

Creighton
UNIVERSITY

CREIGHTON UNIVERSITY CATALOG

School of Dentistry

2024–2025



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CREIGHTON UNIVERSITY

GENERAL INFORMATION

About Creighton

There is no university in the country like Creighton University in terms of size, the array of professional and graduate programs offered, and the strong commitment to Catholic and Jesuit ideals and values. Founded in 1878 and one of 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 has represented all 50 states and U.S. territories, as well as dozens of countries.

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

The University has campuses in Omaha and Phoenix; online educational programs; and occupational therapy partnerships with the University of Alaska in Anchorage and Regis University in Denver; and a campus for nursing students in Grand Island, Nebraska.

Creighton ranks in the top third of National Universities in *U.S. News & World Report's* 2023-2024 "Best Colleges" rankings. Of the approximately 1,400 four-year colleges and universities nationwide ranked by *U.S. News*, about 20% are classified as National Universities for offering a full range of undergraduate majors, master's and doctoral programs, and emphasizing faculty research or awarding professional practice doctorates.

In addition to the overall ranking, the University received additional undergraduate national rankings:

- Nursing was ranked No. 31 nationally in the category, Best Nursing Programs.
- The Heider College of Business ranked in the top 20% in the country, with the finance program ranked No. 15, the accounting program ranked No. 21 and the analytics program ranked No. 14.
- *U.S. News* also recognized Creighton for Innovation, and as a Best Value institution.

Additionally, Creighton online graduate programs in business and education earned top rankings in *U.S. News' 2023 Best Online Programs*. Creighton also was cited in the 2024 *Princeton Review* college guide, "The Best 389 Colleges."

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 several Fortune 1,000 company

operations. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's 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.

In addition to the main campus in Omaha, and online education accessible from anywhere in the world, a Creighton University Health Sciences Campus is in midtown Phoenix, and the College of Nursing has a campus in Grand Island, Nebraska.

History

Edward and Mary Lucretia Creighton, along with Edward's brother, John, settled in Omaha in the 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 also widely regarded for their philanthropy.

Edward died in 1874, and his widow included \$100,000 in her will to establish Creighton College in memory of her husband. 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. The land and additional securities were transferred to Bishop James O'Connor of Omaha, and construction began on the school.

The bishop asked the Jesuits to operate the school, and the first president, Roman A. Shaffel, SJ, arrived in Omaha in late 1877. The school opened on Sept. 2, 1878. One priest, two scholastics, a layman and a laywoman formed the faculty. The school began with 120 students ranging in age from ages 6 to 30. On Aug. 14, 1879, Bishop O'Connor surrendered his trust to the Jesuits, who incorporated "The Creighton University" under Nebraska law. Much of the initial teaching was below the collegiate level; in 1891, Creighton University awarded its first baccalaureate degrees.

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

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

Creighton Colleges and Schools

College of Arts and Sciences (<https://www.creighton.edu/arts-sciences/>)

Creighton's largest and oldest college provides students the personal attention they need to be critical and ethical thinkers, creative problem-solvers and clear communicators. The college offers more than 60 majors and minors, as well as pre-professional programs in a wide range of disciplines. Students are prepared to consider issues from multiple perspectives, making them well-rounded individuals and valuable members of any team. The Magis Core Curriculum ensures that all students gain a common set of abilities, in addition to knowledge in their field of study. Undergraduates have many opportunities to do original research, which many universities don't offer until graduate school. Each year, Creighton undergraduates give more than 400 presentations at local, regional and national conferences. Creighton has been nationally recognized by U.S. News & World Report as a top institution for undergraduate research and creative projects.

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

For more than 60 years, the College of Nursing has been a leader in preparing the next generation of nursing professionals. Innovative programs are offered on campuses in Omaha and Grand Island, Nebraska, and in Phoenix. The baccalaureate degree in nursing, master's degree in nursing, and the Doctor of Nursing Practice programs are accredited by the Commission of Collegiate Nursing Education. Creighton's accelerated BSN was one of the first in the nation, and Creighton was the first nursing school in Nebraska to offer the DNP degree and preparation for one of the newest nursing roles, the Clinical Nurse Leader. Creighton's BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination.

In 2023, the state of Arizona awarded the College of Nursing \$11.9 million to go toward scholarships and further enhancing Creighton's campus in Phoenix. Nurses who graduate from Creighton's accelerated 12-month program with this scholarship will be clinic-ready and committed to working in Arizona for at least four years, ultimately creating a more talented and diverse nursing workforce within the state.

College of Professional and Continuing Education (<https://www.creighton.edu/professional-studies/>)

Since 1983, the College of Professional and Continuing Education has been meeting — and exceeding — the needs of adult learners. These nontraditional students are supported with flexible learning programs and the resources they need to succeed. With more than 90 majors and minors to choose from, students may take classes on campus during the day or choose online classes to fit studies into their busy lives. No matter which program of study, students benefit from a team of people in place to provide support, including academic coaches, to help them every step of the way. From academic advising to the Career Center staff, Creighton's adult learners have access to the resources they need, when they need them.

Graduate School (<https://www.creighton.edu/graduate/>)

The first master's degree was conferred at Creighton in 1898 and the Graduate School was formally established as a separate division of the University in 1926. The Graduate School serves a variety of students across many disciplines, including business, healthcare, education, medical research and theology. There are over 45 master's level programs available, including accelerated programs, as well as PhD programs and an interdisciplinary EdD in leadership. Creighton graduate programs are designed to meet the needs of students, and are available in several delivery methods, including on-campus, online and hybrid/blended. Nearly two-thirds of graduate students enroll on a part-time basis, which allows them to continue their education while maintaining current employment and meeting the needs of their families.

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

The Heider College of Business has long received top rankings and recognition. The college is on the cutting edge of business education through innovative programs in leadership, entrepreneurship, finance, accounting, investment management and financial analysis, business ethics and more. Heider is among only the top 2% of business schools in the world to be accredited in both business and accounting by AACSB International. More than 90% of students complete at least one internship, and 99% of Heider graduates are employed, enrolled in graduate or professional school, or involved in a service program within six months of graduation. The annual Creighton Business Symposium is the largest student-run business conference in the nation, and the iJay store was the first student-run, Apple® authorized campus store in the world. Heider College is one of the first in the U.S. to offer the FinTech degree — an innovative program for an in-demand career field — and four-year leadership development and career development programs for all business students.

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

Since its founding in 1905, the School of Dentistry has prepared thousands of dentists for lives of professional excellence, community leadership and compassionate service. Creighton's close-knit and service-oriented academic community offers students the education and clinical experience they need to begin professionally practicing dentistry upon graduation. Accessible faculty members provide rigorous training and, alongside students, push the boundaries of dental knowledge through cutting-edge research. The state-of-the-art 200,000-plus square-foot dental facility is also home to the Creighton Dental Clinic, where more than 14,000 adults and children receive quality care and a full range of dental services each year. Thousands of dental visits also are provided annually in elementary schools through the school's Healthy Smiles program.

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

The School of Law was founded in 1904 not only to prepare lawyers, but also to develop leaders. It provides students with a powerful education rooted in the Jesuit, Catholic tradition. Its mission is to provide intellectual challenge, academic rigor and an opportunity to develop a foundation of moral values for lifelong service in the law; an environment

for faculty that encourages personal growth and scholarly achievement; and continue its long-established tradition of service to the bar and citizens of the community. Along with its traditional JD program, the law school offers accelerated and part-time JD programs — tailored for busy adult learners and recent college graduates who want to start right away on their law degree — along with dual-degree programs.

School of Medicine (<https://www.creighton.edu/medicine/>)

The School of Medicine has two campuses: one in Omaha and one in Phoenix. Graduates of the School of Medicine practice in all 50 states and are recognized for extraordinary clinical skills, empathy, cultural competence and commitment to service. Graduates' medical licensing scores and pass rates consistently exceed the national average, and 92% of 2023 graduates matched with their top specialty choice. One of the ways Creighton advances healthcare is through research, and Creighton researchers are driven by a strong desire to make a difference in patients' lives. They are making discoveries and developing new therapies in bacterial resistance, cancer, hearing loss, the conditions that impact bone health and loss, and more.

School of Pharmacy and Health Professions (<https://www.creighton.edu/pharmacy-ot-pt/>)

Founded in 1905, the School of Pharmacy and Health Professions has been a groundbreaking national leader in doctoral health professions education. The school developed the first Doctor of Physical Therapy (DPT) and Doctor of Occupational Therapy (OTD) entry-level degree programs in the United States. It also offered the first accredited online pharmacy program in the nation. The school's Center for Health Services Research and Patient Safety is recognized nationally for its work in patient safety research and education. Students in the School of Pharmacy and Health Professions receive excellent foundational education in the basic and professional sciences and first-rate clinical education with faculty who are among the best in the nation. Students also receive their clinical education with an emphasis on interprofessional education and practice, which accentuates team care and patient-centered care, both vital for the practitioners of tomorrow.

Mission and Learning Outcomes

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.

Accreditations and Approvals

Creighton University is fully accredited by The Higher Learning Commission, the accrediting agency for the region in which the University is situated.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413
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 holds supplemental AACSB Accounting Accreditation from the Accounting Accreditation Committee of the Association. The Executive Healthcare MBA program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

The Creighton University Paramedicine 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 - Paramedic 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 Medical Physics program is accredited by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP).

The Social Work program, within the Department of Cultural and Social Studies, prepares professional undergraduate social workers and is fully accredited by the Council on Social Work Education (CSWE).

Creighton's initial licensure-level educator preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and by the Higher Learning Commission. Additionally, all of Creighton's educator preparation programs are approved by the Nebraska Department of Education.

The program in dental education is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of *"approval without reporting requirements."* The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/en/coda> (<http://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 Liaison Committee for Medical Education (LCME) is recognized by the U.S. Department of Education and WFME as the notable authority for the accreditation of medical education programs leading to the MD degree. The medical education (MD) program of the Creighton University School of Medicine has Full Accreditation. The next survey will be in academic year 2027-28. For additional information, go to the website of the LCME at lcme.org or contact the LCME at lcme@aamc.org.

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 Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The Master of Public Health program is accredited by the Council on Education for Public Health (CEPH).

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.captetonline.org/home.aspx>)).

The University is also approved by and/or a member of the following: American Council on Education, Association of Catholic Colleges and Universities, Council of Independent Nebraska Colleges Foundation, Association of Jesuit Colleges and Universities, Council for 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 University Professors, American Association of University Women, Council of Graduate Schools in the United States, Council on Social Work Education, Midwestern Association of Graduate Schools, National Association for Foreign Student Affairs, Nebraska Council on Teacher Education, and Nebraska State Board of Educational Examiners.

Creighton University is authorized to provide online education. See creighton.edu/state-authorization (<https://www.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 (<https://www.creighton.edu/academics/libraries/>) to explore any of the Creighton University Libraries.

Campus Facilities

Campus Locations

Creighton University - Omaha
2500 California Plaza
Omaha, Nebraska 68178
Phone: 402-280-2700

Creighton University Health Sciences Campus - Phoenix
3100 N Central Avenue
Phoenix, Arizona 85012
Phone: 602-812-4311

Creighton's urban Omaha campus provides excellent facilities for the University's academic, residential, spiritual, athletic and recreational activities. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University and has been named a "green college" by *Princeton Review* for a strong commitment to the environment and sustainability.

In recent years, facilities projects have included renovations to the Harper Center, which is home to the Heider College of Business and a number of programs and services; a new pharmacy skills lab; the relocation and

renovation of the Clinical Assessment and Simulation Center; upgrades to undergraduate science labs; an expanded dining facility; renovated occupational therapy and physical therapy labs; and the 200,000-square-foot School of Dentistry building, featuring the latest in classroom, laboratory and clinical technology and accommodating larger class sizes and expanded community dental health outreach.

The CL and Rachel Werner Center for Health Sciences Education, opened in fall 2023, as the new home of the School of Medicine and includes shared spaces for each of the University's health sciences programs. Additionally, Creighton opened Graves Hall, a \$37-million residence hall for 400 first-year students. Additional construction underway on campus includes the Jérôme Nadal, SJ, Jesuit Residence, a new residence for the University's Jesuit community.

In Phoenix, Arizona, Creighton welcomed the first group of health sciences students to its facility — the \$100 million Virginia G. Piper Charitable Trust Health Sciences Building — in the Phoenix Medical Quarter in 2021.

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 an undergraduate and/or graduate/professional 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 (<https://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 Title IX and Civil Rights Compliance (see below). To obtain information on accessibility of buildings and programs or to report problems of accessibility, employees should contact Human Resources at 402.280.2709 or HumanResources@creighton.edu. Students should contact the Office of Student Accessibility Services at 402.280.2195 or SAS@creighton.edu.

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 Title IX and Civil Rights Compliance
Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: titleix@creighton.edu
Web: www.creighton.edu/generalcounsel/title-ix-compliance

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/>).

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.

Equity, Diversity and Inclusion Policy

Inspired by the Catholic and Jesuit tradition, our community believes that every human being is a profound gift of God, deserving of both dignity and opportunity. We thus strive to acknowledge and celebrate diversity at Creighton—building equitable, inclusive, welcoming spaces and relationships that are required for every person to thrive.

Equity: Rooted in our Jesuit, Catholic heritage, equity is a form of “*cura personalis*” or care for the whole person. Equity recognizes that individuals have unique experiences as a result of their various, intersecting identities. Because of this, equity seeks to ensure that each individual has the necessary resources for success.

Diversity: Diversity is a quantitative measure of the ways in which we are unique. More specifically, diversity is a group-level phenomenon that recognizes that the intersections of our diverse identities, lived experiences and expressions are vital considerations. Further, our commitment to diversity at Creighton includes the visible and invisible difference characteristics.

Inclusion: Inclusion involves building and sustaining an environment that is equitable and psychologically safe; one that encourages discussion and dialogue. We seek to create a university environment where all in our community can thrive and align with a sense of belonging.

Inclusive Excellence: At Creighton, we understand that at each point of decision-making and management considering the benefits and implications of equity, diversity and inclusion are vital. Further, we understand that progress in these efforts make our entire community stronger, more resilient and adaptable for current situations and our collective future.

To this end, all in our community are charged to foster an environment of awareness, inclusion and compassion for all, regardless of age, culture, faith, ethnicity, immigrant status, race, gender, sexual orientation, language, physical appearance, physical ability or social class.

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

Singular degree policy

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 only exception is for students who return to Creighton to pursue the accelerated Bachelor of Science in Nursing degree.

The student will choose which major will be primary, which is what will determine the type of degree:

Bachelor of Arts (BA)

Bachelor of Fine Arts (BFA)

Bachelor of Science (BS)

Bachelor of Science in Business Administration (BSBA)

Bachelor of Science in Chemistry (BSCHM)

Bachelor of Science in Environmental Science (BSEVS)

Bachelor of Science in Nursing (BSN)

Bachelor of Social Work (BSW)

Bachelor of Science in Paramedicine (BSPParamedicine)

Bachelor of Science in Physics (BSPHY)

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/Professional degree or two Graduate/Professional degrees, however, a student may not earn two Undergraduate degrees, whether concurrently or consecutively. The only exception is for students who return to pursue an accelerated Bachelor of Science in Nursing degree.

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.

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 – Veteran Readiness & Employment Program (VR&E)
- Chapter 33 – Post-9/11 GI Bill® (including the Yellow Ribbon Program)
- Chapter 35 – Survivors' & Dependents' Educational Assistance (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. 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 2024-2025 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to \$24,000 additional tuition dollars per academic year (\$12,000 from Creighton with a \$12,000 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 Dentistry up to \$5,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of three awards each academic year.
- 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 Medicine up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of six 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.

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

Principles of Excellence

On April 27, 2012, President Obama signed Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. The published Executive Order is available here (<https://obamawhitehouse.archives.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti/>). Creighton University is a proud signatory and abides by this Presidential Executive Order which addresses key areas relating to Federal military and veterans educational benefits programs. The University affirms our long-standing promise of supporting our military student population, while exercising transparency and full compliance with the individual principles outlined in the Principles of Excellence which are summarized below.

- Provide students with a personalized form covering the total cost of an education program.
- Inform eligible students of Federal financial aid and have a policy to alert students prior to packaging or arranging private student loans or alternative financing programs.
- Abstain from fraudulent and aggressive recruiting techniques and misrepresentations.
- Ensure accreditation of all new programs prior to enrolling students.
- Accommodate Service Members and Reservists while absent due to service requirements.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.
- Provide educational plans for all military and veteran education beneficiaries.
- Designate a point of contact to provide academic and financial advice.

The Office of Military and Veterans Affairs may be contacted at (402) 280-4063 or veterans@creighton.edu.

Preferred First Name Policy

Creighton University allows students to provide a preferred first name which differs from their legal first name. The preferred first name does not alter the legal name on the student's education record, including the official transcript. Students may indicate their preferred name on the application for admission, or at any time by submitting to the Registrar's Office a completed Preferred First Name Request form located on the Registrar's Office website (<https://www.creighton.edu/registrar/otherservicesandforms/>). More policy details may be found on the website.

Student Accessibility Services

Creighton University is committed to providing services and resources to meet the needs of qualified students with disabilities, ensuring equal access to academic programs and University facilities. Guided by Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act

of 1990, and the ADA Amendment Act of 2008, Student Accessibility Services coordinates the process through which all students request and receive reasonable accommodations, working closely with faculty and staff to meet individual needs. The Office of Student Accessibility Services is located on the 4th floor of the Old Gym and can be contacted via email at SAS@creighton.edu (sas@creighton.edu) or online at www.creighton.edu/student-success/student-accessibility-services (<https://www.creighton.edu/student-success/student-accessibility-services/>).

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 more than 470 years ago. In addition to their work in parishes, primary and secondary education, the Jesuits sponsor twenty-eight colleges and universities through the Association of Jesuit Colleges and Universities (AJCU).

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. On campus, you will see members of the Jesuit community as your instructors, pastors, chaplains, and university administration and staff.

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, NW Suite 610
 Washington, D.C. 20036
 phone: 202.862.9893 fax: 202.862.8523
www.ajcunet.edu (<http://www.ajcunet.edu>)

CREIGHTON UNIVERSITY ADMINISTRATION

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as of July 1, 2024

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as of July 1, 2024

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Vacant	Director, Deglman Center
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Keli Mu, Ph.D.	Associate Dean, International Relations SPAHP
Jill Muegge, M.A.	Director, Study Abroad, ILAC Operations/Encuentro Dominicano Omaha
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Lou E. Jensen, O.T.D., OTR/L, LVST, BIG	Associate Vice Provost, Center for Faculty Excellence

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Ashley Fricks-Gleason, Ph.D.	Director, CURAS

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JD Rummel, M.A.	Senior Director, Support
Robert Aki, M.I.S.	Director, Service Management and Continuous Improvement

Internal Audit

T. Paul. Tomoser, B.S.	Director, Internal Audit
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Heidi Grunkemeyer, B.A.	Vice President, University Communications and Marketing
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as of July 1, 2024

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 Claudia Chambers, M.D., *Associate Dean, Medical Education (Phoenix)*
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DENTISTRY

2024-2025 School of Dentistry Catalog

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 (<http://www.creighton.edu/Registrar/>).

Academic Calendar - Dentistry

School of Dentistry SUMMER SESSION 2024

April		
29	Monday	Summer clinic schedule begins
Apr 29-May 1	Monday-Wednesday	New D3 Orientation
May		
1	Wednesday	New D3 Orientation
1-8	Wednesday-Wednesday	New D4 in clinic
4	Saturday	White Coat Ceremony
13	Monday	Summer didactic classes begin new D3s/new D4s
20	Monday	Summer classes begin for new D2
27	Monday	Memorial Day
June		
19	Wednesday	Juneteenth
July		
2-25	Tuesday-Thursday	ILAC
4	Thursday	Independence Day
12	Friday	End of Summer Session
13-31	Saturday-Wednesday	Summer break
August		
1-11	Thursday-Sunday	Summer break

Fall Semester 2024

August		
12	Monday	Faculty & Staff Retreat
13	Tuesday	Fall Term/1st Q begins; Classes, labs and clinic D2/D3/D4; D1 Orientation I
14	Wednesday	D1 Classes/labs begin

28	Wednesday	D1 Orientation II
September		
2	Monday	Labor Day
20	Friday	Creighton Days Alumni/D4 CE Event; No clinics; D4s no classes or labs; D1, D2, D3 classes and labs suspended at instructor's discretion
October		
4	Friday	1st Q ends
5-13	Saturday-Sunday	Fall recess
14	Monday	2nd Q begins
November		
27-29	Wednesday-Friday	Thanksgiving recess
December		
2-13	Monday-Friday	D4 mock boards and remediation (see course syllabi)
13	Friday	Didactic 2nd Q/Fall term ends
Dec 14-Jan 6	Saturday-Sunday	Winter recess D1/D2
17	Friday	Clinic ends D3/D4
Dec 18-Jan 5	Wednesday-Sunday	Winter recess D3/D4

Spring Semester 2025

January		
6	Monday	Spring term/3rd Q begins; Classes, labs, and clinic resume
Jan 17-20	Fri-Sun	ADEX Exam D4
20	Monday	Martin Luther King Jr. Day
February		
Feb 22-23	Sat-Sun	ADEX Retake Exam D4
March		
7	Friday	3rd Q ends
8-16	Saturday-Sunday	Spring recess; No classes, labs or clinics
17	Monday	4th Q begins
TBD	TBD	CRDTS Exam
April		
11	Friday	Nebraska Dental Assoc. Annual Meeting; No clinic
18	Friday	Good Friday
25	Friday	Senior Picnic; No clinics
May		
2	Friday	Didactic 4th Q/Spring term ends
3-18	Saturday-Sunday	Term break new D2
9	Friday	Clinic ends
10	Sat	White Coat Ceremony

15	Thursday	Senior Award Ceremony; No classes, labs or clinics
16	Friday	Masters Hooding-Commencement and School of Dentistry Commencement; No classes, labs or clinics
17	Saturday	Spring Degree Conferral Date; Undergraduate Commencement

School of Dentistry

School of Dentistry

History (p. 16)

Mission (p. 16)

Vision (p. 16)

Strategic Plan (p. 16)

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 provides a larger, more modern technological environment and enhances the ability to offer a top-notch, clinically excellent dental education.

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 provide patient-centered comprehensive care within the scope of Creighton University School of Dentistry. It will challenge students to reflect on transcendent values as well as promote caring, ethical, and moral components in their professional lives. It will enable students to competently manage 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. (2018)

Vision Statement

We are a community, passionately focused on developing world-class dental professionals who will employ leading-edge knowledge and future technologies in the Jesuit educational tradition characterized by compassion, leadership, professionalism, creativity, service, and social justice. (2018)

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

Jillian Wallen, BDS, MS	Dean
Timothy M. Durham, DDS, MPA	Senior Associate Dean/Vice Dean
Geralyn Crain, DDS, PhD, FNAP	Associate Dean for Academic Affairs
Sonia M. Rocha-Sanchez, MS, PhD, MBA	Associate Dean for Research
Joseph V. Franco, Jr., DDS	Associate Dean for Clinics/Chief Dental Officer
Colette O'Meara-McKinney, MEd, EdD	Associate Dean for Student Affairs and Admissions
Garland Jarmon, MBA	Senior Director for Admissions
Marjel Whitmore, MPA	Senior Director of Operations
Samantha Harter, MBA	Finance Manager

Administration, Supervision, and Academic Policies

The School of Dentistry is currently reviewing the academic policies published in this catalog. Policies are subject to change.

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. (2001)

Attendance

PURPOSE

Creighton University School of Dentistry's primary obligation is the comprehensive and holistic education of the students and assurance of defined curricular length. Implicit in the achievement of this obligation will be the student's required attendance of classes, laboratories, and clinic session.

At the start of every course, each course director publishes the course syllabus which includes the instructor's expectation for student participation and attendance. It is the student's responsibility to note the expectations and fulfill them.

POLICY

To provide an appropriate review and adjudication of student absences while protecting the delivery of curricular content fairly, equitable and in totality for the student body.

SCOPE

This policy applies to the student body.

ADMINISTRATIVE RESPONSIBILITY

The Office of Student Affairs determines authorized absences from didactic, laboratory and clinical courses in accordance with the Attendance Policy.

DEFINITIONS

1. Good Standing - as defined by Student Performance Committee metrics; having a GPA of 2.0 or above, not currently on probation and without an "F" in the current grading period.
2. Officer - an elected position with the School of Dentistry student body or an elected position at a regional or national level in a recognized student organization.
3. Candidate - an individual put forth in nomination to an official position within a recognized student organization.
4. School sanctioned - an event vetted by an appropriate School of Dentistry or University body and/or by a designated administrator of the School.
5. Personal Event - a non-school related event for which a student is requesting an excused absence (eg: wedding, funeral, family reunion, etc.)

