

18 Characteristics of Texas Public Doctoral Programs¹

University of Texas School of Dentistry at Houston, as of December 15, 2013

Measure	Operational Definition												
Number of Degrees Per Year	Rolling three-year average of the number of degrees awarded per academic year: 77.66												
Graduation Rates	Rolling three-year average of the percent of first-year doctoral students ² who graduated within ten years: 95%												
Average Time to Degree	Rolling three-year average of the registered time to degree ³ of first-year doctoral students within a ten-year period: 4 years												
Employment Profile (in field within one year of graduation)	Percentage of the last three years of graduates employed in academia, post-doctorates, industry/professional, governmental and those still seeking employment (in Texas and outside Texas): 100%												
Admissions Criteria	<p>Description of admission factors:</p> <p>Students are advised to choose a program of study leading to the baccalaureate degree by the beginning of the sophomore year and to strive for a grade of B or better in their overall course work. A grade of at least C must be earned in each of the required courses.</p> <p>Admission to The University of Texas School of Dentistry at Houston requires a minimum of 90 semester hours from an accredited college (It is recommended that at least 30 semester hours be accomplished at a four-year college or university.), including the following courses:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">English</td> <td>One year of College English</td> </tr> <tr> <td>Biology</td> <td>Two years, as required for science majors, one year must include formal laboratory experience.</td> </tr> <tr> <td>Physics</td> <td>One year, as required for science majors, including the corresponding laboratory experience.</td> </tr> <tr> <td>Biochemistry</td> <td>One semester (3 semester hours)</td> </tr> <tr> <td>General Chemistry</td> <td>One year, as required for science majors, including the corresponding laboratory experience.</td> </tr> <tr> <td>Organic Chemistry</td> <td>One year, as required for science majors, including the corresponding laboratory experience.</td> </tr> </table>	English	One year of College English	Biology	Two years, as required for science majors, one year must include formal laboratory experience.	Physics	One year, as required for science majors, including the corresponding laboratory experience.	Biochemistry	One semester (3 semester hours)	General Chemistry	One year, as required for science majors, including the corresponding laboratory experience.	Organic Chemistry	One year, as required for science majors, including the corresponding laboratory experience.
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Microbiology

Three semester hours (beginning with entering class of 2014)

Statistics

Three semester hours taught in Math, Biology or Biomedical department

In addition to the scholastic requirements for admissions, all candidates are required to take the Dental Admission Test. It is given at several testing centers in the state by the Divisions of Educational Measurements, Council on Dental Education of the American Dental Association. An application to take the Dental Admission Test and a brochure describing the testing program may be obtained from:

Dental Admission Testing Program

211 East Chicago Avenue
Suite 1846
Chicago, Illinois 60611
(312) 440-2689

The DAT should be taken in the spring of the year in which the application is initiated. For more information on the DAT, please visit the American Dental Association Website at:
<http://ada.org/prof/ed/testing/index.asp>

Admissions Policy

The admissions policy of the School of Dentistry includes a wide variety of criteria, including qualitative and quantitative information, in evaluating applicants on an individual basis and making decisions as to acceptance into the Dental Education Program leading to the D.D.S. degree. The admissions processes for the undergraduate Dental Hygiene certificate and Baccalaureate (B.S.) degree programs and graduate Advanced Education Programs utilize a mix of cognitive and non-cognitive consideration factors that are similar to the Dental Education Program. Dental Admissions Committees give individual consideration to applicants, and no quotas for any specific group are used. The Admissions Committee considers the application in its entirety and gives importance to the following factors:

- Intellectual capacity, based on consideration of undergraduate and graduate record; academic progression/regression; standardized test scores; academic awards and honors; a history of research accomplishments; degree of difficulty of undergraduate academic program; pre-professional evaluations; personal interview; and any other data submitted;
- Interpersonal and communication skills, based on consideration of community or charitable service, extracurricular activities and organizations; leadership positions; employment history; recognition for

humanitarian service; awareness and direct knowledge of cultural elements as they may impact on healthcare; expression of future goals in the written essay; statements made on the application or in the personal interview; and any other relevant considerations which the student's pre-professional advisors may present;

