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UNIVERSITY GENERAL INFORMATION

About Creighton

There is no university in the country like Creighton University in terms of size, the array of professional and graduate programs offered, and the strong commitment to Catholic and Jesuit ideals and values. Founded in 1878 and one of 27 Jesuit colleges and universities in the United States, Creighton is a vibrant and diverse learning community that offers its students more than an education.

Nationally recognized for providing a challenging and balanced educational experience, the University offers a rigorous academic agenda with a broad range of disciplines, providing more than 8,000 undergraduate, graduate and professional students with degree programs that emphasize education of the whole person—academically, socially and spiritually. The student body represents all 50 states and U.S. territories, as well as more than 40 countries.

Creighton offers 140 academic programs in nine colleges and schools (arts and sciences, business, nursing, law, dental, medicine, pharmacy, OT, PT and other health professions, graduate school, and adult learning and degree completion). Creighton study abroad programs take students to dozens of locations around the world annually.

Creighton University made its inaugural appearance in the prestigious National Universities category of U.S. News & World Report's 2020 list of "Best Colleges." Out of approximately 1,900 four-year colleges and universities nationwide ranked by U.S. News, universities in the National Universities category are recognized for offering a full range of undergraduate majors, plus master's and doctoral programs, as well as for producing groundbreaking research. A top-ranking National University classification marks an elevation in Creighton's reputation. For 16 years in a row, Creighton had been recognized as No. 1 in the Midwest category. View more details.

Location

Omaha, with a metropolitan area population of nearly 1 million, is Nebraska's largest city. It is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa border, and is home to four Fortune 500 companies and five Fortune 1,000 companies. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's 120-acre campus is within walking distance of downtown and riverfront business, sports/recreational, cultural and entertainment districts. Creighton also is conveniently located close to hotels and the airport.

Omaha is on a number of "best" lists, as reported by the Greater Omaha Chamber of Commerce, including: No. 1, Best Cities for College Grads *(ZipRecruiter, 2018)*; No. 1, Beyond Silicon Valley: 5 Up-and-Coming Tech Hotspots *(Livability, 2018)*; and No. 5, 10 U.S. Cities Where Employees are the Happiest *(Fortune, 2019)*; among others.

In addition to the main campus in Omaha and online education accessible from anywhere in the world, Creighton has a College of Nursing campus in Hastings, Nebraska, and a health sciences campus in Phoenix, Arizona.

History

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

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

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

Edward and Mary Lucretia's generosity is credited with establishing Creighton College, while John and Sarah Emily's philanthropy enlarged it to a five-school university. Today, Creighton University consists of the main campus in Omaha, a health sciences campus in Phoenix, a satellite nursing campus in Hastings, Nebraska, online and partnership educational programs, and nine schools and colleges:

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

Creighton Colleges and Schools

College of Arts and Sciences (https://ccas.creighton.edu)

The College of Arts and Sciences is the oldest and largest of Creighton's nine colleges and schools. The college offers more than 60 majors and minors; an 11:1 faculty-to-student ratio; and research opportunities for undergraduates in all disciplines. Creighton encourages student involvement in research through the Center for Undergraduate Research and Scholarship (CURAS); almost 400 undergraduate students present research at national and regional scholarly conferences annually. These efforts and others have resulted in Creighton being named among only 90 universities in the nation for undergraduate research opportunities by *U.S. News & World Report*. Excellence in research is one reason Creighton has produced 20 Goldwater Scholars in the last 14 years, ranking first among Catholic universities for success in this prestigious undergraduate scientific research scholarship.

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

Heider College of Business (https://business.creighton.edu)

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

For 2019, Heider College was ranked a Top 100 business program by *U.S. News & World* Report; undergraduate finance ranked 17th; undergraduate accounting ranked 15th; graduate finance ranked 15th; and graduate accounting ranked 25th. The college reports 99 percent of recent graduates were employed or in graduate school within six months of graduation, and accounting majors have had a 100 percent placement rate for the past 10 years.

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

College of Nursing (https://nursing.creighton.edu)

Creighton University's College of Nursing has achieved a national reputation for innovative curricula and programs that keep pace with the ever-changing field of nursing. Creighton's accelerated BSN degree program was one of the first in the nation. Creighton was the first nursing program in Nebraska to offer a Doctor of Nursing practice (DNP) degree and preparation for one of the newest nursing roles, the clinical nurse leader (CNL). Creighton nursing faculty are nationally and internationally known for both clinical research and the scholarship of teaching and learning.

Education is delivered at three campuses, in Omaha and Hastings, Nebraska, and Phoenix, and is supplemented by select online courses and tracks. In addition to BSN, MSN and DNP degrees, the College of Nursing offers post-graduate certificates in a number of areas, including adult-gerontology acute care nurse practitioner, family nurse practitioner, neonatal nurse practitioner, pediatric acute care nurse practitioner, psychiatric mental health nurse practitioner and clinical nurse leader.

Creighton BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination (NCLEX-RN). In addition, annual pass rates on the certification examination for nurse practitioner-track graduates generally range from 90 to 100 percent for first-time test-takers.

College of Professional Studies (https://adultdegrees.creighton.edu)

For over 35 years, Creighton University's College of Professional Studies has been helping adult students fulfill their dreams of completing their college degrees. The College of Professional Studies provides on-campus and online undergraduate degrees, certificates and noncredit programs. Through bachelor's degree programs in leadership, Emergency Medical Services and Healthy Lifestyle Management, students develop the skills needed to enhance their careers or change course in their professional lives. In 2019, Creighton's online bachelor's degree programs were ranked No. 33 nationally by *U.S. News & World Report.*

Transferring into the College of Professional Studies puts students on the fast track to reaching their goals. The college generously accepts up to 80 hours of transfer credits. Students are assisted in creating a Prior Learning Passport, which can allow them to earn credits based on their professional certifications and licenses, military service and standardized national exam results.

Graduate School (https://gradschool.creighton.edu)

Since 1926, Creighton University's Graduate School has been teaching students to have the wisdom, judgment and faith to work for a more just society. Currently, more than 1,500 students are developing their skills and unleashing their potential through 45+ master's and doctoral degree programs in fields such as business, health care, leadership, conflict resolution, education, ministry, science and more. Over two-thirds of students are enrolled in an online program, allowing them to work toward a graduate degree wherever and whenever it's convenient for them.

Students come from across the country and around the world to earn their degree from Creighton University. For example, 45 states and 10 countries are represented in the online Doctoral Program in Interdisciplinary Leadership (EdD).

In addition to master's and doctoral degree programs, the Graduate School also offers 22 graduate certificates and over 25 dual degree options. No matter students' passions or interests, they find a graduate program at Creighton to help them reach their goals.

School of Dentistry (https://dentistry.creighton.edu)

The School of Dentistry, which opened in a new technology-rich education and clinic building in 2018, has a reputation for excellence; faculty members serve in leadership and advisory roles with local, regional and national organizations. Graduates become general dentists or pursue residency programs, advanced degrees and specialty training in nearly all 50 states; 20 to 25 percent of Creighton dental graduates achieve post-doctoral training. Creighton is considered to have one of the most affordable private dental schools in the United States.

Hands-on clinical experience as well as community service are hallmarks of a Creighton dental education: the dental clinic serves more than 12,000 patients annually; students and faculty volunteer through OneWorld

Community Health Center, "Give Kids a Smile," Heart Ministry Clinic, Special Olympics, outreach in the Dominican Republic, and more. Creighton's Healthy Smiles program provided preventive dental services for approximately 2,500 elementary school children last year.

Forty-one percent of Creighton dental students come from states without dental schools; Creighton has contracts with Idaho and Wyoming and offers Western Interstate Commission for Higher Education (WICHE) seats for dental students from New Mexico and North Dakota. Creighton is a dental pipeline school for Native American students interested in dentistry

School of Law (https://law.creighton.edu)

The School of Law was established in 1904. Today, the 296 students in the School of Law are taught by 28 full-time professors and 45 adjunct faculty members who are prosecutors, public defenders and other practicing attorneys. Last year's graduates accepted offers of employment in 16 states.

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

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

The School of Law assists students interested in public-interest law by offering summer grants to first- and second-year students for otherwise unpaid externships with government and nonprofit law offices. Students also gain experience through the Abrahams Legal Clinic, which gives free legal services to low-income individuals, especially victims of domestic violence, and the Immigration and Refugee Clinic, which assists clients in cooperation with the nonprofit Immigration Legal Center, an affiliate of the Justice for Our Neighbors network.

School of Medicine (https://medschool.creighton.edu)

The School of Medicine was established in 1892 as the John A. Creighton Medical College. The medical school's primary Omaha clinical partner, CHI Health, has 15 hospitals throughout Nebraska and Western Iowa, including the two campuses in Omaha for CHI Health Creighton University Medical Center. In 2018, Creighton announced it is constructing a health sciences campus in Phoenix – expanding existing relationships, providing new opportunities for students, and meeting a critical need for health care professionals in the Southwest.

Creighton graduates' medical licensing scores and pass rates consistently exceed the national average and 96 percent of 2019 graduates matched with their specialty of choice. One hundred percent of Creighton medical students perform community service while in medical school. Creighton was the first Catholic university to receive the prestigious Community Service Award from the Association of American Medical Colleges (AAMC); the award recognized the student-founded and student-run Magis Medical Clinic, which provides free health care for uninsured and underinsured people in Omaha.

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

School of Pharmacy and Health Professions (https://spahp.creighton.edu)

Established in 1905 as the Creighton College of Pharmacy, the School of Pharmacy and Health Professions (SPAHP) expanded over the years to include other health professions. The school is an academic pioneer, offering the first entry-level occupational therapy (OTD) and physical therapy (DPT) doctorates in the nation; the first accredited online pharmacy program in the nation; the first post-baccalaureate Doctor of Occupational Therapy program in the country; and more than 40 years of emergency medical services (EMS) education. SPAHP also has innovative partnerships with the University of Alaska Anchorage (OTD and PharmD) and Regis University in Denver (OTD).

SPAHP faculty are renowned: the school has one of the largest OT faculties in the nation, with more than 20 faculty members holding terminal degrees. For more than 25 years, faculty members in the Center for Drug Information and Evidence-Based Practice have provided evidence-based, timely and unbiased information to health care professionals (fewer than 15 percent of pharmacy schools in the U.S. offer as much drug information expertise to the professional community), and the Center for Health Services Research and Patient Safety is recognized nationally for its work in patient safety, research and education.

First-time national licensure pass rates in pharmacy, OT and PT have been nearly 100 percent the past several years, and more than 80 percent of the school's students receive one to three job offers before they graduate. They have access to an expanse of clinical training sites in every health care discipline, including pediatrics, geriatrics, mental health, acute and long-term care and more. Service to others is a hallmark of the school, with students giving more than 8,500 hours of community service last year.

Mission, Learning Outcomes, and Goals and Objectives

Mission Statement

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

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

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

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

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

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

University Assessment of Learning Outcomes

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

All Creighton graduates will demonstrate:

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

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

Goals and Objectives

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

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

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

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

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

Accreditations and Approvals

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

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org

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

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

The Baccalaureate degree in Nursing, Master's degree in Nursing, Doctor of Nursing Practice, and post-graduate APRN certificate at Creighton University is accredited by the Commission on Collegiate Nursing Education (www.aacnnursing.org (https://www.aacnnursing.org)).

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

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

The program in predoctoral dental education is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678.

The Commission's web address is: ada.org/en/coda (https://www.ada.org/en/coda).

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

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

The School of Medicine is also accredited by The Accreditation Council for Graduate Medical Education (ACGME (https://www.acgme.org)) for the training of medical residents.

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

> The Pharmacy program, accredited by the Accreditation Council for Pharmacy Education (ACPE (https://www.acpe-accredit.org)), is a member of the American Association of Colleges of Pharmacy.
>
> The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE (https://www.aota.org/education-careers/accreditation.aspx)) of the American Occupational Therapy Association Inc.
>
> The program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE (http://www.capteonline.org/home.aspx)).

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

Creighton University is authorized to provide online education (https://online.creighton.edu). See creighton.edu/state_authorization for current listing.

University Libraries

Library

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

Campus Facilities

Creighton's 120-acre urban campus encompasses more than 50 buildings, providing excellent facilities for the University's academic, residential, spiritual, athletic and recreational activities. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University for 11 straight years and has been named a "green college" by *Princeton Review* for a strong commitment to the environment and sustainability. In 2019, *USA Today* named St. John's Church one of "51 amazing university and college buildings" in the U.S.

Recent facility projects include a new pharmacy skills lab, the relocation and renovation of the Clinical Assessment and Simulation Center, upgrades to several undergraduate science labs, an expanded dining facility, and renovated occupational therapy and physical therapy labs. A new 200,000-square-foot School of Dentistry building opened in 2018, featuring the latest in classroom, laboratory and clinical technology and accommodating larger class sizes and expanded community dental health outreach.

Recognition of Scholarship and Leadership

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

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

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

The **Spirit of Creighton Award** is a citation conferred on a male and a female student by the President of the University annually at Commencement for demonstrating remarkable initiative and able enterprise, wisdom in action, modesty in achievement, and great personal sacrifice for the good of others.

The Alumni Association

Creighton University seeks to maintain lifelong relationships with former students of the University. The Creighton University Alumni Association, formed in 1892, assists the University in keeping alumni engaged with the institution. Its mission is to "advance the interests of the Creighton family through a commitment to academic excellence, Judeo/Christian ethics and a lifelong relationship between Creighton alumni and their University that enriches both."

The Alumni Association is governed by the National Alumni Board. This board represents the alumni community in matters affecting the University; supports and assists the University in fulfilling its strategic goals; and provides services, programs and support consistent with the Alumni Association's mission.

Alumni programs vary widely and include all-University events, Reunion weekend, class reunion activities, community service projects, college/school specific activities, recent alumni activities, regional events, career networking and social networking. Information on the Alumni Association can be found on the web at alumni.creighton.edu.

Non-discrimination Statement

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

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

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

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

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University
Office of Equity and Inclusion
Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: allisontaylor@creighton.edu
Web: www.creighton.edu/oei

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www2.ed.gov/about/offices/list/ocr (https://www2.ed.gov/about/offices/list/ocr).

Diversity and Inclusion Policy

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

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

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

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

Services for Students with Disabilities

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests at least five weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the

particular circumstance of a request for accommodation warrants. Students are encouraged to make requests for appropriate academic adjustments as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and functional limitations. Students may be required to complete additional evaluation of limitations by Creighton University's Center for Health or Counseling or other appropriate 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 recommendations for accommodations to appropriate University personnel. For more information, contact the director of the Office of Disability Accommodations (http://www.creighton.edu/disabilitysupportservices) at 402.280.2166 or email leclair@creighton.edu.

Email as Official Means of Communication

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

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

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

Graduation Rates

Creighton University is pleased to provide information regarding our institution's graduation/completion rates, in compliance with the Higher Education Act of 1965, as amended. To request graduation rate information, please contact the University Registrar at 402.280.2702 or registrar@creighton.edu.

Degree Policies

Undergraduate Degrees

Creighton University does not award dual (two) or multiple undergraduate degrees, whether concurrently or consecutively. Undergraduate students may complete more than one major, but may not earn more than one degree. The student will choose which major will be primary, which is what will determine the type of degree (B.A., B.S., B.S.Chm., B.S.B.A., B.F.A., or B.S.Evs.

Joint and Dual Degree Definitions

Dual Degree

A dual degree program is an integrated program of study designed to result in students earning two distinct University degrees in parallel by completing the requirements of two full degree programs, typically over a period of time shorter than would otherwise be required to complete both programs sequentially. It requires the completion of all requirements for each degree, but allows students to count designated credits to fulfill the requirements for both degrees. Students must be accepted and meet the requirements for each degree and follow the rules for the transfer or use of credit from one program to the other. Dual degree programs are primarily designed for the degrees to be earned concurrently, however may be earned consecutively. When one of the degrees is a bachelor's degree, the degrees will normally be earned consecutively. Undergraduate degrees describe a full program of study, which includes the core, major requirements, and credit hour requirements. Dual degrees can be any combination of Undergraduate degree and Graduate degree or two Graduate degrees, however, a student may not earn two Undergraduate degrees, whether concurrently or consecutively.

Joint Degree

A joint degree is a single academic degree jointly conferred by two or more accredited institutions, or two or more schools/colleges, within a single, accredited institution. Both institutions, or schools/colleges, would participate in the joint degree program.

The Jesuit Order

The Society of Jesus is a Roman Catholic religious order of men known as the Jesuits. It was founded in Paris by St. Ignatius of Loyola over 460 years ago. In addition to their work in parishes, primary and secondary education, the Jesuits sponsor twenty-eight colleges and universities in the United States.

The Jesuits are the founding order of Creighton University and turned the governance of Creighton over to the Board of Trustees in 1968. While the main focus of the Jesuits in the United States is on education, the order is primarily a missionary order which is also involved in spiritual direction, retreat centers and social justice work. There are presently 40 Jesuits at Creighton, including faculty, staff, administrators, chaplains and students.

The Jesuit tradition strives to form women and men to be of service for and with others. The hallmarks of a Jesuit education are excellence, service, leadership and faith. St Ignatius of Loyola saw the world as manifesting God's goodness, and graduates of Jesuit universities and colleges are called upon to "set the world on fire" by studying it, engaging with it, and changing it so that all people recognize their true identity as beloved sons and daughters of God.

American Jesuit Colleges and Universities

Alabama	Spring Hill College, Mobile
California	Loyola Marymount University, Los Angeles
	University of San Francisco, San Francisco
	Santa Clara University, Santa Clara
Colorado	Regis University, Denver

Connecticut	Fairfield University, Fairfield
District of Columbia	Georgetown University, Washington
Illinois	Loyola University Chicago
Louisiana	Loyola University New Orleans
Maryland	Loyola University Maryland, Baltimore
Massachusetts	Boston College, Chestnut Hill
	College of the Holy Cross, Worcester
Michigan	University of Detroit Mercy, Detroit
Missouri	Rockhurst University, Kansas City
	Saint Louis University, St. Louis
Nebraska	Creighton University, Omaha
New Jersey	Saint Peter's University, Jersey City
New York	Canisius College, Buffalo
	Fordham University, Bronx & Manhattan
	Le Moyne College, Syracuse
Ohio	John Carroll University, Cleveland
	Xavier University, Cincinnati
Pennsylvania	Saint Joseph's University, Philadelphia
	University of Scranton, Scranton
Washington	Gonzaga University, Spokane
	Seattle University, Seattle
Wisconsin	Marquette University, Milwaukee

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

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
One Dupont Circle, Suite 405
Washington, D.C. 20036
phone: 202.862.9893 fax: 202.862.8523
www.ajcunet.edu (http://www.ajcunet.edu)

UNIVERSITY ADMINISTRATION

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as of July 1, 2019

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as of July 1, 2019

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as of July 1, 2019

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DENTISTRY

2019-2020 Issue

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

Academic Calendar

Fall Semester, 2019

August		
13	Tuesday	Begin regular classes/ clinic hours (So/Jr/Sr)
13-14	Tuesday-Wednesday	Freshman orientation
15	Thursday	Freshman classes/labs begin
September		
2	Monday	Labor Day; no classes
11	Wednesday	Mass of the Holy Spirit, St. John's Church
October		
4	Friday	End of First Quarter
23-27	Wednesday-Sunday	Fall Recess
November		
27-30	Wednesday-Sunday	Thanksgiving Recess
December		
4	Wednesday	Final examinations begin (Jr/Sr)
5	Thursday	Final examinations begin (Fr/So)
13	Friday	End of Second Quarter
14-6	Saturday - Monday	Christmas Recess

Spring Semester, 2020

January		
1-5	Wednesday-Sunday	Recess continues
6	Monday	Classes, laboratories, and clinics resume
February		
28	Friday	End of Third Quarter
March		
7-15	Saturday - Sunday	Spring Recess
April		
10	Friday	Good Friday; no classes
15-24	Wednesday-Friday	Final examinations (So/ Jr)
27-30	Monday-Thursday	Final examinations (Fr)
28	Tuesday	End of Fourth Quarter at noon (So/Jr/Sr)
May		
1	Friday	End of Fourth Quarter (Fr)

Summer Session, 2020

May		
2	Saturday	White Coat Ceremony (new Jrs)
4	Monday	Summer clinic/classes begin (new Sr)
4-5	Monday-Tuesday	Clinic Orientation (New Jr)
6	Wednesday	Summer classes begin (New Jr)
15	Friday	Hooding Ceremony
16	Saturday	Commencement
25	Monday	Memorial Day; no classes
26	Tuesday	Summer classes begin (new So)
July		
3	Friday	Independence Day observed; no classes
10	Friday	Summer Session ends
11-31		Summer Recess
August		
1-9	Saturday - Sunday	Summer recess continued

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. At that time the School of Dentistry moved to 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.

In the Fall of 2018, the School of Dentistry moved into a new state-of-the-art dental school facility at 21st and Cuming streets. The more than 200,000-square-foot facility will provide a larger, more modern

technological environment and enhance the ability to offer a top-notch, clinically excellent dental education. Ground was broken in September 2016 and new students will enter in Fall 2018.

Mission Statement

The Mission of the dental education program at Creighton relates to the Mission of the University.

The purpose of the School of Dentistry is to educate students who can demonstrate the attainment of competence and the progression toward proficiency in providing for the oral health needs of society. This education will be conducted in a culture and learning environment that reflects Ignatian humanism and a Catholic, Jesuit heritage.

A charism is a divine gift conferred not for one's personal gain, but for the benefit of all. The School's mission is rooted in the Jesuit charisms of:

- finding God in all things,
- *cura personalis* (personal care for the individual),
- the *magis* [Latin for "the more"] (ever seeking what is more, better and of greater service to God and Humanity),
- forming men and women who will live with and for others, and
- a faith that does justice.

The educational experience 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. It will enable students to manage with confidence all phases of comprehensive dental care and to communicate professionally. It will also prepare students to evaluate and implement new knowledge and to accept their responsibility of service to one's community and profession.

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

Vision Statement

Creighton University School of Dentistry is committed to excellence in education, patient care, service and research. The faculty and staff are passionate about developing dental professionals who will employ leading-edge knowledge and technology of the 21st century in the Jesuit educational tradition characterized by compassion, leadership, professionalism, creativity, service, and social justice.

Strategic Plan Goals

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

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

School of Dentistry Administration

Mark Latta, DMD, MS	Dean
Timothy M. Durham, DDS, MPA	Senior Associate Dean/Vice Dean
William P. Kelsey III, DDS	Senior Associate Dean for Academic Affairs and Administration
Neil S. Norton, PhD	Associate Dean for Admissions
Sonia M. Rocha-Sanchez, MS, PhD, MBA	Associate Dean for Research
Joseph V. Franco, Jr., DDS	Assistant Dean for Clinics/Chief Dental Officer
Colette O'Meara-McKinney, MEd	Assistant Dean for Student Affairs
Samantha Harter, MBA	Finance Manager
Marjel Whitmore	Senior Director of Operations

Student Life

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

Child Development Center

Creighton University Child Development Center was established in 1982 to meet the childcare needs of the parent who is a student, staff, or faculty member of the University. Children ages six weeks to five years are served in an atmosphere of care and learning. The Center assists Creighton's educational mission by providing an opportunity for students to work directly with the children, and for others to observe children as an element of their course work. The Center is committed to this three-fold mission: to serve young children, to serve their parents, and to serve the students of the Creighton community.

Children from the age of six weeks to five years receive tender, loving care at the Center, which is licensed by the State Department of Health and Human Services and operates from 6:30 a.m. to 6:00 p.m. Monday through Friday with the exception of university holidays. Call 402.280.2460 or access the Child Development Center webpage (http://www.creighton.edu/childdevelopmentcenter) for information.

Center for Health Counseling

Health and Counseling (https://studentlife.creighton.edu/wellness/health-and-counseling) services include:

- **Student Health Education and Compliance** office provides health education and wellness resources to students, with the mission of enhancing well-being and academic success. This office also monitors immunization and health insurance compliance in accordance with University policy.
- **Student Counseling Services** provides understanding, acceptance, practical help and treatment for day-to-day challenges and personal growth and development.
- **CHI Health Clinic-Student Care Clinic** provides clinical health care to students. This modern facility is staffed with primary care providers and sub-specialists providing comprehensive care all under one roof.

These services are dedicated to promoting healthy life choices and serving the health and counseling needs of Creighton students.

Student Counseling Services

Student Counseling Services (https://studentlife.creighton.edu/wellness/health-and-counseling/student-counseling-services) provides counseling support to all full-time Creighton students. Counseling services are intended to assist all students in their growth, their adjustment to academic and life challenges, and their development of healthy strategies for living. Our services encourage positive health and wellness practices. The staff is sensitive to the cultural and life-style uniqueness of all students. We work in concert with Student Health Services to provide a holistic, collaborative care setting for students. Student Counseling Services maintains all mental health records for Creighton University students in its Electronic Health Record.

Offers a variety of services to assist with the choices in college life:

- Individual counseling
- Group Therapy
- Consultations
- Psychiatry
- Assessments and Evaluations

Call the Center at 402.280.2735 for an appointment, or drop in. All counseling services are confidential. The Center is accredited by the International Association of Counseling Services. Counseling services are offered at no cost to Creighton students. There is a fee for some psychological assessment services.

Student Health Services

Student Health Services includes:

1. The CHI Health Clinic-Student Care Clinic
2. The Student Health Education and Compliance Office

CHI Health Student Care Clinic

Services are available to all currently enrolled Creighton University students at the clinic, located at **24th and Cuming Streets**, for their medical needs.

Board-certified physicians, nurse practitioners and physician assistants will provide the following services from the CHI Health Clinic-Student Care Clinic:

- Onsite X-rays and CT scans
- Specialty care on-site: endocrinology, cardiology, neurology, women's health
- Additional services: Registered dietitians, diabetes educators, population health coaches, physical and occupational therapists, and pharmacists

It is essential that a current health insurance card, photo ID and a form of payment to each health visit. CHI Health sets its fee schedule for services. Your health insurance plan will determine whether payment is to be collected at the time of visit. If a health insurance plan requires a co-pay, payment must be made before checking in for an appointment.

How to Obtain Student Health Services

Students can schedule an appointment by calling 402.280.2735. Clinic hours are 8:00am to 8:00pm Monday through Thursday and 8:00am to 5:00pm on Fridays. Walk-in and same-day appointments are also available. The clinic will also be open the first and third Saturdays of each month.

Emergency Services

24/7 full-service community emergency department located at the CHI Health clinic at 24th and Cuming Streets. Severe conditions/injuries are transferred to the Level 1 Trauma Center at CHI health Creighton University Medical Center-Bergan Mercy.

