Transforming Dentistry for Better Health
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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 multi-campus 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 multi-campus 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 policymaking 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 and February 2014)
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Chancellor

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Executive Vice Chancellor and Provost

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Jan J. Yopp, M.A.
Dean, Summer School
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 during Reconstruction that the University closed (1870–75) for the only time in its history.
Historical Sketch, continued

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 female 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 nearly 3,600 faculty members.

The campus underwent 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. Through 49 projects, the bonds provided more than $515 million for renovations and new buildings at Carolina. Also guided by a visionary campus master plan for growth, the University leveraged state appropriations from the General Assembly with investments from nonstate sources, including private gifts raised during the Carolina First Campaign. The resulting capital construction program exceeded $2.3 billion. More than 100 projects were 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 and into the 21st. 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 seven 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.

Since 1795, when 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
Message from the Dean

As the eighth dean in the storied history of the University of North Carolina School of Dentistry, it gives me great pleasure to help introduce you to our school. The University of North Carolina at Chapel Hill is one of the nation’s most prestigious and is the nation’s oldest public university. The School of Dentistry, one among five health profession schools on the vibrant UNC campus, provides integrated and interprofessional educational experiences for our students and residents with unparalleled comprehensive oral health care for our patients. Our school has a rich tradition of excellence in patient care, research, service and education. But we are more than just our tradition. In our hallways you find dedicated and hardworking staff, forward-thinking faculty, and top-notch students and residents immersed in this diverse learning environment, supported by an amazing network of devoted and influential alumni. We feel that combination makes this dental school second to none.

Our students not only learn on campus from world-renowned faculty but also engage in wonderful national and international collaborative programs. They participate in externships and volunteer programs across the state and throughout the world, visiting underserved areas like Mexico, Moldova, Malawi, Brazil, and the Philippines, in support of the global mission of our university. The UNC School of Dentistry consistently ranks among the nation’s top 10 dental schools in NIH funding, and our programs in orofacial
pain, oral-systemic relationships, health policy and education, fundamental mechanisms of disease, clinical therapeutics, and other areas of oral and craniofacial health science make this a vital center of basic, translational, and clinical research.

At the UNC School of Dentistry, individual passions fuel a collective purpose where innovation, creativity and collaboration continually move us “beyond excellence” while transforming the lives of our patients, students, alumni, faculty and staff. The UNC School of Dentistry is not only shaping the future of dental education and dental research but the oral health of individuals and communities at home and around the world.

In this catalog you will learn about the numerous opportunities we offer in dental education, biomedical research, service to the local and global community, and unparalleled clinical care. The story of what makes UNC Dentistry special is a compelling one; we hope you consider becoming part of that story.

Warmest Regards,

Scott S. De Rossi, DMD, MBA
Dean and Professor
Administration and Department Chairs

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MISSION
Transforming dentistry for better health

VISION
To become the global model for oral health education in care and discovery

VALUES
Passionately serving
• OUR PEOPLE
• OUR COMMUNITY
• OUR FIELD
through inclusiveness
and beyond excellence
History and Description

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 takes place in Koury Oral Health Sciences, completed in April 2012. The 216,000-square-foot facility houses a variety of classroom and lecture space, as well as cutting-edge research laboratories, all of which encourage collaborative research and learning experiences.

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 2015-2016 year, AHEC and CDE presented 100 dental courses for approximately 500 hours of instruction to 4,200 health professionals statewide.

• The Student Dental Clinics and Dental Faculty Practice welcome more than 56,000 patient visits a year. This number includes close to 3,200 preventive recall visits attended by dental and dental hygiene students.

• Dental students and dental hygiene students provide oral health care to more than 7,500 patients each year, while the advanced dental education clinics provide dental services to over 12,000 patients each year.

• For fiscal year 2016, the University of North Carolina at Chapel Hill ranked third among U.S. academic institutions for funding by the National Institute of Dental and Craniofacial Research of the National Institutes for Health. The School of Dentistry ranked fourth among dental institutions in the United States.
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.

Campus Health Services in Student Affairs strives 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 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. Moreover, students are subject to the regulations of the UNC student government under the Honor Code. Information on this code may be found at studentconduct.unc.edu and in the Undergraduate Bulletin of the University Record at www.unc.edu/ugradbulletin/. 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 http://www.dentistry.unc.edu/wp-content/uploads/2014/08/Policy-Manual-General-2016_EJS-.pdf?

The procedures for handling honor code violations are supported by The Office of Student Conduct (http://studentconduct.unc.edu/). Specific details of the Honor Code can be found as part of the Instrument of Student Judicial Governance (Instrument). The Instrument outlines the prohibited conduct, policies and procedures for adjudicating allegations of student misconduct. The Office of Student Conduct is a division of UNC’s Office of Student Affairs. The Instrument can be found at http://studentconduct.unc.edu/students/rights-responsibilities.

Violations of the Honor Code can be reported online at https://studentconduct.unc.edu/report-violation-honor-system. In addition, suspected violations can be reported directly by the faculty or student observer to the student deputy attorney general, the assistant dean for student affairs in the School of Dentistry, or the Office of Student Conduct in UNC’s Office of 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, Learning Center, Center 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 Learning Center provides services for students with ADHD/LD while the Center for Student Academic Counseling offers academic and personal support to all UNC students. The Center for Student Academic Counseling’s 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. For more information about the center or to contact its staff, please visit http://cssac.unc.edu.

