DDS ACADEMIC POLICIES
AND PROCEDURES MANUAL

UNC SCHOOL OF DENTISTRY

This manual applies to students in the DDS Educational Program.

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POLICIES AND PROCEDURES FOR THE
DDS EDUCATIONAL PROGRAM

I. ADMINISTRATION OF THE CURRICULUM

A. Curriculum Committee

The Curriculum Committee is composed of:
Associate Dean for Education, Chair
Associate Dean for Clinical Affairs
Assistant Dean for Admissions and Predoctoral Education
Assistant Dean for Student Affairs
Teaching Committee Coordinators
Program Director, Dental Hygiene
Two basic science representatives (appointed by the Dean)
Faculty representatives from each department (appointed by the Dean)
Four students (one from each year, who serve until graduation, appointed by the
Associate Dean for Education)

1. Responsibilities of the Curriculum Committee:
The Committee meets monthly throughout the year and is charged with these responsibilities:
a. Systematic review and approval of didactic, preclinical, and clinical curricula
   in the dental and allied dental education programs (vertical integration);
b. Periodic review and approval of the content of the core curriculum to
   minimize repetition and assure appropriateness of emphasis, presentation
   mode, and sequencing;
c. Periodic review and approval of prerequisites;
d. Periodic review of elective courses for appropriateness of breadth and
   quantity, number of hours required, and content of courses offered;
e. Recommend addition or deletion of courses;
f. Approve changes in clinical requirements or major changes to competency
   assessments; and
   g. Approval of new courses.

Note: 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 requirements 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 catalog in effect 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.
B. Teaching Committees

Each of the three Teaching Committees (First-Year, Second-Year, and combined Third/Fourth-Year) consists of the course directors for that year of the curriculum and elected student representatives from the appropriate classes. The chairs of these committees, who are appointed by the Associate Dean for Education, meet with the Associate Dean for Education (or designate) on a regular basis throughout each semester. Two student representatives are elected by each of the first- and second-year classes. One student is elected from each of the third- and fourth-year classes.

The Teaching Committees are charged with monitoring their respective year(s) of the DDS curriculum. They may elect to divide into subcommittees by semester in order to carry out their responsibilities more effectively. The Teaching Committees are advisory to the Academic Performance Committee.

1. Responsibilities include:
   a. Review and make recommendations regarding changes within courses for the year, including content, topic sequence, type of instruction, and instructors (horizontal integration);
   b. Review course content for repetition within the year and make recommendations regarding content;
   c. Review and make recommendations regarding course policies on attendance and evaluation;
   d. Review and facilitate course scheduling within the year when requested by course directors;
   e. Review and make recommendations on requests from course directors to exempt students from courses if the students have completed comparable work earlier;
   f. Monitor progress of students for early identification of students having academic difficulties and needing early remediation;
   g. Apprise the Office of Academic Affairs of students in academic difficulty. Such notification does not take the place of reporting directly from course directors to these students via Academic Comment Forms or other means. This monitoring is intended to identify students having difficulty in more than one course;
   h. Review and make recommendations for remediation plans for students receiving final grades of F in courses at the end of the semester;
   i. Review student performance at the end of each semester. Provide any pertinent information to the Academic Performance Committee on students having academic or clinical difficulties, including recommendations regarding disposition of specific students;
   j. Review and make recommendations for students who may need educational enhancements; and
   k. Make recommendations to the Curriculum Committee on policies affecting education programs.
C. Exam Policies

1. Guidelines
   a. Single evaluation vs. multiple evaluations: It is recommended that course grades are not based on a single examination (assessment), such as a final exam.
   b. Exam format: Examination formats that use case-based scenarios are especially encouraged. When possible, examinations should test not just mere retention of facts, but should test for comprehension, synthesis, and critical thinking. Case-based exams test all these levels and provide practice in the format of the National Board Dental Examinations.
      • The length of time for the exam should be commensurate with the type, complexity, and length of the exam itself.
      • No restroom breaks will be granted other than for extreme emergencies during a one-hour exam.
      • Backpacks and similar items will be stored at a location designated by the course director.
      • Cell phones or other electronic devices, unless required for the exam as directed by the course director, must be powered off or placed in the same location as backpacks, etc.
   c. Question analysis: Objective examination items (multiple choice, true/false, matching, etc.) should be analyzed and items with poor discrimination carefully considered for removal.
   d. Students should be informed of exam results within a reasonable period of time after the examination. Typically, results of optically scanned (Scantron) exams should be provided to students within three working days. Results of essay and similar exams should be provided to students within 10 working days. Course directors do have some discretion for holding results longer, e.g., if some student(s) must take an exam late.
   e. Grades may be posted as long as confidentiality is maintained (i.e., no student can determine the grade received by another student). Students should have their examinations returned to them or have an opportunity to review their examinations so that they can review the items they missed.

2. Exam Schedule
   The schedule for each semester's final exams will be published and distributed with the semester class schedule prior to or at the beginning of each semester.

3. Requests for Changing Exam Schedule
   Any requests for changes in the timing of an individual exam or in the final exam schedule must be made to the appropriate Teaching Committee by a course director or student representative within the time frame designated by the Office of Academic Affairs. Once the examination schedule is finalized, any further proposed changes will only rarely be reviewed and must have the permission of the course director and the entire voting contingent of the class. Any changes in the exam schedule must be approved by the appropriate Teaching Committee.
Course directors may schedule the final examination during the final week of classes, with the exam scheduled during the course's regular class time.

II. EVALUATION OF STUDENT PERFORMANCE AND POTENTIAL
Each student's academic and patient care performances are reviewed throughout the semester. A description of this step-by-step process follows.

