

ROSEMAN UNIVERSITY OF HEALTH SCIENCES

COLLEGE OF DENTAL MEDICINE

Doctor of Dental Medicine Program
South Jordan, Utah Campus



**STUDENT HANDBOOK
2022 - 2023**

10894 S. River Front Parkway
South Jordan, UT 84095

NOTICES

Student Handbook and Catalog Notice

The *College of Dental Medicine Doctor of Dental Medicine Student Handbook* and *Roseman Student Catalog* are hereby presented. Both are available on the Roseman University website under the student tab.

University policies and procedures are included in the University Catalog or may be found on the University website (<http://www.roseman.edu/students/students-students/policies-1>). The policies and procedures in this *Student Handbook* are specific to the College of Dental Medicine and are supplementary to university policies. If a Roseman University policy conflicts with a policy of the College of Dental Medicine, the stricter policy will apply.

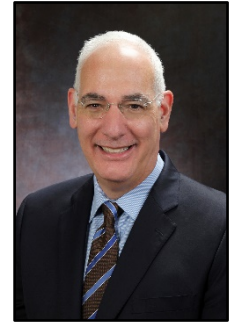
Please note that the University cannot possibly list all required student behavior in the Catalog and/or Student Handbook, so whenever in doubt, students are strongly encouraged to contact the Dean, Associate/Assistant Deans or Directors responsible for the issue in question, for clarification.

This Handbook is effective August 2022

DEAN'S WELCOME AND EXPECTATIONS

Welcome to the Doctor of Dental Medicine Class of 2026!

I want to welcome all of you to the profession of dentistry and to Roseman's commitment to you as Lifelong Colleagues. This commitment guides our decisions and behaviors for all the students, faculty, staff, and patients that are part of Roseman CODM (College of Dental Medicine). We believe that we all learn and depend on each other and your educational experiences in dental school are designed to not only develop your clinical skills but to open your mind to all the possibilities that the future of dentistry holds you.



for

Central to everything that we do at Roseman CODM is the care for our patients. Whether those patients travel to our clinic in South Jordan or we travel to remote and underserved areas to treat them, we are grateful for the opportunity to serve others. Providing our patients with the best care possible in a timely manner challenges each of us to perform at our highest level. To achieve this, our faculty and staff are committed to your education and to your development as an oral health care professional.

As you begin this journey, keep an open mind to the new experiences that you will encounter and remember to embrace the challenges that will occur as learning and growth opportunities. I know that we will always be grateful for your decision to attend Roseman and proud of the dedication you have to your education and your future accomplishments in the profession.

The Doctor of Dental Medicine program emphasizes ethics, professionalism, and respect for others. By virtue of matriculation, each DMD student agrees to abide by the Lifelong Colleague Principle, Honor Code and White Coat Pledge.

The Lifelong Colleague Principle encourages all students, faculty, and staff to make each, and every interaction reflects a sincere desire to develop each other as lifelong colleagues.

The Honor Code is adapted from the traditions of the nation's military academies. The Honor Code states simply that "I will not lie, cheat, steal, disrespect others nor tolerate among us anyone who does."¹

We recognize that the next four years will be challenging, placing tremendous demands on your time. While no program can eliminate the work required to earn the DMD degree, the Roseman learning model will reduce unnecessary demands on your time and make your experience here productive and rewarding. In addition, the commitments we make to each other, the Lifelong Colleague Principle, and the Honor Code of the College of Dental Medicine guide all decisions and behaviors of students, faculty, and staff. The Lifelong Colleague Principle and Honor Code will allow students to flourish within an environment of trust, integrity, and mutual respect.

For generations, the dental profession has earned the respect of the public as reflected in numerous polls identifying the most trusted health professions. Dentistry's status as an honorable profession that enjoys the privilege of self-regulation derives directly from the respect and trust of the public we serve. To signify the commitment dentists, make to the welfare of their patients, all students will recite the "White Coat Pledge" at the White Coat Ceremony. This public ceremony affirms the values of the profession and marks the transition of each student into the traditions of the honorable health professions.

My very best wishes to each and every one of you!

Dr. Frank Licari, DDS, MPH, MBA
Dean and Professor

¹ (2009, April). In United States Air Force Academy. Retrieved February 7, 2011, from <http://www.usafa.af.mil/information/factsheets/factsheet.asp?id=9427>

The White Coat Pledge:

I, _____, in becoming a Doctor of Dental Medicine, commit to the preparation and development of conduct and performance which will conform to the highest goals, ethics and attributes of the dental profession. I will be diligent in my pursuit of academic excellence and mastery. I will devote my time and energies to acquiring comprehensive dental knowledge and appropriate surgical skills necessary to expertly serve the public to whom I will be accountable, and to bring honor to myself and to the profession.

I accept the premise that my primary responsibility is to the patients I will be treating. My goal is to establish and maintain a relationship of respect and confidence. Therefore, let all come to me safe in the knowledge that their total health care and well-being are my primary consideration and obligation.

My classmates and the dental professionals with whom I will be associating during my dental school career are more than friends. They are my lifelong colleagues and associates – professionals to whom I can turn for continued guidance and example. My obligation to them is reciprocal. I look forward to becoming a member of this dental family.

I respect the experience and expertise of my educators and mentors. I will seek their guidance and counsel. As a student, I will never approach a clinical situation unsupervised knowing that treating patients is offered to me under the auspices of my supervisor's license. I respect and honor that privilege.

I will observe the Principles of Ethics and Code of Professional Conduct as set forth by the profession and emphasized by my mentors at the College of Dental Medicine.

All this I pledge with pride in my commitment to my personal preparation, to the profession, and to the public I will serve.

I welcome you to the dental profession and look forward to working with you as a peer and colleague during the program, and throughout your career.

Sincerely,

Frank W Licari DDS, MBA, MPH
Dean of the College of Dental Medicine

Date

Student Dentist – DMD Class of 2026
Student Signature Page

Date

Acknowledgment of Roseman University Health Sciences College of Dental Medicine Student Handbook & University Catalog Policies and Procedures

Student Initial	CIRCLE: D1 D2 D3 D4 Academic Year: 2022-2023
	Notice of Requirement to Check Student E-mail daily (pg. 11)
	Academic and Career Advising (pg. 11)
	Attendance (pg. 12)
	Guidelines for Student Attire: Classroom and Simulation Lab and Clinic (pg.14-16)
	Classroom & Clinical Protocol (pg. 16)
	Abide by all safety protocols (16)/Review of Clinic Manual (pg. 12)
	Grading System (pg. 18-19)
	Student Progress and Promotion (pg. 23)
	Assessment of Student Progress (pg. 26)
	Student Assessment/Reassessment: Policies and Procedures (pg. 29)
	Unsatisfactory Achievement of Academic/Professional Standards (pg. 33)
	Withdrawal - Voluntary Withdrawal, Mandatory Withdrawal (pg. 36)
	Student Appeal Process/Appeal of Assessments (pg. 40)
	Financial Responsibilities and Continued Enrollment (pg. 47)
	Policies and Procedures pertaining to Student Professionalism (pg. 48)
	I acknowledge that I have participated in a discussion of the Catalog, Handbook and Clinic Manual, had an opportunity to ask questions, and understand and accept all the policies and procedures in these documents for 2022-2023 academic year. Student Handbook
	By signing my registration and payment agreement, I acknowledge that I will comply with all University policies. These policies may be accessed on the University website (http://www.roseman.edu/students/students-students/policies 1) or in the University Catalog, a copy of which is available at (http://www.roseman.edu). If a university policy conflicts with a specific College/Program policy, the stricter policy will apply. I further acknowledge that the CODM reserves the right to modify a policy during the academic year. In the event a policy is changed, the CODM will notify students of the change
	I acknowledge and understand that I can obtain information about the safety and security of the University campus by visiting the Roseman University website.
	Authorization to provide contact information to Great-West Life & Disability Insurance, ASDA (American Student Dental Association) Membership, and Insurance, and ADEA (American Dental Education Association) Membership

Student Signature	Printed Name	Date
William Carroll <i>Associate Dean for Academic Affairs</i>	Duane Winden <i>Assistant Dean for Academic Affairs</i>	Date
William Harman <i>Associate Dean for Admissions & Student Affairs</i>	Alicia Spittle <i>Admissions & Student Affairs Manager</i>	Date
Jeremy Godderidge <i>Associate Dean for Clinical Education & Patient Care</i>		Date

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GLOSSARY OF TERMS AND DEFINITIONS

Term	Abbreviation	Definition
Additional Learning Opportunity	ALO	An instructional period taught by Block Directors held for students who did not pass an assessment in preparation for the reassessment.
Centers for Disease Control and Prevention	CDC	The United States Centers for Disease Control and Prevention is the national public health agency of the United States.
College of Dental Medicine	CODM	Roseman University's College of Dental Medicine provides state-of-the-art educational & clinical facilities in Utah & Nevada.
Family Educational Rights and Privacy Act	FERPA	The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records.
Formative performance experience	FPE	A procedure or assignment that allows practice and preparation for the IPA. Used in both the clinic and pre clinic.
Integrated National Board Dental Examination	INBDE	The Integrated National Board Dental Examination is the newest exam for candidates seeking dental licensure.
Individual Performance Assessment	IPA	Summative clinical evaluation for a procedure or subject, similar to a final exam.
Patient Care Leader	PCL	
Preclinical individual performance assessment	PIPA	Summative clinical evaluation for a procedure or subject, similar to a final exam.

HANDBOOK UPDATES

Date	Description	Page
10/13/2021	Hep A Vaccination recommendation change	43
10/13/2021	Hep B requirement change	43
10/13/2021	Varicella updated	44
10/13/2021	TB note change	44
10/13/2021	Covid Vaccine requirements updated	44

ACADEMIC CALENDAR

COLLEGE OF DENTAL MEDICINE ACADEMIC CALENDAR – 2022-2023

Pre-Orientation	July 29, 2022
Orientation	August 1 - August 4, 2022
Classes Begin	August 5, 2022
White Coat Ceremony	August 26, 2022
Labor Day	September 5, 2022
Thanksgiving Break	November 23-25, 2022
Winter Break	December 19 – January 2, 2023
Classes Resume	January 3, 2023
DMD 2023 Program Completion Date	April 7, 2023
Hooding Ceremony	April 10, 2023
Memorial Day	May 29, 2023
Summer Break	July 3 - July 7, 2023
Academic Year End	July 28, 2023

All University offices are open for business from 8 a.m. to 5 p.m., Monday through Friday, except the Official Holidays noted above.

You are expected to attend all classes as scheduled. If for any reason you are unable to adhere to the schedule, you must alert the Office of Academic Affairs and you are responsible for any missed content or assessments.

The University and College of Dental Medicine reserve the right to modify the academic calendar and curriculum as needed.

ACADEMIC POLICIES AND PROCEDURES

1. Overview of DMD Curriculum

An overview of the Roseman DMD Curriculum, including block/course descriptions, may be found in the Roseman University of Health Sciences DMD program section of the Catalog and on the website (<http://www.roseman.edu>).

2. Notice of Requirement to Check Student E-mail on a Daily Basis

University and College administration, faculty and staff rely on e-mail to share information with students about policies, procedures, appropriate deadlines, class materials and activities. CODM students must check their student e-mail accounts at least once a day (excluding holidays) to make sure that they are aware of current notices and information. This includes making sure that the mailbox is not “full” thus preventing the receipt of email. If a student experiences a chronic problem accessing his/her e-mail account (i.e., inability to access the account for longer than 2 business days), he/she must contact the Roseman Technology Services Help Desk to resolve the situation. Students who have trouble accessing their e-mail account or who do not read notices sent via e-mail in a timely manner, are not exempt from complying with appropriate University and College rules, regulations, and deadlines.

3. Roseman Now Emergency Notification System

All students are automatically enrolled in the Roseman Now Emergency Notification System. The Roseman Now application is available for free in the app store.

4. Academic and Career Advising

The Roseman University of Health Sciences, College of Dental Medicine is aware that its students hold a diversity of academic and professional goals. The College recognizes that students are interested in working with faculty members who understand and appreciate their individual interests and pursuits. Every faculty member in the College will be available and accessible to mentor students. The College does not assign students to specific faculty advisors; however, students are strongly encouraged to contact any faculty members they wish to obtain academic or career advice. Students can visit the Roseman website at www.roseman.edu to review a brief description of the background and interests of the faculty and administration of the College. Additionally, students can contact any of the Deans or Directors of the College for academic and career advising, including referral to other appropriate resources. (See Catalog pages 43 - 45 Academic Support Services for additional information.)