ACCESSIBILITY RESOURCES & SERVICE (FORMERLY THE DEPARTMENT OF DISABILITY SERVICES)
Accessibility Resources & Service supports the University’s commitment to an accessible environment. Accessibility Resources & Service 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. For more information about Accessibility Resources & Service or to contact its staff, please visit http://accessibility.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 find contact information for the Department of Housing and Residential Education at 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 assist in the recruitment and retention of students, continually improve service to students and support long-range enrollment and campus planning goals. For more information or to contact someone about scholarships and student aid, visit http://studentaid.unc.edu/.

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 (http://library.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.

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.

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.

The School of Dentistry created the Inclusive Excellence Committee 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 committee meets with students, faculty and staff to gain their perspectives on climate and gather ideas for making the School of Dentistry a more inclusive place. To learn more about the school’s diversity policies and values, visit https://www.dentistry.unc.edu/about/diversity/.

DEPARTMENT OF PUBLIC SAFETY
The Department of Public Safety works to create and maintain a safe campus environment for students, staff and faculty. 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.
Durham-based Student-led Dental Clinic
Winner of National Award

In January 2017, the American Dental Association Foundation (ADAF) awarded the UNC School of Dentistry’s Student National Dental Association (SNDA) with this year’s E. Bud Tarrson Dental School Student Community Leadership Award. The award recognizes SNDA’s work at its CAARE clinic, based in Durham, N.C., where SNDA provides free dental care to adults.

“The SNDA chapter never ceases to amaze me with their intellect, energy and professionalism in service,” said Sylvia Frazier-Bowers, associate professor in the Department of Orthodontics. “These bright and compassionate students show a rare dedication to making a difference in the community and world through service. The CAARE clinic is a model of service and learning that benefits the community and the students’ dental education. We are so proud of the impact that their contribution makes for the school and the community at large. This award is certainly befitting of their tireless efforts all year long!”

The SNDA CAARE Clinic was established to help bridge the gap in access to care for the underserved population in Durham. It was inspired by Dr. Vincent Allison, DDS ’87, current president of the Old North State Dental Society and current adjunct associate professor at the school. Since the inception of SNDA CAARE Clinic in fall 2012, students have provided oral care, oral health education, nutritional counseling, and overall health and wellness screenings at no cost to patients. Last year alone, students provided more than $40,000 worth of free dental care. Care is provided three Tuesdays and one Wednesday a month during school semesters.

“None of this would be possible without the dedication and support from our CAARE Clinic advisors Dr. Allison and Dr. Webster-Cyriaque, and the countless volunteer hours from our SNDA members. They are truly committed to making a difference and serving the underserved,” said Keyachtta Hawkins, CAARE Clinic head coordinator and president of UNC SNDA. “We are grateful to receive this award as it will be a tremendous help in obtaining the instruments and materials we need to allow us to improve the quality of care and the number of patients we are able to treat.”

As head coordinator, Hawkins works closely with other student clinic coordinators: Tariq Jah, Donna Thomas, Brittany Spruiell, Tempestt Head and Christian Hart.

The Tarrson award, valued at $5,000, is given to dental school programs demonstrating excellence in providing care for underserved populations within the United States. SNDA CAARE Clinic was one of seven programs selected to receive this honor.
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 are listed below. Documentation of all is required with application.

State Requirements
• Three DTP (diphtheria, tetanus, pertussis), Td (tetanus, diphtheria), or Tdap (tetanus, diphtheria, pertussis) doses (this fulfills the primary series requirement).
  o 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 (two MMR doses meet this requirement) or positive titers.
• Hepatitis B series (not required for individuals born before July 1, 1994).
  See School of Dentistry requirements below.

School of Dentistry Requirements
• Varicella vaccination series (two shots) or a positive titer.
• Hepatitis B vaccination 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) or a QuantiFERON-TB Gold blood test. D.D.S., D.H., and D.A. students report to Campus Health and follow the testing procedures required. Advanced Dental Education students report to Employee Health and follow the testing procedures required.

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.
http://campushealth.unc.edu/services/immunizations/health-science-students-immunizations.

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
Annually:
• Influenza vaccine.
• Tuberculosis screening.
• Verification of health insurance. The University of North Carolina at Chapel Hill requires all eligible students to have health insurance (http://campushealth.unc.edu/charges-insurance/mandatory-student-health-insurance). Students are required to waive with existing creditable insurance each semester or they will automatically be enrolled in the UNC System Student Health Insurance Plan, which is administered by Student Blue/BCBS of NC. To waive or enroll/renew, visit: www.bcbsnc.com/unc.

Biennially:
• CPR training. Documentation of current certification is required of the matriculating student. (Note that the School of Dentistry does not accept online CPR training courses.)
Infection Control: 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 required to know their tuberculosis and hepatitis B (HBV) status, and are encouraged to learn their hepatitis C (HCV) and HIV 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. For UNC’s policy, see http://ehs.unc.edu/manuals/ehsmanual/6-9.

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 she/he can show sufficient justification for the delay may petition for a refund by completing a form, which can be found online at http://registrar.unc.edu/registration/registration-policies/late-fee-refund-petition2/, 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 the privilege of participating in the patient care system of the School of Dentistry and are expected to provide care consistent with our patient-centered philosophy. The patient is a central part of the health care team and is involved in the planning of his or her care. It is the responsibility of the dental student to provide the patient with the information needed so they may make informed decisions about their treatment. The dental student has the duty to provide high quality, evidence based care to all their assigned patients in a timely manner and to uphold the ethical responsibilities as outlined in the school’s Code of Professional Conduct and the Code of Clinical Behavior.

RESEARCH EXPERIENCE
The School of Dentistry’s faculty, students, research fellows, and visiting scholars generate new knowledge in the basic, applied and clinical sciences, as well as in the areas of health services, health policy, and health education. The overarching emphasis is on the promotion of oral health and function. Discoveries in these areas not only offer the potential to improve oral health but also overall health.

