



UNC  
SCHOOL OF DENTISTRY

*/ 2011–2012 Record*





UNC  
SCHOOL OF DENTISTRY

The University of North Carolina at Chapel Hill School of Dentistry, North Carolina's first dental school, promotes the health of the people of North Carolina, the nation and the world through excellence in teaching, patient care, research and service.

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## The University of North Carolina

Thomas W. Ross, J.D.  
President

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Chief of Staff

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Secretary of the University

William Fleming, M.P.A.  
Vice President for Human Resources

Steven Leath, Ph.D.  
Vice President for Research

John Leydon, M.B.A.  
Vice President for Information Resources and Chief Information Officer

Laura Luger, J.D.  
Vice President and General Counsel

*Vacant*  
Senior Vice President for Academic Affairs

Charles Perusse, M.P.A.  
Vice President for Finance

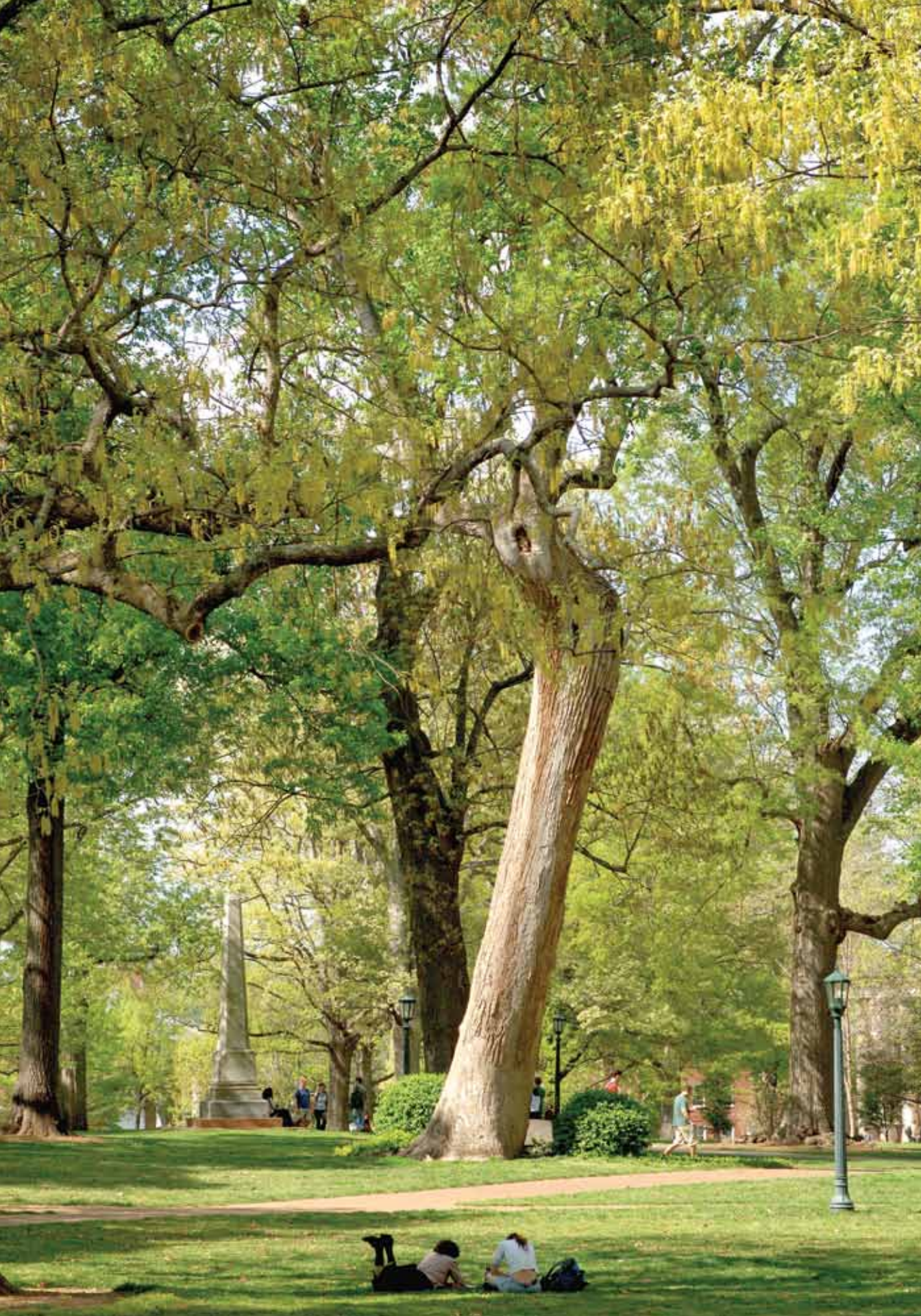
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Vice President for Federal Relations

Anita S. Watkins, J.D.  
Vice President for Governmental Relations

Joni B. Worthington, M.A.  
Vice President for Communications

*Vacant*  
Vice President for Academic Planning and University - School Programs

SEVENTEEN INSTITUTIONS  
*/ General Administration*



## History of the University

In North Carolina all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina at Chapel Hill is one of the constituent institutions of the multicampus state university.

The University of North Carolina, chartered by the North Carolina General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the 18th century. The first class was admitted in Chapel Hill in 1795. For the next 136 years the only campus of the University of North Carolina was at Chapel Hill.

In 1877 the North Carolina General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931 the North Carolina General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College of Agriculture and Engineering at Raleigh (now North Carolina State University at Raleigh) and the North Carolina College for Women (Woman's College) at Greensboro (now the University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969 three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971 the General Assembly passed legislation bringing into the University of North Carolina the state's 10 remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina

University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created a 16-campus University. In 1985 the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University, and it recently became the 17th constituent institution.

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the board are elected by the General Assembly for four-year terms. Former board chairs and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a nonvoting member.

Each of the 17 institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves *ex officio*. (The North Carolina School of the Arts has two additional *ex officio* members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

## The University of North Carolina at Chapel Hill

### MISSION STATEMENT

The University of North Carolina at Chapel Hill, the nation's first public university, serves North Carolina, the United States and the world through teaching, research and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities.

Our mission is to serve as a center for research, scholarship and creativity and to teach a diverse community of undergraduate, graduate and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State.

With *lux, libertas* — light and liberty — as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems.

*(Approved by the UNC Board of Governors, November 2009)*

## Administration

Holden Thorp, Ph.D.  
Chancellor

Bruce W. Carney, Ph.D.  
Executive Vice Chancellor and Provost

Winston B. Crisp, J.D.  
Vice Chancellor for Student Affairs

Larry D. Conrad, M.S.  
Vice Chancellor for Information Technology and  
Chief Information Officer

Barbara Entwisle, Ph.D.  
Vice Chancellor for Research

Matthew G. Kupec, M.Ed.  
Vice Chancellor for University Advancement

Brenda R. Malone, J.D.  
Vice Chancellor for Human Resources

*Vacant*  
Vice Chancellor for Finance and Administration

William L. Roper, M.D.  
Vice Chancellor for Medical Affairs  
Chief Executive Officer of the UNC Health Care System  
Dean, School of Medicine

Leslie Chambers Strohm, J.D.  
Vice Chancellor and General Counsel

Robert A. Blouin, Pharm.D.  
Dean, UNC Eshelman School of Pharmacy

John Charles “Jack” Boger, J.D.  
Dean, School of Law

James W. Dean Jr., Ph.D.  
Dean, Kenan–Flagler Business School

Karen M. Gil, Ph.D.  
Dean, College of Arts and Sciences

Gary Marchionini, Ph.D.  
Dean, School of Information and Library Science

Steven W. Matson, Ph.D.  
Dean, The Graduate School

G. Williamson McDiarmid, Ed.D.  
Dean, School of Education

Jack M. Richman, M.S.W., Ph.D.  
Dean, School of Social Work

Barbara K. Rimer, Dr.PH.  
Dean, UNC Gillings School of Global Public Health

Jonathan C. Sauls, J.D.  
Dean of Students

Michael R. Smith, J.D.  
Dean, School of Government

Dulcie Straughan, Ph.D.  
Interim Dean, School of Journalism and Mass Communication

Kristen M. Swanson, Ph.D.  
Dean, School of Nursing

Jane A. Weintraub, D.D.S., M.P.H.  
Dean, School of Dentistry

Jan J. Yopp, M.A.  
Dean, Summer School

Richard A. Baddour, M.A.  
Director, Athletics

*Vacant*  
Director, The William and Ida Friday Center for  
Continuing Education

## Location of the Campus

The University of North Carolina at Chapel Hill is located among the beautiful and gently rolling hills of the Piedmont section near the center of the state. Chapel Hill is a college town, and the University has the honor of being the first state university in America.

The campus is widely regarded as one of the most picturesque and historic of the major universities, and the mild climate permits year-round enjoyment of the surroundings. The Carolina beaches and the Blue Ridge Mountains are located only a few hours by car from Chapel Hill, providing opportunity for scenic relaxation.

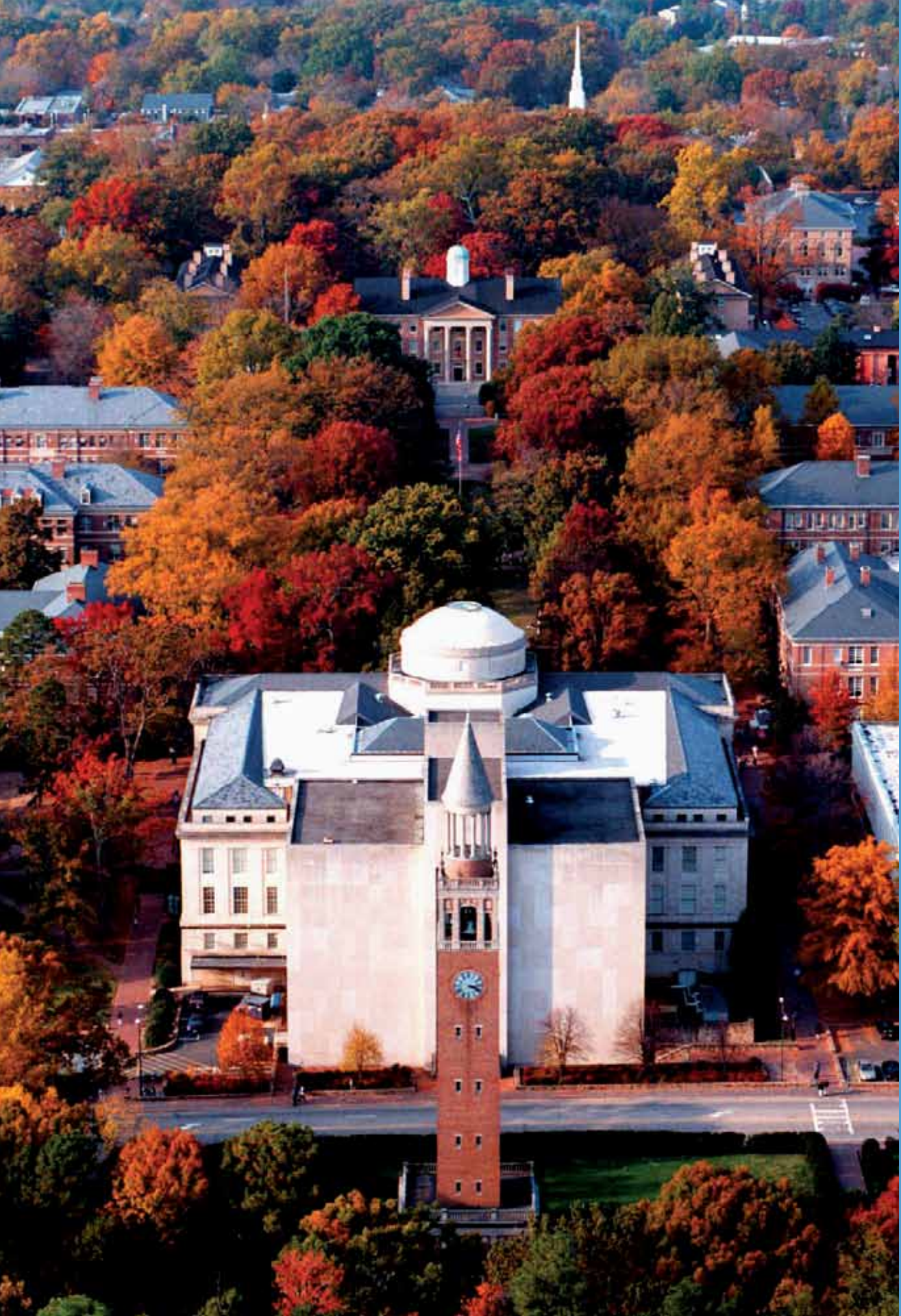
## Historical Sketch

The framers of North Carolina's first state constitution wrote in 1776 that "all useful learning" should be "duly encouraged and promoted in one or more universities." The University of North Carolina at Chapel Hill was chartered in 1789 — the year of George Washington's first inauguration — and in 1795 it opened its doors as the first state university in the nation.

New Hope Chapel (now Chapel Hill) was chosen for its central location as the site of the University. The cornerstone for Old East was laid on October 12, 1793, by William Davie, for whom the Davie Poplar, a familiar campus landmark, is named. Thus Old East became the first building of this or any state university. The University of North Carolina opened its doors on January 15, 1795, and its first student, Hinton James, arrived on foot from the Wilmington area a month later. By March 1 the University had 41 students and two professors.

The first decades of the 19th century saw important developments for the new University. In 1815 the natural sciences were given equal status with the more traditional classical curriculum. In the 1820s, Denison Olmstead and Elisha Mitchell prepared and published the nation's first geological survey. In 1832 UNC President Joseph Caldwell built the first astronomical observatory at a state university.

Enrollment increased steadily during this period and by 1860 only Yale University had more students. The Civil War caused many universities to close; Carolina was one of the few Southern universities to remain open throughout the war. It was



## Historical Sketch, *continued*

during Reconstruction that the University closed (1870–75) for the only time in its history.

After reopening, the University added programs that enhanced its status as a major university. In 1876 it announced a program of graduate studies leading toward postbaccalaureate degrees. In 1877 it became the first university to open a summer school for teachers. In 1879 it began medical and pharmaceutical studies. The University received its first legislative appropriation for maintenance in 1881. In 1885 it introduced its regular program for the preparation of teachers. In 1892 William Kenan, working in the University laboratory of Dr. Francis Venable, participated in research that identified calcium carbide and developed a formula for making acetylene gas from it. In 1894 the School of Law, which had been semi-independent, was incorporated into the administrative structure. In 1897 women students were admitted for the first time.

At the turn of the century, the University had 512 students and a faculty of 35. It had an undergraduate college and a department for the education of teachers and it was working to establish the schools of law, medicine and pharmacy. Master's degrees and seven Ph.D.s had been awarded at the University.