A. Faculty and Course Director Evaluations
Student performance will be monitored regularly during the semester by faculty and course directors. This includes student compliance with the School of Dentistry Technical Standards in all academic environments (see Appendix 1). When and where appropriate, faculty and course directors should construct their grading and assessment systems to evaluate students’ attitudinal, behavioral, interpersonal, and emotional attributes; their stamina, intellectual and communication skills; and their visual, auditory, tactile, and motor competencies. If opportunities for improvement are required, the student will be advised and an appropriate course of corrective action(s) will be prescribed by course directors. Course directors should notify the appropriate Teaching Committee when students are identified as having deficiencies. The Academic Comment Memorandum is highly recommended for notifying Academic Affairs and others of deficiencies deemed significant by course directors (https://www.dentistry.unc.edu/wp-content/uploads/2014/08/academic-comment-memo-form1.pdf?b087d9)

B. Course Directors
At the end of each semester, the director of each course, in consultation with the course faculty as necessary, will review student performance according to guidelines established at the beginning of the course. A final grade is assigned for all courses (A–F or P/F). For A–F courses, a 10-point grading scale is standard for the School of Dentistry. At the end of each semester, course directors post final grades. If a student earns a grade of F, the course director, in consultation with appropriate course faculty as needed, will make a recommendation for remediation or provide other comments about the student's performance and potential. The grade and comments will be presented to the appropriate Teaching Committee and the Academic Performance Committee for their review and recommendations.

C. Teaching Committees
All grades, comments, and recommendations from the course directors will be reviewed by the appropriate Teaching Committee. After thorough consideration of all course grades and students' overall performance, the Teaching Committee will forward comments and recommendations to the Academic Performance Committee. The comments and recommendations made by the Teaching Committees are advisory to the Academic Performance Committee. In the absence of recommendations made by the Teaching Committees, the Academic Performance Committee has the authority to make decisions on a student’s recent performance and overall academic record.
D. Patient Care Performance and Patient Care Responsibilities

1. For obvious reasons, evaluation of students’ performance in patient care activities requires special attention. To ensure that patients are being seen in a timely and appropriate fashion and that documentation of patient dental records is thorough, students are enrolled in a Patient Management course. The Patient Care Coordinators and clinical faculty closely monitor and regularly evaluate student performance in patient care. The Patient Management Grades are assigned by the Associate Dean for Clinical Affairs based on patient record audits performed by the students’ Patient Care Coordinators as well as information from other faculty, units, and departments of the School. The Patient Management Manual contains detailed information regarding this process (available in Sakai on the DENT CLINICALS page). Patient Management grades are reported at the end of each semester to the Academic Performance Committee. However, if a student’s performance is deemed questionable or sub-standard at any time during a semester, the Academic Performance Committee reserves the right to evaluate the student’s performance at any time during the semester.

2. For substandard performance, Clinical Affairs will issue the student a patient care warning letter or a failing grade for the semester. Receipt of two warning letters will result in disciplinary action to be determined by the Academic Performance Committee. This may include suspension of clinic privileges or dismissal from the School. If a failing grade is earned, the Academic Performance Committee will authorize a remediation plan, disciplinary action, suspension of clinical privileges, or dismissal. A remediation plan may include, but is not limited to, meetings with the student’s Patient Care Coordinator, increased reporting requirements, or a research paper related to the areas of deficiency.

E. Competency Assessments

1. Successful completion of the DDS program requires that students pass a series of discipline-based independent assessments that evaluate the knowledge, skills and values required of a competent beginning general dentist.

2. Communication Skills Assessment and Remediation Policy:
   a. Grade: Students are observed with a patient or standardized patient using a communication skills performance checklist. This assessment is graded on a Pass/Fail basis;
   b. Remediation and reassessment: Remediation may include reviewing the communication skills checklist and practice with an instructor or standardized patient. To demonstrate remediation, the student will be observed and evaluated again with a patient or standardized patient. Failure of the reassessment or remedial activities will be remanded to the Academic Performance Committee for a review of the student’s academic status.

3. Mock Board Examination (MBE):
   a. All DDS students must pass both the manikin-based and patient-based parts of the MBE;
b. The manikin-based part of the MBE is conducted in the fall semester of the third year. Students must pass or successfully remediate this portion of the MBE to be approved to take the CITA exam. The patient-based part of the MBE is conducted in the fall semester of the fourth year; and
c. Remediation and/or retake of the exam(s) will be required if a student fails one or both sections of the manikin-based exam or the patient-based exam.

III. DDS ACADEMIC STANDING

A. Academic Performance Committee (DDS Performance Review Committee)

1. Academic Performance Committee Composition:
   - Associate Dean for Education (Chair)
   - Associate Dean for Clinical Affairs
   - Department Chairs (or their designees)
   - Teaching Committee Chairs
   - Designated Faculty of General Dentistry Clinic
   - Executive Associate Dean (non-voting)
   - Assistant Dean for Admissions and Predoctoral Education (non-voting)
   - Assistant Dean for Student Affairs (non-voting)
   - Registrar (non-voting)
   - Patient Care Coordinators (advisory, non-voting)

2. Purpose and Functions/Responsibilities:
   The Academic Performance Committee (APC) reviews grades, performance on assessments, professionalism concerns, and recommendations made by the Teaching Committees, the Office of Academic Affairs and the Office of Clinical Affairs. Specifically, the APC:
   a. Reviews academic performance, patient care performance, and compliance with technical standards of all students;
   b. Approves remediation protocols for students receiving a final grade of F if the student is not dismissed;
   c. Approves educational enhancement activities recommended for students by course directors and/or clinic directors;
   d. Approves students for advancement to the next semester, promotion to the next year, academic or patient care probation, reclassification, reductions in schedule, dismissal, or graduation;
   e. Determines placement of Advanced Standing students; and
   f. Reserves the right to review a student’s academic and professional status at any time during the student’s enrollment and take appropriate actions.