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.
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 https://www.dentistry.unc.edu/experience/unclife/orgs/.

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. There are other ways for students to be involved, as the SOD supports many student organizations. These organizations allow students to be involved with dentistry at the local and national levels. Please visit the website for a full list of our student organizations at https://www.dentistry.unc.edu/experience/unclife/orgs/.

INTERNATIONAL OPPORTUNITIES
As 21st 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 provides many opportunities for students to engage with peoples and cultures in other countries, including yearly service projects in Brazil, China, Malawi, Moldova, Mexico, Philippines, and Uganda. In addition, the school maintains exchange agreements with King’s College London, Moldova University of Medicine and Pharmacy, National University of Singapore, Qingdao Dental Hospital in China, and University of São Paulo in Brazil. Students who take part in global service and outreach learn how dentistry and other health care services are administered in other nations. This global and cultural experience informs their worldview and broadens their understanding of systems of health care here at home.

ACADEMIC POLICIES AND PROCEDURES
Current academic policies and procedures can be found online at https://www.dentistry.unc.edu/experience/policies/#admin. 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.
"The UNC School of Dentistry offers an outstanding educational experience for DDS, DH and DA students and those in graduate programs. The school provides opportunities that allow students to explore the multi-faceted areas in dentistry in a very collegial and collaborative environment. The depth of resources around campus, including the internationally known Schools of Public Health and Medicine, are unique in that they provide rich opportunities that few other institutions offer. Don’t miss the opportunity to be part of a great institution. Think big—the sky is the limit!"

Rocio B. Quinonez D.M.D., M.S., M.P.H.
Associate Professor
Pediatric Dentistry Pre-Doctoral Program Director
Departments of Pediatric Dentistry and Pediatrics
Schools of Dentistry and Medicine

"During my time at UNC School of Dentistry, I have had the privilege to learn alongside the most esteemed faculty in an environment where your desire to explore dentistry is encouraged and supported. UNC provides numerous opportunities to work with other motivated classmates in giving back to local communities, as well as participating in national and international service projects. As a leader in research, coupled with school spirit and a vibrant campus lifestyle, UNC has built a culture of success that defines graduates of the University of North Carolina School of Dentistry, and makes me proud to call myself a Tar Heel!"

Korry Tauber
UNC D.D.S. Class of 2018
Predoctoral 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 postdoctoral 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; to participate in professional activities; and to pursue a lifetime of learning to enhance their delivery of effective patient care and service to the profession and the public. There is not sufficient space in the dental school to admit all students who meet the quantitative and qualitative 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 residential 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 acceptable to 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 residential 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). The prerequisite courses (required predental courses) must be completed prior to admission (preferably on-site at a residential four-year college or university). Undergraduate students attending a school other than UNC-Chapel Hill 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-Chapel Hill as equivalent courses.
BIOLOGY
The basic requirement is eight semester hours (two courses, laboratories required, one laboratory must include dissection, 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. If your school offers Human Anatomy and Physiology in a two-part sequence, you must have both courses in order to meet our requirement for Human Anatomy.

474 Evolution of Vertebrate Life (3). Prerequisite, BIOL 201 or 202. Permission of the instructor for students lacking the prerequisite. Evolutionary history of the vertebrates. Emphasis on anatomical, physiological, behavioral adaptations accompanying major transitions: the move from water to land, the development of complex integrating systems.

474L Vertebrate Structure and Evolution Laboratory (1). Pre- or corequisite, BIOL 474. Vertebrate comparative anatomy of organ systems and their evolution with emphasis on human anatomy. Three laboratory hours a week.

CHEMISTRY
The basic requirements are eight semester hours of general chemistry (two courses, laboratory required), six semester hours of organic chemistry (two courses, laboratory not required) and three semester hours of biochemistry (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. Gases, intermolecular forces, solutions, reaction rates, chemical equilibria including acid-base chemistry, thermochemistry and electrochemistry.

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.

430 Biochemistry (3) (CHEM 430 or BIOL 430). Prerequisites, BIOL 101, CHEM 262, and/or permission of the instructor for students lacking the other prerequisites. The study of cellular processes including catalysts, metabolism, bioenergetics and biochemical genetics. The structure and function of biological macromolecules involved in these processes is emphasized. The course must be an upper-level course.
ADDITIONAL PREPARATION
Prospective dental students should consider courses in microbiology, molecular biology, statistics, business, writing skills, computer science, sculpture and art. Students are encouraged to take courses in math, 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) 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 may not be more than three years old. During the admissions cycle (June through November), applicants may submit unofficial DAT scores by fax, by email or in person because of the delay associated with reporting official scores to the Office of Academic Affairs.

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 maintaining its 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 strives 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 predental) courses and the Dental Admission Test at an acceptable level of performance.

Additional courses include:

114 Physics (3). Prerequisite, MATH 231. Basic principles of physics including forces, energy, oscillations, sound, diffusion, and heat transfer, and their applications to biological systems. Two lecture hours and two 110-minute studio sessions per week.

115 Physics (3). Prerequisite, PHYS 114. Continuation of the study of basic principles of physics including fluids, electricity, magnetism, optics, quantum physics, and nuclear physics, and their applications to biological systems. Two lecture hours and two 110-minute studio sessions per week.

Note: Although the two basic physics courses at UNC are calculus-based, non-calculus-based physics courses are also acceptable as prerequisites.

ENGLISH
The basic requirement is six semester hours (or courses required for a degree from an accredited college or university).
• **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 predental 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 important issues are facing the profession.