The first three decades of the 20th century were a period of significant growth. Enrollment first reached one thousand in 1915. A Phi Beta Kappa chapter, Alpha of North Carolina, was formed in 1904. In 1913 the School of Education was established and the Bureau of Extension was organized to extend the University's resources to North Carolinians on a regular basis. The endowed Kenan professorships fund, established in 1917, provided incentive for excellence in teaching and research. In 1919 the School of Commerce, now the Kenan–Flagler Business School at Chapel Hill, was established. The School of Public Welfare began in 1920 as an outgrowth of the Department of Sociology. In 1950 the school's name was changed to the School of Social Work. In 1922 the University was elected to membership in the Association of American Universities. The University of North Carolina Press was incorporated in 1922 and the Institute for Research in Social Science was organized

in 1924. By 1930 there were 2,600 students at the University and a faculty of 222 full- and 85 part-time members. Teaching, study and research took place at undergraduate, graduate and professional levels in 12 colleges and schools in 21 departments.

The Consolidation Act of 1931 joined the University with the Woman's College at Greensboro and North Carolina State College in Raleigh. A single board of trustees allocated functions among the three constituent institutions. The offices of the Consolidated University were established at Chapel Hill and University President Frank Porter Graham became the Consolidated University's first president. The period of the Depression in the 1930s saw a great deal of new construction on the campus as federal funds became available to create jobs for the unemployed. New dormitories, classroom buildings, a gymnasium, and other buildings and improvements were built in part from this source. World War II also resulted in some new construction and alterations on campus as the University's facilities were used to train military personnel. Expansion continued throughout the 20th century, and today UNC–Chapel Hill ranks among the great institutions of higher education in the nation. Beginning with one building, 41 students and two professors, the University has now grown to more than 300 buildings, 29,000 students each year and 3,500 faculty members.

The campus has undergone an unprecedented physical transformation made possible in part by North Carolinians' overwhelming approval in November 2000 of a \$3.1 billion bond referendum for higher education. The bonds have provided more than \$515 million for renovations and new buildings so Carolina students can learn in a 21st-century environment. Also guided by a visionary campus master plan for growth, the University is investing funds from non-state sources, including private gifts raised during the Carolina First Campaign, state appropriations and overhead receipts from faculty research grants, for other buildings essential to excellence. The resulting capital construction program exceeding \$2.3 billion is among the largest at any major American university. More than 100 projects have been completed.



Designed mainly around the principle of enhancing the University's mission of teaching, research and public service, the campus master plan shows where and how to place new buildings over the next several decades. While providing a blueprint for expansion in a modern era, its design also ensures that the most cherished physical features of the historic campus — including the sense of place — will remain in harmonious balance with the new growth.

The University has been recognized for the quality of its graduate programs in every national survey conducted within the last third of the 20th century. These accolades reflect the quality of the curriculum and of the faculty, whose research orientation allows them to share with their students not only the thrill of discovery, but also the latest advancements and new knowledge. Another asset that contributes to this reputation is UNC–Chapel Hill's superb library system containing more than six million volumes. It is ranked among the top research libraries in the United States and Canada by the Association of Research Libraries. Libraries include the main Davis Library, Wilson Library, the House Undergraduate Library, the Health Sciences Library and the Law Library, along with another 13 school and departmental libraries. Wilson Library houses the extensive North Carolina, Southern Historical and Rare Book Collections.

The University is the most comprehensive institution in North Carolina, both in the range of its programs at all levels and in the breadth of its specialized research and public service programs. Its 14 schools and the College of Arts and Sciences provide instruction in more than 100 fields, offering bachelor's, master's, doctoral and professional degrees, as well as certificates, in academic areas critical to North Carolina's future: business, dentistry, education, information and library science, journalism and mass communication, government, law, medicine, nursing, pharmacy, public health and social work, among others.

For more than 200 years after its doors first opened to students, the University has remained faithful to its founding fathers' charge to duly encourage and promote all useful learning for the betterment of humanity.

*Adapted from an article by William S. Powell, Professor Emeritus, Department of History*

## Message from the Dean

UNC is the nation's oldest public university — and one of the nation's very best. The UNC School of Dentistry, founded in 1949, strives to fully support the University's standards for excellence. This level of excellence is what the faculty attempts to share and transmit to every student who enrolls in our institution.



The programs at the School of Dentistry are multidimensional and are offered to students through a carefully structured, dynamic and balanced curriculum. The educational process comprises four dimensions: education, patient care, discovery/research and service to the community. The school's faculty and staff demand much of themselves to ensure that all four themes are honored at every level, especially for the benefit of every patient we treat and each student we educate.

Students at the School of Dentistry are presented with, and challenged to adopt, the ethics and values that apply to all health professions. Putting the patient first, improving the lives of the underserved, emphasizing oral health care for rural populations, celebrating diversity wherever we find it and developing cultural competency are all essential to the daily practice of health professionals.

Students who enroll at the School of Dentistry are joining a very special community. The UNC student network, linked to the school's alumni network, provides bright, intelligent and diverse colleagues, as well as close personal friends for life. The sophistication and the access to the latest in information technology in classrooms, laboratories, clinics and research centers are astounding. Many strengths flow from the superb dental, advanced dental education and allied dental education programs at the school.

Taking a global view, the School of Dentistry has a superb international reputation. Our students are active with volunteer dental programs in Mexico, Malawi and Nepal, to name but a few. We have formal relationships with, and annually host students from, numerous fine dental schools overseas. Not surprisingly, our faculty is active in multiple global research projects.

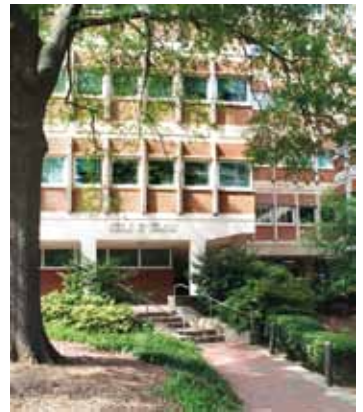
This year will be an exciting time for the school because the new Dental Sciences Building will be opening. This fabulous new building will provide state-of-the-art classrooms, auditoriums and study rooms, needed research space for our world-class oral health scientists, a large, open community gathering “living room,” cafe and other special features that will enhance our interactive learning environment.

I encourage you to visit and explore the school, both via the Web and in person. Please contact the Office of Academic Affairs at 919-966-4451 for further information. Our website is [www.dentistry.unc.edu](http://www.dentistry.unc.edu), where you will also find the link to the Office of Academic Affairs.

With best wishes,



Jane A. Weintraub, D.D.S., M.P.H., Dean



## Administrative Staff and Department Chairs

### DEANS

Dr. Jane A. Weintraub  
Dean

Dr. Kenneth N. May Jr.  
Vice Dean

Dr. James D. Beck  
Associate Dean, Dental Research

Mr. Robert K. Foy  
Associate Dean, Financial Affairs

Mr. Paul Gardner  
Associate Dean, Advancement

Dr. Janet M. Guthmiller  
Associate Dean, Academic Affairs

Dr. Douglas C. Solow  
Associate Dean, Clinical Affairs

Dr. Ceib Phillips  
Assistant Dean, Graduate/Advanced Dental Education

*Vacant*  
Assistant Dean, Human Resources

Dr. Aldridge D. Wilder Jr.  
Assistant Dean, Admissions and Student Affairs

### DIRECTORS

Ms. Ethel Campbell  
Director, Dental Assisting Program

Dr. Amelia F. Drake  
Director, UNC Craniofacial Center

Ms. Sue Felton  
Director, Continuing Dental Education and AHEC

Mr. David Rankin  
Director, Computing and Information Systems

Dr. Ralph H. Leonard  
Director, Dental Faculty Practice

Dr. Matt Morano  
Director, Academic Services

*Vacant*  
Dental Director, Hospital Dentistry

Ms. Rebecca S. Wilder  
Director, Faculty Development  
Interim Director, Dental Hygiene Programs

### DEPARTMENT CHAIRS

Dr. George Blakey III  
Chair, Department of Dentistry, UNC Hospitals

Dr. Lyndon Cooper  
Chair, Prosthodontics

Dr. Valerie A. Murrah  
Chair, Diagnostic Sciences and General Dentistry

Dr. Steven Offenbacher  
Chair, Periodontology

Dr. Lauren Patton  
Chair, Dental Ecology

Dr. Eric Rivera  
Chair, Endodontics



*Dental Research and Review Day*

Dr. Emile Rossouw  
Chair, Orthodontics

Dr. John Papanikolas  
Associate Professor, Chemistry

Dr. Edward J. Swift Jr.  
Chair, Operative Dentistry

Dr. Ceib Phillips  
Professor, Orthodontics

Dr. Timothy A. Turvey  
Chair, Oral & Maxillofacial Surgery

Dr. Terry Rhodes  
Professor, Music

Dr. J. Timothy Wright  
Chair, Pediatric Dentistry

Dr. André V. Ritter  
Associate Professor, Operative Dentistry

**ADMINISTRATIVE BOARD**

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Vice Dean, School of Dentistry

Dr. Gary Slade  
Distinguished Professor, Dental Ecology

Dr. Eric Everett  
Associate Professor, Pediatric Dentistry

Dr. Karen Tiwana  
Clinical Assistant Professor, Diagnostic Sciences and  
General Dentistry

Dr. Douglas Kelly  
Professor, Statistics and Operations Research

Dr. Thomas Ziemiecki  
Associate Professor, Prosthodontics

Ms. Vickie Overman  
Clinical Associate Professor, Dental Ecology

## The School of Dentistry’s Mission Statement

The mission of the School of Dentistry is to promote the health of the people of North Carolina, the nation and the world through excellence in teaching, patient care, research and service.

In pursuing this mission, the school adheres to the following core values, which are described more fully in the academic plan:

1. Discover, integrate, apply and disseminate new knowledge.
2. Encourage freedom of speech, expression and inquiry to promote solutions to the scientific, social, policy and ethical issues that impact the health of the public.
3. Facilitate an academic culture of interdisciplinary teaching and scholarship in which a broad range of disciplines within the school and University collaborate on biomedical, public health, educational and clinical issues.
4. Provide a stellar student experience that allows students to participate in the process of learning and discovery, making them better-prepared professionals and future leaders. We are committed to educating scholarly, ethical and highly skilled future dental professionals.
5. Offer access to dental education to students from all socioeconomic and cultural backgrounds.
6. Advance the health of the people of North Carolina by shaping our teaching, research and service agendas around the state’s needs. We seek to provide oral health to all segments of the public with a special responsibility to educate oral health professionals to meet the needs of underserved communities.
7. Be a world center for education, clinical practice and research in oral health.
8. Respect diverse beliefs and cultivate the involvement of students, staff, faculty and patients drawn from an array of cultures and heritages.

Adapted from “Carolina 2010: School of Dentistry Academic Plan.”





### EXCELLENCE IN EDUCATION

The School of Dentistry is committed to conducting high-quality dental education programs at the undergraduate, graduate, doctoral and postdoctoral levels. The school's academic environment fosters the acquisition of knowledge in the basic, behavioral and clinical sciences. Independent thinking and life-long learning are encouraged through degree-granting and continuing education programs. A high standard of professional and personal ethics, as well as technical excellence, is integral to the learning experience. The school prepares its graduates to enter the general practice of dentistry, the dental specialties, dental allied health fields, research and teaching in a wide variety of settings, primarily in service to the people of North Carolina.

### EXCELLENCE IN RESEARCH

The School of Dentistry's faculty and students generate new knowledge in the basic, applied and clinical sciences, with an emphasis on the promotion of oral health and function. Research is also conducted in the areas of health services, health policy and health education. New knowledge is disseminated through presentations at scientific forums and publication in the scholarly literature. School of Dentistry scientists interact

and collaborate with other investigators on this campus, as well as with leading scientists elsewhere in the United States and abroad.

### EXCELLENCE IN PATIENT CARE

The School of Dentistry provides high-quality comprehensive, primary and specialized oral health care to citizens of North Carolina and the region. Patient care enhances the educational programs and supports the scientific and clinical research efforts of the school.

### EXCELLENCE IN SERVICE

The School of Dentistry provides continuing education programs for dental and other health professionals in a variety of settings. The school provides consultation services to practitioners and policymakers and seeks to inform the public about the prevention and treatment of oral diseases. Faculty and staff serve in leadership roles in the University, community, public agencies and professional organizations. The school supports the activities of the University and dental alumni associations, the Dental Foundation of North Carolina and an active organization of dental parents.



## History and Description



*Pictured above is a current photo of the life of the school, showing students providing patient treatment in the Student Dental Clinics located within Tarrson Hall.*

The University of North Carolina at Chapel Hill School of Dentistry, North Carolina's first dental school, serves to advance the oral health of citizens in North Carolina and beyond through excellence in education, research, patient care and service. Graduates of the school have demonstrated their sound education and preparation in all phases of dental practice, graduate education, research, service in the U.S. Armed Forces and U.S. Public Health Service and teaching.

The administration and faculty look to the future. As programs are adopted and adapted to meet the changing patterns of society, advancements are made in the profession and the latest in patient-centered research.

The North Carolina General Assembly of 1949 made creation of the School of Dentistry possible. The first class — 40 students — was admitted in fall 1950, although the dental building was not occupied until September 1952, and classes were held in two Quonset huts.

Since that time, the school has grown to include several buildings, located within a dynamic health science campus that also includes schools of medicine, nursing, pharmacy and public health and contributes to the spirit of collaboration among the health sciences at Carolina.

Among the school's buildings are Tarrson Hall, a state-of-the art clinical teaching facility, and Brauer Hall, which includes patient simulation laboratories with the latest in dental equipment. The majority of the school's research laboratories have temporarily relocated to Research Triangle Park, while construction takes place on the Dental Sciences Building (currently scheduled to be completed and occupied in early 2012).

The 216,000-square-foot Dental Sciences Building will house a variety of classroom and lecture space, as well as research laboratories — all featuring the latest in technology and encouraging collaborative research. This building will, upon its completion, allow for an increase in its doctor of dental surgery (D.D.S.) enrollment of up to 100 students each year.

### FACTS AT A GLANCE

- Faculty members are actively involved in serving the state through the UNC–Chapel Hill-based Area Health Education Centers (AHEC) program and the School of Dentistry's Continuing Dental Education (CDE). During the 2009 – 2010 year, AHEC and CDE presented 167 dental courses to 6,870 health professionals statewide.
- The Student Dental Clinics and Dental Faculty Practice welcome about 95,000 patient visits a year. This number includes close to 5,000 preventive recall visits attended by dental and dental hygiene students.
- Dental students and pediatric dental residents provide comprehensive dental care and urgent care services during more than 5,000 patient visits each year.
- For fiscal year 2010, the School of Dentistry ranked fifth of all U.S. dental institutions in National Institute of Dental and Craniofacial Research grants.

## University Resources

### CAMPUS HEALTH SERVICES

The mission of Campus Health Services (CHS) is to promote, restore and maintain the optimal health of students through a commitment to an inclusive environment and to provide excellent, affordable, confidential and compassionate service.