PROCEDURE

1. Personal Events and Illness

In recognition of the need to address personal events and illness:

- a. Students are permitted to receive five (5) excused absences annually (August-May for D1 students, May-May for D2-D4 students) upon request and with appropriate documentation.
- b. Absences are recorded in half day and full day increments only.
- c. Absences resulting in a missed final or practical exam must be of an emergency nature and will require a physician's note.
- d. Absences which extend beyond the cumulative, allotted five (5) days will result in one or several of the following consequences:
 - i. an unexcused absence,
 - ii. meeting with the Assistant/Associate Dean for Student Affairs,
 - iii. and/or referral to the Student Performance Committee.

2. Exemption

Exemptions to the five (5) day limit may be considered with documentation and include;

- a. job or residency interviews,
- b. externships, (not to exceed five (5) additional days),
- c. documented jury or military duty,
- d. representation of the School of Dentistry at
 - i. professional meetings (ie: ASDA, ADEA, SNDA, and ADA), as an officer or candidate for office and while in good standing

- ii. school sanctioned events (For example, Project Homeless Connect, Special Olympics, IPE Passport), as a student in-good standing
 - e. death of an immediate family member
- 3. **Non-School Sponsored Events**
A limited number of students will be considered for non-school sponsored continuing education courses which may interfere with didactic courses and/or their delivery of patient care during normal clinical operations. These cases will be considered individually and in collaboration with the Chief Dental Officer and the Assistant/Associate Dean for Student Affairs, the relative department chair and course director when necessary. To be eligible, students must:
 - a. be of good standing,
 - b. be on-pace for meeting formative clinical experiences for their academic year,
 - c. not have exceeded the number of absences allotted annually for personal events, illnesses and exemptions,
 - d. not have experienced or have no upcoming approved "planned" absence for which a Plan of Study and Patient care has been developed.
- 4. **Planned Absences**
Planned absences extending beyond the allocated limit (5 Personal Events/Illnesses, 5 Exemptions) require a Plan of Study and Patient Care to be completed and approved at least two weeks in advance of the requested excused absence dates by Assistant/Associate Dean for Student Affairs. Development of a Plan of Study and/or Patient Care will be in collaboration of the Assistant/Associate Dean of Academic Affairs and the Assistant/Associate Dean of Clinics in conjunction with appropriate course directors.
- 5. **Withdrawal**
If absences occur for two consecutive weeks without prior approval, 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.*
- 6. **Student Protocols for Excused Absences**
 - a. **Excused Illness**
 - i. To receive an excused absence for an illness, students must contact the Office of Student Affairs at least one hour prior to the schedule start of the day unless they are experiencing a medical or personal emergency. Excused absences **will not** be granted if requests are made after the date of the illness.
 - ii. Students should make arrangements for missed work with individual course instructors per the course syllabi.
 - iii. Absences resulting in a missed final or practical exam must be of an emergency nature and will require a physician's note. Students who are involved in patient care are also required to notify their Patient Care Coordinator (PCC).

b. **Excused University-Sponsored Event:**

- i. Excused absences for University or School sponsored events must be cleared with the Office of Student Affairs (the Absence) by the responsible faculty moderator. Examples of excused planned absences for university sponsored events include service-learning trips, internships, and externships.
 - ii. Applications for internships/externships are managed through the Director of Extramural Programs. Applications will be signed by the deans for Academic Affairs, Clinical Services, and Student Affairs.
 - iii. 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.
 - iv. The student is responsible for contacting the involved faculty to address missed assignments, quizzes, and exams in compliance with the instructor's make-up policy as described in the faculty member's syllabus.
 - v. School sponsored events will not count against the maximum allowable excused absences.
- c. **Excused Personal Event:**
- i. An excused absence for a planned personal event **must be** requested **2 WEEKS** in advance to the Office of Student Affairs.
 - ii. An excused absence for a personal event is limited to **3 days**, requires documentation, and approval by the Office of Student Affairs. Documentation includes a: wedding invitation; obituary; etc. Exceptions are provided at the discretion of the Assistant/Associate Dean for Student Affairs.
 - iii. 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.
 - iv. The student is responsible for contacting the involved faculty to address missed assignments, quizzes, and exams in compliance with the instructor's make-up policy as described in the faculty member's syllabus.
 - v. If an extended leave exceeding 5 consecutive days is requested, a **Plan of Study and Patient Care** must be completed and approved by the deans for Academic Affairs, Clinical Affairs, and Student Affairs. Examples include: chronic illness, maternity leave, extreme family hardship.
 - vi. Excused absences **will not** be granted on dates immediately preceding or following holiday 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 Office for Student Affairs.

7. Student Protocols for Unexcused Absences

a. Didactic and Lab Courses:

Unexcused absences will be addressed by the course director in collaboration with the Office of Student Affairs.

b. Clinical Courses and Experience:

For each unexcused clinic session absence, **15 RVUs** will be subtracted from the total earned and a make-up clinic session will be required after 2 such absences. Make-up sessions may be applied at the end of the semester, or during the semester to provide emergency coverage when school is not in session. For each missed session, a make-up session will be required. The assignment to these sessions will be determined by the Assistant/Associate Dean for Clinical Services.

8. Failure to Comply

- a. Failure to adhere to the attendance policy may require the attendance at additional clinic sessions during the following summer and may result in a delayed graduation. For course work, students will be subject to attendance requirements and performance expectations as outlined in their course syllabi which may include potential grade reductions, additional work plans and ramification of their course performance as reviewed by the Student Performance Committee.
- b. **After two (2) unexcused clinic session 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.
- c. A student who has been unavoidably absent and who cannot 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.

AMENDMENT STATEMENT

The University/School has the right to amend and individual units of the University have the right to use the policy as a foundational document in the development of specific policy for that unit in order to meet its specific operating conditions or accreditation requirements with prior approval to do so.

Additional Information, Resources and Attachments

None.(2020)

Background Investigations

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. (2015)

Basic Life Support Certification

PURPOSE

To provide an organized response to needs for resuscitative services and ensure compliance of faculty, staff, and students with training for the necessary knowledge and skills to provide these services safely and effectively.

POLICY

School of Dentistry (SOD) students, faculty, and staff involved in the direct provision of patient care must be continuously certified in basic life support (BLS), including cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED). All non-clinical School of Dentistry personnel are not required but are encouraged to complete BLS training and opportunities will be made to them for this purpose. Registration and records of student participation will be maintained by the School of Dentistry Office of Academic Affairs. The School of Dentistry Office of the Vice Dean will manage the certification of appropriate faculty. The School of Dentistry Senior Director of Operations will manage the certification of staff. (2023)

Communication

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. (2015)

Competency Statements

The following 30 competency statements represent areas of performance in which students must demonstrate an attainment of the requisite

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

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

A. BIOMEDICAL SCIENCES

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

B. BEHAVIORAL SCIENCES

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

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

C. PRACTICE MANAGEMENT

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

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

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

D. ETHICS AND PROFESSIONALISM

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

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

E. CRITICAL THINKING AND INFORMATION TECHNOLOGY

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

E2. using information technology resources in contemporary dental practice.

F. CLINICAL SCIENCES

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

F2. developing a comprehensive plan of treatment.

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

F4. understanding and obtaining informed consent.

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

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

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

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

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

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

F11. recognizing and managing oral mucosal and osseous disorders.

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

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

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

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

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

F17. preventing, recognizing, managing, and treating, for the short-term, 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. (2021)

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:

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.

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.

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.

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:

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

Location, Types, and Custody of Education Records

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

Registrar's Office (Old Gym, Suite 230)

- 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 (Championship Center & Ryan Athletic Center)

- Directory information
- Recruiting and eligibility records
- Performance statistics

Global Engagement Office (Creighton Hall 324)

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

Office of the Provost (Creighton Hall 236)

- Academic misconduct records

Community Standards and Student Conduct (Creighton Hall 224)

- Disciplinary records

Office of Title IX and Civil Rights Compliance (Creighton Hall 340)

- Disciplinary records

Department of Residential Life (Swanson Hall, Room 136)

- Housing information
- Dining services information

Student Accessibility Services (Old Gym, 4th floor)

- SAS records

Student Counseling Services (Markoe Hall)

- Counseling records

Student Financial Aid Office (Harper Center, Suite 1100)

- Financial aid records

Student Financial Services Office (Harper Center, Suite 1100)

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

Student Health Education and Compliance (Kiewit Fitness Center, Room 225)

- Medical records

University Relations (Cardiac Center, Room 336)

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

Vice Provost for Faculty and Academic Affairs (Creighton Hall 236)

- Academic misconduct records

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.

Dress Code & Appearance Standards

PURPOSE

The dress and appearance for all students enrolled at the School of Dentistry is expected to project a professional image that enhances the faculty, patient, staff, and visitor confidence in students as competent members of a health care team committed to education, service, and quality care.

In compliance with OSHA regulations and CDC guidelines regarding personal protection and infection control, this policy defines acceptable dress and appearance standards for all dental students.

POLICY

1. Students are required to wear scrub sets (matching top and pants) per their designated class color as made available by the school's selected vendor. The dress code does not permit jogger-style pants and does require tops to be embroidered with the school logo.
2. Scrubs must be clean, neat, and fit appropriately.
3. Long or short sleeve undershirts may be worn provided they are solid, neutral color (options to consider include white, gray, black, or blue). Short sleeve undershirts should not extend beyond the length of the scrub top or sleeves.
4. Solid color or Creighton branded jackets and sweaters may be worn in the classrooms, but hooded sweatshirts are not permitted.
5. A clean clinic/laboratory gown with the appropriate name tag must be worn for all laboratory and clinic sessions over scrubs and is considered personal protective equipment (See Clinic Policy). Clinic gowns used in patient care should be removed before leaving the clinic area and are not to be worn in non-

clinical areas of the building. Visible soiled laboratory gowns should be removed and replaced with a new gown. Clinic/ laboratory gowns are not to be worn outside the building.

Clinic gowns can be transported for use when attending professional activities at CHI Creighton University Medical Center – University Campus or extra-mural sites if needed. Contaminated gowns from offsite locations should be placed in a blood borne pathogen bag for transport back to the School of Dentistry for laundering.

6. Hair (including facial 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 and clinic, 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.
7. Skin on the legs or feet must be covered.
8. Ergonomic footwear that covers the entire instep (top of foot) is acceptable. Work boots or open-toe shoes are not acceptable.
9. Jewelry must not be distracting or interfere with gloves or the field of operation.
10. Body piercings (with the exception of ear piercings which should not dangle nor be excessive in size) should be covered or removed while in class/lab/clinic.
11. Only head coverings related to specific religious beliefs are permitted. Surgical caps are permitted during patient treatment.
12. Fingernails are to be kept short with smooth, filed edges to allow thorough cleaning and prevent glove tears.
13. Tattoos (quarter, half, and full sleeve) should be covered at all times. Tattoos deemed inappropriate, vulgar, obscene must be covered while in the school facility and during extramural rotations.
14. Perfume/colognes/after shaves and other noticeable scents should be avoided given patient and colleague sensitivity to scents/odors.

PROCEDURE: Compliance with the dress and appearance standards will be monitored by the faculty and administrators. Students who do not exhibit proper professional appearance per the policy will be privately informed by the faculty member why their appearance is inappropriate. Students who have been informed more than once of inappropriate dress or appearance will be referred to the appropriate administrator (Director of Clinics or Assistant/Associate Dean for Student Affairs). The Director of Clinics may dismiss students whose attire does not conform to the dress code policy.

SCOPE: Between the hours of 7:30 am and 5:00 pm (except holidays/ break periods) or whenever engaging in any type of patient or public contact representing the school, students must abide by the dress and appearance standard.

The dress and appearance standard is a universal standard that applies to all classrooms, lecture halls, clinics and laboratories. Exceptions can only be authorized at the discretion of the Assistant/Associate Dean for Clinics or Assistant/Associate Dean for Student Affairs.

AMENDMENTS OR TERMINATION OF POLICY

The University reserves the right to modify, amend or terminate this guideline document at any time.

Approved by the School of Dentistry: 09/19/2022

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 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

Purpose

The Creighton University School of Dentistry believe student should be provided the opportunity to explore careers in post-doctoral specialties and other training that advances their education.

Policy

Creighton University School of Dentistry offers student the opportunity to seek non-required externships (elective externships) during the four-year educational program provided students are in good academic standing and not on probation for any reason. Eligible externships must be offered by accredited degree-granting program (i.e., post-doctoral specialties, GPR and AEGD, etc.). This policy specifically excludes service trips, continuing education (CE) courses, and private practices. Students who participate in non-approved externships do so at their own risk and must not represent themselves as dental students at Creighton University School of Dentistry. Additionally, if non-approved participation occurs while the dental school is in session, time spent away from school will be considered an unexcused absence. Only those externships that are approved will receive an excused absence designation.

- (a) The Associate Dean for Academic Affairs facilitates student requests for externships. The Associate Dean will ensure appropriate documentation within the scope of the Office of Academic Affairs is completed prior to the externship.
- (b) Externships do not replace any part of the Creighton dental school curriculum. No academic credit will be issued for participation.
- (c) Students may participate in externships no earlier than the second semester of the D3 year or on a case-by-case basis.
- (d) Students will be approved for application to externships if they are in good academic standing and not on probation for any reason per School of Dentistry student policies as determined by the Associate Dean for Academic Affairs with the Associate Dean for Student Affairs and Admissions.
- (e) Students will be approved for application to externships if they are demonstrating sufficient clinical progression as determined by the Associate Dean for Academic Affairs. Prior to student application, the externship program/site (i.e., the academic and experiential learning content) must be reviewed and approved by the relevant Department Chair (e.g., Department Chair of OMFS approves OMFS externship programs).
- (f) Students are encouraged to apply for externships that occur during school breaks when possible. Student absences as a result of the externship must be approved prior to application to the program by the Associate Dean for Student Affairs and Admissions and the Associate Dean for Clinical Affairs. Absences while on

externship do not impact the number of excused absence days a student is allocated for the year. The length of time that a student is allowed to attend an approved externship while school is in session will be determined on an individual basis but is not to exceed two consecutive weeks and not more than four weeks total in an academic year.

Definitions

Externships are an opportunity for students to observe and experience dental care for patients in a supervised clinical setting and broaden their education, including developing a more complete understanding of a dental specialty and its training requirements.

Procedure

To request an approval for externships, the following guidelines apply:

Prior to submitting an application to an elective externship site, all student requests for permission to apply to externships must be made by submitting a signed copy of the *Policy for Elective Externships* and a completed *Request for Approval for Elective Externships* form to the Associate Dean for Academic Affairs. Requests for externships must be submitted no later than 30 days prior to the requested absence.

1. Should the student and externship program desire/offer direct patient care, it is important to note Creighton University student liability/malpractice insurance policy does **NOT** cover sites or programs unaffiliated with Creighton University including elective externship sites. **Students must secure their own liability/malpractice insurance for these circumstances** (Note: ASDA members have access to liability/malpractice insurance for externships.)
2. Students may not 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 externship is fully responsible to communicate and plan with faculty in accordance with the Offices of Student Affairs and Admissions and Clinical Affairs procedures.
3. Students in the first and second year participating in externships 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 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 and course syllabus).
4. Students will be notified by the Associate Dean if their request for application has been approved or denied.

Eligibility for Taking Board Examinations

Integrated National Board Dental Examination (INBDE)

To be eligible to take the INBDE, the student must be registered as a senior student in the School of Dentistry after having successfully completed junior year didactic curriculum requirements. -Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean. Exceptions can be made at the discretion of the academic dean.

Students may make application to take this examination anytime following the certification of eligibility. If eligibility requirements are met, the Office of Academic Affairs will verify such with the American Dental

Association and approval to take the examination will be granted. In planning to challenge this examination, students should consider that didactic content provided in the fall semester of the fourth year may aid in preparation for the exam.

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 Assistant / Associate Dean for Academic Affairs and will be recommended to the Dean. (2022)

Final Examinations

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.

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.

At this point, 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. (2018)

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. (2015)

Graduation and Commencement

Degree Application

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 February 15 - if participating in the May

Commencement ceremony; If not participating in May Commencement ceremony, application is due June 15

Degree completion in Fall semester (December conferral):
Application due October 15; Undergraduates participating in the May Commencement ceremony prior to degree completion, application due February 15)

Late applicants may be charged a late fee.

Degree Conferral

Creighton awards/confers degrees on a common date in May, August, and December annually, regardless of the date of the Graduation/Commencement ceremony.

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/Commencement Ceremonies

Annual University Commencement ceremonies for all Colleges and Schools are held in May. The Graduate School holds a University Commencement ceremony in December for students who complete their degrees in Summer or Fall.

The Graduate School students who complete their degrees in the Spring Semester are expected to be present at Commencement. Students who complete their degree programs in the Summer or Fall Semesters may attend Commencement in December following completion or the May prior to completion with permission of the Dean.

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

Diplomas and Certificates

Creighton provides all graduates with a digital diploma or certificate (CeDiploma or CeCertificate) and a traditional paper diploma or certificate. Traditional diplomas or certificates will be mailed and digital diplomas or certificates will be sent to the graduate's Creighton email account after confirmation of completion of all requirements by the respective Dean and grade and degree processing by the Registrar.

CeCredential Trust® is Creighton's trusted partner providing lifetime secure, verifiable documents with digital signatures and encryption, enhancing trust and acceptance by employers, state government licensing agencies, etc. Additional information and Credential Validation is located on the Registrar's website (<https://www.creighton.edu/registrar/graduationcommencement/>).

Note: Diplomas are released only when all outstanding holds are cleared and the account is in good standing.

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

Honor Code

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

Preamble

We, the students of the Creighton University School of Dentistry understand this Honor Code to be an expression of moral and ethical standards that are the pillars of the academic community and the dental profession. We understand that academic dishonesty is socially and professionally unacceptable, that institutional expectations are to be fulfilled, and that students help their peers to be the best that they can be. As Creighton dental students, we uphold Ignatian values and the ideals in this Honor Code through self-governance and through the support of our colleagues. This Honor Code does not supersede any policy, regulation, code, statutes, or laws that exist within Creighton University, the State of Nebraska, or federal jurisdiction.

Accountability, Integrity, and Truthfulness

As Creighton dental students, our responsibilities and conduct parallel that of professional practitioners. We uphold the highest level of honor and integrity in our daily activities and adhere to the Codes of Ethics promoted by the American Dental Association and the American Student Dental Association. Truthfulness, a component of honor, requires accurate representation of oneself and includes, but is not limited to, trustworthiness and fairness to others. Cheating, plagiarism, stealing, and lying in any form is not acceptable in ourselves or in others.

Accountability for one's own learning, including learning and growing from one's mistakes, is a cornerstone of being a professional. Self-assessment and lifelong learning are essential for providing the highest quality of health care. You and your colleagues will be challenged many times as a student and as a practitioner and during those times, you must find strength, and help others to find strength, through the Ignatian value of cura propria, care of oneself that encompasses the values that you pledge here today.

Compassion and Duty to Others

As aspiring dental professionals, we students believe that compassion, empathy, and respect are components of all attitudes and behaviors that we exhibit. Compassion sharpens our purpose and focus to learn and to serve others and contributes to a successful and fulfilling career. Duty to others is our commitment to the greater good, to our family, friends, colleagues, communities, and the patients we serve. Duty to others also encompasses helping others to be the best that they can be.

Professionalism

Professionalism is conducting oneself with responsibility, accountability, integrity, and excellence. It requires us to be reflective of our actions in our conduct with others in all aspects of our lives. Professionalism earns trust and respect from others and is expected from you from this day forward.

Attestation

By signing the Creighton University School of Dentistry Honor Code, I acknowledge that as a member of the dental school class, I have read, understand, taken to heart, and will abide by, support, and forward the principles and values within this Code. (2023)

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
- Covid 19: frequency to be determined

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 up to 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 an 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. (2015)

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. (2015)

Nondiscrimination 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 Title IX and Civil Rights Compliance. To obtain information on accessibility of buildings and programs or to report problems of accessibility, employees should contact Human Resources at 402.280.2709 or HumanResources@creighton.edu. Students should contact the Office of Student Accessibility Services at 402.280.2195 or SAS@creighton.edu.

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 Title IX and Civil Rights Compliance
Creighton Hall Suite 340

Omaha, NE 68178

Phone: (402) 280-3189

E-mail: titleix@creighton.edu

Web: Office of Title IX and Civil Rights Compliance (<http://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. (2021)

Patient Resource Policy

The clinics at the School of Dentistry are settings where students are provided opportunities for patient care experiences. The School has an established reputation for providing excellent oral health care by student clinicians in its clinics. Almost 66,000 patient visits per year attest to this reputation, with many patients traveling great distances to seek dental care at Creighton University School of Dentistry. The clinics are operated by the School to fulfill its Mission statement objectives of educating students and providing dental care to the community. The School has established clinical performance standards that are designed to ensure that its graduates can demonstrate both competence and 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; repeated issuance of professionalism citations for unprofessional behavior; 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 Provost 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 Provost. The decision of the University Provost 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. (2018)

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 Provost 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.
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Requirements for Promotion and Graduation

PURPOSE

This policy details the promotion and graduation eligibility requirements for the Creighton University School of Dentistry DDS program.

POLICY

Grades and GPA

All 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:

1. Semester: a student is expected to earn a 2.00 G.P.A. in didactic and a 2.00 G.P.A. in technique courses for each semester.
2. Year: a student is expected to earn a 2.00 G.P.A. in didactic and a 2.00 G.P.A. in technique courses for the academic year.
3. Failure of one or more didactic or technique courses may result in recommendation(s) for, but not be limited to: (1) dismissal from School, (2) repeating the failed course(s), (3) repeating the entire curriculum for the year in question, or (4) placement on probation.
4. Failure of one or more clinical courses may result in recommendation(s) for, but not be limited to: (1) dismissal from School, (2) repeating the entire curriculum for the year in question, (3) placement on probation (4) or, continuation in the curriculum on a limited basis or as a "special student" (D4). 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.
5. 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.
6. Incompletes: didactic and technique incomplete grades occurring during a semester must be converted to passing grades within thirty calendar days after the completion of the semester. Failure to remove an incomplete grade within the specified period of time will result in the assignment of a grade of "F."
7. 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 G.P.A.'s attained.
8. 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 G.P.A.'s attained.

Integrated National Board Dental Examination (INBDE)

1. To be eligible to take the INBDE, the student must have: successfully completed all first, second, third year and D4 summer curriculum requirements (courses) whose subject matters are tested on the Board Examination; successfully completed all non-clinical competency examinations offered during the first, second, and third years of the curriculum whose subject matters are tested on the Board Examination. Under current curriculum schedules, students have until the end of the last day of Summer Session didactic classes to achieve eligibility to take this Examination. Certification of eligibility is determined by the Student Performance Committee and is recommended to the Dean.
2. Please refer to the INBDE guidelines for re-testing protocol and timeline.

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

D3 Clinical Progression

- (a) D3 students who complete third year departmental clinic performance standards may begin to work for D4 credit immediately or at the start of the Summer Term / Summer Clinic (departmental option).
- (b) D3 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 D4 credit in all departments in which they are done while they are converting the "I" grade(s) to passing marks.
- (c) D3 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 D4 credit in all departments in which they are done while they are working on successfully completing their clinical competency examinations.
- (d) D3 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:

1. 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. The Student Performance Committee will determine whether the student will be allowed to work for D4 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
2. the student may repeat the D3 year
3. the student may be dismissed from School

Eligibility For Graduation

In order to be eligible for graduation, a D4 dental student must have (1) earned a four year cumulative G.P.A. of not less than 2.00 for all courses, (2) earned no less than a 2.00 G.P.A. in the didactic and clinical courses of the senior year, (4) converted all incomplete and/or failing grades to passing grades, (5) successfully completed all competency examinations offered during the D1, D2, D3 and D4 academic years, including the Senior Clinical Examination (Mock Board) and (6) successfully completed all non-academic obligations to the School and to the University.

Advanced Standing

For information regarding advanced standing students, please contact the Office of Academic Affairs.

DEFINITIONS

PROCEDURE**SCOPE**

All students enrolled within the Dental Education Program.

ADMINISTRATION AND INTERPRETATIONS

The Student Performance Committee is responsible for the administration of this policy. Please forward questions to the Associate/Assistant Dean of Academic Affairs.

AMENDMENTS OR TERMINATION OF POLICY

The University reserves the right to modify, amend or terminate this policy at any time. (2024)

School Closings Policy

SCHOOL CLOSINGS POLICY

Purpose – This policy is implemented to ensure that the Creighton School of Dentistry operates in a manner which is safe for faculty, staff, students, and patients during University announced closures.

Scope – This policy pertains to faculty, staff, students, and patients of the School of Dentistry during announced University closing due to inclement weather or other conditions impacting operations.