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 Admissions Assistant by calling 919-537-3348 or by writing to the Assistant Dean for Admissions and Predoctoral Education, School of Dentistry, The University of North Carolina at Chapel Hill, Koury Oral Health Sciences, Suite 1611, 385 S Columbia St., 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 (ADEA). Applicants are required to file an AADSAS application (https://portal.aadsasweb.org), as well as the School of Dentistry supplemental application.

Supplemental application materials include a nonrefundable application fee, DAT scores, a 2” x 2” passport photo (optional) and the North Carolina residency form for in-state applicants. The AADSAS application deadline is Nov. 1. The D.D.S. supplemental application deadline is Nov. 15 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 https://www.dentistry.unc.edu/secure/academic/dds/supplementalapplication/.

**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). Transcripts from international schools must be evaluated by a professional transcript evaluation service, such as Educational Credential Evaluators (ECE) or World Education Services (WES). 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. Transcripts from international schools must be evaluated by a professional transcript evaluation service, such as Educational Credential Evaluators (ECE) or World Education Services (WES). Completion of the DAT is optional. Applications for advanced standing must be requested from the School of Dentistry.

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 curricula at the respective schools.

Pre-doctoral (D.D.S.) Curriculum

NOTE: The predoctoral curriculum is current as of the 2017–18 academic year but it remains subject to change. 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 or 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 dean. The faculty reserves the right to make changes in curriculum and in regulations when, in its judgment, such changes are in 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, histology, biochemistry, physiology, microbiology and general pathology), introductory dental sciences (dental anatomy, dental 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, pulp biology, orthodontics, and removable and fixed prosthodontics), and health care delivery systems. During the first part of the second year, students assume 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 in mentored group practices. A series of intermediate dental science courses are offered. Between their third and fourth years, students are required to complete 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 materials 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.
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, operative dentistry, oral and maxillofacial pathology, oral and maxillofacial radiology, oral and maxillofacial surgery, orofacial pain, orthodontics, pediatric dentistry, periodontology and prosthodontics. The Advanced Education in General Dentistry (AEGD), General Practice Residency (GPR) and Orofacial Pain 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 UNC-Chapel Hill Graduate School programs. The majority of students receive a Master of Science Degree. Others opt for a Master in Public Health or a Ph.D. in oral and craniofacial biomedicine. 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. Masters and Ph.D. degrees are conferred by The Graduate School and require 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 and craniofacial biomedicine. The oral and craniofacial biomedicine program leads to the doctoral degree (Ph.D.) and requires four or more years to complete. The oral epidemiology concentration is offered through the School of Public Health epidemiology doctoral degree program. 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 https://www.dentistry.unc.edu/academicprograms/ade/.
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 primarily through the Veteran Affairs (VA) Dental Clinics in Kernersville and Salisbury VA Hospital as well as a series of specialty rotations offered at UNC. 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 at Kernersville VA Dental Clinic, which opened in fall 2016 and offers the opportunity to practice modern concepts of dental practice. This is a modern facility equipped with up-to-date technology. Clinical auxiliary personnel include dental assistants and dental hygienists. In addition to an individual operatory, residents are provided office and laboratory space. There is also a series of rotations through specialty clinics at UNC. This opportunity allows residents to rotate through dental specialties of their choosing.

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. 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, visit https://www.dentistry.unc.edu/ academicprograms/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 medicine and anesthesiology. Limited 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 unique 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, and surgical care. 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 healthy patients a dental clinic responsive to their needs. The primary emphasis of this clinic is the child patient. The Durham VA Medical Center offers experience in the management of the adult patient, both well and medically complex, with emphasis on fixed and removable prosthetics. The excellence of dental care offered by the VA system allows the resident to gain experience in comprehensive dental care unequalled in the private sector.

SERVICE OBLIGATIONS

The residents’ service obligations include the care of both inpatients and outpatients and participation in the hospital on-call system. The residents also participate in weekly seminars, lectures and journal clubs.

ADMISSION

For more information, please visit https://www.dentistry.unc.edu/academicprograms/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.
Orofacial Pain Residency Program
The University of North Carolina-Chapel Hill offers a two-year Orofacial Pain Certificate Program and a combined Orofacial Certificate and Oral Biology Ph.D. Program (with focus on Pain Neurobiology). This program is approved and accredited by the Commission on Dental Accreditation of the American Dental Association. The program includes patient care, didactic curriculum, journal club, case conferences, research, and rotations to specialized pain clinics affiliated with the University of North Carolina School of Dentistry and UNC Hospitals. Half of the program time is dedicated to the diagnosis and management of orofacial pain. The didactic curriculum encompasses biomedical sciences, functional neuroanatomy and neurophysiology of pain, behavioral sciences, clinical sciences and multidisciplinary pain management. Residents will participate in teaching activities in the DDS curriculum and in research. Upon completion of the program, the residents are eligible for examination and certification by the American Board of Orofacial Pain.

For more information, please visit https://www.dentistry.unc.edu/academicprograms/ade/orofacialpain/.

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 dental management/administration, science basic to dental hygiene education or 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. Periodically, exceptions are made for highly qualified students who have graduated with an international dental hygiene degree. 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 electronic application to the University can be accessed by visiting The Graduate School at www.gradschool.unc.edu/prospective.html. For further information, visit https://www.dentistry.unc.edu/academicprograms/dh/msdh/.

“Being part of the UNC School of Dentistry is belonging to an institution that helps shape the future. It is where students are led to cultivate their own skills to improve the wellness of their patients and their communities. Our school provides the opportunity to explore, improve, and do research in all aspects of dentistry, and allows for interaction with other health care providers to amalgamate healthcare to fit each person’s needs.”

