo, Polan, Schierton, St. Pierre-Piper, Strates, Wagman, Walkinshaw, Wehner, Wetzels and Woodruff.

Freshman Year

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

Sophomore Year

- PER 213 Periodontology Lecture (2) I**
Healthy periodontium: clinical features, histology, ultrastructure, physiology, and biochemistry. Classification and etiology of periodontal diseases. Study of the histopathology and the mechanics of tissue destruction in periodontal diseases. 1R, 16W.
- PER 233 Periodontology Lecture (2) II**
Protocols for a comprehensive periodontal examination, diagnosis, prognosis, and treatment plan. The treatment planning exercises are case-based. 1R, 16W.

Junior Year

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

Senior Year

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

PROSTHODONTICS (PRS)

Smith (Chair), Belitz, Brundo, Carson, DiLorenzo, Gillespie, Gradoville, Kluza, Kreekos, Lowder, Meng, Millea, Nilsson, O'Brien, Pitruzzello, Ronk, Sheets, Stanosheck, Stout, Vaughan, Wilcox and Wilwerding.

Freshman Year

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

Sophomore Year

- PRS 211 Complete Denture Prosthodontics Lecture (2) I**
Fundamentals of treating the completely edentulous patient. 1R, 16W.
- PRS 212 Complete Denture Prosthodontics Laboratory (7) I**
Laboratory exercises utilize edentulous casts mounted on articulators to simulate clinical and laboratory procedures used in complete denture construction. 7L, 16W.
- PRS 213 Fixed Prosthodontics Lecture (2) I**
Study of the basic restorations involved in restoring oral function by use of fixed prostheses. 1R, 16W.
- PRS 214 Fixed Prosthodontics Laboratory (5) I**
Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations. 6L,8W; 3L, 8W.
- PRS 231 Removable Partial Denture Lecture (2) II**
Basic principles of removable partial denture design. Component parts, abutment tooth preparation, surveying and designing are the primary objectives to be mastered. 1R, 16W.
- PRS 232 Removable Partial Denture Laboratory (3) II**
Laboratory exercises utilize partially edentulous casts and surveyors to survey and design each of the four major classes of removable partial dentures. 3L, 16W.
- PRS 233 Fixed Prosthodontics Lecture (2) II**
Study of the basic restorations involved in restoring oral function by use of fixed prostheses. 1R, 16W.
- PRS 234 Fixed Prosthodontics Laboratory (6) II**
Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations. 6L, 16W.

Junior Year

- PRS 311 Removable Partial Denture Lecture (2) I**
Advanced course in removable partial dentures. Emphasis is given to diagnosis, treatment planning, mouth preparations, impressions, jaw relation records, framework adaptation, and occlusion. Infection control and relining of partial dentures are also discussed. 1R, 16W.
- PRS 312 Removable Prosthodontic Clinic (6) I, II**
Treating completely edentulous patients, partially edentulous patients, and the restoration of implants. C.
- PRS 313 Fixed Prosthodontics Lecture (2) I**
Planning and design of various fixed restorations pertinent to complete oral health, stressing masticatory function. Discussion of clinical application of basic techniques and introduction of more advanced and complex techniques employed in the construction of fixed bridges and ceramic restorations. 1R, 16W.

- PRS 314 Fixed Prosthodontics Clinic (7) I, II**
Clinical practice in the construction of the simpler types of crowns and bridges and in the restoration of implants, as appropriate C.
- PRS 331 Complete Denture Prosthodontics Lecture (2) II**
Advanced course in complete denture procedures with emphasis on the clinical procedures necessary to satisfy the functional esthetic needs of the edentulous patient. Immediate, interim and treatment dentures as well as relines, rebases and repair procedures are discussed. 1R, 16W.
- PRS 333 Fixed Prosthodontics Lecture (2) II**
Planning and design of various fixed restorations pertinent to complete oral health, stressing masticatory function. Discussion of clinical application of basic techniques and introduction of more advanced and complex techniques employed in the construction of fixed bridges and ceramic restorations. 1R, 16W.
- Senior Year*
- PRS 411 Topics in Prosthodontics (2) I**
An advanced course in prosthodontics. Selective topics in complete and partial dentures removable prosthodontics are discussed. Treatment modalities of multi-discipline, complex patient care are also presented. 1R, 16W.
- PRS 412 Removable Prosthodontics Clinic (5) I, II**
Applying the principles and procedures involved in removable full 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 Implantology (2) I**
Didactic and clinical implantology to include physiologic basis, patient evaluation, and basic clinical principles. 1R, 16W.
- PRS 414 Fixed Prosthodontics Clinic (8) I, II**
Applying basic and advanced principles of fixed prosthodontics to restore the dentition to form and function using cast metals, porcelain restorations, porcelain-fused-to-metal restorations, and composite restorative materials as well as the restoration of implants. C.

ELECTIVE COURSES

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

SYNOPSIS OF COURSES AND HOURS OF INSTRUCTION

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

Freshman Year

<u>Courses</u>	<u>Credit Hours</u>
Behavioral Sciences	4
Biochemistry	8
CPR	1
Community and Preventive Dentistry	4
Dental Anatomy	9
Dental Materials	12
General/Head & Neck Anatomy	21
Histology and Embryology	16
Physiology	9
Nutrition	2
Occlusion	5
Periodontology	2
Introduction to Computing	1
Diagnosis/ Radiology	3
	97*

Sophomore Year

<u>Courses</u>	<u>Credit Hours</u>
Diagnosis and Radiology	3
Endodontics	7
Fixed Prosthodontics	15
Infection Control	1
Operative Dentistry	17
Oral Hygiene	1
Pain Control	3
Pathology	18
Pedodontics-Orthodontics	7
Periodontology	4
Microbiology	10
Removable Prosthodontics	14
	100*

Junior Year

<u>Courses</u>	<u>Credit Hours</u>
CPR	1
Community and Preventive Dentistry	3
Diagnosis and Radiology	7
Endodontics	6
Ethics	2
Fixed Prosthodontics	11
Operative Dentistry	15
Medically Compromised Patient	2
Oral Surgery	6
Clinic Activity	16
Pedodontics-Orthodontics	13
Periodontology	9
Pharmacology	8
Practice Management	2
Removable Prosthodontics	10
Research Methods	2
TMD Disorders	2
	115*

Senior Year

<u>Courses</u>	<u>Credit Hours</u>
Behavioral Sciences/Ethics	2
Community and Preventive Dentistry	1
Diagnosis and Radiology	5
Endodontics	6
Fixed Prosthodontics	8
Implantology	3
Operative Dentistry	12
Oral Surgery	6
Clinic Activity	16
Pharmacology	1
Pedodontics-Orthodontics	11
Periodontology	7
Practice Management	5
Removable Prosthodontics	7
Oral Pathology	2
	92*

*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.