5. Course Syllabi

Faculty will provide students with appropriate course details in a timely fashion prior to the initiation of all courses or rotations. Students have the responsibility to be familiar with this information. CODM course syllabi will be provided for all courses and include the following sections: list of faculty involved in the course; the educational goals and specific learning outcomes; assessment and remediation dates; attendance expectations; course schedule that indicates all course sessions and topics/activities for each class, lab or clinic session; required textbooks and other reading/study materials; mechanisms for faculty communication with students; list of CODM competencies that the course supports. The course syllabi will be posted on the learning management system and/or distributed in class. Faculty develop assessments for

progress from outcomes stated in the syllabi. The Roseman CODM DMD Predoctoral education competency's upon which the outcomes are based are listed in the online Roseman Student Catalog.

6. CODM Student Handbook

Students will be provided with a digital copy of the Roseman CODM Student Handbook during the orientation period and will participate in discussions of all topic areas. All students will be required to sign an acknowledgement that they have received the Catalog and Student Handbook and have had the opportunity to ask questions or request clarification. The Student Handbook is also posted electronically online at www.roseman.edu.

The Student Handbook is designed to serve as a resource to address such issues as academic performance standards; assessment and remediation; standards of academic integrity and professional and social behavior; student rights and responsibilities; academic and disciplinary grievance procedures; and general information pertaining to College and/or the University.

CODM students will be informed and oriented to the methods and standards for assessment of academic performance in two categories: (1) methods of assessing student progress, and (2) academic standards for progress through the Student Handbook and presentations by Faculty and the Associate/Assistant Deans.

7. CODM Clinic Manual

Students will be provided with a digital copy of the Roseman CODM Clinic Manual and will be required to sign an acknowledgment that they have received this digital manual. The Clinic Manual will be reviewed and discussed with students by the Assistant Dean for Clinical Education and Clinic Managers as well as other faculty and staff during the clinical orientation process, in class meetings, in clinical preparation courses, and is also available to all students on the online learning management system.

ATTENDANCE

Attendance is assessed as part of Patient and Oral Health Care Team Communication. Attendance is an essential component of Roseman's active learning, collaborative learning and competency-based educational model. Therefore, the College of Dental Medicine will assess if the student's attendance satisfies the College's Student Code of Conduct.

Clinic: Students must be present 90% of scheduled clinic days. Appropriate Patient Care Leader (PCL) will document attendance.

Didactic/Simulation Clinic: 90% attendance is required. Due to the dynamic nature of the didactic curriculum, the Block/Course directors will determine how attendance is documented and if necessary, remediated. A statement regarding attendance in these blocks/courses must be presented to students at the start of the block.

Except for emergencies, all time-off requests must be submitted and approved by the appropriate PCL or Block/Course Director 30 days in advance to ensure clinic coverage.

GUIDELINES FOR STUDENT ATTIRE

STUDENT ATTIRE IN THE CLASSROOM

At the CODM, students will be engaged in educational activities that will give them frequent contact with the public who are visiting the campus, receiving treatment in our clinics, or community-based activities and clinics sponsored by the CODM and/or community partners. Students will therefore be expected to represent the CODM and the dental profession in a manner that bestows confidence and respect upon the activities of the CODM. It is in this spirit that the following guidelines have been adopted for attire in the classroom. (For policies on clinical attire, please refer to the ROSEMAN CODM Clinic Manual.)

1. Students must wear a visible Roseman CODM ID at all times.
2. Hats/headwear:
 - a. Hats or head covering of any kind are not allowed in classes, during exams, and in the clinic or sim lab, except for religious, cultural, medical or ethnic observations and appropriate clinical coverings to restrain hair.
3. Trousers / Shorts:
 - a. Excessively-tattered or worn trousers and clothing with holes are not to be worn in class or clinic.
 - b. Shorts are not to be worn during class, clinic, or sim clinic.
4. Shirts:
 - a. Revealing clothing, including low-cut blouses or shirts/pants that allow, for example, the abdomen to be exposed are not to be worn in class or clinic.
 - b. Likewise, trousers should not be cut too low or worn in a manner that, for example, causes any portion of the buttock or underwear to be exposed.
 - c. Strapless shirts, shirts with spaghetti straps or halter tops are not to be worn in class or clinic.
 - d. T-shirts with discriminatory or derogative statements or inappropriate graphics are not to be worn in class or clinic.
 - e. T-shirts that are sold by student organizations or ROSEMAN are allowed. Jeans and scrubs are also allowed.
5. Shoes:
 - a. Open toed footwear is not to be worn in the simulation lab, or clinic.
 - b. Dress sandals are appropriate for wear in the classroom, but not in simulation lab or clinic.
6. Scented Products:
 - a. Due to chemical sensitivities of patients, students, faculty and staff (i.e. perfumes, colognes, room scents, deodorizers, and other aromatic compounds), minimal use of these products is encouraged.
7. Personal Hygiene:
 - a. Students are expected to maintain personal and oral hygiene in all CODM DMD sponsored functions and activities.
8. Fingernails:
 - a. It is recommended that individuals involved in direct contact with patients refrain from wearing artificial nails, keeping natural nail tips to no longer than ¼ inch in length.
 - b. In addition to maintaining short nails and avoiding artificial nails, oral health care providers and staff should avoid wearing nail polish. While freshly applied nail polish on short nails is not linked to increased bacteria around the fingernail area, chipped nail polish can harbor bacteria. Since there is no way to prevent nail polish from chipping, the CDC strongly recommends keeping your nails short and free of polish.
9. Tattoos:

- a. Tattoos may not be visible.
- 10. Piercings:
 - a. Tongue, head, and neck piercings of any type, with the exception of religious traditions, must be removed during any College/University sponsored activities on or off campus.
 - b. Earrings that are in compliance with the guidelines of the Clinic Manual are acceptable.
 - c. College administration reserves the right to require immediate removal of any jewelry or adornments that are not in compliance with CODM standards or policies.

Noncompliance may be reflected in professionalism assessments.

STUDENT ATTIRE IN SIMULATION LAB AND CLINIC

- 1. Scrubs
 - a. Clean and proper fitting scrubs will be worn during normal school hours (8 am to 5 pm) for all activities in the simulation lab or clinic. Should a Simulation Lab exercise or clinical procedure extend beyond normal school hours, scrubs will continue to be the required dress. A short or long sleeve solid colored t-shirt under the scrub top is permitted. Sweaters or coats may not be worn over scrubs in the sim lab. As stated in the previous sentence, long sleeve t-shirts may be worn under the scrub top. The condition of scrubs should be maintained so that a professional appearance is preserved.
 - b. Appropriate dress for after-hours on school days and on weekends: Scrubs are strongly recommended but not required - casual clothing is included (without being loose-fitting).
 - c. Shoes must be closed-toed; no sandals.
 - d. These items are not allowed:
 - i. Shorts or shirts / blouses which leave large areas of the body exposed to lab debris;
 - ii. Tank tops
 - iii. Sleeveless shirts or tops;
 - iv. Low-cut t-shirts, shirts or blouses;
 - v. Bare midriffs.
 - e. Other appropriate attire such as eye protection, gloves, masks, disposable lab jackets, etc. as specified in the Clinic Manual and as directed by attending faculty. These requirements are informed by CDC, state and local health department guidelines and are subject to change.
 - f. Students are strongly encouraged to keep an extra set of scrubs in their lockers at all times in order to accommodate unforeseen changes in the schedule.
- 2. Scrub colors
 - a. Each incoming class selects one scrub color to be worn by the entire class until graduation. Scrub colors for each class provide some indication for supervising faculty and instruction during patient care as well as simulation.

Student attire is one way in which to represent the dental profession in an appropriate manner. Throughout the course of study at the CODM, student appearance and attire are assessed as part of the professional standard established by the CODM. In order to progress towards competency, it is expected that the guidelines regarding appearance and attire are followed. If remediation is required in this area, progress towards graduation could be delayed.

CLASSROOM & CLINIC PROTOCOL

CLASSROOM PROTOCOL

1. Class Start Time, Assessment Start Time and Class Hours

The stated class hours for the didactic and simulation portion of the curriculum are found in each course syllabus. In observance of these posted times, students and all faculty who are scheduled to teach will be expected to be present at the scheduled start time, except when otherwise approved by the curriculum committee and the faculty. This is not intended to impede the flexibility that faculty may appropriately demonstrate in conducting their courses. Faculty has the latitude to allow students to study in their groups or work on special projects; however, that time must be defined and structured, and faculty should be available to assist and facilitate students in their learning activities.

Assessments are usually scheduled to begin at 9:00 a.m. Start times and days for the team assessment, post-assessment review, additional learning opportunity (ALO), and reassessment will be clearly communicated by the Office of Academic Affairs to the students in accordance with the Assessment Policy.

The scheduled dates for assessments and reassessments appear in the course syllabus. These dates are also communicated to students via the calendar, email, canvas and/or verbally in class. These dates may be subject to change.

Any deviations from this policy must be approved in advance by the appropriate Directors and the Associate Dean for Academic Affairs.

2. Multimedia Recording of Curricular Material

The policy on recording instructional time is posted on the University's website.

3. Visitors

Students and their guest(s) must abide by University rules and policies. Roseman University policy regarding student guest(s) can be found at <https://www.roseman.edu/university-policies/>.

4. Classroom Etiquette

Students are expected to conduct themselves in a manner that is not disruptive or disrespectful to any person and that does not adversely affect teaching, learning, or examination performance of any person. For example, cell phones, laptops, smart watches, or any other electronic or communication device must be turned to "vibrate mode" at all times, and all calls must be made and/or received outside of the classroom. Students who do not abide by this policy may be asked to leave the classroom or clinic. Abuse of this policy may result in disciplinary procedures.

NOTE: Electronic or any other external communication devices are not allowed in the room during assessments, team assessment, post assessment review or reassessment. Students may not duplicate questions in either a digital or written format. (See Student Assessment Policy below.) Examples include smart phones, smart watches, laptops, or tablets that are not being used for the assessment.

POLICY FOR EXTERNSHIPS, EXTERNAL ROTATIONS AND CLINICAL EXPERIENCES OUTSIDE OF THE CODM

Students are not allowed to practice dentistry outside of the College of Dental Medicine unless they are practicing under a licensed dentist who is affiliated with the College of Dental Medicine through both academic appointment and a memorandum of agreement. This includes but is not limited to community service projects, private practices, extramural sites, foreign dental missions, specialty and other externships and international trips sponsored by outside organizations. All proposals to practice dentistry outside of the CODM and affiliated sites must be approved in advance by the Assistant Dean for Institutional & Practice Outcomes and the Assistant Dean for Integrated Education & Assessment

Only students who are in good academic standing and who are progressing according to academic/clinic guidelines are approved by the External Clinical Enrichment Committee (Assistant Dean for Institutional & Practice Outcomes and the Assistant Dean for Integrated Education & Assessment and Clinic Managers) may participate in any external clinical enrichment. Students on academic or professionalism probation are not eligible.

Due to state licensure requirements, dental practice acts and laws governing dental practice in foreign countries, students who practice without a license or appropriate supervision may be held accountable to the College of Dental Medicine, licensing bodies and legal authorities. Members of our academic community need to be aware that CODM may not be able to assist in matters arising from legal misconduct.

Activities related to oral health instruction must be approved by the Assistant Dean for Institutional & Practice Outcomes and the Assistant Dean for Integrated Education & Assessment while participating in a Roseman CODM sponsored community-based clinical rotation, externship, and/or a student/resident external rotation, the student/resident will be responsible to arrange for housing accommodations. When considering student/resident housing, the housing accommodations must include separate living quarters for the student/resident with private access to the living quarters. Students/residents are not allowed to cohabitate with members of the organization, preceptors, or its affiliates. Students/residents may arrange for living quarters with members of their own family or with relatives.

For further information, please refer to the clinic manual or contact the offices of Assistant Deans for Institutional & Practice Outcomes and the Assistant Dean for Integrated Education & Assessment

STUDENT GRADES

GRADING SYSTEM FOR DIDACTIC COURSES

The Roseman CODM utilizes a “Pass” / “No Pass” system of recording student achievement. The CODM reserves the right to modify the assessment system and will notify students of any changes.