— Dr. Ricardo Padilla, Graduate Program Director of Oral Pathology and Clinical Associate Professor
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 baccalaureate degree or a certificate in dental hygiene, which are both available to students first entering the profession (prelicensure).

Courses of study provide comprehensive educational experiences to prepare individuals for the practice of dental hygiene. Upon satisfactory completion of either the certificate or Bachelor of Science degree program of study, the student is eligible to sit for licensure examinations 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 many other fields, as well as to dental school.

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.

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 919-537-3459 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.

Admission of first-year students to the University does not guarantee admission into the dental hygiene programs. Students who start their studies as freshman at UNC usually apply to the program in January of their sophomore year. For an application to be considered, all of the prerequisite courses must be completed by the time dental hygiene classes begin in August.
Applications for intra-university students are available online through ConnectCarolina. Transfer students must apply to UNC and the program through the Office of Undergraduate Admissions using the Common Application found under professional programs: dental hygiene. For an application to be considered, a student must complete the prerequisite courses before classes begin in August. Classes can be in-process (“IP”) when the application is submitted. Successful completion of the dental hygiene prerequisites does not guarantee admission to the program. Beginning fall 2019, all entering Dental Hygiene students who are seeking to graduate with a Certificate in Dental Hygiene from UNC-Chapel Hill must enter with a minimum of an associate degree. Upon successful completion of the Dental Hygiene curriculum, these students will then graduate with a post-degree certificate in Dental Hygiene from the University.

The admissions requirements for certificate and Bachelor of Science degree candidates are the same. Selection is based on scholastic standing, character and sincere interest in dental hygiene as a professional career.

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. Students are also encouraged to attend a dental hygiene information session at the School of Dentistry. Dates, times, and location are posted on the School of Dentistry website at https://www.dentistry.unc.edu/academicprograms/dh/undergrad/.

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.

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 dental hygiene prerequisites.
   • 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 $80.
   • 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. Documentation of at least 20 hours of dental hygiene shadowing experience.

Matriculation to the dental hygiene programs is provisional based on satisfactory completion of further requirements including, but not limited to:
   • Criminal background check
   • CPR certification
   • Medical history
   • Documentation of required immunizations (Please see page 26 for full immunization requirements.)

DENTAL HYGIENE PREREQUISITES
For an application to be considered, a student must complete the prerequisite courses listed below before classes begin in August. Classes can be in-process “IP” when the application is submitted. (It is recommended all science classes be completed by the end of the Spring semester.) Successful completion of the dental hygiene prerequisites does not guarantee admission to the program.
   • English 105
   • CHEM 101 and 101L or BIOC 107
   • CHEM 102 and 102L, or BIOC 108
   • COMM 100, 113 or 120
   • MCRO 251
   • BIOL 252
   • PSYC 101
   • SOCI 101 or SOCI 111

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. For more information about the program or for contact information, please visit https://www.dentistry.unc.edu/academicprograms/dh/undergrad/.

BACHELOR OF SCIENCE IN DENTAL HYGIENE VERSUS CERTIFICATE IN DENTAL HYGIENE

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.

The bachelor degree is awarded if a student has more general education courses traditionally associated with a four-year college degree (history, literary arts, foreign language etc.; UNC calls these courses “Foundations, Approaches, and Connections”). The degree opens up more opportunities for careers in dental hygiene: working in public health, teaching, research, etc.

BACHELOR OF SCIENCE IN DENTAL HYGIENE

The additional general education courses needed for a baccalaureate degree include:
- Foreign language through level three (unless placed into level four)
- Quantitative reasoning (STOR 151 recommended)
- Lifetime fitness course
- All Foundations and Approaches requirements
- At least five Connections courses, including global issues, experiential education and U.S. diversity.

Several of the Dental Hygiene Prerequisite courses will meet the various University General Education Requirements. The experiential education requirement will be met through the Dental Hygiene curriculum.

The general education courses for the BSDH may be completed before entering the dental hygiene program, in the summer between the first and second years, or after graduation with a certificate in dental hygiene.

CERTIFICATE IN DENTAL HYGIENE

Applicants interested in the certificate program in dental hygiene may be admitted to the program after completion of ENGL 105; CHEM 101/101L and 102/102L (or BIOC 107 and 108); COMM 100, 113 or 120; MCRO 251, BIOL 252; 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.

For more information about the program or for contact information, please visit https://www.dentistry.unc.edu/academicprograms/dh/undergrad/.

THE DENTAL HYGIENE PROGRAM

A listing of dental hygiene courses by semester is provided in Appendix C at the end of this document.

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/ugradbulletin).
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 its 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 https://www.dentistry.unc.edu/wp-content/uploads/2015/01/2015-16-Academic-Standing-Policy-for-Dental-Hygiene-Students.pdf?75834a.

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: http://finance.unc.edu/saur/student-account-services/student-billing/.

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: http://studentaid.unc.edu/. In addition to the regular University aid programs, dental hygiene students are given special consideration for assistance through the following School of Dentistry 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.ncseaa.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).
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 challenge the National Certification Examination offered by the Dental Assisting National Board.

ADMISSION
Application for admission and information concerning the program may be secured under academic programs on the dental school website at https://www.dentistry.unc.edu/academicprograms/da/. High school graduates or those who have obtained a GED and successfully completed post-secondary courses 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 2.0 (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
   • Two (2) letters of reference
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 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, infection control, advanced functions, and radiology.

ACADEMIC PERFORMANCE
The academic status of each student is reviewed at the end of each term by an academic performance committee.

In all instances, students must meet the program’s and University requirements for continued study and graduation. To qualify for a certificate, a student must complete all stated requirements and present a cumulative GPA of 2.0 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: http://finance.unc.edu/.

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.