Approximate Division of Time (by clock hours)

	<i>Lecture/ Seminar</i>	<i>Lab.</i>	<i>Field/ Clinic</i>	<i>Total Hours</i>
Freshman Year	488	515	36	1039
Sophomore Year	448	728	60	1236
Junior Year	474	0	1162*	1636
Senior Year	226	0	1096*	1322

*Includes Summer Clinic

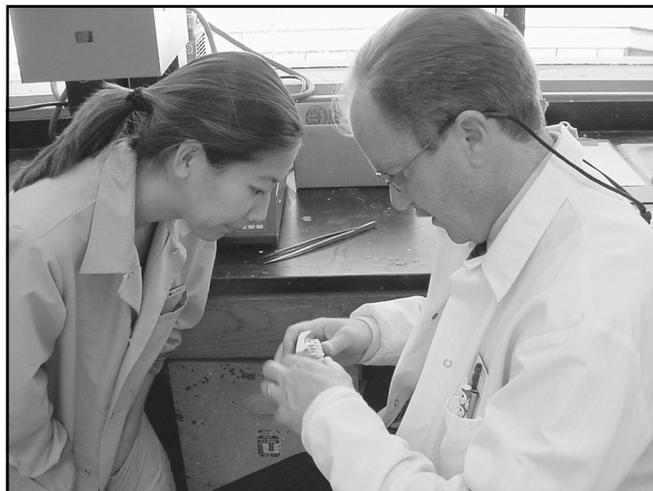
FACULTY*

- PETER W. ABEL, *Professor of Pharmacology* (1987; 1997); *Professor of Pharmaceutical and Administrative Sciences* (1993; 1997).
B.S. Ph., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978.
- ANNE S. AIELLO, *Associate Professor of Pediatric Dentistry and Orthodontics* (1982; 1993); *Chair of the Department* (1989).
B.S., State University of New York at Albany, 1976; D.M.D., Washington University, 1979.
- MOHAMMED P. AKHTER, *Associate Professor of Medicine* (1991; 2003); *Associate Professor of General Dentistry* (1992; 2003).
B.S., NED University of Engineering and Technology-Karachi, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska-Lincoln, 1988.
- KURT H. ALBERTINE, *Professor of Anatomy* (1993; 1997).
B.A., Lawrence University, 1975; Ph.D., Loyola Stich School of Medicine, 1979.
- JAY A. ALDOUS, *Associate Professor of Community and Preventive Dentistry* (1983).
B.S., University of Utah, 1953; D.D.S., Northwestern University, 1959; M.S., 1961.
- JOHN F. ASH, *Professor of Anatomy* (1986; 1999).
B.S., University of Illinois, 1969; Ph.D., Stanford University, 1974.
- FRANK J. AYERS, *Associate Professor of Pediatric Dentistry and Orthodontics* (1972; 1977); *Director of Admissions* (1986); *Associate Dean for Student Affairs* (1988; 1991).
B.S., College of Santa Fe, 1965; D.D.S., Creighton University, 1969.
- DONALD R. BABIN, *Professor of Biomedical Science* (1967; 1989).
B.S., University of New Brunswick (Canada), 1958; Ph.D., 1962.
- GEORGE M. BAILEY, *Assistant Professor of Community and Preventive Dentistry* (1983).
B.S., Brigham Young University, 1971; D.D.S., Northwestern University, 1975.
- WAYNE W. BARKMEIER, *Professor of General Dentistry* (1978-81; 1987); *Associate Dean for Research* (1985-94; 1991); *Dean* (1994).
D.D.S., University of Nebraska, 1969; M.S., University of Texas at Houston, 1975.
- LAURA C. BARRITT, *Assistant Professor of Oral Biology* (1998).
B.S., Carroll College, 1989; Ph.D., University of Nebraska, 1994.
- TEENA T. BEEHNER, *Assistant Professor of Periodontics* (1993; 2003).
A.S., Marquette University, 1970; R.D.H., 1970; B.S., 1996; M.S., Creighton University, 2000.
- JUDITH A. BELITZ, *Adjunct Assistant Professor of Prosthodontics* (1992; 2000).
D.D.S., University of Nebraska-Lincoln, 1990.
- RICHARD A. BESSEN, *Assistant Professor of Medical Microbiology* (1997).
B.A., Washington University, 1984; M.S., University of Wisconsin, 1991; Ph.D., 1991.
- STEPHEN G. BIGGS, *Assistant Professor of Endodontics* (2003).
D.D.S., University of Nebraska, 1976.
- MARVIN J. BITTNER, *Associate Professor of Medical Microbiology and Immunology* (1981; 1991); *Associate Professor of Medicine* (1981; 1991).
B.S., University of Chicago, 1972; M.D., Harvard University, 1976.

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

- CHARLES S. BOCKMAN, *Assistant Professor of Pharmacology* (1997).
B.A., Emory University, 1987; Ph.D., Creighton university, 1994.
- BERNARD M. BOGATZ, *Professor Emeritus of Removable Prosthodontics* (1958;1974; 2003).
D.D.S., Creighton University, 1956.
- THEODORE E. BOLAMPERTI, *Adjunct Professor of General Dentistry* (1967; 1987).
D.D.S., Creighton University, 1965.
- MICHAEL E. BRADLEY, *Assistant Professor of Pharmacology* (1998).
B.A., University of the Pacific, 1982; Ph.D., University of Southern California, 1990.
- ROBERT R. BRADY, *Adjunct Professor of Pediatric Dentistry & Orthodontics* (1963; 1966; 1975-; 2001). *Chair of the Department of Dentistry for Children* (1963-71).
D.D.S., Creighton University, 1959; M.S.D., University of Nebraska, 1961; M.S., Western Reserve University, 1963.
- CAROLE V. BRENNEISE, *Adjunct Associate Professor of General Dentistry* (1982: 1989); *Chair of the Department of Oral Diagnosis and Radiology* (2000).
D.D.S., Loma Linda University, 1975; M.S., University of Iowa, 1982.
- GERALD C. BRUNDO, *Professor of Prosthodontics* (1984); *Dean* (1984-94); *Dean Emeritus* (1994).
B.S., Loyola Marymount University, 1965; D.D.S., Creighton University, 1969; M.A., California State University at Los Angeles, 1974.
- JEROLD J. BURESH, *Adjunct Professor of General Dentistry* (1964-83; 2000).
B.S., Creighton University, 1959; D.D.S., 1963.
- MICHAEL J. CARLISLE, *Adjunct Assistant Professor of General Dentistry* (1992; 1998).
B.A., Creighton University, 1984; D.D.S., 1992.
- WILLIAM L. CARLISLE, *Adjunct Professor of General Dentistry* (1959; 1979).
D.D.S., Creighton University, 1958.
- LUCINDA R. CARROLL, *Assistant Professor of General Dentistry* (1997; 2000).
B.S., Creighton University, 1980; D.D.S., University of Nebraska Medical Center, 1984.
- BRAD W. CARSON, *Adjunct Assistant Professor of Prosthodontics* (1990; 2000).
D.D.S., Creighton University, 1989.
- MARY L. CASH, *Clinical Instructor of Periodontics* (2000).
D.D.S., Creighton University, 1986.
- STEPHEN J. CAVALIERI, *Associate Professor of Medical Microbiology and Immunology* (1987; 1994); *Associate Professor of Pathology* (1986; 1994); *Associate Professor of Anesthesiology*, (1994).
B.S., California University of Pennsylvania, 1977; M.S., 1979; Ph.D., West Virginia University, 1981.
- W. THOMAS CAVEL, *Professor of General Dentistry* (1972; 1988); *Chair of the Department of Operative Dentistry* (1987-94); *Acting Chair of the Department of Operative Dentistry* (1999); *Chair of the Department* (1999); *Dr. Raymond W. Shaddy Endowed Chair in Operative Dentistry Chairholder* (1994).
D.D.S., Creighton University, 1970.
- D. ROSELYN CERUTIS, *Assistant Professor of Oral Biology* (1998).
B.S., Wright State University, 1982; Ph.D., 1988
- EDWARD A. CHAPERON, *Associate Professor of Medical Microbiology and Immunology* (1968; 1971).
B.S., LeMoyné College, 1957; M.S., Marquette University, 1959; Ph.D., University of Wisconsin-Madison, 1965.
- BRENT L. CHAPMAN, *Assistant Clinical Professor of Endodontics* (2002).
B.S., Idaho State University, 1994; D.D.S., Creighton University, 1998.
- JEFFRY F. CHEREK, *Adjunct Instructor of General Dentistry* (1999).
B.S.M., Creighton University, 1990; D.D.S., 1996.