Additionally, the mission of Counseling and Wellness Services — a Campus Health Services department in Student Affairs — is to provide high-quality, confidential, compassionate and culturally competent service through a continuum of wellness promotion and psychological services to enhance the lives of students and promote social, personal and academic growth.

CHS is the principal advocate and leadership organization for health services to UNC students and offers quality medical care to the UNC student community at a very low cost. CHS offers wellness and preventive care, care for injury, acute or chronic medical conditions, consultation and medical testing.

To promote quality care, CHS assigns every student his or her own primary care provider. If at all possible, students will see the same provider every time they come to the clinic. Students may request to change their primary care provider at any time, as they become better acquainted with the organization's staff. CHS also refers patients to the UNC Hospitals if more intensive care is needed.

More information on CHS is available at [campushealth.unc.edu](http://campushealth.unc.edu).

### UNIVERSITY, SCHOOL REGULATIONS ON HONOR CODE

Students enrolled in the UNC School of Dentistry are regarded as members of the student body of the University of North Carolina at Chapel Hill and are held responsible for conducting themselves in conformity with the moral and legal restraints found in any law-abiding community. Students are, moreover, subject to the regulations of the student government under the Honor Code. Information on this code may be found at [honor.unc.edu](http://honor.unc.edu) and in the Undergraduate Bulletin of the University Record at [www.unc.edu/ugradbulletin/stu\\_aff.html#Honor](http://www.unc.edu/ugradbulletin/stu_aff.html#Honor).

The dental student body has its own honor court, which functions within the framework of the University Student Government. Further, dental students can find more information about the honor code in the General Academic Policies and Procedures Manual which can be found online at [www.dentistry.unc.edu/resources/policies/academic/documents/generalacademicpolicies.pdf](http://www.dentistry.unc.edu/resources/policies/academic/documents/generalacademicpolicies.pdf).

The procedures for handling Honor Code violations are detailed in the Instrument of Student Judicial Governance ([instrument.unc.edu](http://instrument.unc.edu)), available in the UNC Office of the Dean of Students. Violations of the Honor Code are reported directly by the faculty or student observer to the student attorney general, the director of academic services in the School of Dentistry or the Judicial Programs Office in Student Affairs on campus. The observer can request that accused students turn themselves in for the alleged violation within 24 hours before the matter is reported by the observer.

### THE CENTER FOR STUDENT SUCCESS AND ACADEMIC COUNSELING (CSSAC)

The center and its constituent programs—Academic Support Program for Student-Athletes, Academic Success Program for Students with LD and ADHD, Learning Center, Office for Student Academic Counseling, Summer Bridge, and Writing Center—provide support for students in developing the skills and strategies needed to achieve academic success. CSSAC's unit for Student Academic Counseling offers academic and personal support to all UNC students. Its primary objective is to sponsor programs and activities that promote academic excellence, increase retention and improve the campus climate for diversity among American Indian and African American undergraduates. Historically, this office has worked cooperatively with members of several student organizations including Black Women United, the Black Student Movement, the Carolina Hispanic Student Association, the National Panhellenic Council, the Asian Student Association and the Carolina Indian Circle. Suite 2203, Student Academic Services Building, CB #3106, 450 Ridge Road, Chapel Hill, NC, 27599-3106. Telephone: 919-962-1046. Fax: 919-843-5341. Web: [cssac.unc.edu](http://cssac.unc.edu).



### THE DEPARTMENT OF DISABILITY SERVICES

The Department of Disability Services supports the University's commitment to an accessible environment. The Department of Disability Services provides services and reasonable accommodations to currently enrolled undergraduate and graduate/professional students with disabilities. Its mission is to provide students with disabilities equal access to the services, programs and activities of the University so that they may, as independently as possible, meet the demands of University life. Suite 2126, Student Academic Services Building, CB# 7214, 450

Ridge Road, Chapel Hill, NC, 27599-7214. Telephone: 919-962-8300 (V/T). Fax: 919-962-4748. Web: [disabilityservices.unc.edu](http://disabilityservices.unc.edu)  
E-mail: [disabilityservices@unc.edu](mailto:disabilityservices@unc.edu).

### DEPARTMENT OF UNIVERSITY HOUSING AND RESIDENTIAL EDUCATION

After being formally accepted, students may have questions about housing and accommodations. If so, students can contact the Department of Housing and Residential Education at the following address: Student Academic Services Building, CB# 5500, 450 Ridge Road, Chapel Hill, NC, 27599-5500. Telephone: 919-962-5401. Web: [housing.unc.edu](http://housing.unc.edu).

### OFFICE OF SCHOLARSHIPS AND STUDENT AID

The mission of the Office of Scholarships and Student Aid is to ensure that qualified students have the opportunity to study at the University regardless of their ability to pay the full costs of attendance. The Office will strive to maximize available funds, exercise good stewardship of those funds, and perform related research and program evaluation. The goals of such activities are to (1) assist in the recruitment and retention of students; (2) continually improve service to students; and (3) support long-range enrollment and campus planning goals. 111 Pettigrew Hall, CB#2300, P.O. Box 1080, Chapel Hill, NC, 27514-1080. Telephone: 919-962-8396. Fax: 919-962-2716. Web: [studentaid.unc.edu](http://studentaid.unc.edu). E-mail: [aidinfo@unc.edu](mailto:aidinfo@unc.edu). Office hours are 8 a.m. to 5 p.m., Monday–Friday.

### THE UNIVERSITY LIBRARIES

The University Libraries include the House Undergraduate Library, Davis Library, Wilson Library, the Health Sciences Library (located near the School of Dentistry) and numerous other libraries with various subject specialties. The libraries' website ([www.lib.unc.edu](http://www.lib.unc.edu)) contains information about the libraries and links to research databases, e-journals and e-books.

### CAMPUS RECREATION

Physical education and recreational sports facilities include Woollen and Fetzer gymnasiums, multiple outdoor fields, indoor and outdoor pools, Finley Golf Course, the Student

Recreation Center and tennis courts. More information is available at [www.campusrec.unc.edu](http://www.campusrec.unc.edu).

#### CAROLINA DINING SERVICES

Carolina Dining Services provides more than 15 campus dining locations and meal plans to accommodate students' varied nutritional needs. More information is available at [www.dining.unc.edu](http://www.dining.unc.edu).

#### DIVERSITY AND MULTICULTURAL AFFAIRS

The School of Dentistry is committed to an academic culture where diverse beliefs are fully respected; the community cultivates the involvement of students, staff, faculty and patients who reflect an array of diverse ideas and identities. The school works closely with the University's Diversity and Multicultural Affairs office, which provides leadership, consultation and project management of policies, programs and services. The office promotes diversity as a means of achieving educational excellence and enhancing the quality of life for all members of the University community. More information is available at [www.unc.edu/diversity](http://www.unc.edu/diversity).

The School of Dentistry created the Dean's Task Force on Diversity and Inclusivity in 2010 to explore the climate of the school and determine how well it is meeting the objectives of being free from hostility, oppression or intimidation. The Task Force will meet with students, faculty, and staff to gain their perspectives on climate and gather ideas for making the School of Dentistry a more inclusive place.

#### DEPARTMENT OF PUBLIC SAFETY

The Department of Public Safety works to create and maintain a safe campus environment. A recent development employs technology in support of that purpose: using text messages to students, faculty and staff in the case of an emergency. In addition, the University has installed an emergency alert system siren that will sound during an immediate life-threatening situation such as an armed and dangerous person in the area, a major chemical spill or hazard or a tornado. Direct emergency call boxes are located conveniently throughout campus. More information is available at [www.dps.unc.edu](http://www.dps.unc.edu).





## The Dental Sciences Building

The University has embarked on a building project that will enhance the School of Dentistry's ability to advance its missions of education, research and service. The Dental Sciences Building, projected to be completed in early 2012, will contribute 216,000 square feet of state-of-the-art educational, research laboratory and administrative space to an already dynamic dental school campus. Total dental school space in 2012 will encompass almost 500,000 square feet. Attention to the latest advances in environmental sustainability will ensure even more responsible use of resources within the dental campus. A few key Dental Sciences Building innovations include lighting controls and daylight sensors that will reduce energy use, half of open site areas planted

with native and adapted vegetation that will not require traditional watering, fertilization and maintenance, and a "green roof" that will filter stormwater and improve thermal efficiency of the roof. Students, faculty and dental practitioners will enjoy the expanded learning opportunities available within the Dental Sciences Building, with two 105-seat teleconferencing lecture halls, a 220-seat Grand Lecture Hall, a new patient simulation lab and open space for small-group discussion (with a café nearby). The Dental Sciences Building will connect to the school's three other buildings (Tarrson Hall, Old Dental Building and Brauer Hall), which is a crucial component of the building's design.





## Information Relevant to the School of Dentistry Experience

### IMMUNIZATION REQUIREMENTS

The State of North Carolina immunization requirements and the School of Dentistry immunization requirements for dental assisting, dental hygiene and doctor of dental surgery students currently include:

#### State Requirements

- Three DTP (diphtheria, tetanus, pertussis), Td (tetanus, diphtheria), or Tdap (tetanus, diphtheria, pertussis) doses (this fulfills the primary series requirement).
  - One Tdap booster after completion of the primary series that did not include a Tdap and then a Td vaccine every 10 years thereafter.
- Three Polio (unless greater than 18 years of age).
- Two Measles (rubeola), two Mumps, one Rubella (2MMR doses meet this requirement) or positive titers.
- Varicella vaccine series and/or a positive quantitative titer.

#### School of Dentistry Requirements and Recommendations

- Hepatitis B series (three shots) and a positive hepatitis B antibody (HBsAb) quantitative titer. (Please make sure your physician does not order a qualitative titer.) Ideally, a titer is recommended one-to-two months after completion of the series for proof of immunity to hepatitis B but can be checked at a later date.
- Two-step Tuberculosis Skin Test (TST). A two-step TST requires the student to have two skin tests within the last year completed prior to matriculation. If the TST is positive, the student must provide documentation of a subsequent chest X-ray, additional treatments, if any, and clearance from their physician. It is recommended that the TSTs be done one-to-three weeks apart; however, if one TST was done within the past 12 months, only one more TST is needed.

Entering students must present a certificate of immunization from a physician or local health department prior to matriculation.

The matriculating student is required to submit a certificate of immunizations to UNC Campus Health Services (CHS) by a

published and specified date. Through ConnectCarolina, CHS will notify students who are not in compliance with the state immunization requirements noted above. Individuals who have not met the state immunization requirements after 30 calendar days from the first date of attendance will be administratively withdrawn from the University by the University Registrar.

Students with deficiencies in the additional immunization requirements of the School of Dentistry will be notified of the deficiencies by the UNC School of Dentistry Compliance Coordinator. The School of Dentistry will work with students to meet these additional requirements. The failure to comply with the School of Dentistry's requirements after consultation with the Compliance Coordinator and the agreed upon resolution schedule will result in administrative withdrawal from the School of Dentistry.

#### Additional Requirements

Additional annual requirements include tuberculosis screening and verification of health insurance. CPR training is also required on an annual or biennial basis, depending on specific program requirements.

#### School of Dentistry Recommendations

- It is strongly recommended that each student obtains a yearly influenza vaccine.

One of the consequences of the delivery of health care is the possibility of contracting an infectious disease such as tuberculosis, hepatitis, HIV or herpes. To minimize this risk, the School of Dentistry has adopted an Infection Control Policy that requires the wearing of a clinical overgarment, disposable gloves, a mask and protective eye covering when oral examinations and dental procedures are being performed.

### INFECTIOUS DISEASE STATUS

Students engaged in patient care activities are encouraged to learn their tuberculosis, hepatitis B (HBV) and hepatitis C (HCV) status. State regulations require health care workers, including students, who perform surgical or dental procedures, or who assist in such procedures in a way that

may result in an exposure of patients to their blood, and who know themselves to be infected with HIV or HBV, to report their status to the state health director. According to UNC's "Policy on HIV-Infected and HBV-Infected Employees and Students Who Are Engaged in University Patient-Care Activities" ([www.unc.edu/campus/policies/hiv\\_hbv.html](http://www.unc.edu/campus/policies/hiv_hbv.html)): "HIV-infected or HBV-infected applicants for enrollment in the schools of medicine, dentistry, nursing and certain other fields involved in patient care may wish to evaluate their career goals. First, they may wish to consider the implications of electing a prolonged period of medical, dental, nursing, or other education, with the significant possibility that they will become disabled during training or early in their career. Second, they may wish to consider various career choices because of the hazards of their exposure to infection in certain portions of medical, dental, nursing or other patient-care fields of education and practice. Third, they may wish to evaluate career choices after recognizing that barriers to certain exposure-prone procedures and fields of specialization within medicine, dentistry, nursing, or other patient-care fields may be imposed because of possible risks of infection to patients. Fourth, they may wish to consider the financial costs of such education in light of the personal health and career uncertainties that confront them. Students may seek additional advice through the Office of Student Services of the school in question."

#### LATE REGISTRATION

University regulations require students who do not register before the first day of classes in any semester or summer session to pay an additional fee of \$20 for delayed registration. Any student who believes that s/he can show sufficient justification for the delay may petition for a refund by completing this form, [regweb.unc.edu/students/late\\_fee\\_refund.php](http://regweb.unc.edu/students/late_fee_refund.php), and outlining the reason for delay. This form must bear the approval of the dean of the School of Dentistry.

#### AWARDING OF DEGREES AND CERTIFICATES

To be awarded a degree or certificate, students must satisfactorily complete all requirements of their respective program.

#### CLASS AND CLINIC ATTENDANCE

Regular class and clinic attendance is a student obligation. No right or privilege exists that permits a student to be absent from any given number of sessions.

#### PATIENT CARE RESPONSIBILITIES

Students are granted privileges to participate in the patient care system of the School of Dentistry and are expected to provide care consistent with the patient-oriented philosophy. Students are responsible for treating all patients assigned to them in a timely and appropriate manner, as specified by the patient's treatment plan, displaying proper care and respect for their patients, and abiding by the Code of Clinic Behavior.

#### RESEARCH EXPERIENCE

The School of Dentistry's faculty and students generate new knowledge in the basic, applied, and clinical sciences, with an emphasis on the promotion of oral health and function. Research is also conducted in the areas of health services, health policy and health education.

The student research program supports and encourages participation in active research, as well as participation in student research leadership positions at the local and national levels. A student researcher engages in experiences working with an active research team in the laboratory, in the clinic, or with research in epidemiology, health services, health outcomes, community outreach or dental education. There are several programs within the School of Dentistry that foster research participation by pre-doctoral students. These programs include research fellowships, the Student Research Group and Dental Research in Review Day.