Student Health Education and Compliance

The Student Health Education and Compliance Office (https://studentlife.creighton.edu/wellness/health-and-counseling/student-health-education-and-compliance) provides health education and wellness resources to students, with the mission of enhancing well-being and academic success. You may contact the office at 402.280.2735, located in Markoe Hall.

Services include:

- Management of student, faculty and staff immunization requirements.
- Administration of University-sponsored student health insurance plans and monitoring of insurance requirements.
- On-campus health education and programming, Campus Health Aide supervision, Shoo the Flu vaccinations, WellFest health fair, and more.
- Care coordination with CHI Health and campus partners for students navigating the complex healthcare system.

University Immunization Requirement

All Creighton University students are required to comply with the University's immunization requirements. Students receive approval for course registration upon the completion and verification of their immunization records as coordinated by the Student Health Education and Compliance Office. Failure to meet these requirements will result in denial of class registration privileges. The requirements follow CDC guidelines and are reviewed annually. Immunization requirements apply to all students. International students, health science students and residential students (living in campus housing) have specific requirements. The Student Health Education and Compliance Office is the official record keeper for Creighton University regarding student immunizations and University immunization requirements. Please consult the Student Immunization Requirements website (https://studentlife.creighton.edu/wellness/health-and-counseling/student-health-education-and-compliance/immunization-requirements) for additional details.

Residential Students:Students must have immunization requirements completed and immunization records verified by Student Health Education and Compliance prior to registering for classes and prior to receiving a housing assignment. Students who are in process of completing immunization requirements (i.e., have started a series for the first time) may be granted class registration and/or housing assignment privileges at the discretion of Student Health Services.

Immunization Exemptions: Exemptions to the University immunization requirements are considered for students who have a documented medical contraindication to receiving immunizations. Religious exemptions are not accepted. Students may request an exemption form from Student Health Services. Completed exemption forms are reviewed by the Student Health Services Medical Director. Students are provided written notification of the acceptance or denial of the immunizations exemption request.

ALL STUDENTS attending classes on campus:

Measles, Mumps, & Rubella (MMR)

- 2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students born in 1957 or later OR
- Positive titers showing immunity for Measles, Mumps and Rubella.
- History of disease does NOT meet the requirement

RESIDENTIAL STUDENTS (living on campus):

- **Measles, Mumps, & Rubella (MMR)** (*See Above under ALL STUDENTS*)
- **Meningitis Vaccine** - 1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under
- **Tdap Vaccine -** 1 dose Tdap vaccine (Tetanus, Diphtheria, Pertussis)
- **Varicella (Chicken Pox)** Two (2) doses of Varicella vaccine OR Verification of chickenpox disease

INTERNATIONAL STUDENTS:

Must meet requirements for ALL STUDENTS (see above).
If living on campus, must also meet requirements for ALL STUDENTS LIVING ON CAMPUS.

Tuberculosis Screening
QuantiFERON or T-SPOT (IGRA testing) within the previous 12 months; Chest x-ray completed within the previous 12 months for students with a history of a positive PPD skin test or IGRA blood test (QuantiFERON Gold or T-Spot) who have not completed tuberculosis treatment

ALL Health Science Students (Dentistry, EMS, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant):

Measles, Mumps, & Rubella (MMR)
2 doses MMR vaccine given after the 1st birthday and at least 30 days apart **OR**
Positive blood tests showing immunity for Measles, Mumps and Rubella; History of illness does NOT meet the requirement

Tetanus-Diphtheria-Pertussis (Tdap) Vaccine
One (1) does of adult Tdap; If last Tdap is more than 10 years old, provide date of last Td and Tdap

Hepatitis B
3 dose series AND a positive blood test showing immunity (Hepatitis B surface antibody test). A positive blood test alone meets the requirement. If lab titer is negative, additional doses of vaccine and repeat titer will be necessary.

Varicella (Chicken Pox)
Two (2) doses Varicella vaccine **OR** positive blood test showing immunity; History of illness does NOT meet requirement for Health Science Students

Tuberculosis Screening

- Initial two (2)-step screening - 2 separate PPD skin tests given and read at least 1 week apart OR 2 tests in a 12 month period.
- Annual PPD screening after two-step requirement is met
- QuantiFERON or T-SPOT is also acceptable
- Students with a positive skin test and subsequent positive IGRA testing: Chest x-ray done in the past 12 months
- Annual Provider Review

Annual Influenza Vaccine
Due before December 1st each year.

Meningitis Vaccine (IF LIVING ON CAMPUS)
1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under.

Additional vaccine information can be found at www.cdc.gov/vaccines/hcp/vis (https://www.cdc.gov/vaccines/hcp/vis)

University Health Insurance Requirements

University Health Insurance Requirement:

Comprehensive Health Insurance is required for **ALL Full-time students**[1] and must include the following:

- National Coverage for inpatient and outpatient **medical** care. (Emergency only coverage does not satisfy this requirement).
- National Coverage for inpatient and outpatient **mental** health care. (Emergency only coverage does not satisfy this requirement).
- Coverage is currently active and maintained for the entire school year, including summers.
- Offers an unlimited lifetime maximum.

[1] Full-time status = Undergraduate: 12 credits/semester; Graduate: 8 credits/semester

Creighton University Student Health Insurance Plan

- New and returning students are auto-enrolled in the University-sponsored Student Health Insurance Plan (https://www.uhcsr.com/creighton).
- If a student already has a comprehensive insurance plan, he/she must waive the coverage through the NEST (https://thenest.creighton.edu/PROD/twbkwbis.P_GenMenu?name=homepage). International students (on an F-1 or J-1 visa) are not eligible to waive the health insurance coverage.
- The on-line waiver process begins each July 1st and continues through the deadline of September 7th. This information is required on an annual basis.
- The premium for the University-sponsored Student Health Insurance Plan will remain on the student's account unless the waiver process is completed before the deadline.
- When the Health Education and Compliance Office becomes aware of a lapse in the student's insurance coverage, the student will be automatically enrolled in the University-sponsored Student Health Insurance Plan (https://www.uhcsr.com/creighton) and the tuition statement will reflect a charge for the entire premium.

For additional information please contact the Student Health Education and Compliance Office:

Phone: 402.280.2735
Fax: 402.280.1859
Health Insurance Requirements (https://studentlife.creighton.edu/wellness/health-and-counseling/student-health-education-and-compliance/insurance-requirements)

Military and Veterans Affairs

As an approved institution for federal education benefits from the U.S. Department of Veterans Affairs (VA), Creighton University welcomes active duty service members, veterans and their dependents. Creighton's Office of Military and Veterans Affairs provides services and support to our Veterans, Service members, Dependents and Spouses (VSDS) while promoting a culture of success, well-being and trust. In addition to student support and advocacy, we serve the University community by providing expertise in military affairs relative to ongoing and future educational, research and outreach efforts. The office serves as the primary conduit to military institutional and community partners, as well as maintaining memberships in military professional organizations and associations. We also offer resources and support to faculty and staff to equip them with beneficial knowledge and valuable tools to better serve our VSDS students.

The Office of Military and Veterans Affairs assists students with the use of their veterans educational benefits by acting as their liaison with the VA and certifying their enrollment each term and/or semester to ensure proper receipt of their applicable benefits. Currently we have students in all nine of our schools and colleges using the following benefit chapters:

- Chapter 30 – Montgomery GI Bill® – Active Duty (MGIB-AD)
- Chapter 31 – Vocational Rehabilitation & Employment Program (VR&E)
- Chapter 32 – Veterans Educational Assistance Program (VEAP)
- Chapter 33 – Post-9/11 GI Bill® (including the Yellow Ribbon Program)
- Chapter 35 – Survivors & Dependents (DEA)
- Chapter 1606 – Montgomery GI Bill® – Selected Reserve (MGIB-SR)

Creighton University is very proud of our commitment to our VSDS including our participation in the Yellow Ribbon Program. Chapter 33 students with 100% entitlement are eligible to participate in the Yellow Ribbon program with the exception of students currently on active duty or spouses of active duty service members. Per VA guidelines, they are not eligible for the program. The Yellow Ribbon program is a financial supplement to Chapter 33 that helps students using the benefit bridge the financial gap between the Chapter 33 benefit and the actual cost of tuition and fees. For the 2019-2020 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to $20,000 additional tuition dollars per academic year ($10,000 from Creighton with a $10,000 match from the VA)
- Graduate School up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA)
- School of Law up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA). Maximum of twelve awards each academic year.
- School of Pharmacy and Health Professions up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA). Maximum of twelve awards each academic year.

The exact amount of Yellow Ribbon dollars received is based on the student's tuition and fees balance after Chapter 33 benefits and institutional aid are applied. Yellow Ribbon awards may reduce, or be reduced by, other institutional aid awarded. The university reviews its Yellow Ribbon commitment annually.

The Office of Military and Veterans Affairs is located in the Hixson-Lied Science Building, Room G-06. Our contact information is (402) 280-4063 or veterans@creighton.edu.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

General Information

Facilities for Dentistry

The School of Dentistry is located on the northern edge of Creighton University. The new technology-rich education and clinic building opened in 2018. The 200,000 square foot facility looks to increase its service to community patients from 12,000 to 15,000 annually, as well as expand pediatric services in the Omaha community.

Student Government

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

Student Organizations

The School of Dentistry has a chartered chapter of the American Student Dental Association. This was organized to promote active participation by undergraduate dental students in the affairs of their own dental organizations. As a result, students are better prepared to assume their place both in the profession and society after graduation. Membership in the chapter is voluntary for all undergraduate dental students and includes privileges of attending all dental meetings of the local, state, and national organizations. Each member receives the Journal of the American Dental Association.

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

Honor Societies and Fraternities

Alpha Sigma Nu, National Jesuit Honor Society, was founded at Marquette University in 1915, and the Creighton Chapter was established in 1921. In 1973 Gamma Pi Epsilon, the women's honor society, merged with Alpha Sigma Nu. Currently there are chapters at all 28 Jesuit

colleges and universities in the United States and at Sogang University in Seoul, Korea. Scholarship, loyalty, and service are the threefold requirements for membership in the society. Membership is highly selective and is awarded on the recommendations of the local chapter, the faculty, the deans, and with the approval of the University president. Outstanding undergraduates in their junior and senior years and professional and graduate students are eligible. Membership is prized as one of the most notable distinctions which can be won by a student in a Jesuit institution of higher learning. Each year the campus chapter inducts about 42 students from all divisions. The alumni chapter's living members number over 2,300 persons. At graduation, members of the student chapter automatically transfer into membership in the alumni chapter.

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

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

Honors and Awards

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

Dental Alumni Advisory Board

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

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

Admission

It is the admission policy of Creighton University to accept qualified students within the limits of its resources and facilities. See also the University's Nondiscrimination Policy (https://www.creighton.edu/generalcounsel/officeofequityandinclusion/policyinformation). All applicants are considered for admission on the basis of their potential to successfully complete the predoctoral program without compromise of the established standards of academic and clinical performance expected of all graduates of the School of Dentistry and their potential to best serve the needs of society. The School of Dentistry believes a diverse student body embraces the educational opportunities for all members of the Creighton community and furthers the dental profession's goals of educating culturally competent professionals who can work successfully with all segments of the population and improve access to care for underserved populations. For these reasons, the School seeks a diverse student body.

Application Procedure

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

Applicants should apply online at www.adea.org (https://www.adea.org) starting on June 1 of the preceding academic year for entry the following fall (i.e., for matriculation in the fall of 2018, you may start applying on June 1, 2017). The application service (AADSAS - American Association of Dental Schools Application Service) must receive your application no later than February 1 to be processed and forwarded to designated dental schools.

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

At the time an applicant submits an application through AADSAS, a $60 nonrefundable application service fee should be sent directly to the Creighton University Dental Admissions Office. This fee should be made payable to Creighton University and mailed to the Dental Admissions Office.

All correspondence should be addressed to the Creighton University Dental Admissions Office with whom all credentials must be filed. Application credentials should be directed to:

Dental Admissions Office
Creighton University
2500 California Plaza
Omaha, Nebraska 68178

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

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

1. Official Dental Admission Test (DAT) scores. (These may be submitted to Creighton anytime they are available).
2. Supplementary application form, photograph, and processing fee.

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:

Code	Title	Credits
Biology		6
Chemistry, inorganic		8
Chemistry, organic		6
English		6
Physics		6

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

The required hours and subjects must be completed by the end of the spring term preceding the fall in which the applicant wishes to enter the School of Dentistry. Advanced Placement (AP) credit will not be accepted as a replacement for any semester hour requirements in biology, inorganic chemistry, organic chemistry, English and physics.

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

Dental Admission Test

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

Recommendations

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

Physical Fitness

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

Technical Standards

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

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

Selection

Selection of all students is based upon both objective and subjective evaluation. Objective criteria include GPA, DAT scores, and science grades are given primary consideration. Other factors that will be considered will include, but not limited to:

1. evidence of predisposition to provide dental health care in underserved areas;
2. evidence of participation in worthwhile community activities;
3. recommendation from teachers, known alumni, and other members of the profession;
4. quality of pre-professional educational program;
5. residence in states having educational compact agreements with the School; and
6. evidence of good moral character, motivation, and emotional and intellectual maturity; and
7. any other personal background information the applicant chooses to submit to assist the admissions committee in giving each application holistic consideration. Such personal background factors might include, but are not limited to:
   a. attributes one believes will enhance the campus community
   b. public service
   c. overcoming hardships or economic or educational disadvantages
   d. first generation college student
   e. having lived in a foreign country or spoken a language other than English at home or language fluency.

This list is not exhaustive and none of these factors will be considered in isolation. Furthermore, no factor will result in the admission of an academically unqualified applicant.

Applicant Response To Acceptance

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

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

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

Background Investigation and Drug Screening

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

State Compacts

Creighton University has dental education compacts with the states of New Mexico, North Dakota, Wyoming and Idaho. If accepted into their state's program, residents from these states receive partial tuition remission. Application procedures for applicants from these states are the same as for all other applicants.

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

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

The first-year program at Idaho is equivalent to that at Creighton. Course outlines, objectives, laboratory projects, texts and teaching aids are nearly identical.

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

Advanced Standing

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

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

1. Applicants with one or more years of formal dental education must make formal application and provide Dental Admission Tests scores, transcripts and letters of recommendation. In addition to the information demanded of applicants for admission into the first year, applicants for advanced standing must provide scores of Part I of the National Board examination if it has been completed and a letter from the Dean of the Dental School previously attended attesting that the applicant is in good standing and that he or she is eligible to return to the institution and complete the course of instruction.
   Having ascertained that the applicant's qualifications for admission to advanced standing are acceptable, the Admissions Committee must then be assured that space is available and that schedules can be adjusted to accommodate the differences in scheduling that exist in various institutions.
2. Applicants presenting evidence of having completed a formal dental education in a foreign dental school must provide Part I scores of the National Board Examination. Evidence of proficiency in the English Language (TOEFL) should also be provided if previous education was in a non-English environment. Preference is given to those applicants who can show evidence of completing a specialty degree or certificate of dental specialty from a United States institution.
   Having ascertained that the applicant's credentials are in order, the applicant is offered an acceptance on a trial basis for a period of one semester. At the end of that semester the Admissions Committee, in consultation with the Student Performance Committee of the School of Dentistry, recommends to the Dean whether the applicant is to be retained as a student and, if retained, at which level continuance of the program should proceed.

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

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

Tuition and Fees - School of Dentistry

Tuition and fees are payable at the time of registration for a semester [1], and are subject to change without notice.

Application for admission fee	$60
Enrollment reservation deposits (credited to tuition)	
a. First deposit - required when initially accepted for admission	$500
b. Second deposit - required when finally accepted for admission	$300
Tuition per semester for courses in Dental curriculum (Year 1-2)	$33,007
Tuition per semester for courses in Dental curriculum (Year 3-4)	$31,270
SIMS Fee = Instruments	
ASDA Dues (Fall semester only)	$105
Student Health Insurance Plan[2]	$1,486
University Fee per semester	$620

University Technology Fee per semester	$265
Late Payment Fee	$175 (see Late Payment Policy)

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

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

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

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

Financial Arrangements

Tuition, fees, 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 Payment Plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Information on enrolling in the Payment Plan will be sent via e-mail early in May to incoming students who have paid a deposit. Current students are sent an e-mail reminder in June. For further information on payment plans click here (http://www.creighton.edu/businessoffice/statementpaymentinformation/metpaymentplan).

Failure to pay any balance on your student account when due may result in the cancellation or administrative withdrawal of a student's registration for the current academic term.

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

Students are encouraged to pay tuition and other expenses online via the NEST. The University will cash checks for students with a $200 limit per day in the Business Office. Checks returned for insufficient funds will be assessed a $25 fee. The University reserves the right to revoke or to deny this privilege to any individual at any time.

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for registration. This fee is $175 for the first month and an additional fee is charged for each subsequent month that the account remains unpaid. Accounts with unpaid balances less than $500 will be subject to a $75 monthly late payment fee. Accounts with unpaid balances greater than $500 are subject to a $90 monthly late payment fee. Students with questions regarding their financial responsibilities are invited to contact the Business Office at 402.280.2707 to request an appointment for individual counseling.

Withdrawals and Refunds

The university refund policy has been created to support our mission and allow students the maximum amount of time to reflect and discern their course schedule and educational goals. A student is considered in attendance and is responsible for any tuition balances due until s/he has formally notified Creighton University in writing of their withdrawal. Tuition refunds are made to the student based on the date s/he made their formal withdrawal. Students who formally withdraw from the University before the official start date (https://www.creighton.edu/businessoffice/#c192527) of the semester or term will not be liable for the tuition or fees associated with each course. Tuition refunds will be given to students withdrawing after the official start date of the semester or term in accordance with the schedule shown below.

Refund Policy

Semester/ Term	Tuition & Fees 100% Refund	Tuition 80% Refund	Tuition 60% Refund	Tuition 40% Refund	Tuition 20% Refund
Full Semester	7th calendar day of semester	14th calendar day of semester	21st calendar day of semester	28th calendar day of semester	35th calendar day of semester
11- or 12-week	5th calendar day of term	NA	10th calendar day of term	NA	15th calendar day of term
7- or 8-week	4th calendar day of term	NA	7th calendar day of term	NA	10th calendar day of term
4-, 5-, or 6-week	3rd calendar day of term	NA	5th calendar day of term	NA	7th calendar day of term
3-week	2nd calendar day of term	NA	4th calendar day of term	NA	NA
2-week	1st calendar day of term	NA	NA	NA	NA

Creighton University is required to complete the return of federal aid calculation for all students receiving financial aid. This is a proportional calculation based upon time enrolled during a semester, type of aid received, and direct costs. Students impacted by this policy will receive a worksheet outlining the steps and resulting calculation.

For the Doctorate in Business Administration program withdrawal/refund policy, please visit the DBA website (https://business.creighton.edu/program/doctorate-business-administration-dba).

For the Doctor of Medicine program withdrawal/refund policy, please visit the School of Medicine Catalog (http://catalog.creighton.edu/medicine/tuition-fees/withdrawals-refunds).

Refunds of room and board due to withdrawal from the University will be prorated.

Nonrecurring fees, the application fee, the University fee, the technology fee, special service fee and penalty fees will be charged in full, after the 100% refund period. The nonrecurring, penalty, and special service fees include; deferred payments, late payments, special examination/evaluations, challenge examinations, recording, tuition remission administrative fees, orientation fee and lockers.

Full time students who drop courses after the last day for late registration but remain full-time (12 or more credit hours) receive no refund. If a full-time student drops to part-time status, refund of the difference between the full-time tuition charge and the per-credit-hour charge for the courses

being continued will be made in accordance with the schedule applicable in the event of total withdrawal. Students assessed tuition per credit hour, including part-time students, graduate students and students in a summer session, will be charged for courses dropped in accordance with the schedule applicable in the event of total withdrawal.

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 writing of his/her withdrawal. Refunds are made to the student on the basis of the date he/she has formally notified the Dean in writing of their 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.

	Textbooks	Instruments
First Year	$1,900.00	$6,402.00
Second Year	$1,900.00	$6,402.00
Third Year	$1,500.00	$6,402.00
Fourth Year	$1,100.00	$6,402.00

Financial Aid

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

All forms and inquiries regarding financial aid for dental students should be directed to:

Student Financial Aid Office
Creighton University
2500 California Plaza
Omaha, NE 68178
Telephone: 402.280.2731

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

Application Procedures, Disbursements and Use of Awards

Application Procedures

1. Apply for admission to Creighton's School of Dentistry. No financial aid commitment can be made until a student is accepted for admission.

2. Complete the Free Application for Federal Student Aid (FAFSA). It should be completed online at www.fafsa.ed.gov as soon as possible after October 1, by going online at fafsa.ed.gov. To be considered for Health Professions Loan assistance, parental income must be supplied on the FAFSA regardless of the dependency status. Students who are eligible for assistance will be notified with an award letter.

3. New students are notified of the aid awarded by an award email which contains instructions for acceptance of aid. Returning students will receive an email notification when their aid package is available in NEST.

Idaho Dental Education Program (IDEP) - Certified residents of Idaho can elect to take their first year of dentistry in their state of residency at Idaho State University and then complete their studies at the Creighton University School of Dentistry.

Compact States Aid - A limited number of qualified applicants are accepted and receive partial tuition remission from the compact states of Idaho, New Mexico, North Dakota, and Wyoming. Residents of compact sites must contact respective states for residency certification.

It is recommended that application for financial aid be made between October 1 and March 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. The financial aid programs for dental students are the Federal Direct Stafford Student Loan, the Federal Direct Grad PLUS Loan, and the Health Professions Student Loan (HPSL).

Dental students are eligible for aid up to 435 credits in the School of Dentistry or a degree of Doctor of Dental Surgery, whichever comes first. Dental students must pass 85 percent of the cumulative yearly hours

attempted and maintain a minimum GPA of 2.0 to remain eligible for federal financial aid.

Loan Programs

Long Term Loans

Health Profession Student Loan

To qualify for assistance under this program a student must demonstrate financial need as determined by the Free Application for Federal Student Aid Form. By Federal law, the maximum loan that may be awarded per academic year is $2,500 plus tuition. The maximum annual award provided at Creighton may range from $10,000 to $25,000. Interested students must complete the FAFSA Form, and, in all cases, parents' financial aid information must be included regardless of status. No awards may be made to a student under this program unless parents' information is provided. The loan is repayable over a ten-year period, which begins one year after the student ceases to pursue a full-time course of study. The loan carries an interest rate of five percent which does not start to accrue on the principal until repayment commences.

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

Federal Direct Unsubsidized Student Loan

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

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

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

Federal Direct Grad Plus Loan

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

There will be an origination fee that is deducted from each disbursement. Interest accrues while the student is enrolled in school and repayment begins 6 months after a student graduates, leaves school, or drops below half-time enrollment. Application information will be provided with the student's award email.

University Based Financial Aid

Short-Term Emergency Loan

Shaefer-Smith Emergency Loan Fund

Provides short-term emergency loans to dental students. Loans are granted on the basis of financial need, character of the applicant and unavailability of other funds. They are mainly administered by the student members of the Financial Aid Committee in conjunction with the Associate Dean for Student Affairs and are not to exceed $1000. They are a 6 month loan at 3% interest. Seniors must repay any emergency loans before they will be certified for graduation. If a student does not graduate the entire loan must be repaid at termination. There is a service charge of $5.00 for loans of $100 or less and $7.50 for loans over $100.

Nebraska Dental Association Loan Fund

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

Long Term Loans

Frederick W. Schaefer Dental Scholar Loan Fund

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

Posey Dental Student Loan Fund

Exists only to collect past loans. Funds are transferred to the endowed continuing education fund.

Robert Wood Johnson Loan Fund

Exists only to collect past loans. Funds are transferred to the scholarship fund.