1. “Pass” (P)

To receive a “Pass” (designated as “P” on the transcript) for didactic coursework, a student must

a. Achieve a score of 90% on the end of block assessment (see Student Assessment Policy below). If a student does not achieve 90%, then he or she must remediate that portion of the curriculum at a designated time, be reassessed, and achieve a level of 90%.

b. Complete all formative daily work FPEs (Formative Performance Experience) and/or summative IPAs (Individual Performance Assessment) as designated in the block syllabus

2. “No Pass” (NP)

An “NP” (no pass) will be recorded on the student’s transcript if the student achieved less than 90% after remediation. If a student achieves the required 90% proficiency following subsequent remediation, the student’s “NP” will be converted to a “P”.

3. Incomplete (I)

An Incomplete (I) indicates that a student has not completed the requirements necessary to issue a grade of “P” or “NP”. Incompletes are only approved or denied by the Office of Academic Affairs. If an Incomplete is approved, then an action plan will be submitted to the Assistant Dean for Integrated Education and Assessment. In order to replace the “I”, the student will need to complete the requirements necessary and be assessed. If the student is assessed and meets the standard for passing, the “I” will be replaced with a “P”. If the student is assessed and does not meet the standard for passing, the “I” will be replaced with an “NP”. If the student has not been assessed by the date specified in the Action Plan the ‘I’ grade was recorded by the College of Dental Medicine, the ‘I’ converts to a ‘NP’.

GRADING SYSTEM FOR CLINICAL COURSES

To appropriately assess student competence, we assess each student early & often. We use multiple assessments, over time, with multiple faculty evaluators to track student progression. Specifically, our assessment software captures multiple data points with each patient encounter to determine & predict student progress towards competency in multiple domains including but not limited to: Self-Assessment, Critical Thinking, Integration of biomedical & clinical data in patient care, Technical Skills, Efficiency, Patient Management, Ability to work effectively in teams & ultimately lead a team, Professionalism, Peer Mentoring & Emotional intelligence.

Clinic evaluations use an Entrustment Scoring System, where faculty evaluate students based on the level of supervision required during each clinic session. This framework has been shown to substantially improve the reliability of assessment, better identify struggling students, & decrease the number of assessments required to obtain a reliable estimate of student ability. Once students consistently reach a specific level of entrustment over time, they are deemed competent to practice those procedures with less supervision.

Four levels of supervision used in evaluating progress towards competency are: Direct Supervision, Indirect Supervision, Independent (the level required for graduation), and Entrusted to Mentor Junior Colleagues for more advanced students.

Current Level	
Entrustable	5.00
Independent	4.00 - 4.99
Indirect Supervision	3.00 - 3.99
Direct Supervision	2.00 - 2.99
Unable to Perform	0.00 - 1.99

The Roseman CODM utilizes a “Pass” / “No Pass” system of recording student clinical competency. See syllabus for assessment details, requirements, and expectations. The CODM reserves the right to modify the methods of assessments and will notify students of any changes.

1. “Pass” (P)

The Patient Care Leader (PCL) determines satisfactory progress toward clinical competence by monitoring each student’s progression towards independent practice. Specifically, clinic progress is compared to the established progression benchmarks. In addition, PCLs monitor student progress through formative (FPEs) and summative (IPAs) assessments, participation benchmarks. PCL will evaluate student progress on a regular basis throughout a reporting period by direct observation, attending faculty input, and specialty directors’ input. Clinic Block requirements may include, but are not limited to:

- a. # Self Assessments submitted
- b. Chart Audits completed
- c. Daily Evaluation (4 month rolling average) score is above established benchmark for that block
- d. Case Presentations
- e. Formative (FPE) and Summative (IPA) procedural benchmarks

* For exact block requirements, students must refer to the Block syllabi as they are specific to each block.

2. “No Pass” (NP)

Unsatisfactory progress toward clinical competence is determined by the PCL using the same evaluation metrics listed above. An end-of-block action plan developed by the PCL will identify reason(s) for the “No Pass” (NP) and the conditions to successfully remediate the “No-Pass” (NP).

3. “Incomplete” (I)

An “Incomplete” (I) grade is warranted if insufficient information to assess student progress during a given report period as determined by the PCL. Once this determination is made, the PCL will provide the student with a plan to resolve the “incomplete” (I) grade. If the student has not been assessed by the date specified in the Action Plan the ‘I’ grade was recorded by the College of Dental Medicine, the ‘I’ converts to a ‘NP’

Each clinical year is divided into three reporting periods. The PCL will provide input to the Assessment Team as to a student’s progress towards competence. Failure on the student’s part to resolve an “I” or “NP” grade for clinical blocks, could delay graduation.

GRADING SYSTEM FOR PROFESSIONALISM – DIDACTIC BLOCKS

1. “Pass” (P)

Block Directors monitor each student’s ethical and professional conduct. The following metrics are used to determine Professionalism grade for each didactic block:

- a. 90% attendance

2. “No Pass” (NP)

Unsatisfactory progress toward competence is determined by the Block Director using the following metrics:

- a. Below 90% attendance
- b. Other professionalism infraction as documented by the Block Director.

GRADING SYSTEM FOR PROFESSIONALISM – CLINIC BLOCKS

1. “Pass” (P)

The Patient Care Leader (PCL) monitors each student’s ethical and professional conduct. The following metrics are used to determine Professionalism grade for each clinic block:

- a. Ethics and Professionalism score (from Daily Evaluation) above predetermined benchmark
- b. 90% attendance *-and-* participation (as monitored by the # Daily Evaluation benchmark for each clinic block).
- c. 90% attendance for seminars

2. “No Pass” (NP)

Unsatisfactory progress toward clinical competence is determined by the PCL using the same evaluation metrics listed above.

- a. Ethics and Professionalism score (from Daily Evaluation) below predetermined benchmark
- b. Below 90% attendance *-and-* participation (as monitored by the # Daily Evaluations) is below predetermined benchmark for that clinic block. Both must be below threshold to receive a “No-Pass” grade.
- c. Below 90% attendance for seminars

An end-of-block action plan developed by the PCL will identify reason(s) for the Professionalism “No Pass” (NP) and the conditions to successfully remediate the Professionalism “No-Pass” (NP).

The following Table below outlines the grading system for didactic blocks, clinical blocks, and professionalism, as well as the corrective actions that will be taken for unsatisfactory achievement.

	<u>DIDACTIC BLOCKS</u> All blocks other than those noted under "Clinic Blocks"	<u>CLINIC BLOCKS</u> DMD 5401, 5402, 5403, 6401, 6402, 6403, 7401, 7402, 7403, 8401, 8402
Incomplete	Student has not completed requirements necessary to issue a grade of <i>Pass</i> or <i>No Pass</i> . Specific requirements used to determine final grade for each block are noted in the block syllabus. These include, but are not limited to written assessments, formative daily projects (FPEs), or summative skills assessments (IPAs).	Student has not completed requirements necessary to issue a grade of <i>Pass</i> or <i>No Pass</i> . Specific requirements used to determine a final grade for each clinic block are noted in the block syllabus. i.e., Block assignments, FPEs and/or IPAs as designated in the block syllabus
No Pass	<p style="text-align: center;"><u>Block Grade</u></p> <p>Student does not meet <i>Pass</i> criteria for a block as outlined in the block syllabus.</p> <p>i.e., <i>No Pass</i> (below 90%) on end of block written assessment i.e., <i>No Pass</i> on block IPAs</p> <p>If a student receives a <i>No Pass</i> for a didactic block, they are placed on Academic Monitoring which facilitates the creation of an Action Plan by the Block Director and the Student Assessment Team. An Action Plan includes an explanation for <i>No Pass</i> as well as objectives to be met by a specified date to assist the student's return to the expected level of progression.</p> <p><u>Professionalism Grade</u></p> <p>Students do not meet the <i>Pass</i> criteria for Professionalism.</p> <ul style="list-style-type: none"> - Class attendance is below 90%, - Other professionalism infraction as documented by the Block Director. <p>If a student receives a <i>No Pass</i> for Professionalism, an Action Plan is created by the block director and the Student Assessment Team. An Action Plan includes an explanation for <i>No Pass</i> as well as objectives to be met by a specified date to assist the student's return to the expected level of progression.</p> <p>Active Action Plans are monitored by the Student Assessment Team to verify completion by an established resolution date.</p>	<p style="text-align: center;"><u>Clinic Progress Grade</u></p> <p>Students do not meet <i>Pass</i> criteria for clinic block as outlined in the block syllabus.</p> <ul style="list-style-type: none"> - <i>No Pass</i> on block IPAs - Below <i>No Pass</i> Clinic Progress Benchmarks - Other criteria as determined by the PCL <p>If a student receives a <i>No Pass</i> for a clinic block, they are placed on Clinic Monitoring which facilitates the creation of an Action Plan with their PCL and the Student Assessment Team. An Action Plan includes an explanation for <i>No Pass</i> as well as objectives to be met by a specified date to assist the student's return to the expected level of progression.</p> <p><u>Professionalism Grade</u></p> <p>Students do not meet the <i>Pass</i> criteria for Professionalism.</p> <ul style="list-style-type: none"> - Ethics and Professionalism score is below the benchmark established for each clinic block. - Seminar attendance is below 90%, - Clinic attendance is below 90% <i>and</i>* # Daily Evaluations is below the benchmark established for each block. (<i>*Student must be below BOTH benchmarks to receive a "No-Pass" for attendance and participation.</i>) <p>If a student receives a <i>No Pass</i> for Professionalism, an Action Plan is created with their PCL and the Student Assessment Team. An Action Plan includes an explanation for <i>No Pass</i> as well as objectives to be met by a specified date to assist the student's return to the expected level of progression.</p> <p>Active Action Plans are monitored by the Student Assessment Team to verify completion by an established resolution date.</p>

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PROGRESS AND PROMOTION

STUDENT PROGRESS AND PROMOTION

Student progress and status in the curriculum is determined by the Assessment Team. This determination is made by monitoring student performance data submitted by individual Block Directors, supervising faculty, or the students Patient Care Leader. Systematic review of each student occurs each quarter. However, Roseman's electronic assessment database will alert the Assessment Team when a student begins to fall below established benchmarks to allow for timely intervention when needed.

Progression to the next academic year requires completion of all requirements from the current year (e.g., all D1 requirement must be completed to advance to the D2 year).

The integrated and dynamic nature of the CODM curriculum must allow for the possibility of students attaining competency in curriculum components at different times, however certain benchmarks have been established to guide students toward on time graduation.

1. Determination of Student Progress

Performance data includes:

- a. Didactic and clinic end of block grades
- b. Entrustment scoring for simulated and clinic skills assessments. This is evaluated using a 4-month rolling average of the students Daily Evaluation scores. Students are expected to progress ahead of the established Daily_Eval benchmark.
- c. Self-Assessments. Students must self-assess 90% of their work.
- d. Formative (FPE) and summative (IPA) procedural benchmarks. These include simulated exercises scheduled in clinic seminars and meetings, case presentations, mock board exercises, or procedure requirements established for each clinic block.

Performance data for Professionalism includes:

- e. 90% attendance
- f. Participation is monitored by evaluating the number of Daily Evaluation assessments submitted for each student. Students are expected to progress ahead of the established #_Daily_Eval benchmark.
- g. Entrustment scoring for Ethics and Professionalism. This is evaluated using a 4-month rolling average of the Ethics and Professionalism component of the Daily Evaluation.

2. Graduation Requirements

- a. To qualify for the DMD degree, students must:
 - i. Follow the approved course of study leading to the completion of all DMD course requirements
 - ii. Satisfactorily complete all professional courses and competencies within six (6) years, having no course grade below a "Pass";

- iii. Pass the Integrated National Board Dental Examination that is given between the D3 and D4 years.
- iv. Students are required to pass the practice national board assessment before scheduling the national board.
- v. Receive a favorable recommendation for conferral of the DMD degree from CODM faculty and Dean, Administrative Council, and Board of Trustees;
- vi. Settle all financial accounts with the University; and complete all University, College, and program graduation clearance requirements.
- vii. The Office of Academic Affairs will submit a Graduation Clearance form to the registrar's office when all of the above requirements have been met.