#### SPURGEON DENTAL SOCIETY

The Spurgeon Dental Society exists as the governing body for all students of the School of Dentistry. Named after the late Dr. J.S. Spurgeon, a prominent and outstanding dentist from Hillsborough, NC, the society holds monthly meetings in which elected representatives from each class of dental, advanced education, dental hygiene and dental assisting



*Anticipating the completion of the Grand Lecture Hall*

students discuss and plan the functions of student government. Several projects are carried out each year including social, academic and scholastic events. The School of Dentistry is host to many student-led organizations and programs allowing students opportunities to become involved in the community, in research and in School of Dentistry programs. For a listing of these organizations and specific details about these organizations, please visit our website at [www.dentistry.unc.edu/resources/studentorgs](http://www.dentistry.unc.edu/resources/studentorgs).

#### **STUDENT MEMBERSHIP IN THE DENTAL COMMUNITY**

In addition to serving in various class and student organization officer positions, students are active members of the dental school community. They have membership on most standing dental school committees.

#### **INTERNATIONAL OPPORTUNITIES**

As 21<sup>st</sup> century oral health practitioners, dental students, whether pursuing a career in clinical practice or academia,

must be fully cognizant of how oral health functions in a global community. The school offers numerous programs aimed to give students the opportunity to interact with peoples and cultures in other countries, including service projects in Honduras, Malawi, Moldova, Mexico and Nepal. Students who take part in global service and outreach learn how dental and other health care services are administered in other nations. This global experience informs their worldview and broadens their understanding of other systems of health care.

#### **ACADEMIC POLICIES AND PROCEDURES**

Academic policies and procedures can be found at the following link: [www.dentistry.unc.edu/resources/policies/academic](http://www.dentistry.unc.edu/resources/policies/academic). Academic policies and procedures are current, as of the 2011–2012 academic year; however, policies are subject to change at any time. The manual provides guidelines for governing the School of Dentistry educational programs and advises students, faculty and staff of academic policies and procedures related to the respective programs.



“Throughout this first year, I have felt a sense of belonging; the faculty members are patient, helpful and encouraging. The UNC School of Dentistry has surpassed my expectations, and I am confident in the knowledge that I am attaining as I progress through dental school.”

*Anthony Brown, Jr., D.D.S. Class of 2014*

## Predocutorial Program: D.D.S. Program

### INTRODUCTION

The UNC School of Dentistry offers a four-year doctor of dental surgery (D.D.S.) program to produce dental practitioners who are qualified to enter general dental practice, dental research, teaching, public service or predoctoral programs, including graduate programs in various dental specialties. The School of Dentistry is interested in recruiting students who are willing to accept professional responsibilities in their communities, participate in professional activities and pursue a lifetime of learning to enhance their delivery of effective patient care and service to the profession. There is not sufficient space in the dental school to admit all students who meet the quantitative standards. For this reason, the quality of the student's undergraduate work is of great importance in selection for admission, as well as motivation to pursue a career in dentistry.

### ADMISSION REQUIREMENTS

Students preparing for the study of dentistry are encouraged to complete a regular four-year curriculum leading to the B.A. or B.S. degree. Students not pursuing a degree must complete a predoctoral program of at least three years of accredited college courses (96 semester hours or 144 quarter hours). The School of Dentistry will accept a maximum of 64 semester hours of credit from an accredited community, technical or online college or university. Any community, technical, or online college or university courses submitted for credit must be accepted by the UNC Office of Undergraduate Admissions. However, students who have 64 hours of credit from a community, technical, or online college or university must complete all additional course work at an accredited four-year college or university. The course descriptions listed on the next page were copied from the most current UNC Undergraduate Bulletin ([www.unc.edu/ugradbulletin](http://www.unc.edu/ugradbulletin)). The prerequisite courses (required predental courses) must be completed prior to admission (preferably on-site at a four-year college or university). Undergraduate students attending a school other than UNC should use the Bulletin as a guide for completing the prerequisite courses. Required courses not completed at an accredited four-year institution must be transferable to UNC as equivalent courses.

## BIOLOGY

*The basic requirement is eight semester hours (two courses, laboratories required; one of which must be human anatomy or vertebrate zoology with a laboratory).*

**101** Principles of Biology (3). Open to all undergraduates. This course is the prerequisite to most higher courses in biology. An introduction to the fundamental principles of biology, including cell structure, chemistry and function, genetics, evolution, adaptation and ecology. Three lecture hours per week.

**101L** Introductory Biology Laboratory (1). Pre- or corequisite, BIOL 101. An examination of the fundamental concepts in biology with emphasis on scientific inquiry. Biological systems will be analyzed through experimentation, dissection and observation. Three laboratory hours per week.

Take either 252 or both 276 and 276L (below).

**252** Fundamentals of Human Anatomy and Physiology (4). Prerequisites, BIOL 101 and 101L. One biology course over

200 recommended. An introductory course emphasizing the relationship between and function of the body's organ systems. Three lecture and three laboratory hours per week.

**276** Evolution of Vertebrate Life (3). Prerequisites, BIOL 101 and 101L. Permission of the instructor for students lacking the prerequisites. Evolutionary history of the vertebrates. Emphasis on anatomical, physiological and behavioral adaptations accompanying major transitions: the move from water to land, the development of complex integrating systems.

**276L** Vertebrate Structure and Evolution Laboratory (1). Pre- or corequisite, BIOL 276. Recommended preparation, BIOL 252 or familiarity with anatomy. Vertebrate comparative anatomy of organ systems and their evolution with emphasis on human anatomy. Three laboratory hours per week.

## CHEMISTRY

*The basic requirements are eight semester hours of general chemistry (two courses, laboratory required) and four semester hours of organic chemistry (two courses, laboratory not required).*

**101** General Descriptive Chemistry I (3). Prerequisite, MATH 110. The first course in a two-semester sequence. See also CHEM 102. Atomic and molecular structure, stoichiometry and conservation of mass, thermochemical changes and conservation of energy.

**101L** Quantitative Chemistry Laboratory I (1). Pre- or corequisite, CHEM 101. Computerized data collection, scientific measurement, sensors, thermochemistry, spectroscopy and conductometric titration. Laptop computer required. One four-hour laboratory per week.

**102** General Descriptive Chemistry II (3). Prerequisites, CHEM 101 and 101L. C- or better required in CHEM 101. The course is the second in a two-semester sequence. See also CHEM 101. Chemical equilibrium, gases, intermolecular forces, reaction rates, representative chemical structures and reactions.

**102L** Quantitative Chemistry Laboratory II (1). Prerequisite,

CHEM 101L; pre- or corequisite, CHEM 102 or 102H. Computerized data collection, gas laws, intermolecular forces, redox reactions, chemical kinetics and acid-base titrations. Laptop computer required. One four-hour laboratory per week.

**261** Introduction to Organic Chemistry I (3). Prerequisite, CHEM 102 or 102H. C- or better required in prerequisite. Molecular structure and its determination by modern physical methods, correlation between structure and reactivity and the theoretical basis for these relationships, classification of reaction types exhibited by organic molecules using as examples molecules of biological importance.

**262** Introduction to Organic Chemistry II (3). Prerequisite, CHEM 261 or 261H. C- or better required in prerequisite. Continuation of CHEM 261, with particular emphasis on the chemical properties of organic molecules of biological importance.

## ENGLISH

*The basic requirement is six semester hours (or courses required for a degree from an approved college).*

## PHYSICS

*The basic requirement is six semester hours of non-calculus-based physics.*

## ADDITIONAL PREPARATION

Prospective dental students should consider courses in biochemistry, molecular biology, statistics, business, writing skills, computer science, sculpture and art. Students are encouraged to take courses in social science, history, literature, economics, philosophy and psychology.

## DENTAL ADMISSION TEST

All students must complete the Dental Admission Test (DAT), conducted by the American Dental Association, before being considered for admission to the School of Dentistry. This test is administered by Prometric Inc. ([www.prometric.com](http://www.prometric.com)) across the country and should be taken in the spring or fall of the year prior to the desired admission date. Applying at the end of the spring semester is encouraged to facilitate early consideration for an interview by the admissions committee. Additional information regarding the test may be secured from the Office of Academic Affairs at the School of Dentistry. DAT test scores must be valid and no more than three years old.

## PURPOSE OF THE TEST

The Dental Admission Testing Program is designed to measure general academic ability, comprehension of scientific information and perceptual ability. The Dental Admission Testing Program does not endorse any test preparation courses and has no data on the content or efficacy of test-preparation courses designed to prepare examinees to take the DAT. The Department of Testing Services urges individuals considering participation in test preparation courses to review the course materials carefully to ensure that they reflect the current content of the DAT. While all dental schools require examinees to participate in the Dental Admission Testing Program, test results are only one factor considered in evaluating admission potential. For more information, contact ADA Department of Testing Services, 211 East Chicago Avenue, Suite 600, Chicago, IL, 60611. Telephone: (800) 232-1694. Web: [www.ada.org/dat.aspx](http://www.ada.org/dat.aspx).

## PERSONAL QUALIFICATIONS

While a high level of scholarship and manual dexterity are important criteria for predicting satisfactory achievement in dental school, the personal qualifications of applicants are also critically important. Good moral character is an important prerequisite for entering the dental profession. No school wants to train prospective dentists who lack either the highest ethical standards or a sense of social responsibility.

## SELECTION FACTORS

The School of Dentistry is committed to a diverse student body. To that end, individuals from a wide range of backgrounds who have had different experiences and have the potential to

contribute to dentistry or dental practice are considered by the admissions committee. The school also wishes to admit individuals who will benefit from and contribute to the educational environment and the dental profession and be prepared at graduation to enter a wide range of careers. The School of Dentistry expects applicants to demonstrate the following skills, experiences or potentials:

- **First**, an applicant must possess satisfactory academic abilities as evidenced by having successfully completed the prerequisite (required pre dental) courses and the Dental Admission Test at an acceptable level of performance.
- **Second**, an applicant should possess psychomotor ability sufficient to perform the necessary technical skills required in dentistry. These skills are evidenced by an acceptable performance on the perceptual ability exam of the Dental Admission Test and by participation in hobbies and other experiences that require psychomotor activity outside of the normal college curriculum. In addition, courses in drawing and sculpture are suggested.
- **Third**, an applicant must demonstrate a service commitment and a desire to help others. This is evidenced by participation in extracurricular and volunteer activities that require interaction with others. A caring attitude is considered central to the practice of dentistry, and the school expects an applicant to demonstrate such an attitude. A pre dental curriculum designed to expand social awareness and extracurricular experiences demonstrating social sensitivity will be important factors in an application for admission.
- **Fourth**, an applicant should possess the potential to be a self-directed, lifelong learner. By definition, the dental profession requires a practitioner to learn continually in order to provide the highest level of patient care. This attitude is evidenced by appropriate self-learning activities and other experiences that indicate a high level of independent, intellectual curiosity.
- **Fifth**, an applicant must demonstrate knowledge of the dental profession. Such knowledge can be obtained from talking with and observing dentists and reading appropriate dental literature. The dental school expects applicants to have a firm grasp of what the dental profession is and what the important issues facing the profession are. Selected applicants are invited to the school for a series of personal interviews with faculty and student members of the admissions committee. An evaluation from the interview combined with the applicant's academic record and performance on the Dental Admission Test are the basis for the applicant's consideration for acceptance. Applicants are encouraged to submit any material relating to activities or experiences beneficial to their being considered for admission.

### APPLICATION PROCESS AND ADMISSIONS

All inquiries regarding admission and applications should be directed to the Assistant Dean for Admissions and Student Affairs by calling 919-966-4451 or by writing to the Assistant Dean for Admissions and Student Affairs, School of Dentistry, CB# 7450, 1050 Old Dental Building, The University of North Carolina at Chapel Hill, Chapel Hill, NC, 27599-7450. The school participates in the Associated American Dental Schools Application Service (AADSAS), which is sponsored by the American Dental Education Association. Applicants are required to file an AADSAS application ([portal.aadsasweb.org](http://portal.aadsasweb.org)), as well as the School of Dentistry supplemental application.

Supplemental application materials include: a nonrefundable application fee, DAT scores, a 2-by-2 passport photo (optional) and the North Carolina residency form for in-state applicants. The AADSAS application deadline is November 1. The D.D.S. supplemental application deadline is December 1 for admission to the following year's class. Applicants are encouraged to file their application several months prior to that date. Online supplemental application forms can be found at [www.dentistry.unc.edu/academic/dds/supplementalapplication.cfm](http://www.dentistry.unc.edu/academic/dds/supplementalapplication.cfm).

### DEPOSIT

An applicant accepted for admission must deposit \$500 with the University Cashier within 30 days or the number of days designated by the admissions committee. When the applicant registers, the deposit will be credited to the applicant's account. If the applicant does not register, the deposit will be forfeited. There is no refund of a deposit. Acceptance to the D.D.S. program is provisional based on satisfactory completion of further requirements, including, but not limited to, background checks.

### ADMISSION REQUIREMENTS FOR INTERNATIONALLY TRAINED DENTISTS: FOUR-YEAR D.D.S. PROGRAM

Internationally trained dentists wishing to enter as first-year students in the dental program must complete the required application forms and submit acceptable scores on the Dental Admission Test (DAT) and the Test of English as a Foreign Language (TOEFL). Successful completion of Part I of the National Board Dental Examination is optional.

### ADMISSION REQUIREMENTS FOR INTERNATIONALLY TRAINED DENTISTS: ADVANCED STANDING

Internationally trained dentists wishing to enter with advanced standing who have satisfactorily completed a residency or specialty program that is U.S.- or Canada-accredited will be considered if space is available in the class and completed application forms have been submitted, including acceptable scores on the TOEFL and Part I of the National Board Dental Examination. Completion of the DAT is optional.

### ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

Current students at other U.S.- or Canada-accredited dental schools wishing to transfer will be considered if space is available in the class and completed application forms have been submitted, including acceptable scores on the DAT and Part I of the National Board Dental Examination. Several other factors will also be considered: prior academic record, compatibility of the curricula of the two schools, reason for transfer and residency status. Transfers may be made into the second-year class or third-year class. At least two years must be completed at the UNC School of Dentistry to receive a D.D.S. degree from this institution. These students should understand that transferring from one dental school to another often requires an additional year of dental education due to the incongruity of the curriculum at the respective schools.

**A personal interview with faculty and student members of the admissions committee is required. This interview is by invitation only and is scheduled after the application has been reviewed. However, a representative from the Office of Academic Affairs is pleased to consult with an applicant by appointment to discuss an application or to provide guidance in the admissions process.**



*White Coat Ceremony*

## Predocloral (D.D.S.) Curriculum

*NOTE: The predocloral curriculum is current as of the 2011–2012 academic year. A listing of courses in the dental curriculum is available in Appendix B of this document.*

The primary intent of the dental school curriculum is to produce dental practitioners who: (1) are qualified to enter general dental practice, postdoctoral programs including graduate programs in various dental specialties, dental research, teaching or public service; and (2) can accept professional responsibilities in their communities, participate in professional activities and pursue a lifetime of learning that enhances their delivery of effective services to patients and the profession.

