



Roseman University of Health Sciences: History, Mission, and Educational Philosophy

Facts at a Glance

- Number of students for 2011-2012 academic year: 1,082
- 2012 applicants represented 39 states and 8 countries
- Campus facilities: Approximately 400,000 square feet in Nevada and Utah; Expansion possible at both campuses on available adjacent acreage
- Number of graduates: 1,457
- Success rates for professional licensing exams by pharmacy, nursing, and dental students consistently exceed national averages
- Service to community: Roseman students, faculty, and employees volunteer at numerous health fairs and expos, providing health screenings to individuals and children throughout the year. Roseman pharmacy students educate Clark County middle school students through our Drug Abuse Awareness Team; nursing students volunteer regularly with Opportunity Village and Ronald McDonald House; orthodontic students participate in "Give Kids a Smile" camp sponsored by the American Dental Association.

History of Roseman University

Roseman University of Health Sciences began with the idea from founder Dr. Harry Rosenberg that pharmacy education should and could be better, more effective, and capable of producing highly competent graduates, who would be sought after by employers regardless of the job market. His belief in this idea was so strong that he moved from California to Nevada in 1999, and with \$15,000 rented a 900-square-foot office in Henderson to begin what was originally called the Nevada College of Pharmacy (NCP). It would soon become one of the most innovative, creative, and cost-effective pharmacy schools in the nation.

It was a bold move. There hadn't been a new college of pharmacy started in over 50 years that was not part of an existing institution. There were a lot of obstacles for such a project—financing, obtaining IRS non-profit status, incorporating, finding adequate facilities, gaining accreditation, obtaining licensure from the Nevada Commission on Postsecondary Education, and much more. To assist in this endeavor, Dr. Rosenberg enlisted the support of the Nevada pharmacy community, contacting leaders in pharmacy organizations such as chain pharmacy managers, hospital pharmacy directors, pharmacists leading home health companies, and the Nevada State Board of Pharmacy. These individuals became the nucleus of the eventual Nevada College of Pharmacy Board of Trustees, and many are still valued members of the Board today.

With the help, support, and advice of these caring leaders in the pharmacy community, the Nevada College of Pharmacy began to take shape.

They developed a curriculum (which is still in use today) that emphasizes a student-centered, active learning environment where students participate in experiential education from the very beginning of the program. Rather than semesters or quarters, the curriculum is organized into blocks. The single course schedule helps students focus on each individual topic, and also emphasizes active participation in the learning process by incorporating a variety of hands-on activities in addition to the traditional lecture format. These early hands-on practical experiences enhance and support the didactic curriculum by allowing students to see, feel, and understand what is presented in the classroom in a real-life setting. After restructuring the curriculum into the block format, Dr. Rosenberg realized that a Doctor of Pharmacy (PharmD) degree could be completed in three years, rather than the traditional four, making the Nevada College of Pharmacy one of the most affordable private colleges of pharmacy in the nation.

The inaugural class of 38 students entered the Nevada College of Pharmacy in January 2001, and by 2002 the class size had more than doubled because of the NCP's reputation for quality education. Just one year after it began, the NCP rented a new facility more than 30 times larger than the original space to accommodate the rapid growth, and less than three years after it opened, the NCP moved again to the 100,000 square foot campus on Sunset Way in Henderson, where it is today.

But the growth did not stop there. In 2004, the Board of Trustees approved changing the name of the institution to the University of Southern Nevada to reflect the intent to expand degree offerings beyond the PharmD program. That year a Master of Business Administration (MBA) program was developed, and the first dual degree PharmD/MBA program started in fall 2005. The dual degree program prepares Doctor of Pharmacy graduates for future jobs in pharmacy administration, and provides an advantage over other job seekers when they graduate. Today the MBA program also offers a standalone Master in Business Administration degree and a dual AEODO/MBA degree.

In 2006 the College of Pharmacy extended its PharmD program to a new campus in South Jordan, Utah. A College of Nursing opened at the Nevada campus in 2006 and the Utah campus in 2010 with a Bachelor of Science in Nursing (BSN) program. In 2010 the Nevada campus also began offering an Accelerated Bachelor of Science in Nursing program for professionals who want to change careers.

The University became fully accredited by the Northwest Commission on Colleges and Universities (NWCCU) in September 2008.

The College of Dental Medicine (CODM) began in 2007 with a post-doctoral combined Advanced Education in Orthodontics and Dentofacial Orthopedics/Master of Business Administration (AEODO/MBA) Residency Program at the Henderson campus. In February 2009, the AEODO/MBA enrolled nine residents in its first class. A four-year

Doctor of Dental Medicine (DMD) degree enrolled the inaugural Class of 2015 in August 2011.

Today, Roseman University has Colleges of Pharmacy, Nursing and Dental Medicine, an MBA program, and over 1,000 students in two states. As a result, the University's Board of Trustees voted in January 2011 to change the name of the institution from University of Southern Nevada to Roseman University of Health Sciences. As Roseman continues to grow, it remains true to the vision and ideals of Dr. Rosenberg, providing the highest quality education with innovative and effective instruction, and graduating competent professionals in healthcare and business fields.

Mission, Vision and Core Values Statements

Mission Roseman University of Health Sciences is a leader in transforming health care education with an uncompromising commitment to provide individuals the freedom to learn and grow in a collaborative and supportive environment that fosters success.

Vision

Roseman University of Health Sciences aspires to be the first choice among "best in class" institutions of higher learning, universally recognized as an innovative, transforming force in health care education, and as a vibrant, stimulating place to work and learn.

Core Values

We ascribe to the foundational, cultural and behavioral norms of all "best in class" institutions of higher learning. That is; professionalism, integrity, diversity, accountability, collegiality, social responsibility, and ethical behavior are all integral to the enduring relationships Roseman University of Health Sciences maintains with the constituencies it serves. In addition to these basic norms, Roseman University of Health Sciences espouses the following core values which are inherent in its unique Mission and Vision:

- Risk-taking - We value responsible risk-taking that leads to the sustainable growth of the institution.
- Innovation - We value innovations in education, organizational structures, and physical surroundings that create a vibrant, stimulating environment in which to work, to learn, and to grow.
- Individual and Collective Achievement of Excellence - We value a culture that fosters and celebrates excellence and achievement for one and all.
- Passion and Commitment - We value passion and true commitment as the requisite components of transformational leadership in education and the health professions.
- Empowerment - We value the empowerment of individuals through the provision of a collaborative, supportive environment in which to learn and to work.

Educational Philosophy

With an emphasis on student-centered, active learning, Roseman University teaches using the “Block Curriculum System” rather than the traditional semester/quarter system. This allows students to concentrate comprehensively on one subject at a time, from 8:00 a.m. to 3:00 p.m. five days a week, enabling them to master the content of each course. The system also necessitates that faculty provide varied instructional activities for students that support active learning techniques and group interaction, as well as accommodating different learning styles to promote high achievement.

Roseman University’s state-of-the-art classrooms have been designed to emphasize active and cooperative learning as well as support the use of the most advanced technology in instructional activities. All programs also incorporate experiential learning at clinical sites, allowing students to see, feel and understand what is presented in the classroom.

Because of the unique curricular structure, most Roseman students complete their degree programs on an accelerated timeline compared to traditional educational models, while also experiencing more academic contact hours.

Roseman assesses students based on a “mastery learning” philosophy, rather than the traditional testing and letter grading system. Students are assessed regularly on their knowledge and skills, and must score 90% or higher on assessments of their programmatic knowledge and clinical skills before they may progress to the next curricular block.

Roseman University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), and every academic program is accredited by its respective accrediting body.