For additional information regarding financial assistance, visit https://www.dentistry.unc.edu/academicprograms/da/.

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 OF GAINFUL EMPLOYMENT PROGRAMS BY THE U.S. DEPARTMENT OF EDUCATION

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) are as follows. These numbers represent figures from summer 2016, fall 2016 and spring 2017.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Fees</td>
<td>$2,879</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>1,964</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>13,424</td>
</tr>
<tr>
<td>Travel</td>
<td>1,082</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>1,488</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2,734</td>
</tr>
<tr>
<td>Total</td>
<td>$23,571</td>
</tr>
</tbody>
</table>

Completion Rate
• Twenty-one students graduated in the most recent graduating class in May 2017.
• This program is a 10-month certificate program. One hundred percent completed the program within the “normal” time.

Job Placement Rate
At the time of this report (June 2017) 18 certificate graduates (86 percent) are employed as dental assistants.

Median Debt Incurred
The median loan debt for the graduating class of 2017 is as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV Debt</td>
<td>$8,400</td>
</tr>
<tr>
<td>Private Debt</td>
<td>$0</td>
</tr>
<tr>
<td>Institutional Debt</td>
<td>$0</td>
</tr>
</tbody>
</table>

Note:
• In 2017, 33% of our students received at least one grant, while 46% received Federal loans.
• The median debt values reported do not mean that students will not need financial assistance to attend this program. Federal and private student aid is received by at least half of the students enrolled in this program.
Appendix A

UNIVERSITY REGULATIONS AND POLICIES

Information on the following University policies can be found online at the UNC Graduate Record website at 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
Policy on Illegal Drugs
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

Information on the following University policies can be found online at the UNC Undergraduate Bulletin website at 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

SUMMARY OF THE UNIVERSITY’S POLICY ON PROHIBITED DISCRIMINATION, HARASSMENT AND RELATED MISCONDUCT INCLUDING SEXUAL AND GENDER-BASED HARASSMENT, SEXUAL VIOLENCE, INTERPERSONAL VIOLENCE AND STALKING

The University’s Policy on Prohibited Discrimination, Harassment and Related Misconduct prohibits all forms of Discrimination and Harassment based on Protected Status: age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. It expressly, therefore, also prohibits Sexual Violence and Sexual Exploitation, which by definition involve conduct of a sexual nature and are prohibited forms of Sexual or Gender-Based Harassment. This Policy further prohibits Stalking and Interpersonal Violence, which need not be based on an individual’s Protected Status. Finally, this Policy prohibits Complicity for knowingly assisting in an act that violates this Policy and Retaliation against an individual because of their good faith participation in the reporting, investigation, or adjudication of violations of this Policy.

For more information about the policy and procedures, visit http://eoc.unc.edu/our-policies/ppdhrm/ or contact the Equal Opportunity and Compliance Office.

Equal Opportunity and Compliance Office
100 E. Franklin Street, Unit 110
Campus Box 9160
Chapel Hill, NC 27599-9160
Telephone: 919-966-3576
Fax: 919-962-2562
eoc@unc.edu

POLICY STATEMENT ON NON-DISCRIMINATION

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, genetic information, disability, veteran 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.
RESOURCES FOR INFORMATION AND ASSISTANCE
Individuals are encouraged to report incidents of Prohibited Conduct to the Equal Opportunity and Compliance Office, the Title IX Compliance Coordinator, the Student Complaint/Deputy Title IX Coordinator, the Office of the Dean of Students, or the UNC Department of Public Safety. As an alternative, an individual can also seek confidential assistance that does not involve notice to the University. If the conduct you have experienced is sexual violence or other criminal activity, including interpersonal (relationship) violence or stalking, you are also encouraged to report the incident to local law enforcement.

Visit http://eoc.unc.edu/our-policies/ppdhrm/ for a comprehensive list of support and reporting options.

REPORTING OPTIONS

**UNC Department of Public Safety**
http://www.dps.unc.edu/
919-962-8100

**Equal Opportunity and Compliance Office**
http://eoc.unc.edu/
100 East Franklin Street, Unit 110
919-966-3576

**Interim Title IX Compliance Coordinator**
Katie Nolan
100 East Franklin St., Unit 110
919-445-1577 | kbnolan@unc.edu

**Deputy Title IX Coordinator/Student Complaint Coordinator**
Ew Quimbaya-Winship
1125 Student and Academic Services Building
919-843-3878 | eqw@unc.edu

**The Office of the Dean of Students**
https://deanofstudents.unc.edu/
1106 Student and Academic Services Building North
919-966-4042 | dos@unc.edu

CONFIDENTIAL RESOURCES

**Campus Health Services**
https://campushealth.unc.edu/
919-966-3650 / After hours: 919-966-2281

**UNC Hospital Emergency Room**
http://www.med.unc.edu/emergmed
919-966-4721

**Counseling and Psychological Services**
http://campushealth.unc.edu/caps
919-966-3658

**University Ombuds Office**
http://www.ombuds.unc.edu/
919-843-8204

**Orange County Rape Crisis Center**
http://www.ocrcc.org/
919-968-4647; 1-866-WE-LISTEN (1-866-935-4783)

**Gender Violence Services Coordinator**
Cassidy Johnson
919-962-1343 | cassidyjohnson@unc.edu

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

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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 his or her 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 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.

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 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 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 393 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 390 Current Topics in Dental Hygiene (1). This online 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 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 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 421 Introduction to Clinical Teaching (2). This course is designed to prepare bachelor of science degree level students to function as clinical instructors. 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.

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 a 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.)