TABLE SUMMARIZING PATH TO GRADUATION

1. Students must successfully complete all blocks in an academic year to advance to the next academic year. This includes all didactic and clinical blocks. Students will be notified via email by the Office of the Assistant Dean of Integrated Education and Assessment at the end of each academic year as to their academic status/advancement. The email will include the following (if needed): didactic blocks that still need to be remediated and/or repeated, status of clinical blocks, an individualized action plan that outlines a timeline for completing the blocks as well as a list of resources to assist the student. Students who have action plans will meet on a regular basis with a representative from the Office of the Assistant Dean of Integrated Education and Assessment.
2. Achieve 90% competency in all didactic and clinical blocks
3. Students who are still remediating courses between the academic years can conditionally advance upon a positive recommendation from the Assistant Dean of Integrated Education and Assessment and the approval of the Senior Associate Dean for Administration. Please note that while a student remains a member of their original cohort, their official status will not be changed until those blocks are passed.
4. Students who are in remediation cannot attend clinic during the time that they are remediating.
5. Successfully passed the Integrated National Board Dental Examination.
6. Meet all obligations to Roseman University of Health Sciences, including tuition, overdue library books, past due fines, etc.

- 3. Eligibility to participate in Hooding Ceremony and/or University Commencement
 - a. Students expected to graduate by the end of December of the same year of the Hooding Ceremony and/or University Commencements and are eligible to participate in these ceremonies.
- 4. Integrated National Board Dental Examination (INBDE)
 - a. It is imperative that all students register for INBDE after approval from The Office of Academic Affairs after passing the practice national board assessment during the D3 year. The Associate Dean for Academic Affairs must approve each student's registration in advance to the student scheduling a test date. (There is a registration fee that you will incur to register for the examination. Information is available at www.ada.org)

Please register for the INBDE as noted above. However, **DO NOT SCHEDULE YOUR TEST DATE BEFORE** the end of Remediation (including any appeal) (refer to academic schedule). You will be able to schedule your exam after you know your remediation schedule.

- b. Students will not be certified to take the examination until all required remediation(s) have been successfully completed (including any appeal). The Associate Dean for Academic Affairs will provide guidance on the procedures, policies, and appropriate test dates.
 - i. Due to the nature of these deadlines, students who experience problems with the Prometric Testing Center that impact on their compliance with the above deadlines must report these problems immediately to the Office of the Associate Dean for Academic Affairs.

5. To Register for INBDE:

- a. Log on to www.ada.org
- b. Click on “Education and Careers
- c. Click on “Testing”
- d. Click on “INBDE”

Please note all students must obtain clearance from the Associate Dean for Academic Affairs prior to choosing a date for taking the boards. If you experience any problems registering, please contact the Office of Academic Affairs.

ASSESSMENT OF STUDENT PROGRESS

OVERVIEW OF ASSESSMENT OF STUDENT PROGRESS

Progression of students toward achievement of instructional outcomes will be frequently monitored using various methods of assessment. However, formal summative assessments for the purposes of communicating whether a student has passed a particular set of outcomes are scheduled regularly throughout the academic year. The following section provides a synopsis of the student assessment process in Roseman CODM's block scheduling system. The assessment process involves individual and team assessments. (Specific policies and procedures appear in Student Assessment/Reassessment: Policies and Procedures).

1. Assessment Types

- a. Basic Didactic Assessment (Multiple Choice Exams)
 - i. Written assessment given at the end of each block of instruction via Exam Soft.
- b. Applied Didactic Assessment (OSCE's / Short Answer / Oral Exams)
 - i. Our intent is to continually improve the quality and increase the frequency of these exams.
 1. **OSCE** – defined as being Patient Centered/Case Based, Timed, and have a specific and repeatable task. Examples could be identifying oral pathology, performing a head and neck exam, communicating with a patient, and/or creating a treatment plan. Clearly defined outcomes are defined with a rubric.
 2. **Short Answer Assessments** – given as part of, or in place of the end of block, multiple choice exam (last Thursday of the block).
 3. **Oral Examination** – Students present information regarding a patient and answer questions from faculty members. Clearly defined outcomes are defined with a rubric.
- c. Quantitative Skills Assessment (IPA - Summative Clinic and Pre-Clinic Individual Performance Assessments)
 - i. Graduation “Requirements”. There are approximately (25) Pre-clinic and (25) Clinic IPAs established for students to show competency. IPAs are first used in the pre-Clinicals as a measure of clinic readiness (D1 and D2), and then to demonstrate competency in the clinic as the primary care provider for our patients (D3 and D4). As reported to CODA (Commission on Dental Accreditation), if a patient’s experience does not present itself, Clinical IPA’s may be accomplished using an OSCE.
- d. Qualitative Skills Assessment (IPE - Formative Pre-Clinic Performance Exercises)
 - i. Daily assignments in the SIM LAB. Assignments must be complete before corresponding IPA
- e. Case Based Learning (CBL)
 - i. Students are given patient information and asked to make a diagnosis and create treatment plans, which are then carried out in the sim lab.
- f. Problem Based Learning (PBL)
 - i. Students are evaluated on their ability to contribute to discussions and problem solving within their teams (Breakouts).

2. Individual Assessment

The Roseman CODM’s block curriculum will facilitate continual monitoring of student performance and prompt remediation to ensure that students do not advance through the curriculum without demonstrated levels of mastery of the subject matter. In the Roseman CODM curriculum model, students will undergo

summative assessments at regular intervals throughout the academic year. Faculty will attempt to allocate assessment items proportional to the number of classroom days included in the assessment. The “pass” criteria for these summative assessments will be a score of 90% or higher. Students who do not achieve a 90% score are expected to attend a focused and intense remediation process on a scheduled dedicated day for remediation, which will involve mentoring by faculty. Following that day’s remediation process, students will complete a new and different assessment to determine if the mastery criterion has been achieved.

The faculty reserves the right to designate a pre-arranged seating order. Faculty reserve the right to move students during the assessment. Students may ask to be moved at any time prior to, or during the assessment. Granting this request is at the discretion of the proctor.

3. Team Assessment

Team assessments will take place immediately following individual assessments. During this time, students will confer and collaborate on each assessment instrument as part of their assigned team activities. This will enable students to recall, reinforce, and self-assess information learned during the block. If the team assessment score is at least 95%, each team member will receive additional points added to their individual assessment score in the amount of 5% of the total. If the team score is less than 95%, no additional points will be credited to the students on that team. Participation in the team assessment is mandatory. Any dispute regarding a student’s entitlement to additional points because of the team exam will be settled by the faculty Assessment Team, whose decision shall be final.

4. Student Another Opportunity to Learn and Reassessment

Following each summative assessment is Another Opportunity to Learn sessions and reassessment for those students who did not successfully achieve the required performance threshold. Until students are informed of the outcome of the Assessment Appeals Process students are expected to attend the Another Opportunity to Learn session and take the reassessment. The student will receive a No Pass (NP) in the course if this expectation is not met. A review session by block faculty will be followed by the reassessment. If a student does not achieve the required threshold on the reassessment, the student will receive a “No Pass” for the block.

5. Remediation Program

In general, for didactic instruction, the CODM has custom remediation periods. Remediation periods are generally 2-4 weeks after the original reassessment and will require students to be removed from the clinic. Students that are remediating may also have other classes during this time. Remediation is considered to be a part of the regular educational process and, as such, the College will not charge additional fees or tuition for these periods. Students' participation in remediation will be arranged through the coordinated efforts of block faculty, Clinical Practice Team Leaders (as appropriate in clinical courses), and the respective Associate/Assistant Deans of Academic Affairs and/or Clinical Education and Patient Care. Attendance at remediation periods for students receiving a “no pass” is mandatory.

Students must reach the standard achievement level on each reassessment during these periods to be eligible for promotion to the next academic year or graduation. Students who do not reach the standard

achievement level on any reassessment during this time will have their academic status evaluated by the Assessment Team chaired by the Assistant Dean for Integrated Education and Assessment.

The Remediation grade of ‘NP’ is replaced with a ‘P’ when the student passes a Remediation Assessment. The transcript does not show a record of the student receiving a ‘NP’ on the reassessment once the student passes during remediation.

The Assessment Team chaired by the Assistant Dean for Integrated Education and Assessment determines if a student is meeting or not meeting competencies.

6. Monitoring Student Progress

Student didactic, Simulation Clinic and clinical progress will be monitored by the Assessment Team which is chaired by the Assistant Dean for Integrated Education and Assessment. The Assistant Dean for Academic Affairs will report student progress to the Associate Dean for Academic Affairs and Assistant Dean for Integrated Education and Assessment. PCL’s will report student progress for the Clinical Blocks to the Assistant Dean for Clinical Education and Patient Care and the Assistant Dean for Integrated Education and Assessment

The Assessment Team chaired by the Assistant Dean for Integrated Education and Assessment will meet on a regular basis throughout the academic year. At these meetings, student progress will be reviewed, and appropriate recommendations forwarded to the Senior Associate Dean for Administration for review. After their review, the Senior Associate Dean for Administration will then report the recommendations to the Dean.

The expectation is for students to attend all applicable remediation sessions or periods. As for any other instructional or clinical period, the attendance policy and procedures are to be followed.

Students will be notified by letter (digital or hard copy) from the Assistant Dean for Integrated Education and Assessment when they have satisfied all requirements to progress to the next academic class level. (i.e., D1-D2, D2-D3, D3-D4). A copy will be retained by the Office of Academic Affairs in the student’s academic file. It is the responsibility of the student to confirm that he/she has received this letter. If a student has not received this letter within ten (10) business days, the student must contact the Office of Academic Affairs to confirm that the student has been formally approved to progress to the next academic class level.

STUDENT ASSESSMENT / REASSESSMENT: **POLICIES AND PROCEDURES**

STUDENT ASSESSMENT / REASSESSMENT: POLICIES AND PROCEDURES

Note: All policies set forth for the assessment apply to the reassessment as well. Any deviation from the Student Assessment Policy and/or the Remediation and Reassessment process must be approved, in writing, by the appropriate Directors and the Associate Dean for Academic Affairs (or designee) and clearly articulated to students prior to the assessment.

All components of this protocol are to be considered under the aegis of the CODM Honor Code and professionalism policies articulated in the handbook and on the university website.

Policies and Procedures for Electronic Testing

Policies and procedures specific to electronic testing will be communicated by the Office of Academic Affairs after orientation and emailed to each student. These policies will be considered an addendum to this Student Handbook and will have full effect and force for any testing conducted using electronic means.

Personal Property Permitted on or About Students during Assessment Period

Only the items clearly designated by the proctor are permitted at the desk. All other personal items not explicitly designated as acceptable by the proctor(s) must be kept in a place designated by the proctor(s) and may not be retrieved until all teams have completed the team assessment. When designated for use, scientific calculators may be used during the assessment. However, the use of programmable or graphing calculators is prohibited during assessments. Possession of class-related materials, cell phones and “smart” watches and similar digital devices, including ear buds, are always prohibited during an assessment, team assessment or reassessment.

A student in the possession of any materials not explicitly designated as acceptable by the proctor(s) between the start of the assessment and the completion of the team assessment (all teams) will forfeit his/her right to participate in the assessment and team assessment and will receive no credit for either assessment.

In addition, when a student is in the possession of any item not explicitly designated as acceptable by the proctor(s) during the team assessment, all team members will forfeit team assessment credit. Students may not bring any items from the individual assessment into the team assessment, including but not limited to scratch paper, graphs, charts or formula sheets, or any piece thereof regardless of size.

It is the student’s responsibility to ask the proctor(s) for approval about any item they wish to have at their desk during the assessment.

1) Communication and Breaks

- A) Students may not communicate with anyone (except for the proctors) within the assessment room or anyone outside the assessment room during the assessment. Students may not communicate with anyone from another team during the team assessment. Any communication between teams during the team assessment will result in all team members from both teams receiving no credit for the team assessment.

- B) Following the individual assessment. Students are bound by the Honor Code to refrain from discussing the Assessment with their classmates and must remain seated until the team assessment.
- C) Ordinarily, restroom breaks will not be permitted during the Assessment. However, when exceptions occur, students will sign out with the proctor. In these cases, only one student at a time will be allowed to leave. Students may not speak to anyone during this break, and no learning materials may be viewed. No discussion of the Assessment is allowed before the Team Assessment and no discussion of the assessment questions is allowed with students, regardless of the academic year, who have not yet taken the course.

2) Percent of Total Point Score

Faculty participating in the Block will, through consultation, allocate Assessment items to address the outcomes stated in the syllabus.

3) Credit for Team Assessment

Students who participate in the team assessment in its entirety will receive additional points added to their individual assessment score in the amount of 5% of the total, provided that the team assessment score is at least 95%. If the team score is less than 95%, no additional points will be credited to the students on that team. Participation in the team assessment is mandatory. Students who participate in the team assessment must sign the team assessment form to receive additional points. Any dispute regarding a student's entitlement to additional points because of the team assessment will be settled by the faculty Assessment Team, whose decision shall be final.