B. Promotion

To be eligible for promotion, students must successfully complete all course work and appropriate examinations/competencies, satisfy assigned patient care responsibilities, and comply with the technical standards for the semester under
review. The determination of promotion is made by the Academic Performance Committee.

C. Graduation

1. Eligibility for Graduation:
   To be eligible for graduation, students must:
   a. successfully complete all coursework;
   b. successfully complete all clinical competencies and multidisciplinary exams;
   c. successfully complete all clinical requirements;
   d. successfully complete all mock boards;
   e. successfully pass Part I and Part II of the National Board Dental Examination;
   f. comply with the SOD Technical Standards;
   g. fulfill patient care responsibilities; and
   h. earn a minimum cumulative grade point average of 2.0.

2. A student may not be cleared for graduation until all temporary grades (IN, NG) or an F earned in core didactic or clinical courses are resolved.

3. A graduation clearance form must be completed, signed, and submitted to the Assistant Dean for Admissions and Predoctoral Education in the Office of Academic Affairs.

4. Any financial obligations to the School of Dentistry and University must be resolved. The School of Dentistry will not clear anyone for graduation who has a financial obligation to the School. The University will not release diplomas for any student who has an outstanding account balance with the University Cashier.

D. Academic Excellence

1. Dean’s List
   At the close of each semester, when both didactic and clinic courses have been completed, the students with a semester grade point average which place them in the top 20% of their class, have no didactic or clinical grades lower than a B, have received no patient care warning letters, are not on patient care probation, and have met all technical standards will be placed on the Dean's List. The purpose of this honor is to recognize outstanding academic achievement by dental students. These students will receive a letter from the Dean acknowledging their performance, and this will become part of their dental school record.

2. Doctor of Dental Surgery with Honors
   The degree of Doctor of Dental Surgery with Honors is awarded to students who have achieved an outstanding academic and patient care record as evidenced by an overall grade point average placing them in the top 20% of their class, have received no patient care warning letters, are not on patient care probation, and have met all technical standards.

3. Doctor of Dental Surgery with Distinction in Research
   To be considered for Graduation with Distinction in Research, the following criteria must be met (required: a.; in addition: b. and/or c.):
a. Achievement of an outstanding academic and patient care record as evidenced by an overall grade point average placing the student in the top 20% of his/her class, has received no patient care warning letters, is not on patient care probation, and has met all technical competencies.

b. Achievement of outstanding scholarship/research related to some aspect of dentistry as evidenced by being first author (or having contributed >50% effort toward the research) on a manuscript that has been published, in press/accepted, or submitted for consideration by a peer reviewed journal during the student’s tenure in dental school. The manuscript or reprint must accompany the completed application to Graduate with Distinction. For scholarship/research that has not been published or submitted for publication, the manuscript in preparation must be submitted with the application described below.

c. Other sustained scholarly/research activities or demonstrated scholarly/research leadership within or external to the school [e.g., SRG officer or a sustained and productive research effort that has led to scientific abstracts that were presented by the student at national/international meeting(s)]. The application to Graduate with Distinction must be accompanied by a current curriculum vitae, documentation of abstracts presented, and record of research leadership.

Qualifications to graduate with distinction in research will be reviewed by an ad hoc committee appointed by the Associate Dean for Research.

4. Doctor of Dental Surgery with Distinction in Community Service and Engagement

To be considered for Graduation with Distinction in Community Service and Engagement, the following criteria must be met (required: a. and b.):

a. Achievement of an outstanding academic and patient care record as evidenced by an overall grade point average placing the student in the top 20% of his/her class, has received no patient care warning letters, is not on patient care probation, and has met all technical competencies.

b. Sustained community service and outreach activities and/or demonstrated leadership within or external to the school (e.g., ENNEAD, Student Health Action Coalition, Albert Schweitzer Fellows Program, defined leadership in other student organizations). The application to Graduate with Distinction must be accompanied by a current curriculum vitae, documentation of community service/outreach activities, and/or demonstrated leadership.

For either category, a student wishing to graduate with distinction must meet with the Associate Dean for Education during the first semester of the fourth year to determine his/her eligibility and to prepare an application for the distinction. The completed application must be submitted to the Office of Academic Affairs no later than February 15 of the fourth year. The application should be accompanied by the documentation described above. The student must be sponsored by a faculty mentor who has directed and/or overseen their research activities.
community service activities. Verification of the student’s role on the project is confirmed by the faculty mentor’s signature on a form that can be obtained on the School of Dentistry website.

E. Academic Probation

1. Failure to achieve a semester GPA of at least 2.0 will result in academic probation for the subsequent semester.
2. Any two semesters in which a student is on academic probation may result in dismissal from the program.
3. A course grade of F will result in academic probation for the subsequent semester.
4. Students who have been placed on academic and/or patient care probation will not be permitted to participate in external outreach activities at the discretion of the Office of Academic Affairs.

F. Clinical Suspension

A student may be suspended from clinic for reasons including:

1. Behavior that imperils the safety of him or herself, patients, faculty, staff or other students.
2. Activity, including inadequate patient recordkeeping, that poses a risk management issue for the School of Dentistry.
3. Substandard clinical judgment or skills that endanger the health and safety of patients.
4. Noncompliance with clinic policies.
5. Failure to obtain required immunizations or infectious disease testing by announced deadlines.
6. Failure to complete required training or periodic retraining, such as Basic Life Support (CPR) or HIPAA.
7. An isolation order received from the North Carolina Department of Health and Human Services.
8. Failure to pay fees due to the School of Dentistry. This will also include a suspension from attending classes.