Authority/Administrative Office – The Office of the Dean, Dean of Clinics and Senior Director of Operations.

Definitions – Please see University Policy.

Policy – The School of Dentistry will follow University policy and procedures related to weather or emergency situations and their announcements with the following procedural modifications.

A. If closure occurs during normal operating hours (Monday – Friday, 8:00 AM to 5:00 PM) the following protocols apply.

Clinical Care in Progress:

The School of Dentistry will, in the best interest of our patients, continue operations until patients under active care have their care completed, temporized, or taken to an appropriate point of surgical stabilization. Patients in transit will be assisted to the degree possible on a case-by-case basis upon arrival by means of care or rescheduling, whichever is determined to be the most appropriate given current conditions.

Once alerted as to the University's closing, procedural care started on patients in the clinic environment **will continue** under faculty direction and be taken to logical points of conclusion. Consideration must be given to the safety of patients, faculty, staff, and students under presenting closing conditions. If the patient desires to leave due to the nature of the closing, the faculty member will determine if temporization, completion or establishing an acceptable point of surgical stabilization would be the appropriate course of care.

Under most circumstances, the faculty, patient and student should discuss reasonable care options (from rescheduling to completion of planned care) representing the best interests of the patient from a dental/systemic health standpoint as well as their general safety

given conditions of the closing. Adjudication of these decisions will be managed through the Dean of Clinics in conjunction with the Senior Director of Operations.

Further, the School will designate essential staff personnel required to remain on duty with the faculty and students to assure safe clinical care, exiting of the building and the closing down of general operations. Staff will comply with procedures outlined below for time reporting.

B. Non-Clinical Course Delivery in Progress:

Lecturing faculty will have the discretion to finish lecturing at the most appropriate stopping point or at the next scheduled break between classes.

Laboratory faculty will have the discretion to finish the lab exercise at the most appropriate stopping point or at the next scheduled break between classes. Staff working in support of such courses will remain until the class is dismissed and equipment and supplies are appropriately stored according to standard operating procedures. Staff will comply with procedures outlined in Human Resource policy (see D. below) for time reporting.

C. Closing Notifications outside of Normal Business Hours

If University closing announcements are made after the close of clinic/academic operations, faculty, staff, and students will be made aware through CU Alerts and notifications on local media outlets. Patients will be notified by a School of Dentistry contracted vendor. Patients are also made aware through local media announcements.

D. Absence Reporting Procedures – The University has the discretionary authority to determine how to post time when it closes because of inclement weather or emergency conditions for employees. The University's Weather and Emergency-Related Absence Policy is found at:

Amendment Statement – Creighton University reserves the right to amend, and individual units have the right to use this policy as a foundational document in the development of specific policy for that unit in order to meet its specific operating conditions or accreditation requirements with prior approval to do so.

The School Year

The academic year begins and ends as specified in the School of Dentistry's Academic Calendar. The customary academic calendar is year-round including approximately thirty-two weeks of instruction, divided into a fall and spring semester for all dental students. A summer session of approximately ten weeks is required for dental students advancing into the second, third and fourth years. Accordingly, those students promoted into the next year of instruction are automatically registered for the summer session.

Clinic Hours of Operation:

Fall & Spring (August – April)

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

Summer (May – July)

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

Please refer to the current School of Dentistry Academic Calendar for student breaks and holidays.

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. (2012)

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. (2015)

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 and Continuing Education 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.

Test Taking Policy

Uniform Electronic Testing and Exam Integrity

Purpose – This policy and associated procedures are designed to provide a secure exam environment that minimizes stress for the student and faculty and sets expectations for ExamSoft's Exemplify and other testing modalities consistently across disciplines.

Scope – This policy applies to examinations where Exemplify or other testing modalities are used. Although intended for major course exams, it can be used at the discretion of faculty for quizzes when deemed appropriate.

Authority/Administrative Office – The Academic Dean is responsible for this policy.

Definitions – None

Policy – To provide a secure testing environment, to assure academic integrity and to provide uniformity to the testing process, the following procedures apply.

Electronic Procedures – (Course Directors may apply segments of this section to other testing formats)

- a. Students are expected to be on time for all exams. The time available for the exam is managed electronically. However, to assure that students can take advantage of the full time allowed and to avoid infringement upon other classes or activities occurring after the exam, they must be present at the beginning to receive the code to open the exam. If students are ill or otherwise detained or have accommodations, they should contact the Office of Student Affairs before the exam start time.
- b. Students should bring only the laptop on which they will take the exam and pen/pencil with which to write.
 - i. Scratch paper will be distributed to the students by the instructor if necessary. The paper will be turned in at the end of the exam. Scratch paper will be collected from each student, whether it is utilized or not.
 - ii. The Teaching and Learning Center Exam Developer or representative will be present and have spare laptops should a student's laptop experience a catastrophic event.
- c. Students may bring in a water bottle.
- d. If a student brings a backpack into the room, it must be left around the periphery of the room, not within reaching distance. The preferred location is at the front of the classroom.
- e. Other electronics devices (for example; cell phones, electronic watches) must be left in the student's locker or stored securely in student backpacks; being either muted or powered off.

- f. Once the exam is completed, it will be submitted and verified.
- i. After test submission, students are not to close their laptops as their final “successful upload screen” must be verified by the course director or assigned proctors.
- ii. The instructor in the room will tell students how he or she wants to verify the upload screens for the examination. (For example, directing students to exit through a door at which faculty are stationed to observe the screen.)
- iii. Once testing materials have been submitted or handed in, the student must exit the testing area and not return until all students have completed the exam.
- g. Grades will be posted to Blueline when the instructor has had opportunity to review and verify the exam grades. Students will be notified by Blueline when the score is available. The timing of grade postings could vary for many reasons.
- h. Exams are not to be discussed outside the classroom after the exam.
- i. No replication of the test questions, by any means or for any purpose, is allowed.

Amendment Statement – The University/School has the right to amend and individual units of the University have the right to use the policy as a foundational document in the development of specific policy for that unit in order to meet its specific operating conditions or accreditation requirements with prior approval to do so.

Addition Information, Resources and Attachments – See attached. (2019)

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 directly 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)

Vendors

Purpose

The purpose of this document is to describe policies for vendors within the School of Dentistry.

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.
2. The student body representative must then inform the Senior Associate Dean of Academic Affairs (not his office) of the pending arrangement. This must include the proposed date, the name of the presenter and the topic to be covered. The School, once informed of an upcoming meeting, will make every effort to provide a location for the session to occur if it does not pose serious conflicts with the School's teaching pedagogy.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.

Scope

The following policies and procedures apply to all students, faculty and staff.

Authority/Administrative Office

Definitions (keywords necessary for understanding the document)

Amendments or Termination of Policy

The University reserves the right to modify, amend or terminate this policy at any time. (2019)

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 (p. 7). 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 ADEA AADSAS (ADEA Associated American Dental Schools Application Service). All new applicants and reapplicants seeking admission to the School of Dentistry are required to complete the ADEA AADSAS process. The ADEA AADSAS can be accessed at https://www.adea.org/GoDental/The_application_to_dental_school_ADEA_AADSAS.aspx starting in May of the preceding academic year for entry the following fall.

Applicants who submit a completed ADEA AADSAS application to Creighton University School of Dentistry (CUSOD) are invited to complete the CUSOD supplemental application process. This process includes submission of the following requirements:

- CUSOD supplemental application
- Photograph
- Non-refundable \$60 supplemental application fee

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

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

Requirements for Admission

Requirements for Admission to the DDS Program

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. By the end of the spring term preceding the fall in which they intend to enter the School of Dentistry, all applicants must have earned at least two years' worth of credits from an accredited college or university. This includes a required 64 semester hours (or 96 quarter hours) in academic courses exclusive of physical education and military science. The 64 semester hours must include the following prerequisite courses:

- General Biology with Lab (8 hours)
- General Chemistry with Lab (8 hours)
- Organic Chemistry with Lab (8 hours)
- English (6 hours)
- Physics with Lab (8 hours)

Please note the following requirements:

- All prerequisite courses must be successfully completed prior to matriculation.
- All prerequisite courses must be completed at an accredited institution within the United States or Canada.
- All degree coursework must be completed prior to matriculation.

It is highly recommended that prerequisite science courses are completed at a four year institution. Any prerequisite courses completed at a community college must have been validated and accepted as an equivalent course by the accredited four year institution from which you complete your bachelor's and/or master's degree.

Advanced Placement (AP) credits will be accepted, provided the credits are accepted by the undergraduate degree granting institution. Students who have earned AP credit for prerequisite courses are encouraged to take additional, advanced level courses.

The School of Dentistry has found that successful students have completed advanced level courses in anatomy, biochemistry, physiology, histology, and/or equivalent. Additionally successful students have experiences that improved dexterity and perceptual ability including, but not limited to, fine arts, wood working, knitting, etc.

Dental Admission Test

All applicants must complete the Dental Admissions Test (DAT) administered by the American Dental Association (ADA), preferably no later than June of your final year of college. Please visit the ADA's Dental Admission Test (<https://www.ada.org/education/testing/exams/dental-admission-test-dat/>) website for details.

Please note the following – To be considered for Admissions, an applicant MUST achieve a score of 17 or higher in the following areas of the DAT:

- Academic Average
- Total Science
- Perceptual Ability

Recommendations

Through AADSAS, each applicant must submit **either three letters of recommendation**—two written by instructors in the sciences and one written by an instructor or mentor in a field other than the sciences (for example employer, spiritual leader, dentist)—**or else one recommendation from their college's recommending committee**. Please note that, if your college has a recommending committee, we strongly encourage you to submit their recommendation instead of the three letters. All recommendations should testify to the applicant's potential for success in the field of dentistry, as well as to his or her character.

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. history of "service to others"
2. dental shadowing and clinical experiences
3. recommendation members of the Creighton community (i.e., faculty, alumni, current students, etc.)
4. quality of pre-professional educational program
5. residence in states having educational compact agreements with the School
6. evidence of good moral character, motivation, and emotional and intellectual maturity
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. first generation college student
 - b. attributes one believes will enhance the campus community
 - c. overcoming hardships or economic or educational disadvantages
 - d. 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

A non-refundable enrollment reservation deposit of \$500 is required to reserve a place in the class to which admission has been offered. The deposit is credited to the first semester's tuition.

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 prior to matriculation.

State Compacts

Creighton University has dental education compacts with the states of New Mexico, North Dakota, Wyoming, and Idaho. Applicants who are residents of these states are encouraged to apply to their states' programs. If accepted into their state's program, residents from these states receive partial tuition remission. Application procedures for the CUSOD 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.

General Information

General information related to Campus facilities for Dentistry, Student Government, Student Organizations, Honor Societies and Fraternities, Honors and Awards, and the Dental Alumni Advisory Board.

Facilities for Dentistry

The School of Dentistry is located on the northern edge of Creighton University in Omaha, Ne. The technology-rich education and clinic building opened in 2018. The 200,000 square foot facility provides services to approximately 14,000 patients in the community annually, as well as pediatric services.

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.

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 – Veteran Readiness & Employment Program (VR&E)
- Chapter 33 – Post-9/11 GI Bill® (including the Yellow Ribbon Program)
- Chapter 35 – Survivors' & Dependents' Educational Assistance (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. 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 2024-2025 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to \$24,000 additional tuition dollars per academic year (\$12,000 from Creighton with a \$12,000 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 Dentistry up to \$5,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of three awards each academic year.
- 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 Medicine up to \$10,000 per academic year (\$5,000 from Creighton with a \$5,000 match from the VA). Maximum of six 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.

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

Principles of Excellence

On April 27, 2012, President Obama signed Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. The published Executive Order is available here (<https://obamawhitehouse.archives.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti/>). Creighton University is a proud signatory and abides by this Presidential Executive Order which addresses key areas relating to Federal military and veterans educational benefits programs. The University affirms our long-standing promise of supporting our military student population, while exercising transparency and full compliance with the individual principles outlined in the Principles of Excellence which are summarized below.

- Provide students with a personalized form covering the total cost of an education program.
- Inform eligible students of Federal financial aid and have a policy to alert students prior to packaging or arranging private student loans or alternative financing programs.
- Abstain from fraudulent and aggressive recruiting techniques and misrepresentations.
- Ensure accreditation of all new programs prior to enrolling students.
- Accommodate Service Members and Reservists while absent due to service requirements.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.

- Provide educational plans for all military and veteran education beneficiaries.
- Designate a point of contact to provide academic and financial advice.

The Office of Military and Veterans Affairs may be contacted at (402) 280-4063 or veterans@creighton.edu.

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.

Center for Health Counseling

Health and Counseling (<https://www.creighton.edu/student-experience/wellness/health-and-counseling/student-counseling-services/>) 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 (SCS) provides counseling support to all full-time Creighton students. Counseling services are intended to assist all students in their growth, their adjustments to academic and life challenges, and their development of healthy strategies for living. Our services offer a flexible approach to care and are designed to encourage positive health and wellness practices. Student Counseling Services acknowledges the inherent worth and dignity of every intersecting identity of those we serve.

Student Counseling Services is located in our main office in Omaha in Markoe Hall and at our Phoenix Health Sciences Campus. We also offer services for our student-athletes in The Athletic Counseling and Performance Clinic located in The Ryan Center.

We offer a variety of services to assist with the choices and challenges of University life:

- Individually tailored counseling, guided by brief, strength-based practices
- Group therapy
- Psychiatry
- Workshops
- Consultations
- Assessments and Evaluations

- 24/7 Crisis Counseling Support
- Outreach
- Case Management
- Referral Assistance

Call Student Counseling Services at 402-280-CALM (2256) for an appointment or to access 24/7 crisis support after business hours, during holidays or school breaks. All counseling services are confidential. Counseling services are free to students. Psychiatry services are billed through insurance with applicable copays. Assessment and evaluation services are also provided for a fee.

Student Health Services

Student Health Services include:

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 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:

- Primary Care and Specialty Care Providers
- Onsite X-rays and CT scans
- Additional services: Registered dietitians, diabetes educators, physical and occupational therapists, and pharmacists

It is essential that students bring 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 and select option 2.

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://www.creighton.edu/student-experience/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 the Kiewit Fitness Center Office #225.

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, Shoo the Flu vaccinations, WellFest, and more
- Care coordination with CHI Health, other healthcare resources, and on campus resources
- Campus Health Aide Program

University Health Insurance Requirements

University Health Insurance Requirement

Comprehensive Health Insurance is required for **ALL Full-time students**^{1,2,3} 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 over breaks and during the summer.
- Offers an unlimited lifetime maximum.

¹ Full-time student status is defined as 12 credits/semester for undergraduate students and 8 credits/semester for graduate students

² All nursing students are required to have comprehensive insurance regardless of student status

³ All international students are required to maintain domestic insurance coverage regardless of student status

Creighton University Student Health Insurance Plan

- New and returning students are **auto-enrolled** in the University student health insurance plan (<https://www.uhcsr.com/creighton/>).
- If a student already has a comprehensive insurance plan, they must waive the coverage through the student's NEST account. International students (on an F-1 or J-1 visa) are not eligible to waive the health insurance coverage.
- The online waiver process begins in June and continues through the deadline in late August/early September. 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 Student 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 student health insurance plan and the tuition statement will reflect a charge for the entire premium.

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, as well as a delay in housing assignments. The requirements follow CDC guidelines and are reviewed annually. The Student Health Education and Compliance Office is the official record keeper for Creighton University regarding student immunizations and University immunization requirements. Please consult Student Immunization Requirements (<https://www.creighton.edu/student-experience/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 the Student Health Education and Compliance Office.

Immunization Exemptions: Exemptions to the University immunization requirements are considered for students who have a documented medical contraindication to receiving immunizations. Religious exemptions may also be accepted. Students may obtain an exemption form on the Student Health Immunization website. Completed exemption forms are to be submitted to immunizations@creighton.edu for review. Students are provided written notification of the acceptance or denial of the exemption request.

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 (<http://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.

Creighton University Dental School Scholarships

American Dental Partners Endowed Scholarship Fund

Dr. Charles & Merlyn Anderson Endowed Scholarship Fund

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

Frank J. Ayers, Jr. Endowed Scholarship Fund

Dr. Jerome J. Belzer Endowed Scholarship Fund

James D. “Del” Bettinger Endowed Scholarship Fund

Bohacek Endowed Scholarship Fund

Dr. Leo V. Bongers Endowed Scholarship Fund

Dr. Harry N. Boyne Endowed Scholarship Fund

Dr. William P. Brust Endowed Scholarship Fund

Dr. John J. Butkus Endowed Scholarship Fund

Dr. William & Delores Carlisle Endowed Scholarship Fund

Dr. W. Thomas Cavel Endowed Scholarship Fund

William C. Coats Endowed Scholarship Fund

Cordoba Family Endowed Scholarship Fund

Victor & Diane Cuccia Endowed Scholarship

Dr. S. Leonard & Diana C. Cutuli Dental Endowed Scholarship

Dean Family Endowed Scholarship Fund

- Rotates between the School of Medicine and the School of Dentistry every four years

Dean’s Scholarship Fund

Delta Dental Endowed Scholarship Fund

Dental Alumni Endowed Scholarship Fund

The Dr. Edward J. & Neta B. Derosé Family Endowed Scholarship

Felix L. Dilger, DDS Endowed Scholarship Fund

Dr. Frank & Patricia Dowd Dental Endowed Scholarship Fund

Lyle B. & Hazel Egerman Dental Endowed Scholarship Fund

Dr. & Mrs. Richard J. Fangman Endowed Scholarship Fund

- Rotates between all Creighton Health Science Schools and Colleges

Leon Fellman, DDS Annual Scholarship

Steven J. Franco Memorial Endowed Scholarship Fund

Dr. & Mrs. Frank Freimuth Endowed Scholarship Fund

Dr. John Hamlin, DDS ’62 and Family Endowed Scholarship Fund

Dr. Arthur P. Herbst Memorial Endowed Scholarship Fund

Max Hirschmann, DDS Memorial Endowed Scholarship Fund

Dr. Frank Holbrook & Christine Endowed Scholarship Fund

James & Therese Huerter Endowed Scholarship Fund

Dr. Stephen Herman Jelinek, DDS Endowed Scholarship Fund

Robert Wood Johnson Endowed Scholarship FundHuerHH

Dr. Loy L. Julius Endowed Scholarship Fund

Dr. James & Rosemary Kappenman Endowed Scholarship Fund

Reverend Timothy R. Lannon, SJ Endowed Scholarship Fund

Eugene & Mary Susan Low Endowed Scholarship Fund

George Ludes Endowed Scholarship Fund

Dr. Thomas L. Ludwig Annual Scholarship

Dr. Benjamin L. Lynch Memorial Endowed Scholarship Fund

William McKee Endowed Scholarship Fund

Maurita & Patrick Meehan Endowed Scholarship Fund

L. Charles “Charlie” Meyer, DDS Endowed Scholarship Fund

Sean Moran, DDS Annual Scholarship

Chari Norton Dental Annual Scholarship

Neil Norton Dental Endowed Scholarship Fund

Perion-Rucker Endowed Scholarship Fund

Post-Baccalaureate Scholarships

Dr. Kenneth P. & Mae S. Raker Endowed Scholarship Fund

Dr. David A. Reinsch Endowed Scholarship Fund

Raymond Rucker Endowed Scholarship Fund

Frederick W. Schaefer, DDS Endowed Scholarship Fund

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

School of Dentistry – General Annual Scholarship

Foster Sims Endowed Scholarship Fund

Maria Cecilia Smith-Lanatta, DDS Endowed Scholarship Fund

Dr. Sebastian Frank “Subby” Stella Memorial Endowed Scholarship Fund

Donald & Rosalie Stormberg Endowed Scholarship Fund

Jeff & Kathy Vinton Endowed Scholarship Fund

Daniel J. Welsh Endowed Scholarship Fund

Dr. Gary H. & Judy W. Westerman Endowed Fund

Policy on Professionally Disadvantaged 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. Family history;
 - c. Non-traditional student status;
 - d. 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.
 - e. Academic performance indicating the applicant's or student's potential for success in the School; and
 - f. 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.

Tuition and Fees - School of Dentistry 2024-25 Tuition and Fee Amounts

Tuition and fees are payable at the time of registration for a semester.¹ (See Financial Arrangements (p. 48).) All rates are subject to change without notice.

Doctor of Dental Surgery - (Fees Per Semester)

Enrollment Reservation Deposit \$500
required of applicants when
accepted for admission-credited to
tuition

Tuition per semester for courses in Dental (DDS) curriculum	\$37,526
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University Fee per semester	\$720
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University Technology Fee per semester	\$308
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1st Year - SIMS FEE = Supplies, instruments and materials per semester	\$5,729
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2nd, 3rd, & 4th Year - SIMS Fee = \$4,514
Supplies, instruments and materials
per semester

ASDA Dues (Fall semester only)	\$105
Student Health Insurance Premium for six months ² - estimate	\$1,896
International Orientation Fee (New international students - 1st semester)	\$100
Late Payment Fee - see policy	\$150
Late Degree Application Fee	\$50
Transcripts	\$7

M.S., Oral Biology - Fees Per Semester

MS in Oral Biology (Dentistry) 1st
year per semester

MS in Oral Biology (Dentistry) 2nd
year per semester

University Fee (Mandatory)	\$720
University Technology Fee (Mandatory)	\$308
Student Health Insurance Premium for six months ² - estimate	\$1,896
Late Payment Fee - See policy	\$150*
Late Degree Application Fee	\$50
Transcripts ³	\$7

Post Baccalaureate Program (PBP) - Fees Per Semester

Post Bac Program Tuition (Fall,
Spring - per semester)

Post Bac Program Tuition (Summer
only)

Post Bac Program Technology Fee
(Fall only)

University Fee (Fall & Spring -
Mandatory)

University Fee (Summer only)

University Technology Fee (Fall &
Spring -Mandatory)

University Technology Fee (Summer
only)

Student Health Insurance Premium
for six months² - estimate

International Orientation Fee
(New international students - 1st
semester)

Late-Payment - See policy

Late Degree/Certificate Application
Fee

Transcripts

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

In compliance with the Veterans Benefits and Transition Act of 2018, Creighton University will not impose a late fee, deny access to facilities or services, or assess any other penalty against an eligible student using

Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post-9/11 GI Bill®) benefits due to a late payment of tuition and/or fees from VA, so long as the payment is received by Creighton University within 90 days after the date on which the University certifies or invoices for tuition and applicable fees. This restriction does not apply in cases where the student owes additional payment to the University beyond the anticipated amount of the tuition and applicable fee payment from the VA which includes but is not limited to: room, board, and/or parking permit.

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.

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

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 in 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. For further information on payment plans click here (<https://www.creighton.edu/businessoffice/statementandpaymentinformation/paymentplan/>) to access the Student Financial Services Office webpage.

Students are encouraged to pay tuition and other expenses online via the NEST. 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.

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the last payment date. (See Late Payment Policy (<https://www.creighton.edu/businessoffice/policies/latepaymentfees/>))

A late payment fee of \$150 will be assessed monthly to accounts that remain unpaid. Students with questions regarding their financial responsibilities are invited to contact the Student Financial Services Office at 402.280.1110 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 based on the date he/she made their formal withdrawal. Students who formally withdraw from the University before the official start date of the semester or term will not be liable for the tuition or fees associated with each course. If a student withdraws after the official start date of the semester or term, tuition refunds will be

posted to the student's tuition and fees account based on the schedule as shown on the Business Office webpage.

REFUND POLICY

Semester/Tuition & Term	Fees 100% Refund	Tuition 80% Refund	Tuition 60% Refund	Tuition 40% Refund	Tuition 20% Refund	Not Eligible for Refund
Full Semester	1st - 7th calendar day of semester	8th - 14th calendar day of semester	15th - 21st calendar day of semester	22nd - 28th calendar day of semester	29th - 35th calendar day of semester	36th calendar day and after
10-, 11- or 12-week	1st - 5th calendar day of term	NA	6th - 10th calendar day of term	NA	11th - 15th calendar day of term	16th calendar day of term or after
7- or 8-week	1st - 4th calendar day of term	NA	5th - 7th calendar day of term	NA	8th - 10th calendar day of term	11th calendar day of term or after
4-, 5- or 6-week	1st - 3rd calendar day of term	NA	4th - 5th calendar day of term	NA	6th - 7th calendar day of term	8th calendar day of term or after
3-week	1st and 2nd calendar day of term	NA	3rd and 4th calendar day of term	NA	NA	5th calendar day of term and after
1 or 2-week	1st calendar day of term	NA	NA	NA	NA	2nd calendar day of term or after

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 Doctor of Medicine program withdrawal/refund policy, please visit the School of Medicine Tuition Refund Policy (<https://www.creighton.edu/sites/default/files/Tuition-Fees-Refund-Policy.pdf>).