4) Extra Credit

Extra Credit points in an assessment are not allowed.

5) Faculty Assessment Leader

For assessments written by more than one faculty member, the Block Director or assignee will be designated as the assessment leader.

6) Time Allotment

- a) The time allotment is based on the total number and type of questions.
- b) Both the allotted time and scheduled end time will be clearly communicated to the students prior to the start of the assessment. The end time represents the point at which all assessment material must be physically submitted to the proctors. Failure to adhere to such will result in the student forfeiting participation in the assessment.
- c) Faculty must also clearly communicate to students the following times:
 - i) The start time for the team assessment;
 - ii) The amount of time allotted for the team assessment;
 - iii) The start time for the assessment review;
 - iv) The time at which assessments will be returned to students;
 - v) The time at which the review session will begin on the designated Another Opportunity to Learn day;
 - vi) The time at which written remediation will begin on the designated Another Opportunity to Learn day.
- d) Following the return of the assessment score reports, students will have 30 minutes to address errors in scoring (i.e., ExamSoft, incorrectly calculated scores, and assessments labeled as "Pass" or "No Pass" in error). **Faculty shall not entertain requests for additional credit for any reason other than errors in scoring after the assessment review has finished.**

7) Tardiness

- a) Students will not be permitted to enter the assessment room any later than 5 minutes after an assessment has begun. Unexcused tardiness will be considered an unexcused absence and will result in the student forfeiting participation in that assessment.
- b) For the team assessment, failure to be present in its entirety will result in the student forfeiting his/her additional points.

8) Seating Arrangements

- a) Faculty and proctors reserve the right to designate a pre-arranged seating order. Faculty and proctors reserve the right to move students during the assessment.
- b) Students may ask to be moved at any time prior to, or during the assessment. Granting this request is at the discretion of the assessment proctor.

9) Student-Initiated Clarifications during Assessments

Students may not ask questions of proctors during the assessment unless it is to clarify a typographical error.

10) Faculty-Initiated Clarifications during Assessments

If clarification is necessary as determined by the question author or his/her designee, a faculty member may issue a clarification during the assessment. The faculty member shall clearly convey the change(s) in an appropriate manner. Such clarifications must take place prior to the submission of the first completed assessment.

11) Emergency Communications

Students should inform outside parties (e.g., spouses, children, etc.) before an assessment that, if there is an emergency during the assessment and they need to contact the student, they should call the Associate Dean for Academic Affairs at 801-878-1410, or the Assistant Dean for Academic Affairs 801-878-1411, or 801-878-1244 or 801-878-1443 and request that a staff employee or faculty member contact the student.

12) Assessment Review

- a) The assessment review will take place at the designated time following the team assessment. The goals of the Assessment Review are (1) general review of pertinent material, (2) reinforcement of learned material, and (3) further explanation and clarification of pertinent concepts. The Assessment Review is considered an additional learning experience and should not be misconstrued as merely an opportunity to have assessment questions modified or omitted.
- b) During the assessment review, faculty will review each assessment item and offer additional explanations of pertinent concepts as appropriate. Following this session, faculty will also assess student input, review the ExamSoft item analysis, and confer with colleagues to determine if any questions should be omitted, if alternative answers will be accepted, if reviewed items should remain unchanged, or if there have been any errors in scoring.
- c) After the final decision on items considered during the assessment review the faculty will not subsequently consider any additional modifications for any reason.
- d) When the review is complete, any requests to omit questions or accept multiple or alternative answers must occur in writing using the Assessment Appeals process. The written appeal must be submitted to the Office of Academic Affairs within five (5) business days from the day of the reassessment. Inappropriate behavior, abusive language or comments, and unprofessional conduct during or after the assessment review will result in a student's referral to the appropriate administrator for violation of the Honor Code.

13) Disposition of Completed Assessments

For assessments, reassessment and winter/summer remediation using Exam Soft, the results will be retained by the college. Assessment grades will be posted to the Exam Soft portal. Students may temporarily access a copy of the assessment upon request in the Office of Academic Affairs for the purpose of submitting written appeals or reviewing material. Due to the complexity of the Exam Soft software, individual student copies of the assessment may only be viewed in the Office of Academic Affairs by appointment. Taking photocopies of the exam is not permitted.

14) Another Opportunity to Learn and Reassessment

Following each summative assessment, an Another Opportunity to Learn session is held for all students. During this session faculty review the assessment and answer student's questions. Students who do not pass ("No Pass") will be required to attend a scheduled Another Opportunity to Learn session on the day prior to the Reassessment. Students who are late (I.e., students who arrive 5 minutes after the scheduled start time) or fail to attend the review session will not be permitted to take the reassessment and will be required to attend the appropriate remediation period. Again, as a reminder the use of laptops and/or any multimedia recording device including smartphones and watches will not be permitted during any class lecture or assessment review without the expressed permission of the instructor/course director. If a student does not successfully achieve the desired set of outcomes following reassessment, the student will be required to attend the appropriate remediation period. The student will be assessed again on those outcomes. Duration, scheduling, and other requirements for the appropriate remediation period will be determined by the block faculty in conjunction with the appropriate Director and the Associate Dean for Academic Affairs. Remediation is considered to be a part of the regular educational process and, as such, the College will not charge additional fees or tuition for remediation.

Following reassessment, if a student receives a "No Pass" on 3 reassessments during an academic year, the student will be placed on academic probation (See Probation). A student will be removed from academic probation once he/she receives a "Pass" (P) on all of the assessments required during summer/winter remediation and has fulfilled all the terms and conditions of probation. Utilizing two remediation periods requires each student's academic status to be assessed prior to the start of the next academic year. In other words, academic performance will be evaluated based on the entire academic year.

Please note: Students must take the reassessment before requesting an appeal! See section on Student Appeals Process under Article One.

15) Policies and Procedures for Electronic Testing

Policies and procedures specific to electronic testing will be communicated by the Office of Academic Affairs during orientation and emailed to each student. These policies will be considered an addendum to this Student Handbook and will have full effect and force for any testing conducted using electronic means.

CONSEQUENCES OF UNSATISFACTORY ACHIEVEMENT OF ACADEMIC AND PROFESSIONAL STANDARDS – Student Action Plans

As highlighted in the Student Grades section of this handbook, students are given a grade of Pass, No Pass, or Incomplete at the end of each didactic and clinic block. In addition to this performance grade, they are given a Professionalism grade of Pass, or No Pass.

A grade of No Pass or Incomplete is considered Unsatisfactory Progress and an Action Plan is submitted by the Block Director (didactic blocks) or Patient Care Leader (clinic blocks). The purpose of an Action Plan is to communicate the reason for unsatisfactory progress, specific student actions required to resolve the Action Plan, as well as an expected resolution date. Action Plans for Probationary status are submitted by the Student Assessment Team.

The following table summarizes general indicators for each status:

	<u>DIDACTIC BLOCKS</u> All blocks other than those noted under "Clinic Blocks"	<u>CLINIC BLOCKS</u> DMD 5401, 5402, 5403, 6401, 6402, 6403, 7401, 7402, 7403, 8401, 8402
Good Standing	A student is considered in "good standing" if there is no active action plan for a didactic block, clinic block, or professionalism.	
Academic and/or Clinic Monitoring	<p>Student receives an INCOMPLETE or NO PASS as defined above.</p> <p>Academic Monitoring requires the creation of an Action Plan by the Block Director and the Student Assessment Team.</p> <p>An Action Plan includes explanation for <i>Incomplete</i> or <i>No Pass</i> as well as objectives to be met by a specified date to assist the student's return to expected level of progression.</p>	<p>Student receives an INCOMPLETE or NO PASS as defined above.</p> <p>Clinic Monitoring requires the creation of an Action Plan by the PCL and the Student Assessment Team.</p> <p>An Action Plan includes explanation for <i>Incomplete</i> or <i>No Pass</i> as well as objectives to be met by a specified date to assist the student's return to expected level of progression.</p>
Probation	<p>Reasons for Probation:</p> <p>Student does not meet the objectives of an active action plan (for Academic Monitoring) by the specified resolution date. Or,</p> <p>Student has received "No-Pass" grade for 4-6 block reassessments (awaiting annual remediation for 4-6 blocks). Or,</p> <p>Student has received "No-Pass" grade on a block's annual remediation.</p> <p>Probationary Action Plans must be approved by the OAA and Student Assessment Team. Probationary Action plans are created with more oversight and established milestones to support students return to Good Standing.</p>	<p>Reasons for Probation:</p> <p>Student does not meet the objectives of an active action plan (for Clinic Monitoring) by the specified resolution date. Or,</p> <p>Students have received "No-Pass" grade for more than one clinic block.</p> <p>Probationary Action Plans must be approved by the Dean of Clinic Affairs and Student Assessment Team. Probationary Action plans are created with more oversight and established milestones to support students return to Good Standing.</p>
Mandatory Withdrawal	>6 unresolved Action Plans at any one time.	Students do not meet the objectives of the Probationary Action Plan.

1. Academic/Clinic Monitoring

Upon receipt of “No Pass” or “Incomplete” a student is placed on Academic Monitoring (didactic blocks) or Clinic Monitoring (clinic blocks) and an Action Plan is created, signed by the student, and submitted to the Student Assessment Team.

Active Action Plans are monitored by the Student Assessment Team. Any updates to an Action Plan are recorded in the Action Plan database.

2. Probation

Students placed on probation are given a new Probationary Action Plan. Reasons for probationary status may include, but are not limited to:

- a. Not meeting the objectives of an original action plan
- b. Students are placed on academic probation upon receipt of “No Pass” on four (4) or more didactic block reassessments (four or more unresolved Action Plans as a result of four or more “No Pass” grades).
- c. Students are placed on clinic probation upon receipt of “No Pass” on two (2) or more clinic blocks (two or more unresolved clinic Action Plans as a result of two or more “No Pass” clinic grades).
- d. Students who exhibit inappropriate professional or personal behavior may be placed on Probation or Suspended for Professional or Personal Misconduct by the Associate Dean of Academic Affairs or the Assistant Dean for Clinical Education and Patient Affairs. Further information is presented in the section on Policies and Procedures Pertaining to Student Professionalism.

If a recommendation is made to place a student on Probation, the student will meet with the Assistant Dean for Integrated Education and Assessment and will receive a letter acknowledging their placement on Probation and specifying the terms of the Probationary Action Plan with its expected resolution date. The action plan must be acknowledged by the student’s signature. The terms and conditions of probation may include, but are not limited to:

1. required regular meetings with faculty members, block director, Patient Care Leader, administrator, and/or faculty advisor;
2. academic support services;
3. assignment of scheduled supplemental activities;
4. consideration of factors affecting academic performance;
5. referral to appropriate University offices for assistance with health, psychological, or
6. learning problems;

Included in the Probationary Action Plan will be a statement informing the student that the receipt of a grade of ‘NP’ while on probation will require the student to withdraw from the program “not in good academic standing.”

The Assessment Team working with both the Assistant Dean for Clinical Education and Patient Care and the Assistant Dean for Integrated Education & Assessment monitors the students’ progress and when the student satisfactorily completes the requirements of probation, the Assessment Team recommends to the Senior Associate Dean for Administration that the student be removed from probation.

Mandatory Withdrawal

- e. If the student has not satisfied the requirements of her/his clinical probation and achieved the appropriate level of clinical performance and progression within the designated timeframe(s), the Assessment Team will recommend to the Dean that the student be required to withdraw from program.

- f. Receipt of six (6) or more Active/Unresolved Action Plans that involve No Pass Remediations will require the student to withdraw from the program “not in good academic standing”:

The student’s status in that case will be withdrawal “not in good academic standing”, and the student may subsequently request re- admission through the College’s Admissions application process (See Withdrawal).

If a student is readmitted to the program, the Assistant Dean for Integrated Education & Assessment will work with the appropriate Associate/Assistant Dean(s) to determine how the student will be reintroduced to the curriculum.

WITHDRAWAL

WITHDRAWAL

Attendance at the College is a privilege granted in consideration of specified levels of performance and for maintaining the established standards of scholarship and personal and professional conduct.

The College reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and/or orderly operation. The student concedes this right by act of matriculation.