During a clinical suspension, the student is not permitted to treat patients or attend intramural or extramural rotations, including clinical volunteer activities. The student’s access to the electronic patient record system will also be removed.

G. Professionalism*

If a student’s alleged conduct constitutes an offense under the Instrument of Student Judicial Governance, the matter must be referred to the University’s Honor System to be reviewed by the Graduate Student Attorney General (or Deputy Attorney General). If in the respective performance review committee’s or the Dean’s reasoned professional judgment the alleged conduct, if true, would constitute a disruption of the academic process or a risk to patient care or safety, the respective performance review committee or the Dean may suspend the student from class or patient contact pending the outcome of the case.

*See General Policy and Procedures Manual for a more detailed explanation of the policy.
H. Dismissal
Any of the following will be grounds for dismissal from the DDS program:
1. Failure to achieve a minimum cumulative grade point average of 2.0 by the end of the curricular year.
2. Any two semesters in which a student is on academic probation, regardless of the student’s cumulative grade point average.
3. The student does not, in the judgment of the Academic Performance Committee, show sufficient academic or professional promise to justify allowing the student to continue his/her educational studies.
4. The student has displayed repeated lack of professionalism with respect to the management of patients or in interactions with other students, staff, or the faculty. These factors are as important as academic standards.
5. Any act by the student that violates the technical standards of the School of Dentistry.
6. Any act by a student that constitutes a physical, emotional or behavioral problem that conflicts with safety essential to the practice of dentistry.
7. A student who demonstrates dangerous or disruptive behavior will be evaluated by the University's Emergency Evaluation and Action Committee, which may recommend actions up to and including expulsion from the University. Additionally, a student who is convicted of a crime involving moral turpitude or violence that in any way compromises the student's ability to deliver patient care, or otherwise jeopardizes the welfare of patients, students, staff, or faculty, will have his/her classroom and/or patient care privileges suspended and may be subject to dismissal from the School of Dentistry or expulsion from the University.
8. Any act or any physical, emotional or behavioral problems that conflict with safety essential to the practice of dentistry and do not respond to appropriate treatment or counseling within a reasonable period of time.

The final decision for dismissal of a student will rest with the Academic Performance Committee, the Dean (if the dismissal is appealed to the Administrative Board) or the University’s Emergency Evaluation and Action Committee.

I. Reclassification
If a student does not, in the judgment of the respective performance review committee, show sufficient academic or professional promise to justify allowing the student to continue his/her educational studies, the committee will approve either dismissal (see section H) or reclassification of a student at the end of a semester, an academic year or mid-semester, if necessary. The purpose of reclassification, or requiring a student to repeat a portion of the curriculum, is to recognize that the student may have the potential to make satisfactory progress if the student’s knowledge and skills are improved by repetition. If a student is reclassified, it will extend matriculation time and the date of graduation. The student’s curriculum will be coordinated through Academic Affairs.
IV. THE DDS GRADING SYSTEM

A. Definitions

A = highest level of attainment
B = high level of attainment
C = adequate level of attainment
D* = minimally passing level of attainment
F = failed, unacceptable performance
(* Some courses do not include a D grade.)

Pass (PS) / Fail (F) grading system applies in certain courses:
• Pass = student earns the credit hour value of the course
• Fail = clock hours are charged against the GPA as an F would be above

IN A temporary grade of IN (incomplete) may be assigned when a student is unable to complete all the work required for a course, due largely to circumstances beyond the student's control. The IN grade is not to be used when the course work has been unsatisfactory.

Failure to remove a temporary grade of IN prior to the end of the subsequent semester or summer session for a multi-semester course will result in a grade of F. The grade of IN may be removed upon completion of required course work without restriction as to the grade assigned.

NG Pending judicial cases.

Grade point averages are computed by multiplying the number of credit hours by the quality points earned and dividing the product by the total number of credit hours.

A student with a grade of IN, NG, or F in any core didactic, laboratory, or clinical course that has not been successfully completed or remediated will not be eligible for graduation at the end of the final semester in residence.

The course director must submit a remediation plan for any student who earned an F in the course to the Teaching Committee and/or Academic Performance Committee for review and approval. A remediation plan may include retaking the course.

B. Distribution of Grades to Students

The results of examinations, daily assignments or other graded work will be posted either through a secure website (https://www.dentistry.unc.edu/experience/resources/) (click on “View Grades”) or in Sakai. Results also can be given directly to students by course instructors when confidentiality and privacy are assured. Some relevant information regarding the distribution of scores should be made available so students can determine the context of their score. Results should be returned within three working days for Scantron-type exams and within ten working days for essay-type exams after the last student in the class has taken the exam.
C. Grade Point Averages (GPAs)/Class Rank
For a number of reasons, especially the close grouping of students when ranked according to grade point averages, the School of Dentistry does not calculate specific class rankings. For letters of recommendation, class rankings of top 5%, 10%, 20%, 40% and 60% are provided as well as individual grade point averages.

D. Academic Standards for Holding Student Office or Serving as a Teaching Assistant
To hold an elected or appointed office (position) or position of leadership among any organization affiliated with and approved by the School or to serve as a teaching assistant (TA), the student must be registered for a full-time course of study (not reduced or modified), must be in good academic (not on probation) and disciplinary standing, and must maintain a cumulative GPA of 2.5 or higher during the entire period in which he/she holds office or participates as a TA unless specific permission is granted by the Office of Academic Affairs. Failure to do so will lead to removal from office or TA duties so that the student has the maximum opportunity to focus on his/her education. Appointment of all TAs is at the discretion of the Office of Academic Affairs.