The curriculum is under continuous review and is subject to change at any time upon approval of the faculty and the curriculum committee. The faculty reserves the right to make changes in curricula and in regulations when, in its judgment, such changes are for the best interest of the students, patients and the school. Ordinarily, students may expect to receive a degree by meeting the requirements of the curriculum as specified in the policy manual when they enter the school or in any subsequent catalog or policy manual published while they are students.

The School of Dentistry is not obligated to offer a course listed in the catalog in any particular year.

**FIRST YEAR:** The first year of the D.D.S. curriculum includes courses in the core basic sciences (gross anatomy, microscopic anatomy, biochemistry, physiology, microbiology and general pathology), introductory dental sciences (dental anatomy, materials science, conservative operative dentistry, periodontology, oral diagnosis and radiology, growth and development and occlusion), oral biology and information management, as well as a sequence of prevention courses. In addition to this course work, students participate in Introduction to Patient Management. Also included are seminars on interviewing skills, ethics, dental assisting skills, rotation through patient care services and the delivery of preventive care. These courses introduce the student to the relationship between basic science and clinical practice as well as the relationship between the health care provider and the patient. Basic social science concepts are integrated throughout the curriculum.

**SECOND YEAR:** During the second year, students continue taking biological science courses (pharmacology and general and oral pathology), the next series of dental science courses (growth and development, child, adolescent, adult and the elderly life cycle courses, preclinical endodontics, orthodontics, and removable and fixed prosthodontics), pulp biology and health care delivery systems. During the first part of the

second year, students assume full patient care privileges, begin delivering comprehensive care services and are responsible for providing the therapeutic and preventive treatment needed by their patients.

**THIRD YEAR:** In the third year, students spend a significant amount of time providing comprehensive care for their patients. A series of intermediate dental science courses are offered. During the summer of their third year, students complete required extramural rotations at clinical sites located throughout the state and beyond, enabling them to participate in the delivery of dental care in a variety of settings. Students spend eight weeks at off-campus sites: four at a community or public health dental clinic and four at a non-private hospital dental clinic (when available).

**FOURTH YEAR:** Fourth-year students assume responsibility for patients who require more advanced dental care in mentored, general dentistry group practices. Advanced dental science courses, updates and practice-related material are offered during

the fourth year. Students participate in a critical thinking course that emphasizes the application of evidence-based dentistry in clinical practice. In addition, those students who are deemed eligible may participate in optional specialty experiences that include patient care, additional extramural rotations and research experiences.

**Course Exemption** On a limited basis, students may be exempted from courses in the D.D.S. curriculum if they have completed such courses previously. Requests for exemption are handled on an individual basis through the Office of Academic Affairs and the appropriate course director.

#### DUAL DEGREES

Students may undertake a dual degree while pursuing a D.D.S. from the School of Dentistry. This may include, for example, an M.P.H. from the UNC Gillings School of Global Public Health or a Ph.D. in a basic science or oral biology. The curricula for combined programs will be handled on an individual basis in collaboration with the respective program.



## Advanced Education Programs Graduate Opportunities Within the School of Dentistry

Postdoctoral education in the School of Dentistry is offered in **advanced education in general dentistry, endodontics, general practice residency in dentistry, operative dentistry, oral and maxillofacial pathology, oral and maxillofacial radiology, oral and maxillofacial surgery, orthodontics, pediatric dentistry, periodontology and prosthodontics.**

The Advanced Education in General Dentistry (AEGD) and the General Practice Residency (GPR) are certificate programs, and the Oral and Maxillofacial Surgery program is a six-year dual degree (M.D.) program with a certificate in oral and maxillofacial surgery.

The specialty practice programs — **endodontics, operative dentistry, oral and maxillofacial pathology, oral and maxillofacial radiology, orthodontics, pediatric dentistry, periodontology and prosthodontics** — are dual specialty certificate and master of science degree programs. The minimum requirements for the certificate are prescribed by the American Dental Association's Commission on Dental Accreditation (CODA) and the respective specialty boards for the approved CODA specialties. The master of science degree is conferred by The Graduate School and requires the successful completion of required coursework, oral and/or written comprehensive examinations, a research project and a thesis. Graduates who possess an appropriate degree and who meet the requirements of The Graduate School are considered for admission. Enrollment for study in these specialty programs requires approximately three years of residency. The curricula have been designed to permit maximum flexibility in preparation for practice, teaching and/or research, as well as to meet the educational requirements of the specialty boards.

Other advanced education programs available within the School of Dentistry include **dental hygiene education, oral epidemiology and oral biology.** The oral biology and oral epidemiology programs lead to the doctoral degree (Ph.D.) and require four or more years to complete. The dental hygiene education program spans two years and is a master of science degree designed to prepare dental hygienists for teaching, research or corporate employment.

Advanced education students, depending on the specific program, are considered employees of either the School of Dentistry or UNC Hospitals; therefore, students are required to comply with all training and immunization requirements of their respective employer.



Information regarding admission, entrance requirements, and/or curricula of a specific advanced education program may be obtained online at [www.dentistry.unc.edu/academic](http://www.dentistry.unc.edu/academic).

## Advanced Education in General Dentistry Program

### OBJECTIVES

The Advanced Education in General Dentistry (AEGD) program at the UNC School of Dentistry is a 12-month postdoctoral certificate program. This program is intended to provide basic science instruction and clinical experiences to dentists who wish to refine and enhance their clinical skills, competence and confidence. The residents gain clinical experience in providing comprehensive patient care for all population groups. The major distinction between the AEGD and the General Practice Residency (GPR) programs is the emphasis AEGD places on clinical dentistry for patients with complex treatment needs, as opposed to the emphasis on the management of medically compromised patients in the GPR.

### CURRICULUM

The minimum requirements for the AEGD program are prescribed by the Commission on Dental Accreditation of the American Dental Association. The curriculum of the AEGD program emphasizes advanced training in the various disciplines of dentistry while focusing on comprehensive treatment of complex patient needs.

The didactic experience is designed to enrich predoctoral training in the basic, diagnostic and clinical sciences. Primarily using the seminar format, the program offers didactic experience in the areas of basic science, physical evaluation, diagnosis and treatment planning, prevention, periodontics, operative dentistry, fixed prosthodontics, removable prosthodontics, pediatric dentistry, oral surgery, endodontics, special patient care, critical literature review and practice management, among others. The residents are expected to take an active role in these presentations and in many cases will be called upon to lead seminar sessions. The focus of the clinical component of the curriculum is in-house comprehensive care to a wide variety of patients. Residents administer comprehensive dental care to a broad range of patients, which includes the elderly, chronically ill, emotionally or mentally disabled and highly medicated patients. The clinical faculty is made up of general dentists and specialists from both the academic and private dental care sectors.

### FACILITIES

The clinical activity of the program occurs primarily in the AEGD clinic in the School of Dentistry. A modern facility equipped with up-to-date technology, the AEGD clinic offers the opportunity to practice modern concepts of dental practice. Clinical auxiliary personnel include dental assistant and dental hygienist support. The administrative management of the practice is accomplished through computer programming

and offers the resident a practice management practicum in computerized appointment scheduling, production and cost monitoring and patient account status review. In addition to an individual operatory, residents are provided office and laboratory space.

### ADMISSION

Admission to the Advanced Education in General Dentistry program is accomplished only after the application, transcripts of prior college work and other credentials are reviewed and approved by the appropriate committees and/or agencies. Candidates accepted into the AEGD program must be eligible for a D.D.S. or D.M.D. degree from an institution accredited by the American Dental Association prior to July 1 of the year in which the program commences or the acceptance can be revoked and the position offered to another qualified candidate. Information on admission and exact information concerning entrance requirements may be secured online at [www.dentistry.unc.edu](http://www.dentistry.unc.edu) or by writing to the AEGD program, School of Dentistry, CB #7450, Brauer Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC, 27599-7450. It is the policy of this school and the University not to discriminate on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression with regard to its students, employees or applicants for admission or employment. For more information regarding the AEGD program, contact the AEGD Program Director, School of Dentistry, CB# 7450, Brauer Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC, 27599-7450, or go online to [www.dentistry.unc.edu/academic/ade/aegd](http://www.dentistry.unc.edu/academic/ade/aegd).

## General Practice Residency in Dentistry Program

The General Practice Residency (GPR) in dentistry is a 12-month program with an optional second year that is co-sponsored by the UNC School of Dentistry and UNC Hospitals.

### THE RESIDENCY PROGRAM

Dental rotations include the dental outpatient services at UNC Hospitals, Durham Veterans Affairs (VA) Medical Center and the Orange County Health Department. Inpatient, consultative and on-call emergency department dental services are included at UNC Hospitals. Core first-year non-dental service rotations include internal medicine and anesthesiology. Elective rotations are available in the second-year curriculum.

### THE CLINICAL PROGRAM

The general practice resident gains dental experience in three clinical facilities that make up the residency program. Each clinic

site offers a different emphasis in patient care that complements the overall program. All residents rotate through each site on a block rotation schedule. UNC Hospitals is the predominant clinical facility used for resident education. This facility emphasizes the humanistic treatment of medically complex patients unable to receive dental care in the local community because of their serious medical problems. Patients seen in this clinic have an extremely wide range of medical problems and comprehensive dental care needs emphasizing diagnostic, restorative, prosthetic and surgical care. General practice residents also provide restoration of stomatognathic and associated facial structures with the maxillofacial prosthodontist for patients referred as a result of oncological disease or trauma. Nitrous oxide analgesia and general anesthesia are available for patient management. The Ambulatory Care Facilities, operated by the Orange County Health Department and located in Hillsborough, offer to the community of well patients a dental clinic responsive to their needs. The primary emphasis of these clinics is the child patient. The Durham VA Medical Center offers experience in the management of the adult patient, both well and medically complex. The excellence of dental care offered by the VA system allows the resident to gain experience in comprehensive dental care unequaled in the private sector.

### SERVICE OBLIGATIONS

The resident's service obligations include the care of both inpatients and outpatients and participation in the hospital oncall system. The residents also participate in weekly seminars, lectures and journal clubs.

### ADMISSION

For more information, please visit [www.dentistry.unc.edu/academic/ade/gpr](http://www.dentistry.unc.edu/academic/ade/gpr).

## Oral and Maxillofacial Surgery

The Oral and Maxillofacial Surgery Residency is a six-year program resulting in a specialty certificate in oral and maxillofacial surgery and an M.D. degree from the UNC School of Medicine.

The program's goals are to:

- 1) Train the oral and maxillofacial surgery resident so he/she will be competent to practice a broad scope of oral and maxillofacial surgery; be knowledgeable concerning the theoretical basis, as well as clinical sciences of oral and maxillofacial surgery; and be qualified to become board certified in oral and maxillofacial surgery.
- 2) Prepare oral and maxillofacial surgeons for a career in teaching, research and/or practice in the specialty of oral and maxillofacial surgery. The integrated dual degree

program is structured such that the second and third years are spent obtaining the medical degree, which is followed by a year (fourth) of general surgery. The remaining years are spent within the oral and maxillofacial surgery area.

The clinical experience is progressively graduated and includes a number of hospital service rotations at UNC Hospitals, Mission St. Joseph Hospital and the Durham VA Medical Center. All residents are strongly encouraged to develop and/or participate in research projects during their residency. Elective time is dedicated for research activities. The department is committed to the education of future educators and leaders of its specialty.

## Dental Hygiene Education Master of Science

The primary objective of the dental hygiene education master of science program is to prepare well-qualified educators and administrators for dental hygiene programs. Graduates are also prepared to assume other roles in the dental hygiene profession such as corporate education for dental companies and management within professional organizations.

At the successful completion of this program, the student should be able to: 1) give evidence of having acquired advanced knowledge and skills in one of the following minors: dental management/administration, science basic to dental hygiene education, oral pathology and clinical education; 2) develop the knowledge, skills and attitudes necessary in the conduct of dental hygiene programs; 3) teach courses in more than one area of dental hygiene education; and 4) define a question from the present body of knowledge in dental and dental hygiene education, conduct an original research project based on the question and present the findings in a scholarly fashion.

Credit hour requirements vary and are based on the individual background of the student and on the minor selected by the student. Thirty-five credit hours are required in the core (including thesis) and nine-to-12 hours in the minor. The length of the program is approximately two years. Minimum admissions requirements for the program include current licensure, a bachelor's degree from an accredited institution and graduation from a dental hygiene program accredited by the Commission on Dental Accreditation of the American Dental Association. Work experience in dental hygiene education or dental hygiene practice is strongly recommended.

Applicants must have a grade-point average of "B" or better in the professional undergraduate curriculum. Three letters of recommendation are required, as well as completion of an admissions

questionnaire by the applicant. The course of study begins in August of each year. An application to the University can be obtained by visiting The Graduate School at [www.gradschool.unc.edu/prospective.html](http://www.gradschool.unc.edu/prospective.html) or by calling 919-966-2800. For further information, contact Director, Dental Hygiene Education Master of Science Program, School of Dentistry, CB #7450, University of North Carolina at Chapel Hill, Chapel Hill, NC, 27599-7450, or call 919-966-8221.

**"The advanced education programs at the UNC School of Dentistry offer dentists and dental hygienists the opportunity to gain specialty/postgraduate training in a unique and stimulating environment. UNC offers 14 advanced education programs, one of the widest offerings of graduate and certificate training among U.S. dental schools, in the midst of a vibrant academic health center with nationally ranked schools of medicine, nursing, pharmacy and public health. The broad mix and close proximity of the programs foster shared learning in seminars, clinical care and research. Our longstanding culture of collaboration and our diverse patient population make the School of Dentistry an exciting home for postgraduate training and preparation for careers in clinical practice, academics or industry."**

— Dr. Ceib Phillips,  
Assistant Dean,  
Graduate/Advanced Dental Education



## Allied Dental Education Programs

### Dental Hygiene Programs

The University of North Carolina at Chapel Hill (UNC) has one of the 300-plus accredited programs nationwide for the education of dental hygienists. The School of Dentistry offers a variety of programs: a baccalaureate degree or a certificate in dental hygiene is available to students first entering the profession (prelicensure); a degree-completion program (bachelor of science) is offered for licensed dental hygienists holding an associate's degree or a certificate. The degree completion program is offered on campus or online.

Courses of study provide comprehensive educational experiences to prepare individuals for the practice of dental hygiene in accordance with the laws and ethics pertaining to N.C. practice. Upon satisfactory completion of either the certificate or bachelor of science degree program of study, the student is eligible for licensure examination at state and national levels. Recipients of the bachelor of science degree are eligible to apply to graduate programs in dental hygiene education, public health and other allied areas, as well as to dental school.

Students in dental hygiene may live in residence halls on campus and are under University housing and conduct rules. Students are encouraged to participate in campus activities and organizations.