Dental Alumni Loan Fund

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

Government Grants and Scholarships

Indian Fellowship Program

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

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

National Health Service Corps Scholarship

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

Recipients of this scholarship receive benefits to pay tuition, fees, books and supplies, and other educational expenses in addition to a monthly

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

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

State Grants and Scholarships

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

University Dental School Scholarships

Ethel S. Abbott Charitable Foundation (to be given in January of each year)

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

American Dental Partners Endowed Scholarship Fund

- Awarded to a third or fourth Year student
- Professional capability, teamwork, leadership, clinical excellence
- Student must demonstrate financial need

Dr. Charles and Merlyn Anderson Scholarship (Awarded by the Admissions Committee)

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

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

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

Frank J. Ayers, Jr. Endowed Scholarship Fund

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

Paul & Jan Bacino Annual Scholarship

- First year student with need and high academics
- Prefer students from the following counties in Iowa - Marshall, Tama, Jasper, Polk, Story, Hamilton or Poweshiek

Dr. Jerome J. Belzer Endowed Scholarship

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

Bettinger Scholarship Fund

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

Bohacek Scholarship Fund

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

Dr. Leo V. Bongers Endowed Scholarship

- Third year student in the top 25%of the class
- Student leader with high ethics and community service

Boyne Scholarship Fund

- Based on financial need and academic excellence
- Non-renewable
- Senior student.
- $1,000 scholarships

Dr. William P. Brust Endowed Scholarship Fund

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

Dr. John J. Butkus Endowed Scholarship

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

Dr. John & Kathryn Campbell Endowed Scholarship

- Incoming first year student with need
- Preference to students who received their undergraduate degree from Creighton University

Dr. William & Delores Carlisle Scholarship Fund

- Incoming first year student
- Preference to Creighton undergraduates who graduated from either Creighton Prep or Marian High Schools in Omaha, Nebraska
- Then students from Omaha, Nebraska

Dr. W. Thomas Cavel Scholarship Fund

- Second year student
- Preference to a student who embodies the Jesuit charism and models proficient clinical skills
- Need for financial aid

Coats Scholarship Fund

- Incoming first year student
- Graduate of a Nebraska high school
- Need for financial aid
- Student's initiative, integrity and grades should be consideration

Cordoba Family Endowed Scholarship Fund

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

Victor & Diane Cuccia Endowed Scholarship

- Needy student

Cutuli Dental Endowed Scholarship

- High academics and financial need

Dean's Scholarship Fund

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

Delta Dental And Endowed Scholarship Fund

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

Dental Alumni Scholarship Fund

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

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

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

Lyle B. And Hazel Egerman Dental Endowment Scholarship Fund

- High academic standing
- Financial need
- Any class
- Renewable

Pierre Fauchard Scholarship Fund

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

Foster Sims Endowed Scholarship

- Second year student awarded based upon 1st year class ranking
- No previous scholarship assistance

Steven Franco, D.D.S. Endowed Scholarship

- Fourth year student with excellent clinical skills and a compassionate chair side manner
- Prefer a student with high academics and financial need

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

- Annual renewable scholarship
- Incoming freshman with a high financial need
- Good academic standing
- Prefer residents of rural communities in Nebraska, Iowa, North Dakota, or South Dakota

Shawn & Trisha Goldsby Annual Scholarship

- Entering Dental students with a 3.5 GPA
- Awarded by the Dental School Scholarship Committee

Dr. Arthur P. Herbst Memorial Endowed Scholarship Fund

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

Max Hirschmann Endowed Scholarship Fund

- Any year dental student
- Must have at least two recipients
- The awarded student must have a minimum GPA of 3.0
- Preference for student who is an orphan

- Preference for student who lived in a foster home
- Preference for student who was raised in a single family household
- Preference for student who comes from a middle income family

Christine and Dr. Frank Holbrook Endowed Scholarship

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

James & Therese Huerter Scholarship

- $1000 annual scholarship
- Student with demonstrated need and community service
- Preference to Creighton undergraduate alumni

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

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

Eugene & Mary Susan Low Scholarship Fund

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

George Ludes Endowed Scholarship Fund

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

Dr. Benjamin L. Lynch Memorial Endowed Scholarship Fund

- $2,000 non-renewable annual scholarship
- Senior student
- Interest in pursuing an advanced degree in oral surgery or has shown the most interest and promise in the Department of Oral Surgery.
- High academic standing
- Prefer Creighton undergraduate
- Demonstrated service to others
- Need for financial aid in order to continue their education

William McKee Endowed Scholarship Fund

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

Maurita & Patrick Meehan Endowed Scholarship

- First year student
- Prefer students from Wyoming

L. Charles “Charlie Meyer” D.D.S. Scholarship Fund

- Based on financial need and academic excellence
- Junior student
- Demonstrates Dr. Meyer’s passion for service to community and compassion for others
- Non-renewable

Sean Moran, D.D.S. Annual Scholarship

- For first year student with need and high academics
- Preference given to graduates of the following counties in California - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara and Sonoma and Creighton undergraduate alumni

Chari Norton Dental Scholarship

- Fourth year student in good academic standing, outstanding service-based activities and financial need

Neil Norton Dental Scholarship

- Preference to a second year student who excelled in completing anatomical science classes
- Not renewable

Perion Scholarship Fund Awarded by the Admissions Committee

- $1,000-$2,000 annual renewable scholarships
- Must maintain a "B" average
- Presently have four recipients

Raker Scholarship Fund

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

Dr. David A. Reinsch Endowed Scholarship Fund

- Needy students whose parents are alumni of the Creighton School of Dentistry
- Embodies a spirit of humanitarianism, believing in the equality and welfare of others demonstrated through community service, advocacy and leadership. Additional consideration should be given to those activities above and beyond the recipient’s regular activities and responsibilities.

Raymond Rucker Endowed Scholarship Fund

- Minority and women (includes under-represented and other minorities)

- $1,000 increments
- Citizen or permanent resident of the United States
- Any year
- Based on previous year's rank or for entering freshman their DAT scores
- May be renewed on the above criteria

Frederick Schaefer Scholarship Fund

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

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

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

Foster Sims Endowed Scholarship Fund

- $1,000 increments
- Non-renewable
- Sophomore dental students only based on academic rank from the first year
- Student not receiving any other grants or scholarships

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

- Based on financial need and academic excellence • Renewable • Sophomore year
- $1,000 scholarships
- The St. Joseph's Hospital Service League Scholarship
- The scholarship will be awarded to a junior or senior dental student • Renewable
- The awarded student will be chosen on the basis of class rank and financial need
- Students should not be recipient of other scholarships or state grants

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

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

Donald and Rosalie Stormberg Annual Scholarship

- Based on financial need and academic excellence
- Renewable
- Preference given to students interested in practicing pediatric dentistry
- $1,000 scholarships

Robert Wood Johnson Scholarship

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

Post-Baccalaureate Scholarships

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

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

- Based on financial need and academic excellence

Policy on Diversity Scholarships

Purpose

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

Policy

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

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

Scope

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

Procedures

A. Factors in Award Decisions

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

1. Socio-educational Status. The Committee shall consider any socio-educational factors about an individual applicant or student, including but not limited to:
   a. First generation to attend college;
   b. Race, color, national origin or ethnic origin, to the extent found permissible by law;
   c. Family history;

   d. Non-traditional student status;
   e. Other life experiences that resulted in hardship for the student and could be deemed to interfere with or adversely impact learning and achievement of professional goals.
   f. Academic performance indicating the applicant's or student's potential for success in the School; and
   g. Other information an applicant or student chooses to share with the Committee which might fall outside the factors listed above, but which might nonetheless broaden the socio-educational diversity of the School.
2. Socio-economic Status. The Committee shall consider an applicant or student's socio-economic status, including but not limited to:
   a. Financial need, based on Health Resources Services Administration (HRSA) standards currently in effect;
   b. need, based on student's current debt load (if available);
   c. Such other financial data as may be available to the Committee; and
   d. Other information an applicant or student chooses to share with the Committee which might fall outside the factors listed above, but which might nonetheless broaden the socio-educational diversity of the School.
3. Service History. The Committee shall consider how an applicant or student helps the School meet its goal of achieving ethnic and cultural diversity through service to the underserved. Types of service that may be considered include, but are not limited to:
   a. The individual's efforts at recruiting to the School a diverse student body;
   b. Tutoring or mentoring students (within the School or other educational settings) from diverse and disadvantaged backgrounds;
   c. Community dental service directed toward disadvantaged populations;
   d. Community social service directed toward disadvantaged populations; and
   e. Such other service as may be deemed to contribute to ethnic and cultural diversity.

B. Weighing of Factors

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

Administration and Interpretations

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

Amendments or Termination of this Policy

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

Interprofessional Education (IPE)

https://healthsciences.creighton.edu/interprofessional-0

Interprofessional education is defined as "when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes" (WHO, 2010). Collaboration among health care professionals is key to delivering better care to improve the patient experience. The Center for Interprofessional Practice, Education and Research (CIPER) is the catalyst for interprofessional education and practice for Creighton University and CHI Health, our primary academic health partner. CIPER is part of the Nexus Innovations Network supported by the National Center for Interprofessional Practice and Education.

This innovative enterprise ensures students in Creighton's health sciences programs receive an interprofessional education that prepares them to collaborate and share knowledge with other health care professionals in their future careers.The IPE 001 Interprofessional Education Passport consists of student learning activities focused on meeting the core competencies for interprofessional collaborative practice and each profession's interprofessional education accreditation requirements.

As a Creighton health sciences student, you **must** complete three IPE 001 Interprofessional Education Passport activities to graduate. **Prior to** enrollment in the IPE 001 Interprofessional Education Passport, you must successfully complete IPE 500 Introduction to Collaborative Care. In order for an activity to be approved as part of the IPE Passport, it must meet certain criteria and be approved by the IPE Curriculum Committee. These criteria are outlined on CIPER's website.

Courses

IPE 001. Interprofessional Education Passport. 0 credits.
The Interprofessional Education Passport consists of student learning activities focused on meeting the Core Competencies for Interprofessional Collaborative Practice and each profession's interprofessional education accreditation requirements. Interprofessional education is defined as "when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes" (WHO, 2010). Creighton health sciences students must complete 3 IPE Passport activities in order to graduate. Prior to enrollment in the IPE Passport, each student must successfully complete IPE 400: Introduction to Collaborative Care. In order for an activity to be approved as part of the IPE Passport, it must meet certain criteria and be approved by the CIPER Curriculum Committee.

IPE 004. Introduction to Collaborative Care. 0 credits.

IPE 410. Interprofessional Foundations in Patient Safety. 2-4 credits.
This course is designed to educate health professions students about the fundamental core knowledge of patient safety. Faculties representing various disciplines teach the content from a patient-centered focus within an inter-professional framework. Concepts of safe systems will serve as an over arching principle to patient safety. By engaging in a series of modules complimented by case-based exercises, participants will learn the scope of the problem of patient safety, and acquire the skills to foster a culture of continuous learning and incorporation of patient safety best practices and improvements in their own individual professional practices.

IPE 413. Developing Care for a Vulnerable Population:An Interprofessional Collaborative Approach-Hlth Promotn. 1 credit.
This course will provide students an opportunity to collaborate to address community identified health needs in partnership with a community partner. The focus of the course is to implement interprofessional collaborative care to address health status of a population in a community setting. P. Nursing - enrollment in graduate nursing; Physical Therapy, Occupational Therapy, and Pharmacy - successful completion of second year of professional curriculum.

IPE 500. Introduction to Collaborative Care. 0-0.5 credits.
This course is an introduction to the concepts of interprofessional collaborative practice preparing students across the health sciences to engage in interprofessional education and practice activities during their tenure at Creighton and beyond. In this course health sciences students will gain knowledge in the Core Competencies for Interprofessional Collaborative Practice, versed in the basics of team work in the context of health care and begin to develop skills in team-based clinical reasoning.

IPE 512. Cultural Immersion and Experiential Learning in China. 3 credits.
The focus of this course is to increase participants' cultural awareness and sensitivity with an introduction to cultural competence and facilitate their leadership development for societal and global concerns through interprofessional experiential learning in China. Participants will engage in a series of seminars centered on preparation for successful experiential learning in China prior to a week-long international experience. Through immersion and engagement in various professional activities such as observation, advocacy for evidence-based rehabilitation practice and consultation, participants are expected to enhance cultural awareness and introduction to cultural sensitivity and foster leadership skills for international health concerns. Such an experiential learning immersion will assist participants to provide culturally sensitive care and assume leadership roles at the international level. A professional dissemination of the experiential learning experience is expected at the end of the course.

IPE 515. Interprofessional Palliative Care. 1 credit.
The course focus is interprofessional collaborative care to address palliative care needs of patients. Key topics: Palliative care trajectories, ethics, communication, symptom management, spirituality/cultural care, and grief/loss/bereavement. Learning methodology: readings, discussion boards and virtual simulation. Uponsuccessful completion (3) IPE passport activities are earned. P. IPE 400.

IPE 520. Interprofessional Childhood Motor Play and Development. 1 credit.
This course includes lecture and experiential learning opportunities for graduate Physical Therapy and Occupational Therapy students to work interprofessionally with children in organized community programs. Students will enhance their understanding of working with individuals from other professions and strengthen their knowledge of functional movements of children. P. IPE 400.

Administration, Supervision, and Academic Policies

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

Appeal of Academic Process and Grades

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

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

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

Attendance Policies

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

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

The Assistant/Associate Dean for Student Affairs determines authorized absences from didactic, laboratory and clinical courses. Repeated, unexplained absenteeism may be considered by the Student Performance Committee. If absences occur 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 Director of the Office for Student Affairs by the responsible faculty moderator.

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

Policy on Excused Absences

1. To receive an excused absence for an illness students **MUST** call or email the Director of the Office for Student Affairs, Colette O'Meara-

McKinney, at 402.280.2006 or coletteomeara@creighton.edu the day they are ill unless medically compromised. Excused absences **WILL NOT** be granted if requests are made after the date of the illness.

2. Students who are involved in patient care are also required to notify their team clerk.
3. If a student will miss an exam, quiz, block assignment, etc. as a result of the absence, it is the responsibility of the student to call or email the appropriate instructor on the same day he/she is ill.
4. It is the responsibility of the student to contact the involved faculty to make up any missed item in compliance with the instructor's make-up policy as described in the faculty member's syllabus.

Protocol to Obtain a Scheduled Excused Absence

1. A scheduled excused absence **MUST BE** requested at least **2 WEEKS** ahead of time. Examples of excused planned absences include internships and externships. An excused absence for a planned personal event is limited to **3 days,** requires documentation, and approval by the Director of the Office for Student Affairs.
2. Applications for internships/externships are managed through the Director of Extramural Programs. Once approved for an internship/externship, students will receive an excused absence for the designated time, but remain responsible for items 5-7.
3. If a student is assigned to a block rotation during the requested absence, it is the student's responsibility to arrange a substitute and to make-up that assignment. Students must contact the department for approval of another student substitute covering their block assignment.
4. Students **MUST** contact their instructor to inform them about the absence.
5. If the student will miss an exam, quiz, block assignment, etc. as a result of the absence, it is the responsibility of the student to contact the involved faculty to make up any missed item in compliance with the instructor's make-up policy as described in the faculty member's syllabus.
6. Excused absences **WILL NOT** be granted on dates immediately preceding or following long weekends or designated break periods on the school calendar. Exceptions to this provision will be granted only in extraordinary circumstances and must be cleared in advance by the Director of the Office for Student Affairs.

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

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

Daily Attendance
Students who do not have an appointed patient or are not on a block assignment, should report at the beginning of each clinic session to the staff member who coordinates daily clinic assignments (Lead PCC). Students whose patients cancel or fail to keep their appointments should report as soon as they are informed of the opening no later than 15 minutes after the beginning of clinic. Failures to report in the designated time frame, i.e. at the start of clinic or as soon as the appointment failure is known, will result in a reported unexcused absence.

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

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

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

Excused Absences
<u>Attendance at Clinic is MANDATORY.</u> As previously noted, the clinic experience provides the students with the patient treatment experiences needed to become competent general dentists. The School of Dentistry is aware that there are occasions where students will not be able to attend (e.g. – illness, death in the family, externships, etc.). Excused absences can be obtained through the Director for the Office of Student Affairs and are limited to **no more than 10% of all sessions.** Thus students are required to have a minimum 90 percent attendance for each semester. Unexcused absences are not allowed. Lacking an excused absence, attendance at and during all clinic sessions is mandatory.

Scheduled Absences
Policy to Obtain a Scheduled Excused Absence

1. To receive an excused absence for an illness students **MUST** call or email the Director of the Office for Student Affairs, Colette O'Meara-McKinney, at 402.280.2006 or coletteomeara@creighton.edu the day they are ill unless medically compromised. Excused absences **WILL NOT** be granted if requests are made after the date of the illness.
2. A scheduled excused absence for these events **MUST BE** requested at least **2 WEEKS** ahead of time.
3. Applications for internships/externships are through the Director of Extramural Programs. Once approved for an internship/externship, the student will receive an excused absence for the designated time, but remains responsible for items 5-7. Two weeks of internships/externships time will not be included in the 10% limit of excused absences.

4. **Student Dental Care**: Students will be excused from clinic for personal dental care. These excused absences will count toward the total number allowed for the year; 10% of all clinic sessions.
5. If the student is assigned to a block rotation during the requested absence, it is the student's responsibility to arrange a substitute and to make-up that assignment. Students must contact the department for approval of another student substitute covering their block assignment.
6. Students **MUST** contact their instructor to inform them about the absence.
7. If the student will miss an exam, quiz, block assignment, etc. as a result of the absence, it is the responsibility of the student to contact the involved faculty to make up any missed item in compliance with the instructor's make-up policy as described in the faculty member's syllabus.
8. Excused absences **WILL NOT** be granted on dates immediately preceding or following long weekends or designated break periods on the school calendar. Exceptions to this provision will be granted only in extraordinary circumstances and must be cleared in advance by the Director for the Office of Student Affairs.

Unscheduled Absence (Illness or Death in the Family)
If a student is ill, the student should inform the office of the Director of the Office for Student Affairs, Colette O'Meara-McKinney, at 402 280- 2006 or coletteomeara@creighton.edu as soon as possible. This office will contact the Director of Clinics to cancel and reschedule appointments. When appropriate, the student should visit Student Health Services or other health care provider for treatment of illness or health problem. Documentation form the student's health care provider is not required for brief illnesses (2 days or less), However, documentation may be required if a pattern of illness is reported. For illnesses or absences exceeding two consecutive days, written documentation is required.

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

1. To receive an excused absence for an illness students **MUST** call or email the Director of the Office for Student Affairs, Colette O'Meara-McKinney, at 402-280-2006 or coletteomeara@creighton.edu the day they are ill unless they are medically compromised. Excused absences **WILL NOT** be granted if requests are made after the date of the illness.
2. Students who are involved in patient care are also required to notify their Team PCC (Patient Care Coordinator).
3. If the student will miss an exam, quiz, block assignment, etc. as a result of the absence, it is the responsibility of the student to call or email that instructor on the same day they are ill.
4. It is the responsibility of the student to contact the involved faculty to make up any missed item in compliance with the instructor's make-up policy as described in the faculty member's syllabus.

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

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

Background Investigation Policy and Procedures

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

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

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

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

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

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

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

- Sex Offender Registry

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

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

If the background investigation results indicate adverse information:

1. The Assistant /Associate Dean for Admissions and Student Affairs (or representative) will notify the admitted student within seven (7) business days via an "Adverse Letter of Notification".
2. Within seven (7) days of the date of this written notice:
   a. The student may contact the Assistant /Associate Dean for Admissions and Student Affairs to discuss the adverse information
   b. The student will provide a written explanation of the adverse information for the Background Evaluation Committee.
   c. The student may contest the results of the investigation. The student must directly notify the vendor to contest the results of the adverse information. Detailed contact information will be provided in the "Adverse Letter of Notification".
   d. *Failure to complete any part of this process in the described time frame may result in termination of acceptance to the School of Dentistry.*
3. If the student contests the results of the investigation, the vendor is required to re-investigate the disputed information within ten (10) business days from the date of the student's dispute of the report. The re-investigation report will be sent to the Assistant / Associate Dean for Admissions and Student Affairs.
4. A determination will be made regarding the student's eligibility for clinical course participation by the School of Dentistry's Background Evaluation Committee at the next regularly scheduled meeting or within thirty (30) days from the receipt of the student's written explanation of the investigation and the results of the re-investigation report if the student contests the results.
   a. The Assistant / Associate Dean for Admissions and Student Affairs, in preparation for the Background Evaluation Committee meeting, will consult with designated individuals who have expertise in their respective areas to review the adverse results. The panel of consultants will consist of, but not be limited to, the following individuals:
      i. Representative of the General Counsel's Office
      ii. Representative of the Human Resources Department
      iii. University Privacy Officer
      iv. Faculty Member Appointed to the Nebraska Board of Dental Examiners
   b. Consideration will be given to
      i. Number of convictions;
      ii. Nature, seriousness and date(s) of occurrence of the violation(s);
      iii. Rehabilitation;
      iv. Relevance of the crime committed to dental profession standards;
      v. State or federal requirements relative to the dental profession;
      vi. All known information regarding the student, including the written explanation;
      vii. Any other evidence demonstrating an ability to perform clinical and academic expectations competently and free from posing a threat to the health and safety of others.

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

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

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

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

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

Reviewed: 3-16-15

Basic Life Support Recognition

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

Communication Policy

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

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

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

For cases where a record of communication must be kept in the student's file, registered mail, regular mail, or hand delivered letters will most

frequently be used. The email system may be used to advise a student that such a letter awaits him/her in the Administrative Office.

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

Competency Statements

The following 30 competency statements represent areas of performance in which students must demonstrate an attainment of the requisite knowledge, skills and values to enter into an unsupervised private practice situation. The primary purpose of the School of Dentistry, as stated in its Mission Statement, is to educate students toward becoming proficient in providing for the oral health needs of society. Professional development is a continuous process that begins in the freshman year and concludes upon the termination of practice. It has been described as an educational continuum occurring in following five stages: beginner, novice, competent, proficient, and expert. The achievement of competence is but a step in the journey toward becoming expert and represents only a minimal level of expected performance in an unsupervised environment. Proficiency requires higher levels of mastery that can only be realized as a result of additional study and experience. To assist the student in this regard and to satisfy its primary Mission Statement objective, the School, through its academic departments, has established expectations of student performance which, if successfully accomplished, will provide an opportunity for professional development that exceeds the mere attainment of competence. Measurement of the attainment of competence is accomplished through two principal methods. One involves the use of faculty ratings designed to capture judgments about students' clinical abilities apart from the results they produce. The other is through the use of specific competency examinations. The true measure of competence occurs when the student works independently of any instructor assistance during a specific competency evaluation or examination. Accordingly, these examinations administered during the course of study at Creighton University School of Dentistry will be the primary method by which the achievement of competence is determined. The other methods, including faculty ratings, will be used to provide supplemental or corroborating information. All competencies must be attained in order to be eligible for graduation.

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

A. BIOMEDICAL SCIENCES

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

B. BEHAVIORAL SCIENCES

B1. understanding and applying the principles of behavioral science as they pertain to patient-centered approaches for promoting, improving, and maintaining oral health.

B2. managing a diverse patient population and having the interpersonal and communication skills to function successfully in a multicultural work environment.

C. PRACTICE MANAGEMENT

C1. evaluating different models of oral health care management and delivery.

C2. applying the basic principles and philosophies of practice management and having the skills necessary to function as the leader of the oral health care team

C3. communicating and collaborating with other members of the health care team to facilitate the provision of health care.

D. ETHICS AND PROFESSIONALISM

D1. understanding and applying ethical, legal, and regulatory concepts as they pertain to patient care and practice management.

D2. demonstrating the ability to self-assess relative to professional development and to self-directed, life-long learning.

E. CRITICAL THINKING AND INFORMATION TECHNOLOGY

E1. using critical thinking and problem solving skills to guide clinical decision making during the comprehensive care of patients as well as in scientific inquiry and research methodology.

E2. using information technology resources in contemporary dental practice.

F. CLINICAL SCIENCES

F1. performing patient examination, assessment, and diagnosis procedures.

F2. developing a comprehensive plan of treatment.

F3. understanding the principles of health promotion and disease prevention.

F4. understanding and obtaining informed consent.

F5. selecting, administrating, and prescribing appropriate pharmacologic agents to manage conditions that influence dental treatment including pain and anxiety, and using non-pharmacologic methods when appropriate.

F6. restoring single defective teeth with appropriate materials and techniques to establish proper form, function, and esthetics.

F7. restoring partial or complete edentulism with fixed or removable prosthodontics in the uncomplicated patient and in managing the care of the complicated edentulous patient.

F8. managing the restoration of partial or complete edentulism using contemporary implant procedures.

F9. performing uncomplicated periodontal therapies and in managing the care of patients with complicated or advanced periodontal problems.

F10. performing uncomplicated endodontic procedures and in managing the care of patients with complicated pulpal and periradicular disorders.

F11. recognizing and managing oral mucosal and osseous disorders.

F12. performing uncomplicated hard and soft tissue oral surgical procedures and in managing the care of patients with complicated oral surgical problems.

F13. preventing, recognizing, and managing dental emergencies including pain, hemorrhage, trauma, and infection of the orofacial complex.

F14. managing patients with acute and chronic occlusal and temporomandibular disorders.

F15. managing minor tooth movements and space maintenance as well as the care of patients with complicated or advanced orthodontic problems.

F16. appraising completed and existing treatments and in using these outcomes of patient care to guide professional development, recall strategies, and prognoses.

F17. preventing, recognizing, managing, and treating, for the short-term, acute medical emergencies in the dental environment including the provision of life support measures.

F18: assessing the treatment needs of patients with special needs.

F19. performing, managing, and/or communicating requisite technical and laboratory procedures attendant to the provision of dental restorations.

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

Confidentiality of Student Records

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

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Registrar, Dean, Department Chair, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for, and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.** One exception that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Public Safety personnel and Student Health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, and the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
• School officials with legitimate educational interest
• Other schools to which a student is requesting transfer or enrollment
• Specified officials for audit or evaluation purposes
• Appropriate parties in connection with financial aid to a student
• Organizations conducting certain studies for or on behalf of the school
• Accrediting organizations
• To comply with a judicial order or lawfully issued subpoena
• To a parent of a student under the age of 21 concerning the student's violation of any law or policy regarding the use or possession of alcohol or a controlled substance
• Appropriate officials in cases of health and safety emergencies
• Disclosures to the student

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

   FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an education record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled, full-time/part-time status, local and permanent address(es), e-mail address(es), telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, expected graduation date, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, 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 indicating this on their N.E.S.T. account. The restriction shall not apply to directory information already published or in the process of being published. Once the student has designated a confidential classification, it will not be removed until the student indicates this through their N.E.S.T. account or submits a signed request to the Registrar's Office.

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

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

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

Location, Types, and Custody of Educational Records

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

Registrar's Office (Brandeis Hall 202)

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

School or College Dean's Office

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

Academic Advisor's Office

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

Athletic Department (Ryan Athletic Center)

- Directory information
- Recruiting and eligibility records
- Performance statistics

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

- Medical records
- Counseling records

Office of International Programs (Creighton Hall, Third Floor)

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

Residence Life Office (Swanson Hall 136)

- Housing information

Student Financial Aid Office (Harper Center 1100)

- Financial aid records

University Business Office (Creighton Hall 113)

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

University Relations (Wareham Building, 3rd Floor)

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

Vice Provost for Student Life (Creighton Hall 224)

- Disciplinary records

University Ministries (Creighton Hall, Room 110)

- Directory information
- Religious affiliation

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

Dean's List

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

Discipline and Professional Conduct

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

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

Dress Standard

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

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

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

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

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

Dress Code: Formal Events

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

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

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

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

Drug Screening

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

Elective Externships

Creighton University School of Dentistry offers its students externships that are a required component of the senior dental education curriculum (CPD 414). Students may also seek other non-required (elective) externship during their four-year education provided they are not on academic probation. These elective externships are to be limited to programs that issue a degree or certificate (i.e. post-doctoral specialties, GPR and AEGD) or that provide dental services to disadvantaged populations (i.e. Indian Health Service of Community Health Centers). This policy specifically excludes service trips, continuing education courses, and private practices. All elective externships must be approved in writing with a formal agreement between Creighton University and the externship site. Students who participate in elective externships without a formal agreement may be subject to disciplinary action and will not be covered by the university's professional liability insurance. Students who participate in non-approved externships do so at their own risk and should not represent themselves as dental students of Creighton University School of Dentistry. Additionally, if this activity occurs while the dental school is in session, time spent away from school will be considered as an unexcused absence. Only those elective externships that are approved will receive an excused absence designation.

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

Elective externships do not replace any part of the Creighton dental school discipline-based, clinical curriculum. No academic credit will be issued for participation, including RVU's. Only students who are in good academic standing will be approved for elective externships. Absences due to these externships will not be considered in promotions or appeals decisions. In requesting approval for elective externships, the following guidelines apply:

1. All student requests for elective externships must be made by submitting a signed *Policy for Elective Externships* form and a completed *Request for Approval for Elective Externships* form (Part A and B) to the Director of Extramural Programs. Students should allow sufficient time for processing requests for externships. Requests for externships that require an affiliation agreement need to be submitted 60 days prior to the absence. Requests for residency program externships need to be submitted 30 days prior to the absence.
2. Prior to the end of the first semester of the third year, students may only provide direct patient care while on an externship if it as

affiliated with an educational institution, such as a medical center or school of dentistry.