DHYG 495 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 595 Research Methodology II (3). Through independent study and individual meetings, this course is designed to provide the student with an opportunity to implement the study designed in the DHYG 419 Research Methodology I course, analyze the data and develop a manuscript. This course will provide an opportunity for the student to be involved in all stages of conducting research.
## Academic Calendar

### Fall Semester 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Classes/Clinics Begin (D.D.S. 2)</td>
<td>Aug. 16</td>
</tr>
<tr>
<td>Orientation/Registration (D.D.S. 1)</td>
<td>Aug. 16-18</td>
</tr>
<tr>
<td>Orientation/Registration (D.H. 1)</td>
<td>Aug. 17-18, Aug. 21</td>
</tr>
<tr>
<td>Orientation/Registration (D.H. 2)</td>
<td>Aug. 17-18, Aug. 21</td>
</tr>
<tr>
<td>Classes/Clinics Begin (D.D.S. 1 and 3)</td>
<td>Aug. 21</td>
</tr>
<tr>
<td>Orientation (D.A.)</td>
<td>Aug. 21-22</td>
</tr>
<tr>
<td>Classes Begin (D.A.)</td>
<td>Aug. 23</td>
</tr>
<tr>
<td>Clinics Begin (D.A.)</td>
<td>Aug. 28</td>
</tr>
<tr>
<td>University Holiday</td>
<td>Sept. 4</td>
</tr>
<tr>
<td>Classes/Clinics Begin (D.D.S. 4)</td>
<td>Sept. 5</td>
</tr>
<tr>
<td>Day of Service (DEAH DAY)</td>
<td>Sept. 21</td>
</tr>
<tr>
<td>No Classes/Clinics (D.D.S. 1, 2, 3 and 4; D.H., D.A.)</td>
<td></td>
</tr>
<tr>
<td>Fourth Year Multidisciplinary Competency Assessment</td>
<td>Sept. 29</td>
</tr>
<tr>
<td>No a.m. Classes (D.D.S. 4), No a.m. Clinic</td>
<td></td>
</tr>
<tr>
<td>Fourth Year Multidisciplinary Competency Assessment</td>
<td>Oct. 7</td>
</tr>
<tr>
<td>No Classes/Clinics (D.D.S. 4)</td>
<td></td>
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<tr>
<td>University Day</td>
<td>Oct. 12</td>
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<tr>
<td>Fall Recess (D.H., D.A.)</td>
<td>Oct. 19-20</td>
</tr>
<tr>
<td>Fall Recess (D.D.S. 1, 2, 3 and 4)</td>
<td>Oct. 20</td>
</tr>
<tr>
<td>Faculty Retreat for CODA Accreditation (All clinics and D.F.P. closed)</td>
<td>Oct. 20</td>
</tr>
<tr>
<td>CODA Site Visit</td>
<td>Nov. 7-9</td>
</tr>
<tr>
<td>Dental Seminar Day/Ethics Seminar (No Classes/Clinics D.D.S. 4)</td>
<td>Nov. 10</td>
</tr>
<tr>
<td>University Thanksgiving Recess (D.D.S., D.H.)</td>
<td>Nov. 22-24</td>
</tr>
<tr>
<td>University Thanksgiving Recess (A.D.E., D.A.)</td>
<td>Nov. 23-24</td>
</tr>
<tr>
<td>Classes End (D.D.S.)</td>
<td>Dec. 1</td>
</tr>
<tr>
<td>Classes/Clinics End (D.A.)</td>
<td>Dec. 1</td>
</tr>
<tr>
<td>Final Exams (D.A.)</td>
<td>Dec. 4-6</td>
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<tr>
<td>Final Exams (D.D.S.)</td>
<td>Dec. 4-8</td>
</tr>
<tr>
<td>Classes End (D.H.)</td>
<td>Dec. 6</td>
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<tr>
<td>Spring Orientation (D.A.)</td>
<td>Dec. 6 (p.m.)</td>
</tr>
<tr>
<td>Classes End (A.D.E.)</td>
<td>Dec. 8</td>
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<tr>
<td>Final Exams (D.H.)</td>
<td>Dec. 8-15</td>
</tr>
<tr>
<td>Final Exams (A.D.E.)</td>
<td>Dec. 11-15</td>
</tr>
<tr>
<td>Teaching Committee Grade Review (D.D.S.)</td>
<td>Dec. 14</td>
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<tr>
<td>Clinics End (D.D.S. 2, 3 and 4)</td>
<td>Dec. 15</td>
</tr>
<tr>
<td>UNC Commencement</td>
<td>Dec. 17</td>
</tr>
<tr>
<td>Academic Performance Committee (D.D.S.)</td>
<td>Dec. 18</td>
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<tr>
<td>Academic Performance Committee (D.H.)</td>
<td>Dec. 19</td>
</tr>
<tr>
<td>Clinics End (A.D.E.)</td>
<td>Dec. 21</td>
</tr>
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### Spring Semester 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Dental Hygiene White Coat Ceremony</td>
<td>Jan. 7</td>
</tr>
<tr>
<td>Orientation (D.H. 1)</td>
<td>Jan. 8-9</td>
</tr>
<tr>
<td>Orientation (D.H. 2)</td>
<td>Jan. 9</td>
</tr>
<tr>
<td>Classes begin (D.H.)</td>
<td>Jan. 10</td>
</tr>
<tr>
<td>University Holiday</td>
<td>Jan. 15</td>
</tr>
<tr>
<td>Give Kids a Smile Day</td>
<td>Feb. 2 (a.m.)</td>
</tr>
<tr>
<td>Faculty Retreat/In-Service/Workshops</td>
<td>Feb. 23</td>
</tr>
<tr>
<td>CITA Exam (D.D.S. only)</td>
<td>Feb. 23-24</td>