#### ADMISSION

Applications for admission to UNC and information concerning general entrance requirements may be secured by calling 919-966-3621 or by contacting the Office of Undergraduate Admissions, CB 2200, Jackson Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC, 27599-2200. Additional information and an online application are available by visiting the University's website at [www.unc.edu](http://www.unc.edu).

Students must first be admitted as an undergraduate student to UNC before they are accepted for admission to the Dental Hygiene Program. Students must apply separately for admission to the Dental Hygiene Program. Students may be admitted for dental hygiene study after completion of required prerequisite courses specified for the certificate or bachelor of science degree program, provided they meet admission requirements of the University. The admission requirements for certificate and bachelor of science degree candidates are the same. To assure proper planning for admission, students may contact an advisor with the dental hygiene program or make an appointment with the Student Services Manager.

Admission of first-year students to the University does not guarantee admission into the dental hygiene programs. Selection is based on scholastic standing, character

and sincere interest in dental hygiene as a professional career. Transfer applicants are notified by the Office of Undergraduate Admissions of their acceptance into the class in August.

Applicants to the degree completion program in dental hygiene must have graduated from an accredited dental hygiene program and must have successfully completed the required general education courses and the National Board Dental Hygiene Examination. Enrollment is limited and students are accepted on a competitive basis.

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the University's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. Copies of the University's EPA and SPA Equal Opportunity Plans are available on the University's website at [equalopportunity-ada.unc.edu/index.htm](http://equalopportunity-ada.unc.edu/index.htm).

#### GENERAL REQUIREMENTS (FOR ENTRANCE INTO THE DENTAL HYGIENE PROGRAM)

1. A completed University application includes:
  - an official transcript from each college attended, including summer school and academic eligibility to return to all previously attended institutions. Entering students are required to present evidence of satisfactory completion of college work in the pre-dental hygiene courses prescribed in the curriculum section of this catalog.
  - an official high school transcript showing high school units.
  - completion of required high school units as specified by the Office of Undergraduate Admissions.
  - a nonrefundable application fee of \$70.
  - a list of courses in progress if currently enrolled.
  - any other items requested in the application materials or by the Office of Undergraduate Admissions.
2. Three letters of recommendation (two academic references and a character reference).
3. Confirmation of acceptance with a nonrefundable \$250 enrollment deposit.
4. Medical forms properly completed must be received in time for official clearance before registration.

5. Documentation of required immunizations. (Please see page 26 for full immunization requirements.)

Acceptance to the dental hygiene programs is provisional based on satisfactory completion of further requirements, including, but not limited to, background checks.

The minimum requirements for the basic professional education of dental hygienists are prescribed by the Commission on Dental Accreditation of the American Dental Association. These basic core courses are components of both the certificate and bachelor of science degree programs. Additional University and School of Dentistry courses are required for the B.S. degree.

#### MAJORING IN DENTAL HYGIENE: BACHELOR OF SCIENCE

The dental hygienist is an educator and motivator as well as a health care provider. As a practicing member of the dental health team, the hygienist is primarily concerned with the maintenance of oral health and the prevention of dental disease. Additionally, dental hygienists may assume professional leadership roles; participate in the development, implementation and evaluation of community health programs; participate in research activities; or serve as consultants and assume managerial roles in certain types of dental care delivery systems.

In addition to completion of ENGL 101 and 102, a foreign language through level three (unless placed into level four), a quantitative reasoning course (STOR 151 recommended) and a lifetime fitness course, students in the University's General College must satisfy all Foundations and Approaches requirements and take at least five Connections courses, including global issues, experiential education and U.S. diversity.

Other specific requirements include the following required prerequisite courses, which should be completed prior to enrollment in the dental hygiene program:

- CHEM 101 and 101L or BIOC 107 (CHEM 101/101L satisfies the physical and life sciences with laboratory Approaches requirement.)
- CHEM 102 and 102L, or BIOC 108
- COMM 100, 113 or 120 (COMM 113 satisfies the communication intensive Connections requirement.)
- MCRO 251 or MCRO 255
- PHYI 202, BIOL 252 or EXSS 276
- PSYC 101 (satisfies the physical and life sciences Approaches requirement)
- SOCI 101 or SOCI 111 (Both courses satisfy the nonhistorical social and behavioral sciences Approaches requirement.)

For transfer applicants, all prerequisite dental hygiene courses and General College courses taken at other institutions must be approved for transfer in advance by the Office of Undergraduate Admissions. Other questions concerning the program should be directed to: Director of Dental Hygiene Programs, School of Dentistry, CB #7450, 3220 Old Dental Building, University of North Carolina at Chapel Hill, Chapel Hill, NC, 27599-7450. Phone: 919-966-2800.

A listing of dental hygiene courses within the bachelor of science degree program, by semester, is provided in Appendix C at the end of this document.

### CERTIFICATE IN DENTAL HYGIENE

Applicants interested in the certificate program in dental hygiene may be admitted to the program after completion of CHEM 101/101L and 102/102L (or BIOC 107 and 108); COMM 100, 113 or 120; ENGL 101 and 102; MCRO 251 or 255; PHYI 202, BIOL 252 or EXSS 276; PSYC 101; and SOCI 101 or 111. After completion of the basic professional program, a certificate in dental hygiene is awarded. Continued enrollment to complete the baccalaureate degree requirements is an option for the student.

### DEGREE-COMPLETION DENTAL HYGIENE PROGRAM

The School of Dentistry offers a bachelor of science degree in dental hygiene for dental hygienists who have graduated from a CODA-approved dental hygiene program. Students are eligible for admission upon submission of University and supplemental dental hygiene degree-completion applications, three letters of recommendation, documentation of successful completion of the Dental Hygiene National Board, and graduation from an accredited dental hygiene program.

The curriculum for this program is available within Appendix D at the end of this document.

Further information on this program can be acquired from: Director of Dental Hygiene Programs, School of Dentistry, CB #7450, 3220 Old Dental Building, University of North Carolina at Chapel Hill, Chapel Hill, NC, 27599-7450, [www.dentistry.unc.edu](http://www.dentistry.unc.edu) or by phone at 919-966-2800.

### ACADEMIC PERFORMANCE

Dental hygiene students must meet University academic requirements for undergraduate students. These requirements are described in full in the Undergraduate Bulletin ([www.unc.edu/ugrbulletin](http://www.unc.edu/ugrbulletin)).

Additional criteria for minimal acceptable performance are also specified by the School of Dentistry. These are provided in order to assure adequate preparation for becoming a health care professional. These guidelines are briefly described below:

- A cumulative GPA of 2.0 is required for graduation.
- A semester GPA below 2.0 will result in academic probation or dismissal; failure to achieve a GPA of 2.0 in the following semester will be grounds for dismissal.
- A GPA of less than 2.0 in dental hygiene courses in the first year will result in a review of potential to successfully complete the professional program.
- The academic performance committee reserves the right to dismiss or recommend reclassification of a student if, in their judgment, the student does not show sufficient promise to continue in the study of dental hygiene, regardless of the student's grades.
- Receipt of a failing grade in any course will require repeating the course.
- Copies of the complete academic standing policy for dental hygiene students are distributed and discussed during orientation. The full academic performance policy is found within the academic policies section of [www.dentistry.unc.edu](http://www.dentistry.unc.edu).

### TUITION AND FEES

All tuition and fees are to be paid in full prior to each registration. Additional expenses may be incurred during field experience in the second year. Fees will be required for candidacy for written and clinical dental hygiene boards. Dental school fees are applicable to dental hygiene students. The University's Finance Division provides information on many topics related to the tuition, fees and other costs associated with attending the School of Dentistry and its affiliated programs. This information is subject to change each academic year, and interested individuals are encouraged to review information at the following link periodically for any updates: [finance.unc.edu/student-accounts-and-university-receivables/student-account-services/student-billing.html](http://finance.unc.edu/student-accounts-and-university-receivables/student-account-services/student-billing.html).

### FINANCIAL ASSISTANCE

Dental hygiene students are eligible for all funds available for undergraduate students, including federal and University grants, state grants, University scholarships, federal and University loans and college work-study employment. To be considered for aid from these sources, students must complete the University's financial aid application process. Application materials and further information about these programs may be obtained from: UNC Office of Scholarships and Student Aid, The University of North Carolina at Chapel Hill, P.O. Box 1080, Chapel Hill, NC,

27514-1080. In addition to the regular aid programs, dental hygiene students are given special consideration for assistance through the following funds:

*Alberta B. Dolan Scholarship Fund:* This scholarship honors the school's first dental hygiene director. The UNC Dental Hygiene Alumni Association selects a recipient for an award from this fund each year from rising second-year dental hygiene students who submit applications for this scholarship.

*Linda Paschall Jarvis Scholarship Fund:* This scholarship honors the late Linda Paschall Jarvis, a 1975 graduate of the school's dental hygiene program. Recipients are selected based on their academic performance, financial need and on a letter of recommendation from at least one dental hygiene faculty member. Preference is given to a graduate of Ashbrook High School in Gastonia.

*Markie Thomas Scholarship Fund:* This scholarship honors the late Markie Thomas, a 1973 dental hygiene graduate. The scholarship goes to a second-year dental hygiene student, and selection is based on demonstrated service, financial need and academic merit.

*Anonymous Donor Scholarship:* Funds are provided to the Office of Scholarships and Student Aid annually from an anonymous source to provide scholarships for needy and deserving students in the dental hygiene programs at the School of Dentistry. Residents of the following southeastern states are given consideration for these funds: Virginia, North Carolina, South Carolina, Tennessee, Georgia, Florida, Alabama, Mississippi and Louisiana. For the purpose of demonstrating need, interested students must complete the University's financial aid process. No other application is necessary to be considered for an award from this fund.

*North Carolina Student Loan Program for Health, Science and Mathematics:* The North Carolina State Education Assistance Authority offers loans to residents of North Carolina majoring in dental hygiene. Comprehensive information on this loan program is available at [www.nceaa.edu/HSM.htm](http://www.nceaa.edu/HSM.htm).

## WITHDRAWAL

Procedures and policies governing withdrawal from the curriculum for dental hygiene comply with the regulations of the University (as cited in the Undergraduate Bulletin, [www.unc.edu/ugradbulletin](http://www.unc.edu/ugradbulletin)).

## ACADEMIC OPPORTUNITIES BEYOND THE DENTAL HYGIENE DEGREE

Students who successfully complete their bachelor's degree in

dental hygiene and wish to continue their education may consider a variety of educational options at the graduate level.

## Dental Assisting Program

The School of Dentistry offers a 10-month program of study leading to a certificate in dental assisting. The course of study is well integrated with the other programs in the School of Dentistry and provides excellent preparation for a satisfying career as a member of the dental health team.

The program is fully accredited by the Commission on Dental Accreditation of the American Dental Association. Upon successful completion of the program, the student is eligible to take the National Certification Examination offered by the Dental Assisting National Board.



*Dental Assisting Students*

## ADMISSION

Application for admission and information concerning the program may be secured under academic programs on the dental school website at [www.dentistry.unc.edu](http://www.dentistry.unc.edu). Graduates of an accredited high school may apply, regardless of race, color, national origin, religion, sex, age or disability.

Enrollment is limited and students are accepted on a competitive basis. Only applicants with a grade point average of 2.5 (on a 4.0 scale) or above will be considered for admission. Selections are based upon scholastic standing, work experience and a demonstrated interest in dental assisting. Applicants are notified of acceptance into the class by the Dental Assisting Committee on Admissions.

Advanced Placement in general science, basic science and clinical science courses will be determined on an individual basis by the academic performance committee.

**GENERAL REQUIREMENTS**

1. A completed dental assisting application includes:
  - an official high school transcript of all courses completed.
  - a list of courses presently in progress.
  - official college transcripts, if applicable.
  - completed application form.
2. Application fee of \$50.
3. Completed Campus Health Services medical forms must be received prior to registration for official clearance.
4. Documentation of required immunizations. (See page 26 for full immunization requirements.)

Acceptance to the dental assisting program is provisional based on satisfactory completion of further requirements, including, but not limited to, background checks.

**CURRICULUM**

The curriculum consists of basic science courses including microbiology, dental and head and neck anatomy, general anatomy and physiology, pathology, nutrition and pharmacology. Clinical science courses include office emergencies, dental materials, preclinical and clinical procedures, preventive dentistry, office management and radiology.

**ACADEMIC PERFORMANCE**

The academic status of each student is reviewed at the end of each term by an academic performance committee. This committee is charged with application of academic regulations.

The faculty reserves the right to recommend dismissal or reclassification of a student who does not, in the faculty’s judgment, show sufficient promise to justify continuation of study, regardless of the student’s grades.

In all instances, students must meet the program’s and University requirements for continued study and graduation. To qualify for a certificate or an undergraduate degree, a student must complete all stated requirements and present passing grades on all work attempted at the University of North Carolina at Chapel Hill.

**TUITION AND FEES**

The University’s Finance Division provides information on many topics related to the tuition, fees and other costs associated with attending the School of Dentistry and its affiliated programs. This information is subject to change each academic year, and interested individuals are encouraged to review the following link periodically for any updates: [finance.unc.edu/asst.-vc--controller/student-accountservices/student-billing.html](http://finance.unc.edu/asst.-vc--controller/student-accountservices/student-billing.html).

Tuition and fees are subject to change without notice. All educational fees are to be paid at the time of registration.

**FINANCIAL ASSISTANCE**

Dental assisting students have the opportunity to apply for diverse types of loans. Further information on loans is available at the University Office of Scholarships and Student Aid website: [www.studentaid.unc.edu](http://www.studentaid.unc.edu).

For additional information regarding financial assistance, contact: Dental Assisting Program, School of Dentistry, CB #7450, University of North Carolina at Chapel Hill, Chapel Hill, NC, 27599-7450.

**WITHDRAWAL**

Procedures and policies governing withdrawal from the dental assisting program must comply with academic performance committee regulations. Failure to complete appropriate withdrawal procedures will jeopardize future readmission and academic standing in the program.

**DISCLOSURE INFORMATION REQUIRED BY THE U.S. DEPARTMENT OF EDUCATION FOR GAINFUL EMPLOYMENT PROGRAMS**

Occupation - Dental Assisting

U.S. Department of Labor’s Standard Occupational Code (SOC) — 31–9091.00  
<http://www.onetonline.org/link/summary/31-9091.00>

Program Costs

The program costs/COA (cost of attendance) is as follows. These numbers represent figures from summer 2010, fall 2010, and spring 2011.

Tuition/Fees	\$ 2,826.00
Room/Board	10,506.00
Books/Supplies	1,268.00
Travel	1,412.00
Miscellaneous	2,110.00
Health Insurance	724.00
Total	\$18,846.00

Completion Rate

- Nineteen students graduated from the most recent graduating class in May 2011.
- Eighteen of these graduates (95%) completed the program within the “normal” time.

Job Placement Rate

At the time of this report (June 22, 2011) twelve graduates (63%) are employed as dental assistants.