E. Remediation of Courses
If a student fails a required course and is not dismissed from the program, the student must demonstrate passing-level mastery of the material involved. The course director and/or Teaching Committee will recommend remediation activities to the Academic Performance Committee, which can range from retaking the final exam to retaking the entire course.

If the student’s remediation plan includes retaking the entire course, the student will be registered for the course the next regular semester that the course is offered. Alternatively, the student may be scheduled to take the course by special arrangements at this or another institution. This often means the student will be on a special schedule or reclassified (see section III. I.) for the remainder of the student's DDS curriculum, and it will likely result in a delay of the anticipated graduation date. When retaking a course, the student will be graded using the scale that is currently published for that course. The previously awarded grade of F will be averaged into the student’s cumulative GPA.

Prerequisites and co-requisites will be considered in remediation plans. Failure of a prerequisite or co-requisite will likely preclude participating in the regular program of study unless specific permission is granted. If the student will be involved in remedial activities other than retaking the entire course (e.g., retaking an exam), the student will be registered for Remedial Dentistry, DENT 001, with the course section number and one credit hour. The registration for a Remedial Dentistry course will typically occur the semester immediately subsequent to the failed course. Grades for Remedial Dentistry will be recorded on a Pass/Fail (PS/F) basis.
F. Remediation of Clinical Courses

When a student earns a final grade of F in a clinical course, the student must demonstrate mastery of the skills involved before progressing to the next level of that course. The specific activities to remediate a failing grade in a clinical course will be recommended to the Academic Performance Committee. The Academic Performance Committee will review the student’s performance and will make a determination of the student’s academic status. If the Academic Performance Committee approves a remediation plan, the student will be registered for Remedial Dentistry. The registration for a Remedial Dentistry course will typically occur the semester immediately subsequent to the failed course. If the next semester grade is a PS, the F will be considered remediated and a grade of PS reflected for Remedial Dentistry. If the next semester grade is an F, the Academic Performance Committee will again review the student’s performance for continuation in the DDS program.

G. Educational Enhancement

1. If it is deemed that a student may benefit from additional educational experiences, the Academic Performance Committee may require supplemental activities after receipt of recommendations from the course director and/or the respective Teaching Committee.
2. Students may be required to engage in activities to improve didactic or clinical skills as recommended by the course director or Teaching Committee.

H. Grade Changes (See section XIII in General Academic Policies and Procedures Manual.)

V. ATTENDANCE IN CLASSES AND CLINICS

The UNC School of Dentistry has the responsibility to prepare its students both academically and clinically for the practice of dentistry. Successful knowledge and skill-based development require regular attendance in all classes, instructional sessions and laboratory assignments, as designated by the curriculum schedules. Essentially, students are expected to be in attendance for ALL scheduled sessions and are responsible for all work, including examinations and written material for all courses.

In addition, other events throughout the curriculum may require student attendance (e.g., orientation, poverty simulation, etc.). Failure to attend required events may result in disciplinary action, including dismissal.

UNC SOD students are expected to demonstrate professional behavior in complying with this attendance policy by attending all classes, laboratory sessions, clinics, and activities as indicated on their schedules. The SOD is not responsible for students’ missed time; however, when a student has an excused absence, the course director(s) must offer the student the opportunity to make up the work. It is the student’s responsibility to seek out the course director regarding missed materials. A student who misses clinic time may be asked to make up the missed time based on their individual progress towards competence.
Students should be aware that protracted absences can result in the interruption and/or delay of the student’s coursework and/or clinical activities, and may have a detrimental effect on the student’s grade and on their progress and advancement through the educational program.

A. Attendance
   1. Didactic Courses and Preclinical Courses
      a. Students are expected to attend all classes and preclinical courses/labs.
      b. Students must follow attendance requirements found in course syllabi, which may be more stringent than in this policy and may have direct impact on grade performance if those policies are not followed.
   2. Clinical Courses [Group Practice, Patient Care (PAC), and Rotations]
      a. Other than an excused absence, students must attend all sessions.
      b. Students are expected to be present for the entire session unless dismissed by the attending faculty member.
      c. If a student is going to miss a clinic session for reasons other than emergency or illness, the student must request that day at least a week before. Same day absence requests for reasons other than illness or emergency will be “unexcused”.
      d. Students who have a scheduled rotation must find a classmate to replace them on that rotation and inform the Office of Clinical Affairs about the replacement prior to submitting an absence request.
      e. In the clinical setting, this expectation applies whether or not the student has a patient scheduled, as the student must be available to attend to unscheduled patients, assist with urgent care or screening situations, act as a secondary operator, or provide other patient-related services as requested by the attending faculty member.
      f. Students should inform the supervising faculty and staff member(s) of their group practice before they leave their clinic for any reason.
      g. Students who are scheduled for clinical rotations are expected to report promptly to the assigned clinic, even if no patient is on the schedule. Students may not schedule their assigned patients for treatment in the clinics on a day when they are scheduled for a clinical rotation. Student who have an unexcused absence from their assigned rotations are subject to disciplinary action up to and including a failing patient management grade and may be required to attend additional sessions to make up lost time.
   h. All DDS-4 students must be present in clinic during the last two weeks of the Spring semester.
3. Clinic Attendance Percentage Requirements
   a. To ensure that each student dentist receives an enriching education, minimum attendance requirements are enforced and will be monitored by the Office of Clinical Affairs. Although minimum requirements have been established, it is desirable for all student dentists to maximize their clinical experience. These clinic attendance requirements are in effect beginning with the summer semester between the first and second years. The requirements apply to each semester beginning with the first day of classes. Students are required to be present for the entire clinic session. Students are expected to treat their own patients, work chairside with a classmate to care for a patient, or volunteer to see an urgent care or screening patient.