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<tr>
<td>Dental Research in Review Day</td>
<td>Feb. 22</td>
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<tr>
<td>DENT 211 Field Trip</td>
<td>Feb. 7</td>
</tr>
<tr>
<td>Mock CITA Board (Pros/Endo)</td>
<td>Mar. 7</td>
</tr>
<tr>
<td>Spring Break (D.H.)</td>
<td>Mar. 8</td>
</tr>
<tr>
<td>ADEA Meeting</td>
<td>Mar. 12-16</td>
</tr>
<tr>
<td>IADR/AADR Meeting</td>
<td>March 21-24</td>
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<tr>
<td>University Holiday</td>
<td>Mar. 30</td>
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<tr>
<td>Poverty Simulation (D.D.S. 3)</td>
<td>Apr. 12</td>
</tr>
<tr>
<td>Clinics End (D.A.)</td>
<td>Apr. 13</td>
</tr>
<tr>
<td>Classes End (D.D.S., D.A.)</td>
<td>Apr. 13</td>
</tr>
<tr>
<td>Final Exams (D.A.)</td>
<td>Apr. 16-18</td>
</tr>
<tr>
<td>Final Exams (D.D.S.)</td>
<td>Apr. 16-20</td>
</tr>
<tr>
<td>Clinics End (D.D.S. 2, 3 and 4)</td>
<td>Apr. 18</td>
</tr>
<tr>
<td>Classes End (A.D.E.)</td>
<td>Apr. 20</td>
</tr>
<tr>
<td>D.D.S. White Coat Ceremony</td>
<td>Apr. 20</td>
</tr>
<tr>
<td>CITA Exam (D.D.S. only)</td>
<td>Apr. 20-21</td>
</tr>
<tr>
<td>Final Exams (A.D.E.)</td>
<td>Apr. 23-27</td>
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<tr>
<td>Teaching Committee Grade Review (D.D.S.)</td>
<td>Apr. 26</td>
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<tr>
<td>Classes End (D.H.)</td>
<td>Apr. 27</td>
</tr>
<tr>
<td>Clinics End (D.H.)</td>
<td>Apr. 27</td>
</tr>
<tr>
<td>Academic Performance Committee (D.D.S.)</td>
<td>Apr. 30</td>
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<tr>
<td>Final Exams (D.H.)</td>
<td>Apr. 30 - May 8</td>
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<tr>
<td>Academic Performance Committee (D.H.)</td>
<td>May 10</td>
</tr>
<tr>
<td>SOD Commencement</td>
<td>May 11 (tentative)</td>
</tr>
<tr>
<td>UNC Commencement</td>
<td>May 13</td>
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### Summer Semester 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Classes/Clinics Begin (D.D.S. 1 and 2)</td>
<td>May 7</td>
</tr>
<tr>
<td>No Clinic (D.D.S. 2 - Orientation)</td>
<td></td>
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<tr>
<td>Extramural Rotations (D.D.S. 3: Groups A and C)</td>
<td>May 7-June 1</td>
</tr>
<tr>
<td>Clinic (D.D.S. 3: Groups B and D)</td>
<td>May 7-25</td>
</tr>
<tr>
<td>N.C. Dental Society Meeting</td>
<td>May 17-18</td>
</tr>
<tr>
<td>No Classes/Clinics (D.D.S. 2 and 3)</td>
<td></td>
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<tr>
<td>University Holiday</td>
<td>May 28</td>
</tr>
<tr>
<td>CITA Exam (D.H. only)</td>
<td>June 1-2</td>
</tr>
<tr>
<td>No Clinics (D.H.; D.D.S. 1, 2 and 3)</td>
<td>May 31-June 1</td>
</tr>
<tr>
<td>Extramural Rotations (D.D.S. 3: Groups B and D)</td>
<td>June 4-29</td>
</tr>
<tr>
<td>Clinic (D.D.S. 3: Groups A and C)</td>
<td>June 11-29</td>
</tr>
<tr>
<td>Orientation (D.A.)</td>
<td>June 15</td>
</tr>
<tr>
<td>Classes Begin (D.A.)</td>
<td>June 18</td>
</tr>
<tr>
<td>Extramural Rotations (D.D.S. 3: Groups A and C)</td>
<td>July 2-27</td>
</tr>
<tr>
<td>Clinic (D.D.S. 3: Groups B and D)</td>
<td>July 2-20</td>
</tr>
<tr>
<td>University Holiday</td>
<td>July 4</td>
</tr>
<tr>
<td>Classes End (D.D.S. 1 and 2)</td>
<td>July 6</td>
</tr>
<tr>
<td>Final Exams (D.D.S. 1 and 2)</td>
<td>July 9-13</td>
</tr>
<tr>
<td>Clinics End (D.D.S. 1 and 2)</td>
<td>July 13</td>
</tr>
<tr>
<td>Teaching Committee Grade Review (D.D.S.)</td>
<td>July 19</td>
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<tr>
<td>Academic Performance Committee (D.D.S.)</td>
<td>July 23</td>
</tr>
<tr>
<td>Classes End (D.A.)</td>
<td>July 27</td>
</tr>
<tr>
<td>Final Exams (D.A.)</td>
<td>July 30-Aug. 3</td>
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<tr>
<td>Extramural Rotations (D.D.S. 3: Groups B and D)</td>
<td>July 30-Aug. 24</td>
</tr>
<tr>
<td>Clinic (D.D.S. 3: Groups A and C)</td>
<td>Aug. 6-24</td>
</tr>
<tr>
<td>Clinics End (D.D.S. 3 only)</td>
<td>Aug. 24</td>
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</tbody>
</table>

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