Continuing Education Refund Policy: Continuing education and professional development courses may be cancelled by the attendee in writing up to 7 days before the course begins for a full refund, less a \$25 processing fee. Some courses are not eligible for a refund; these exceptions are noted in specific course descriptions. If a course is cancelled by the University for non-weather related issues, the student will be notified and a full refund will be processed. In the event of a weather related closure, the course will be rescheduled.

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.

Undergraduate 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 refund schedule. Students assessed tuition per credit hour, including part-time students, graduate students, law students, and students in a summer session, will be charged for courses dropped in accordance with the refund schedule. In the event of total withdrawal, students will be refunded in accordance with the refund schedule.

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 SIMs Fee

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 SIMs (Supplies, Instruments and Materials) 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 SIMS 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 SIMs are indicated below. The amounts shown are approximate only and subject to change without notice in accordance with the market fluctuations.

	Textbooks	SIMs Fee
First Year	\$1,560	\$10,558
Second Year	\$1,895	\$9,028
Third Year	\$1,262	\$9,028
Fourth Year	\$300	\$9,028

Interprofessional Education (IPE)

<https://www.creighton.edu/healthsciences/interprofessional> (<https://www.creighton.edu/healthsciences/interprofessional/>)

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. Upon completion, students will earn a satisfactory grade in IPE 001 Interprofessional Education Passport on their transcripts. 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). As a Creighton health sciences student, you must complete three IPE Passport activities to graduate. Prior to enrollment in the IPE 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. P. IPE 500.

IPE 002. Interprof Educ Passport Honors. 0 credits. FA, SP, SU

Interprofessional Education Passport Honors consists of student learning activities focused on meeting the Core Competencies for Interprofessional Collaborative Practice and each profession's interprofessional education accreditation requirements and developing the student for leadership in interprofessional collaborative care. All Creighton health sciences students must complete 3 IPE Passport activities to satisfy course completion prior to graduation. In addition to meeting the three Passport activities required by the student's health professional program, IPE 002 students are required to meet additional scaffolded learning activity requirements in the Core Competencies through learning categories such as simulation, clinical learning environment, and community engagement, etc. Each student will be assigned to a faculty mentor that will oversee an individualized plan for completion. Students will cumulate the course with a Capstone Project designed and directed by the student and overseen by a faculty mentor. Through this course students will gain a deeper understanding of their own professional role and responsibilities and skills necessary to lead effective collaborative practice. P. IPE 500.

IPE 003. Interprofessional Collaborative Practice: What You Need to Know. 0 credits.

Interprofessional Collaborative Practice: What You Need to Know is a 1-hour online primer on the basics of interprofessional education and collaborative practice from a national perspective and also provides an overview of what Creighton University's Center for Interprofessional Practice, Education and Research (CIPER) does to support and innovate interprofessional education and collaborative practice. This course is a prerequisite to IPE 004 Introduction to Collaborative Care which offers 8 CE/CMEs and provides more depth to the topic. The course is intended to introduce concepts for both education and practice related to interprofessionalism. The program is delivered to participants using a distance education platform. The didactic lecture is electronically captured and packaged with written materials (references, case studies, self-evaluation quizzes).

IPE 004. Introduction to Collaborative Care for Educators and Professionals. 0 credits.

IPE 004 is an introductory course designed for health care faculty and professionals to learn key concepts of building and leading a collaborative health care team. The course is offered in a self-paced online format with a competency-based approach. Each lesson builds on previous content. Faculty and professionals will be introduced to: Interprofessional education and collaborative practice terminology; Core Competencies for Interprofessional Collaborative Practice; Foundations of effective health care teamwork; and Leading a collaborative health care team. The course offers eight (8) CMEs through Creighton University's Health Sciences Continuing Education, which has joint accreditation from the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE) and the American Nurses Credentialing Center (ANCC), the first university to receive this accreditation.

IPE 413. Developing Care-Vulnerable Population:Interprofessional Collaborative Approach-Health Promotion. 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 500 is a prerequisites to the IPE 001 IPE Passport. Successful completion of IPE 500 is required to be able to complete the IPE 001 IPE Passport.

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 and/or nursing 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. 1-2 credits.

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: online readings, discussion boards and virtual simulation. Upon successful completion (3) IPE passport activities are earned. P: IPE 500.

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 inter-professionally 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 500.

The Doctor of Dental Surgery Curriculum

Competencies for Creighton University School of Dentistry

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

BIOMEDICAL SCIENCES

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

BEHAVIORAL SCIENCES

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

PRACTICE MANAGEMENT

- Evaluating different models of oral health care management and delivery.
- Applying the basic principles and philosophies of practice management and having the skills necessary to function as the leader of the oral health care team.

- Communicating and collaborating with other members of the health care team to facilitate the provision of health care.

ETHICS AND PROFESSIONALISM

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

CRITICAL THINKING AND INFORMATION TECHNOLOGY

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

CLINICAL SCIENCES

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

- Performing, managing, and/or communicating requisite technical and laboratory procedures attendant to the provision of dental restorations.
- Assessing, critically appraising, applying, and communicating scientific and lay literature as it relates to providing evidence-based patient care. (2021)

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

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 First Year (D1) courses begin with 1. All Second Year (D2) courses begin with 2. All Third Year (D3) courses begin with 3. All Fourth Year (D4) 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.

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

Community and Preventative Dentistry (CPD)

First Year (D1)

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.

CPD 113. Preventive Dentistry. 2 credits. FA
The course is designed to provide foundational knowledge regarding cariology and the principles of preventive dentistry for patient care. The student will learn about and develop skills of patient and self motivation; knowledge of dental diseases and abnormalities; application of the principles of fluoridation; nutrition, home care, effective oral hygiene with reference to health promotion, disclosing agents, toothbrushing, flossing, oral physiotherapy aids, sealants, and topical fluorides.

CPD 114A. Community Dentistry Field Experience. 1 credit. FA
This course is designed to provide first-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient-centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 114B. Community Dentistry Field Experience. 1 credit. SP
This course is designed to provide first-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient-centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 121. Mindfulness and Wellbeing. 1 credit. FA
This course provides opportunity to explore techniques that support student wellbeing, integrating the Jesuit charisms of “care of the whole person” and “men and women (people) for and with others” and innovative dental education. By engaging in practices of movement, breathing, contemplation, and mindfulness, students will develop strategies for use in the practice setting to enhance professional resilience and patient wellbeing.

CPD 125. 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.

Second Year (D2)

CPD 211. Ethics in the Practice of Dentistry I. 2 credits. FA

Provides an understanding of classical health care ethical principles which have direct relevance to students' training and future dental practice experience, introduction to what it means to be a professional, the dentist's role in organized dentistry and the responsibilities of leadership in oral health care. 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.

Third Year (D3)

CPD 312A. Community Dentistry Field Experience. 0.5 credits. FA

This course is designed to provide third-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 312B. Community Dentistry Field Experience. 0.5 credits. SP

This course is designed to provide third-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 313. Behavioral Science Aspects of Patient Care. 2 credits. FA

The course is designed to enhance the student's ability to provide person-centered care in an ever-changing world of diversity and multiculturalism. The course builds upon the student's foundational knowledge and skills regarding patient communication and dental care. Students understand and apply the principles of behavioral science as they pertain to person-centered approaches for promoting, improving, and maintaining oral health in diverse populations.

CPD 331. Practice Planning. 2 credits. SP

This course is designed to introduce the student to practice management principles. It covers the process of staffing and running an office including internal marketing and treatment planning. Employment law as well as communication with staff, and design and function of a dental office is emphasized. The terminology that accompanies patient billing practice and the different types of insurance networks and plans will be discussed. Associateship agreements as well as commercial leasing contracts will be studied. Finally, dental entities will be introduced.

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, financing dental care, and the social determinants of health.

Fourth Year (D4)

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.

CPD 412A. Community Dentistry Field Experience Clinic. 2.5 credits. FA

This course consists of required community-based dental education (CBDE) rotations for senior dental students. Students participate in CBDE by providing patient-centered clinical preventive services, adult restorative dentistry, pediatric dentistry, basic oral surgery, and management of the acute care patient. Community-based educational experiences provide students with an opportunity to learn directly about the oral health needs of vulnerable, underserved populations as well as how to improve access to oral health care.

CPD 412B. Community Dentistry Field Experience Clinic. 2.5 credits. SP

This course consists of required community-based dental education (CBDE) rotations for senior dental students. Students participate in CBDE by providing patient-centered clinical preventive services, adult restorative dentistry, pediatric dentistry, basic oral surgery, and management of the acute care patient. Community-based educational experiences provide students with an opportunity to learn directly about the oral health needs of vulnerable, underserved populations as well as how to improve access to oral health care.

CPD 413. Ethics in Dentistry II. 1 credit. FA

Students will discuss dental practice laws and licensing; impaired colleagues, peer review and whistle blowing; dental malpractice; prescription fraud and drug diversion, Medicaid or third-party fraud, patient grievances, legal and social implications for treating mentally and physically challenged individual; and quality assurance in dentistry.

Diagnostic Sciences (DAR)

Second Year (D2)

DAR 211. Infectious Disease Control. 1 credit. SU

This course will teach the selection and use of procedures and products to prevent the spread of infectious diseases based on scientific data and recommendations by professional organizations and governmental agencies. The basic principles of infection control and their application in the dental health care setting will be applied. The course is designed to provide guidelines for universal standard precautions and the use of aseptic techniques to protect patients and providers with an overview of the management of bloodborne infectious diseases, tuberculosis, and other infectious diseases. 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.

DAR 214. Radiology and Dental Assisting. 4 credits. FA

This course will provide hands-on instruction regarding imaging principles and various techniques of digital intra/extra oral radiography. Instruction will focus on the projection geometry of paralleling angle technique. Students will learn infection control, quality assurance, and recognition and prevention of radiographic pitfalls on a Dexter model. Sophomore students in this entry-level, clinically-oriented course will also be assisting juniors/seniors with oral diagnosis and prophylaxis procedures. In addition, students will participate in radiographic interpretation in the clinic of full mouth and panoramic images in order to be able to diagnose common dental pathologies such as caries and periodontal disease.

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.

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.

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.

DAR 232. Oral Hygiene and Recall Clinic. 1 credit. SP

This clinical patient care course is the companion of the first semester lecture course, DAR 215. And serves to reinforce skills learned in PER 212. This course develops skills in diagnosis, the principles of patient evaluation, examination, prophylaxis, fluoride treatment, oral health instruction, and when indicated how to complete a recall treatment plan. When not assigned a recall patient in this block assignment students will either assist their partner, a D3 or D4 student.

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.

Third Year (D3)**DAR 313. Radiographic Interpretation. 3 credits. FA**

The course deals with the basic principles of radiographic interpretation of oral and maxillofacial pathologies. The radiographic features of the various common oral and maxillofacial pathologies will be dealt in detail. Basics of Cone Beam CT will also be covered.

DAR 314A. Oral Diagnosis and Treatment Planning Clinic. 1.5 credit. FA

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.

DAR 314B. Oral Diagnosis and Treatment Planning Clinic. 1.5 credit. 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.

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.

DAR 318. Radiographic Interpretation Clinic. 1 credit. FA

This course will be composed of small group teaching to interpret intraoral complete series (FMX) and panoramic radiographs (PAN). Students will be assigned to a clinical block rotation for each series. In the panoramic seminar 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, disease changes between serial radiographs and treatment plans. In the intraoral complete series, quality assurance of the radiographs will be reviewed, as well as the identification of anatomy, and the disease processes present. Diagnosis of disease and the formulation of treatments plans will be discussed.

DAR 331. Temporomandibular Disorders/Orofacial Pain. 2 credits. SP

This lecture course is an introduction to the classification, examination, diagnosis, and management of temporomandibular and orofacial pain disorders. The translational approach of the course will include anatomy, physiology and radiology of the head and neck with an understanding of the normal functioning of the masticatory system. Clinical evaluation techniques to determine areas of dysfunction and disorders of the head and neck will be utilized. Management principles of orofacial pain patients with various treatment scenarios will be examined, including occlusal appliance therapy in the management of parafunctional habits and temporomandibular disorders.

Fourth Year (D4)

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.

DAR 414A. Oral Diagnosis and Treatment Planning Clinic. 1 credit. FA

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.

DAR 414B. Oral Diagnosis and Treatment Planning Clinic. 1 credit. 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.

DAR 418. Head and Neck Cancer Screening Clinic. 1 credit. FA

This is an inter-professional course for medical and dental students at Creighton University. This course will emphasize the different approaches that can be utilized during an intra/extra oral head and neck examination from an Ear, Nose and Throat/Head and Neck Cancer Surgeon's perspective. This course will also emphasize the diagnosis and treatment of intra/extra oral neoplasms of the head and neck from both a medical and dental perspective. Finally, dental, and medical treatment options will be discussed along with their medical and dental ramifications. This course will involve head and neck examinations on dental school patients on an as needed basis.

Endodontics (END)

Second Year (D2)

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.

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.

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.

Third Year (D3)

END 313. Endodontic Problem Solving. 2 credits. FA

Problem solving techniques and procedures including the management of endodontic emergencies, endodontic and periodontic problems, vital pulp therapy, traumatic injuries, and other endodontic problems.

END 314A. Endodontic Clinic. 2 credits. FA

Clinical practice of non-surgical endodontics involving the adult dentition. A wide variety of experiences using current clinical methods, technology and materials.

END 314B. Endodontic Clinic. 2 credits. SP

Clinical practice of non-surgical endodontics involving the adult dentition. A wide variety of experiences using current clinical methods, technology and materials.

Fourth Year (D4)

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.

END 414A. Endodontic Clinic. 2 credits. FA

Clinical practice of endodontics. Senior students, working with an increased degree of independence, are expected to complete a variety of cases.

END 414B. Endodontic Clinic. 2 credits. SP

Clinical practice of endodontics. Senior students, working with an increased degree of independence, are expected to complete a variety of cases.

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 316A. Acute Care Clinic. 1.5 credit. FA

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.

GDD 316B. Acute Care Clinic. 1.5 credit. 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.

GDD 416A. Acute Care Clinic. 1.5 credit. FA

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.

GDD 416B. Acute Care Clinic. 1.5 credit. 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.

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.

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.

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.

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.

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.

GDO 314A. Operative Dentistry Clinic. 6 credits. FA

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.

GDO 314B. Operative Dentistry Clinic. 6 credits. 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.

GDO 315. Introduction to the Acute Care Clinic - Lecture. 1 credit. FA

This course introduces the policies and protocols that are to be observed in the Acute Care Clinic. It also describes some commonly observed acute care issues as well as presents treatment modalities used to manage these situations.

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.

GDO 414A. Operative Dentistry Clinic. 6 credits. FA

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.

GDO 414B. Operative Dentistry Clinic. 6 credits. 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.

GDP 312. Comprehensive Patient Care I. 8 credits. FA

This course integrates departmental and other criteria for clinical learning to support student progression toward clinical competency in associated disciplines, comprehensive patient care, and the independent practice of General Dentistry. P. D3 standing.

GDP 332. Comprehensive Patient Care I. 8 credits. SP

This course integrates departmental and other criteria for clinical learning to support student progression toward clinical competency in associated disciplines, comprehensive patient care, and the independent practice of General Dentistry. P. 312.

GDP 412. Comprehensive Patient Care II. 8 credits. FA

This course integrates departmental and other criteria for clinical learning to support student progression toward clinical competency in associated disciplines, comprehensive patient care, and the independent practice of General Dentistry. P. 312, 332.

GDP 432. Comprehensive Patient Care II. 1-8 credits. SP

This course integrates departmental and other criteria for clinical learning to support student progression toward clinical competency in associated disciplines, comprehensive patient care, and the independent practice of General Dentistry. P. GDP 412.

GDS 113. Dental Anatomy and Principles of Restorative Dentistry 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.

GDS 114. Dental Anatomy and Principles of Restorative Dentistry Laboratory. 6 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.

GDS 115. Dental Materials Lecture. 1 credit. 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.

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.

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.

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.

Oral Biology (ORB)

First Year (D1)

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.

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.

ORB 117. Introduction to Conduct of Research Lecture. 5 credits. 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.

ORB 119. Physiology Lecture. 8 credits.

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.

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.

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.

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.

ORB 137. Nutrition. 1 credit. 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.

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.

ORB 143. Dental Ergonomics and Wellness. 1 credit. SP

This course is intended to promote a culture of health and wellness (with an emphasis on the reduction of musculoskeletal system related injuries) amongst dental students during their professional education as well as throughout their careers. This course draws on recall and/or review of knowledge acquired in physiology and anatomy and requires critical application of the information to functional movements and activities performed in the workplace daily.

Second Year (D2)

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.

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.

Third Year (D3)

ORB 311. Dental Pharmacology. 3 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.

ORB 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.

Fourth Year (D4)**ORB 413. Practical Pharmacotherapeutics for the Dentist. 1 credit. FA**

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.

Oral and Maxillofacial Surgery (OMS)**Second Year (D2)****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.

Third Year (D3)**OMS 314A. Oral Surgery Clinic. 2 credits. FA**

Fall semesters are dedicated primarily to assistance and observation of senior students in the performance of oral surgical procedures. 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.

OMS 314B. Oral Surgery Clinic. 2 credits. SP

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.

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.

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.

Fourth Year (D4)**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.

OMS 414A. Oral Surgery Clinic. 2 credits. FA

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.

OMS 414B. Oral Surgery Clinic. 2 credits. 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.

Pediatric Dentistry and Orthodontics (PDO)**Second Year (D2)****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.

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.

Third Year (D3)

PDO 313. Principles of Orthodontics and Dento-Facial Growth and Development. 2 credits. FA

This course presents an introductory foundation for clinical orthodontics. Great emphasis is placed on orthodontic diagnosis and treatment planning for both children and adults. Students learn to analyze the appropriate orthodontic records and translate the data into problem lists. This will enable the student to determine the degree of the dentofacial disharmony, the timing of the orthodontic intervention, and whether a general dentist or a specialist should provide the treatment. Orthodontic treatment modalities will be introduced, the advantages and disadvantages of each will be discussed as to their application in clinical treatment.

PDO 314A. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. FA

This is a clinical course whereby the student will find an orthodontic patient, take the appropriate orthodontic records, diagnose the problem, and construct a treatment plan to address the orthodontic problem. During the 3rd and 4th years, the student will place the appliances, treat the patient through the removal of the appliances and follow them through the retention period.

PDO 314B. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. SP

This is a clinical course whereby the student will find an orthodontic patient, take the appropriate orthodontic records, diagnose the problem, and construct a treatment plan to address the orthodontic problem. During the 3rd and 4th years, the student will place the appliances, treat the patient through the removal of the appliances and follow them through the retention period.

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.

PDO 331. Orthodontics. 2 credits. SP

This course reinforces the foundation for clinical orthodontics. The physiology and mechanics of tooth movement are discussed and methodologies for predicting and modifying growth of patients with skeletal problems are discussed. The classifications of malocclusions are reviewed along with treatment modalities specific to each malocclusion. 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.

PDO 332. Pediatric Dentistry Junior Clinic. 5 credits. SP

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

Fourth Year (D4)

PDO 413. Principles of Orthodontics and Dento-Facial Growth and Development. 2 credits. FA

This is a continuation of topics covered in the third year. Emphasis is placed on evidence-based orthodontics along with new technologies while revisiting the basic background information pertinent to clinical orthodontic treatment. 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 and adult treatment are discussed regarding timing and types of treatment for diverse age groups and post-treatment regimens are addressed. Comprehensive orthodontics, interdisciplinary dentistry and surgical orthodontics are introduced to indicate the scope of the orthodontic specialty and the key role played by the general practitioner when referring their patients.

PDO 414A. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. FA

This is a continuation of PDO 314A and PDO 314B, clinical course whereby the student will find an orthodontic patient, take appropriate orthodontic records, diagnose the problem and construct a treatment plan to address the orthodontic problem. The student will treat the patient to completion, including removing the appliance and delivering the final retainer.

PDO 414B. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. SP

This is a continuation of PDO 314A and PDO 314B, clinical course whereby the student will find an orthodontic patient, take appropriate orthodontic records, diagnose the problem and construct a treatment plan to address the orthodontic problem. The student will treat the patient to completion, including removing the appliance and delivering the final retainer.

PDO 418. Pediatric Dentistry Clinic. 6 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.

Periodontics (PER)

First Year (D1)

PER 132. Periodontal Instrumentation. 3 credits. SP

Introduction to basic examination and periodontal armamentarium focusing on operator set-up, operator and patient positioning, and instrument selection and use.

Second Year (D2)

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.

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.

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.

Third Year (D3)

PER 313. Periodontology Lecture. 2 credits. FA

This course reviews materials for INBD; periodontal diagnosis, etiology, contributing factors, classification, treatment planning, and covers basics in periodontal surgeries such as flap surgeries, guided tissue regeneration, crown lengthening (exposure) and soft tissue grafts. Case based treatment planning and referral to different specialists are also covered in this course.

PER 314A. Periodontology Clinic. 2.5 credits. FA

Clinical practice of periodontal therapeutic procedures.

PER 314B. Periodontology Clinic. 2.5 credits. SP

Clinical practice of periodontal therapeutic procedures.

PER 333. Periodontology Lecture. 2 credits. SP

This course covers fundamentals for dental implant treatment planning and surgeries. Introduction to implant related surgeries, sinus augmentation, ridge preservation and guided bone regeneration are covered in this course. Case based treatment planning in respect to phases of treatment are also included in this course.

Fourth Year (D4)

PER 413. Periodontology Lecture. 2 credits. FA

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

PER 414A. Periodontology Clinic. 2.5 credits. FA

Clinical practice of periodontal therapeutic procedures.

PER 414B. Periodontology Clinic. 2.5 credits. SP

Clinical practice of periodontal therapeutic procedures.

Prosthodontics (PRS)

First Year (D1)

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.

PRS 132. Occlusion Laboratory. 3 credits. SP

Exercises simulating clinical diagnostic and treatment procedures are employed to exemplify principles of maxillo-mandibular relationships.

Second Year (D2)

PRS 213. Fixed Prosthodontics Lecture. 2 credits. FA

Study of the basic restorations involved in restoring oral function by use of fixed prostheses.

PRS 214. Fixed Prosthodontics Laboratory. 6 credits. FA

Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations.

PRS 215. Implant Fundamentals Lecture. 2 credits.

This course is an introduction into the fundamentals of implantology. The history of implant usage in dentistry and the physiological basis for success are presented. This is followed by a description of procedures required for treatment planning, surgical placement, prosthetic restoration, and outcomes assessment.

PRS 216. Implant Laboratory. 3 credits.

This laboratory course is an introduction into the fundamentals of implantology. The laboratory experiences are designed to reinforce implant concepts and procedures presented during the Implant Fundamentals Lecture (PRS 215). The laboratory includes exercises in implant component identification, virtual implant treatment planning, surgical placement, prosthetic restoration, and outcomes assessment.

PRS 217. Removable Partial Denture Lec. 2 credits.

Basic principles of removable partial denture design. Component parts, abutment tooth preparation, surveying and designing are the primary objectives to be mastered.

PRS 218. Removable Partial Denture Lab. 2 credits.

Laboratory exercises utilize partially edentulous casts and surveyors to survey and design each of the four major classes of removable partial dentures.

PRS 221A. Complete Denture Prosthodontics Lecture. 1 credit. FA

Fundamentals of treating the completely edentulous patient.

PRS 221B. Complete Denture Prosthodontics Lecture. 1.5 credit. SP

Fundamentals of treating the completely edentulous patient.

PRS 222A. Complete Denture Prosthodontics Laboratory. 1.5 credit. FA

Laboratory exercises are designed to familiarize the student with the process of complete denture fabrication through simulated exposure to the basic clinical steps of treating the edentulous patient and laboratory procedures required to construct the prosthesis.

PRS 222B. Complete Denture Prosthodontics Laboratory. 3 credits. SP

Laboratory exercises are designed to familiarize the student with the process of complete denture fabrication through simulated exposure to the basic clinical steps of treating the edentulous patient and laboratory procedures required to construct the prosthesis.

PRS 233. Fixed Prosthodontics Lecture. 2 credits. SP

Study of the basic restorations involved in restoring oral function by use of fixed prostheses.

PRS 234. Fixed Prosthodontics Laboratory. 6 credits. SP

Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations.

Third Year (D3)

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.

PRS 312A. Removable Prosthodontics Clinic. 2.5 credits. FA

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

PRS 312B. Removable Prosthodontics Clinic. 2.5 credits. SP

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

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.

PRS 314A. Fixed Prosthodontics Clinic. 2.5 credits. FA

Clinical practice in the construction of the simpler types of crowns and bridges and in the restoration of implants, as appropriate.