1) Voluntary Withdrawal

Application for voluntary withdrawal from the College must be made in writing to the Associate Dean for Academic Affairs. Every effort will be made to ensure that no misunderstandings or errors occur in the withdrawal process. Following notification by the student and after the personal interview, the Associate Dean for Academic Affairs will notify the Dean and will provide the student with the forms necessary to process the official withdrawal. Students who leave the College without notifying the Office of the Associate Dean for Academic Affairs, and without completing the established withdrawal procedures within 30 calendar days of initiating this action will automatically be dismissed from the University. Students who are dismissed in this manner will not be considered for re-admission later. Withdrawal is not complete until the required forms are signed by the student, the Associate Dean for Academic Affairs, the Associate Dean for Admissions and Student Services and the Dean.

The procedure for Voluntary Withdrawal is as follows:

- a. The student makes a written request to the Associate Dean for Academic Affairs to voluntarily withdraw from the College.
- b. The Associate Dean for Academic Affairs notifies the Senior Associate Dean for Administration who will then notify the Dean, prepares the necessary forms for withdrawal. During the withdrawal interview, attended by the student, the Associate Dean for Admissions and Student Services, and the Associate Dean for Academic Affairs, the terms of withdrawal are agreed upon and placed in writing. If the student is involved in patient care activities, the Assistant Dean for Clinical Education and Patient Care will be included in this meeting. As appropriate, the student will also make specific arrangements with the Assistant Dean for Clinical Education and Patient Care for the orderly transfer of patients, return of dental instruments and supplies, etc.
- c. The completed withdrawal document(s) and terms of withdrawal are signed by the student and, as appropriate, by the Assistant Dean for Clinical Education and Patient Care and returned for signature to the Associate Dean for Academic Affairs, who then forwards them to the Senior Associate Dean for Administration for review who will then forward it to the Dean for signature.
- d. Once all forms are signed and dated, the withdrawal process is complete.

2) Mandatory Withdrawal

Refer to the 'Unsatisfactory Progress Following Assessment, Reassessment, and/or Remediations' and 'Unsatisfactory Clinical Performance and Clinical Progress' in the Academic Policies and Procedures' section of the Student Handbook.

The procedure for Mandatory Withdrawal is as follows:

- a. The Associate Dean for Academic Affairs will inform the Dean, the Senior Associate Dean for Administration, the student, the Associate Dean for Admissions and Student Services, and the Assessment Team in writing that, due to unsatisfactory academic progress, the student is required to withdraw from the College
- b. The Associate Dean for Admissions and Student Services the Associate Dean for Academic Affairs and the Assistant Dean for Clinical Education and Patient Care prepare the necessary forms for withdrawal and then forward them to the Senior Associate Dean for Administration who will review them and then forward them to the Dean for approval.
- c. Once the Dean has approved the terms on the withdrawal form, the Associate/Assistant Deans conduct the withdrawal interview, and the terms of withdrawal are agreed upon and placed in writing.
- d. The completed withdrawal form(s) and terms of withdrawal are signed by the student and returned for signature to the Associate Dean for Academic Affairs, who then forwards them to the Dean for signature.
- e. Once all forms are signed and dated, the withdrawal process is complete.

3) Conditions for re-admission for students withdrawing “in good academic standing”

Students who withdraw “in good academic standing” (i.e., not on academic probation) are not assured of re-admission unless it is a part of the final written decision and/or agreement made between the Senior Associate Dean for Administration, Associate Dean for Academic Affairs, the Associate Dean for Admissions and Student Services, the Assistant Dean for Clinical Education and Patient Care (as appropriate), and the student. It is acknowledged through signature by the Dean. Unless circumstances determined by the Dean are warranted, students who are granted re-admission following withdrawal in good academic standing re-enter at the beginning of the next academic year and register for the entire academic year, including all blocks previously completed and passed. Federal financial aid may not be available for repeated blocks upon readmission. Please contact the Financial Aid Office for additional information.

4) Conditions for re-admission for students withdrawing “not in good academic standing” Students who withdraw while on academic probation do so “not in good academic standing”. Students who withdraw “not in good academic standing” may request re-admission through the College’s Admissions Application process unless otherwise stipulated. Federal financial aid may not be available for repeated blocks upon readmission. Please contact the Financial Aid Office for additional information.

LEAVE OF ABSENCE

LEAVE OF ABSENCE

A student in good academic standing (i.e., not on academic probation) may request a leave of absence due to occurrence of medical problem(s), serious personal problems, or pregnancy.

Students requesting a leave of absence must apply in writing to the Assistant Dean of Integrated Education and Assessment. In the event of a medical problem, the request must be accompanied by a letter from a physician on his/her letterhead describing the nature of the condition(s) for which the leave is requested, and the estimated length of time needed for recovery. The Assistant Dean of Integrated Education and Assessment shall convene a meeting with the Associate Dean for Academic Affairs, Associate Dean for Admission and Student Affairs, the Assistant Dean for Clinical Education and Patient Care, the Senior Associate Dean for Administration to discuss the request for a leave of absence. The Senior Associate Dean discusses the recommendations of the Assistant and Associate Deans with the Dean who then shall determine whether the leave is to be granted and the conditions under which the student may return to school.

Leaves of absence requested for a full academic year will be for one year only with expected reinstatement at registration for the following year and may only be requested within one month of registration for that academic year. Leaves of absence requested more than one month after registration for any given academic year will be granted for a period not to exceed the number of months remaining until the registration date for the next academic year.

Leaves of absence will not be granted for a term of less than one month. No more than two leaves of absence will be granted during one academic year. If additional recovery time is necessary, the term of the second leave of absence will automatically be extended to the registration date for the next academic year.

A student who is granted a leave of absence for an entire academic year must submit a letter of intent to return to classes to the Assistant Dean for Integrated Education and Assessment at least three (3) months prior to the requested date of return. It is the student's responsibility to keep the Associate Dean for Admissions and Student Services informed of any change of address and contact information while on a leave of absence.

If the student has not paid 100% of the tuition and/or fees during the year in which the leave is granted, the balance of the tuition plus any increase in tuition or fees will be payable in the next year of attendance.

Leaves of absence may be extended to a maximum of two (2) years. The terms and conditions of the leave will be determined by the Dean and confirmed in writing.

Students on an approved leave of absence will be considered withdrawn for Federal Student Aid and enrollment reporting purposes.

The procedure for obtaining a leave of absence is as follows:

- 1) The student makes a written request to the Assistant Dean for Integrated Education and Assessment for a leave of absence. If the leave is for medical issues, the letter from a licensed medical practitioner must be provided with the request.

- 2) The Assistant Dean for Integrated Education and Assessment will convene a meeting of the Associate Dean for Academic Affairs, Associate Dean for Admissions and Student Affairs, the Assistant Dean for Clinical Education and Patient Care (as appropriate), the Senior Associate Dean for Administration to discuss the request for the leave of absence. The Senior Associate Dean discusses the recommendations of the Assistant and Associate Deans with the Dean who then shall determine whether the leave is to be granted and the conditions under which the student may return to school. The decision is communicated to the Assistant Dean for Integrated Education and Assessment who will prepare the necessary leave of absence documents.
- 3) The Assistant Dean for Integrated Education and Assessment, The Associate Dean for Academic Affairs, The Associate Dean for Admissions and Student Affairs and The Assistant Dean for Clinical Education and Patient Care meet with the student (in person or virtually) to discuss the conditions and terms of the leave of absence.
- 4) If the request is granted, the student shall complete, sign, and date the leave of absence documents. The student shall then return the completed documents to the Assistant Dean for Integrated Education and Assessment, who shall sign, date, and forward the completed forms to the Dean for signature. Once all required documents are signed and dated, the leave of absence process is complete. For purposes of calculating tuition reimbursement, the official date of the leave of absence will be the original date of receipt of the student's request, provided that the leave is granted.

STUDENT APPEAL PROCESS

STUDENT APPEAL PROCESS

1) Appeal of Assessments/Reassessments

If, after a student has participated in a class assessment, review, and reassessment, the student feels that the assessment/reassessment has been evaluated unfairly or in error, he/she should submit a digital form, provided by the Office of the Assistant Dean for Integrated Education & Assessment, stating his/her reasons for the dispute. This form must be submitted before 5 P.M of the fifth (5) business day following the reassessment.

The Office of the Assistant Dean for Integration Education and Assessment shall forward all appeals to the Student Assessment Appeals Committee. Normally, the committee convenes once a month during the academic year. There may be meeting time exceptions based on need. The committee is composed of a minimum of five faculty members appointed by the Dean or designee, and one student each from the D3 and D4 class appointed by the Dean or designee. The appointed faculty members can elect the chair of the Committee. Only members of the Committee who are not personally involved with the appeal at hand will be involved in Committee deliberations concerning an appeal.

The following policies will be in effect for all assessment/reassessment appeals submissions. Failure to follow the appeals policies will result in the submission being deleted from the system without review thus resulting in the denial of the appeal.

The policies for appeals submissions are:

1. Appeals may not be submitted for any assessment until the reassessment has been completed and grades have been released. Consequently, no appeals will be accepted until the day after the reassessment or if the student wishing to appeal has a pass on the assessment or reassessment.
2. Appeals must be submitted to the online system by the deadline of 5 business days following the reassessment. If the student should have a problem with the online system, they are to contact the Office of the Assistant Dean for Integrated Education and Assessment prior to the deadline.

The Student Assessment Appeals Committee will consider both the students' and the faculty points of view. The Committee will decide and will communicate that decision to the student within 30 business days following the submission of the appeal. The decision of the Student Assessment Appeals Committee is final. If the appeal process (acceptance, deliberations, and decision) is not completed within the 30-day time limit stated above, the appeal will be considered resolved in favor of the student.

Students may not contact members of the committee during the appeals process.

2) Appeal of Withdrawal Decisions

Unsatisfactory performance on any six (6) reassessments during an academic year automatically results in a student being considered for mandatory withdrawal "not in good academic standing" (See Academic

Probation/Withdrawal “Not in Good Academic Standing”). The requirement to withdraw and any stipulations or conditions regarding the student’s return to the program will be based on a joint recommendation of the Associate/Assistant Deans for Academic Affairs and the Assistant Dean for Integrated Education & Assessment of the Dean. The decision of the Dean is final.

3) Appeal of Probation Decisions

If a student feels he/she has been treated unfairly in a matter involving probation, he/she may appeal that decision to the Dean. The written appeal must be submitted to the office of the Dean within five (5) business days of notification of probation. The Dean shall consider the appeal and render his/her decision which shall be final and effective immediately. The Dean shall communicate this decision in writing to the student and the College Associate/Assistant Deans. A copy of the decision will be provided to the Vice President of Student Services.

If the issue does not involve patient care, the student shall have the right to continue to attend classes, continue clinical activities, and participate in all sanctioned College activities until such time as any/all probation appeals are exhausted. Otherwise, all appeals involving patient care will require the student to obtain the written permission of the Assistant Dean for Clinical Education and Patient Care through a recommendation by the Dean to continue patient care activities during the time that the appeal is being considered. The Assistant Dean for Clinical Education and Patient Care will consider and be assured that patient safety will not be compromised.

4) Appeals of Suspension Decisions

A student may be suspended as decided by the Dean. If a student feels he/she has been treated unfairly in a matter involving suspension, he/ she may appeal that decision to the Chancellor of the South Jordan Campus. The written appeal must be submitted to the office of the Chancellor and Program Planning within five (5) business days of notification of suspension with notification directly to Dean. The Dean must submit information regarding the suspension to the Chancellor within 5 business days of notification by the student of the intent to appeal to the Chancellor. The Chancellor shall consider the appeal and render his/her decision. The Chancellor shall communicate this decision in writing to the student and Dean. The decision of the Chancellor shall be final and effective immediately. A copy of the decision will be provided to the Vice President of Student Services.

If the issue does not involve patient care, the student shall have the right to continue to attend classes, continue patient care activities, and participate in all sanctioned College activities until such time as any/all probation appeals are exhausted. Otherwise, all appeals involving patient care will require the student to obtain the written permission of the Assistant Dean for Clinical Education and Patient Care to continue patient care activities during the time that the appeal is being considered. The Assistant Dean for Clinical Education and Patient Care will consider and be assured that patient safety will not be compromised.

DISMISSAL FROM THE UNIVERSITY

DISMISSAL FROM THE UNIVERSITY

The Roseman University of Health Sciences, College of Dental Medicine reserves the right to dismiss a student from the institution at any time to safeguard its standards of scholarship, professional and personal conduct, and orderly operation. Actions which threaten or endanger, in any way, the personal safety and/or well-being of self or others, or which disrupt or interfere with the orderly operation of the College are the cause for immediate dismissal of the student from the institution. A student who is dismissed from the institution and has exhausted all appeals may not be reinstated under any circumstances.