3. Third and fourth year students may be absent from regularly scheduled curriculum time for no more than 2 consecutive weeks with a maximum of 4 weeks total each academic year. Any student approved for absence to attend an elective externship is fully responsible for all missed didactic, laboratory and/or clinical assignments. Students in the first and second year may only be absent during times when school is not in session. Except under certain special circumstances, no student at any level may participate in an elective externship during a time when final exams are being administered, including those exams offered "outside" the scheduled final exam period (see Final Exam Attendance Policy).
4. Students will be notified by the Director of Extramural Programs if their request has been approved or denied. The Director will also notify the Dean for Academic Affairs, Dean for Student Affairs and the Dean for Clinical Operations of any approved absence.

Eligibility for Taking Board Examinations

Part I National Board

To be eligible to take Part I National Board, the student must have: successfully completed all first and second year curriculum requirements (courses) whose subject matters are tested on the Board Examination; successfully completed all competency examinations offered during the first and second years of the curriculum whose subject matters are tested on the Board Examination; and participated in all test sections of the Mock Part I National Board Exercise. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. Under current curriculum schedules, students have until the end of the last day of class of the Summer Session to achieve eligibility to take this Examination.

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

Part II National Board

To be eligible to take Part II National Board, the student must: be registered as a senior student in the School of Dentistry; have successfully completed all first, second, and third year curriculum requirements; and have successfully completed all competency examinations offered during the first, second, and third years of study. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. This is generally done in the fall semester near the end of the first quarter or the beginning of the second quarter.

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

Senior Clinical Examination (Mock Board)

In order to be eligible to take either the patient-based or nonpatient-based sections of the Senior Clinical Examination (Mock Board), the student must have successfully completed all first, second, and third year curriculum requirements and successfully completed all competency examinations offered during the first, second, and third years of study. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. This is generally done during the fall semester near the end of the first quarter or the beginning of the second quarter.

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

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

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

Licensure Examination Prior to Graduation

To be eligible to take a licensing examination prior to graduation, the student must successfully complete the applicable section(s) of the Senior Clinical Examination (Mock Board) that correspond(s) to the portions of the licensure examination being attempted. For those who fail to do this on their initial attempt, successful completion of any necessary remediation as well as successful completion of appropriate re-examination(s) will be required.

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

Final Examination Policies

Final Examination Scheduling

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

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

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

Final Examination Attendance

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

Some courses offer final examinations prior to a period designated for such and some administer their final exams during the scheduled examination period. This policy covers both situations. Before agreeing to participate in one of the non-excused activities, check the school's final examination schedule. It will have the dates of all final examinations offered, including those not occurring during the final examination period.

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

Graduation and Commencement

Each student *must* file a formal application for degree (completed online through the NEST > Student Services > Student Records > Degree Application and Graduation Participation) by the following deadlines:

> Degree completion in Spring Semester (May conferral): Application due February 15
>
> Degree completion in Summer semester (August conferral): Application due March 15; (If not participating in May Commencement ceremony, application is due June 15)
>
> Degree completion in Fall semester (December conferral): Application due October 15; (IF participating in Commencement ceremony prior to degree completion, application due March 15)

Late applicants may be charged a late fee.

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

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

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

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

Graduation Honors

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

- Summa Cum Laude: for GPA of 3.850 to 4.000
- Magna Cum Laude: for GPA of 3.700 to 3.849
- Cum Laude: for GPA of 3.500 to 3.699

Grading System and Policy

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

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

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

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

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

Course Withdrawal

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

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

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

Grades for Clinical Courses

When performance standards have been met, the quality of the clinical work performed to date is graded according to the regular grading system: A, B+, B, C+, C, D, and F. Failure to achieve performance standards will result in the issuance of a grade of "incomplete " (I).

Incomplete and Absence from Examination

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

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

When an I or X is cleared and a final grade, either passing or failing, is assigned, the final grade is entered on the student's permanent academic record in place of the I or X.

Grade Points and Grade Point Average (GPA)

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

Graduation Time Limit

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

Health Science Student Drug and Alcohol Testing

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

In addition to being required to take a drug test prior to participating in clinical training, students in the Health Sciences Schools may be asked to take a drug or alcohol test under school specific guidelines set forth

in the school's handbook or policies, or if there is a reasonable suspicion that the student is impaired. The school may designate specific testing for certain drugs or alcohol. Any student who is required to take a drug or alcohol test in this instance will sign a release authorizing that the results of the test be shared with the Health Science School in which he or she is enrolled.

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

1. The student will be immediately removed from all patient care, subject to section b below.
2. If the student is able to present satisfactory evidence of the reason for the positive result to the course instructor, the clinical education coordinator, or other designated member of the School's administration, the course instructor or other designated School official may permit the student to continue to have patient care responsibilities while the matter is being considered by the committee described in section d below. (In cases where the test is performed before a student is permitted to begin an off-site clinical training activity, the clinical site, not the School, will make the decision as to whether the student may participate in the clinical training).
3. If the test was performed prior to the student's participation in clinical training, as described in section 1 above, then the student may request that the same sample be retested at a certified lab of their choice. If the student chooses to seek retesting, he or she must authorize the certified lab to send the results of the retesting directly to the school. The costs for any retesting will be the student's responsibility. The student must make any request for retesting within three (3) business days of being notified of the positive test result.
4. If the test was performed pursuant to paragraph 2 above, or if the student does not request that the results be re-tested, or if the results remain positive after the specimen is retested, the issue will be referred to an internal committee within the Health Sciences School in which the student is enrolled. The internal committee will be charged with the responsibility to assess and recommend action in cases involving students and drug or alcohol usage. The recommendations may include a variety and level of assistance and/or sanctions, up to and including dismissal from the school.
5. The committee will present its recommendation and findings to the Dean of the School for final approval and action. The Dean's decision is final.

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

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

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

Honor Code

Presumptions

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

Principles and Duties

1. Fidelity / Honesty / Truthfulness: the student maintains high standards of academic and professional honesty and integrity.
   a. The student exhibits honesty during didactic, preclinical, and clinical communications and evaluations.
   b. The student refuses to provide unfair advantage by assisting another student during a didactic, preclinical, or clinical evaluation in a manner not prescribed by the instructor.
   c. The student refuses to alter, forge, falsify, or fabricate information, documentation, or service.
   d. The student maintains confidentiality of patient information.
   e. The student strives to attain high levels of competence, admits errors, and not knowingly misleads others or promotes oneself at the expense of others.
2. Responsibility and Sense of Duty: the student fulfills duties and obligations of the profession of dentistry which are expected by the public.

   a. The student becomes familiar with and adheres to the codes of ethics promoted by the American Dental Association and the American Student Dental Association.
   b. The student's responsibility parallels the responsibility of professional practitioners who maintain high professional standards by monitoring the conduct of their peers.
   c. The student is dedicated to helping patients, colleagues, the profession, and society to reach their maximal potential.
   d. The student maintains quality of care while addressing conflicts of interest.
   e. The student engages in conduct that reflects positively on the School of Dentistry and the profession.
3. Justice and Respect for the Rights of Others: the student respects the rights, privileges, and property of other members of the academic community as well as those of the University.
   a. The student deals with faculty, staff, peers, and patients in a dignified, considerate manner and with a spirit of cooperation.
   b. The student views and treats all people encountered in an academic or clinical capacity equally in regards to liberties, rights, respect, acceptance, and opportunities.
   c. The student submits his or her own original work in a manner prescribed by the instructor and with the expectation that the grade reflects only that student's achievement.
   d. The student is respectful toward the learning process and to those involved with it.
   e. The student respects the ideas and words of others by attributing the quoted or paraphrased portions to their original sources.
   f. The student strives to uphold the dignity and respect of the profession of dentistry by his or her dress, personal appearance, conduct, and conversation.

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

Immunizations and Academic Eligibility

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

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

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

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

Liability Insurance

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

Management of Failing Grades

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

A senior student having any failing or incomplete grades at the conclusion of the academic year will be considered by the Student Performance Committee. Continuation in the curriculum may involve, but not be limited to:

1. repetition of the entire senior year,
2. receiving an additional two week extension from the date of Commencement as provided by the Office of the Registrar to satisfactorily complete all academic responsibilities in time for a May diploma, or
3. enrollment in the summer session to convert any failing or incomplete grades to marks that are passing.

Students who receive the two week extension but who fail to complete their academic responsibility in that time frame will receive a failing grade in all courses not satisfactorily completed. Consequences of this may include, but are not limited to:

1. dismissal,
2. repetition of the entire senior year, or
3. enrollment in the summer session to convert any failing grades to marks that are passing.

Conversion of a failing grade to one that is acceptable will involve registration for a retake course and payment of any applicable fees and/or tuition. This retake course may either be one that is currently offered on a regular basis or be one that is arranged specifically to address the

noted academic shortcomings. Registration is accomplished through the Office of the Assistant / Associate Dean for Academic Affairs. Tuition and applicable fees are determined by the Assistant / Associate Dean for Student Affairs and are due at the time of registration.

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

Grades earned on the initial failed attempt as well as those of subsequent retake efforts are to be submitted to the Office of the Assistant / Associate Dean for Academic Affairs and to the Registrar's Office for inclusion in the student's transcript as a grade of permanent record.

Management of Non-Academic Complaints

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

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

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

Nondiscrimination Statement

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

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

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

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

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

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www2.ed.gov/about/offices/list/ocr (https://www2.ed.gov/about/offices/list/ocr).

Notice of Opportunity and Procedure to File Complaints with the Commission on Dental Accreditation

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

A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at

211 East Chicago Avenue
Chicago, IL 60611-2678

or by calling 1-800-621-8099 extension 4653.

Student Eligibility to Hold Office

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

Patient Resource Policy

The clinics at the School of Dentistry are settings where students are provided opportunities for patient care experiences. The School has an established reputation for providing excellent oral health care by student clinicians in its clinics. Almost 46,000 patient visits per year attest to

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

Posthumous Degree/Certificate

A degree or certificate may be awarded posthumously if the following conditions are met:

- The student was enrolled in the final year of his/her academic program;
- The student had completed a majority (generally 85%) of the required credits with passing grades;
- The student was in good academic and disciplinary standing;
- The posthumous degree or certificate has final approval from the President.

Promotion of Academic Integrity and the Management of Academic Misconduct

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

Purpose

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

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

Responsibility

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

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

Definition Of Academic Misconduct

Academic misconduct includes, but is not limited to: collaborating during examinations; copying examination answers; using unauthorized material during examinations; improperly or falsely obtaining, distributing or receiving examination materials; arranging to have others complete examinations, academic laboratory or clinical assignments and/or experiments; possessing, distributing or selling unreleased National Board Examinations; selling dental school test archives for profit; plagiarism in any form; furnishing false information to the University concerning academic matters; falsifying clinical reports or otherwise endangering the well being of patients who present themselves for treatment and/or teaching purposes; misusing academic resources; defacing, tampering with or wrongfully acquiring library materials or school equipment; forgery of academic or academic-related documents; unauthorized entry into areas where academic materials are located; engaging in bribery to obtain unauthorized academic information or material; altering academic records; failing to follow policies/procedures/practices as presented in the Clinic Manual; failing to follow instructions or directives of faculty members as related to academic matters; using social media to denigrate or defame Creighton University, the School of Dentistry, and/or any of its employees, students or patients; as well as any other conduct intended or likely to give a student unfair advantage or unfair benefit regarding an academic matter. This policy pertains to events or occurrences that happen internally within Creighton University as well as to academic exercises administered by outside agencies (i.e. National Boards, licensure examinations, etc.)

Penalties

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

1. Reprimand;
2. Repetition of an examination or an assignment under a different format;
3. Reduction in grade for an examination or an assignment;
4. Failing grade for an examination or an assignment;
5. Probation;
6. Suspension or expulsion from a course, (in the case of expulsion from a course a grade of "F" is recorded on the transcript)

7. Incomplete grade for a course and the requirement that the course be repeated;
8. Removal from or denial of office in student organizations;
9. Request for withdrawal from the School or suspension or expulsion from the School; and
10. Suspension of clinical privileges.

The penalties listed above in numbers one (1) through four (4) may be imposed by a course director. The Academic Misconduct Committee or the Dean may impose any of the above listed penalties. The Assistant/Associate Dean for Clinical Services / Director of Clinics may impose penalties 1 and 10.

Initial Procedures

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

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

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

Formal Procedures

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

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

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

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

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

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

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

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

A student may appeal only on the grounds that

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

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

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

Registration

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

Rehearings and Appeals Process

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

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

Re-Hearings

1. For actions of the Student Performance Committee (SPC) other than for dismissal:
   a. When the Dean accepts the recommendations of the SPC, the Chair of the SPC informs the student as soon as possible of the action. A student may request that the SPC reconsider its action concerning the student by notifying the Chair of the SPC, in writing, within three (3) school days of (the student) being informed of the SPC action.
   b. Such a re-hearing may be called by the Chair of the SPC within five (5) school days after the student informs the Chair of the SPC of his/her desire to have a re-hearing.
   c. At this re-hearing, the student makes a presentation either in person or in writing or both. After the student (if present) leaves the meeting, and after any further discussion, the SPC votes on an action. With the exception of dismissal, this action becomes final and the student is informed of the action by the Chair of the SPC.
2. For actions of the SPC recommending dismissal:
   a. When the Dean receives a recommendation for dismissal, the Dean (or his/her designate) informs the student, as soon as possible, of the recommendation. The student may:
      i. withdraw from school or
      ii. request that the Chair of the SPC call together the Committee to reconsider its action. If the student desires a re-hearing, he/she should notify the Chair of the SPC, in writing, within three (3) school days of (the student) being informed of the SPC action.
   b. Such a re-hearing may be called within five (5) school days after the student has informed the Chair of the SPC of his/her desire to proceed in this manner.
   c. At such a re-hearing, the student makes a presentation either in person or in writing or both. After the student (if present) leaves the meeting, and after any further discussion, the SPC votes on an action and makes a recommendation to the Dean. If the SPC again recommends dismissal, and the Dean accepts it, the Dean (or his/her designate), as soon as possible, informs the student of the action.

Appeal

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

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

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

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

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

Requirements for Promotion and Graduation

Freshmen

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

1. promotion,
2. continuation of current status,
3. probation,
4. repetition of an academic year,
5. dismissal, or
6. any other recommendation deemed appropriate according to the guidelines set out below:
   a. Semester: a student is expected to earn a 2.00 GPA in didactic and a 2.00 GPA in technique courses for each semester.
   b. Year: a student is expected to earn a 2.00 GPA in didactic and a 2.00 GPA in technique courses for the academic year.
   c. Failure of one or more courses may result in recommendation(s) for, but not be limited to:
      i. dismissal from School,
      ii. repeating the failed course(s)
      iii. repeating the entire freshman curriculum
      iv. placement on probation.
   d. Failure to obtain a 2.00 GPA in didactic and/or a 2.00 GPA in technique courses for each semester and/or for the year may result in recommendation(s) for, but not be limited to:
      i. dismissal from School
      ii. repeating the entire freshman curriculum
      iii. placement on probation.
   e. A student who has failed one or more courses and who is allowed to continue must convert those grades to passing grades prior to registration for the Fall Semester of the next academic year.
   f. Incompletes: didactic and technique incomplete grades occurring during the first semester must be converted to passing grades within thirty calendar days after the first day of the second semester. Didactic and technique incomplete grades occurring during the second semester must be converted to a passing grade within thirty calendar days after completion of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F."
   g. All competency examinations must be successfully completed prior to being allowed to register for the Fall Semester of the next academic year regardless of the outcomes of courses taken and GPAs attained.
   h. All non-academic obligations (i.e. surveys, etc.) must be completed prior to being allowed to register for the next academic semester regardless of the outcomes of courses taken and GPAs attained.

Sophomores

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

1. promotion,
2. continuation of current status,
3. probation,
4. repetition of an academic year,
5. dismissal, or
6. any other recommendation deemed appropriate according to the guidelines set out below:
   a. Semester: a student is expected to earn a 2.00 GPA in didactic and a 2.00 GPA in technique courses for each semester.
   b. Year: a student is expected to earn a 2.00 G.P.A. in didactic and a 2.00 GPA in technique courses for the academic year as well as obtain a cumulative GPA of 2.00 in didactic courses and a cumulative GPA of 2.00 in technique courses.
   c. Failure of one or more courses may result in recommendation(s) for, but not be limited to:
      i. dismissal from School,
      ii. repeating the failed course(s),
      iii. repeating the entire sophomore curriculum, or
      iv. placement on probation.
   d. Failure to obtain a semester or cumulative 2.00 GPA in didactic courses and/or obtain a semester or cumulative 2.00 GPA in technique courses may result in recommendation(s) for, but not be limited to:
      i. dismissal from School,
      ii. repeating the entire sophomore curriculum,
      iii. placement on probation.
   e. A student who has failed one or more courses and who is allowed to continue must convert those grades to passing grades prior to registration for the Fall Semester of the next academic year. Participation in summer clinic activity prior to the removal of the failure(s) will be subject to the recommendation of the Student Performance Committee.
   f. Incompletes: didactic and technique incomplete grades occurring during the first semester must be converted to passing grades within thirty calendar days after the first day of the second semester. Didactic and technique incompletes occurring during the second semester must be converted to passing grades within thirty calendar days after completion of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F." Participation in summer clinic activity prior to the removal of the incomplete(s) will be subject to the recommendation of the Student Performance Committee.
   g. All competency examinations must be successfully completed prior to being allowed to participate in clinical activities and being

allowed to register for the Fall Semester of the next academic year regardless of the outcomes of courses taken and GPA's attained.

h. Part I National Board Examination
To be eligible to take Part I National Board, the student must have: successfully completed all first and second year curriculum requirements (courses) whose subject matters are tested on the Board Examination; successfully completed all competency examinations offered during the first and second years of the curriculum whose subject matters are tested on the Board Examination; and participated in all test sections of the Mock Part I National Board Exercise. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. Under current curriculum schedules, students have until the end of the last day of class of the Summer Session to achieve eligibility to take this Examination.
Creighton University School of Dentistry students may make application to take this examination anytime after the beginning of the fourth quarter of study of the sophomore year. They will not, however, be allowed to take the examination until after eligibility has been granted and the Mock Board Preparatory Exercises have concluded (i.e. usually at or near the end of the Summer Session). The initial attempt at this examination must be completed by August 1st.
Successful completion of Part I of the National Board Examination is required for registration or continuation in the Junior-year curriculum. This is defined as the School of Dentistry being provided with evidence of having passed the test.
Under present academic and testing schedules, students who fail to successfully complete Part I of the National Board on their initial attempt may be allowed to continue, with the rest of their class, in the classroom didactic program of the Junior curriculum, but not be allowed to continue in the clinical program until such time as evidence of successful completion of Part I of the National Board Examination is provided. This action may delay graduation. Students will not be able to re-test until at least 90 days have elapsed from the initial examination. In most cases, students may begin clinical work following the re-test on a probationary basis pending the return of the National Board re-test scores. Students who fail to successfully complete the first re-test examination may be allowed to continue, with the rest of their class, in the classroom didactic program of the Junior curriculum, but not be allowed to continue in the clinical program until such time as evidence of successful completion of Part I of the National Board Examination is provided. This action may delay graduation. Students will not be able to re-test again until at least 90 days have elapsed from the first re-test examination. In most cases, students may begin clinical work following the re-test on a probationary basis pending the return of the National Board re-test scores. Each clinical chair may require students who have had their clinical education interrupted as a result of failing to successfully complete Part I of the National Board to perform procedures aimed at maintaining and improving technical skills prior to re-entry into the clinic. This might include observing and/or assisting in the clinic as well as "bench top" type exercises. Failure to successfully complete the second re-test examination may require withdrawal as a student. The student will become eligible for readmission only upon being able to provide evidence of a passing performance on National Board Part I. Any deviation from this practice will be made only through specific recommendations of the Student Performance Committee or the Dean concerning individual cases.
The Dean is the final authority in the administration of this policy.

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

Juniors

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

1. promotion,
2. continuation of current status,
3. probation,
4. repetition of an academic year,
5. dismissal, or
6. any other recommendation deemed appropriate according to the guidelines set out below:
   a. Semester: a student is expected to earn a 2.00 GPA in didactic and a 2.00 GPA in clinical courses for each semester.
   b. Year: a student is expected to earn a 2.00 GPA in didactic and a 2.00 GPA in clinical courses for the academic year as well as obtain a cumulative GPA of 2.00 in didactic courses and a cumulative GPA of 2.00 in technique/clinical courses.
   c. Failure to obtain a semester or cumulative 2.00 GPA in didactic courses and/or obtain a semester or cumulative 2.00 GPA in technique/clinical courses may result in recommendation(s) for, but not be limited to:
      i. dismissal from School,
      ii. repeating the entire junior curriculum,
      iii. placement on probation.
   d. Failure of one or more didactic courses may result in recommendations(s) for, but not be limited to:
      i. dismissal from School,
      ii. repeating the failed course(s),
      iii. repeating the entire junior curriculum, or
      iv. placement on probation.
   e. A student who has failed one or more didactic courses and who is allowed to continue must convert those grades to passing grades prior to registration for the Fall Semester of the next academic year. Continued participation in clinical activity prior to the removal of the failure(s) will be subject to the recommendation of the Student Performance Committee.
   f. Failure of one or more clinical courses may result in recommendation(s) for but not be limited to:
      i. dismissal from School,
      ii. repeating the entire junior curriculum,
      iii. continuation in the curriculum on a limited basis or as a "special student" or
      iv. placement on probation.
   g. A student who has failed one or more clinical courses and who is allowed to continue without repeating the entire junior curriculum will have the degree of participation in the senior curriculum determined by the Student Performance Committee as defined in the Policy for Students who Fail to Meet Clinical Performance Standards.
   h. Didactic incompletes: didactic incomplete grades occurring during the first semester must be converted to passing grades

within thirty calendar days after the first day of the second semester. Didactic incomplete grades occurring during the second semester must be converted to passing grades within thirty calendar days after completion of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F." Continued participation in clinical activity prior to the removal of the didactic incomplete(s) will be subject to the recommendation of the Student Performance Committee.

i. Clinical incompletes: clinical incomplete grades are managed in accordance with the Policy for Students Who Fail To Meet Clinical Performance Standards as presented below.
   i. Junior students who complete third year departmental clinic performance standards may begin to work for senior credit immediately or at the start of the Summer Term / Summer Clinic (departmental option).
      1. Junior students who have not met departmental clinic performance standards by the final clinic session of the Spring Term will receive a grade of "I" in all courses where obligations remain. They will be given until the conclusion of the Summer Term with no penalty to complete them. They may work for senior credit in all departments in which they are done while they are converting the "I" grade(s) to passing marks.
      2. Junior students who have not successfully completed all clinical competency examinations by the final session of the Spring Term will be given until the final session of the Summer Term to complete them. They may work for senior credit in all departments in which they are done while they are working on successfully completing their clinical competency examinations.
      3. Junior students who have not met all departmental clinic performance standards or successfully completed all clinical competency examinations by the final clinic session of the Summer Term will have all "I" grades automatically converted to an "F" as a permanent grade of record that remains on the transcript. The Student Performance Committee will then meet to make a recommendation to the Dean regarding these students. This recommendation may include, but is not limited to:
         a. the student may be required to register for a new course(s) to remediate the failing grade(s) and/ or competency examination(s). This may delay graduation.
         b. the Student Performance Committee will determine whether the student will be allowed to work for senior credit in any course except to serve scheduled block rotations until all failing clinic grades have been converted to passing marks and all clinical competency examinations have been successfully completed
         c. the student may repeat the junior year
         d. the student may be dismissed from School
         e. Senior students must meet all departmental clinical performance standards and successfully complete all Dental School Competency Examinations prior to being eligible for certification for graduation.

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

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

Seniors

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

1. promotion,
2. continuation of current status,
3. probation,
4. repetition of an academic year,
5. dismissal, or
6. any other recommendation deemed appropriate according to the guidelines set out below:
   a. In order to be eligible for graduation, a senior dental student must have
      i. earned a four year cumulative GPA of not less than 2.00 for all courses,
      ii. earned no less than a 2.00 GPA in the didactic courses of the senior year,
      iii. earned no less than a 2.00 GPA in the clinical courses of the senior year,
      iv. converted all incomplete and/or failing grades to passing grades,
      v. successfully completed all competency examinations offered during the freshman, sophomore, junior and senior academic years, including the Senior Clinical Examination (Mock Board), and
      vi. successfully completed all non-academic obligations to the school and to the University. Failure to meet these requirements for graduation may be reviewed by the Student Performance Committee. Recommendations may include, but are not limited to:
         1. dismissal from School,
         2. repeating the entire senior curriculum, or
         3. continuation in a specified curriculum with requirements which, if met, are designed to establish eligibility for graduation.
   b. Incompletes: didactic incomplete grades occurring during the first semester must be converted to passing grades within thirty calendar days after the first day of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F." Continued participation in clinical activity prior to the removal of the didactic incomplete(s) will be subject to the recommendation of the Student Performance Committee.
   c. A senior student having any incomplete or failing grades at the end of the academic year will be considered by the Student Performance Committee. Recommendations may include, but are not limited to, one of the following courses of action:
      i. dismissal from School,
      ii. repeating the entire senior curriculum,

iii. continuation in the senior curriculum for an additional two week extension from the date of Commencement as provided by the Office of the Registrar to complete one's studies in time to receive a May diploma, or

iv. enrollment in the summer session, after registration and payment of required tuition, in a specified program of study designed to establish eligibility for a later graduation. Students who receive recommendation (3) above but who fail to complete their academic obligations in the two week "window" provided may be reviewed by the Student Performance Committee for recommendations that may include, but not be limited to (1), (2), or (4) above. Once registration in the summer session occurs, at its conclusion, the student may again be considered by the Student Performance Committee. Recommendations may include, but are not limited to:

1. graduation,
2. dismissal from School, or
3. continuation in an additional specified program of study.

d. Senior Clinical Examination (Mock Board)

i. In order to be eligible to take either the patient-based or nonpatient-based sections of the Senior Clinical Examination (Mock Board), the student must have successfully completed all first, second, and third year curriculum requirements and successfully completed all competency examinations offered during the first, second, and third years of study. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. This is generally done during the fall semester near the end of the first quarter or the beginning of the second quarter.