PRS 314B. Fixed Prosthodontics Clinic. 2.5 credits. SP

Clinical practice in the construction of the simpler types of crowns and bridges and in the restoration of implants, as appropriate.

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 exemplified with clinical and lab reviews. Students will have the ability to bring treatments in various stages to help facilitate questions and answers.

PRS 331. Advanced Maxillofacial Prosthetic Reconstruction. 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.

PRS 333. Fixed Prosthodontics Lecture. 1 credit. 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.

PRS 341. Advanced Occlusion Lecture. 1 credit.

Topics such as posterior support and anterior guidance will be discussed. The student will learn to identify "pathologic occlusion." The principles of occlusal analysis will be presented and the results applied to establishing proper occlusal schemes when restoring edentulous spaces and when placing single unit fixed restorations.

Fourth Year (D4)**PRS 405. Digital Dentistry Design. 1 credit. FA, SU**

The course allows students to apply foundational knowledge towards digital technologies as it applies to prosthodontic topics including dentures, implants, splints, fixed, and partial dentures. Applying digital design principles to fixed and removable prosthetics, students will have the ability to understand image acquisition, processing files, designing prosthetics, and understanding the 3-D printing and milling work flow. P. PRS 312A, PRS 312B, PRS 314A, and PRS 314B.

PRS 412A. Removable Prosthodontics Clinic. 2.5 credits. FA

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.

PRS 412B. Removable Prosthodontics Clinic. 2.5 credits. 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.

PRS 414A. Fixed Prosthodontics Clinic. 2.5 credits. FA

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.

PRS 414B. Fixed Prosthodontics Clinic. 2.5 credits. 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.

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.

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.

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).

First Year (D1)

Code	Title	Credits
Behavioral Science		
CPD 111	Interpersonal Relationships and Communication	2
CPD 121	Mindfulness and Wellbeing	1
CPD 125	History of Dentistry	1
Biochemistry		
ORB 135	Biochemistry Lecture	8
Community & Preventive Dentistry		

CPD 113	Preventive Dentistry	2
CPD 114A	Community Dentistry Field Experience	1
CPD 114B	Community Dentistry Field Experience	1
Dental Anatomy		
GDS 113	Dental Anatomy and Principles of Restorative Dentistry Lecture	2
GDS 114	Dental Anatomy and Principles of Restorative Dentistry Laboratory	6
Dental Materials		
GDS 115	Dental Materials Lecture	1
GDS 116	Dental Materials Laboratory	3
GDS 135	Dental Materials and Introduction to Operative Dentistry Lecture	4
GDS 136	Dental Materials and Introduction to Operative Dentistry Laboratory	4
Ergonomics		
ORB 143	Dental Ergonomics and Wellness	1
General/Head & Neck Anatomy		
ORB 115	General Gross Anatomy Lecture	10
ORB 131	Head and Neck Anatomy	9
ORB 139	General Neuroscience	4
Histology/Embryology		
ORB 113	Histology	9
ORB 133	Oral Histology and Embryology	8
Nutrition		
ORB 137	Nutrition	1
Occlusion		
PRS 131	Occlusion Lecture	2
PRS 132	Occlusion Laboratory	3
Periodontology		
PER 132	Periodontal Instrumentation	3
Physiology		
ORB 119	Physiology Lecture	8
Research		
ORB 117	Introduction to Conduct of Research Lecture	5
Total Credits		99

Second Year (D2)

Code	Title	Credits
Diagnosis/Radiology		
DAR 214	Radiology and Dental Assisting	4
DAR 215	Oral Diagnosis	2
DAR 217	Radiology Lecture	4
Endodontics		
END 213	Pulp Biology / Endodontics	2
END 233	Endodontic Techniques	2
END 234	Endodontics Laboratory	3
Ethics		
CPD 211	Ethics in the Practice of Dentistry I	2
Fixed Prosthodontics		
PRS 213	Fixed Prosthodontics Lecture	2
PRS 214	Fixed Prosthodontics Laboratory	6

PRS 233	Fixed Prosthodontics Lecture	2
PRS 234	Fixed Prosthodontics Laboratory	6
Implants		
PRS 215	Implant Fundamentals Lecture	2
PRS 216	Implant Laboratory	3
Infection Control		
DAR 211	Infectious Disease Control	1
Information Technology		
DAR 216	axiUm Training Lab	2
Microbiology		
ORB 211	Microbiology	7
Operative Dentistry		
GDO 213	Operative Dentistry Lecture	2
GDO 214	Operative Dentistry Laboratory	7
GDO 233	Operative Dentistry Lecture	2
GDO 234	Operative Dentistry Laboratory	7
Oral Hygiene		
DAR 232	Oral Hygiene and Recall Clinic	1
Pain Control		
OMS 233	Pain Control/Anesthesia	4
Pathology		
DAR 219	General Pathology	9
DAR 235	Oral Pathology	7
Pediatric Dentistry/Orthodontics		
PDO 213	Physical Growth and Development	2
PDO 234	Pedodontics/Orthodontics Technique	5
Periodontology		
PER 212	Clinical Introduction to Scaling and Polishing	1
PER 213	Periodontology Lecture	2
PER 233	Periodontology Lecture	2
Pharmacology		
ORB 231	Pharmacology	3
Removable Prosthodontics		
PRS 217	Removable Partial Denture Lec	2
PRS 218	Removable Partial Denture Lab	2
PRS 221A	Complete Denture Prosthodontics Lecture	1
PRS 221B	Complete Denture Prosthodontics Lecture	1.5
PRS 222A	Complete Denture Prosthodontics Laboratory	1.5
PRS 222B	Complete Denture Prosthodontics Laboratory	3
Total Credits		115

Third Year (D3)

Code	Title	Credits
Acute Care		
GDO 315	Introduction to the Acute Care Clinic - Lecture	1
GDD 316A	Acute Care Clinic	1.5
GDD 316B	Acute Care Clinic	1.5
Behavioral Science		
CPD 313	Behavioral Science Aspects of Patient Care	2
Clinic Activity		
GDP 312	Comprehensive Patient Care I	8
GDP 332	Comprehensive Patient Care I	8

Community & Preventive Dentistry		
CPD 312A	Community Dentistry Field Experience	0.5
CPD 312B	Community Dentistry Field Experience	0.5
CPD 333	Public Health Dentistry	2
Diagnosis/Radiology		
DAR 313	Radiographic Interpretation	3
DAR 314A	Oral Diagnosis and Treatment Planning Clinic	1.5
DAR 314B	Oral Diagnosis and Treatment Planning Clinic	1.5
DAR 318	Radiographic Interpretation Clinic	1
Evidence-Based Dentistry		
ORB 335	Evidence-Based Dental Care: Understanding and Evaluating Dental Research	2
Endodontics		
END 313	Endodontic Problem Solving	2
END 314A	Endodontic Clinic	2
END 314B	Endodontic Clinic	2
Fixed Prosthodontics		
PRS 313	Fixed Prosthodontics Lecture	2
PRS 314A	Fixed Prosthodontics Clinic	2.5
PRS 314B	Fixed Prosthodontics Clinic	2.5
PRS 333	Fixed Prosthodontics Lecture	1
PRS 341	Advanced Occlusion Lecture	1
Medically Complex Patient		
DAR 315	Dental Management of Medically Complex Patients	2
Operative Dentistry		
GDO 313	Operative Dentistry Lecture	2
GDO 314A	Operative Dentistry Clinic	6
GDO 314B	Operative Dentistry Clinic	6
GDO 333	Operative Dentistry Lecture	2
Oral Surgery/Medical Emergencies		
OMS 314A	Oral Surgery Clinic	2
OMS 314B	Oral Surgery Clinic	2
OMS 315	Oral Surgery Lecture	2
OMS 331	Physical Diagnosis/Medical Emergencies	2
Pediatric Dentistry/Orthodontics		
PDO 313	Principles of Orthodontics and Dento-Facial Growth and Development	2
PDO 314A	Orthodontic Diagnosis and Treatment Planning Clinic	1.5
PDO 314B	Orthodontic Diagnosis and Treatment Planning Clinic	1.5
PDO 315	Pediatric Dentistry	4
PDO 331	Orthodontics	2
PDO 332	Pediatric Dentistry Junior Clinic	5
Periodontics		
PER 313	Periodontology Lecture	2
PER 314A	Periodontology Clinic	2.5
PER 314B	Periodontology Clinic	2.5
PER 333	Periodontology Lecture	2
Pharmacology		
ORB 311	Dental Pharmacology	3
Practice Management		

CPD 331	Practice Planning	2
Removable Prosthodontics		
PRS 311	Removable Partial Denture Lecture	2
PRS 312A	Removable Prosthodontics Clinic	2.5
PRS 312B	Removable Prosthodontics Clinic	2.5
PRS 317	Prosthodontic Clinical/Lab Review	1
PRS 331	Advanced Maxillofacial Prosthetic Reconstruction	2
TMD Disorders		
DAR 331	Temporomandibular Disorders/Orofacial Pain	2
Total Credits		117

Fourth Year (D4)

Code	Title	Credits
Acute Care		
GDD 416A	Acute Care Clinic	1.5
GDD 416B	Acute Care Clinic	1.5
Behavioral Sciences/Ethics		
CPD 413	Ethics in Dentistry II	1
Clinic Activity		
GDP 412	Comprehensive Patient Care II	8
GDP 432	Comprehensive Patient Care II	8
Community & Preventive Dentistry		
CPD 412A	Community Dentistry Field Experience Clinic	2.5
CPD 412B	Community Dentistry Field Experience Clinic	2.5
Diagnosis/Radiology		
DAR 414A	Oral Diagnosis and Treatment Planning Clinic	1
DAR 414B	Oral Diagnosis and Treatment Planning Clinic	1
DAR 418	Head and Neck Cancer Screening Clinic	1
Endodontics		
END 413	Advanced Endodontics, Surgery And Review	2
END 414A	Endodontic Clinic	2
END 414B	Endodontic Clinic	2
Fixed Prosthodontics		
PRS 414A	Fixed Prosthodontics Clinic	2.5
PRS 414B	Fixed Prosthodontics Clinic	2.5
PRS 417	Advanced Clinical Dentistry Lecture	2
Implantology		
PRS 415	Advanced Implantology	2
Operative Dentistry		
GDO 414A	Operative Dentistry Clinic	6
GDO 414B	Operative Dentistry Clinic	6
Oral Pathology		
DAR 413	Oral Pathology	2
Oral Surgery		
OMS 413	Oral Surgery Lecture	2
OMS 414A	Oral Surgery Clinic	2
OMS 414B	Oral Surgery Clinic	2
Pediatric Dentistry/Orthodontics		
PDO 413	Principles of Orthodontics and Dento-Facial Growth and Development	2
PDO 414A	Orthodontic Diagnosis and Treatment Planning Clinic	1.5

PDO 414B	Orthodontic Diagnosis and Treatment Planning Clinic	1.5
PDO 418	Pediatric Dentistry Clinic	6
Periodontics		
PER 413	Periodontology Lecture	2
PER 414A	Periodontology Clinic	2.5
PER 414B	Periodontology Clinic	2.5
Pharmacology		
ORB 413	Practical Pharmacotherapeutics for the Dentist	1
Practice Management		
CPD 411	Business of Practice	3
Removable Prosthodontics		
PRS 412A	Removable Prosthodontics Clinic	2.5
PRS 412B	Removable Prosthodontics Clinic	2.5
PRS 405	Digital Dentistry Design	1
Total Credits		91

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 second year (D2), third year (D3), and fourth year (D4) also includes courses offered during a summer session.

Approximate Division of Time (By Clock Hours)

	Lecture/ Seminar	Lab.	Field/Clinic	Total Hours
First Year (D1)	344	328	16	688
Second Year (D2)	371	413	16	800
Third Year (D3)	418	0	1204	1622
Fourth Year (D4)	152	0	1404	1556

Courses

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.

CPD 113. Preventive Dentistry. 2 credits. FA

The course is designed to provide foundational knowledge regarding cariology and the principles of preventive dentistry for patient care. The student will learn about and develop skills of patient and self motivation; knowledge of dental diseases and abnormalities; application of the principles of fluoridation; nutrition, home care, effective oral hygiene with reference to health promotion, disclosing agents, toothbrushing, flossing, oral physiotherapy aids, sealants, and topical fluorides.

CPD 114A. Community Dentistry Field Experience. 1 credit. FA

This course is designed to provide first-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient-centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 114B. Community Dentistry Field Experience. 1 credit. SP

This course is designed to provide first-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient-centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 121. Mindfulness and Wellbeing. 1 credit. FA

This course provides opportunity to explore techniques that support student wellbeing, integrating the Jesuit charisms of "care of the whole person" and "men and women (people) for and with others" and innovative dental education. By engaging in practices of movement, breathing, contemplation, and mindfulness, students will develop strategies for use in the practice setting to enhance professional resilience and patient wellbeing.

CPD 125. 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.

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.

CPD 211. Ethics in the Practice of Dentistry I. 2 credits. FA

Provides an understanding of classical health care ethical principles which have direct relevance to students' training and future dental practice experience, introduction to what it means to be a professional, the dentist's role in organized dentistry and the responsibilities of leadership in oral health care. 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.

CPD 312A. Community Dentistry Field Experience. 0.5 credits. FA

This course is designed to provide third-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 312B. Community Dentistry Field Experience. 0.5 credits. SP

This course is designed to provide third-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 313. Behavioral Science Aspects of Patient Care. 2 credits. FA

The course is designed to enhance the student's ability to provide person-centered care in an ever-changing world of diversity and multiculturalism. The course builds upon the student's foundational knowledge and skills regarding patient communication and dental care. Students understand and apply the principles of behavioral science as they pertain to person-centered approaches for promoting, improving, and maintaining oral health in diverse populations.

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

This course is designed to introduce the student to practice management principles. It covers the process of staffing and running an office including internal marketing and treatment planning. Employment law as well as communication with staff, and design and function of a dental office is emphasized. The terminology that accompanies patient billing practice and the different types of insurance networks and plans will be discussed. Associateship agreements as well as commercial leasing contracts will be studied. Finally, dental entities will be introduced.

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, financing dental care, and the social determinants of health.

CPD 402. Extramural Dental Education Program. 3 credits.**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.

CPD 412A. Community Dentistry Field Experience Clinic. 2.5 credits. FA

This course consists of required community-based dental education (CBDE) rotations for senior dental students. Students participate in CBDE by providing patient-centered clinical preventive services, adult restorative dentistry, pediatric dentistry, basic oral surgery, and management of the acute care patient. Community-based educational experiences provide students with an opportunity to learn directly about the oral health needs of vulnerable, underserved populations as well as how to improve access to oral health care.

CPD 412B. Community Dentistry Field Experience Clinic. 2.5 credits. SP

This course consists of required community-based dental education (CBDE) rotations for senior dental students. Students participate in CBDE by providing patient-centered clinical preventive services, adult restorative dentistry, pediatric dentistry, basic oral surgery, and management of the acute care patient. Community-based educational experiences provide students with an opportunity to learn directly about the oral health needs of vulnerable, underserved populations as well as how to improve access to oral health care.

CPD 413. Ethics in Dentistry II. 1 credit. FA

Students will discuss dental practice laws and licensing; impaired colleagues, peer review and whistle blowing; dental malpractice; prescription fraud and drug diversion, Medicaid or third-party fraud, patient grievances, legal and social implications for treating mentally and physically challenged individual; and quality assurance in dentistry.

CPD 415. Special Care Dentistry. 1 credit.

This course will prepare dental students to collaborate inter-professionally to evaluate and provide appropriate and comprehensive oral health care for special needs adolescents and adults with varying medical, physical and behavioral complexities in general practice upon graduation.

CPD 433. Financial Planning and Jurisprudence. 2 credits. SP

This course is 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.

DAR 211. Infectious Disease Control. 1 credit. SU

This course will teach the selection and use of procedures and products to prevent the spread of infectious diseases based on scientific data and recommendations by professional organizations and governmental agencies. The basic principles of infection control and their application in the dental health care setting will be applied. The course is designed to provide guidelines for universal standard precautions and the use of aseptic techniques to protect patients and providers with an overview of the management of bloodborne infectious diseases, tuberculosis, and other infectious diseases. 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.

DAR 214. Radiology and Dental Assisting. 4 credits. FA

This course will provide hands-on instruction regarding imaging principles and various techniques of digital intra/oral radiography. Instruction will focus on the projection geometry of paralleling angle technique. Students will learn infection control, quality assurance, and recognition and prevention of radiographic pitfalls on a Dexter model. Sophomore students in this entry-level, clinically-oriented course will also be assisting juniors/seniors with oral diagnosis and prophylaxis procedures. In addition, students will participate in radiographic interpretation in the clinic of full mouth and panoramic images in order to be able to diagnose common dental pathologies such as caries and periodontal disease.

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.

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.

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.

DAR 232. Oral Hygiene and Recall Clinic. 1 credit. SP

This clinical patient care course is the companion of the first semester lecture course, DAR 215. And serves to reinforce skills learned in PER 212. This course develops skills in diagnosis, the principles of patient evaluation, examination, prophylaxis, fluoride treatment, oral health instruction, and when indicated how to complete a recall treatment plan. When not assigned a recall patient in this block assignment students will either assist their partner, a D3 or D4 student.

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.

DAR 313. Radiographic Interpretation. 3 credits. FA

The course deals with the basic principles of radiographic interpretation of oral and maxillofacial pathologies. The radiographic features of the various common oral and maxillofacial pathologies will be dealt in detail. Basics of Cone Beam CT will also be covered.

DAR 314A. Oral Diagnosis and Treatment Planning Clinic. 1.5 credit. FA

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.

DAR 314B. Oral Diagnosis and Treatment Planning Clinic. 1.5 credit. 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.

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.

DAR 318. Radiographic Interpretation Clinic. 1 credit. FA

This course will be composed of small group teaching to interpret intraoral complete series (FMX) and panoramic radiographs (PAN). Students will be assigned to a clinical block rotation for each series. In the panoramic seminar 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, disease changes between serial radiographs and treatment plans. In the intraoral complete series, quality assurance of the radiographs will be reviewed, as well as the identification of anatomy, and the disease processes present. Diagnosis of disease and the formulation of treatments plans will be discussed.

DAR 318A. Radiographic Interpretation Clinic. 0.5 credits. FA

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

DAR 331. Temporomandibular Disorders/Orofacial Pain. 2 credits. SP

This lecture course is an introduction to the classification, examination, diagnosis, and management of temporomandibular and orofacial pain disorders. The translational approach of the course will include anatomy, physiology and radiology of the head and neck with an understanding of the normal functioning of the masticatory system. Clinical evaluation techniques to determine areas of dysfunction and disorders of the head and neck will be utilized. Management principles of orofacial pain patients with various treatment scenarios will be examined, including occlusal appliance therapy in the management of parafunctional habits and temporomandibular disorders.

DAR 403. The Spiritual Mystery of Dentistry. 1 credit.

Man (male and female) and creation (the material world) are created in the image and likeness of God. Therefore, the spiritual is made visible in the material. What man does to the material world is the template for God transforming man. Learn the basic principles of the spiritual life and how they are similar to the basic principles of dental treatment. P. D4 stdg.

DAR 405. Teaching Assistantship in Axiom Training. 5 credits.

In the Axiom lab, students are required to input information on several fictitious patients and learn to navigate through all the forms and idiosyncrasies of the Axiom program. It is a very hands-on course and requires the teaching assistant to move to each student's computer station to answer questions and solve problems. P. DAR 216.

DAR 406. Partial Coverage Restorations - A Lost Art?. 1 credit.

A one hour lecture on the basics of partial coverage restorations (inlays, onlays, 3/4 crowns) followed by the preparation of a mounted tooth. Learn how "old school" conservative preparations have their place in the modern CAD/CAM world. Students would need to prepare by mounting posterior teeth, preferably molars, in plaster.

DAR 412A. Senior Service Learning Clinic. 2.5 credits. FA

Provides the dental student with an opportunity to apply motivational and instructional techniques regarding patient dental education through community field experience.

DAR 412B. Senior Service Learning Clinic. 2.5 credits. SP

Provides the dental student with an opportunity to apply motivational and instructional techniques regarding patient dental education through community field experience.

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.

DAR 414A. Oral Diagnosis and Treatment Planning Clinic. 1 credit. FA

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.

DAR 414B. Oral Diagnosis and Treatment Planning Clinic. 1 credit. 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.

DAR 418. Head and Neck Cancer Screening Clinic. 1 credit. FA

This is an inter-professional course for medical and dental students at Creighton University. This course will emphasize the different approaches that can be utilized during an intra/extra oral head and neck examination from an Ear, Nose and Throat/Head and Neck Cancer Surgeon's perspective. This course will also emphasize the diagnosis and treatment of intra/extra oral neoplasms of the head and neck from both a medical and dental perspective. Finally, dental, and medical treatment options will be discussed along with their medical and dental ramifications. This course will involve head and neck examinations on dental school patients on an as needed basis.

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.

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.

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.

END 313. Endodontic Problem Solving. 2 credits. FA

Problem solving techniques and procedures including the management of endodontic emergencies, endodontic and periodontic problems, vital pulp therapy, traumatic injuries, and other endodontic problems.

END 314A. Endodontic Clinic. 2 credits. FA

Clinical practice of non-surgical endodontics involving the adult dentition. A wide variety of experiences using current clinical methods, technology and materials.

END 314B. Endodontic Clinic. 2 credits. SP

Clinical practice of non-surgical endodontics involving the adult dentition. A wide variety of experiences using current clinical methods, technology and materials.

END 403. Growling Molars and Roaring Restorations. 1 credit.

This course will discuss animal dentistry. It will feature both restorative and endodontic procedures.

END 405. Endodontics In Your Private Practice. 1 credit.

This course will discuss the following: Informed consent to include full disclosure of findings and treatment options as well as proper documentation. The required detail of treatment records and recommended longevity. Vital pulp therapy to include indications, success/failure, procedures, and consequences. Cone beam CT to include when to use it, what it can show, legal aspects of its use, and example cases.

END 407. Introduction to Dental Education - Endodontic Teaching Assistantship. 5 credits.**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.

END 414A. Endodontic Clinic. 2 credits. FA

Clinical practice of endodontics. Senior students, working with an increased degree of independence, are expected to complete a variety of cases.

END 414B. Endodontic Clinic. 2 credits. SP

Clinical practice of endodontics. Senior students, working with an increased degree of independence, are expected to complete a variety of cases.

GDC 402. Clinical Dentistry Remediation. 6 credits.

The student will initially perform restorative procedures on manikins in the disciplines of operative dentistry, fixed prosthodontics, endodontics and pediatric dentistry. This will be followed by patient treatment exercises in those same disciplines.

GDD 316A. Acute Care Clinic. 1.5 credit. FA

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.

GDD 316B. Acute Care Clinic. 1.5 credit. 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.

GDD 416A. Acute Care Clinic. 1.5 credit. FA

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.

GDD 416B. Acute Care Clinic. 1.5 credit. 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.

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.

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.

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.

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.

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.

GDO 314A. Operative Dentistry Clinic. 6 credits. FA

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.

GDO 314B. Operative Dentistry Clinic. 6 credits. 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.

GDO 315. Introduction to the Acute Care Clinic - Lecture. 1 credit. FA

This course introduces the policies and protocols that are to be observed in the Acute Care Clinic. It also describes some commonly observed acute care issues as well as presents treatment modalities used to manage these situations.

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.

GDO 400. Basic Laser Dentistry. 1 credit.

Laser use in dentistry is becoming a normal part of daily practice, to include here at Creighton University School of Dentistry. This course is designed to give you a brief yet fundamental knowledge of lasers used in dentistry. You will learn about current uses in periodontics, implants, minor oral surgical procedures, and restorative dentistry. An optional hands on portion (on a different date) will be offered by Drs. Hasslen and Bolamperti with both the Gemini Diode Laser and the Solea Laser. This course is not designed for licensure purposes as you will need to comply with the state board requirements where you practice. P. D4 stdg.

GDO 401. Your First Year Out of Creighton Dental School. 1 credit.

While you get an unrivaled dental education at Creighton University School of Dentistry, there will be curveballs thrown your way once you get out into the 'real world.' This course is designed to discuss those situations that stray from the norm and prepare you to make decisions and act in the best interests of all parties involved. Topics will include: Nonstandard cases, unique patients and the things they say/do, when to refer, how to say no to a patient, dealing with insurance, and working with a front office staff, assistant and hygienist.

GDO 406. So You Think You Won't Be Sued. 2 credits.

This course will review actual cases that have been litigated against general dentists. Examples include a general dentist who was sued because he referred a patient to a periodontist who performed substandard care and a general dentist who became involved in implant dentistry.