   Attendance is divided into two requirements: **Total Attendance** and **Patient Attendance**, as described below. To ensure that students are working toward such competence, attendance is required as follows (please note that the below percentages are subject to change):

   i. **Total Attendance**
      1) Students must be present and working on patient-related activities for at least 80% of their assigned clinic sessions, including Group Practice Patient Care (PAC), and Rotations.
      2) Total Attendance is tracked in the Clinical Activity Reporting System (CARS).
      3) Total Attendance is calculated by dividing the total number of logged clinical activities in CARS for the semester (*numerator*) by the total number of clinic sessions (Group Practice, PAC, Rotations) on the student’s EPR schedule during that same date range (*denominator*).
      4) Friday afternoon PAC time is not counted in the total number of clinic sessions (*denominator*) as few opportunities exist for clinical activity at that time.
      5) If a student does take part in clinical activity on a Friday afternoon, and a log of that activity is present in CARS, the activity will be included in the total number of logged clinical activities for that semester (*numerator*) causing their Total Attendance percentage to increase.
      6) Students will automatically receive Total Attendance credit while taking part in Pediatric DTPS activities, as no means for logging into CARS exists at this time.
      7) The following table provides guidance for locations to which students can report during Patient Care (PAC) time to obtain Total Attendance credit:
### ii. Patient Attendance

1. Students must be present and providing direct patient care as the **primary** provider for at least **60%** of their assigned clinical sessions in the Group Practice, Patient Care (PAC), and Rotations.

2. Patient Attendance is tracked in EPR.

3. Patient Attendance is calculated by accessing the Dental Student Clinic Attendance report in EPR. The student must enter the total number of clinic sessions (Group Practice, PAC, Rotations) for the semester and the appropriate date range.

4. Friday afternoon PAC time is not counted in the total number of clinic sessions as few opportunities exist for patient care activities at that time.

5. If a student does take part in patient care activity on a Friday afternoon, the activity will be automatically counted by EPR for that semester causing their Patient Attendance percentage to increase.

6. EPR counts the following items toward Patient Attendance credit. This list is subject to change and changes will be communicated in the Patient Management course manual.
Schedule types that count toward Patient Attendance requirement

1. A "checked-in" patient
   - Appt must be checked in **This includes Pediatric DTPS credit**
   - Excludes patients checked in to service areas: PRU, Mock Boards, and Screening
     (being scheduled in screening counts automatically as a patient visit so counting the
     checked in patient would be a duplicate).

2. Urgent Care / Rotation

3. Urgent Care / Attendance
   - If your patient no-shows and you see an urgent care patient, have DA change your
     schedule to this schedule type

4. Endodontics Emergency / Rotation

5. Radiology Intraoral / Rotation

6. Pedo Dev Disabilities / Rotation

7. Oral Surgery Rotation / Rotation

8. Perio Implant Assist / Attendance

9. Give Kids A Smile / Attendance

10. Radiology Extraoral / Rotation

11. Screening / Attendance
   - If your patient no-shows and you see a screening patient, have DA change your
     schedule to this schedule type

12. Screening / Rotation

13. Grad Prosth Implant Assist / Attendance

14. Oral Surgery Implant Assist / Attendance

15. Geriatrics Clinic Rotation / Rotation

16. Oral Surgery / Attendance
   - If you performed extractions in OS outside of a scheduled OS rotation, have DA
     change your schedule to this schedule type

17. Baby Oral Health Program / Rotation

18. Pedo Durham Co HD 8AM-5PM / Rotation

19. Pedo Cherokee Rotation / Rotation

20. bOHP Piedmont Carrboro 8-1 / Rotation

21. bOHP – Lincoln / Rotation

22. Dental Anatomy TA / Rotation

23. Clinic Progress Meeting / Rotation
   - Meetings with your PCC or GPD MAY count for patient visit credit. Inquire prior to
   the meeting and then have faculty/staff change your schedule to this schedule type once
   the meeting has occurred

24. Extramural Rotation / Rotation

25. Conservative Operative Dentistry TA / Rotation

26. Perio Assist / Attendance

27. Pediatric OR Rotation / Rotation

28. IPE / Attendance

29. Pregnancy Oral Health / Block
b. It is the student’s responsibility to maintain their attendance. The PCCs will review attendance reporting on a regular basis. If a student appears to be trending toward not meeting the attendance requirements when the PCC performs an attendance audit, a meeting will be required with the PCC so that remediation activities can take place to increase the percentage prior to the end of the semester.

4. Community Rotations
   a. Each student must fully complete all days of each rotation unless officially excused by the DISC Director.
   b. An excused absence from a rotation must be approved in advance by the DISC Director and by the DISC Program Manager; once approved for an excused absence, the student must also get approval of the site preceptor. Please note that this process is separate from the “Absence request system” that is used when students are operating within the dental school (not on a DISC rotation).
   c. Generally, students are allowed no more than two excused absences per rotation. A student with more than two such absences may be required to make up missed days.
   d. The process for making up missed days is at the discretion of the DISC Director and Associate Dean for Clinical Affairs.
   e. A student must repeat (remediate) the entire extramural rotation if days are missed with unapproved absences.

5. Supplemental Externships during the Fourth Year:
   Students may request additional supplemental extramural rotations under certain conditions, including:
   a. Approval by the student’s Group Practice Director and the student’s PCC;
   b. Approval by the DISC Director;
   c. The student must submit a “Rotation Clearance Form” to the Assistant Dean for Admissions and Predoctoral Education. The form is available in the Office of the Associate Dean for Clinical Affairs.
   d. Rotations that occur in January and February will be limited to one week. Rotations that occur in March or later may be up to two weeks.
   e. Students must be able to continue to participate in weekly group practice seminars. It may be done virtually and the extramural rotation site must be informed of this requirement and provide time to participate.
   f. Final approval for a student to attend an additional extramural rotation rests with the Assistant Dean for Admissions and Predoctoral Education.