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

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

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

e. Part II National Board Examination

i. To be eligible to take Part II National Board, the student must: be registered as a senior student in the School of Dentistry; have successfully completed all first, second, and third year curriculum requirements; and have successfully completed all competency examinations offered during the first, second, and third years of study. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. This is generally done in the fall semester near the end of the first quarter or the beginning of the second quarter.

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

f. Licensure Examinations Prior to Graduation

i. To be eligible to take a licensing examination prior to graduation, the student must successfully complete the applicable section(s) of the Senior Clinical Examination (Mock Board) that correspond(s) to the portions of the licensure examination being attempted. For those who fail to do this on their initial attempt, successful completion of any necessary remediation as well as successful completion of appropriate re-examination(s) will be required.

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

Advanced Standing Students

All advanced standing students will be reviewed individually by the Student Performance Committee each quarter. Possible outcomes of this review may include, but not be limited to:

1. promotion,
2. continuation of current status,
3. probation,
4. repetition of an academic year,
5. dismissal, or
6. any other recommendation deemed appropriate according to the guidelines set out below:
   a. In order to be eligible for promotion to the next academic year, an advanced standing dental student must meet the same standards as the traditionally enrolled students who are participating in the same academic year.
   b. In order to be eligible for graduation, an advanced standing dental student must have
      i. earned cumulative G.P.A. of not less than 2.00 for all courses,
      ii. earned no less than a 2.00 G.P.A. in the didactic courses of the final year,
      iii. earned no less than a 2.00 G.P.A. in the clinical courses of the final year,
      iv. converted all incomplete and/or failing grades to passing grades,
      v. successfully completed all competency examinations offered during the academic years attended, including the Senior Clinical Examination (Mock Board),
      vi. completed a OneWorld block rotation, and
      vii. successfully completed all non-academic obligations to the School and to the University. Failure to meet these requirements for graduation may be reviewed by the Student Performance Committee. Recommendations may include, but are not limited to:
         1. dismissal from School,
         2. repeating the entire final year curriculum, or

3. continuation in a specified curriculum with requirements which, if met, are designed to establish eligibility for graduation.

c. Incompletes: didactic incomplete grades occurring during any first semester must be converted to passing grades within thirty calendar days after the first day of the second semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F." Continued participation in clinical activity prior to the removal of the didactic incomplete(s) will be subject to the recommendation of the Student Performance Committee.

d. An advanced standing student having any incomplete or failing grades at the end of an academic year will be considered by the Student Performance Committee. Recommendations may include, but are not limited to, one of the following courses of action:
   i. dismissal from School,
   ii. repeating the entire affected year's curriculum,
   iii. continuation in the final year's curriculum for an additional two week extension from the date of Commencement as provided by the Office of the Registrar to complete one's studies in time to receive a May diploma, or
   iv. enrollment in the summer session, after registration and payment of required tuition, in a specified program of study designed to establish eligibility for a later graduation. Students who receive recommendation (3) above but who fail to complete their academic obligations in the two week "window" provided may be reviewed by the Student Performance Committee for recommendations that may include, but not be limited to (1), (2), or (4) above. Once registration in the summer session occurs, at its conclusion, the student may again be considered by the Student Performance Committee. Recommendations may include, but are not limited to:
      1. graduation,
      2. dismissal from School, or
      3. continuation in an additional specified program of study.

e. Senior Clinical Examination (Mock Board)
   i. In order to be eligible to take either the patient-based or nonpatient-based sections of the Senior Clinical Examination (Mock Board), the student must have successfully completed all curriculum requirements and successfully completed all competency examinations offered during the period of study prior to the final year. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. This is generally done during the fall semester near the end of the first quarter or the beginning of the second quarter.
   ii. Advanced standing students will be required to take and successfully complete the Senior Clinical Examination (Mock Board) to be eligible for graduation. Failure to take and successfully complete this Examination and any necessary remediation will result in a review by the Student Performance Committee.
   iii. Any segment of the Senior Clinical Examination (Mock Board) that is not passed will require mandatory remediation in the area(s) not successfully completed (laboratory, clinical or didactic sections). The remediation program will be arranged by the department with academic responsibility for teaching the involved discipline(s), when possible. This program can involve the use of models, typodont teeth or extracted teeth or it may use a lecture/examination format. Its purpose is to assist the student in overcoming identified areas of weakness.
   iv. After successful completion of the remediation program, the student will be eligible to take a second examination covering the section(s) previously failed.

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

g. Licensure Examinations Prior to Graduation
   i. To be eligible to take a licensing examination prior to graduation, the advanced standing student must successfully complete the applicable section(s) of the Senior Clinical Examination (Mock Board) that correspond(s) to the portions of the licensure examination being attempted. For those who fail to do this on their initial attempt, successful completion of any necessary remediation as well as successful completion of appropriate re-examination(s) will be required.
   ii. Certification of eligibility, based upon these criteria, will be determined by the Student Performance Committee and will be recommended to the Dean.

Degree of Doctor of Dental Surgery

The Student Performance Committee may refuse to recommend for the degree of Doctor of Dental Surgery any student who has not:

1. met all financial indebtedness to the University,
2. satisfactorily completed all the prescribed courses,
3. complied with laboratory or clinical performances standards,
4. successfully completed all competency examinations, and/or
5. exhibited moral qualities appropriate to the profession of dentistry.

Post Graduation Special/Unclassified Student Status

Students whose efforts to complete requirements for graduation extend beyond the University established date to have such work done to be eligible for a degree must apply for special/unclassified student status in order to continue their studies at the School of Dentistry because they are now considered by the Registrar as having entered the next academic term, an occurrence for which registration as a student is required.

No grace period will be offered to complete work in order to maintain eligibility for a degree/diploma.

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

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

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

The School Year

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

Clinic Hours of Operation:

August - April
Monday 9am - 5pm
Tuesday 8am - 5pm
Wednesday 1pm - 5pm
Thursday 8am - noon
Friday 1pm - 5pm

Summer Hours
Monday & Tuesday 8am - noon; 1pm - 5pm
Wednesday, Thursday, Friday 8am - noon

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

Shadowing in the School of Dentistry Clinics

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

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

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

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

Student Employment

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

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

Student Performance Committee

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

Temporary Withdrawal

Students who are seeking a degree or certificate in an undergraduate, graduate, or professional program may request a Temporary Withdrawal. Reasons for such a request may include medical/psychological, personal or military obligations. This withdrawal is considered to be a temporary interruption in a student's program of study and must be approved by the student's school/college. The request must be made:

- After the end of the semester when a student doesn't plan to return for the next semester but plans to return within one year.
- During a semester when a student withdraws from all courses after the withdrawal deadline and plans to return within one year.

The duration of the temporary withdrawal may be up to one year (including the summer term). A student requesting to return to the University after being on a temporary withdrawal for longer than one year must make formal application for readmission. Unique circumstances requiring an absence longer than one year (e.g. Religious Obligations, Military) must be discussed and approved by the appropriate Dean.

Students enrolled in the College of Professional Studies will follow the '*Student Stop-Out and Readmission Policy*.'

When a student is granted a temporary withdrawal mid-semester, final grades of 'W' will be assigned. All previously graded courses at the time of the request will remain on the student's record, regardless of the semester in which the courses were taken.

A temporary withdrawal initiated mid-semester may result in a loss of tuition. Student responsibility for tuition, fees, and any other costs is determined in accordance with the Refund Policy and Schedule.

Students must re-register for (and retake) any of those courses that are required upon their return. This will necessitate the repayment of tuition for those courses.

Students should be aware that being on an approved temporary withdrawal does not change the time limit to complete their degree or certificate. The time taken during the temporary withdrawal will be included as part of the student's time to completion. Time limitations which pertain to the completion of courses from previous semesters in which a grade of 'I' (Incomplete) was given are not waived.

It is the responsibility of the student to notify the Financial Aid Office prior to the temporary withdrawal in order to retain future scholarship eligibility. Semesters absent under an approved temporary withdrawal do not count against the eight semester limitation for Creighton University scholarship funds.

During the temporary withdrawal period, students are not considered to be enrolled at Creighton University for the purpose of loan deferments. However, students are eligible for services of the Career Center and library facilities.

If a student is approved for a temporary withdrawal and later is suspended, dismissed, placed on warning for unsatisfactory academic performance or is suspended, dismissed or expelled as the result of a disciplinary action, the sanctions take precedence over a temporary withdrawal and stand as a matter of record.

Only written requests that include specific information about why the temporary withdrawal is being requested will be considered. There is no guarantee that a request will be granted. A temporary withdrawal cannot be approved retroactively.

A student on an approved Temporary Withdrawal must request and receive permission in advance to enroll in courses at another regionally-accredited institution during this time. Courses not approved in advance may not be transferred back to Creighton University.

Temporary Withdrawal – Medical/Psychological

This may be requested when a student's health condition significantly impairs his/her ability to function successfully or safely as a student. If the student is unable to participate in the temporary withdrawal process, the student's parent, spouse, advisor, or other designee may do so on behalf of the student, once the incapacitation of the student is documented. A licensed healthcare provider must submit a letter substantiating the condition and supporting the withdrawal.

Temporary Withdrawal – Personal

This may be requested when personal circumstances (e.g., family illness, death or other emergency) interrupt a student's academic progress.

Temporary Withdrawal – Military Obligations

Creighton University supports its students who are military members of the National Guard or Reserves who are called into active duty for military service by the United States during a war, other operation or national emergency, however, this excludes active duty for training or attendance at a service school. If the student's military service requires an absence longer than one year, the student should discuss this with the Dean of the college or school.

The following guidelines will apply to approved temporary withdrawals due to military obligations:

The student will receive a full refund of tuition and fees paid to Creighton University if the request for a withdrawal for military service is filed prior to the last day to drop classes.

1. The student will have a choice of three options if the request for a withdrawal is received after the last day to drop classes:
    a. A full refund of tuition and fees with no credit awarded for work completed during the semester.
    b. An Incomplete grade in all courses, upon approval of all instructors, with the right to complete all coursework within one year without further payment of tuition or fees.
    c. A grade in all courses, upon approval of all instructors, based on work completed to the date of the withdrawal request.
    d. Options b) & c) may be combined should circumstances warrant, at the discretion of the Office of Military & Veterans Affairs.

1. The student will receive prorated refunds for his/her housing and meal-plan, if applicable, based on taking the percentage of days registered at the University over the total number of days in the semester (i.e., beginning with the first day of class and ending on the last day of finals).
2. Federal financial aid awards will be returned, if required, according to Return of Title IV funds calculation as determined by the Department of Education.

3. While the University will make every effort to accommodate a student returning from active duty, placement in certain honors programs at the University cannot be guaranteed.

The student will be required to return university property, such as keys to residence halls, university computer equipment, library books, etc. in order to receive a refund or re-enroll.

Transcripts

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

Transcripts will not be released to a third party while a student is part of an on-going investigation that may lead to suspension, expulsion or dismissal.

Students who are suspended or expelled from Creighton University due to non-academic reasons will have the following notations appear on their permanent academic record, including the official transcripts of the University:

- Disciplinary Suspension
- Disciplinary Expulsion

Students who are in an ongoing investigation may have the following notation appear on their academic record, including the official transcripts of the University:

- Withdrawal Pending Conduct Resolution

Students who are dismissed from Creighton University or from a College/School within Creighton University due to academic reasons, including academic integrity violations, will have the following notations appear on their permanent record, including the official transcripts of the University:

- Academic Dismissal from Creighton University
- Academic Dismissal from (School or College)

Vendor Policy

Creighton University School of Dentistry believes a high quality dental education can only be attained in an environment where students have access to information regarding dental devices and supplies. The School believes, however, this access must be regulated so that certain organizations do not appear to be given preferential treatment over others. Additionally, these meetings should not disrupt the normal activities of the School nor should they impose a burden on the staff, especially facilities management. In order to achieve this, the School has developed the following parameters to govern certain groups' access to students:

1. Arrangements for an organization to meet with a segment of the student body are made between the group and a representative from that student body segment. The School, once informed of an upcoming meeting, will make every effort to provide a location for the session to occur.
2. No drop-in visits are allowed in the School of Dentistry clinics or department. All organizations must have an appointment time with a member of the student body.
3. Groups are required to pick up their own advertising material after their appointment. If advertising materials or information brochures are to be left in the School, the Assistant / Associate Dean for Clinical Operations must approve the issue and placement of such brochures.
4. Any violation of this policy by a group may result in the suspension of organization visitation rights for a period of up to one year.
5. Occasional meals for faculty, staff and students may be provided by organizations in connection with informational or educational presentations. All meals must be valued no more than $10 per attendee and shall be provided in a location conducive to informational exchange. Group representatives may not drop off meals to be eaten. No spouses or guests of faculty, staff or students may be present for meals.
6. A distinction is made between for profit and nonprofit organizations with respect to invoicing. For profit organizations (i. e. dental equipment manufacturers, dental product manufacturers or distributors, etc.) may be required to follow the meal policy as detailed above. Nonprofit organizations (i. e. educational institutions, residency programs, etc.) are under no obligation to provide meals.
7. A further distinction is made between those occasions when representative(s) of one organization meet with students, often termed "lunch and learn," and when several organizations make presentations, often termed a "vendor fair." Under this latter scenario, none of the organizations will be expected to provide food, however, they will be assessed a fee ($650) to procure booth space.

The DDS Curriculum

Competencies for Creighton University School of Dentistry

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

BIOMEDICAL SCIENCES

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

BEHAVIORAL SCIENCES

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

PRACTICE MANAGEMENT

- Evaluating different models of oral health care management and delivery.
- Applying the basic principles and philosophies of practice management and having the skills necessary to function as the leader of the oral health care team.
- Communicating and collaborating with other members of the health care team to facilitate the provision of health care.

ETHICS AND PROFESSIONALISM

- Understanding and applying ethical, legal, and regulatory concepts as they pertain to patient care and practice management.

- Demonstrating the ability to self-assess relative to professional development and to self-directed, life-long learning.

CRITICAL THINKING AND INFORMATION TECHNOLOGY

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

CLINICAL SCIENCES

- Performing patient examination, assessment, and diagnosis procedures.
- Developing a comprehensive plan of treatment.
- Understanding and demonstrating the principles of health promotion and disease prevention.
- Understanding and obtaining informed consent.
- Selecting, administrating, and prescribing appropriate pharmacologic agents to manage conditions that influence dental treatment including pain and anxiety, and using non-pharmacologic methods when appropriate.
- Restoring single defective teeth with appropriate materials and techniques to establish proper form, function, and esthetics.
- Restoring partial or complete edentulism with fixed or removable prosthodontics in the uncomplicated patient and in managing the care of the complicated edentulous patient.
- Managing the restoration of partial or complete edentulism using contemporary implant procedures.
- Performing uncomplicated periodontal therapies and in managing the care of patients with complicated or advanced periodontal problems.
- Performing uncomplicated endodontic procedures and in managing the care of patients with complicated pulpal and periradicular disorders.
- Recognizing and managing oral mucosal and osseous disorders.
- Performing uncomplicated hard and soft tissue oral surgical procedures and in managing the care of patients with complicated oral surgical problems.
- Preventing, recognizing, treating, and managing dental emergencies including pain, hemorrhage, trauma, and infection of the orofacial complex.
- Managing patients with acute and chronic occlusal and temporomandibular disorders.
- Managing minor tooth movements and space maintenance as well as the care of patients with complicated or advanced orthodontic problems.
- Appraising completed and existing treatments and in using these outcomes of patient care to guide professional development, recall strategies, and prognoses.
- Preventing, recognizing, managing, and treating, for the short-term, acute medical emergencies in the dental environment including the provision of life support measures.
- Assessing the treatment needs of patients with special needs.
- Performing, managing, and/or communicating requisite technical and laboratory procedures attendant to the provision of dental restorations.
- Assessing, critically appraising, applying, and communicating scientific and lay literature as it relates to providing evidence-based patient care.

Revised: 04-08-13

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

Key to Symbols

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

ORB 115 General Gross Anatomy Lecture (10) FA

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

ORB	Department abbreviation. Standard three-letter symbols are used throughout the University to identify the subject fields, in this case, Oral Biology.
115	Course number. The numbering system and its significance is as follows:
	1. The first digit indicates the dental college year in which the course is taken:
	All Freshman courses begin with 1.
	All Sophomore courses begin with 2.
	All Junior courses begin with 3.
	All Senior courses begin with 4.
	2. The second digit indicates the quarter (half of semester) within which the course begins, except that a zero indicates an elective course.
	0 indicates an elective course
	1 indicates First Quarter
	2 indicates Second Quarter
	3 indicates Third Quarter
	4 indicates Fourth Quarter
	3. The third digit indicates the type of course involved. Didactic courses are represented by odd-numbered digits; technique courses (laboratories, field experiences and clinics) by even-numbered digits.

GENERAL GROSS ANATOMY—Course title.

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

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

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

Community and Preventative Dentistry (CPD)

Freshman Year

CPD 111. Interpersonal Relationships and Communication. 2 credits. FA
To assist in their orientation and adjustment to professional education, freshmen will participate in group introductions followed by discussions on interpersonal relationships. Communication styles, time management, problem solving, dealing with stress, and understanding various cultural differences will be addressed. 2S, 8W.

CPD 113. Preventive Dentistry. 3 credits. FA
Introduction to the philosophy and need for preventive dentistry by developing the student's concepts of self-motivation; knowledge of dental diseases and abnormalities; application of the principles of fluoridation; nutrition, patient motivation, and home care. In addition, the student will develop skills for effective oral hygiene with reference to disclosing agents, toothbrushing, flossing, oral physiotherapy aids, and topical fluorides. 1R, 16W; 2R, 3L, 6W.

CPD 115. History of Dentistry. 1 credit. FA
Designed to acquaint the student with the history of dentistry from ancient times to the present. Emphasis is placed upon contributions by individuals and groups of individuals leading to the current status of dentistry in the United States. 1R, 8W.

CPD 132. Community Dentistry Field Experience. 1 credit. SP
Designed to acquaint students in small groups with area health problems and with area health services and agencies. Field experience is gained during dental health and/or career presentations in public and parochial schools. Visitations are made to provide a variety of experiences; to neighborhood schools; to water purification and fluoridation facilities; and to a commercial dental laboratory. 2F, 4W; 3F, 4W (Split classes).

CPD 136. Cardio-Pulmonary Resuscitation. 1 credit. SP
A formalized course in Cardio-Pulmonary Resuscitation leading to CPR certification in Basic Life Support for Health Care Providers. 1R, 3L, 1W (Split classes).

Junior Year

CPD 312. Community Dentistry Field Experience. 1 credit. FA, SP
Provides the dental student with an opportunity to apply motivational and instructional techniques regarding patient dental education through community field experiences. F.

CPD 313. Behavioral Science Aspects of Patient Care. 2 credits. FA
The goal of this course is to enhance the students' ability to care for the patient by increasing the knowledge relevant to behavioral science topics. These include, but are not limited to topics such as empathy, rapport, communication, fear and anxiety, smoking cessation, domestic violence, and patients with disabilities, both physical and mental. Working with patients of different cultures will also be addressed. The student will work in managing various challenging situations through application of learned skills. 1R, 3W; 2R, 3W; 8R, 1W.

CPD 314. Cardio-Pulmonary Resuscitation. 1 credit. FA
A formalized course in Cardio-Pulmonary Resuscitation leading to CPR re-certification in Basic Life Support for Health Care Providers. 1R, 3L, 1W (Split classes).

CPD 331. Practice Planning. 2 credits. SP
Designed to introduce the student to practice management principles. Covers the process of staffing and running an office. Employment law as well as communication with staff is emphasized. Equipment needs for a dental office are explored as well as the design and function of a dental office. Also included in the course are the principles of filing an insurance claim, the terminology that accompanies patient billing practice and the different types of insurance networks and plans. Payroll management and tax regulations are introduced. 1R, 16W.

CPD 333. Public Health Dentistry. 2 credits. SP
Introduction of Dental Public Health, noting the dentist has a "primary duty of service to the public." Emphasis is placed on health promotion and education, epidemiology of oral diseases, sociology and cultural differences of the dental practice, dental public health research and prevention, clinician's responsibility to access and justice, delivery systems, and financing dental care. 1R, 16W.

CPD 335. Evidence-Based Dental Care: Understanding and Evaluating Dental Research. 2 credits. SP
This course is designed to provide the student with the foundational information necessary to understand the principles of evidence-based dental practice, to critically evaluate health sciences research literature, and to apply the findings of scientific inquiry to clinical practice. Key learning milestones include the understanding of scientific information sources, research study designs, hierarchies of evidence, basic statistics, and epidemiology. The ultimate purpose of the course is to reinforce the importance of life-long learning and critical thinking in the application of scientific discovery to patient care. 1R, 12W; 1F, 4W.

Senior Year

CPD 411. Business of Practice. 3 credits. FA
Designed to provide background information to assist in making informed decisions when agreeing to work as a dental associate. Employment contract language is discussed at length. The principles of purchasing a practice are explored including methods used in valuing a practice and financing the purchase of a practice. Principles are discussed for disability insurance, dental malpractice insurance and general office insurance. 1R, 8W; 2R, 8W.

CPD 412. Community Dentistry Field Experience Clinic. 5 credits. FA, SP
Provides the dental student with an opportunity to apply motivational and instructional techniques regarding patient dental education through community field experience. F.

CPD 413. Ethics in the Practice of Dentistry I. 3 credits. FA
Provides an understanding of classical health care ethical principles which have direct relevance to students' training and future dental practice experience. Focuses on common ethical dilemmas found in the relationships between student and dental school, between dentist and patient, between dentists themselves, and between dentist and the community. 2R, 8W; 1S, 6W.

CPD 431. Ethics in the Practice of Dentistry II. 1 credit. SP
Students will discuss dental practice laws and licensing; impaired colleagues, peer review and whistle blowing; dental malpractice; prescription fraud and drug diversion; legal and social implications for treating mentally and physically challenged individual; and quality assurance in dentistry. 1S, 8W.

CPD 433. Financial Planning and Jurisprudence. 2 credits. SP
Emphasis on personal financial planning, OSHA and HIPAA regulations as affecting the dental practice and office computer management. Building upon principles of office management in preparation for entering the practice of dentistry. 2R, 8W.

Diagnostic Sciences (DAR)

Freshman Year

DAR 136. Introduction to Electronic Health Record Management. 1 credit.
This preclinical course introduces the student to axiUm, the patient management system used in the Dental School clinic. Primary focus is on utilization of the electronic health record (EHR). The student will learn electronic patient form entry (EPR Form), odontogram charting, CDT procedure codes, and treatment note entry with an emphasis on preparing the student for the spring and summer periodontics courses and fall clinic rotation in oral diagnosis. Clinic.

Sophomore Year

DAR 211. Infectious Disease Control in Dentistry. 2 credits. FA
Provides a basic knowledge of the principles of infection control. Application of the students' fundamental knowledge of oral pathology, microbiology, public health, and oral diagnosis will be necessary for critical thinking as applied to actual and/or hypothetical clinical situations. 2R, 7W.

DAR 214. Dental Assisting and Radiology. 3 credits. FA
Sophomore students in this entry-level, clinically-oriented course will be assisting juniors and seniors with oral diagnosis and prophylaxis procedures. Sophomores will also utilize their digital and conventional radiographic technique skills to obtain the necessary patient images for diagnostic and treatment planning purposes. Juniors and seniors will gain supervisory experience while directing their colleagues in the Radiology Clinic. This course builds on radiographic technique and diagnostic skills learned in DAR 121, DAR 131 and DAR 132. 8C, 7W.

DAR 215. Oral Diagnosis. 2 credits. FA
Lectures designed to acquaint the preclinical student with the fundamentals of the interview, the principles and procedures of clinical examination, the methods of identifying oral diseases, and the rationale for oral therapy. Following the correlation of facts obtained, the formulation of a diagnosis, prognosis and treatment plan is made. This is accompanied by a clinical introduction of students to the treatment of patients in clinical setting, including the principles of clinical examination, dental hygiene procedures and infection control. 1R, 16W; 4C, 2W (Clinic sessions are split classes).

DAR 216. axiUm Training Lab. 2 credits.
This course introduces the student to axiUm, the patient management system used in the Dental School clinic. Primary focus is on utilization of the electronic health record (EHR). The student will learn electronic patient form entry (EPR Form), odontogram charting, periodontal charting, modification of CDT procedure codes, treatment planning and treatment note entry with an emphasis on preparing the student for the summer periodontics courses and fall clinic rotation in oral diagnosis. Clinic.

DAR 217. Radiology Lecture. 4 credits.
This course will consist of: Basic principles of radiation physics, biology, protection, geometry, and technique. Radiographic anatomy. Recognition of common pathology including inflammatory disease, caries, and periodontal disease. Also develop an understanding of radiographic prescription following the ADA guidelines. A basic discussion of advanced imaging will also be presented. Principles of radiographic interpretation will be covered and discussed.

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

DAR 224. Radiology Technique. 1 credit. FA
Radiographic review exercises will be used to gain additional experience in recognition of common pathology, including caries, periodontal disease, periapical lesions, and dental anomalies. Block assignment will be scheduled in the Main Radiology Clinic to gain experience in intra-oral and extra-oral dental digital radiography. 3C, 2W (Split class).

DAR 232. Oral Hygiene and Recall Clinic. 1 credit. SP
An initial introduction of the students to the treatment of patients in a clinical setting. Principles of oral hygiene, infection control, record keeping and extraoral/intraoral examination are applied to patient care. 4C, 2W.

DAR 234. Radiology Lecture and Technique. 3 credits. SP
This course will provide hands-on instruction regarding imaging principles and various techniques of conventional and digital intraoral radiography. Instruction will focus on the projection geometry of paralleling and bisecting angle techniques. Students will learn infection control, quality assurance, and recognition and prevention of radiographic pitfalls. 3L, 16W.

DAR 235. Oral Pathology. 7 credits. SP
This course is designed to present etiologic, basic histopathologic, and clinical information of diseases that commonly manifest in the oral cavity and the head and neck regions. Prognosis and treatment of these diseases will be stressed. Heavy emphasis will be placed on clinical recognition and differential diagnoses. 4R, 16W.

Junior Year

DAR 313. Radiographic Interpretation. 3 credits. FA
Radiographic features pertaining to craniofacial structures as well as to developmental, neoplastic and systemic diseases will be discussed. 4R, 4W; 2R, 3W.

DAR 314. Oral Diagnosis and Treatment Planning Clinic. 3 credits. FA, SP
This course is designed to provide clinical experience in oral diagnosis, radiology, treatment planning, oral hygiene and assessment of treatment outcomes. An integral aspect of this course is the opportunity to apply and integrate the knowledge and principles learned in the classroom courses in oral diagnosis, oral medicine, oral pathology, and oral radiology to individual patients in clinical situations. The students is guided in the collection and analysis of acceptable treatment options for each patient. C.