GDO 407. Teaching Assistantship In Operative Dentistry. 5 credits.**GDO 408. Esthetics & CAD/CAM Dentistry. 1 credit.**

A significant disadvantage of CAD/CAM dentistry is the lack of esthetics with monolithic blocks. This course will cover a few options on how to improve esthetics with CAD/CAM dentistry. Block selection, shading, Cut Back, and Lab communication will be discussed.

GDO 414A. Operative Dentistry Clinic. 6 credits. FA

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.

GDO 414B. Operative Dentistry Clinic. 6 credits. 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.

GDP 312. Comprehensive Patient Care I. 8 credits. FA

This course integrates departmental and other criteria for clinical learning to support student progression toward clinical competency in associated disciplines, comprehensive patient care, and the independent practice of General Dentistry. P. D3 standing.

GDP 332. Comprehensive Patient Care I. 8 credits. SP

This course integrates departmental and other criteria for clinical learning to support student progression toward clinical competency in associated disciplines, comprehensive patient care, and the independent practice of General Dentistry. P. 312.

GDP 412. Comprehensive Patient Care II. 8 credits. FA

This course integrates departmental and other criteria for clinical learning to support student progression toward clinical competency in associated disciplines, comprehensive patient care, and the independent practice of General Dentistry. P. 312, 332.

GDP 432. Comprehensive Patient Care II. 1-8 credits. SP

This course integrates departmental and other criteria for clinical learning to support student progression toward clinical competency in associated disciplines, comprehensive patient care, and the independent practice of General Dentistry. P. GDP 412.

GDS 113. Dental Anatomy and Principles of Restorative Dentistry 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.

GDS 114. Dental Anatomy and Principles of Restorative Dentistry Laboratory. 6 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.

GDS 115. Dental Materials Lecture. 1 credit. 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.

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.

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.

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.

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.

OMS 314A. Oral Surgery Clinic. 2 credits. FA

Full semesters are dedicated primarily to assistance and observation of senior students in the performance of oral surgical procedures. 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.

OMS 314B. Oral Surgery Clinic. 2 credits. SP

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.

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.

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.

OMS 401. An Introduction to IV Sedation. 3 credits.

An overview of using moderate sedation in your office. P. D4 standing.

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.

OMS 414A. Oral Surgery Clinic. 2 credits. FA

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.

OMS 414B. Oral Surgery Clinic. 2 credits. 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.

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.

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.

ORB 117. Introduction to Conduct of Research Lecture. 5 credits. 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.

ORB 119. Physiology Lecture. 8 credits.

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.

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.

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.

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.

ORB 137. Nutrition. 1 credit. 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.

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.

ORB 143. Dental Ergonomics and Wellness. 1 credit. SP

This course is intended to promote a culture of health and wellness (with an emphasis on the reduction of musculoskeletal system related injuries) amongst dental students during their professional education as well as throughout their careers. This course draws on recall and/or review of knowledge acquired in physiology and anatomy and requires critical application of the information to functional movements and activities performed in the workplace daily.

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.

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.

ORB 311. Dental Pharmacology. 3 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.

ORB 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.

ORB 413. Practical Pharmacotherapeutics for the Dentist. 1 credit. FA

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.

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.

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.

PDO 313. Principles of Orthodontics and Dento-Facial Growth and Development. 2 credits. FA

This course presents an introductory foundation for clinical orthodontics. Great emphasis is placed on orthodontic diagnosis and treatment planning for both children and adults. Students learn to analyze the appropriate orthodontic records and translate the data into problem lists. This will enable the student to determine the degree of the dentofacial disharmony, the timing of the orthodontic intervention, and whether a general dentist or a specialist should provide the treatment. Orthodontic treatment modalities will be introduced, the advantages and disadvantages of each will be discussed as to their application in clinical treatment.

PDO 314A. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. FA

This is a clinical course whereby the student will find an orthodontic patient, take the appropriate orthodontic records, diagnose the problem, and construct a treatment plan to address the orthodontic problem. During the 3rd and 4th years, the student will place the appliances, treat the patient through the removal of the appliances and follow them through the retention period.

PDO 314B. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. SP

This is a clinical course whereby the student will find an orthodontic patient, take the appropriate orthodontic records, diagnose the problem, and construct a treatment plan to address the orthodontic problem. During the 3rd and 4th years, the student will place the appliances, treat the patient through the removal of the appliances and follow them through the retention period.

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.

PDO 331. Orthodontics. 2 credits. SP

This course reinforces the foundation for clinical orthodontics. The physiology and mechanics of tooth movement are discussed and methodologies for predicting and modifying growth of patients with skeletal problems are discussed. The classifications of malocclusions are reviewed along with treatment modalities specific to each malocclusion. 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.

PDO 332. Pediatric Dentistry Junior Clinic. 5 credits. SP

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

PDO 413. Principles of Orthodontics and Dento-Facial Growth and Development. 2 credits. FA

This is a continuation of topics covered in the third year. Emphasis is placed on evidence-based orthodontics along with new technologies while revisiting the basic background information pertinent to clinical orthodontic treatment. 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 and adult treatment are discussed regarding timing and types of treatment for diverse age groups and post-treatment regimens are addressed. Comprehensive orthodontics, interdisciplinary dentistry and surgical orthodontics are introduced to indicate the scope of the orthodontic specialty and the key role played by the general practitioner when referring their patients.

PDO 414A. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. FA

This is a continuation of PDO 314A and PDO 314B, clinical course whereby the student will find an orthodontic patient, take appropriate orthodontic records, diagnose the problem and construct a treatment plan to address the orthodontic problem. The student will treat the patient to completion, including removing the appliance and delivering the final retainer.

PDO 414B. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. SP

This is a continuation of PDO 314A and PDO 314B, clinical course whereby the student will find an orthodontic patient, take appropriate orthodontic records, diagnose the problem and construct a treatment plan to address the orthodontic problem. The student will treat the patient to completion, including removing the appliance and delivering the final retainer.

PDO 418. Pediatric Dentistry Clinic. 6 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.

PER 132. Periodontal Instrumentation. 3 credits. SP

Introduction to basic examination and periodontal armamentarium focusing on operator set-up, operator and patient positioning, and instrument selection and use.

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.

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.

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.

PER 313. Periodontology Lecture. 2 credits. FA

This course reviews materials for INBD; periodontal diagnosis, etiology, contributing factors, classification, treatment planning, and covers basics in periodontal surgeries such as flap surgeries, guided tissue regeneration, crown lengthening (exposure) and soft tissue grafts. Case based treatment planning and referral to different specialists are also covered in this course.

PER 314A. Periodontology Clinic. 2.5 credits. FA

Clinical practice of periodontal therapeutic procedures.

PER 314B. Periodontology Clinic. 2.5 credits. SP

Clinical practice of periodontal therapeutic procedures.

PER 333. Periodontology Lecture. 2 credits. SP

This course covers fundamentals for dental implant treatment planning and surgeries. Introduction to implant related surgeries, sinus augmentation, ridge preservation and guided bone regeneration are covered in this course. Case based treatment planning in respect to phases of treatment are also included in this course.

PER 401. Instruction Techniques in Periodontics. 5 credits.**PER 402. Enhancing Dental Care with AI Integration: Insight from Periodontics Practice. 1 credit.**

There will be many challenges that dentists face every day when dental students graduate from dental school. The general population want faster, better, cheaper, smarter options in everything, and dentistry is no exception. What are the ways in which technology is reshaping the way we see dentistry and education (new way of learning), and how might this change the world of dentistry? Do you see yourself, finding it difficult to merge dentistry with business? Do your patients not understand why using technology will improve quality of treatments? Find out what's the perfect formula for your future practice? What is your vision in your life and practice? Dentistry is not what you see on-line but what you must deal with every day, and it changes every day exponentially in a very fast pace. This lecture will be beneficial for senior students and will help them to be part of a bigger game of dentistry.

PER 413. Periodontology Lecture. 2 credits. FA

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

PER 414A. Periodontology Clinic. 2.5 credits. FA

Clinical practice of periodontal therapeutic procedures.

PER 414B. Periodontology Clinic. 2.5 credits. SP

Clinical practice of periodontal therapeutic procedures.

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.

PRS 132. Occlusion Laboratory. 3 credits. SP

Exercises simulating clinical diagnostic and treatment procedures are employed to exemplify principles of maxillo-mandibular relationships.

PRS 213. Fixed Prosthodontics Lecture. 2 credits. FA

Study of the basic restorations involved in restoring oral function by use of fixed prostheses.

PRS 214. Fixed Prosthodontics Laboratory. 6 credits. FA

Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations.

PRS 215. Implant Fundamentals Lecture. 2 credits.

This course is an introduction into the fundamentals of implantology. The history of implant usage in dentistry and the physiological basis for success are presented. This is followed by a description of procedures required for treatment planning, surgical placement, prosthetic restoration, and outcomes assessment.

PRS 216. Implant Laboratory. 3 credits.

This laboratory course is an introduction into the fundamentals of implantology. The laboratory experiences are designed to reinforce implant concepts and procedures presented during the Implant Fundamentals Lecture (PRS 215). The laboratory includes exercises in implant component identification, virtual implant treatment planning, surgical placement, prosthetic restoration, and outcomes assessment.

PRS 217. Removable Partial Denture Lec. 2 credits.

Basic principles of removable partial denture design. Component parts, abutment tooth preparation, surveying and designing are the primary objectives to be mastered.

PRS 218. Removable Partial Denture Lab. 2 credits.

Laboratory exercises utilize partially edentulous casts and surveyors to survey and design each of the four major classes of removable partial dentures.

PRS 221A. Complete Denture Prosthodontics Lecture. 1 credit. FA

Fundamentals of treating the completely edentulous patient.

PRS 221B. Complete Denture Prosthodontics Lecture. 1.5 credit. SP

Fundamentals of treating the completely edentulous patient.

PRS 222A. Complete Denture Prosthodontics Laboratory. 1.5 credit. FA

Laboratory exercises are designed to familiarize the student with the process of complete denture fabrication through simulated exposure to the basic clinical steps of treating the edentulous patient and laboratory procedures required to construct the prosthesis.

PRS 222B. Complete Denture Prosthodontics Laboratory. 3 credits. SP

Laboratory exercises are designed to familiarize the student with the process of complete denture fabrication through simulated exposure to the basic clinical steps of treating the edentulous patient and laboratory procedures required to construct the prosthesis.

PRS 233. Fixed Prosthodontics Lecture. 2 credits. SP

Study of the basic restorations involved in restoring oral function by use of fixed prostheses.

PRS 234. Fixed Prosthodontics Laboratory. 6 credits. SP

Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations.

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.

PRS 312A. Removable Prosthodontics Clinic. 2.5 credits. FA

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

PRS 312B. Removable Prosthodontics Clinic. 2.5 credits. SP

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

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.

PRS 314A. Fixed Prosthodontics Clinic. 2.5 credits. FA

Clinical practice in the construction of the simpler types of crowns and bridges and in the restoration of implants, as appropriate.

PRS 314B. Fixed Prosthodontics Clinic. 2.5 credits. SP

Clinical practice in the construction of the simpler types of crowns and bridges and in the restoration of implants, as appropriate.

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 exemplified with clinical and lab reviews. Students will have the ability to bring treatments in various stages to help facilitate questions and answers.

PRS 331. Advanced Maxillofacial Prosthetic Reconstruction. 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.

PRS 333. Fixed Prosthodontics Lecture. 1 credit. 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.

PRS 341. Advanced Occlusion Lecture. 1 credit.

Topics such as posterior support and anterior guidance will be discussed. The student will learn to identify "pathologic occlusion." The principles of occlusal analysis will be presented and the results applied to establishing proper occlusal schemes when restoring edentulous spaces and when placing single unit fixed restorations.

PRS 402. Removable Partial Dentures: Design and Survey Techniques. 2 credits.**PRS 403. Introduction to Dental Education - Removable Prosthodontics Teaching Assistantship. 5 credits.****PRS 405. Digital Dentistry Design. 1 credit. FA, SU**

The course allows students to apply foundational knowledge towards digital technologies as it applies to prosthodontic topics including dentures, implants, splints, fixed, and partial dentures. Applying digital design principles to fixed and removable prosthetics, students will have the ability to understand image acquisition, processing files, designing prosthetics, and understanding the 3-D printing and milling work flow. P. PRS 312A, PRS 312B, PRS 314A, and PRS 314B.

PRS 409. Nebraska Licensure Process. 1 credit.**PRS 412A. Removable Prosthodontics Clinic. 2.5 credits. FA**

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.

PRS 412B. Removable Prosthodontics Clinic. 2.5 credits. 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.

PRS 414A. Fixed Prosthodontics Clinic. 2.5 credits. FA

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.

PRS 414B. Fixed Prosthodontics Clinic. 2.5 credits. 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.

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.

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.

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 - Dentistry (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.

Postbaccalaureate Certificate (48-61 Credits)

Curriculum: Pre-Dental Postbaccalaureate Pre-Professional Studies Certificate Requirements

Course	Title	Credits
Diagnostic Summer Session		
Summer courses may be waived in special cases with prior approval of the program director.		
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
PBP 546	Pre-Dental Cultural Connections	1
PBP 547	Pre-Dental Behavior Science-Introduction to Psychology	1
PBP 550	Behavioral Science-Introduction to Sociology	1

PBP 551	PreDent Analytical Reading Preview B	1
Term Credits		13
Fall Academic Session		
Required courses:		
PBP 514	Pre-Dental Biology Review	3
PBP 515	Pre-Dental Chemistry Review	3
PBP 516	Pre-Dental Analytical 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 Analytical Reading	1
PBP 547	Pre-Dental Behavior Science-Introduction to Psychology	1
PBP 550	Behavioral Science-Introduction to Sociology	1
PBP 552	PreDent Analytical Reading Part C	1
Term Credits		22
Spring Academic Session		
Required courses:		
PBP 523	Pre-Dental Biology	2
PBP 524	Pre-Dental Chemistry	3
PBP 525	Dental Terminology	1
PBP 526	Pre-Dental Preceptual Ability Test Review and Preparation	3
PBP 527	Pre-Dental Writing	1
PBP 528	Pre-Dental Mathematics	2
PBP 530	Pre-Dental Academic Excellence and Learning Lab	1
PBP 544	Pre-Dental Biomedical Science	2
PBP 545	Pre-Dental Analytical Reading	1
PBP 548	Pre-Dental Behavior Science I	1

PBP 550	Behavioral Science-Introduction to Sociology	1
Term Credits		18
Prematriculation Session		
Required courses:		
PBP 531	Pre-Dental Histology and Embryology	2
PBP 532	Pre-Dental Gross Anatomy Part I	1
PBP 535	Pre-Dental Dental Anatomy	1
PBP 536	Pre-Dental Dental Materials	1
PBP 537	Pre-Dental Academic Excellence	1
PBP 542	Pre-Dental Gross Anatomy Part 2	1
PBP 546	Pre-Dental Cultural Connections	1
Term Credits		8
Total Credits		61

All Courses - School of Dentistry - DDS & MS

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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.

CPD 113. Preventive Dentistry. 2 credits. FA
The course is designed to provide foundational knowledge regarding cariology and the principles of preventive dentistry for patient care. The student will learn about and develop skills of patient and self motivation; knowledge of dental diseases and abnormalities; application of the principles of fluoridation; nutrition, home care, effective oral hygiene with reference to health promotion, disclosing agents, toothbrushing, flossing, oral physiotherapy aids, sealants, and topical fluorides.

CPD 114A. Community Dentistry Field Experience. 1 credit. FA
This course is designed to provide first-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient-centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 114B. Community Dentistry Field Experience. 1 credit. SP

This course is designed to provide first-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient-centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 121. Mindfulness and Wellbeing. 1 credit. FA

This course provides opportunity to explore techniques that support student wellbeing, integrating the Jesuit charisms of "care of the whole person" and "men and women (people) for and with others" and innovative dental education. By engaging in practices of movement, breathing, contemplation, and mindfulness, students will develop strategies for use in the practice setting to enhance professional resilience and patient wellbeing.

CPD 125. 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.

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.

CPD 211. Ethics in the Practice of Dentistry I. 2 credits. FA

Provides an understanding of classical health care ethical principles which have direct relevance to students' training and future dental practice experience, introduction to what it means to be a professional, the dentist's role in organized dentistry and the responsibilities of leadership in oral health care. 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.

CPD 312A. Community Dentistry Field Experience. 0.5 credits. FA

This course is designed to provide third-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 312B. Community Dentistry Field Experience. 0.5 credits. SP

This course is designed to provide third-year dental students with an opportunity to participate in required and selective community-based dental education (CBDE) experiences. Students participate in CBDE by providing patient centered clinical preventive services. Community-based training experiences provide students with an opportunity to learn directly about the oral health needs of various underserved populations as well as how to improve access to care.

CPD 313. Behavioral Science Aspects of Patient Care. 2 credits. FA

The course is designed to enhance the student's ability to provide person-centered care in an ever-changing world of diversity and multiculturalism. The course builds upon the student's foundational knowledge and skills regarding patient communication and dental care. Students understand and apply the principles of behavioral science as they pertain to person-centered approaches for promoting, improving, and maintaining oral health in diverse populations.

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

This course is designed to introduce the student to practice management principles. It covers the process of staffing and running an office including internal marketing and treatment planning. Employment law as well as communication with staff, and design and function of a dental office is emphasized. The terminology that accompanies patient billing practice and the different types of insurance networks and plans will be discussed. Associateship agreements as well as commercial leasing contracts will be studied. Finally, dental entities will be introduced.

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, financing dental care, and the social determinants of health.

CPD 402. Extramural Dental Education Program. 3 credits.**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.

CPD 412A. Community Dentistry Field Experience Clinic. 2.5 credits. FA

This course consists of required community-based dental education (CBDE) rotations for senior dental students. Students participate in CBDE by providing patient-centered clinical preventive services, adult restorative dentistry, pediatric dentistry, basic oral surgery, and management of the acute care patient. Community-based educational experiences provide students with an opportunity to learn directly about the oral health needs of vulnerable, underserved populations as well as how to improve access to oral health care.

CPD 412B. Community Dentistry Field Experience Clinic. 2.5 credits. SP

This course consists of required community-based dental education (CBDE) rotations for senior dental students. Students participate in CBDE by providing patient-centered clinical preventive services, adult restorative dentistry, pediatric dentistry, basic oral surgery, and management of the acute care patient. Community-based educational experiences provide students with an opportunity to learn directly about the oral health needs of vulnerable, underserved populations as well as how to improve access to oral health care.

CPD 413. Ethics in Dentistry II. 1 credit. FA

Students will discuss dental practice laws and licensing; impaired colleagues, peer review and whistle blowing; dental malpractice; prescription fraud and drug diversion, Medicaid or third-party fraud, patient grievances, legal and social implications for treating mentally and physically challenged individual; and quality assurance in dentistry.

CPD 415. Special Care Dentistry. 1 credit.

This course will prepare dental students to collaborate inter-professionally to evaluate and provide appropriate and comprehensive oral health care for special needs adolescents and adults with varying medical, physical and behavioral complexities in general practice upon graduation.

CPD 433. Financial Planning and Jurisprudence. 2 credits. SP

This course is 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.

DAR 211. Infectious Disease Control. 1 credit. SU

This course will teach the selection and use of procedures and products to prevent the spread of infectious diseases based on scientific data and recommendations by professional organizations and governmental agencies. The basic principles of infection control and their application in the dental health care setting will be applied. The course is designed to provide guidelines for universal standard precautions and the use of aseptic techniques to protect patients and providers with an overview of the management of bloodborne infectious diseases, tuberculosis, and other infectious diseases. 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.

DAR 214. Radiology and Dental Assisting. 4 credits. FA

This course will provide hands-on instruction regarding imaging principles and various techniques of digital intra/oral radiography. Instruction will focus on the projection geometry of paralleling angle technique. Students will learn infection control, quality assurance, and recognition and prevention of radiographic pitfalls on a Dexter model. Sophomore students in this entry-level, clinically-oriented course will also be assisting juniors/seniors with oral diagnosis and prophylaxis procedures. In addition, students will participate in radiographic interpretation in the clinic of full mouth and panoramic images in order to be able to diagnose common dental pathologies such as caries and periodontal disease.

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.

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.

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.

DAR 232. Oral Hygiene and Recall Clinic. 1 credit. SP

This clinical patient care course is the companion of the first semester lecture course, DAR 215. And serves to reinforce skills learned in PER 212. This course develops skills in diagnosis, the principles of patient evaluation, examination, prophylaxis, fluoride treatment, oral health instruction, and when indicated how to complete a recall treatment plan. When not assigned a recall patient in this block assignment students will either assist their partner, a D3 or D4 student.

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.

DAR 313. Radiographic Interpretation. 3 credits. FA

The course deals with the basic principles of radiographic interpretation of oral and maxillofacial pathologies. The radiographic features of the various common oral and maxillofacial pathologies will be dealt in detail. Basics of Cone Beam CT will also be covered.

DAR 314A. Oral Diagnosis and Treatment Planning Clinic. 1.5 credit. FA

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.

DAR 314B. Oral Diagnosis and Treatment Planning Clinic. 1.5 credit. 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.

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.

DAR 318. Radiographic Interpretation Clinic. 1 credit. FA

This course will be composed of small group teaching to interpret intraoral complete series (FMX) and panoramic radiographs (PAN). Students will be assigned to a clinical block rotation for each series. In the panoramic seminar 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, disease changes between serial radiographs and treatment plans. In the intraoral complete series, quality assurance of the radiographs will be reviewed, as well as the identification of anatomy, and the disease processes present. Diagnosis of disease and the formulation of treatments plans will be discussed.

DAR 318A. Radiographic Interpretation Clinic. 0.5 credits. FA

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

DAR 331. Temporomandibular Disorders/Orofacial Pain. 2 credits. SP

This lecture course is an introduction to the classification, examination, diagnosis, and management of temporomandibular and orofacial pain disorders. The translational approach of the course will include anatomy, physiology and radiology of the head and neck with an understanding of the normal functioning of the masticatory system. Clinical evaluation techniques to determine areas of dysfunction and disorders of the head and neck will be utilized. Management principles of orofacial pain patients with various treatment scenarios will be examined, including occlusal appliance therapy in the management of parafunctional habits and temporomandibular disorders.

DAR 403. The Spiritual Mystery of Dentistry. 1 credit.

Man (male and female) and creation (the material world) are created in the image and likeness of God. Therefore, the spiritual is made visible in the material. What man does to the material world is the template for God transforming man. Learn the basic principles of the spiritual life and how they are similar to the basic principles of dental treatment. P. D4 stdg.

DAR 405. Teaching Assistantship in Axiom Training. 5 credits.

In the Axiom lab, students are required to input information on several fictitious patients and learn to navigate through all the forms and idiosyncrasies of the Axiom program. It is a very hands-on course and requires the teaching assistant to move to each student's computer station to answer questions and solve problems. P. DAR 216.

DAR 406. Partial Coverage Restorations - A Lost Art?. 1 credit.

A one hour lecture on the basics of partial coverage restorations (inlays, onlays, 3/4 crowns) followed by the preparation of a mounted tooth. Learn how "old school" conservative preparations have their place in the modern CAD/CAM world. Students would need to prepare by mounting posterior teeth, preferably molars, in plaster.

DAR 412A. Senior Service Learning Clinic. 2.5 credits. FA

Provides the dental student with an opportunity to apply motivational and instructional techniques regarding patient dental education through community field experience.

DAR 412B. Senior Service Learning Clinic. 2.5 credits. SP

Provides the dental student with an opportunity to apply motivational and instructional techniques regarding patient dental education through community field experience.

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.

DAR 414A. Oral Diagnosis and Treatment Planning Clinic. 1 credit. FA

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.

DAR 414B. Oral Diagnosis and Treatment Planning Clinic. 1 credit. 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.

DAR 418. Head and Neck Cancer Screening Clinic. 1 credit. FA

This is an inter-professional course for medical and dental students at Creighton University. This course will emphasize the different approaches that can be utilized during an intra/extra oral head and neck examination from an Ear, Nose and Throat/Head and Neck Cancer Surgeon's perspective. This course will also emphasize the diagnosis and treatment of intra/extra oral neoplasms of the head and neck from both a medical and dental perspective. Finally, dental, and medical treatment options will be discussed along with their medical and dental ramifications. This course will involve head and neck examinations on dental school patients on an as needed basis.

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.

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.

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.

END 313. Endodontic Problem Solving. 2 credits. FA

Problem solving techniques and procedures including the management of endodontic emergencies, endodontic and periodontic problems, vital pulp therapy, traumatic injuries, and other endodontic problems.

END 314A. Endodontic Clinic. 2 credits. FA

Clinical practice of non-surgical endodontics involving the adult dentition. A wide variety of experiences using current clinical methods, technology and materials.

END 314B. Endodontic Clinic. 2 credits. SP

Clinical practice of non-surgical endodontics involving the adult dentition. A wide variety of experiences using current clinical methods, technology and materials.