- ROGER K. CURRY, *Adjunct Associate Professor of General Dentistry* (1974; 1979).
D.D.S., University of Nebraska, 1969.
- SHARON M. DALY, *Instructor of Periodontics* (1991).
B.S., Marquette University, 1970; R.D.H., 1970.
- GREGORY L. DAVIS, *Assistant Professor of Prosthodontics* (1996; 2002).
B.A., University of Nebraska-Omaha, 1975; D.D.S., Creighton University, 1979.
- NADINE D. DeVOSS, *Clinical Instructor of Periodontics* (2002).
B.S., University of Iowa, 1977; R.D.H., 1977.
- SCOTT C. DI LORENZO, *Assistant Professor of Prosthodontics* (1998); *Diplomate of the Federal Services Board of General Dentistry*.
B.A., Carroll College, 1972; D.D.S., Creighton University, 1977.
- FRANK J. DOWD, JR., *Professor of Pharmacology* (1976; 1985); *Chair of the Department* (1980).
B.A., Maryknoll Seminary, 1961; D.D.S., Creighton University, 1969; Ph.D., Baylor University, 1975.
- DEAN L. DOYLE, *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (1991).
B.S.D., University of Nebraska-Lincoln, 1959; D.D.S., 1959.
- DAVID L. DWORZACK, *Professor of Medical Microbiology and Immunology* (1980; 1992); *Professor of Medicine* (1980; 1992).
B.A., Washington University, 1969; M.D., University of Kansas, 1973.
- STEVEN R. EGGERS, *Adjunct Professor of General Dentistry* (1976; 1998).
B.S., University of Nebraska-Omaha, 1972; D.D.S., Creighton University, 1976.
- ROBERT L. ERICKSON, *Associate Clinical Professor of General Dentistry* (2003).
B.B.E., University of Minnesota, 1963; M.S., 1966; Ph.D., 1972; D.D.S., 1981.
- KELLY A. FADDIS, *Instructor of Community and Preventive Dentistry* (2000).
B.S., University of Utah, 1985; D.D.S., Creighton University, 1990.
- CAROL FELLOWS, *Assistant Professor of Community and Preventive Dentistry* (2000).
B.S., Utah State University, 1992; M.S., 1999.
- JOSEPH V. FRANCO, JR., *Adjunct Assistant Professor of General Dentistry* (1985; 1989).
B.A., Creighton University, 1980; D.D.S., 1984.



- STEVEN J. FRANCO, *Associate Professor of General Dentistry* (1974; 1981).
A.B., Creighton University, 1967; D.D.S., 1972.
- STEVEN W. FRIEDRICHSEN, *Chair of Idaho Dental Education Program and Adjunct Associate Professor of Operative Dentistry* (1982).
B.S., Seattle University, 1975; D.D.S., Northwestern University, 1979.
- JACQUELINE FREUDENTHAL, *Adjunct Instructor of Community and Preventive Dentistry* (1999).
B.S., Idaho State University, 1982.
- HENRY H. GALE, *Assistant Professor of Biomedical Sciences* (1966; 1989).
Ph.D., University of Illinois, 1966.
- MARTHA J. GENTRY-NIELSEN, *Associate Professor of Medical Microbiology and Immunology* (1990; 1994); *Associate Professor of Medicine* (1994).
B.S., Kansas State University, 1969; M.A., Indiana University, 1971; Ph.D., Oklahoma State University, 1984.
- ROGER B. GERSTNER, *Adjunct Professor of General Dentistry* (1971; 1998).
D.D.S., Creighton University, 1969.
- DONALD K. GIGER, *Assistant Professor of Medical Microbiology and Immunology* (1979); *Assistant Professor of Pathology* (1994).
B.S. (Biological Science), California State Polytechnic University, 1961; B.S., (Microbiology and Immunology), California State University, 1970; M.S., 1973; Ph.D., Tulane University, 1977.
- STEPHEN L. GILLESPIE, *Adjunct Assistant Professor of Prosthodontics* (1992; 2000).
B.S., Creighton University, 1974; M.S., 1976; D.D.S., 1980.
- CINDI R. GLEN, *Clinical Instructor of Periodontics* (1999).
B.S., University of Iowa, 1990; R.D.H., 1990.
- RICHARD V. GOERING, *Professor of Medical Microbiology and Immunology* (1975; 1993).
A.B., Wichita State University, 1966; M.S., 1968; Ph.D., Iowa State University, 1972.
- DOUGLAS F. GOLDSMITH, *Associate Professor of Educational Psychology* (1985).
B.S., Lewis and Clark College, 1979; M.S., Vanderbilt University, 1980; Ph.D., University of Utah, 1988.
- GARY L. GORBY, *Associate Professor of Medical Microbiology and Immunology* (1989; 1996); *Associate Professor of Medicine* (1989; 1996).
B.S., Youngstown State University, 1983; M.D., Northeastern Ohio Universities College of Medicine, 1983.
- JEROME F. GRADOVILLE, *Adjunct Assistant Professor of Prosthodontics* (1988; 2000).
B.A., Creighton University, 1984; D.D.S., 1988.
- WILLIS C. GRAY, *Adjunct Assistant Professor of Endodontics* (1974-80; 1985).
B.A., University of Nebraska-Omaha, 1951; D.D.S., Creighton University, 1955.
- ANTHONY J. GRUBER, *Assistant Clinical Professor of Endodontic*, (1983).
D.D.S., Marquette University, 1970.
- TERRY M. GUZALLIS, *Adjunct Associate Professor of General Dentistry* (1979; 1998).
B.S., Iowa State University, 1973; D.D.S., Creighton University, 1979.
- LARRY D. HAISCH, *Assistant Clinical Professor of General Dentistry* (1997).
D.D.S., University of Nebraska, 1967.
- STEPHEN J. HESS, *Assistant Professor of General Dentistry* (2002).
B.S., Creighton University, 1969; M.S., 1971; D.D.S., 1978.
- DENNIS R. HIGGINBOTHAM, *Associate Professor of General Dentistry* (1973; 1984); *Acting Chair of the Department of Comprehensive Dental Care* (1988-89); *Director of Clinics* (1994-98); *Assistant Dean for Clinical Affairs* (1996-98); *Director of Continuing Education* (1999); *Interim Chair of the Department* (2000).
D.D.S., Creighton University, 1967.