DAR 315. Dental Management of Medically Complex Patients. 2 credits. FA
This course is designed to enhance the students' understanding of medical conditions, the recognition of compromised states, and the subsequent modifications to dental care to prevent adverse side effects from procedures and drugs used in dentistry. Emphasis is placed on analyzing findings from patient histories, signs and symptoms, writing appropriate medical consultations and formulating treatment plans that are compatible with a patient's medical status. 1R, 16W.

DAR 316. Patient Assessment Clinic. 2 credits. FA, SP
Junior dental students will participate in the Patient Assessment Clinic to assist senior dental students in the evaluation of patients applying as candidates for treatment at the dental school. This involves management of dental unit infection control, entry of electronic health record documentation, review of patients medical history, exposing and processing radiographs requested by the senior dental student, and escorting patients to financial and appointment services. C.

DAR 318. Radiographic Interpretation Clinic. 1 credit. FA, SP
This course will be composed of small group teaching of 4 students for 2 hours during which time the interpretation of intraoral and panoramic radiographs will occur. Each student will present one case. Students will learn to recognize radiographic anatomical structures, especially soft tissues of the palate, tongue, and pharynx. Common artifacts such as ghosts and air spaces will also be demonstrated. In addition, caries, periodontal, apical and bone pathology including TMJs, will be assessed. Students will provide structured written radiographic reports to include labeling of anatomy, image quality, irradiation geometry, and disease changes between seral radiographs. C.

DAR 331. Temporomandibular Disorders/Orofacial Pain. 2 credits. SP
A lecture course focused upon the classification, examination, diagnosis, and management of temporomandibular disorders and orofacial pain. Special attention will be given to the neurophysiology of the masticatory system and how it relates to acute and chronic pain conditions. Emphasis will be placed upon the use of standardized classification and diagnostic criteria for formulating and implementing conservative treatment/management plans. 1R, 16W.

Senior Year

DAR 413. Oral Pathology. 2 credits. FA
This course is designed to review and refine critical thinking skills that are necessary in diagnosing common diseases that involve the oral cavity and the head and neck regions. Clinical recognition of orofacial lesions and the continued development of reasonable and sound differential diagnoses will be the central theme. 1R, 16W.

DAR 414. Oral Diagnosis and Treatment Planning Clinic. 2 credits. FA, SP
The student applies accepted concepts and procedures of examination, problem identification, outcomes assessment, diagnosis and treatment planning, stating concisely the therapeutic measures that will constitute satisfactory therapy. The student provides patient education and home care instructions and performs coronal and subgingival scaling, prophylaxis and fluoride treatment. C.

DAR 416. Patient Assessment Clinic. 2 credits. FA, SP
Senior dental students will participate under supervision of department faculty to evaluate patients applying as candidates for treatment at the dental school. This will require evaluation of the patient health history, chief complaint, and a screening of their oral health status to include requesting of appropriate minimal radiographs to identify and categorize dental treatment indications. The goal of this clinical block assignment is to train the dental student in making rapid accurate assessments of patient treatment needs and medical risk assessment classifications that are appropriate for the dental school's scope of care and the student's level of skills. C.

Endodontics (END)

Sophomore Year

END 213. Pulp Biology / Endodontics. 2 credits. FA
Histology, physiology and functions of the pulp as well as the disease processes that involve the pulp and periradicular tissues. 1R, 16W.

END 233. Endodontic Techniques. 2 credits. SP
Basic principles of endodontics including diseases of the pulp and periapical tissues, diagnosis and treatment procedures, prognosis, bleaching, and restoration of endodontically treated teeth. 1R, 16W.

END 234. Endodontics Laboratory. 3 credits. SP
Practical application of endodontic treatment procedures and principles performed on plastic and natural teeth mounted in stone to simulate clinical practice. 3L, 16W.

Junior Year

END 313. Endodontic Problem Solving. 2 credits. FA
Problem solving techniques and procedures including the management of endodontic emergencies, endodontic-periodontic problems, vital pulp therapy, traumatic injuries, and other endodontic problems. 1R, 16W.

END 314. Endodontic Clinic. 4 credits. FA, SP
Clinical practice of non-surgical endodontics involving the adult dentition. A wide variety of experiences using current clinical methods, technology and materials. C.

Senior Year

END 413. Advanced Endodontics, Surgery And Review. 2 credits. FA
General review of endodontics emphasizing advanced clinical techniques, pain management, surgical endodontics and new trends in the field of endodontic therapy. 2R, 8W.

END 414. Endodontic Clinic. 4 credits. FA, SP
Clinical practice of endodontics. Senior students, working with an increased degree of independence, are expected to complete a variety of cases. C.

General Dentistry (GD___)

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

GDD 316. Acute Care Clinic. 3 credits. FA, SP
Students will treat patients who present with some form of dental emergency during scheduled block rotations. The opportunity to apply the knowledge and principles learned in classroom courses in oral diagnosis, oral medicine, oral pathology, general dentistry, fixed and removable prosthodontics, endodontics, periodontics, and oral radiology to clinical situations is an integral aspect of this course. The student is guided in the collection and analysis of data on patients and, subsequent to this, receives guidance in the formation of an acceptable plan and the application of the corresponding emergent treatment for each patient. C.

GDD 416. Acute Care Clinic. 3 credits. FA, SP
Students will treat patients who present with some form of dental emergency during scheduled block rotations. The opportunity to apply the knowledge and principles learned in classroom courses in oral diagnosis, oral medicine, oral pathology, general dentistry, fixed and removable prosthodontics, endodontics, periodontics, and oral radiology to clinical situations is an integral aspect of this course. The student is guided in the collection and analysis of data on patients and, subsequent to this, receives guidance in the formation of an acceptable plan and the application of the corresponding emergent treatment for each patient. C.

GDO 213. Operative Dentistry Lecture. 2 credits. FA
Introduction to diagnosis, prevention and treatment of disease, developmental defects, or traumatic injuries of the hard tissues of individual teeth. Emphasis is placed on mechanical aspects of preparing and restoring individual teeth with specific restorative materials, the physical and biomechanical properties of these materials, and the development of problem solving skills to select appropriate treatments and materials. 1R, 16W.

GDO 214. Operative Dentistry Laboratory. 7 credits. FA
Application of surgical principles to the treatment of diseases and defects of the teeth. Preparations and restorations are performed on natural teeth mounted in stone, typodont models, and plaster teeth. Detailed surgical excisions are made in harmony with principles of tooth anatomy, pathology of the lesions, and masticatory function. Manipulative techniques of the materials commonly employed in operative dentistry are emphasized. Specifically, Class I, II and V amalgams as well as Class I, II, IV and V resin composition are covered. 7L, 16W.

GDO 233. Operative Dentistry Lecture. 2 credits. SP
Diagnosis, prevention and treatment of disease, developmental defects, or traumatic injuries of the hard tissues of individual teeth. Emphasis is placed on mechanical aspects of preparing and restoring individual teeth with specific restorative materials, the physical and biomechanical properties of these materials, and the development of problem solving skills to select appropriate treatments and materials. 1R, 16W.

GDO 234. Operative Dentistry Laboratory. 7 credits. SP
Application of surgical principles to the treatment of diseases and defects of the teeth. Preparations and restorations are performed on natural teeth mounted in stone, typodont models, and plaster teeth. Detailed surgical excisions are made in harmony with principles of tooth anatomy, pathology of the lesions, and masticatory function. Manipulative techniques of the materials commonly employed in operative dentistry are emphasized. Specifically, Class II indirect gold as well as Class II, III, IV and V resin composites are covered. 7L, 8W; 6L, 8W.

GDO 313. Operative Dentistry Lecture. 2 credits. FA
General review to reinforce the principles of operative dentistry procedures with consideration for the transition to clinical application. Special emphasis is placed on recognition and treatment of pathology pertinent to the teeth and the evaluation of acceptable dental materials and techniques. 1R, 16W.

GDO 314. Operative Dentistry Clinic. 12 credits. FA, SP
The student provides basic restorative services in a clinical practice setting. Emphasis is placed on correct preparation of teeth with placement of currently acceptable materials, prevention of disease and maintenance of oral health. C.

GDO 333. Operative Dentistry Lecture. 2 credits. SP
This course is an introduction to contemporary operative dental procedures, including the evaluation and review of newly developed restorative materials. Special emphasis is placed on non-carious conditions such as cracked tooth syndrome and elective esthetic dentistry. 1R, 16W.

GDO 414. Operative Dentistry Clinic. 12 credits. FA, SP
The student participates in clinical procedures of single tooth restorations. These include a number of diversified operations, both intra - coronal and extra - coronal using current restorative materials and techniques. C.

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

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

GDP 412. Relative Value Units. 8 credits. FA
Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.

GDP 432. Relative Value Units. 8 credits. SP
Designed to encourage comprehensive patient care. Grade is earned by combining treatment efforts across disciplines and departmental lines. C.

GDS 113. Dental Anatomy Lecture. 2 credits. FA
The student is taught nomenclature, chronology, and methods of designation of human teeth. Form, size and contour of teeth, including external and internal anatomy of the permanent and primary dentitions, intertooth relationships, and occlusion are presented in detail. 1R, 16W.

GDS 114. Dental Anatomy Laboratory. 7 credits. FA
The student will draw and carve teeth to enlarged sizes using average anatomical measurements as well as duplicate teeth to natural size dimensions. 7L, 16W.

GDS 115. Dental Materials Lecture. 2 credits. FA
This course presents the fundamental principles of dental materials science as it applies to clinical dentistry including an understanding of the basis for laboratory and clinical use. The rationale for materials selection, as dictated by clinical procedure and product comparison, will also be presented. 1R, 16W.

GDS 116. Dental Materials Laboratory. 3 credits. FA
Specific dental laboratory projects will be accomplished to allow the student to become familiar with the handling characteristics of the dental materials presented in lecture. This will help to ensure competent use of commonly used dental materials at the clinical level. These exercises are also designed to improve manual dexterity and eye-hand coordination. 2L, 16W.

GDS 135. Dental Materials and Introduction to Operative Dentistry Lecture. 4 credits. SP
Composition and properties of the materials used in dentistry. Basic information on the design of preparatory work necessary for the mouth incident to the reception of these materials. A group research project designed to lead to a table clinic presentation will be conducted under the guidance of a faculty mentor. 2R, 16W.

GDS 136. Dental Materials and Introduction to Operative Dentistry Laboratory. 4 credits. SP
Application of materials used in dentistry with an emphasis on the treatment of single surface tooth lesions. 2L, 16W.

Oral Biology (ORB)

Freshman Year

ORB 113. Histology. 9 credits. FA
Microscopic anatomy of normal mammalian and/or human tissues and organs. Light and electron microscopic aspects of the tissues and organs are studied. The developmental anatomy of the organ systems will also be presented. 3R, 3L, 16W (Split classes for laboratory).

ORB 115. General Gross Anatomy Lecture. 10 credits. FA
Basic instruction in the gross anatomy of the upper extremity, thorax, and abdomen. This course is taught by lecture, laboratory dissection, models, radiographic images, and various multimedia resources. 2R, 6L, 16W (Split classes for laboratory).

ORB 117. Introduction to Conduct of Research Lecture. 1 credit. FA
This course will involve the completion of CITI web-based modules, identification of research project mentor, identification of research project topic and completion of all project research plan and IRB submission documents in draft form. S.

ORB 131. Head and Neck Anatomy. 9 credits. SP
Basic instruction in the gross anatomy of the head and neck. Special emphasis is placed on the clinical application of anatomy to the various dental disciplines. Such topics include the anatomy and pathology of the TMJ and distribution of the trigeminal and facial nerves with associated applied anatomy. This course is taught by lecture, laboratory dissection, models, radiographic images (x-rays, MRIs, and CTs), and various multimedia resources. 2R, 6L, 8W; 2R, 3L, 4W (Split classes for laboratory).

ORB 133. Oral Histology and Embryology. 8 credits. SP
Microscopic and developmental anatomy of the normal cells, tissues and organs of the oral cavity with emphasis on teeth and related tissues. Emphasis will be given to the growth and development of the head and neck. Genetic effects will be presented. 2R, 3L, 8W; 3R, 3L, 8W (Split classes for laboratory).

ORB 137. Nutrition. 2 credits. SP
Basic instruction in nutrition, including nutrients for growth and development of oral tissues. Provides knowledge of balanced nutrition and measurement of dietary factors as related to clinical prevention and health care. Focuses on specific nutrition issues of dental patients and oral conditions with applications to clinical dental practice. 1R, 16W.

ORB 139. General Neuroscience. 4 credits. SP
Basic instruction in neuroscience. Major topics include the neuroanatomy of the central and peripheral nervous systems introduced in ORB 115. Special emphasis is given to the cranial nerves, especially the trigeminal and the facial, with appropriate clinical applications to dentistry. Other topics in neurophysiology including membrane potentials, action potentials, and resting potentials are presented. This course is taught by lecture and by various multimedia resources. 2R, 16W.

ORB 141. Physiology. 8 credits. SP
Lectures covering human physiology, including membrane phenomena, muscle and nerve reflexes, blood, circulation, respiration, digestion, absorption and secretion, temperature regulation, exercise, humoral nervous correlations, hormonal control of bodily processes, and the special senses, will be presented. 4R, 16W.

Sophomore Year

ORB 135. Biochemistry Lecture. 8 credits. SP
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 211. Microbiology. 7 credits. FA
Basic instruction in bacteriology, immunology, mycology, virology, and parasitology. This course includes a discussion of microbiology as it pertains to the mouth and to the dentition. 4R, 8W; 3R, 8W.

ORB 231. Pharmacology. 3 credits. SP
Lectures and discussions on pharmacological principles, including pharmacokinetics, drug metabolism, drug receptors, pharmacodynamics and pharmacotherapeutics. Specific drug classes include antimicrobial drugs (antibiotics and antifungals), endocrine pharmacology, anti-cancer and anti-viral drugs, drug-drug interactions, and drug abuse. Prescription writing is also presented. 2R, 8W; 1R, 8W.

Junior Year

ORB 311. Dental Pharmacology. 4 credits. FA
Lectures and discussions on pharmacological principles and specific drug classes. Specific drug classes include anesthetics, analgesics, sedative hypnotics, autonomic drugs, cardiovascular drugs, and central nervous system pharmacology. 2R, 16W.

Senior Year

ORB 413. Practical Pharmacotherapeutics for the Dentist. 2 credits.
This course will review core pharmacology topics from ORB 231 and ORB 311. Specifically, this includes general principles, central nervous system, autonomic nervous system, local anesthetics, cardiovascular system, chemotherapy, endocrines/immunosuppressants, analgesics, antihistamines, and autocoids. As part of this review, students will be expected to understand and articulate the practical application of this knowledge (i.e. clinical relevance) to direct patient care. 1R, 8W.

Oral and Maxillofacial Surgery (OMS)

Sophomore Year

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

Junior Year

OMS 314. Oral Surgery Clinic. 4 credits. FA, SP
Summer and fall semesters are dedicated primarily to assistance and observation of senior students in the performance of oral surgical procedures. During the spring semester, oral surgery cases are treated as required by each student. Students diagnose and treat patients presenting surgical conditions and are taught to refer care beyond their training. Demonstration surgery of complicated surgical procedures is performed by faculty for small-group instruction. C.

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

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

Senior Year

OMS 413. Oral Surgery Lecture. 2 credits. FA
A more extensive coverage of the diagnosis and treatment of orofacial infections, including a discussion of fascial spaces; diagnosis and treatment of orofacial trauma; diagnosis and treatment of skeletal deformities with orthognathic surgery; cleft lip and palate considerations; and surgery of the temporomandibular joint. 1R, 16W.

OMS 414. Oral Surgery Clinic. 4 credits. FA, SP
Oral surgery cases are treated as required by each student. Students diagnose and treat patients presenting surgical conditions and are taught to refer care beyond their training. Demonstration surgery of complicated surgical procedures is performed by faculty for small-group instruction. C.

Pediatric Dentistry and Orthodontics (PDO)

Sophomore Year

PDO 213. Physical Growth and Development. 2 credits. FA
Growth and development of the craniofacial complex. Developmental anomalies. Postnatal growth with special consideration of development of the primary and permanent dentitions. Etiology of malocclusion. 1R, 16W.

PDO 234. Pedodontics/Orthodontics Technique. 5 credits. SP
This course will feature advanced techniques for the manipulation of stainless steel materials and other materials and appliances used in preventive and interceptive orthodontic procedures. Technique application in the reduction and restoration of tooth structure as applied to the primary, mixed, and young permanent dentitions will also be covered. Finally, several mini-clinics will be conducted throughout the semester which will help prepare students for their junior year clinical pediatric dentistry experience. Topics will include behavior management, dental assistant utilization, and local anesthesia. This course will conclude with a pediatric dentistry clinic orientation. 1R, 16W; 3L, 16W.

Junior Year

PDO 313. Principles of Orthodontics and Dento-Facial Growth and Development. 2 credits. FA
This course will feature advanced techniques for the manipulation of stainless steel materials and other materials and appliances used in preventive and interceptive orthodontic procedures. Technique application in the reduction and restoration of tooth structure as applied to the primary, mixed, and young permanent dentitions will also be covered. Finally, several mini-clinics will be conducted throughout the semester which will help prepare students for their junior year clinical pediatric dentistry experience. Topics will include behavior management, dental assistant utilization, and local anesthesia. This course will conclude with a pediatric dentistry clinic orientation. 1R, 16W; 3L, 16W.

PDO 314. Orthodontic Diagnosis and Treatment Planning Clinic. 3 credits. FA, SP
Clinical course in which each junior student evaluates a fellow student from an orthodontic perspective and obtains orthodontic models. A more complete set of orthodontic records is analyzed to establish a thorough orthodontic diagnosis. Each student will be responsible for the diagnosis of at least one case. C.

PDO 315. Pediatric Dentistry. 4 credits. FA
This course is designed to provide fundamental principles and basic knowledge in pediatric dentistry. Topics include etiology of caries and caries control methods, behavior management, principles of pulpal therapy and restorative dentistry as applied to the child patient, space maintenance, oral surgery for the pediatric patient, adolescent dentistry, child abuse recognition, emergency procedures for trauma and infection, oral lesions and periodontal conditions in children, hospital dentistry, and dentistry for patients with special needs. Particular emphasis will be placed on basic and essential knowledge in providing pediatric dental care by general practitioners. 2R, 16W.

PDO 331. Orthodontics. 2 credits. SP
This course presents an introductory foundation for clinical orthodontics. The physiology and mechanics of tooth movement are discussed. Methodologies for predicting and modifying growth relative to growing patients with skeletal problems are presented. The classifications of malocclusions are reviewed along with treatment modalities specific to each category. Philosophies for conventional removable and fixed orthodontic appliances are discussed along with specific mechanical principles of each appliance system. Rationale for possible extraction of teeth to facilitate orthodontic treatment along with the relationship of orthodontic tooth movement to the temporomandibular joint are presented. Following course completion students should understand which patients may be amenable to treatment by a general practitioner and which require specialized care. 1R, 16W.

Senior Year

PDO 413. Principles of Orthodontics and Dento-Facial Growth and Development. 2 credits. FA
Emphasis is placed on evidence-based orthodontics along with new technologies while revisiting basic background information pertinent to every dentist regarding orthodontics. Growth and development of the craniofacial complex will be iterated as it relates to the diagnosis and treatment of patients with congenital abnormalities. Particular consideration is given to recognition of orthodontic situations that will be encountered in the general dental practice. Early treatment and adult treatment are discussed regarding timing and types of treatment for these diverse age groups. Retention, absolute anchorage and surgical-orthodontic modalities are presented. After completing this course, students should realize a general dentist may not wish to render orthodontic treatment to most patients but is responsible for recognition of problems and referral to an orthodontic specialist in a proper and timely fashion. 1R, 16W.

PDO 414. Orthodontic Diagnosis and Treatment Planning Clinic. 3 credits. FA, SP
Clinical course in which each senior student participates in the orthodontic clinic observing all phases of orthodontic treatment. Students will be expected to provide a comprehensive evaluation of a patient's orthodontic condition, obtain quality orthodontic records for proper diagnosis and treatment planning, present a treatment plan to the patient, and observe active treatment of patients. Students may elect to directly provide active orthodontic treatment to assigned patients for extra credit. C.

PDO 418. Pediatric Dentistry Clinic. 5 credits. FA, SP
This course is an extension of the junior clinical pediatric dentistry experience. Students are assigned to the pediatric dental clinic on a rotating basis. Senior students participate in seminars and present pediatric dental cases. A continuum of proficiency and independence is expected in providing comprehensive dental care for the pediatric population and special needs patients. Dental auxiliary utilization and four handed dentistry are emphasized. C.

Periodontics (PER)

Freshman Year

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

Sophomore Year

PER 212. Clinical Introduction to Scaling and Polishing. 1 credit. FA
This course will introduce new sophomore students to clinical procedures with emphasis on dental prophylaxis and periodontal instrumentation. 3C, 7W. (Split class).

PER 213. Periodontology Lecture. 2 credits. FA
This course presents the ultra structural features of the healthy periodontium and contrasts those with that found in periodontal diseases. The student is introduced to the diagnosis of periodontal diseases as well as the relevant etiology and contributory factors. 1R, 16W.

PER 233. Periodontology Lecture. 2 credits. SP
This course presents the integration of treatments of periodontal diseases in the framework of treatment planning for dental and oral issues in general. The student is introduced to case-based analysis and treatment planning. 1R, 16W.

Junior Year

PER 313. Periodontology Lecture. 2 credits. FA
This course reviews National Board Part 2 issues, including the etiology, contributory factors, and diagnosis of bacterial plaque induced periodontics. This course also introduces the student to the various applications of periodontal surgeries. 1R, 16W.

PER 314. Periodontology Clinic. 5 credits. FA, SP
Clinical practice of periodontal therapeutic procedures. C.

PER 333. Periodontology Lecture. 2 credits. SP
This course introduces the student to implantology, crown lengthening surgery and interrelationships between periodontics and other specialties. The student also participates in case-based treatment planning exercises in preparation for the National Board Part 2 examination. 1R, 16W.

Senior Year

PER 413. Periodontology Lecture. 2 credits. FA
This course is a general review of periodontics, including a more extensive coverage of periodontal anatomy, relevant immunology, pathology, diagnosis, treatment planning and management or periodontal diseases. 1R, 16W.

PER 414. Periodontology Clinic. 5 credits. FA, SP
Clinical practice of periodontal therapeutic procedures. C.

Prosthodontics (PRS)

Freshman Year

PRS 131. Occlusion Lecture. 2 credits. SP
Basic principles of maxillo-mandibular relationships, static and functional, as related to the occlusal surfaces of the teeth. 1R, 16W.

PRS 132. Occlusion Laboratory. 3 credits. SP
Exercises simulating clinical diagnostic and treatment procedures are employed to exemplify principles of maxillo-mandibular relationships. 3L, 16W.

Sophomore Year

PRS 213. Fixed Prosthodontics Lecture. 2 credits. FA
Study of the basic restorations involved in restoring oral function by use of fixed prostheses. 1R, 16W.

PRS 214. Fixed Prosthodontics Laboratory. 6 credits. FA
Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations. 6L, 8W; 3L, 8W.

PRS 233. Fixed Prosthodontics Lecture. 2 credits. SP
Study of the basic restorations involved in restoring oral function by use of fixed prostheses. 1R, 16W.

PRS 234. Fixed Prosthodontics Laboratory. 6 credits. SP
Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations. 6L, 16W.

Junior Year

PRS 311. Removable Partial Denture Lecture. 2 credits. FA
Advanced course in removable partial dentures. Emphasis is given to clinical procedures such as diagnosis, treatment planning, mouth preparations, impressions, jaw relation records, framework adaptation, and occlusion. Infection control and relining of partial dentures are also discussed. 1R, 16W.

PRS 312. Removable Prosthodontics Clinic. 5 credits. FA, SP
Treating completely edentulous patients, partially edentulous patients, and the restoration of implants. C.

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

PRS 314. Fixed Prosthodontics Clinic. 5 credits. FA, SP
Clinical practice in the construction of the simpler types of crowns and bridges and in the restoration of implants, as appropriate C.

PRS 317. Prosthodontic Clinical/Lab Review. 1 credit.
This course is a review of the basic principles of fixed, implants, partials, and complete dentures. These specific principles, where possible, will be expemplieified with clinical and lab reviews. Students will have the ability to bring treatments in various stages to help facilitate questions and answers. 2R, 4 Sessions.

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

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

Senior Year

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

PRS 414. Fixed Prosthodontics Clinic. 5 credits. FA, SP
Applying basic and advanced principles of fixed prosthodontics to restore the dentition to form and function using cast metals, porcelain restorations, porcelain-fused-to-metal restorations, and composite restorative materials as well as the restoration of implants. C.

PRS 415. Advanced Implantology. 2 credits.
Follow-on course to PRS 315. This course presents continuing education level lectures covering implant topics of great interest to practicing dentists. 1R, 16W.

PRS 417. Advanced Clinical Dentistry Lecture. 2 credits. FA
This course emphasizes comprehensive dental care delivered by both specialists and generalists by addressing the multi-disciplinary needs of the patient. Information may be new, advanced, controversial, or unique. This diverse staging examines and addresses complex issues in a somewhat different environment and assists in the preparation for Part II of the National Board. 1R, 16W.