END 403. Growling Molars and Roaring Restorations. 1 credit.

This course will discuss animal dentistry. It will feature both restorative and endodontic procedures.

END 405. Endodontics In Your Private Practice. 1 credit.

This course will discuss the following: Informed consent to include full disclosure of findings and treatment options as well as proper documentation. The required detail of treatment records and recommended longevity. Vital pulp therapy to include indications, success/failure, procedures, and consequences. Cone beam CT to include when to use it, what it can show, legal aspects of its use, and example cases.

END 407. Introduction to Dental Education - Endodontic Teaching Assistantship. 5 credits.**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.

END 414A. Endodontic Clinic. 2 credits. FA

Clinical practice of endodontics. Senior students, working with an increased degree of independence, are expected to complete a variety of cases.

END 414B. Endodontic Clinic. 2 credits. SP

Clinical practice of endodontics. Senior students, working with an increased degree of independence, are expected to complete a variety of cases.

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.

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.

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.

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.

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.

GDO 314A. Operative Dentistry Clinic. 6 credits. FA

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.

GDO 314B. Operative Dentistry Clinic. 6 credits. 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.

GDO 315. Introduction to the Acute Care Clinic - Lecture. 1 credit. FA

This course introduces the policies and protocols that are to be observed in the Acute Care Clinic. It also describes some commonly observed acute care issues as well as presents treatment modalities used to manage these situations.

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.

GDO 400. Basic Laser Dentistry. 1 credit.

Laser use in dentistry is becoming a normal part of daily practice, to include here at Creighton University School of Dentistry. This course is designed to give you a brief yet fundamental knowledge of lasers used in dentistry. You will learn about current uses in periodontics, implants, minor oral surgical procedures, and restorative dentistry. An optional hands on portion (on a different date) will be offered by Drs. Hasslen and Bolamperti with both the Gemini Diode Laser and the Solea Laser. This course is not designed for licensure purposes as you will need to comply with the state board requirements where you practice. P. D4 stdg.

GDO 401. Your First Year Out of Creighton Dental School. 1 credit.

While you get an unrivaled dental education at Creighton University School of Dentistry, there will be curveballs thrown your way once you get out into the 'real world.' This course is designed to discuss those situations that stray from the norm and prepare you to make decisions and act in the best interests of all parties involved. Topics will include: Nonstandard cases, unique patients and the things they say/do, when to refer, how to say no to a patient, dealing with insurance, and working with a front office staff, assistant and hygienist.

GDO 406. So You Think You Won't Be Sued. 2 credits.

This course will review actual cases that have been litigated against general dentists. Examples include a general dentist who was sued because he referred a patient to a periodontist who performed substandard care and a general dentist who became involved in implant dentistry.

GDO 407. Teaching Assistantship In Operative Dentistry. 5 credits.**GDO 408. Esthetics & CAD/CAM Dentistry. 1 credit.**

A significant disadvantage of CAD/CAM dentistry is the lack of esthetics with monolithic blocks. This course will cover a few options on how to improve esthetics with CAD/CAM dentistry. Block selection, shading, Cut Back, and Lab communication will be discussed.

GDO 414A. Operative Dentistry Clinic. 6 credits. FA

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.

GDO 414B. Operative Dentistry Clinic. 6 credits. 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.

GDS 113. Dental Anatomy and Principles of Restorative Dentistry 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.

GDS 114. Dental Anatomy and Principles of Restorative Dentistry Laboratory. 6 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.

GDS 115. Dental Materials Lecture. 1 credit. 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.

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.

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.

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.

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.

OMS 314A. Oral Surgery Clinic. 2 credits. FA

Fall semesters are dedicated primarily to assistance and observation of senior students in the performance of oral surgical procedures. 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.

OMS 314B. Oral Surgery Clinic. 2 credits. SP

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.

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.

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.

OMS 401. An Introduction to IV Sedation. 3 credits.

An overview of using moderate sedation in your office. P. D4 standing.

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.

OMS 414A. Oral Surgery Clinic. 2 credits. FA

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.

OMS 414B. Oral Surgery Clinic. 2 credits. 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.

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.

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.

ORB 117. Introduction to Conduct of Research Lecture. 5 credits. 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.

ORB 119. Physiology Lecture. 8 credits.

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.

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.

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.

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.

ORB 137. Nutrition. 1 credit. 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.

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.

ORB 143. Dental Ergonomics and Wellness. 1 credit. SP

This course is intended to promote a culture of health and wellness (with an emphasis on the reduction of musculoskeletal system related injuries) amongst dental students during their professional education as well as throughout their careers. This course draws on recall and/or review of knowledge acquired in physiology and anatomy and requires critical application of the information to functional movements and activities performed in the workplace daily.

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.

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.

ORB 311. Dental Pharmacology. 3 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.

ORB 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.

ORB 413. Practical Pharmacotherapeutics for the Dentist. 1 credit. FA

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.

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.

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.

PDO 313. Principles of Orthodontics and Dento-Facial Growth and Development. 2 credits. FA

This course presents an introductory foundation for clinical orthodontics. Great emphasis is placed on orthodontic diagnosis and treatment planning for both children and adults. Students learn to analyze the appropriate orthodontic records and translate the data into problem lists. This will enable the student to determine the degree of the dentofacial disharmony, the timing of the orthodontic intervention, and whether a general dentist or a specialist should provide the treatment. Orthodontic treatment modalities will be introduced, the advantages and disadvantages of each will be discussed as to their application in clinical treatment.

PDO 314A. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. FA

This is a clinical course whereby the student will find an orthodontic patient, take the appropriate orthodontic records, diagnose the problem, and construct a treatment plan to address the orthodontic problem. During the 3rd and 4th years, the student will place the appliances, treat the patient through the removal of the appliances and follow them through the retention period.

PDO 314B. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. SP

This is a clinical course whereby the student will find an orthodontic patient, take the appropriate orthodontic records, diagnose the problem, and construct a treatment plan to address the orthodontic problem. During the 3rd and 4th years, the student will place the appliances, treat the patient through the removal of the appliances and follow them through the retention period.

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.

PDO 331. Orthodontics. 2 credits. SP

This course reinforces the foundation for clinical orthodontics. The physiology and mechanics of tooth movement are discussed and methodologies for predicting and modifying growth of patients with skeletal problems are discussed. The classifications of malocclusions are reviewed along with treatment modalities specific to each malocclusion. 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.

PDO 332. Pediatric Dentistry Junior Clinic. 5 credits. SP

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

PDO 413. Principles of Orthodontics and Dento-Facial Growth and Development. 2 credits. FA

This is a continuation of topics covered in the third year. Emphasis is placed on evidence-based orthodontics along with new technologies while revisiting the basic background information pertinent to clinical orthodontic treatment. 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 and adult treatment are discussed regarding timing and types of treatment for diverse age groups and post-treatment regimens are addressed. Comprehensive orthodontics, interdisciplinary dentistry and surgical orthodontics are introduced to indicate the scope of the orthodontic specialty and the key role played by the general practitioner when referring their patients.

PDO 414A. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. FA

This is a continuation of PDO 314A and PDO 314B, clinical course whereby the student will find an orthodontic patient, take appropriate orthodontic records, diagnose the problem and construct a treatment plan to address the orthodontic problem. The student will treat the patient to completion, including removing the appliance and delivering the final retainer.

PDO 414B. Orthodontic Diagnosis and Treatment Planning Clinic. 1.5 credit. SP

This is a continuation of PDO 314A and PDO 314B, clinical course whereby the student will find an orthodontic patient, take appropriate orthodontic records, diagnose the problem and construct a treatment plan to address the orthodontic problem. The student will treat the patient to completion, including removing the appliance and delivering the final retainer.

PDO 418. Pediatric Dentistry Clinic. 6 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.

PER 132. Periodontal Instrumentation. 3 credits. SP

Introduction to basic examination and periodontal armamentarium focusing on operator set-up, operator and patient positioning, and instrument selection and use.

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.

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.

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.

PER 313. Periodontology Lecture. 2 credits. FA

This course reviews materials for INBD; periodontal diagnosis, etiology, contributing factors, classification, treatment planning, and covers basics in periodontal surgeries such as flap surgeries, guided tissue regeneration, crown lengthening (exposure) and soft tissue grafts. Case based treatment planning and referral to different specialists are also covered in this course.

PER 314A. Periodontology Clinic. 2.5 credits. FA

Clinical practice of periodontal therapeutic procedures.

PER 314B. Periodontology Clinic. 2.5 credits. SP

Clinical practice of periodontal therapeutic procedures.

PER 333. Periodontology Lecture. 2 credits. SP

This course covers fundamentals for dental implant treatment planning and surgeries. Introduction to implant related surgeries, sinus augmentation, ridge preservation and guided bone regeneration are covered in this course. Case based treatment planning in respect to phases of treatment are also included in this course.

PER 401. Instruction Techniques in Periodontics. 5 credits.**PER 402. Enhancing Dental Care with AI Integration: Insight from Periodontics Practice. 1 credit.**

There will be many challenges that dentists face every day when dental students graduate from dental school. The general population want faster, better, cheaper, smarter options in everything, and dentistry is no exception. What are the ways in which technology is reshaping the way we see dentistry and education (new way of learning), and how might this change the world of dentistry? Do you see yourself, finding it difficult to merge dentistry with business? Do your patients not understand why using technology will improve quality of treatments? Find out what's the perfect formula for your future practice? What is your vision in your life and practice? Dentistry is not what you see on-line but what you must deal with every day, and it changes every day exponentially in a very fast pace. This lecture will be beneficial for senior students and will help them to be part of a bigger game of dentistry.

PER 413. Periodontology Lecture. 2 credits. FA

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

PER 414A. Periodontology Clinic. 2.5 credits. FA

Clinical practice of periodontal therapeutic procedures.

PER 414B. Periodontology Clinic. 2.5 credits. SP

Clinical practice of periodontal therapeutic procedures.

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.

PRS 132. Occlusion Laboratory. 3 credits. SP

Exercises simulating clinical diagnostic and treatment procedures are employed to exemplify principles of maxillo-mandibular relationships.

PRS 213. Fixed Prosthodontics Lecture. 2 credits. FA

Study of the basic restorations involved in restoring oral function by use of fixed prostheses.

PRS 214. Fixed Prosthodontics Laboratory. 6 credits. FA

Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations.

PRS 215. Implant Fundamentals Lecture. 2 credits.

This course is an introduction into the fundamentals of implantology. The history of implant usage in dentistry and the physiological basis for success are presented. This is followed by a description of procedures required for treatment planning, surgical placement, prosthetic restoration, and outcomes assessment.

PRS 216. Implant Laboratory. 3 credits.

This laboratory course is an introduction into the fundamentals of implantology. The laboratory experiences are designed to reinforce implant concepts and procedures presented during the Implant Fundamentals Lecture (PRS 215). The laboratory includes exercises in implant component identification, virtual implant treatment planning, surgical placement, prosthetic restoration, and outcomes assessment.

PRS 217. Removable Partial Denture Lec. 2 credits.

Basic principles of removable partial denture design. Component parts, abutment tooth preparation, surveying and designing are the primary objectives to be mastered.

PRS 218. Removable Partial Denture Lab. 2 credits.

Laboratory exercises utilize partially edentulous casts and surveyors to survey and design each of the four major classes of removable partial dentures.

PRS 221A. Complete Denture Prosthodontics Lecture. 1 credit. FA

Fundamentals of treating the completely edentulous patient.

PRS 221B. Complete Denture Prosthodontics Lecture. 1.5 credit. SP

Fundamentals of treating the completely edentulous patient.

PRS 222A. Complete Denture Prosthodontics Laboratory. 1.5 credit. FA

Laboratory exercises are designed to familiarize the student with the process of complete denture fabrication through simulated exposure to the basic clinical steps of treating the edentulous patient and laboratory procedures required to construct the prosthesis.

PRS 222B. Complete Denture Prosthodontics Laboratory. 3 credits. SP

Laboratory exercises are designed to familiarize the student with the process of complete denture fabrication through simulated exposure to the basic clinical steps of treating the edentulous patient and laboratory procedures required to construct the prosthesis.

PRS 233. Fixed Prosthodontics Lecture. 2 credits. SP

Study of the basic restorations involved in restoring oral function by use of fixed prostheses.

PRS 234. Fixed Prosthodontics Laboratory. 6 credits. SP

Participation in technical exercises designed to provide experience in the construction of basic fixed prosthodontic restorations.

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.

PRS 312A. Removable Prosthodontics Clinic. 2.5 credits. FA

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

PRS 312B. Removable Prosthodontics Clinic. 2.5 credits. SP

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

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.

PRS 314A. Fixed Prosthodontics Clinic. 2.5 credits. FA

Clinical practice in the construction of the simpler types of crowns and bridges and in the restoration of implants, as appropriate.

PRS 314B. Fixed Prosthodontics Clinic. 2.5 credits. SP

Clinical practice in the construction of the simpler types of crowns and bridges and in the restoration of implants, as appropriate.

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 exemplified with clinical and lab reviews. Students will have the ability to bring treatments in various stages to help facilitate questions and answers.

PRS 331. Advanced Maxillofacial Prosthetic Reconstruction. 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.

PRS 333. Fixed Prosthodontics Lecture. 1 credit. 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.

PRS 341. Advanced Occlusion Lecture. 1 credit.

Topics such as posterior support and anterior guidance will be discussed. The student will learn to identify "pathologic occlusion." The principles of occlusal analysis will be presented and the results applied to establishing proper occlusal schemes when restoring edentulous spaces and when placing single unit fixed restorations.

PRS 402. Removable Partial Dentures: Design and Survey Techniques. 2 credits.**PRS 403. Introduction to Dental Education - Removable Prosthodontics Teaching Assistantship. 5 credits.****PRS 405. Digital Dentistry Design. 1 credit. FA, SU**

The course allows students to apply foundational knowledge towards digital technologies as it applies to prosthodontic topics including dentures, implants, splints, fixed, and partial dentures. Applying digital design principles to fixed and removable prosthetics, students will have the ability to understand image acquisition, processing files, designing prosthetics, and understanding the 3-D printing and milling work flow. P. PRS 312A, PRS 312B, PRS 314A, and PRS 314B.

PRS 409. Nebraska Licensure Process. 1 credit.**PRS 412A. Removable Prosthodontics Clinic. 2.5 credits. FA**

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.

PRS 412B. Removable Prosthodontics Clinic. 2.5 credits. 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.

PRS 414A. Fixed Prosthodontics Clinic. 2.5 credits. FA

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.

PRS 414B. Fixed Prosthodontics Clinic. 2.5 credits. 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.

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.

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.

All Courses - Post Baccalaureate Program Dentistry

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PBP 507. Pre-Dental Biology Preview. 1 credit.**PBP 508. Pre-Dental Chemistry Preview. 1 credit.****PBP 509. Pre-Dental Analytical Reading Preview. 1 credit.**

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

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

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

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

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

PBP 513. Pre-Dental Academic Excellence. 1 credit.

PBP 514. Pre-Dental Biology Review. 3 credits.

PBP 515. Pre-Dental Chemistry Review. 3 credits.

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

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

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

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

PBP 521. Pre-Dental Integrated Cultural Awareness. 1 credit.

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

PBP 523. Pre-Dental Biology. 2 credits.

The main objectives of the biology review 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. P. 514.

PBP 524. Pre-Dental Chemistry. 3 credits.

PBP 525. Dental Terminology. 1 credit.

Course is a continuation of PBP 516 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 526. Pre-Dental Preceptual Ability Test Review and Preparation. 3 credits.

PBP 527. Pre-Dental Writing. 1 credit.

PBP 528. Pre-Dental Mathematics. 2 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. P. 519.

PBP 530. Pre-Dental Academic Excellence and Learning Lab. 1 credit.

PBP 531. Pre-Dental Histology and Embryology. 2 credits.

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

PBP 533. Pre-Dental Biochemistry-Radiology. 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 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 544. Pre-Dental Biomedical Science. 2 credits. SP

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. P. PBP 514.

PBP 545. Pre-Dental Analytical Reading. 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 credit.

This course is an overview of basic psychological principals.

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

PBP 551. PreDent Analytical Reading Preview B. 1 credit.

Analytical reading is a course designed to develop students analytical reading skills. Students will read expository essays, analyze literary texts to hone in reading skills and do MCAT passages. Although dental students take DAT rather than MCAT, experience has demonstrated that dental students do well on the DAT passages, which are less demanding in analytical skills and focus more on information, because they improve, through MCAT passages, their analytical and thinking skills. In this course, students will also learn to infer meaning of texts. They will analyze short literary texts, this course will focus primarily on helping students better understand what they read through recognizing and interpreting an author's main ideas. Furthermore, it will help them to understand how an author uses supporting details, tone, purpose, and point of view to influence the reader. This course will also offer students practice in reading and understanding texts, because verbal reasoning is a skill that is not acquired through lectures, they are expected to practice daily.

PBP 552. PreDent Analytical Reading Part C. 1 credit.

Analytical reading is a course designed to develop students analytical reading skills. Students will read expository essays, analyze literary texts to hone in reading skills and do MCAT passages. Although dental students take DAT rather than MCAT, experience has demonstrated that dental students do well on the DAT passages, which are less demanding in analytical skills and focus more on information, because they improve, through MCAT passages, their analytical and thinking skills. In this course, students will also learn to infer meaning of texts. They will analyze short literary texts, this course will focus primarily on helping students better understand what they read through recognizing and interpreting an author's main ideas. Furthermore, it will help them to understand how an author uses supporting details, tone, purpose, and point of view to influence the reader. This course will also offer students practice in reading and understanding texts, because verbal reasoning is a skill that is not acquired through lectures, they are expected to practice daily.

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

PBP 559. Pre-Dental Biochemical Science. 3 credits.

Faculty

Jason W. Aanenson, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2018).

B.A., Augustana College, 1994; D.D.S., Creighton University School of Dentistry, 1998

Charles A. Abbick, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.S., University of Kansas, 2001; D.D.S., University of Missouri-Kansas City School of Dentistry, 2009

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

Heather R. Andrew, *Clinical Instructor of Periodontics* (2022; 2023).

B.S., University of South Dakota, 1997; M.L.S., Trinity Law School, 2022

Ashley N. Aubry, *Assistant Professor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2016; 2020).

B.S., 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 School of Dentistry, 1969

Sara E. Bailey, *Assistant Professor of General Dentistry* (2023).

B.A., University of Wyoming, 2012; D.D.S., Creighton University School of Dentistry, 2017

Wayne W. Barkmeier, *Dean Emeritus; Special Professor of General Dentistry* (1978; 2006).

D.D.S., University of Nebraska College of Dentistry, 1969; M.S., University of Texas at Houston, 1975

Laura C. Barritt, *Chair of Oral Biology; Professor of Oral Biology* (1998; 2018).

B.S., Carroll College, 1989; Ph.D., University of Nebraska Medical Center, 1994

Joseph A. Barsetti, *Instructor of Pediatric Dentistry* (2019).

B.A., Creighton University, 1977; D.D.S., Creighton University School of Dentistry, 1981

Erica E. Beaty, *Assistant Professor of General Dentistry* (2022).

B.S., Regis University, 2010; D.D.S., University of Colorado School of Dental Medicine, 2015

Rebecca M. Beckler, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.S., Northwest Missouri State University, 2016; D.D.S., University of Nebraska Medical Center College of Dentistry, 2021

Thomas J. Beeson, *Associate Professor of Endodontics* (2006).

D.D.S., University of Nebraska Medical Center College of Dentistry, 1983

Kristy L. Behen, *Clinical Instructor of Periodontics* (2021).

A.A.S., Iowa Western Community College, 2001; B.G.S., University of Nebraska Omaha, 2004; M.S., Nebraska Methodist College, 2013

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

B.A., Mount Marty College, 2005; D.D.S., Creighton University School of Dentistry, 2010

Thomas P. Berry, *Chair; Associate Professor of General Dentistry* (2013; 2019).

B.S., University of Wyoming, 1994; B.S., University of Wyoming, 1996; D.D.S., Creighton University School of Dentistry, 2000

Timothy M. Bizga, *Clinical Instructor for the Department of General Dentistry* (2018).

D.D.S., University of Michigan School of Dentistry, 2006

Shirley A. Blanchard, *Professor of Occupational Therapy* (1990; 2017);

Associate Professor Department of Internal Medicine (2004); *Associate Professor of Community and Preventive Dentistry in the Department of Oral Health Promotion* (2014).

B.S.O.T., Virginia Commonwealth University, 1975; M.S., University of Nebraska, Omaha, 1981; Ph.D., University of Nebraska, Lincoln, 2002

Erin Blankenship-Sefczek, *Resident Assistant Professor of Cultural and Social Studies* (2021); *Assitant Professor of Oral Biology* (2023).

B.A., San Diego State University, 2009; M.A., San Diego State University, 2011; Ph.D., The Ohio State University, 2019

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

B.S., California State University, 1990; Ph.D., University of California, 2000

Courtney E. Bohn, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2024).

B.S., Creighton University, 2010; D.D.S., University of Iowa College of Dentistry, 2016

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

B.S., Creighton University, 1991; D.D.S., Creighton University School of Dentistry, 1995

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

D.D.S., Creighton University School of Dentistry, 1965

Joseph M. Bolil, *Assistant Professor of Oral Health Promotion, Division of Diagnostic Sciences* (2019).

B.S., Lafayette College, 1978; D.D.S., Georgetown University School of Dentistry, 1982

Jason A. Bouska, *Instructor of Endodontics* (2023).

B.A., University of Iowa, 2002; D.D.S., University of Iowa College of Dentistry, 2006

Austin C. Boyd, *Clinical Instructor of Oral and Maxillofacial Surgery* (2021).

B.S., Idaho State University, 2017; D.D.S., University of Texas Health Science Center, 2021

Gabrielle M. Braden, *Instructor of Oral and Maxillofacial Surgery* (2022).

B.S., Creighton University, 2016; D.D.S., Creighton University School of Dentistry, 2020

Mary Beth Branscombe, *Clinical Instructor of Periodontics* (2007; 2019).
B.S., University of Nebraska Medical Center College of Dentistry, 1980

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D.D.S., Loma Linda University, 1975; ; M.S., University of Iowa, 1982

Dale E. Brewster, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).
B.S., Minot State University, 1971; D.D.S., University of Minnesota School of Dentistry, 1979

Erin K. Briggs, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).
B.S., University of South Dakota, 2018; D.D.S., University of Michigan School of Dentistry, 2022

Alexis N. Brooks, *Instructor of Prosthodontics* (2023).
B.S., University of New Mexico, 2017

James B. Brosnihan, *Instructor of Prosthodontics* (2018).
B.S., Creighton University, 1976; D.D.S., Creighton University School of Dentistry, 1981

Morgan Brower, *Clinical Instructor of Periodontics* (2023).
B.S., South Dakota State University, 2019; D.D.S., Creighton University School of Dentistry, 2023

Laura E. Brown, *Special Assistant Professor of Periodontics* (2018; 2023).
B.S., University of Tulsa, 1987 ; D.D.S., University of Missouri-Kansas City School of Dentistry, 1991; M.S., University of Missouri-Kansas City, 1998

Jerold J. Buresh, *Professor Emeritus of Diagnostic Sciences* (1964; 2015).
B.S., Creighton University, 1959; D.D.S., Creighton University School of Dentistry, 1969

Michael J. Carlisle, *Assistant Professor of General Dentistry* (1992; 2019; 2023).
B.A., Creighton University, 1984; D.D.S., Creighton University School of Dentistry, 1992

William L. Carlisle, *Clinical Professor of General Dentistry* (1959; 2014; 2022).
D.D.S., Creighton University School of Dentistry, 1958

William G. Carney, *Adjunct Assistant Professor of General Dentistry* (2004; 2023).
D.D.S., Creighton University School of Dentistry, 1981

Lucinda R. Carroll, *Special Associate Professor of General Dentistry* (1997; 2006).
B.S., Creighton University, 1980; D.D.S., University of Nebraska Medical Center College of Dentistry, 1984; B.F.A., Creighton University, 2007

Brad W. Carson, *Special Associate Professor of Prosthodontics* (1990; 2014).
D.D.S., Creighton University School of Dentistry, 1989

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

D.D.S., Creighton University School of Dentistry, 1986

W. Thomas Cavel, *Professor Emeritus of General Dentistry* (1972; 2024).
D.D.S., Creighton University, 1970

Molly E. Cawley, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).
B.S., Marquette University, 2011; D.D.S., Marquette University School of Dentistry, 2014

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 School of Dentistry, 1998

Nghi Khiat Chau, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).
B.A., University of Missouri-Kansas City, 2017; B.S., University of Missouri-Kansas City, 2018; D.D.S., University of Missouri-Kansas City School of Dentistry, 2022

Hardeep K. Chehal, *Dr. Oscar S. Belzer Endowed Chair in Dentistry; Professor of Oral Health Promotion, Division 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 School of Dentistry, 2015

Jeffrey F. Cherek, *Special Assistant Professor of General Dentistry* (1999; 2014).
B.S.M., Creighton University, 1990; D.D.S, Creighton University School of Dentistry, 1996

Patricia A. Cherney, *Adjunct Instructor of Periodontics* (2019).
B.A., Governors State University, 2005

James T. Cholewa, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2024).
B.S., Creighton University, 2014; D.D.S., Creighton University School of Dentistry, 2019

Riley C. Cholewa, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2024).
B.S., Creighton University, 2014; D.D.S. Creighton University School of Dentistry, 2018

Jeff F. Clarke, *Assistant Professor of Oral Health Promotion, Division of Diagnostic Sciences* (2019).
D.D.S., University of Nebraska Medical Center College of Dentistry, 1982

Kristine P. Cody, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).
B.S., University of South Dakota, 2004; D.D.S., University of Iowa College of Dentistry, 2008

Charles F. Craft, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2015).
B.S., University of Nebraska Lincoln, 1977; D.D.S., University of Nebraska Medical Center College of Dentistry, 1980

Geralyn D. Crain, *Associate Dean of Academic Affairs; Associate Professor of General Dentistry* (2022).