- HOLLEN J. HILLER, *Adjunct Instructor of Community and Preventive Dentistry* (1990).
B.S., Idaho State University, 1960; D.D.S., University of Pittsburgh, 1964.
- JANET L. HILLIS, *Assistant Clinical Professor of Periodontics* (1998); *Chair of Iowa Western Community College Dental Hygiene Program* (1998).
A.A.D.H., University of Minnesota, 1970; B.S., University of Houston, 1984; M.A., University of South Florida, 1991.
- JAMES H. HOWARD, *Associate Professor of General Dentistry* (1995); *Assistant Director of Clinics* (1996); *Associate Dean for Clinical Services and Director of Clinics* (1999; 2001); *Diplomate of the Federal Services Board of General Dentistry*.
B.S., Wheeling Jesuit College, 1969; D.D.S., University of Maryland, 1973; M.S., University of Michigan, 1977.
- WAI MUN HUANG, *Professor of Oncological Sciences* (1992).
B.S., Chinese University of Hong Kong, 1961; Ph.D., Johns Hopkins University, 1967.
- JOSE L. IBARROLA, *Associate Professor of Endodontics* (1991; 2003); *Diplomate of the American Board of Endodontics*.
C.D., University Autonoma de Guadalajara Mexico, 1979; M.S., Marquette University, 1984; D.D.S., Creighton University, 1991.
- MANSOOR H. JABRO, *Professor of Periodontics* 1970; 1991); *Chair of the Department* (1975-93).
B.D.S., University of Baghdad, 1958; M.S.D., University of Nebraska, 1967; D.D.S., 1970.
- WILLIAM JEFFRIES, *Associate Professor of Pharmacology* (1988; 1994); *Associate Professor of Medicine* (1988; 1994); *Associate Professor of Biomedical Sciences* (1998; 1994).
B.S., University of Scranton, 1980; M.S., Philadelphia College of Pharmacy and Science, 1982; Ph.D., 1985.
- MARGARET A. JERGENSEN, *Assistant Professor of Oral Biology* (1993); *Chair of the Department* (2001).
B.S., College of Saint Benedict, 1976; D.D.S., Creighton University, 1982.
- M. NAN KELSEY, *Adjunct Assistant Professor of General Dentistry* (1995).
B.S., Creighton University, 1974; D.D.S., 1978.
- W. PATRICK KELSEY, III, *Professor of General Dentistry* (1976; 1990); *Director of Curriculum* (1992-98); *Chair of the Department of Operative Dentistry* (1994-99); *Assistant Dean for Clinical Services and Director of Clinics* (1999); *Associate Dean for Academic Affairs* (1999; 2001).
D.D.S., Creighton University, 1976.
- NICOLE S. KIMMES, *Instructor of General Dentistry* (2001).
B.S., Northern State University, 1997; D.D.S., Creighton University, 2001.
- CHAD L. KLUZA, *Adjunct Assistant Professor of Prosthodontics* (1986; 1991).
B.S., Creighton University, 1978; D.D.S., 1984.
- MICHAEL E. KNAUSS, *Adjunct Instructor of General Dentistry* (1999).
B.S., Creighton University, 1980; D.D.S., 1984.
- JOSEPH A. KNEZETIC, *Assistant Professor of Biomedical Sciences* (1991).
B.S., Bowling Green State University, 1981; Ph.D., University of Cincinnati, 1986.
- FLOYD C. KNOOP, *Professor of Medical Microbiology* (1975; 1993).
B.A., Defiance College, 1966; M.S., University of Dayton, 1969; Ph.D., University of Tennessee Center for the Health Sciences, 1974.
- KENNETH I. KNOWLES, *Associate Professor of Endodontics* (1991) *Chair of the Department* (2000).
D.D.S., University of Missouri-Kansas City, 1966; M.S., 1973.
- MARVIN L. KRAMER, *Adjunct Associate Professor of General Dentistry* (1973-83; 1985-89; 1992).
B.S., Creighton University, 1966; M.S., 1968; D.D.S., 1972.

- MICHAEL G. KREEKOS, *Adjunct Assistant Professor of Prosthodontics* (1998).
B.S., Morningside College, 1962; D.D.S., University of Iowa, 1966.
- LISA M. KUCERA, *Clinical Instructor of Periodontics* (1999).
A.A.S., Hastings Central Community College, 1983; B.S., University of Nebraska-Omaha, 1991.
- BENTON KUTLER, *Associate Clinical Professor of General Dentistry* (1991).
A.B., University of Iowa, 1942; D.D.S., Creighton University, 1945.
- TERRY F. LANPHIER, *Assistant Professor of Oral and Maxillofacial Surgery* (1994; 1999).
B.S., Creighton University, 1978; D.D.S., 1982.
- MARK A. LATTA, *Professor of General Dentistry* (1995; 2003); *Associate Dean for Research* (1995; 1998).
A.B., Lafayette College, 1978; D.M.D., University of Pennsylvania, 1983; M.S., University of Maryland, 1995.
- AUDIE G. LEVENTHAL, *Professor of Anatomy* (1985).
B.S., University of Illinois, 1969; Ph.D., Stanford University, 1974.
- THOMAS E. LEWIS, *Clinical Instructor of General Dentistry* (1999).
B.S., University of Nebraska, 1990; D.D.S., 1995.
- ALFRED T. LONGO, *Adjunct Assistant Professor of Pediatric Dentistry and Orthodontics* (1982).
B.S., Creighton University, 1974; D.D.S., 1978; M.S., Marquette University, 1982.
- GARY W. LOWDER, *Instructor of Fixed Prosthodontics* (1990).
B.S., Brigham Young University, 1972; D.D.S., University of Washington, 1976.
- DARRELL J. LOWER, *Adjunct Professor of Pediatric Dentistry and Orthodontics* (1960; 1977).
B.S., York College, 1951; D.D.S., Creighton University, 1955.
- JAMES J. LUKAS, *Associate Clinical Professor of Pediatric Dentistry and Orthodontics* (1973-74; 1976; 1980-81; 2002).
B.S., Creighton University, 1969; D.D.S., 1973; M.S. Saint Louis University, 1977.
- BENJAMIN L. LYNCH, *Professor Emeritus of Oral and Maxillofacial Surgery* (1948; 1958-88; 1988); *Diplomate of the American Board of Oral Surgery*.
B.S.D., Creighton University, 1945; D.D.S., 1947; M.A., 1953; M.S.D., Northwestern University, 1954.
- DARLY E. MALENA, *Associate Clinical Professor of Periodontics* (1998).
D.D.S., University of Nebraska, 1968; M.A., 1971.
- JOHN F. MARLEY, *Professor Emeritus of General Dentistry* (1960; 1999); *Chair of the Department of Oral Diagnosis and Radiology* (1961-74; 1986-93).
D.D.S., Creighton University, 1957; M.S.D., University of Alabama, 1959.