1) Appeal of Dismissal Decisions

If a student feels he/she has been treated unfairly (due process was not followed) in a matter involving dismissal from the university, he/ she may appeal that decision in writing to the Dean. The written appeal must be submitted to the office of the Dean within five (5) business days of notification of termination. The Dean shall consider the appeal and render his/her decision. The Dean shall communicate this decision in writing to the student and the College administrative officers. A copy of the decision will be provided to the Vice President of Student Services.

If the student is still dissatisfied, he/she may appeal the Dean's decision in writing to the Chancellor, South Jordan campus. The written appeal must be submitted to the office of the Chancellor within five (5) business days of notification of the Dean's decision with notification to the Dean. The Dean shall submit all information regarding the dismissal to the Chancellor within 5 business days of notification by the student notification. The Chancellor shall consider the appeal and render his/her decision. The Chancellor shall communicate this decision in writing to the student and the Dean. The decision of the Chancellor shall be final and effective immediately. A copy of the decision will be provided to the Vice President for Student Services.

During the appeals process the student will not attend classes, clinic or any sanctioned College activities until such time as any/all termination appeals are exhausted. The student is expected to behave in a professional manner during this time.

If the appeal is granted, the student will be guided through action plans developed by faculty so that progress lost during the appeals process is addressed. Graduation may be delayed

IMMUNIZATION REQUIREMENTS

IMMUNIZATION REQUIREMENTS

To be eligible to participate in clinical activities and rotations, students are required to have a physical examination and the immunization form completed and signed by a licensed physician or other qualified healthcare provider. All documentation must be received No later than August 1st.

Students must provide proof/documentation stating they are current with the immunization requirements:

1) Tetanus, Diphtheria, Pertussis (TD/TDap):

- a) One (1) dose of TDap or a Tetanus Diphtheria (not Tetanus Toxoid) booster within the past ten years.

2) Measles, Mumps and Rubella (MMR):

Matriculating students must provide evidence of the following: =

b) Measles

- i) Documented administration of two doses of live measles virus vaccine or
ii) Laboratory evidence of immunity (titer) OR
iii) Born before 1957

c) Mumps

- i) Documented administration of two (2) doses of live mumps Laboratory evidence of immunity (Titer) OR
ii) Born before 1957

d) Rubella

- i) Documented administration of two doses of live rubella virus vaccine or Laboratory evidence of immunity (Titer) OR
ii) Born before 1957

In summary:

- Students born in or after 1957: Two (2) doses of Measles, Mumps, Rubella (MMR) vaccine OR
-Two (2) doses of live Measles vaccine, one (1) Mumps, one (1) Rubella vaccine

3) Hepatitis A: No longer recommended for routine vaccination

With the written approval of the Assistant Dean for Clinical Education and Patient Care, a student who has started the series prior to matriculation may be allowed to complete the series within the first six months of the DMD program.

Health-care personnel. Hepatitis A vaccine is not routinely recommended for health-care personnel, because health-care-associated HAV transmission is rare. Health-care personnel should be encouraged to adhere to recommended infection control practices, standard precautions, and contact precautions for incontinent patients, including hand hygiene.

4) Hepatitis B:

All CODM students must complete the two doses (Heplisav-B) or the three-part Hepatitis B (Engerix-B or Recombivax HB) immunization series and show proof of a recent post vaccination titer for Hepatitis B Antibody prior to admission to the College of Dental Medicine. With the written approval of the Assistant Dean for Clinical

Education and Patient Care, a student who has started the series prior to matriculation may be allowed to complete the series within the first six months of the DMD program.

5) Varicella (Chicken Pox):

All matriculating students must satisfy one of the following three requirements:

- e) Documented administration of two doses of varicella at least 28 days apart or
- f) History of varicella disease or herpes zoster (shingles) based on healthcare provider diagnosis or
- g) Laboratory evidence of immunity (Titer)

6) Tuberculosis Skin Test:

Each student who matriculates into the DMD program must provide results from an initial Two-Step skin test for Tuberculosis within the three months prior to the first day of orientation. Note Change: CDC recommends TB screening for incoming personnel, after that no annual screening except: “Annual TB testing of health care personnel is **not** recommended unless there is a known exposure or ongoing transmission at a healthcare facility.” Students who test positive for Tuberculosis must have additional medical evaluation, which may include retesting, chest x-ray, liver function tests, anti-tuberculin drug regimen and other tests deemed necessary and appropriate.

7) Annual Flu Vaccine

Annual flu vaccines are required for all students.

Students who voluntarily and knowingly choose not to be immunized with the above vaccines may submit an affidavit or certificate prior to admission, signed by a physician duly registered and licensed to practice in the United States, stating that, in the physician’s opinion, the immunization required would be injurious to the health and well-being of the student, unborn child, or any member of his or her family or household. Unless a lifelong condition is specified, the affidavit or certificate is valid for only one year from the date signed by the physician and must be renewed each year for the exclusion to remain in effect.

If a student voluntarily and knowingly chooses not to be immunized with any of the required vaccines regardless of waiver status provided by Roseman, CODM, or affiliated training sites, will prevent the student from participating in any clinical activities. A student cannot graduate without completing required clinical activities.

Information regarding the immunization requirements for specific clinical training sites will be available through the Associate Dean for Clinical Affairs and Patient Care.

Student immunization and related medical records are retained in the Office of the Associate Dean for Clinical Affairs and Patient Care in accordance with HIPAA standards.

8) COVID 19/SARS CoV 2:

Proof of vaccination or weekly PCR testing.

Students who voluntarily and knowingly choose not to be immunized with the above vaccines may submit an affidavit or certificate prior to admission, signed by a physician duly registered and licensed to practice in the United States, stating that, in the physician’s opinion, the immunization required would be injurious to the health and well-being of the student, unborn child, or any member of his or her family or household. Unless a lifelong condition is specified, the affidavit or certificate is valid for only one year from the date signed by the physician and must be renewed each year for the exclusion to remain in effect.

If a student voluntarily and knowingly chooses not to be immunized with any of the required vaccines regardless of waiver status provided by Roseman, CODM, or affiliated training sites, will prevent the student from participating in any clinical activities. A student cannot graduate without completing required clinical activities.

Information regarding the immunization requirements for specific clinical training sites will be available through the Assistant Dean for Clinical Education and Patient Care.

Student immunization and related medical records are retained in the Office of the Associate Dean for Admissions and Student Affairs in accordance with HIPAA standards.

OTHER POLICIES AND PROCEDURES

CRIMINAL BACKGROUND CHECK

Each student must complete a criminal background check prior to admission and annually thereafter on or before the date specified by the Office of Admissions and Student Affairs. If a student's criminal background check shows a conviction for a misdemeanor or felony, or reveals any other adverse information, it may preclude him/her from participating in experiential rotations. The affiliated training sites may refuse to allow the student to complete his/her experiential training at their facility/facilities. External rotation sites may request additional background checks. Criminal background reports are retained in the Office of the Associate Dean for Admissions and Student Services. Students are required to update their reports on an annual basis on a schedule provided by the Associate Dean of Admissions and Student Services.

DRUG TESTING

To protect health of our students and safe delivery of patient care, Roseman University through the office of Clinical Affairs and Patient Care and Assistant Dean for General Dentistry Education reserves the right to request a drug screen as when CODM Clinic Managers, faculty or administration believe they have a reasonable suspicion that student may be impaired.

The College of Dental Medicine reserves the right to deny admission to, or terminate the enrollment of, individuals with criminal or drug histories that affect participation in activities at the College or at affiliated training sites. Inability to participate in clinical or other required educational activities may adversely affect the student's ability to graduate. A student will not be awarded a degree if all aspects of the curriculum are not completed, including clinical rotations at training sites.

Please refer to the policy stated in the University Catalog.

HIPAA Training and Compliance

All students must complete annual HIPAA training prior to reviewing or entering any patient health information in the electronic record and prior to participating in any clinical activities, either on or off- campus.

Any breach of protected health information must be reported to the clinic administration immediately. Clinic administration will determine if any HIPAA violation is also a professionalism violation based on HIPAA guidelines. Clinic administration will determine if remediation or disciplinary action is indicated.

Mobile Phones and Social Media

Use of personal mobile phones in patient treatment areas is prohibited in the College of Dental Medicine. Personal cameras are not authorized in patient treatment areas. Protected patient information is prohibited from being downloaded or placed on unauthorized cloud or portable storage devices, tablets, smart watches, computers, or equivalent devices.

Unauthorized protected patient information may not be posted on any social media sites or their equivalent.

Basic Life Support for Health Care Providers

Students must be certified in Basic Life Support through the American Heart Association and maintain that certification throughout their time of enrollment in the College.

REPRESENTATION OF CREDENTIALS

Students may not represent themselves as dentists on social media, external communications or use business cards with any designation not in compliance with state board regulations and/or CODM policies.

STUDENT LOCKERS

The CODM provides lockers for dental students. The University and CODM reserve the right to inspect lockers at any time. Students must use CODM-provided locks; other locks will be removed. Replacement locks will be issued at students' expense if the original lock is no longer available. When possible, students will be notified in advance of locker inspections. Emergency situations do not require prior notification.

INTERVIEW DAYS

Students not participating in interviews or in clinic must request leave for that afternoon. Mentor credit will be offered to students who participate in interviews. All students are expected to participate in interview days unless specifically excused, in advance, by the office of Admissions and Student Affairs.

SERVICES FOR STUDENTS WITH DISABILITIES

Students requiring accommodation must first contact the Student Services Office. For additional information about the University's disabilities services policies, please review the 'DISABILITY SERVICES' section of the University Catalog. However, students are responsible for seeking their own accommodation for National Board Exams or any Regional Board Exams.

FINANCIAL RESPONSIBILITIES AND CONTINUED ENROLLMENT

FINANCIAL RESPONSIBILITIES AND CONTINUED ENROLLMENT

Students must fulfill their financial responsibilities to the University to remain enrolled in the program. Students who have not satisfied the appropriate financial aid requirements and/or who have not paid their tuition and fees will not be allowed to continue to progress through the curriculum. Students who are late paying their tuition and fees will receive written notice stating that payment is past due, and they must fulfill their financial responsibilities to the University to continue their enrollment.

Students will be referred to the Dean/Program Director or her/his designee. Consequences for non-payment include but are not limited to not being eligible to sit for an assessment, the receipt of 'No Pass' for a period of non-payment, attend or complete the clinical rotation/professional experience, suspension, or termination.

POLICIES AND PROCEDURES PERTAINING TO STUDENT PROFESSIONALISM

HONOR CODE

Surveys of the general public consistently rank dentists at the top of lists of the most trusted professions. The College of Dental Medicine is committed to developing our students to not only understand the importance of personal and professional honor and integrity, but to demonstrate honor and integrity in all settings. Our graduates will uphold and maintain the confidence and trust the public has placed in dentists as their healthcare providers.

Our emphasis on consistently demonstrating behaviors that define Lifelong Colleagues who abide by a strong Honor Code was a major theme during your interview day. You agreed to behave in accordance with these principles when you signed your letter of admission. Orientation and your first course in Ethics & Professionalism link our Lifelong Colleague Philosophy and our Honor Code to the ADA Code of Ethics and to Emotional Intelligence. All students must achieve a Pass in the Ethics & Professionalism course to participate in our White Coat Ceremony. This event is another opportunity where you affirm your commitments to each other, faculty, the dental profession, and the public you will serve.

We make each interaction reflect a sincere desire to develop each other as Lifelong Colleagues. This commitment sets the standard for how we work with each other.

Our Honor Code also directs and informs our moment-to-moment interactions with each other, our patients, and our communities. It guides how we approach learning and defines our expectations to respect each other. It states simply that *“I will not lie, cheat, steal, disrespect others nor tolerate among us anyone who does.”*

We demonstrate our commitments to be Lifelong Colleagues who abide by the Honor Code in all settings including, but not limited to:

- a. Classrooms, clinics, simulation clinics, rotations that are on-campus or in the community that are provided or arranged by the University or College of Dental Medicine
- b. Service activities, programming, events, activities, ceremonies, or professional networking functions whether on-campus, in the community or at professional meetings
- c. Spoken, written, and online communications encompassing public appearances on stage, radio, and television as well as in printed materials, social media, email, voicemail and other digital or electronic communications

Behaviors consistent with being Lifelong Colleagues who abide by the Honor Code include but are not limited to:

- a. Acting with honesty and integrity in all academic, professional, and personal activities. All of us are expected to behave in accordance with CODM’s Honor Code and related standards of professional conduct taught in our curriculum.
- b. Striving for and achieving professional competence as colleagues, not competitors.
- c. Mentoring and assisting each other to become the best we can be at what we do.
- d. Respecting the knowledge, skills and values of dentists, instructors, and other health care professionals. You provide person-centered care under their supervision and their dental licenses.
- e. Respecting the autonomy and dignity of fellow students, instructors, staff, other health care professionals and patients.