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

Code	Title	Credits
Behavioral Science		5
CPD 111	Interpersonal Relationships and Communication	
CPD 115	History of Dentistry	
CPD 136	Cardio-Pulmonary Resuscitation	
Community & Preventive Dentistry		4
CPD 113	Preventive Dentistry	
CPD 132	Community Dentistry Field Experience	
Dental Anatomy		9
GDS 113	Dental Anatomy Lecture	
GDS 114	Dental Anatomy Laboratory	

Dental Materials		14
GDS 115	Dental Materials Lecture	
GDS 116	Dental Materials Laboratory	
GDS 135	Dental Materials and Introduction to Operative Dentistry Lecture	
GDS 136	Dental Materials and Introduction to Operative Dentistry Laboratory	
ORB 143	Dental Ergonomics/Wellness	
General/Head & Neck Anatomy		23
ORB 115	General Gross Anatomy Lecture	
ORB 131	Head and Neck Anatomy	
ORB 139	General Neuroscience	
Histology/Embryology		17
ORB 113	Histology	
ORB 133	Oral Histology and Embryology	
Information Technology		1
DAR 136	Introduction to Electronic Health Record Management	
Nutrition		2
ORB 137	Nutrition	
Occlusion		5
PRS 131	Occlusion Lecture	
PRS 132	Occlusion Laboratory	
Periodontology		3
PER 132	Periodontal Instrumentation	
Physiology		8
ORB 141	Physiology	
Research		1
ORB 117	Introduction to Conduct of Research Lecture	
Total Credits		92

Sophomore Year

Code	Title	Credits
Biochemistry		8
ORB 135	Biochemistry Lecture	
Diagnosis/Radiology		14
DAR 214	Dental Assisting and Radiology	
DAR 215	Oral Diagnosis	
DAR 217	Radiology Lecture	
DAR 224	Radiology Technique	
DAR 234	Radiology Lecture and Technique	
Endodontics		10
END 213	Pulp Biology / Endodontics	
END 233	Endodontic Techniques	
END 234	Endodontics Laboratory	
CPD 211	Ethics in the Practice of Dentistry I	
Fixed Prosthodontics		20
PRS 213	Fixed Prosthodontics Lecture	
PRS 214	Fixed Prosthodontics Laboratory	
PRS 233	Fixed Prosthodontics Lecture	
PRS 234	Fixed Prosthodontics Laboratory	
PRS 215	Implant Fundamentals Lecture	
PRS 216	Implant Fundamentals Lab	
Infection Control		2
DAR 211	Infectious Disease Control in Dentistry	
Information Technology		2
DAR 216	axiUm Training Lab	
Microbiology		7
ORB 211	Microbiology	
Operative Dentistry		18
GDO 213	Operative Dentistry Lecture	
GDO 214	Operative Dentistry Laboratory	
GDO 233	Operative Dentistry Lecture	
GDO 234	Operative Dentistry Laboratory	
Oral Hygiene		1
DAR 232	Oral Hygiene and Recall Clinic	
Pain Control		4
OMS 233	Pain Control/Anesthesia	
Pathology		16
DAR 219	General Pathology	
DAR 235	Oral Pathology	
Pediatric Dentistry/Orthodontics		7
PDO 213	Physical Growth and Development	
PDO 234	Pedodontics/Orthodontics Technique	
Periodontology		5
PER 212	Clinical Introduction to Scaling and Polishing	
PER 213	Periodontology Lecture	
PER 233	Periodontology Lecture	
Pharmacology		3
ORB 231	Pharmacology	
Removable Prosthodontics		14
PRS 217	Removable Partial Denture Lec	
PRS 218	Removable Partial Denture Lab	
PRS 221	Comp Dent Prosthodontics Lec	
PRS 222	Comp Dent Prosthodontics Lab	
Total Credits		131

Junior Year

Code	Title	Credits
Acute Care		4
GDO 315	Intro to Acute Care Clinic	
GDD 316	Acute Care Clinic	
Behavioral Science		2
CPD 313	Behavioral Science Aspects of Patient Care	
Clinic Activity		16
GDP 312	Relative Value Units	
GDP 332	Relative Value Units	
Community & Preventive Dentistry		3
CPD 312	Community Dentistry Field Experience	
CPD 333	Public Health Dentistry	
CPR		1
CPD 314	Cardio-Pulmonary Resuscitation	
Diagnosis/Radiology		7
DAR 313	Radiographic Interpretation	

DAR 314	Oral Diagnosis and Treatment Planning Clinic	
DAR 318	Radiographic Interpretation Clinic	
Evidence-Based Dentistry		2
CPD 335	Evidence-Based Dental Care: Understanding and Evaluating Dental Research	
Endodontics		6
END 313	Endodontic Problem Solving	
END 314	Endodontic Clinic	
Fixed Prosthodontics		9
PRS 313	Fixed Prosthodontics Lecture	
PRS 314	Fixed Prosthodontics Clinic	
PRS 333	Fixed Prosthodontics Lecture	
Implantology		1
PRS 317	Prosthodontic Clinical/Lab Review	
Medically Complex Patient		2
DAR 315	Dental Management of Medically Complex Patients	
Operative Dentistry		16
GDO 313	Operative Dentistry Lecture	
GDO 314	Operative Dentistry Clinic	
GDO 333	Operative Dentistry Lecture	
Oral Surgery/Medical Emergencies		8
OMS 314	Oral Surgery Clinic	
OMS 315	Oral Surgery Lecture	
OMS 331	Physical Diagnosis/Medical Emergencies	
Patient Assessment		2
DAR 316	Patient Assessment Clinic	
Pediatric Dentistry/Orthodontics		16
PDO 313	Principles of Orthodontics and Dento-Facial Growth and Development	
PDO 314	Orthodontic Diagnosis and Treatment Planning Clinic	
PDO 315	Pediatric Dentistry	
PDO 331	Orthodontics	
Periodontics		9
PER 313	Periodontology Lecture	
PER 314	Periodontology Clinic	
PER 333	Periodontology Lecture	
Pharmacology		4
ORB 311	Dental Pharmacology	
Practice Management		2
CPD 331	Practice Planning	
Removable Prosthodontics		9
PRS 311	Removable Partial Denture Lecture	
PRS 312	Removable Prosthodontics Clinic	
PRS 331	Complete Denture Prosthodontics	
TMD Disorders		2
DAR 331	Temporomandibular Disorders/Orofacial Pain	
Total Credits		121

Senior Year

Code	Title	Credits
Acute Care		3
GDD 416	Acute Care Clinic	
Behavioral Sciences/Ethics		4
CPD 413	Ethics in the Practice of Dentistry I	
CPD 431	Ethics in the Practice of Dentistry II	
Clinic Activity		16
GDP 412	Relative Value Units	
GDP 432	Relative Value Units	
Community & Preventive Dentistry		5
CPD 412	Community Dentistry Field Experience Clinic	
Diagnosis/Radiology		3
DAR 414	Oral Diagnosis and Treatment Planning Clinic	
DAR 418	Head/Neck Cancer Scrng Clinic	
Endodontics		6
END 413	Advanced Endodontics, Surgery And Review	
END 414	Endodontic Clinic	
Fixed Prosthodontics		7
PRS 414	Fixed Prosthodontics Clinic	
PRS 417	Advanced Clinical Dentistry Lecture	
Implantology		2
PRS 415	Advanced Implantology	
Operative Dentistry		12
GDO 414	Operative Dentistry Clinic	
Oral Pathology		2
DAR 413	Oral Pathology	
Oral Surgery		6
OMS 413	Oral Surgery Lecture	
OMS 414	Oral Surgery Clinic	
Patient Assessment		2
DAR 416	Patient Assessment Clinic	
Pediatric Dentistry/Orthodontics		10
PDO 413	Principles of Orthodontics and Dento-Facial Growth and Development	
PDO 414	Orthodontic Diagnosis and Treatment Planning Clinic	
PDO 418	Pediatric Dentistry Clinic	
Periodontics		7
PER 413	Periodontology Lecture	
PER 414	Periodontology Clinic	
Pharmacology		1
ORB 413	Practical Pharmacotherapeutics for the Dentist	
Practice Management		5
CPD 411	Business of Practice	
CPD 433	Financial Planning and Jurisprudence	
Removable Prosthodontics		5
PRS 412	Removable Prosthodontics Clinic	
Total Credits		96

These credit hours represent the annual cumulative total for each academic year (two semesters). The approximate semester credit hour total can be derived by dividing this number by two. The first semester of

the sophomore, junior, and senior year slo includes courses offered during a summer session.

Approximate Division of Time (By Clock Hours)

	Lecture/ Seminar	Lab.	Field/Clinic	Total Hours
Freshman Year	405	555	35	995
Sophomore Year	562	726	132	1420[1]
Junior Year	526	2	1068	1596[1]
Senior Year	184	0	1181	1365[1]

[1] Includes Summer Session and Clinic

Master of Science in Oral Biology

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

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

This program is administered by the Graduate School at Creighton University. More information regarding this program is available in the Oral Biology (http://catalog.creighton.edu/graduate/graduate-programs-courses/oral-biology) section of the Graduate School Catalog.

Post-Baccalaureate Program (PBP)

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

Certificate Program: Pre-Dental Post-baccalaureate Pre-Professional Studies

Program and Objectives

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

Prerequisites for Admission

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

Goal

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

Required Courses (55 Credits)

Curriculum: Pre-Dental Postbaccalaureate Pre-Professional Studies

Diagnostic Summer Session		Credits
PBP 507	Pre-Dental Biology Preview	1
PBP 508	Pre-Dental Chemistry Preview	1
PBP 509	Pre-Dental Analytical Reading Preview	1
PBP 510	Pre-Dental Writing Preview	1
PBP 511	Pre-Dental Mathematics Preview	1
PBP 512	Pre-Dental Fundamentals of Technical Drawing	2
PBP 513	Pre-Dental Academic Excellence	1
PBP 521	Pre-Dental Integrated Cultural Awareness	1.5,2
	Term Credits	9.5-10
Fall Academic Session		
PBP 514	Pre-Dental Biology Review	3
PBP 515	Pre-Dental Chemistry Review	3
PBP 516	Pre-Dental Analytic Reading Part A	1
PBP 518	Pre-Dental Writing Review	1
PBP 519	Pre-Dental Mathematics Review	3
PBP 520	Pre-Dental Understanding Perceptual Ability	4
PBP 522	Pre-Dental Academic Excellence	1

PBP 541	Pre-Dental Cultural Analytical Literature	2
PBP 545	Pre-Dental Analytic Reading Part B	1
	Term Credits	19
Spring Academic Session		
PBP 523	Pre-Dental Biology	3
PBP 524	Pre-Dental Chemistry	4
PBP 525	Pre-Dental Analytical Reading	1
PBP 526	Pre-Dental Preceptual Ability	3
PBP 527	Pre-Dental Writing	1
PBP 528	Pre-Dental Mathematics	3
PBP 530	Pre-Dental Academic Excellence	1
PBP 544	Pre-Dental Biomedical Science	3
	Term Credits	19
Prematriculation Session		
PBP 531	Pre-Dental Histology and Embryology	1
PBP 532	Pre-Dental Gross Anatomy Part I	1
PBP 542	Pre-Dental Gross Anatomy Part 2	1
PBP 533	Pre-Dental Biochemistry-Radiology	1
PBP 535	Pre-Dental Dental Anatomy	1
PBP 536	Pre-Dental Dental Materials	1
PBP 537	Pre-Dental Academic Excellence	1
	Term Credits	7
	Total Credits:	54.5-55

Courses

PBP 400. Pre-Medical Biology Preview. 1 credit.
The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology.

PBP 401. Pre-Medical Chemistry Preview. 1 credit.
Topics covered include: math concepts used in chemistry, introduction to the periodic table, atomic structure, chemical nomenclature, stoichiometry, ionic reactions in water solutions, electron configurations, periodic trends of the elements, ionic and covalent compounds.

PBP 402. Pre-Medical Analytical Reading Preview. 1 credit.
This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 403. Pre-Medical Writing Preview. 1 credit.
This course is a review of standard rhetorical modes, syntax, grammar, and usage, as well as an introduction to the MCAT essay structure.

PBP 404. Pre-Medical Mathematics Preview. 1 credit.
This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course.

PBP 405. Pre-Medical Physics Preview. 1 credit.
Lecture. Topics include: Language of Motion, Newton's laws of motion, Resistance, Conservation of motion, and work-energy. Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 406. Pre-Medical Biology Review. 3 credits.
The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology.

PBP 407. Pre-Medical Chemistry Review. 3 credits.
A continuation of the summer chemistry program. Concepts and theories covered include the gas laws, intermolecular attractive forces, properties of solids and liquids, chemical thermodynamics, colligate properties of solutions, kinetics, chemical equilibrium, acid and base theory, solubility, oxidation and reduction reactions, and coordination theory. The summer and fall courses review the first year of college chemistry.

PBP 408. Pre-Medical Analytic Reading Review Part A. 1 credit.
This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 409. Pre-Medical Writing Review. 1 credit.
This course focuses on issues of timed writing and MCAT essay practice, as well as readings from fiction and nonfiction sources for style and structure.

PBP 410. Pre-Medical Mathematics Review. 3 credits.
This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course.

PBP 411. Pre-Medical Physics Review. 3 credits.
Lecture. Topics include: Gravity, Circular Motion, Torques, Solids, Fluids and Sound-Waves. Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 412. Pre-Medical Biology. 3 credits.
The main objectives of the biology course are to enhance understanding of biological concepts applicable to medicine, and to develop critical thinking and problem-solving skills required for biological science and medicine, including the ability to acquire and analyze information from various sources. Biological science emphasized includes anatomy, behavioral biology, cell biology, developmental biology, genetics, molecular biology, and physiology.

PBP 413. Pre-Medical Chemistry. 4 credits.
Semester reviews organic chemistry. Review of the structure and properties of organic compounds such as alkenes, aromatic compounds, alkynes, alcohols, alkyl halides, and the carbonyl compounds. Reaction mechanisms, organic synthesis and structural analysis by spectroscopy are emphasized.

PBP 414. Pre-Medical Analytical Reading. 1 credit.
This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 415. Pre-Medical Writing. 1 credit.
This course focuses on intensive MCAT exam practice while continuing the readings and analysis from the fall.

PBP 416. Pre-Medical Mathematics. 3 credits.
This review covers pre-algebra, college algebra, plane geometry, trigonometry, analytic geometry, and introductory calculus. There are three aims for the students in this course: to perfect the math skills necessary to manipulate formulas for an MCAT exam, to gain an understanding of general mathematical concepts behind the formulas and models in the physical sciences, to gain an understanding of general mathematical concepts behind the formulas and models of medical research. Individuals in the course will have weaknesses in varied areas, so that, the rate of coverage of topics will vary according to the needs of the students in the course.

PBP 417. Pre-Medical Physics. 3 credits.
Lecture. Topics include: Electrodynamics, Circuits and Atomic-Nuclear Physics Testing is done in a MCAT format to make students familiar with MCAT tests and concepts needed.

PBP 418. Pre-Medical Integrated Cultural Awareness. 1.5,2 credit.
This course is designed to engage students in the discussion of cultural differences and issues of identity while honing their reading and reading critical skills. Students will discuss class, cultural clashes, and themes of dislocation and alienation. They will explore the meaning of physical and cognitive outsiderness and learn to read critically.

PBP 419. Pre-Medical Academic Excellence. 1 credit.
This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school.Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 420. Pre-Medical Academic Excellence. 1 credit.
This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school.Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 421. Pre-Medical Academic Excellence. 1-2 credits.
This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school.Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 422. Pre-Medical Academic Excellence. 1-2 credits.
This course is designed to assist the Post-Bac program students with the refinement of academic skills in preparation for maximum academic performance. This goal encompasses the academic work in the year long program, in increased performance on the MCAT and in readiness for the academic rigors of medical school.Individual assessment is an intricate part of the course. Students use the information to evaluate their current strategies to determine what areas need altered or additional techniques. Other components of the course include critical thinking skills, communication approaches, success collaborative learning, time management issues and stress reduction.

PBP 423. Pre-Medical Biomedical Science. 3 credits.

PBP 424. Pre-Medical Analytic Reading Review Part B. 1,2 credit.
This class will assess the students' ability to read actively and critically. It will include an overview of the fundamentals of reading and various reading skills. Time will be spent developing the ability to reason from reading and to analyze written material. It will demonstrate the importance of reading in life.

PBP 426. Pre-Medical Behavioral Science-Introduction to Psychology. 1,1.5 credit.
This course is an overview of basic psychological principals.

PBP 427. Pre-Medical Cultural Connections. 1 credit.
This course explores culture through the arts.

PBP 428. Pre-Medical Cultural Analytical Literature. 2 credits.
This course is an overview of cultural competency through essay and literary text.

PBP 430. Pre-Medical Behavioral Science-Introduction to Sociology. 1,1.5 credit.
This course is an overview of basic sociological principals.

PBP 434. Pre-Medical Analytical Reading. 1 credit.
Course is a continuation of Fall section and incorporates practice with MCAT verbal passages which include discussion of reasoning used to obtain answers, understanding the varying forms of questions and skills used with multiple choice questions.

PBP 436. Pre-Medical Behavioral Science I. 2 credits.

PBP 446. Pre-Medical Behavioral Science II. 1.5-2 credits.

PBP 501. Pre-Medical Molecular and Cell Biology. 2 credits.

PBP 502. Pre-Medical Anatomy. 2 credits.

PBP 503. Pre-Medical Principles of Microbiology. 1 credit.

PBP 504. Pre-Medical Host Defense. 1 credit.

PBP 505. Pre-Medical Pharmacology. 1 credit.

PBP 506. Pre-Medical Neurosciences. 1 credit.

PBP 507. Pre-Dental Biology Preview. 1 credit.

PBP 508. Pre-Dental Chemistry Preview. 1 credit.

PBP 509. Pre-Dental Analytical Reading Preview. 1 credit.
Extensive review of vocabulary, including a review of both technical and general comprehension. Efficient reading techniques, such as previewing science materials, and analyzing for comprehension.

PBP 510. Pre-Dental Writing Preview. 1 credit.

PBP 511. Pre-Dental Mathematics Preview. 1 credit.
Decimal fractions, measurements and scientific notation, common fractions, percentages, essentials of algebra, ratio and proportion, linear equations, exponential and radicals, logarithms, and quadratic equations and square roots.

PBP 512. Pre-Dental Fundamentals of Technical Drawing. 2 credits.
The Perceptual Ability Course in designed to emphasize the acquisition of visual perception and spatial visualization skills, especially the ability to interpret 2-D representation of a 3-D object. It includes introduction to engineering drawing, #-D visualization, and manipulation of figures, angles discrimination, form development, cube orthographic projections, apertures and paper folding. Great emphasis is placed on preparing students for the Perceptual Ability Test of DAT covering the categories of keyholes, top-front-end, angle ranking, hole punching, cube counting and pattern folding.

PBP 513. Pre-Dental Academic Excellence. 1 credit.

PBP 514. Pre-Dental Biology Review. 3 credits.

PBP 515. Pre-Dental Chemistry Review. 3 credits.

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

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

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

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

PBP 521. Pre-Dental Integrated Cultural Awareness. 1.5,2 credit.

PBP 522. Pre-Dental Academic Excellence. 1-2 credits.

PBP 523. Pre-Dental Biology. 3 credits.

PBP 524. Pre-Dental Chemistry. 4 credits.

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

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

PBP 527. Pre-Dental Writing. 1 credit.

PBP 528. Pre-Dental Mathematics. 3 credits.

PBP 529. Cultural Awareness Literature. 1 credit.

PBP 530. Pre-Dental Academic Excellence. 1-2 credits.

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

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

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

PBP 534. Physiology. 1 credit.

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

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

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

PBP 538. Pre-Pharmacy Biology. 1 credit.

PBP 539. Pre-Pharmacy Chemistry. 1 credit.

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

PBP 541. Pre-Dental Cultural Analytical Literature. 2 credits.
Course is an overview of cultural competency through essay and literary text.

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

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

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

PBP 545. Pre-Dental Analytic Reading Part B. 1 credit.
Course promotes critical and active reading. Will work with main idea, vocabulary development, recognition of the author's purpose, developing an understanding of tone, bias and persuasive elements, and discovering inferences.

PBP 546. Pre-Dental Cultural Connections. 1 credit.
This course explores culture through the arts.

PBP 547. Pre-Dental Behavior Science-Introduction to Psychology. 1,2 credit.
This course is an overview of basic psychological principals.

PBP 548. Pre-Dental Behavior Science I. 1.5-2 credits.

PBP 549. Physiology. 1 credit.
The course is intended to be an introduction to Dental Physiology and will require you to use information drawn from other disciplines such as Histology, Biochemistry, Gross Anatomy, Embryology, and Neuroanatomy. It will also require that you recall or review basic knowledge acquired in undergraduate Cell and Molecular Biology. You will learn about human muscle physiology from a variety of levels, progressing from basic molecular up to differentiated cell types comprising tissues and overall system function.

PBP 550. Pre-Dental Behavioral Science-Introduction to Sociology. 1,1.5 credit.
This course is an overview of basic sociological principals.

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

PBP 559. Pre-Dental Biochemical Science. 3 credits.

Dental Hygiene Degree Completion Program

Bachelor of Science in Dental Hygiene (BSDH)

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

The applicant for admission to this baccalaureate degree-completion program must show evidence of:

1. graduation with a minimum 2.50 GPA from an accredited Dental Hygiene program recognized by the American Dental Association (ADA) Commission on Dental Accreditation,
2. successful completion of the Dental Hygiene National Board Examination,
3. current licensure as a dental hygienist in any state in the United States or Canada, in good standing, and
4. satisfactory academic and professional references.

Candidates for the baccalaureate degree must complete a minimum of 128 credit hours:

Code	Title	Credits
Dental hygiene transfer credits		62
General Study Hours (English, Sociology, Theology, History, World Literature, Philosophy, Psychology, Anatomy and Physiology, Biochemistry, Microbiology, Speech, Ethics, etc.)		48
Dental Science hours selected from among the following topics: Community Dentistry, Ethics, Dental Materials, Pathology, Oral Medicine, Histology, Anatomy, Pharmacology, Nutrition, Periodontics and Directed Studies		18
Total Credits		128

A cumulative grade point average of 2.0 is required for graduation with a Bachelor of Science degree in dental hygiene from the School of Dentistry. This average shall be computed only on the basis of all courses attempted while enrolled in the College of Professional Studies in the program leading to a Bachelor of Science degree in dental hygiene.

Faculty

Jason W Aanenson, *Clinical Instructor for Community and Preventive Dentistry* (2018).
B.A., Augustana College, 1994; D.D.S., Creighton University, 1998

Anne S. Aiello, *Associate Professor of Pediatric Dentistry* (1982; 1993).
B.S., State University of New York at Albany, 1976; ; D.M.D., Washington University, 1979

Mohammed P. Akhter, *Professor of Medicine* (1991; 2003); *Professor of General Dentistry* (1992; 2003).
B.S., NED University of Engineering and Technology, 1981; M.S., University of Nebraska, 1983; Ph.D., University of Nebraska-Lincoln, 1988

Curtis W. Anderson, *Associate Professor of Oral Biology* (1998; 2011).
B.S., Southwest Missouri State University, 1991; M.S., Northern Arizona University, 1994; Ph.D., Northern Arizona University, 1996

Kathryn L. Anderson, *Clinical Instructor of Periodontics* (2013).
B.S., University of Nebraska- Omaha, 2004; A.A.S., Iowa Western Community College, 2012

Sonja J. Andrews, *Clinical Instructor of Periodontics* (2014; 2014).
A.A.S., Central Community College Hastings, 2006

Nicholas C. Anggelis , *Clinical Instructor of Oral and Maxillofacial Surgery* (2016).
B.S., University of Kentucky, 2012; ; D.M.D., University of Louisville, 2016

Ashley N. Aubry, *Instructor of Community and Preventive Dentistry* (2016; 2016).
B.S., Southern Illinois University, 2009; RDH, Southern Illinois University, 2009; M.A., Marquette University, 2016

Frank J. Ayers, *Associate Professor Emeritus of Pediatric Dentistry* (1972; 2015).
B.S., College of Santa Fe, 1965; D.D.S., Creighton University, 1969

Wayne W. Barkmeier, *Special Professor of General Dentistry* (1978; 2006); *Dean Emeritus* (2006).
D.D.S., University of Nebraska, 1969; M.S., University of Texas at Houston, 1975

Douglas M Barr, *Special Instructor of General Dentistry* (2018).
B.S., Creighton University, 1975; D.D.S., Creighton University, 1979

Douglas M. Barr, (2018).
DDS, Creighton University School of Dentistry, 1979; BS, Creighton University, 1975

Laura C. Barritt, *Professor of Oral Biology* (1998; 2018).
B.S., Carroll College, 1989; Ph.D., University of Nebraska, 1994

Joseph A. Barsetti, *Instructor of Pediatrics for the School of Dentistry* (2019).

Thomas J. Beeson, *Associate Professor of Endodontics* (2006; 2006); *Chair of the Department* (2006).
D.D.S., University of Nebraska, 1983

Michael J. Belling, *Instructor of Oral and Maxillofacial Surgery* (2010; 2011).
B.A., Mount Marty College, 2005; D.D.S., Creighton University, 2010

Thomas P. Berry, *Associate Professor of General Dentistry* (2013; 2019).
B.S., University of Wyoming, 1994; ; B.S., University of Wyoming, 1996;; D.D.S., Creighton University, 2000

Sarah T. Billesbach DDS , (2009).
BS, Bradley University, 2005; DDS, Creighton University, 2009

Timothy M. Bizga, *Clinical Instructor for the Department of General Dentistry* (2018).

David A. Blaha, *Associate Professor of Oral and Maxillofacial Surgery* (2012; 2014).
D.D.S., University of Nebraska, 1980

Shirley A. Blanchard, *Professor of Occupational Therapy* (1990; 2017); *Associate Professor Department of Internal Medicine* (2004); *Associate Professor of Community and Preventive Dentistry* (2014); *Associate Professor Graduate School* (2016; 2017).
B.S.O.T., Virginia Commonwealth University, 1975; M.S., University of Nebraska, Omaha, 1981; Ph.D., University of Nebraska, Lincoln, 2002

Cynthia A. Blanton, *Instructor of Community and Preventive Dentistry* (2009; 2011).
B.S., California State University, 1990; Ph.D., University of California, 2000

Bernard M. Bogatz, *Professor Emeritus of Removable Prosthodontics* (1958; 2003).
D.D.S., Creighton University, 1956

Anthony R. Bolamperti, *Instructor of General Dentistry* (2010; 2014).
B.S., Creighton University, 1991; D.D.S., 1995.

Theodore E. Bolamperti, *Special Professor of General Dentistry* (1967; 2014).
D.D.S., Creighton University, 1965

Joseph M. Bolil , *Assistant Professor/Group Leader of Diagnostic Sciences* (2019); *Assistant Professor for the Department of Diagnostic Sciences* (2019).
B.S., Lafayette College, 1978; D.D.S., Georgetown University, 1982

Mary Beth Branscombe, *Clinical Instructor of Periodontics* (2007; 2007).
B.S., University of Nebraska, 1980

Carole V. Brenneise, *Associate Professor Emerita of General Dentistry* (1982; 2005).
D.D.S., Loma Linda University, 1975; ; M.S., University of Iowa, 1982

James B. Brosnihan , *Special Faculty Instructor of Prosthodontics* (2018); *Instructor* (2018).
B.S., Creighton University, 1976; D.D.S., Creighton University, 1981

Eddie K. Brotkowski, *Clinical Instructor of Oral and Maxillofacial Surgery* (2012; 2012).
B.S., University of Wisconsin- Platteville, 2001; D.D.S., Marquette University, 2011

Laura E. Brown, *Assistant Professor of Endodontics* (2018).
MS, University of Missouri at Kansas City, 1998; DDS, University of Missouri at Kansas City, 1991; BS, University of Tulsa, 1987

Gerald C. Brundo, *Professor Emeritus of Prosthodontics* (1984; 2015); *Dean Emeritus* (1994 1994).
B.S., Loyola University at Los Angeles, 1965; D.D.S., Creighton University, 1969; M.A., California State University at Los Angeles, 1974

Jerold J. Buresh, *Professor Emeritus of Diagnostic Sciences* (1964; 2015).
B.S., Creighton University, 1959; D.D.S.,1969.