- LUKE F. MATRANGA, *Associate Professor of General Dentistry* (1988); *Chair of the Department of Comprehensive Dental Care* (1989-2000); *Diplomate of the Federal Services Board of General Dentistry*.
D.D.S., Marquette University, 1966; M.S., University of Texas at Houston, 1973.
- JOHN S. MATTSON, *Professor of Periodontics* (1968; 1983); *Chair of the Department* (1993); *Diplomate of the American Board of Periodontics*.
D.D.S., Creighton University, 1966; M.S.D., 1972.
- RONALD W. McCUNE, *Adjunct Associate Professor of Oral Biology* (1990).
B.S., Kansas State University, 1961; M.S., 1964; Ph.D., Purdue University, 1966.
- THOMAS J. McCUSKER, *Clinical Instructor of Community and Preventive Dentistry* (1992).
B.A., University of Notre Dame, 1965; J.D., 1969.
- THEODORE C. MCKERCHER, *Associate Professor Emeritus of Oral Diagnosis and Radiology* (1971; 1976; 2003); *Chair of the Department of Oral Diagnosis* (1974-86).
D.D.S., University of Iowa, 1958; M.S., 1968; Ph.D., 1972.
- TIMOTHY P. McVANEY, *Assistant Professor of Oral and Maxillofacial Surgery* (1987; 2001); *Director of Continuing Education* (1992-98).
D.D.S., University of Nebraska, 1974; M.S., 1986.
- THOMAS R. MENG, *Assistant Professor of Prosthodontics* (1997); *Assistant Director of Clinics* (1999).
B.A., Rutgers University, 1972; D.D.S., Temple University, 1977.
- DAVID J. MILLEA, *Adjunct Instructor of Prosthodontics* (1998).
D.D.S., Creighton University, 1977.
- REX K. MONIF, *Clinical Instructor of Community & Preventive Dentistry* (2001).
B.A., Creighton University, 1991; D.D.S., 1995.
- BRUCE MOWAT, *Associate Professor of General Dentistry* (1964; 1972).
D.D.S., University of Illinois, 1959.
- CAROL M. MURDOCK, *Assistant Professor of General Dentistry* (1998).
B.S., Canisius College, 1979; D.D.S., Creighton University, 1984.
- WILLIAM T. NAUGHTON, *Assistant Professor of General Dentistry* (2000).
B.A., Creighton University, 1974; D.D.S., 1978.
- STEVEN F. NIELSEN, *Adjunct Instructor of Operative Dentistry* (1992).
B.S., University of Southern California, 1976; D.D.S., 1980.
- DENNIS E. NILSSON, *Associate Professor of Prosthodontics* (1993); *Diplomate of the American Board of Prosthodontics*.
B.S., University of Minnesota, 1969; D.D.S., 1971; M.S., University of Texas Health Science Center at Houston, 1977.
- NEIL S. NORTON, *Assistant Professor of Oral Biology* (1996).
B.A., Randolph-Macon College, 1988; Ph.D., University of Nebraska, 1995.
- WILLIAM J. O'BRIEN, *Assistant Clinical Professor of Prosthodontics* (1995).
B.S., Creighton University, 1987; D.D.S., Marquette University, 1991.
- RAYMOND F. OLMO, *Associate Professor of Periodontics* (1996).
D.D.S., University of California San Francisco, 1965; M.S., University of Nebraska, 1969.
- EVAN E. OLSON, *Clinical Instructor of Community and Preventive Dentistry* (1992).
B.A., Ripon College, 1950; M.S., The American College-Brynmarw, 1984.
- JAMES D. O'MEARA, *Assistant Professor of General Dentistry* (2001).
B.A., Creighton University, 1982; D.D.S., 1986.