- f. Demonstrating Emotional Intelligence in all interactions to facilitate communication, authentic understanding, and genuine compassion
- g. Taking care of yourself by seeking treatment, if needed, for any personal medical or mental health condition, impairment, including substance abuse, which could adversely impact patients, instructors, health care providers, other students, and your performance in the program.
- h. Promoting the good of every patient in a caring, compassionate, and confidential manner.
- i. Protecting the confidentiality of any medical, personal, academic, financial, or business Information.
- j. Maintaining honesty in all interactions with faculty, administration, and preceptors.
- k. Complying with all safety protocols established by the University and CODM. This demonstrates respect for the health of others (Honor Code) as well as compliance with science-based recommendations from Public Health Officials, CDC, ADA, and other experts to protect the health of providers and those they encounter.

Behavior that is inconsistent with the Lifelong Colleague and Honor Code commitments includes, but is not limited to:

- a. Knowingly stating, posting, publishing, or circulating derogatory information concerning any member of the student body, University faculty, staff, or preceptor that materially or disrupts classes or other University activities or is, in the discretion of the University, considered untrue, vulgar, indecent, or otherwise not conducive to learning. Racist and sexist comments disrespect others and are violations of our Honor Code.
- b. Engaging in any form of harassment or hazing.
- c. Representing the work of others as your own.
- d. Disrupting our learning environment in ways that interfere with or undermine other students' efforts to learn.

Failure to abide by the Lifelong Colleague and Honor Code commitments as well as the Professionalism Standards will be subject to disciplinary action.

Student & Professional Organizations

The Administration and University Student Professionalism Board recognizes the responsibilities of dental student organizations to enforce the professional conduct of their own members. The College acknowledges that dental student organizations have the right to require their members to comply with additional codes of conduct beyond those enforced by the faculty and administration.

Professional student organizations can act independently of the College to review and enforce their own professional codes of conduct. Therefore, members of a dental student organization acting unprofessionally in any setting are subject to appropriate sanctions, within reasonable limits, that have been imposed by their respective student organization. CODM reserves the right to review incidents that are related to the reputation of the University and CODM and/or are potential violations of its policies and procedures.

Education Use

Violations of professional and ethical conduct may be used for educational purposes by the Roseman Mock Dental Board or similar group without personal identification information.

Processes for Handling Alleged Violations of the Honor Code

A defining quality of a profession is its ability to police itself. To that end, it is the duty and responsibility of each member of our academic community to use their professional judgment when addressing potential violations of the standards of professional conduct. Depending on the situation, the individual witnessing a potential violation may respectfully attempt to resolve it on their own; report the incident (as appropriate) to the classroom instructor, experiential rotation preceptor; or report the incident to the appropriate CODM administrator as discussed in the next paragraph. The student may also contact the University's Vice President of Student Services. Students may also self-report potential violations to the appropriate CODM administrator.

If the concern is not resolved at the peer level or within the block, the alleged violation must be reported to the appropriate administrative officer for further inquiry and possible investigation to comply with the intent of the Honor Code. Matters concerning academic integrity should be referred to the Assistant Dean for Academic Affairs, matters concerning professional behavior in Roseman Clinics or during experiential rotations should be referred to the Assistant Dean for Clinical Education and Patient Care and all other matters concerning professional behavior should be referred to the Associate Dean for Admissions and Student Services.

Protecting Due Process

The associate or assistant dean will inform students involved in an investigation that retaliation of any kind towards an individual who reports a potential violation and/or who participates in an investigation will not be tolerated by the College. Allegations of retaliation must be reported immediately to the associate or assistant dean or Vice President of Student Services.

INQUIRIES

The College/Program will complete an initial inquiry. If a student accepts responsibility for the alleged violation, the appropriate College administrators will determine the consequences for the admitted misconduct. If the problem can't be resolved, it is forwarded to the University Student Professionalism Board (USPB).

Investigation

1. If the student does not accept responsibility for an allegation of misconduct, the Investigation Team will investigate which can include, but is not limited to, interview the student(s) reporting the allegation or concern, the accused student(s), witnesses, and review available printed or digital records as well as any other information available to them.
 - a. The accused student has the right to prepare a defense for their hearing before the USPB. The Investigative Team will provide the accused student with content relevant to the accused student's case, including potentially exculpatory evidence. The accused student has the right to cross examine the Investigative Team during the student's USPB hearing.
2. When a student has accepted responsibility for a violation of the Honor Code or when, after receiving the results of the USPB:
 - a. The appropriate administrators will determine the student's disciplinary sanctions, including corrective actions. The Senior Associate Dean for Administration will inform the accused student, the University Vice President of Student Services and the CODM Dean in writing, of any sanctions,

including Corrective Actions, imposed on the student for violating the Honor Code. A copy of the letter signed letter and other documentation may be provided to the Vice President and Dean.

- b. The Senior Associate Dean for Administration will provide a confidential update to the Assistant Dean of Integrated Education and Assessment as Corrective Actions could affect the student's academic performance and progression within the DMD program.
- c. The Senior Associate Dean for Administration will provide updates to the Dean, the Assistant Dean for Integrated Education and Assessment and Vice President as needed or when requested.
- d. The Assistant Dean for Integrated Education and Assessment will monitor compliance with or fulfillment of Corrective Actions. Other administrators or faculty with specific responsibilities or expertise related to the Corrective Actions will be asked to provide information to the Assistant Dean to confirm progress with and completion of these actions.
- e. When evidence suggesting that terms for all corrective actions have been met, the Assistant Dean for Integrated Education and Assessment will provide an update to the Assessment Team.
- f. The Assessment Team can make a recommendation to the Senior Associate Dean to one of the following: reinstate the student to good academic and/or professional standing, continue the period for monitoring the student's compliance with Corrective Actions, or take other actions based on the evidence presented in the Assistant Dean for Integrated Education and Assessment's report.
- g. The Assistant Dean for Integrated Education and Assessment will prepare a written letter informing the student(s) of the action taken by the Assessment Team. This letter will be delivered either by certified mail or hand- delivered to the student. A signature from the student indicating receipt of the letter will be requested.
- h. The Assistant Dean for Integration Education and Assessment will inform the Senior Associate Dean, Dean, and the Vice President of Student Services of actions taken by the Assessment Team.
- i. Information collected during the Investigation will be digitized and maintained by the Assistant Dean for Integrated Education and Assessment. Some physical records, that cannot be easily digitized, may be retained in their original form.
- j. Depending on specifics of the matter, it may be necessary to report Corrective Actions on requests to confirm disciplinary history received from rotation sites, educational institutions for post-doctoral education, licensing boards and others with a legitimate need to know this information for decisions about the student.

Resolution of USPB Findings

The USPB will issue a report with their findings to the student and Associate/Assistant Deans investigating this matter. The Review Team of Assistant/Associate Deans will meet to consider the University Student Professionalism Board's report. It is solely the responsibility of the Review Team to determine appropriate sanctions should the University Student Professionalism Board determine that it is more likely than not that the alleged incident did occur. The Review Team will make a final determination as to the disposition of the matter and will forward this decision in writing along with the

University Student Professionalism Board's findings of fact to the Senior Associate Dean, Dean, Vice President for Student Services, and the student within 10 business days, or within an extension approved by the Senior Associate Dean following receipt of the University Student Professionalism Board's report. The student may appeal the decision of the according to the relevant Student Appeal Process.

STUDENT GOVERNMENT

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1) Class Officers

The Associate Dean for Admissions and Student Services will collaborate with students to elect class and student body officers on an annual basis. Each class will elect a President, Vice President, Secretary, and Treasurer. All classes will vote for President, Vice President, Secretary, and Treasurer of the Dental Student Association (Student Council). Class officers will serve as primary liaison with the CODM administration. Individual classes (D-1, D-2, D-3 and D-4) may also select individuals to serve as courses or block liaison to enhance communication with individual course directors.

2) Dental Student Association (Student Council)

The Dental Student Association is composed of the class officers, representatives from dental student organizations and dental professional fraternities, and other student representatives as selected by the Dean. The Dental Student Association meets with the Dean, Senior Associate Dean for Administration, Associate/Assistant Deans for Academic Affairs, Associate Dean for Admissions and Student Services and Assistant Dean for Clinical Education and Patient Care, on a regular basis to discuss student, professional, college and community issues.

3) Student Organizations

Students may establish organizations for professional and personal development. Specific information on the requirements for registering student organizations may be obtained from the University's office of Student Services.

4) Academic Standing Policy: Student Travel/Leadership Positions

Students must be in good academic standing and be progressing like peers to serve as class or DSA officers, leaders of student organizations, or to be absent from class, simulation clinic or clinic for travel to meetings. The Associate/Assistant Deans (or designees) of Academic Affairs and Clinical Educations & Patient Care will monitor student performance and notify the Associate Dean for Admissions & Student Affairs when a student is placed on probation or is "not progressing similar to peers". The student leader may be asked to step aside from responsibilities until progression "similar to peers" and/or good academic standing is/are achieved.

SCHEMATIC DEMONSTRATING RELATIONSHIP BETWEEN STUDENT ORGANIZATIONS



ACCREDITATION STATUS

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The ROSEMAN CODM website provides the following statement on accreditation:

The Dental education program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of “Approval without reporting requirements.” The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60691

The Commission’s web address is: <http://www.ada.org/100.aspx>

The Commission on Dental Accreditation accredits Doctor of Dental Medicine programs offered by Colleges and Schools in the United States. Questions regarding eligibility for licensure as a dentist in Utah should be directed to:

Utah Division of Occupational and Professional Licensure
160 East 300 South
Salt Lake City, Utah 84111

ASDAnet.org provides contact information for other states.

Annually, in the late summer during student orientation programs, the third-party comments letter from the ADA is distributed to students along with an explanation of the purpose and process. At the same time copies are posted in clinic waiting areas and, in the student and faculty lounge areas. Students, staff, faculty, and patients can also access the form on the University web site. The next accreditation site visit will occur in 2023.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) - ACCESS TO EDUCATIONAL RECORDS

For information regarding the University’s policies regarding Family Educational Rights and Privacy Act (FERPA), please see the University Catalog.

STUDENT GUEST POLICY

For information regarding the University’s policies regarding the Student Guest policy, please see the University Catalog.

MULTIMEDIA RECORDING BY STUDENT(S)/RESIDENT(S), THEIR AGENTS, REPRESENTATIVES, AND/OR GUESTS – See University Catalog or <http://www.roseman.edu/students/students-students/policies-1>

Photos, videos, or other types of recordings of Roseman students, Roseman employees, adjunct faculty, preceptors, patients, and guests in dental clinics on campus and at affiliated external sites are not permitted without written permission from the Associate Dean for Clinical Affairs & Patient Care. A release must be signed by all individuals (or their guardians) who will be in the recordings, photos or videos before photos or videos are taken

WHITE COAT PLEDGE

WHITE COAT PLEDGE

I, (Student Name) in becoming a Doctor of Dental Medicine, commit to conform to the highest goals, ethics, and attributes of the dental profession. I will devote my time and energy to acquiring the knowledge and skills necessary to expertly serve the public to whom I will be accountable. I accept that my primary responsibility is to the patients I will be treating. Therefore, let all come to me safe in the knowledge that their total health and well-being are my first considerations.

I acknowledge and appreciate the commitments made to me by my fellow-students, faculty and staff and I commit to make each and every interaction reflect a sincere desire to develop those around me as life-long colleagues and to help them to become the best they can be.

As a student, I respect and honor the privilege offered to me to treat patients under another's license and promise to never administer any treatment unsupervised.

I promise to abide by the Honor Code and all guidelines as set forth by the college of dental medicine and to observe the Principles of Ethics and Code of Professional Conduct as set forth by the dental profession.

All this I pledge with pride in my commitment to my personal preparation, to the profession, and to the public I will serve.