6. Performing Research Activities during Clinic
   a. Research activities may be performed during scheduled clinic time with advance approval from the Associate Dean of Clinical Affairs or the Director of Clinics.
   b. Approval to perform research activities during scheduled clinic time is contingent on the student’s clinical progress.
   c. Up to 10% of clinic time can be used for research activities.
B. Absence Requests

To be excused from a class, clinic, or any required activity, a student must submit an online “absence request” under the “Current Students” (https://www.dentistry.unc.edu/current/) “Course Forms and Resources” (https://www.dentistry.unc.edu/experience/resources/) links on the School of Dentistry website. A student who is not able to access the online system is required to call the Office of Academic Affairs during regular business hours. In accordance with policy, approval will be granted by the Assistant Dean for Student Affairs, Assistant Dean for Admissions and Predoctoral Education, the Associate Dean for Education, or their designees.

Whenever possible, this request should be made before the absence occurs. When it is not possible to request the absence prior to or on the day of the absence, the student is expected to submit the request for the absence within two business days following the absence to the Office of Academic Affairs and the course director. Delay in submitting the request may result in the excused absence being denied (student would receive an unexcused absence) or requiring further documentation. **Timely notification of the absence is imperative so that the Office of Academic Affairs can notify course directors and Patient Care Coordinators, as appropriate.** The student is responsible for making arrangements with the course directors or group practice director to make up work/clinics missed. **If the student has patients scheduled, it is the student’s obligation to ensure that any/all patients are notified.**

1. **Excused Absences**

   A student may be excused from attendance for reasons including, but not limited to, physical accidents, physical illnesses, death of an immediate family member, maternity or paternity leave, taking a National Board Exam, or representing the School of Dentistry at a meeting as an officer of a student organization or as a presenter. Each absence request will be evaluated on an individual basis. In the case of illness, any absence that extends for three or more consecutive days requires a physician’s note to be submitted to the Office of Academic Affairs. Any absence during which a student misses a mandatory attendance event (e.g., exam, senior seminar day, or other required non-repeatable activity) also requires a physician’s note to be submitted to the Office of Academic Affairs. The SOD reserves the right to require that the student make up the missed event.

   The student with an excused absence:
   a. Must assume responsibility for making up all curriculum material missed – the student should not expect the instructors involved to provide extra time for the missed class or lab work;
   b. Should not expect to receive extra clinical periods for missed sessions;
   c. Cannot leave assigned patients without provision for emergency care; and
   d. Must receive approval from the Office of Academic Affairs four weeks prior to attending a national meeting and notify the appropriate course directors at the same time. (Note: A student on academic probation cannot attend such events.)
e. If a student is going to miss a clinic session for reasons other than emergency or illness, the student must request that day at least a week before. Same day absence requests for reasons other than illness or emergency will be “unexcused.”

Make-up time for missed didactic and clinical activities must be made available to students with excused absences. However, the method by which the make-up occurs is at the discretion of the course directors/group practice leaders/Director of Clinics/Associate Dean of Clinical Affairs. If a student misses a mandatory event with an excused absence, it is up to the student to seek out the course director to work out a plan to obtain the material.

2. Unexcused Absences
When a student is issued an unexcused absence, it is the prerogative of the course director or group practice director to permit or deny the student the option to make up any missed work. “Missed work” could include, but may not be limited to, exams, course exercises, clinic sessions, and/or papers.

3. Student Religious Observance Policy
Students are authorized up to two excused absences each academic year for religious observances required by their faith. The SOD academic year runs from the first day of the Summer Session through the last day of the Spring semester. Students who wish to request more than two excused absences in an academic year for religious observances required by their faith must contact the Office of Academic Affairs and request the additional absence, which will only be granted with Academic Affairs’ permission. Primary holy days for religious observance are noted on a web-based interfaith calendar site at www.interfaithcalendar.org.

Students are responsible for providing a written request to the Office of Academic Affairs for an excused absence for a religious observance. The request should be submitted two weeks in advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester. This policy also applies to students who have an excused absence for a religious observance during the summer.

Students must be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Make-up tests may entail an alternative examination or other accommodation which allows the student to not be penalized for an excused absence for a religious observance.

C. Attendance at non-SOD Meetings
Students are encouraged to participate in organized dentistry through attendance at local, state, national, and international meetings. However, the following regulations govern such absences from the School of Dentistry:

1. Meeting Attendance Policy
Academic Affairs will permit only officers or their delegates (maximum of three students) to attend national meetings/conferences. This includes two officers and a
third student such as a committee chair, who may be required to attend in order to vote. Academic Affairs may allow more than three students, but only on a case-by-case basis.

2. Right to Deny Requests
Academic Affairs reserves the right to deny requests for excused absences for any meeting attendance.

3. Additional Regulations
   a. A request must be made to the Office of Academic Affairs for an excused absence at least four weeks in advance;
   b. Making up curriculum material missed is the responsibility of the student;
   c. Student must arrange for appropriate patient care;
   d. Student must have a cumulative GPA of 2.5 or higher unless specific permission is granted by the Office of Academic Affairs; and
   e. Funding for such travel is not the responsibility of the School of Dentistry.