- LAWRENCE C. PARRISH, *Associate Professor of Periodontics* (2001).
B.S., University of California at Los Angeles, 1973; D.D.S., Loyola University, 1977; M.S., University of Texas at San Antonio, 1985.
- RICHARD PEDERSEN, *Adjunct Instructor of Operative Dentistry* (1998).
B.S., University of Utah, 1962; D.M.D., University of Oregon Dental School, 1966; M.S.D., University of Washington, 1970.
- ROZALIA M. PITRUZZELLO, *Assistant Clinical Professor of General Dentistry* (1995; 1997).
B.S., Wofford College, 1982; D.M.D., Medical University of South Carolina, 1986; M.S., University of Alabama at Birmingham, 1991.
- DOROTHY J. POLAN, *Clinical Instructor of Periodontics* (1998).
B.S., University of Nebraska, 1980; R.D.H., 1980.
- G. LYNN POWELL, *Professor of Operative Dentistry* (1980; 1983; 1990).
B.S., University of Utah, 1964; D.D.S., University of Washington, 1968.
- KENNETH RODNICK, *Associate Professor of Oral Biology* (2003).
B.S., University of California, 1979; M.S., Oregon State University, 1983; M.A., 1984; Ph.D., Stanford University, 1989.
- LAURA M. ROMITO, *Assistant Professor of General Dentistry* (1995; 1997).
B.S., Ohio State University, 1984; D.D.S., 1988.
- RICHARD J. RONK, JR., *Adjunct Professor of Removable Prosthodontics* (1978; 2000).
D.D.S., Creighton University, 1978.
- CYNTHIA C. RUSSELL, *Adjunct Assistant Professor of General Dentistry* (1985-92; 1994; 1998).
B.S., Creighton University, 1980; D.D.S., 1984.
- TARNJIT S. SAINI, *Associate Professor of General Dentistry* (1991; 1992); *Diplomate of the American Board of Oral and Maxillofacial Radiology*.
B.D.S., Government Dental College, India, 1976; M.S., University of Illinois, 1982; D.D.S., Creighton University, 1992.
- GREG S. SAMUELSON, *Adjunct Assistant Professor of Pediatric Dentistry and Orthodontics* (1988); *Director of Orthodontics* (1988-1992).
B.S., Kearney State College, 1981; D.D.S., University of Nebraska-Lincoln, 1985; M.S.D., Indiana University, 1987.
- GENE M. SCALARONE, *Adjunct Professor of Oral Biology* (1990).
B.S., Kansas State University, 1962; M.S., University of Oklahoma, 1965; Ph.D., University of California, 1970.
- LINDA S. SCHEIRTON, *Associate Clinical Professor of Periodontics* (1997).
A.A.S., Del Mar College, 1974; B.S., Texas A & I University at Corpus Christi, 1975; M.A., University of Texas at San Antonio, 1978; Ph.D., University of Texas at Austin, 1990.
- MARGARET A. SCOFIELD, *Assistant Professor of Pharmacology* (1992).
B.A., University of California, 1967; Ph.D., University of Arizona, 1973.
- JOHN F. SEMINARA, *Clinical Instructor of Community and Preventive Dentistry* (1976-82; 1992).
B.S., Creighton University, 1970; D.D.S., 1974.
- R. SCOTT SHADDY, *Assistant Professor of General Dentistry* (1988; 1996).
D.D.S., Creighton University, 1988.
- JOHN W. SHANER, *Associate Professor of General Dentistry* (1999); *Diplomate of the Federal Services Board of General Dentistry*; *Diplomate of the Certifying Board of General Dentistry*.
B.S., Grove City College, 1969; D.M.D., University of Pittsburgh, 1973; M.S., University of Texas-Houston, 1978.



- JAMES L. SHEETS, *Assistant Professor of Prosthodontics* (1998); *Diplomate of the American Board of Prosthodontics*.
B.A., Pacific Lutheran University, 1972; D.D.S., University of California at San Francisco, 1978.
- JARED H. SMITH, *Associate Professor of Prosthodontics* (1988); *Chair of the Department* (1988).
D.D.S., University of Missouri-Kansas City, 1966; M.S., University of North Carolina, 1973.
- DEAN SORENSEN, *Assistant Professor of Medical Informatics* (1992).
B.S., Brigham Young University, 1969; M.S., University of Utah, 1978; Ph.D., Utah State University, 1975.
- RICHARD D. SPALL, *Adjunct Professor of Oral Biology* (1982; 1991).
B.S., Oregon State University, 1966; M.S., Oklahoma State University, 1968; Ph.D., 1972.
- HENRY A. ST. GERMAIN, JR. *Associate Clinical Professor of General Dentistry* (1997).
B.A., University of New Hampshire, 1972; D.M.D., Tufts University, 1975; M.S.D., Indiana University, 1983; M.A.Ed., George Washington University, 1992.
- GAIL RENEE ST. PIERRE-PIPER, *Clinical Instructor of Periodontics* (2002)
A.S. Laramie County Community College, 1995; R.D.H. 1995, B.S., University of Nebraska, 2000
- CHRISTOPHER A. STANOSHECK, *Clinical Instructor of Prosthodontics* (2002).
B.S., Creighton University, 1996; D.D.S., 2000.
- STEVEN STEED, *Instructor of Community and Preventive Dentistry* (2000).
B.S., Brigham Young University, 1970; D.D.S., Northwestern, 1974.
- TRENT D. STEPHENS, *Adjunct Professor of Oral Biology* (1982; 1991).
B.S., Brigham Young University, 1973; M.S., 1974; Ph.D., University of Pennsylvania, 1977.
- EUGENE F. STORMBERG, *Professor Emeritus of Operative Dentistry* (1957-93; 1999).
D.D.S., Creighton University, 1953.
- RANDY E. STOUT, *Adjunct Associate Professor of Prosthodontics* (1985; 2000).
B.S., Creighton University, 1977; D.D.S., 1982.
- BASIL S. STRATES, *Clinical Professor of Periodontics* (1987-95; 1998).
B.A., Clark University, 1953; M.S., University of Rochester, 1956; Ph.D., University of Thessaloniki (Greece), 1967.
- JOHN T. SULLIVAN, *Adjunct Associate Professor of General Dentistry* (1969; 1978).
D.D.S., Creighton University, 1960.
- PATRICK C. SWANSON, *Assistant Professor of Medical Microbiology and Immunology* (1999).
B.S., St. Olaf College, 1990; Ph.D., University of Michigan, 1995.
- JOHN B. SYNHORST, *Clinical Professor of Oral and Maxillofacial Surgery* (1978; 2000);
Diplomate of the American Board of Oral and Maxillofacial Surgery.
B.S., University of Michigan, 1970; D.D.S., University of Iowa, 1974.