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

Michael J. Carlisle, *Special Associate Professor of General Dentistry* (1992; 2014).
B.A., Creighton University, 1984; D.D.S.,1992.

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

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

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

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

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

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

Molly E. Cawley, (2017).
DDS, Marquette University,2014; BS, Marquette University, 2011

D. Roselyn Cerutis, *Associate Professor of Oral Biology* (1998; 2004); *Associate Professor of Pharmacology* (1998; 2004).
B.S., Wright State University, 1982; Ph.D.,1988.

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

Hardeep K. Chehal, *Professor of Diagnostic Sciences* (2009; 2019).
B.S.C., Govt. College for Girls (India), 1984; B.D.S., University of Calcutta (India), 1989; D.D.S., Creighton University, 2015

Jeffry F. Cherek, *Special Assistant Professor of General Dentistry* (1999; 2014).
B.S.M., Creighton University, 1990; D.D.S, 1996.

Jeff F Clarke , *Special Instructor of General Dentistry* (2018); *Special Faculty Instructor for the Department of General Dentistry* (2018).
D.D.S., UNMC Dental College, 1982

Charles F. Craft, *Clinical Instructor of Community and Preventive Dentistry* (2015; 2015).
B.S., University of Nebraska, 1977; D.D.S., 1980

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

Stephani J Dale, *Instructor of General Dentistry* (2014-15; 2016; 2016).
B.A., University of Kansas, 2010; D.D.S., Creighton University, 2014.

Gregory L. Davis, *Assistant Professor of Prosthodontics* (1996; 2002).
B.A., University of Nebraska - Omaha, 1975; D.D.S., Creighton University, 1979

Valmont P. Desa, *Assistant Clinical Professor of Oral and Maxillofacial Surgery* (1993; 2010).
B.Sc., St. Xavier's College Mumbai (India); D.D.S., Creighton University, 1992; M.D., University of Nebraska Medical Center, 2001

Scott C. DiLorenzo, *Special Associate Professor of Prosthodontics/General Dentistry* (1998; 2004).
B.A., Carroll College, 1972; D.D.S., Creighton University, 1977

Thomas J. Dobleman, *Assistant Clinical Professor of Diagnostic Sciences* (2010; 2010).
B.S., University of San Francisco, 1979; M.D., University of California, Los Angeles, 1975.

Sherill S. Domet, *Clinical Instructor of General Dentistry* (2016; 2016).
B.S.B.A., Creighton University, 1986; D.D.S., University of Iowa, 1990.

Timothy M. Durham , *Senior Associate / Vice Dean* (2017; 2017); *Senior Associate/Vice Dean* (2017).
BS, Creighton University, 1982; DDS, University of Nebraska Medical Center, 1986; MPA, University of Nebraska at Omaha, 2007

Robert L. Erickson, *Clinical Professor of General Dentistry* (2003; 2004).
B.E.E., University of Minnesota, 1963; M.S., 1966; Ph.D., 1972; D.D.S., 1981.

Mark D. Essner, *Special Assistant Professor of Endodontics* (2015; 2015).
B.S., Creighton University, 1995; D.D.S., 1999.

Jodi R. Fleissner, *Clinical Instructor of Periodontics* (2011; 2011); *Instructor, Department of Diagnostic Sciences* (2018).
B.S. (dental hygiene), University of Nebraska, 2008

Joseph V. Franco Jr., *Associate Professor of Diagnostic Sciences* (1985; 2019); *Assistant Dean of Clinics/Chief Dental Officer* (2019).
B.A., Creighton University, 1980; ; D.D.S., 1984

Jacqueline J. Freudenthal, *Instructor of Community and Preventive Dentistry* (2001; 2011).
B.S., Idaho State University, 1982

Natalie A Frost, *Special Assistant Professor of Diagnostic Sciences* (2014; 2015).
B.S., Rockhurst University, 2007; D.D.S., Creighton University, 2011; M.S., University of Texas - San Antonio, 2014.

Gene M. Gaspard, *Special Assistant Professor of Periodontics* (2010; 2013).
D.D.S., Creighton University, 1992

Ronald "Tony" A. Gaspard, *Clinical Instructor of Periodontics* (2018).
B.S., Creighton University, 2005; D.D.S., Creighton University, 2010

Roger B. Gerstner, *Special Professor of General Dentistry* (1971; 2014).
D.D.S., Creighton University, 1969

Stephen L. Gillespie, *Special Associate Professor of Prosthodontics* (1992; 2014).
B.S., Creighton University, 1974; M.S., 1976; D.D.S., 1980

Jason H. Goodchild, (2016); ; *Associate Clinical Professor of Diagnostic Sciences* (2017).
B.A.. Dickinson College, 1994; D.M.D.. University of Pennsylvania, 1998

Kelly A. Gould, *Assistant Professor of Community and Preventive Dentistry/ Diagnostic Sciences* (1986; 2005).
B.S., University of Nebraska, 1982; M.A., 1992.

Laura J. Grabow, *Clinical Instructor of Periodontics* (2013; 2013).
A.A.S., Iowa Western Community College, 2006; B.S., Bellevue University, 2012

Jerome F. Gradoville, *Special Associate Professor of Prosthodontics* (1988; 2014).
B.A., Creighton University, 1984; D.D.S., 1988.

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

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

James R. Groome, *Assistant Professor of Oral Biology* (2003; 2011).
B.A., Wake Forest University, 1981; Ph.D., University of New Hampshire, 1988

Amy M. Haddad, *Professor Emeritus of Health Policy and Ethics* (1988; 2018); *Professor of Pharmacy Sciences* (1988; 1996); *Professor of Community and Preventive Dentistry* (1988; 1996); *Director, Center for Health Policy and Ethics* (2005).
B.S.N., Creighton University, 1975; M.S.N., University of Nebraska, 1979; Ph.D., University of Nebraska, 1988

Andrea L. Hall, *Adjunct Assistant Professor of Prosthodontics/General Dentistry* (2014; 2014).
B.S., Iowa State University, 2007; D.D.S., Creighton University, 2011

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

Laura E. Harris-Vieyra, *Assistant Professor of Periodontics* (2011; 2011).
B.S., University of Nevada, 2001; D.D.S., Marquette University, 2005

Joseph "Zach" Z Hartnett, *Special Instructor of Prosthodontics* (2018); *Special Instructor for the Department of Prosthodontics* (2018).
B.A., Creighton University, 2009; D.D.S., Creighton University. 2016

Jennifer A. Hasslen, *Assistant Professor of General Dentistry/Community and Preventive Dentistry* (2014; 2014).

B.A., College of St. Benedict; 1999; D.D.S., Creighton University, 2003

Kenneth P. Hermsen, *Professor of Endodontics* (1975; 2012).
B.S., University of Nebraska, 1971; D.D.S., 1980; M.S., 1980

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

Ralph R. Herrman, *Associate Professor Emeritus of Removable Prosthodontics* (1973; 2013).
D.D.S., Creighton University, 1954

Stephen J. Hess, *Associate Professor Emeritus of Diagnostic Sciences* (2002; 2016).
B.S., Creighton University, 1969; M.S., 1971; D.D.S., 1978.

Dennis R. Higginbotham, *Adjunct Associate Professor Emeritus of General Dentistry* (1973; 2017).
D.D.S., Creighton University, 1967

H. Gene Hoge, *Instructor of Community and Preventive Dentistry* (2013; 2013).
B.S., University of Oregon, 1967; D.M.D., 1971.

Tyler J. Holley, *Clinical Instructor of Oral and Maxillofacial Surgery* (2014; 2014).
B.A., Southeastern University, 2007; D.D.S., University of Tennessee, 2013

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

James H. Howard, *Associate Professor Emeritus of General Dentistry* (1995; 2017).
BS, Wheeling Jesuit College, 1969; DDS, University of Maryland, 1973; MS, University of Michigan, 1977

Gene R. Huebner, *Professor Emeritus of Oral and Maxillofacial Surgery* (1977; 2005).
DDS, University of Nebraska, 1965; MS, University of Minnesota, 1971

Jose L. Ibarrola, *Associate Professor of Endodontics* (1991; 2003).
CD, University of Autonoma De Guadalajara Mexico, 1979; MS, Marquette University, 1984; DDS, Creighton University, 1991

Mansoor H. Jabro, *Professor Emeritus of Periodontics* (1970; 2006).
BDS, University of Baghdad, 1958; MSD, University of Nebraska, 1967; DDS, University of Nebraska, 1970

Margaret A. Jergenson, *Professor of Oral Biology* (1993; 2019); *Chair of the Department* (2001).
B.S., College of Saint Benedict, 1976; D.D.S., Creighton University, 1982

James Dane Johnson, *Clinical Instructor of Endodontics* (2010; 2010).

William W. Johnson, *Associate Clinical Professor of General Dentistry* (2013; 2013).
DDS, Marquette University, 1977; MS, Marquette University, 1989

Joy M. Judalena Jones, *Clinical Instructor of Community and Preventive Dentistry* (2015; 2015).
BS, Creighton University, 1997; DDS, Creighton University, 2002

Timothy J. Kappenman, *Clinical Instructor of Oral and Maxillofacial Surgery/ General Dentistry* (2011; 2011).
DDS, Creighton University, 1987

Marina Kazakevich, *Clinical Instructor of Oral Biology* (2015; 2015).
B.S., St. Petersburg State University, St. Petersburg, Russia, 1980; M.S., 1980.

James A. Kelly, *Associate Professor and Chair, Department of Prosthodontics* (2008; 2016); *Assistant Professor of Surgery* (2009).
BS, Creighton University, 2000; DDS, Creighton University, 2004; MS, University of California at Los Angeles, 2007

M. Nan Kelsey, *Special Associate Professor of General Dentistry* (1995; 2015).
BS, Creighton University, 1974; DDS, Creighton University, 1978

Matthew R. Kelsey, *Special Assistant Professor* (2013; 2014).
BS, Creighton University, 2004; DDS, Creighton University, 2008; MS, University of Minnesota, 2011

W. Patrick Kelsey III, *Professor of General Dentistry* (1976; 1990); *Senior Associate Dean for Academic Affairs and Administration* (2014).
DDS, Creighton University, 1976

William P. Kelsey V, *Clinical Associate Professor of Periodontology* (2009; 2016).
BS, Creighton University, 2002; DDS, Creighton University, 2006; MS, Ohio State University, 2009

Robin R. Khan, *Special Assistant Professor of Periodontics* (1996; 2013).
AND, College of St. Mary, 1985; DDS, Creighton University, 1996

Taera Kim, *Assistant Clinical Professor of Pediatric Dentistry* (2012; 2012).
BS, University of California at Los Angeles, 1998; DMD, Boston University, 2004; CAGS/MSD, 2007

Michael R Kirke, *Special Instructor of Prosthodontics and Community and Preventive Dentistry* (2018).
D.D.S., Creighton University, 1995

Michael E. Knauss, *Instructor of Diagnostic Sciences* (1999; 1999).
BS, Creighton University, 1980; DDS, Creighton University, 1984

Tod A. Knopik DDS , *Assistant Professor and Group Leader* (2019).
Creighton University, DDS, 1986

Kenneth I. Knowles, *Associate Professor Emeritus of Endodontics* (1991; 2011).
DDS, University of Missouri-Kansas City, 1966; MS, University of Missouri -Kansas City, 1973

Christine S. Knudson, *Assistant Professor of Periodontics* (1992; 2005).
BS, University of Nebraska - Lincoln, 1991; RDH , University of Nebraska - Lincoln, 1991

Omofolasade Kosoki-Lasaki, *Professor of Community and Preventive Dentistry* (2007; 2007); *Professor of Surgery; Professor of Preventive Medicine and Public Health* (2000; 2004); *Associate Vice President for Multicultural and Community Affairs* (2000).
MD, University of Ibadan (Nigeria), 1978; MSPH, Howard University, 1984; MBA, Creighton University, 2005

Melissa L. Kouba, *Clinical Instructor of Periodontics* (2013; 2013).
AA, University of South Dakota, 1997; BS, Bellevue University, 2008

John F. Krager Jr., *Professor Emeritus of Operative Dentistry* (; 1977).
DDS, Creighton University, 1955

Michael G. Kreekos, *Special Associate Professor of Prosthodontics* (1998; 2014).
BS, Morningside College, 1962; DDS, University of Iowa, 1966

Nichol M. Kubiak, *Instructor of Oral Biology* (2012; 2012).
BS, University of Nebraska at Omaha, 2011

Lisa M. Kucera, *Clinical Instructor of Periodontics* (1999; 1999).
AAS (dental hygiene), Hastings Central Community College, 1983; BS, University of Nebraska - Omaha, 1991

Raymond A. Kurowski, *Clinical Instructor of Diagnostic Sciences* (2015; 2015).

Melissa S. Lang, *Associate Professor of Periodontics* (2009; 2016).
AS, Independence Community College, 1998; BS, Pittsburg State University, 2000; DDS, University of Nebraska, 2004; MS, University of Nebraska, 2007

Terry F. Lanphier, *Chair and Associate Professor, Department of Oral and Maxillofacial Surgery* (1994; 2010).
BS, Creighton University, 1978; DDS, Creighton University, 1982; MBA, Creighton University, 2010

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

Kelly M. Leonard, *Clinical Instructor Department of Periodontics* (2018).
RDH

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

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

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BS, Creighton University, 1974; DDS, Creighton University, 1978; MS, Marquette University, 1982

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

Marvin O. Ludlow, *Associate Professor Emeritus of Endodontics* (1976; 2013).
DDS, University of Missouri, 1969; MS, University of Nebraska, 1974

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

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

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

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

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

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

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BA, Creighton University, 1983; DDS, Creighton University, 1987

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DDS, University of Iowa, 1958; MS, University of Iowa, 1968; PhD, University of Iowa, 1972

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BSRDH, University of Nebraska, 1977

Thomas R. Meng Jr., *Associate Professor of Prosthodontics* (1997; 2005).
BA, Rutgers University, 1972; DDS, Temple University, 1977

Sarah C. Meyer, *Instructor of General Dentistry* (2013; 2013).
BS, Creighton University, 2006; DDS, Creighton University, 2011

David J. Millea, *Special Associate Professor of Prosthodontics* (1998; 2013).
DDS, Creighton University, 1977

Mahum A Mirza , *Special Instructor of Prosthodontics* (2018); *Instructor* (2018).
B.S. John Carroll University, 2013 ; D.D.S. Creighton University, 2018

Takanari Miyamoto, *Associate Professor of Periodontics* (2007; 2013); *Chair of the Department* (2009).
DDS, Nihon University (Matsudo, Japan), 1999; CAGS, Boston University, 2003; MSD, Boston University, 2004; PhD, Nihon University, 2006; DDS, Creighton University, 2008; MBA, Creighton University, 2012

David T. Mohs, *Associate Professor of Pediatric Dentistry* (2006; 2009).
DDS, Creighton University, 1972; MS, Washington University, 1984

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DDS, Universita degli Studi di Modena e Reggio Emilia (Italy), 2008; ; MS, Tufts University, 2016

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DDS, University of Illinois

Carol M. Murdock, *Associate Professor of General Dentistry* (1998; 2017); *Associate Dean for Clinical Operations* (2014).

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

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

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

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

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

Barbara J. O'Kane, *Professor of Oral Biology* (2010; 2019).
B.S., University of Nebraska, 1978; M.S., University of Nebraska Medical Center, 1990; Ph.D., 2000

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

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B.Ch.D., Obafemi Awolowo University (Nigeria), 1991; D.M.D., University of Pennsylvania, 2001

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D.D.S., Creighton University, 1988

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BS, Creighton University, 1985; DDS, University of Nebraska Medical Center, 1989; MD, Louisiana State University, 1992

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BA, Creighton University, 1977;; DDS, Creighton University, 1983

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B.S., Creighton University, 1991; D.D.S. 1996

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

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BS (dental hygiene), University of Nebraska, 1980

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

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B.A., Weber State University, 2003, B.A., University of Utah, 2010. D.D.S., Creighton University, 2014.

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

Christopher M. Rae, *Clinical Instructor of Oral and Maxillofacial Surgery* (2013; 2013).
BS , University of Michigan - Ann Arbor, 2009; DDS, University of Michigan School of Dentistry, 2013

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RDH

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

John W. Reinhardt, *Clinical Professor of General Dentistry* (2016; 2016).
BA, Illinois Wesleyan University, 1971; ; DDS, Loyola University, 1975;; MS, University of Iowa, 1979; ; MPH, Harvard University, 1988.

Adam B. Robinson, *Clinical Instructor of Oral and Maxillofacial Surgery* (2016; 2016).
BS, Brigham Young University, 2011; MS, Brigham Young University, 2012; DMD, Midwestern University-Arizona, 2016

Sonia M. Rocha-Sanchez, *Professor of Oral Biology* (2006; 2018); *Professor of Biomedical Sciences* (2006; 2018); *Dean, School of Dentistry Research*.
B.S., Acre Federal University (Brazil), 1996; M.S., Federal University of Vicosa (Brazil); Ph.D., Campinas State University (Brazil), 2002; MBA, Creighton University, 2016

Kenneth J. Rodnick, *Professor of Oral Biology* (1993; 2011).
BS , University of California, 1979; MS, Oregon State University, 1982; MA, Oregon State University, 1984; PhD, Stanford University, 1989

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

Megan E Ross, *Clinical Instructor of Periodontics* (2018).
RDH

Thomas E. Rudersdorf, *Assistant Clinical Professor of General Dentistry* (2004; 2015).
BA, Creighton University, 1972; DDS, Creighton University, 1976

Cynthia C. Russell, *Associate Professor of Diagnostic Sciences/General Dentistry* (1985; 2014).
BS , Creighton University, 1980; DDS, Creighton University, 1984

Kevin P. Ryan, *Assistant Professor of Diagnostic Sciences/General Dentistry* (2011; 2015).
BS, University of Nebraska - Lincoln, 1975; DDS, Creighton University, 1982

Greg S. Samuelson, *Special Associate Professor of Pediatric Dentistry* (1988; 2014).
BS, Kearney State College, 1981; DDS, University of Nebraska - Lincoln, 1985; MSD, Indiana University, 1987

Leslie T. Sanders, *Assistant Professor of Diagnostic Sciences* (2005; 2012).
BS (dental hygiene), University of South Dakota, 1983

Donal D. Scheidel, *Associate Professor of Diagnostic Sciences/General Dentistry/Pediatric Dentistry* (2010; 2010); *The Dr. Edward J. "Eddie" and Neta DeRose Endowed Chair in Dentistry* (2017).
DDS, Creighton University, 1981

Linda S. Scheirton, *Professor of Occupational Therapy* (1997; 2016); *Professor of Periodontics* (1997; 2016); *Professor of Pharmacy Sciences* (1997; 2016).
A.A.S., Del Mar College, 1974; B.S., Texas A&I University at Corpus Christi, 1975; M.A., University of Texas at Austin, 1978; Ph.D., University of Texas at Austin, 1990

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BS, University of Nebraska - Lincoln,2008; DDS, University of Nebraska Medical Center, 2011

Teryn B. Sedillo, *Resident Assistant Professor of Community and Preventive Dentistry* (2016; 2018).
B.S., Kansas State University, 2007; D.D.S, Creighton University, 2014

Raymond S. Shaddy, *Associate Professor of General Dentistry* (1988; 2004); *Chair of the Department; Dr. Raymond W. Shaddy Endowed Chair in Operative Dentistry Chairholder* (2014; 2016).
DDS, Creighton University, 1988

John W. Shaner, *Associate Professor Emeritus of Diagnostic Sciences* (1999; 2016).
BS, Grove City College, 1969; DMD, University of Pittsburg, 1973; MS, University of Texas - Houston , 1978

James L. Sheets, *Associate Professor of Prosthodontics* (1998; 1998).
BA, Pacific Lutheran University, 1972; DDS, University of California at San Francisco, 1978

Joan E. Sivers, *Associate Clinical Professor of General Dentistry* (2003; 2003).
BA, Simpson College, 1976; DDS, University of Iowa, 1981

Teresa L. Siwa, *Clinical Instructor of Periodontics* (2015; 2015).
A.A.S., Hastings Community College, 1983

Frank S. Sleder, *Assistant Professor of Endodontics* (2015; 2018); *Assistant Professor of Endodontics* (2018).
BS, University of Nebraska Omaha, 1979; DDS, Creighton University, 1984

Jared H. Smith, *Associate Professor of Prosthodontics* (1988; 1988).
DDS, University of Missouri - Kansas City, 1966; MS, University of North Carolina, 1973

Kyle D. Smith, *Assistant Professor for the Department of Oral and Maxillofacial Surgery* (2019).
B.A., Creighton University, 2007; D.D.S., Creighton University, 2011

James F Smith , *Special Instructor of Prosthodontics* (2018).
D.D.S., Creighton University School of Dentistry, 1960

Michael D. Smith , *Special Instructor of General Dentistry* (2018).
B.A., Creighton University, 1992; D.D.S., University of Nebraska, 1996

Henry A. St. Germain, *Associate Clinical Professor of General Dentistry* (1997; 1997).
BA, University of New Hampshire, 1972; DMD, Tufts University, 1975; MSD, Indiana University, 1983; MA Ed, George Washington University, 1992

Andrea K. Stahlecker, *Clinical Instructor of Community and Preventive Dentistry* (2013).
BA, Creighton University, 2007; DDS, Creighton University, 2012

Donald H. Stormberg, *Professor Emeritus of Pediatric Dentistry* (1965).
BS, Creighton University, 1949; DDS, Creighton University, 1954

Randy E. Stout, *Assistant Professor of Prosthodontics* (1985; 2000).
BS, Creighton University, 1977; DDS, Creighton University, 1982

Lindsey M. Strack, (2018).

Susan R. Sutton, *Adjunct Instructor of Diagnostic Sciences* (2010; 2017).
BS, University of Nebraska - Lincoln, 1992; AAS (dental hygiene), Delta College, 2003

Carolyn L. Taggart Burns, *Assistant Clinical Professor* (2004; 2015).
BS, Creighton University, 1998; DDS, University of Nebraska, 2002

Paul E. Tamisiea, *Professor Emeritus of General Dentistry* (1960; 2010).
DDS, Creighton University, 1958; MA, University of Iowa, 1974

Shikha Tarang, *Resident Assistant Professor of Oral Biology* (2016; 2017).
B.S., Banaras Hindu University, 2001; M.S., 2003; Ph.D., 2009

Mark H. Taylor, *Associate Professor of Pediatric Dentistry* (1979; 1979); *Chair of the Department* (1982-85, 2006).
BA, University of Nebraska, 1971; DDS, University of Nebraska, 1975

Erin R. Terveer, *Clinical Instructor of Periodontics* (2012; 2012).
AAS (dental hygiene), Iowa Western Community College, 2010

Carlye Z. Travis, *Instructor of General Dentistry* (2012; 2012).
BS, Texas Christian University, 1996; DDS, University of Nebraska, 2000

Patrick R. Wachter, *Instructor of General Dentistry* (2014; 2014).
BS, Creighton University, 2009; DDS, Creighton University, 2013

Timothy F. Walker, *Assistant Professor of Diagnostic Sciences* (2006; 2012).
AA, Metropolitan Technical Community College, 1977; BS, University of Nebraska, 1981; DDS, Creighton University, 1985

Alvin G. Wee, *Special Associate Professor of Prosthodontics* (2011; 2011).
BDS, National University of Singapore, 1992; MS, University of Iowa, 1997; MPH, Ohio State University, 2005; PhD, University of Nebraska, 2011

Gary H. Westerman, *Professor Emeritus of Community and Preventive Dentistry* (1973; 2016).
BS, Gonzaga University, 1965; DDS, Creighton University, 1969; MS, University of Iowa, 1973

Michael D. Weston, *Assistant Professor of Oral Biology* (2009; 2009).
BS, University of Nebraska - Kearney, 1985; MA, University of Nebraska - Omaha, 1988; PhD, Creighton University, 2004

Karry K. Whitten, *Special Assistant Professor of Periodontics* (2013; 2016).
BA, Hastings College, 1994; DDS, University of Nebraska Medical Center, 1997

Charles W. Wilcox, *Professor Emeritus of Prosthodontics* (1995; 2016).
DDS, University of Nebraska Medical Center, 1972; MS, University of Texas Health Science Center at Houston, 1981

Gilbert M Willett, *Associate Professor of Oral Biology* (2016; 2016).
BS, University of Nebraska Medical Center,1987; MS,1994; PhD,2006.

Bryan C. Williams, *Clinical Instructor of Oral and Maxillofacial Surgery* (2012; 2012).
BS, University of Utah, 2003; DMD, Temple University, 2012

David E. Williams, *Associate Professor of Oral and Maxillofacial Surgery* (2004; 2010); *Dr. Philip Maschka Chair for Ethics in Dentistry Chairholder* (2016).
BA, St. Olaf College, 1968; DDS, Northwestern University, 1979

Terry M. Wilwerding, *Professor of Prosthodontics/Community and Preventive Dentistry* (2004; 2010); *Dr. Oscar S. Belzer Endowed Chair in Dentistry Chairholder* (2012).
D.D.S., Creighton University, 1977; M.S.Ed, 2000; M.S., 2008.

Nicholas C. Woodward, *Special Assistant Professor of Pediatric Dentistry* (2015; 2015).
B.S., Nebraska Wesleyan University, 2003; D.D.S., University of Nebraska Lincoln, 2007

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

J. Jeffrey Ybarguen, *Assistant Professor of General Dentistry* (2005; 2011).
BS, Idaho State University, 1997; DDS, Creighton University, 2001

Valerie K. Zgoda, *Clinical Instructor of Periodontics* (2015; 2015).
A.A.S. (Dental Hygiene), Iowa Western Community College, 2012

Michelle M. Zoucha, *Clinical Instructor of Periodontics* (2012; 2012).
AAS (dental hygiene), Iowa Western Community College, 2000

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