Median Loan Debt Incurred

The median loan debt for the graduating class of 2011 is as follows:

- Title IV Debt \$3,771
- Private Debt \$ 0
- Institutional Financing \$ 0

## Appendix A

### UNIVERSITY REGULATIONS AND POLICIES

*Information on the following University policies can be found online at the UNC Graduate Record website at [www.unc.edu/gradrecord/appendix1.html](http://www.unc.edu/gradrecord/appendix1.html):*

Equity in Athletics Disclosure Act  
 Expulsion  
 Family Educational Rights and Privacy Act  
 Fireworks, Firearms and Other Weapons  
 Immunization Requirement  
 Military Tuition Benefit  
 North Carolina Teachers Tuition Benefit  
 Policy on Illegal Drugs  
 Proration of Tuition  
 Residence Status for Tuition Purposes  
 Student Right-to-Know Act  
 Students' Education Records at the Office of the President, The University of North Carolina: Annual Notification of Rights  
 Tuition Waiver for Family Members of Deceased or Disabled Emergency Workers  
 UNC Campus Scholarships Programs - Undergraduates (effective July 1, 2003)  
 UNC Campus Scholarships Programs - Doctoral and Law

*Information on the following University policies can be found online at the UNC Undergraduate Bulletin website at [www.unc.edu/ugradbulletin/regulations.html](http://www.unc.edu/ugradbulletin/regulations.html):*

Alcoholic Beverages  
 Code of the University of North Carolina  
 Commercial Activities  
 Emergency Disciplinary Action  
 Housing and Residential Education  
 Transportation and Parking

### POLICY ON PROHIBITED HARASSMENT AND DISCRIMINATION

([www.unc.edu/campus/policies.html](http://www.unc.edu/campus/policies.html))

#### I. Policy Statement

The University of North Carolina at Chapel Hill is committed

to providing an inclusive and welcoming environment for all members of our community. In accordance with its Policy Statement on Nondiscrimination (see below), the University of North Carolina at Chapel Hill does not discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of an individual's race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression (hereinafter his/her "protected status").

The University recognizes the rights of all members of the University community to learn and work in an environment that is free from harassment and discrimination based on his/her protected status as described above. Any harassment or discrimination of University students, and employees, including faculty, EPA non-faculty, SPA employees, postdoctoral scholars and student employees, is prohibited.

This policy also prohibits retaliation against an individual who in good faith utilizes the procedures herein included as appendices and/or participates in any investigation related to an allegation of prohibited harassment or discrimination.

The complete text of the Policy Statement on Non-Discrimination is located at [www.unc.edu/campus/policies/nondiscrim.html](http://www.unc.edu/campus/policies/nondiscrim.html).

#### II. Resources for Information and Assistance

The Equal Opportunity/ADA Office has primary responsibility for administering this policy, but questions, concerns and/or complaints may be addressed to any of the following offices: the Dean of Students Office, the Office of Human Resources, the Academic Personnel Office, the University Ombuds Office, the Office of Disability Services, the Office of Diversity and Multicultural Affairs or to the respective chairs of the student, faculty and EPA non-faculty grievance committees.

Individuals in these offices are prepared to help all members of the University community understand the policy, including

providing training and information and assisting units who wish to participate in online training. They are able to explain the options available for resolving concerns related to alleged harassment or discrimination in academic or work settings at the University, including use of the procedures in the publication in Section I above. All offices receiving complaints of harassment or discrimination must notify the Equal Opportunity/ADA Office.

**POLICY STATEMENT ON NONDISCRIMINATION**

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the University’s policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, gender, national origin, age, religion, creed, disability, veteran’s status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. A copy of the University’s EPA and SPA Equal Opportunity Plans are available on the University’s website at [www.unc.edu/depts/eoada/](http://www.unc.edu/depts/eoada/).

Any inquiries regarding the University’s nondiscrimination policies should be brought to the attention of one of the following administrators, as noted:\*

<b>Discrimination in employment or educational programs and activities</b>	<b>University EEO/ADA Officer</b> CB# 9160, 100 Pettigrew Hall Chapel Hill, NC 27599-9160 919-966-3576
<b>Discrimination in employment</b>	<b>Vice Chancellor for Human Resources</b> CB #1000, 300 South Building Chapel Hill, NC 27599-3000 919-962-1554
	<b>Academic Personnel Office</b> CB# 8000, 218 South Building Chapel Hill, NC 27599-8000 919-843-6056

<b>Discrimination involving students</b>	<b>Dean of Students</b> CB# 5100, 450 Ridge Road, Suite 1106 Student Academic Services Bldg. Chapel Hill, NC 27599-5100 919-966-4042
<b>Sex discrimination in educational programs and activities</b>	<b>University Title IX Officer</b> CB# 9160, 100 Pettigrew Hall Chapel Hill, NC 27599-9160 919-966-3576

The University’s Office of Counseling and Wellness Services can be reached at 919-966-3658 and is available to provide confidential assistance to students. The University’s Ombuds Office can be reached at 919-843-8204 and is available to provide confidential assistance to employees.

*\*The University’s policy prohibiting discrimination on the basis of sexual orientation, gender expression and gender identity does not apply to the University’s relationships with outside organizations, including the federal government, the military, ROTC and private employers.*

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Although the publisher of this bulletin has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or errors occasioned by mistakes. The publisher has attempted to present information which, at the time of preparation for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations and requirements of the University. However, it does not establish contractual relationships. The University reserves the right to alter or change any statement contained herein without prior notice. Send all undeliverable copies and changes of address to The University of North Carolina at Chapel Hill, Chapel Hill, NC, 27599.

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## Appendix B

### COURSES IN D.D.S. CURRICULUM

The curriculum is under continuous review and is subject to change at any time upon approval of the faculty and the Curriculum Committee.

First Year		
	Subject	Semester Hours
Fall	Social and Ethical Issues in Dental Practice DENT100	2
	Gross Anatomy DENT102	4
	Biochemistry DENT103	5
	Microscopic Anatomy DENT104	4
	Dental Anatomy DENT105	4
	Dental Materials Science DENT106	2
	Information Management DENT118	1
	<b>TOTAL</b>	<b>22</b>

	Subject	Semester Hours
Spring	Epidemiology and Prevention I DENT101	1
	Prevention II DENT111	2
	Conservative Operative Dentistry DENT112	5
	Introduction to Preventive Therapies and Periodontal Scaling DENT113	1
	Physiology DENT114	4
	Microbiology DENT115	4
	Oral Biology DENT116	4
	Introduction to Occlusion DENT117	1
	<b>TOTAL</b>	<b>22</b>

	<b>Subject</b>	<b>Semester Hours</b>
Summer	Introduction to Patient Management DENT121	3
	Fundamentals of Periodontology DENT122	1
	Introduction to Oral Diagnosis DENT124	2
	Introduction to Radiology DENT125	2
	Growth and Development DENT126	2
	Introduction to Pathology I DENT127	3
	Introduction to Oral and Maxillofacial Pathology DENT128	1
	<b>TOTAL</b>	<b>14</b>

## Second Year

	<b>Subject</b>	<b>Semester Hours</b>
Fall	Basic Pharmacology DENT200	3
	Behavior Management: Children/Developmentally Disabled DENT201	1
	Periodontal Diseases DENT203	1
	Fixed Prosthodontics I: Single Unit Restorations DENT204	6
	Medical Emergencies/Local Anesthesia DENT205	2
	Applied Growth and Development DENT206	2
	Pulp Biology DENT208	1
	Treatment Planning I DENT209	1
	Systemic Pathology DENT214	2
	<b>TOTAL</b>	<b>19</b>

	<b>Subject</b>	<b>Semester Hours</b>
Spring	Pathology II DENT202	2
	Behavior, Communication and Culture: Adolescent/Adult DENT210	1
	Fixed Prosthodontics DENT211	6
	Removable Prosthodontics I DENT212	5
	Biomechanics and Preclinical Orthodontics DENT213	2
	Health Care System DENT217	1
	Basic Pharmacology II DENT228	1
	Clinical Fixed Prosthodontics DENT231S	1
	Clinical Operative Dentistry DENT232S	1
	Clinical Radiology DENT233S	1
	Clinical Pediatric Dentistry DENT235S	1
	Clinical Periodontics DENT236S	1
	Preventive Recall Service DENT239S	1
	Treatment Planning Service DENT241S	1
	Patient Management DENT299S	1
	<b>TOTAL</b>	<b>26</b>

	<b>Subject</b>	<b>Semester Hours</b>
Summer	Preclinical Endodontics DENT220	3
	Behavior Management: The Elderly DENT221	1
	Advanced Periodontal Therapy DENT224	1
	Removable Prosthodontics II DENT225	3
	Clinical Microbiology DENT226	2
	National Board Part I DENT227	1
	Clinical Fixed Prosthodontics DENT231X	1
	Clinical Operative Dentistry DENT232X	1
	Clinical Radiology DENT233X	1
	Clinical Orthodontics DENT234X	1
	Clinical Pediatric Dentistry DENT235X	1
	Clinical Periodontics DENT236X	1
	Preventive Recall Service DENT239X	1
	Treatment Planning Service DENT241X	1
	Patient Management DENT299X	2
	<b>TOTAL</b>	<b>21</b>

<b>Third Year</b>		
	<b>Subject</b>	<b>Semester Hours</b>
Fall	Advanced Operative Dentistry DENT302	2
	Evidence-Based Periodontics DENT303	1
	Oral Medicine I DENT304	1
	Growth and Development DENT305	2
	Surgery DENT306	3
	Radiologic Interpretation DENT308	2
	Internal Medicine for Dentists DENT309	2
	Dental Implants DENT320	3
	Growth and Development DENT324	1
	Clinical Endodontics DENT330F	1
	Clinical Fixed Prosthodontics DENT331F	1
	Clinical Operative Dentistry DENT332F	1
	Clinical Radiology DENT333F	1
	Clinical Orthodontics DENT334F	1
	Clinical Pediatric Dentistry DENT335F	1
	Clinical Periodontics DENT336F	1
	Clinical Removable Prosthodontics DENT337F	1
	Clinical Surgery DENT338F	1
	Treatment Planning Service DENT341F	1
	Patient Management DENT399F	2
	<b>TOTAL</b>	<b>29</b>

	<b>Subject</b>	<b>Semester Hours</b>
Spring	Clinical Pharmacology DENT310	1
	Management of Radiologic Environment DENT311	1
	Comprehensive Treatment Planning DENT312	1
	Dental Practice Management DENT314	2
	Surgery DENT315	1
	Endodontic Didactics DENT316	1
	Geriatric Dentistry DENT318	1
	Oral Medicine II DENT319	1
	Substance Abuse DENT321	1
	TMJ and Craniomandibular Disorders DENT417	2
	Clinical Endodontics DENT330S	1
	Clinical Fixed Prosthodontics DENT331S	1
	Clinical Operative Dentistry DENT332S	1
	Clinical Radiology DENT333S	1
	Clinical Orthodontics DENT334S	1
	Clinical Pediatric Dentistry DENT335S	1
	Clinical Periodontics DENT336S	1
	Clinical Removable Prosthodontics DENT337S	1
	Clinical Surgery DENT338S	1
	Treatment Planning Service DENT341S	1
	Patient Management DENT399S	2
	<b>TOTAL</b>	<b>24</b>

	<b>Subject</b>	<b>Semester Hours</b>
Summer	Clinical Endodontics DENT330X	1
	Clinical Fixed Prosthodontics DENT331X	1
	Clinical Operative Dentistry DENT332X	1
	Clinical Radiology DENT333X	1
	Clinical Orthodontics DENT334X	1
	Clinical Pediatric Dentistry DENT335X	1
	Clinical Periodontics DENT336X	1
	Clinical Removable Prosthodontics DENT337X	1
	Clinical Surgery DENT338X	1
	Treatment Planning Service DENT341X	1
	General Dentistry DENT345	6
	Patient Management DENT399X	2
	<b>TOTAL</b>	<b>18</b>

<b>Fourth Year</b>		
	<b>Subject</b>	<b>Semester Hours</b>
Fall	Team Dentistry Concepts DENT322	1
	Community and Hospital Rotations DENT401	2
	Ethical and Legal Aspects of Dental Practice DENT410	1
	Clinical Pathology Conference DENT413	2
	Critical Thinking in General Dentistry DENT418	2
	Advanced Fixed Prosthodontics DENT423	1
	Clinical Endodontics DENT430F	1
	Clinical Radiology DENT433F	1
	Clinical Orthodontics DENT434F	1
	Clinical Pediatric Dentistry DENT435F	1
	Clinical Surgery DENT438F	1
	Clinical Geriatric Dentistry DENT442F	1
	General Dentistry DENT445F	6
	Patient Management DENT499F	3
	<b>TOTAL</b>	<b>24</b>

	<b>Subject</b>	<b>Semester Hours</b>
Spring	Critical Thinking in General Dentistry DENT419	2
	Clinical Endodontics DENT430S	1
	Clinical Radiology DENT433S	1
	Clinical Orthodontics DENT434S	1
	Clinical Pediatric Dentistry DENT435S	1
	Clinical Surgery DENT438S	1
	Clinical Geriatric Dentistry DENT442S	1
	General Dentistry DENT445S	6
	Patient Management DENT499S	3
	<b>TOTAL</b>	<b>17</b>

## Appendix C

### COURSES IN DENTAL HYGIENE CURRICULUM

#### Fall (First-Year Dental Hygiene)

CBIO 741 Introduction to Human Anatomy (3). This course serves as an introduction to the anatomy of the human body. The course covers anatomical structures and their relationships for most regions of the body, with a particular emphasis on structures of the head and neck. Students will leave this course not only with knowledge of the structure and relationships among parts of the body, but will also be conversant with anatomical terminology that will be used in other basic science courses and in their clinical practice.

DHYG 241 Nutrition (2). Course content addresses the principles and practices of human nutrition as applied to the nutritional needs of individuals at any point in the health illness continuum, throughout the lifespan and across diverse cultural groups. Analysis of diet and application of diet modification strategies to assist in attaining and maintaining optimum oral health are stressed.

DHYG 252 Dental Radiology (3). This course is designed to provide the student with a basic understanding of theories and principles in dental radiography. Lectures, seminars and preclinical laboratories will be used to prepare the student on the use of ionizing radiation in dentistry.

DHYG 253 Dental Anatomy (2). This course is designed to provide opportunities for the student to learn the structure, morphology and function of the teeth and their supporting structures. Lectures, labs and identification exercises are incorporated. These will emphasize normal clinical appearance of the teeth and oral tissues as they apply to clinical dental hygiene.

DHYG 257 Introduction to Dental Hygiene (2). This course will provide the student with the basic concepts and theories related to the performance of clinical dental hygiene. The course will provide an introduction to the UNC School of Dentistry patient care system. Opportunities will be provided for the student to identify his/her role as a dental hygienist with an emphasis on personal and professional development.