- PAUL E. TAMISIEA, *Professor of General Dentistry* (1960; 1979); *Associate Dean for Academic Affairs* (1975; 87-92).
D.D.S., Creighton University, 1958; M.A., University of Iowa, 1974.
- MARK H. TAYLOR, *Associate Professor of Pediatric Dentistry and Orthodontics* (1979); *Chair of the Department of Pediatric Dentistry* (1982-85); *Assistant Dean for Clinical Affairs and Finance* (1986-91); *Executive Associate Dean* (1991-1994); *Director of Informatics* (1997).
B.A., University of Nebraska, 1971; D.D.S., 1975.
- KENNETH S. THOMSON, *Associate Professor of Medical Microbiology and Immunology* (1991; 1997).
B.Ag.Sc., University of Tasmania (Australia), 1972; Ph.D., 1988.
- L. ARIEL THOMSON, *Assistant Professor of Community Dentistry* (1983).
B.S., University of Hawaii, 1958; D.D.S., Northwestern University, 1962; M.P.H., University of Michigan, 1968; Ph.D., 1970.
- PETER T. TRIOLO, *Associate Clinical Professor of General Dentistry* (1993; 1995).
A.A., Grand View College, 1982; B.S., University of Iowa, 1983; D.D.S., 1987; M.S., 1991.
- CHRISTOPHER D. VAUGHAN, *Adjunct Instructor of Prosthodontics* (1986).
B.S., Creighton University, 1980; D.D.S., 1984.
- ROBERT V. VINING, *Dean Emeritus, School of Dentistry* (1952; 1986).
B.A., University of Iowa, 1942; D.D.S., 1950.
- CHRISTINE S. WAGMAN, *Instructor of Periodontics* (1992).
B.S., University of Nebraska-Lincoln, 1991; R.D.H., 1991.
- SCOTT T. WALKINSHAW, *Adjunct Assistant Professor of Periodontics* (1998).
B.S., Creighton University, 1990; D.D.S., 1995; M.S., University of Kentucky, 1998.
- NANCY L. WEHNER, *Clinical Instructor of Periodontics* (2001).
B.S., University of Nebraska, 1974; R.D.H., 1974.
- JOZEF V. M. WELIE, *Associate Professor of Community and Preventive Dentistry* (1997).
M.Med.S., University of Limburg (Netherlands), 1987; J.D., 1990; M.A., Catholic University of Nijmegen (Netherlands), 1987; Ph.D., 1994.
- GARY H. WESTERMAN, *Professor of Community and Preventive Dentistry* (1973; 1994); *Acting Chair of the Department of Dentistry for Children* (1986-87); *Chair of the Department* (1977); *Dr. Oscar S. Belzer Endowed Chair in Dentistry Chairholder* (2000).
B.S., Gonzaga University, 1965; D.D.S., Creighton University, 1969; M.S., University of Iowa, 1973.
- ERIN C. WETZEL, *Adjunct Instructor of General Dentistry* (2001).
D.D.S., Creighton University, 2001.
- CHARLES W. WILCOX, *Associate Professor of Prosthodontics* (1995); *Diplomate of the American Board of Prosthodontics*.
D.D.S., University of Nebraska Medical Center, 1972; M.S., University of Texas Health Science Center at Houston, 1981.
- TERRY M. WILWERDING, *Associate Professor of Prosthodontics* (1980; 1990); *Acting Chair of the Department of Fixed Prosthodontics* (1990-91); *Chair of the Department of Fixed Prosthodontics* (1993-99).
D.D.S., Creighton University, 1977.
- LINDA R. WOODRUFF, *Clinical Instructor of Periodontics* (2002).
B.S., University of Colorado, 1986; R.D.H., 1986.
- RICHARD O. WOODWARD, *Instructor of General Dentistry* (2001).
D.D.S., University of Washington, 1968.
- HSIAO SHARLENE YUAN, *Adjunct Instructor of Endodontics* (1996).
D.D.S., Creighton University, 1995.
- JANN B. ZOLLINGER, *Clinical Instructor of Community and Preventive Dentistry* (1999).
B.S., Idaho State University, 1976; R.D.H., 1976.

DOCTORS OF DENTAL SURGERY

Degrees Conferred August 2001

Bassam Sulman Badr	Omaha, Nebraska
Yosif Mahmoud Jabir	Omaha, Nebraska
Rick Erwin Martin	Homer, Alaska
Eltanlia Burdelta Phillips	Sylvester, Georgia

Degrees Conferred May 2002

Paul Charles Anderson, <i>cum laude</i>	Kaysville, Utah
Shannon René Brewer	Healdton, Oklahoma
Seth Richard Briggs	Johnstown, Colorado
Zachary Harris Brumbach, <i>cum laude</i>	Boise, Idaho
Steven Paul Cajigal	St. Louis, Missouri
John Joseph Candelaria	Albuquerque, New Mexico
Menaka Dutt Chandra	Leawood, Kansas
Devin Bingham Christensen	Kaysville, Utah
Taylor Coleman Clark	Centerville, Utah
Cody Lee Coon	Sheridan, Wyoming
Mark David Edington	Las Vegas, Nevada
Kanona William Felt	Burley, Idaho
Brian Dale Fletcher	Lethbridge, Alberta, Canada
Bryan Lance Garner, <i>cum laude</i>	Layton, Utah
Christopher David Gartland	Denver, Colorado
Sarah Jane Gibson	Fremont, Nebraska
AnMarie Giddings	Sandpoint, Idaho
Jeffrey Douglas Grim	Portland, Oregon
Tamara Shawn Hald	Ashland, Oregon
Karen Marie Hallinan	Spokane, Washington
Douglas Paul Harmer	Boise, Idaho
Mark Edwin Harris, <i>cum laude</i>	Smoot, Wyoming
Heath Hendrickson	Glenwood, Utah
Bradley Joseph Henkenius	Omaha, Nebraska
Michael Scott Hermsen	Omaha, Nebraska
Mary Elizabeth Hetsko	San Diego, California
Scott Harvey Horsley, <i>cum laude</i>	Malad, Idaho
Nathan S. Huntington	Castle Dale, Utah
Bijal Bharkumar Joshi	Los Angeles, California
Joy Marie Judalena	Blythe, California
Hiba A. Kellow	Denver, Colorado
Jin Young Kim	Seattle, Washington
Blake Ken Kunimoto	Honolulu, Hawaii
Bradley Scott Laird, <i>magna cum laude</i>	Olathe, Kansas
Ha Mong Le	San Jose, California
Stephen James Lee	Mukilteo, Washington
Katherine Louise Leech	Toledo, Oregon
Chad Stanley Lewison	Vermillion, South Dakota
Patrick Brendan Lillis	Des Moines, Iowa
Matthew Burgess Martin, <i>cum laude</i>	Idaho Falls, Idaho
Christopher Sheldon Mehlhoff	Roseburg, Oregon
Karlie Ann Mifflin	Bothell, Washington
Sharilyn Therese Moniz	Waipahu, Hawaii

Jason Todd Morris, <i>magna cum laude</i>	Boulder City, Nevada
Michael William Morrison, <i>cum laude</i>	Salt Lake City, Utah
Johnny Lewis Nantz, Jr.	Las Vegas, Nevada
Meagan Celine O'Donnell, <i>cum laude</i>	Las Vegas, Nevada
Jama Lynn Obermiller	Grand Island, Nebraska
Taiwo Olubummi Ogundipe	Fresno, California
Justin Michael Pagan, <i>cum laude</i>	Nevada City, California
Jiten B. Patel	Chicago, Illinois
Susan Patel	Melrose Park, Illinois
Thihan Cong Phan	San Diego, California
Russell Kai Reynolds, <i>cum laude</i>	Seattle, Washington
Todd Michael Roby	Longmont, Colorado
Vincent Van Rothe	Mexico City, Mexico
Daniela A. Ruocco	Bronxville, New York
Eric Todd Rysner	Evanston, Illinois
William Shane Scholes	Firth, Idaho
Boyd Wayne Simkins, <i>cum laude</i>	Smithfield, Utah
Michael C. Simms	American Falls, Idaho
Joseph Myles Simpson III, <i>magna cum laude</i>	Fort Collins, Colorado
Erin Marie Slattery	Scottsdale, Arizona
Rebecca Anne Smith, <i>cum laude</i>	Lakewood, Colorado
Heather Lee Stamm	Scottsdale, Arizona
Mindy Jo Darnell Stevens	Sioux City, Iowa
Jock R. Stevick	Minot, North Dakota
Alvin John Stosich, <i>magna cum laude</i>	Boise, Idaho
Brian David Struby	Omaha, Nebraska
Kevin M.K. Suehiro	Kaneohe, Hawaii
Bryan Shunzo Tamura	Pearl City, Hawaii
Ekapon Tanthana	Bangkok, Thailand
Bryan Tuan Tran	Omaha, Nebraska
Erich Joseph Trumm	Omaha, Nebraska
Eric Vanek	Los Angeles, California
Joseph Dial Vreeken	Salt Lake City, Utah
Charles Coleman Wall	Salt Lake City, Utah
Michael Paul Webberson	Las Vegas, Nevada
Christa Allison Wirges	Las Vegas, Nevada
Michael David Wonnacott	West Chester, Pennsylvania
Debra Kristen Wynia	Shoreview, Minnesota