VI. GUIDELINES FOR CLASS ELECTIONS

A. Officer Titles and Terms
   Class President (one-year term, can be re-elected)
   Class Vice President (one-year term, can be re-elected)
   Treasurer (one-year term, can be re-elected)
   Secretary (one-year term, can be re-elected)
   Social Chair (may have more than one person; one-year term, can be re-elected)
   Teaching Committee Representatives (two reps; one-year term, can be re-elected)

B. Elections
   Each fall, each DDS class will hold an election to renew or replace the above officers. All officers’ duties and other details are included in the Constitution of the Spurgeon Dental Society (UNC School of Dentistry student government). The link for the constitution is https://www.dentistry.unc.edu/wp-content/uploads/2015/07/constitution.pdf?d20904

   Honor System Representatives
   Each fall, students from any DDS class are eligible to apply to serve on the Honor Court or Attorney General’s Staff of the Graduate and Professional Honor System (GPHS). For more information, see https://studentconduct.unc.edu/.

C. Adherence to Policies
   All officers must adhere to the policies in section IV.D.
Editorial Notes

The manual was reviewed by University counsel in July 2014 and was approved by the department chairs on August 6, 2014. The policies on the grading scale and timely return of exams were approved on December 3, 2014 and January 7, 2015, respectively. The section on Graduation with Distinction in Community Service and Engagement was approved by the department chairs on June 3, 2015. The attendance policy was updated by Academic Affairs and Clinical Affairs in July 2016 and July 2017.
APPENDIX I

TECHNICAL STANDARDS

Personal Attributes and Capabilities Essential for Admission, Promotion, and Graduation for School of Dentistry Students (DDS, Graduate, DH and DA Students)

 Approved by SOD Department Chairs December 6, 2012 (via email)

Students are expected to have read and understood these standards.

INTRODUCTION

The faculty of The University of North Carolina School of Dentistry believes that a School of Dentistry (SOD) student must possess specific knowledge, skills and abilities. Therefore, to earn their degree or certificate, a SOD student must be competent in the necessary knowledge and application of that knowledge in their clinical professional practice and must relate appropriately to patients and to other health care professionals. The standards described below detail qualifications required in addition to academic and clinical achievements, which the faculty of the School considers essential for successful completion of the educational objectives of its curriculum. Therefore, in order to be admitted, promoted, or approved for graduation students must demonstrate the following qualifications:

A. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

The dental profession is governed by high ethical values and principles and by state and federal laws. Therefore, a SOD student must have the capacity to learn and understand these values and laws and to perform within their guidelines. The student should be able to relate to colleagues, faculty, staff and patients with honesty, integrity, non-discrimination, self-sacrifice and dedication.

The student should be able to understand and value special privileges and trust inherent in the dental provider-patient relationship for the patient’s benefit, and to know and avoid behaviors that constitute misuse of this power. The SOD student must understand and comply with all policies and procedures related to Protected Health Information (PHI).

The student should demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define dentistry and the provider’s roles and to reason critically about these questions. The student must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making and/or practice.

The SOD student must be of sufficient emotional health to utilize fully his/her intellectual ability, to exercise good judgment, to complete patient care responsibilities promptly and
professionally, and to relate to patients, families, and colleagues with courtesy, compassion, maturity, and respect for their dignity. The ability to participate collaboratively and flexibly as a professional team member is essential. The student must be able to function effectively and perform high quality procedures in spite of stressful work, changing environments, and clinical uncertainties. The student must be able to modify his/her behavior in response to constructive criticism.

The SOD student must be open to examining personal attitudes, perceptions and stereotypes (which may negatively affect patient care and professional relationships). An individual with a diagnosed mental health condition may function as an SOD student as long as the condition is under sufficient control to allow accomplishment of the above goals with or without reasonable accommodation. The student must exhibit behavior and intellectual functioning consistent with acceptable professional standards. In the event of deteriorating emotional function, it is essential that an SOD student be willing to acknowledge the condition and/or accept professional help before it poses a danger to self, patients, and colleagues.

B. Stamina
The study and ongoing clinical practice of dentistry or the specific profession often involves a taxing workload and stressful situations. The SOD student must have the physical and emotional stamina to maintain a high level of functioning in the face of these likely working conditions.

C. Intellectual Skills
The SOD student must possess the intellectual skills that allow him/her to master the complex body of knowledge that comprises their professional education. This involves the assimilation of existing knowledge from a wide variety of sources and its application to clinical practice. It also involves the synthesis of new knowledge through reasoning and the ability to think critically.

The SOD student is expected to learn effectively through a variety of modalities, including but not limited to: classroom instruction, small group discussion, individual study of materials, preparation and presentation of written and oral reports, and use of computer-based technology (electronic learning).

The SOD student is expected to prepare in advance for scheduled clinical procedures. The routine aspects of these procedures should be anticipated for all clinical activities. These aspects include patient management, procedural events, instrumentation, materials, and likely medical and treatment complications.

D. Communication Skills
The SOD student must be able to ask questions, to comprehend answers, to record information about patients accurately and to educate patients. The student must be able to communicate effectively and efficiently with patients, their families, and with other members of the health care team. This must include spoken communication and non-verbal communications such as interpretation of facial expressions, affects, and body language.
Mastery of both written and spoken English is required. Applications from students with hearing or speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communication aides may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

E. Visual, Auditory, Tactile, and Motor Competencies
The SOD student is expected to possess essential visual, auditory, tactile, and psychomotor abilities that allow him/her to gather information from various sources with or without reasonable accommodation. These sources include written material, oral presentations, illustrations, and experiments. It also includes observing clinical procedures, demonstrations performed by others, observing patients and their environment, performing clinical examination of a patient, reading digital and analog representations of physiologic phenomena, and performing high-quality clinical dental procedures on patients.

PLEASE SIGN:

I have read, I understand, and I agree to the Technical Standards of the University of North Carolina School of Dentistry.

Signed ________________________________  ____________________
Name                      Date