DHYG 257L Preclinical Dental Hygiene (3). Laboratory exercises will allow for the development of competency in technical and judgmental skills necessary for clinical procedures. Peer patient experience will provide an introduction to the patient care system. Opportunities will be provided for the student to identify their role as a dental hygienist with an emphasis on personal and professional development.

#### Spring (First-Year Dental Hygiene)

DHYG 261 Dental Pharmacology (2). A survey course of pharmacology with emphasis on general principles and pharmacological action of and adverse reactions to commonly used drugs, especially those used in dentistry. The effect of drugs used to treat common medical problems on dental patients is also emphasized.

DHYG 262 Dental Health Education (2). This course should prepare students to assess, develop, implement and evaluate preventive dental services for individual patients and groups within the community. The course will explore cognitive, affective and psychomotor skills which must be developed to produce a knowledgeable health professional. During the course of the semester the student will be assisted in developing a personal philosophy regarding his/her role in the prevention of oral diseases and demonstrate a personal commitment to proper oral hygiene. Instruction in four areas will be presented which include preventing disease, behavior modification, communication skills and patient management skills.

DHYG 263 Periodontology (2). This course includes a study of basic oral histology and embryology with an in-depth study of the anatomy and histology of the periodontium and changes that occur in the presence of disease processes. Pathogenesis and etiology of periodontal diseases and mechanisms of tissue destruction are also emphasized. Clinical management of periodontal patients is covered.

DHYG 264 Histology (1). This course includes a study of basic orofacial histology and embryology with emphasis on clinical application.

DHYG 265 Dental Materials (3). This course provides a sound knowledge base in the science of dental materials. The student is introduced to the physical, mechanical, electrical and biological characteristics of dental materials. Emphasis is placed on why specific materials are used rather than solely upon the techniques of manipulating materials. The primary goal of this course is to enhance the student's ability to make clinical judgments regarding the application of dental materials and the ways in which these materials react to the oral environment. The clinical application of dental materials and its relationship to the oral environment and the scope of practice of dental hygiene are emphasized in lectures and labs.

DHYG 267 Dental Hygiene Theory (3). This course provides the student with an expanded knowledge of clinical dental hygiene. Lecture/laboratory topics will include fluoride and other preventive agents, topical and local anesthesia, dental caries etiology and detection, management of dental office medical emergencies, nitrous oxide, air abrasives and dental assisting skills. The course also includes a seminar component introducing the student to various specialties in dentistry.

DHYG 267L Clinical Dental Hygiene (3). This course is designed to provide the student with continued experience in and knowledge of clinical dental hygiene. Clinical experiences will provide the opportunity to employ basic preventive skills and professional behavior.

DHYG 414 Radiographic Interpretation (1). This course is designed to provide the student with an understanding of theories and principles used in the systematic analysis of dental radiographic images. Lectures and self-instructional resources will be used to expose the student to a variety of diagnostic images representing normal anatomic appearances.

### **Fall (Second-Year Dental Hygiene)**

DHYG 351 General and Oral Pathology (3). This course is designed to give the student an understanding of basic pathology and the recognition of abnormalities in the oral regions. Common oral disease conditions and conditions which alter routine dental care are covered.

DHYG 352 Community Dental Health (3). This course is designed to aid dental hygiene students in realizing their potential as dynamic members of the community. Instruction, activities and assignments will strengthen the students' understanding of and ability to work effectively with a variety of people and

organizations within a community. Emphasis will be placed on community assessment and diagnosis, program planning, implementation and evaluation, school screening, and existing dental health programs.

DHYG 357 Clinical Dental Hygiene (5). Students will begin to prepare for the transition from dental hygiene student to registered dental hygienist. Students will be provided guidance in increasing clinical competency in basic dental hygiene skills and problem solving. Emphasis will be placed on comprehensive patient care.

DHYG 401 Oral Microbiology (2). This course emphasizes the microbiological and immunological factors impacting not only the oral environment but the entire human body. Emphasis is placed on clinical applications of microbiology and immunology, which may include some laboratory experiences.

DHYG 402 Special Care in Dentistry (2). This course is designed to provide the student with an understanding of the physiological, psychological and sociological aspects of treating patients with special needs. Lectures, self-instructional materials and hands-on experiences will be used to prepare the student to provide dental care to these special population groups.

DHYG 403 Current Concepts in Periodontics (2). Current concepts of factors involved in the occurrence and treatment of periodontal disease will be studied through lectures, case presentations and the periodontal literature. Special emphasis will be placed on the potential role of the dental hygienists in periodontal therapy.

### **Spring (Second-Year Dental Hygiene)**

DHYG 362 Community Dental Health Internship (1). This course is designed to help the senior dental hygiene student to apply the knowledge gained in DHYG 352 about assessing, planning, implementing and evaluating a dental health program plan for an assigned community of people. The assigned communities include Smart Start Centers, Senior Centers and Nursing and Rehabilitation Centers. Students will work in groups to visit the assigned centers and develop and carry out a dental health program during the semester. Evaluation of this course will be through the development of a manual, site evaluation and self evaluation.

DHYG 367 Clinical Dental Hygiene (4). This course is designed to prepare the learner for the transition from student to practitioner. Didactic topics will include a review of the North Carolina dental laws and regulations, recall and office management systems, professional liability, interviewing and team building. The clinical portion of this course is designed to help each student reach

clinical competency and prepare for clinical practice.

DHYG 363 Dental Ethics and Jurisprudence (1). This course is designed to present ethical problems in dentistry and to suggest approaches to their resolution. Emphasis will be placed on ethical theory, moral reasoning and behavior, ethical decision making, ethical issues in third party financing and discussing harassment. Case studies will be utilized to discuss various approaches to ethical decision making.

DHYG 404 Dental Hygiene Specialty Practicum (5). This course is a culmination of in-depth study in dental hygiene. Through lectures and a series of specialized laboratory, clinical, pediatric dentistry, geriatric dentistry, hospital and/or community dental experiences at selected on and off-campus training sites, the expanding role of the dental hygienist in health care delivery systems is emphasized.

### **Dental Hygiene Electives**

DHYG 411 Death and Dying During Life's Experience (1). This course is designed to provide the student with an awareness of the death and dying process. Emphasis will be placed on how the individual views death, societal views of death, coping with death and dying, the grieving process, the funeral process and working with terminally ill patients. An optional field trip will be scheduled to a local funeral home and/or crematorium.

DHYG 415 Advanced Clinical Dental Hygiene (1-3). This course will include a series of seminars and clinical opportunities in a selected dental setting which will provide the student with an in-depth experience in patient management and the development of advanced clinical skills. Self-instructional modules are available for review of clinical techniques for various procedures if needed.

DHYG 417 Introduction to Dental Office Management (1). This online course is designed to introduce the student to dental office management and teach the student necessary skills to function as a productive dental team member. Emphasis will be placed on the practical aspects of office management and team building. Course content will focus on hiring and firing, computers, insurance, risk management, conflict resolution and marketing strategies.

DHYG 418 Current Topics in Dental Hygiene (1). This course is designed to help the dental hygiene student identify and explore current issues and topics related to dentistry and specifically to dental hygiene. The course will take the format of a study club and will involve student participation in the identification and discussion of the topic selected.

DHYG 419 Research Methodology (1). This course will include topics designed to familiarize the student with the research process from planning a research project and implementing the research plan to evaluating results obtained. The primary emphasis will be on relating topics to research in dentistry and dental hygiene. Each student will participate in a research project on a selected topic.

DHYG 422 Dental Hygiene Service Learning (2). The course is designed to provide the student with service learning experiences to provide oral health screenings, patient education/oral hygiene instructions, and referral services in community-based setting serving special needs individuals. The course will allow the student to integrate and apply a broad scope of curriculum content knowledge and clinical skills in a community-based setting. Faculty mentors will facilitate the service learning opportunities with those students selected for participation in this course. The students will develop projects designed to meet the needs of the community organization clients.

DHYG 423 Community-Based Dental Hygiene Service Learning (1-3). This course will include a variety of clinical or community opportunities in a selected community setting which will provide the student with an in-depth experience in community-based dental hygiene care and the development of skills necessary for functioning as a member of an interdisciplinary team. Self-instructional modules are available for review of clinical techniques for various procedures if needed. (Participants must be certified in CPR.)

## Appendix D

### COURSES IN DENTAL HYGIENE DEGREE COMPLETION CURRICULUM

*Course descriptions not provided below are given in Appendix C of this document.*

DHYG 401 Oral Microbiology

DHYG 402 Special Care in Dentistry

DHYG 403 Current Concepts in Periodontics

DHYG 404 Dental Hygiene Specialty Practicum

DHYG 414 Radiographic Interpretation

DHGY 419 Research Methodology

DHYG 424 Educational Foundations and Theory (3). This course is designed to explore various education concepts such as philosophies, communication, methods of presentation, testing and measurement. Emphasis will be placed on the practical application of theory.

DHYG 411 Death and Dying During Life's Experience (Elective)

DHYG 415 Advanced Clinical Dental Hygiene (Elective)

DHYG 418 Current Topics in Dental Hygiene (Elective)

DHYG 421 Introduction to Clinical Teaching (Elective). This course is designed to prepare bachelor of science degree level students to function as a clinical instructor. The content will emphasize techniques and skills necessary for providing effective clinical instruction and evaluation. Other content to be covered will include counseling, faculty ethics, faculty calibration and regulations governing dental hygiene education. The course will include classroom discussion/activities in addition to clinical observations and hands-on experiences. Must hold a NC Dental Hygiene license.

DHYG 422 Dental Hygiene Service Learning (Elective)

DHYG 423 Community-Based Dental Hygiene Service Learning (Elective)

DHYG 425 Research Methodology II (3). A continuation of DHYG 419. Each student will gain IRB approval, if appropriate, and implement a research project on a selected topic. Data will be analyzed and findings reported. (Elective)

DHYG 427 Use of Complementary and Alternative Therapies (2). Available online. This course will explore alternative medicine systems, mind-body interventions, biologically based therapies, manipulative and body-based methods and energy therapies that patients may report using. Alerts and advisories regarding information on drug interactions, harmful side effects and public health advisories will be introduced. (Elective)



## Academic Calendar

<b>Fall Semester 2011</b>	
Orientation/Registration (DDS) 1st Year	Aug. 17–19
Orientation/Registration (DH) 1st Year	Aug. 19–22
Orientation/Registration (DH) 2nd Year	Aug. 19–22
Orientation/Registration (DDS) 2nd Year	Aug. 22
Orientation (DA)	Aug. 22–23
Classes/Clinics Begin (DDS)	Aug. 22
Classes/Clinics Begin (DH)	Aug. 23
Classes Begin (DA)	Aug. 24
Clinics Begin (DA)	Aug. 29
University Holiday	Sept. 5
CITA-DENTAL HYGIENE ONLY MAKE-UP	Sept. 17
(No Clinics DDS, DH, DA)	Sept. 16 (Tentative)
University Day	Oct. 12
(Classes cancelled 10:00 a.m. – 1:00 p.m./Clinics open — DH/ DA/ DDS)	
Fall Recess (DDS 1 & 2)	Oct. 21
Fall Recess (DH/DA)	Oct. 20– Oct. 21
4th year Multidisciplinary Competency Assessment (No a.m. Classes DDS 4)	Nov. 2
Dental Seminar Day (No Classes/Clinics DDS 4)	Nov. 18
University Thanksgiving recess	Nov. 23–Nov. 25
Classes/Clinics End (DA)	Dec. 2
Classes End (DH)	Dec. 7
Final Exams (DDS/DA)	Dec. 5– Dec. 9
Classes End (ADE)	Dec. 9
Final Exams (DH)	Dec. 9– Dec. 16
Final Exams (ADE)	Dec. 12– Dec. 16
Mock Board	Dec. 14–15 (Tentative)
Teaching Committee Grade Review	Dec. 15
Clinics End (DDS/ADE)	Dec. 16
Academic Performance (DH)	Dec. 16
Academic Performance (DDS)	Dec. 19
Commencement	Dec. 18

<b>Spring Semester 2012</b>	
Classes/Clinics Begin (DDS/ADE)	Jan. 3
Orientation (DA)	Jan. 3
Classes/Clinics Begin (DA)	Jan. 4
Orientation (DH)	Jan. 6
Dental Hygiene Commitment Ceremony	Jan. 8
Classes Begin (DH)	Jan. 9
University Holiday	Jan. 16
CITA Exam	Feb. 24– Feb. 25 (Tentative)
No Clinics (DDS/DH/ DA)	Feb. 23 (p.m.) –Feb. 24
Dental Research in Review No Classes/Clinics (DDS/DH/DA)	Feb. 29
Spring Break (DH)	Mar. 5– Mar. 9
Spring Break (DDS/DA)	Mar. 19– Mar. 23
ADEA Meeting	Mar. 17– Mar. 21
AADR Meeting	Mar. 21– Mar. 24
White Coat Ceremony	Mar. 30 (Tentative)
University Holiday	Apr. 6
Classes End (DDS/DA)	Apr. 13
Clinics End (DA)	Apr. 13
Clinics End (DDS)	Apr. 20
Classes End (ADE)	Apr. 20
Final Exams (DDS/DA)	Apr. 16– Apr. 20
Final Exams (ADE)	Apr. 23– Apr. 27
Final Exams (DH)	Apr. 27–May 4
Classes/Clinics End (DH)	Apr. 25
Teaching Committee Grade Review (DDS)	Apr. 26
CITA Exam	Apr. 27–Sat. Apr. 28 (Tentative)
No Clinics (DDS/DH/DA)	Apr. 26 (p.m.) – Apr. 27
Academic Performance Committee (DDS)	Apr. 30
Academic Performance Committee (DH)	May 4
Commencement	May 11

## Summer Semester 2012

Classes/Clinics Begin (DDS)	May 7
Extramural Rotations (DDS 3 Groups B & C)	May 7–June 1
NC Dental Society Meeting	May 17–May 18
No Classes/Clinics (DDS 1, 2 & 3)	
University Holiday	May 28
Extramural Rotations (DDS 3 Groups A & D)	Jun. 4–Jun. 29
CITA-DENTAL HYGIENE ONLY	Jun. 8–9 (Tentative)
Clinics Closed	Jun. 7 (p.m.) – Jun. 8
No classes (DDS 1 & 2)	Jun. 8
Orientation (DA)	Jun. 29
Classes Begin (DA)	Jul. 2
University Holiday	Jul. 4
Clinics (DDS 3 Groups A, B, C & D)	Jul. 2– Jul. 13
Classes End (DDS 1 & 2)	Jul. 6
Final Exams (DDS 1 & 2)	Jul. 9–Jul. 13
Clinics End (DDS 1 & 2)	Jul. 13
Extramural Rotations (DDS 3 Groups A, B, C & D)	Jul. 16– Aug. 10
Teaching Committee Grade Review	Jul. 19
Academic Performance Committee	Jul. 23
Classes End (DA)	Aug. 3
Final Exams (DA)	Aug. 6–Aug. 10



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