Degrees Conferred August 2002

Nelso Arturo Testa	Omaha, Nebraska
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Degrees Conferred May 2003

Wade Thomas Arkoudas, <i>cum laude</i>	Kaysville, Utah
Jeffrey Douglas Askins, <i>cum laude</i>	Yerington, Nevada
Ryan Hanson Bailey, <i>cum laude</i>	Price, Utah
Sarah Sharples Barber	Sacramento, California
Scott Paul Barber	Sacramento, California
Brenda Marie Barfield	Fargo, North Dakota
Travis Brannon Bartschi	Idaho Falls, Idaho
Matthew Deforrest Bauer	Burns, Oregon
Paul Stevens Blecha	Omaha, Nebraska

Andrew George Boyce, <i>summa cum laude</i>	Wellsville, Utah
John MacMillan Bruce IV	Boise, Idaho
Elizabeth Catherine Carter	Boise, Idaho
Nicholas James Chauvin	Clifton Park, New York
Katherine Sarah Chung	Trinity, North Carolina
Raymond Frank Collins	Las Vegas, New Mexico
Duston Francis Connaughton	Salt Lake City, Utah
Ryan Patrick Coombs	Carson City, Nevada
Dara Darabi	Irvine, California
Nathan Jared Dastrup	Pasadena, California
Avis Marie Davis, <i>cum laude</i>	Winfield, Kansas
Amy Giang Doan	Garden Grove, California
Andrew Carl Dreyer, <i>cum laude</i>	Laurel, Montana
Brian Thomas Dunstan	Yuma, Arizona
Erin Elizabeth Elliott, <i>magna cum laude</i>	Orange, California
Clinton Leo Euse	Carson City, Nevada
Theodore Steven Franco	Omaha, Nebraska
Christopher J. French	Seattle, Washington
Chad Michael Greving	Elkhorn, Wisconsin
Brian John Gribble	Albuquerque, New Mexico
Donna Ranjeeta Gumber	Bay Point, California
Thomas Richard Gunnell	Meridian, Idaho
Robert E. Hackley, Jr.	Rockville, Maryland
Jennifer Anne Hasslen	Spicer, Minnesota
Michael Lee Hetsko	San Diego, California
Amy Tanel Holcomb	Lyle, Washington
Rebecca Lorraine Hora	Bellingham, Washington
Kevin Edward Hudson	Post Falls, Idaho
Dennis Matthew Huffman	North Logan, Utah
Paige Matthew Humphreys	Taylorsville, Utah
Sylvia Ng Jeffries	Las Vegas, Nevada
Ann Diep Kelley	Bellevue, Washington
John Stephen Kenny	Edmonds, Washington
Eddie Lee Kim	Gresham, Oregon
Ryan Michael Kowalczyk	Clinton, Wisconsin
Melissa Sue Kruse, <i>summa cum laude</i>	Kent, Ohio
Shannon Elizabeth Lacey, <i>cum laude</i>	Dublin, California
Kevin Chad Lambourne, <i>summa cum laude</i>	Salt Lake City, Utah
Hanh Hong Le	San Jose, California
Jed Owen Ledesma, <i>cum laude</i>	Sandy, Utah
Isabel Marie Lester	Charlottesville, Virginia
Kene MacKenzie	Francistown, Botswana
Kevin Lloyd Mansell	Sandy, Utah
Myra Valdez Martin	Virginia Beach, Virginia
Elaine Rachel McNeight	Fairbanks, Alaska
Tzuyu Meng	Omaha, Nebraska
Julie Marie Moody	Fillmore, Utah
Sylvia Renae Moreschini	Pueblo, Colorado
Greg K. Moritz	Las Vegas, Nevada
Jeffrey Scott Morley	Antioch, California
Jeremy Michael Morrison	Hiawatha, Kansas
Mathew Arlo Moss, <i>summa cum laude</i>	Blackfoot, Idaho
David Dean Nelson	Vail, Iowa
Tuan Hoang Nguyen	Fremont, California

Robert Francis Page, <i>cum laude</i>	Bountiful, Utah
Daphne Papaefthimiou	Harmony, Rhode Island
Pamela Jean Patten	Pahrump, Nevada
William Bradley Perrett	Colorado Springs, Colorado
Figar Pheto	Botswana, Africa
Curtis Andrew Quigley, <i>cum laude</i>	St. Maries, Idaho
Jarom Joseph Ray, <i>cum laude</i>	South Weber, Utah
Branton John Richter	Bountiful, Utah
Jason W. Ross	Albuquerque, New Mexico
Darren Jan Ruesch	Las Vegas, Nevada
Brandon Brent Schvaneveldt	American Falls, Idaho
Richard Dewayne Smith	Olalla, Washington
Thomas Joseph Swartz	Omaha, Nebraska
Arlene Joy Godinez Tsang	San Jose, California
Steven John Vanek	Lakewood, Colorado
Hilary Irene VanHole, <i>cum laude</i>	Boise, Idaho
MaiAn Quoc Vu	Olympia, Washington
Melissa Kay Watt	Sheridan, Wyoming
Scott A. Westford	Everett, Washington
Eric Ashley Winter	Cheyenne, Wyoming
Amanda J. Wruble	Albuquerque, New Mexico
Michael Yesenofski	Portland, Oregon



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<i>Connecticut</i>	Fairfield University, Fairfield
<i>District of Columbia</i>	Georgetown University, Washington
<i>Illinois</i>	Loyola University of Chicago Parks College of Aeronautical Technology (Saint Louis University), Cahokia
<i>Louisiana</i>	Loyola University, New Orleans
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<i>Massachusetts</i>	Boston College, Chestnut Hill College of the Holy Cross, Worcester
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<i>Ohio</i>	John Carroll University, Cleveland The Xavier University, Cincinnati
<i>Pennsylvania</i>	Saint Joseph's University, Philadelphia University of Scranton, Scranton
<i>Washington</i>	Gonzaga University, Spokane Seattle University, Seattle
<i>West Virginia</i>	Wheeling College, Wheeling
<i>Wisconsin</i>	Marquette University, Milwaukee

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

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1717 Massachusetts Avenue, N.W., Washington, D.C. 20036