B.S., University of California-San Diego, 1987; D.D.S., University of Washington School of Dentistry, 1991; Ph.D., University Of Missouri-Kansas City, 2010

Carlos R. Criss, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).

B.S., Columbia College, 2006; D.D.S., University of Missouri-Kansas City, 2021

Whitney M. Crist, *Clinical Instructor of Periodontics* (2020).

B.S., Doane University, 2009; B.S.D.H., University of Nebraska Medical Center College of Dentistry, 2011

Stephani J. Dale, *Assistant Professor of Prosthodontics* (2014; 2020).

B.A., University of Kansas, 2010; D.D.S., Creighton University School of Dentistry, 2014.

Gregory L. Davis, *Assistant Professor of Prosthodontics* (1996; 2002).

B.A., University of Nebraska Omaha, 1975; D.D.S., Creighton University School of Dentistry, 1979

John Patrick Davis, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

M.S., University of Michigan School of Dentistry, 1978; D.D.S., University of Michigan School of Dentistry, 1973

Kayla J. DeJong, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).

B.S., University of South Dakota, 2018; D.D.S., Creighton University School of Dentistry, 2022

Kristin A. DeLaet, *Clinical Instructor of Periodontics* (2022).

B.S., University of Nebraska Medical Center College of Dentistry, 1990

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 School of Dentistry, 1992; M.D., University of Nebraska Medical Center College of Medicine, 2001

Christopher D. Dickes, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).

B.A., Mount Marty College, 2000; D.D.S., Creighton University School of Dentistry, 2005

Angela L. Doll, *Clinic Instructor of Periodontics* (2021).

A.A.S., Iowa Western Community College, 2011

Sherill S. Domet, *Instructor of General Dentistry* (2016).

B.S.B.A., Creighton University, 1986; D.D.S., University of Iowa College of Dentistry, 1990.

Michelle Doughty, *Adjunct Instructor of Periodontics* (2018).

B.S., University of Iowa, 1987

Timothy M. Durham, *Senior Associate/Vice Dean; Professor of Oral Health Promotion, Division of Diagnostic Sciences* (2017).

B.S., Creighton University, 1982; D.D.S., University of Nebraska Medical Center College of Dentistry, 1986; M.P.A., University of Nebraska Omaha, 2007

Omar H. Elkhazzab, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).

B.D.S., Suez Canal University, 2013; D.M.D., Boston University, 2021

Robert L. Erickson, *Clinical Professor Emeritus of General Dentistry* (2003; 2020).

B.E., University of Minnesota, 1963; M.S., University of Minnesota, 1966; Ph.D., University of Minnesota, 1972; D.D.S., University of Minnesota School of Dentistry, 1981

Najmeh Sadat Esmaeilnejadganji, *Assistant Professor of Periodontics* (2020).

B.S., Islamic Azad University (Iran), 2008; D.M.D., Semmelweis University (Hungary), 2015; M.S., Tufts University School of Dental Medicine, 2017

Mark D. Essner, *Chair; Assistant Professor of Endodontics* (2015; 2021).

B.S., Creighton University, 1995; D.D.S., Creighton University School of Dentistry, 1999

Omar I. Faraj, *Clinical Instructor of Oral and Maxillofacial Surgery* (2018).

B.S., University of Illinois, 2014; D.M.D., University of Pittsburgh School of Dental Medicine, 2018

Abigail B. Faul, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.A., Tabor College, 2007; D.D.S., Creighton University School of Dentistry, 2012

Rashelle L. Fenner, *Clinical Instructor of Periodontics* (2022).

A.A.S., Iowa Western Community College, 2006

Cara L. Fisher, *Associate Professor of Oral Biology* (2022).

B.S., Walla Walla University, 1998; M.S., Creighton University, 2002; Ph.D., University of North Texas Health Science Center, 2018

Jodi R. Fleissner, *Assistant Professor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2011; 2024).

B.S.D.H., University of Nebraska Medical Center College of Dentistry, 2008

Kendra L. Fox, *Clinical Instructor of Periodontics* (2020).

B.S.D.H., University of Nebraska Medical Center College of Dentistry, 1991

Joseph V. Franco Jr., *Associate Dean of Clinics and Chief Dental Officer; Associate Professor of Oral Health Promotion, Division of Diagnostic Sciences* (1985; 2019).

B.A., Creighton University, 1980; D.D.S., Creighton University School of Dentistry, 1984

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

B.S., University of Nebraska Omaha, 2004; A.A.S., Iowa Western Community College, 2012

Eugene Gaspard, *Special Assistant Professor of Periodontics* (2009; 2013).

D.D.S., Creighton University School of Dentistry, 1992

Ronald "Tony" M. Gaspard, *Clinical Instructor of Periodontics* (2018).

B.S., Creighton University, 2005; D.D.S., Creighton University School of Dentistry, 2010

Jason H. Goodchild, *Associate Clinical Professor of Oral and Maxillofacial Surgery* (2019).

B.A., Dickinson College, 1994; D.M.D., University of Pennsylvania School of Dental Medicine, 1998

Mary T. Goodman, *Instructor of Endodontics* (2022).

B.S., University of Michigan-Ann Arbor, 2012; D.D.S., Creighton University School of Dentistry, 2017; M.S., Saint Louis University Center for Advanced Dental Education, 2022

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

A.A.S., Iowa Western Community College, 2006; B.S., Bellevue University, 2012

Jerome F. Gradoville, *Assistant Professor of Prosthodontics* (1988; 2014).

B.A., Creighton University, 1984; D.D.S., Creighton University School of Dentistry, 1988.

Navneet K. Grewal, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).

B.D.S., Genesis Institute of Dental Sciences and Research, 2010; M.S., University of Manitoba, 2015; D.D.S., University of Minnesota School of Dentistry, 2018

James R. Groome, *Assistant Professor of Oral Biology* (2003; 2011).

B.A., Wake Forest University, 1981; Ph.D., University of New Hampshire, 1988

Stephen M. Gross, *Professor of Chemistry* (2006; 2017); *Professor of Oral Biology* (2006; 2010).

B.S., State University of New York at Binghamton, 1996; Ph.D., University of North Carolina at Chapel Hill, 2001

Nidhi Gupta, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).

B.D.S., Government Dental College, Punjabi University and Baba Farid University of Health Sciences, Patiala, India; M.S., University of Georgia College of Pharmacy, 2004; D.M.D., Boston University Goldman School of Dental Medicine, 2006

James D. Hadden, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.S., University of Nebraska Kearney, 2009; D.D.S., University of Nebraska Medical Center College of Dentistry, 2013

Ryan T. Hajek, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.A., Mount Marty University, 2007; D.D.S., University of Nebraska Medical Center College of Dentistry, 2012

Hilary L. Haley, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).

B.S., University of Minnesota, 1992; D.D.S., University of Minnesota School of Dentistry, 1997

Chelsea Hamzhie, *Assistant Professor of Nursing* (2019; 2021); *Assistant Professor of Oral Health Promotion, Division of Diagnostic Sciences* (2021).

B.S.N., University of Nebraska Medical Center, 2014; D.N.P., Creighton University, 2019

Greg A. Hanson, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.S., University of Minnesota, 1976; D.D.S., University of Minnesota School of Dentistry, 1978

Laura E. Harris-Vieyra, *Associate Professor of Periodontics* (2011; 2021).

B.S., University of Nevada, 2001; D.D.S., Marquette University School of Dentistry, 2005

Jennifer A. Hasslen, *Associate Professor of General Dentistry* (2014; 2022).

B.A., College of St. Benedict; 1999; D.D.S., Creighton University School of Dentistry, 2003

Ashley Lynn Hauger, *Adjunct Assistant Professor of Prosthodontics* (2021; 2023).

B.A., Creighton University, 2013; D.D.S., Creighton University School of Dentistry, 2017

Brenda Hausman-Miller, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2021).

B.S., Creighton University, 1998; D.D.S., University of Iowa College of Dentistry, 2002

Megan A. Heiman, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.S., Washburn University, 2017; D.D.S., Creighton University School of Dentistry, 2021

Michael P. Hermesen, *Special Associate Professor of Endodontics* (2005; 2018).

D.D.S., Creighton University School of Dentistry, 2002

Ralph R. Herrman, *Associate Professor Emeritus of Prosthodontics* (1973; 2013).

D.D.S., Creighton University School of Dentistry, 1954

Stephen J. Hess, *Associate Professor Emeritus of Diagnostic Sciences* (2002; 2015).

B.S., Creighton University, 1969; M.S., Creighton University, 1971; D.D.S., Creighton University School of Dentistry, 1978

Dennis R. Higginbotham, *Associate Professor Emeritus of General Dentistry; Special Associate Professor of General Dentistry* (1973; 2017).

D.D.S., Creighton University School of Dentistry, 1967

Stephen E. Higgins, *Clinical Instructor of Oral and Maxillofacial Surgery* (2022).

B.S., Providence College, 2012; M.P.H., University of Massachusetts, 2018; D.M.D., University of New England College of Dental Medicine, 2022

Robert I. Hlavac, *Assistant Professor of Oral Health Promotion, Division of Diagnostic Sciences* (2022).

B.A., University of California Berkeley, 1986; D.D.S., Creighton University School of Dentistry, 1990

I. Fen (Jennifer) Houg, *Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2007; 2012).

B.S., Creighton University, 2000; D.D.S., Creighton University School of Dentistry, 2005

Dilys C. Houser, *Clinical Instructor of Periodontics* (2022).

B.S., University of Nebraska Omaha, 2015; A.A.S., Iowa Western Community College, 2018

Robyn C. Hovseth, *Clinical Instructor of Periodontics* (2021).

A.A.S., Central Community College, 2001

James H. Howard, *Associate Professor Emeritus of General Dentistry; Special Professor of Endodontics* (1995; 2017).

B.S., Wheeling Jesuit College, 1969; D.D.S., University of Maryland School of Dentistry, 1973; M.S., University of Michigan, 1977

Ashley Huber, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2021).

B.S., Minnesota State University, 2010; D.D.S., University of Nebraska Medical Center College of Dentistry, 2014

Gene R. Huebner, *Professor Emeritus of Oral and Maxillofacial Surgery* (1977; 2005).

D.D.S., University of Nebraska College of Dentistry, 1965; M.S., University of Minnesota, 1971

Dennis M. Huffman, *Assistant Professor of Oral Health Promotion, Division of Diagnostic Sciences* (2023).

A.S., Weber State University, 1998; B.S., Utah State University, 1998; D.D.S., Creighton University School of Dentistry, 2003

Jose L. Ibarrola, *Associate Professor of Endodontics* (1991; 2003).

C.D., University of Autonoma De Guadalajara Mexico, 1979; M.S., Marquette University, 1984; D.D.S., Creighton University School of Dentistry, 1991

Patrecia T. Jacobson, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2023).

B.A., Minnesota Bible College, 1983; D.D.S., University of Minnesota School of Dentistry, 1994

Kalin L. Johnson, *Assistant Professor of Pharmacy Practice; Assistant Professor of Oral Health Promotion, Division of Diagnostic Sciences* (2014).

B.S., Creighton University, 2012; Pharm.D., Creighton University, 2012

William W. Johnson, *Associate Clinical Professor of General Dentistry* (2013).

D.D.S., Marquette University, 1977; M.S., Marquette University School of Dentistry, 1989

Justin C. Jones, *Instructor of Oral and Maxillofacial Surgery* (2018).

D.D.S., Creighton University School of Dentistry, 2007

Marina Kazakevich, *Clinical Instructor of Oral Biology* (2015).

B.S., St. Petersburg State University (St. Petersburg, Russia), 1980; M.S., St. Petersburg State University (St. Petersburg, Russia), 1980

Christine A Keith, *Assistant Professor of General Dentistry* (2020; 2021).

D.D.S., Creighton University School of Dentistry, 1998

James A. Kelly, *Dr. Phillip Maschka Endowed Chair for Ethics in Dentistry; Chair; Professor of Prosthodontics* (2008; 2023); *Professor of Surgery* (2009; 2023).

B.S., Creighton University, 2000; D.D.S., Creighton University School of Dentistry, 2004; M.S., University of California at Los Angeles, 2007

Matthew R. Kelsey, *Special Assistant Professor of Periodontics* (2013; 2014).

B.S., Creighton University, 2004; D.D.S., Creighton University School of Dentistry, 2008; M.S., University of Minnesota, 2011

W. Patrick Kelsey III, *Senior Associate Dean for Special Projects; Professor of General Dentistry* (1976; 1990).

D.D.S., Creighton University School of Dentistry, 1976

William P. Kelsey V, *Associate Clinical Professor of Periodontics* (2009; 2016).

B.S., Creighton University, 2002; D.D.S., Creighton University School of Dentistry, 2006; M.S., Ohio State University, 2009

Taylor Kerkman, *Clinical Instructor of Periodontics* (2021).

A.A.S., Central Community College, 2013

John P. Kersenbrock, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.S., Nebraska Wesleyan University, 2013; D.D.S., Creighton University School of Dentistry, 2017

Mary K. Kersenbrock, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2021).

B.S., Nebraska Wesleyan University, 2006; D.D.S., Creighton University School of Dentistry, 2010

Maurice J. Kersenbrock, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2021).

D.D.S., Creighton University School of Dentistry, 1981

Shakeel A. Khan, *Instructor of Periodontics* (2023).

B.S., Creighton University, 2016; D.D.S., Creighton University School of Dentistry, 2020

Jennifer J. Kimnach, *Adjunct Instructor of Periodontics* (2023).

B.S., University of Nebraska-Lincoln College of Dentistry, 1996

Matthew Kling, *Assistant Professor of Oral Biology* (2022).

B.S., Missouri State University, 2006; M.S., Missouri State University, 2009; Ph.D., University of Nebraska Medical Center, 2020

Michael E. Knauss, *Assistant Professor of Oral Health Promotion, Division of Diagnostic Sciences* (1999; 2021).

B.S., Creighton University, 1980; D.D.S., Creighton University School of Dentistry, 1984

Tod A. Knopik, *Assistant Professor of Oral Health Promotion, Division of Diagnostic Sciences* (2023).

D.D.S., Creighton University School of Dentistry, 1990

Kenneth I. Knowles, *Associate Professor Emeritus of Endodontics* (1991; 2011).

D.D.S., University of Missouri-Kansas City School of Dentistry, 1966; M.S., University of Missouri-Kansas City, 1973

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

B.S.D.H., University of Nebraska Medical Center College of Dentistry, 1991

Lamar Koistinen, *Clinical Instructor of Oral Health Promotion, Division of Diagnostic Sciences* (2023).

B.S., South Dakota State University, 2009; D.D.S., University of Minnesota School of Dentistry, 2013

Michele (Nunes) Koksall, *Clinical Instructor of Community and Preventive Dentistry in the Department of Oral Health Promotion* (2021).

B.A., University of Missouri-Kansas City, 2006; D.D.S., University of Missouri-Kansas City School of Dentistry, 2006

Omofolasade Kosoko-Lasaki, *Professor of Surgery* (2000; 2007); *Professor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2000; 2007); *Professor of Preventive Medicine and Public Health* (2000; 2007); *Associate Vice President for Multicultural and Community Affairs* (2000).

M.D., University of Ibadan (Nigeria), 1978; M.S.P.H., Howard University, 1984; M.B.A., Creighton University, 2005

Christine M. Kozal, *Assistant Professor of Prosthodontics* (2020).

B.S., University of Iowa, 1996; D.D.S., Creighton University School of Dentistry, 2000

B.A., University of Nebraska Omaha; D.D.S., Creighton University School of Dentistry, 2007

Michael G. Kreekos, *Special Associate Professor of Prosthodontics* (1998; 2014).

B.S., Morningside College, 1962; D.D.S., University of Iowa College of Dentistry, 1966

Nichol M. Kubiak, *Instructor of Oral Biology* (2012).

B.S., University of Nebraska Omaha, 2011

Lisa M. Kucera, *Clinical Instructor of Periodontics* (1999).

A.A.S., Hastings Central Community College, 1983; B.S., University of Nebraska Omaha, 1991

Raymond A. Kurowski, *Clinical Instructor of Oral Health Promotion, Division of Diagnostic Sciences* (2015).

B.S., University of California San Diego, 1971; D.D.S. Creighton University School of Dentistry, 1976

Katherine A. Kusek, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.S., Creighton University, 2007; D.D.S., Creighton University School of Dentistry, 2011

Melissa S. Lang, *Associate Professor of Periodontics* (2009; 2016).

A.S., Independence Community College, 1998; B.S., Pittsburg State University, 2000; D.D.S., University of Nebraska Medical Center College of Dentistry, 2004; M.S., University of Nebraska, 2007

Terry F. Lanphier, *Chair; Associate Professor of Oral and Maxillofacial Surgery* (1994; 2010).

B.S., Creighton University, 1978; D.D.S., Creighton University School of Dentistry, 1982; M.B.A., Creighton University, 2010

Mark A. Latta, *Dean Emeritus; Professor of General Dentistry* (1995; 2003).

A.B., Lafayette College, 1978; D.M.D., University of Pennsylvania School of Dental Medicine, 1983; M.S., University of Maryland, 1995

Se Rin Lee, *Clinical Instructor of Oral and Maxillofacial Surgery* (2019).

B.S., University of the Pacific, 2015; D.D.S., University of the Pacific School of Dentistry, 2018

Kelly M. Leonard, *Adjunct Instructor of Periodontics* (2018; 2021).

A.A.S., Metropolitan Community College, 2005

Thomas E. Lewis, *Assistant Clinical Professor of General Dentistry* (1999; 2015).

B.S., University of Nebraska, 1990; D.D.S., University of Nebraska Medical Center College of Dentistry, 1995

Chad S. Lewison, *Instructor of Oral and Maxillofacial Surgery* (2008).

B.S.E.E., South Dakota School of Mines and Technology, 1993; D.D.S., Creighton University School of Dentistry, 2002

Kara M. Lilienthal, *Clinical Instructor of Periodontics* (2022).

A.A.S., Central Community College, 2011

Jamison K. Linscott, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2021).

D.D.S., Creighton University School of Dentistry, 2021

Jared R. Little, *Director of CEREC CAD/CAM; Associate Professor of General Dentistry* (2016; 2023).

Marvin O. Ludlow, *Associate Professor Emeritus of Endodontics* (1976; 2013).

D.D.S., University of Missouri-Kansas City School of Dentistry, 1969; M.S., University of Nebraska, 1974

Douglas J. MacDougall, *Assistant Professor of Prosthodontics* (2020; 2023).

B.S., Central Washington University, 1984; D.M.D., Washington University School of Dental Medicine, 1989

Regan T. Mackintosh, *Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2007; 2014).

B.S., Creighton University, 2002; D.D.S. Creighton University School of Dentistry, 2006

Mark D. Markham, *Special Associate Professor of General Dentistry* (2016; 2023).

B.A., Creighton University, 1975; D.D.S., Creighton University School of Dentistry, 1979

Luke F. Matranga, *Adjunct Associate Professor of General Dentistry* (1988; 1994).

D.D.S., Marquette University School of Dentistry, 1966; M.S., University of Texas at Houston, 1973

Marty J. Matz, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

D.D.S. Creighton University School of Dentistry, 1988

Leticia M. McCarthy-Clifford, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2021).

B.S., Creighton University, 1977; D.D.S. Creighton University School of Dentistry, 1984

Alicia A. McCormick, *Clinical Instructor of Periodontics* (2021).

B.S., University of South Dakota, 2012

Aaron M. McCoy, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2021).

B.S., Drake University, 2014; D.D.S., University of Nebraska Medical Center College of Dentistry, 2018

Andrew C. Medlin, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.S., Rockhurst University, 2009; D.D.S., Creighton University School of Dentistry, 2013

Nancy M. Mellott, *Clinical Instructor of Periodontics* (2008).

B.S.D.H., University of Nebraska College of Dentistry, 1977

Thomas R. Meng Jr., *Associate Professor of Prosthodontics* (1997; 2005).

B.A., Rutgers University, 1972; D.D.S., Temple University School of Dentistry, 1977

Sarah C. Meyer, *Instructor of General Dentistry* (2013).

B.S., Montana State University, 2006; D.D.S., Creighton University School of Dentistry, 2011

Katherine A. Meyer-Vanicek, *Adjunct Assistant Professor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.A., Drake University, 1999; D.D.S., University of Nebraska Medical Center College of Dentistry, 2007; M.P.H., University of Nebraska Medical Center, 2015

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

D.D.S., Creighton University School of Dentistry, 1977

Mahum A. Mirza, *Assistant Professor of Prosthodontics* (2018).

B.S., John Carroll University, 2013 ; D.D.S., Creighton University School of Dentistry, 2018

Takanari Miyamoto, *Special Professor Periodontics* (2007; 2020).

D.D.S., Nihon University (Matsudo, Japan), 1999; M.S.D., Boston University, 2004; Ph.D., Nihon University (Matsudo, Japan), 2006; D.D.S., Creighton University School of Dentistry, 2008; M.B.A., Creighton University, 2012

Rex K. Monif, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2019).

B.A., Creighton University, 1991; D.D.S., Creighton University School of Dentistry, 1995

David C. Motz, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2021).

B.S., Iowa Wesleyan College, 1996; D.D.S., University of Iowa College of Dentistry, 2001

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

D.D.S., University of Illinois College of Dentistry, 1959

Nicole L. Muelleman, *Assistant Professor of General Dentistry* (2022); *Assistant Professor of General Dentistry* (2022).

B.S., Creighton University, 2013; D.D.S., Creighton University School of Dentistry, 2017

Carol M. Murdock, *Adjunct Associate Professor of Oral Health Promotion, Division of Diagnostic Sciences* (2019; 2023; 2017).

B.S., Canisius College, 1979; D.D.S., Creighton University School of Dentistry, 1984

William T. Naughton, *Special Associate Professor of General Dentistry* (2000; 2007; 2022).

B.A., Creighton University, 1974; D.D.S., Creighton University School of Dentistry, 1978

Blake H. Neece, *Clinical Instructor of Oral and Maxillofacial Surgery* (2020).

B.S., Oklahoma Christian University, 2016; D.D.S., University of Oklahoma College of Dentistry, 2020

Sarah E. Nelcamp, *Clinical Instructor of Oral Health Promotion, Division of Community and Preventive Dentistry* (2022).

B.S., Anderson University, 2017; D.D.S., Creighton University School of Dentistry, 2022

Alisia D. Nelson, *Clinical Instructor of Periodontics* (2022).

A.A.S., Iowa Western Community College, 2014

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B.S., University of Minnesota, 1969; D.D.S., University of Minnesota School of Dentistry, 1971; M.S., University of Texas Health Sciences Center Houston, 1977

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B.S., University of the Pacific, 2016; D.D.S., University of the Pacific School of Dentistry, 2019

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B.D.S., Nihon University School of Dentistry (Japan), 2006; Ph.D., Nihon University Graduate School of Dentistry (Japan), 2011

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A.A.S., Iowa Western Community College, 2000

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B.S., University of South Dakota, 2014; D.D.S., University of Minnesota School of Dentistry, 2018

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B.A., Augustana College, 2009; D.P.T., Regis University, 2014

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B.S., Gonzaga University, 1965; D.D.S., Creighton University School of Dentistry, 1969; MS, University of Iowa, 1973

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B.S., University of Nebraska Kearney, 1985; M.A., University of Nebraska Omaha, 1988; Ph.D., Creighton University, 2004

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B.S., Nebraska Wesleyan University, 2003; D.D.S., University of Nebraska Medical Center College of Dentistry, 2007

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