- Knowledge of the profession, based on consideration of an understanding of factors that impact access to care, along with the social and financial implications; consideration of the implications of lifelong learning; and demonstrated significant effort in seeking knowledge regarding the practice of dentistry or who have participated in oral health promotion activities;
- Potential for service to the State of Texas, based on consideration of the applicant's goals for the future; size and location of hometown and whether the applicant resides in a Health Professions Shortage Area; potential for future provision of health services to underserved areas or needed specialties; race/ethnicity as it relates to service to underserved and/or underrepresented populations; linguistic skills appropriate to the Health Professions Shortage Area the applicant wishes to serve;
- Motivation, based on consideration of success in overcoming adverse personal, economic or educational conditions; employment history occurring simultaneously with undergraduate academic preparation; participation in activities requiring time management skills; experience in health-related activities; and heavier than normal academic course loads (³ 18 hrs/semester);
- Integrity, based on consideration of professional evaluations; any academic integrity violation; conduct of a crime; any other relevant background relating either positively or negatively to the applicant's standard of integrity; and
- Essential skills, based on consideration of psychomotor skills (fine motor dexterity and coordination) and observational skills (vision, hearing and tactile abilities) sufficient to master the clinical procedures essential to the treatment of oral disease.

ESSENTIAL SKILLS FOR DENTISTS AND DENTAL HYGIENISTS

To be successful, dentists and dental hygienists must demonstrate cognitive skills in critical and logical/analytical thinking. Dentists and dental hygienists must possess and demonstrate psychomotor skills (fine motor dexterity and coordination) and observational skills (vision, hearing and tactile abilities) sufficient to master the clinical procedures essential in the treatment of dental disease.

All individuals who apply for admission to The University of Texas School of Dentistry, without exception, must be able to perform essential functions. Essential functions are the basic activities that a student must be able to perform to complete the curriculum. An applicant who cannot perform the following essential functions - either with or without reasonable accommodations - will not be considered for admission:

COMMUNICATION: Students must be able to communicate effectively with patients and patient family members, peers, staff, faculty and other members of the health care team. Communication requires the ability to assess all information provided by the patient including non-verbal responses, within safety-related timeframes. Students must be able to communicate in oral and written format that is succinct, organized and complete. These communications will include assessments, prescriptions and dental record notes. Students must be able to demonstrate sensitivity to cultural, emotional and societal issues.

SENSORY AND PSYCHOMOTOR SKILLS: Students must be able to gather patient information needed for a diagnosis through adequate visual, tactile, smell, and auditory senses. Students must have sufficient physical abilities and stamina to provide dental care and respond to emergency situations. Students must have the manual dexterity to execute both gross and fine motor movements required to provide dental care for their patients.

COGNITIVE ABILITIES: Students must have the cognitive abilities to master the dental curriculum, including the basic, behavioral, and clinical sciences. Students must be able to measure, calculate, reason, analyze, synthesize, integrate and apply information. In addition, students must be able to comprehend three-dimensional relationships and to understand the spatial relationships required to provide dental care. Students must be able to demonstrate critical thinking, problem solving, and decision-making skills required in the practice of dentistry.

BEHAVIORAL AND SOCIAL ATTRIBUTES: Students must be able to demonstrate professional behavior and function with integrity and responsibility while maintaining a high ethical standard. In addition, the students must be able to demonstrate the ability to be compassionate, empathic and tolerant. Students must be able to interact in a collegial manner and demonstrate the ability to participate in teamwork. Students must possess the emotional health required to use their intellectual abilities fully, such as exercising good judgment, promptly completing all responsibilities attendant to the diagnosis and care of patients, and developing mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically taxing workloads and to function effectively under stress. Students must be able to adapt to changing environments, respond appropriately to unpredictable circumstances, and to display flexibility.

CHRONIC CONDITIONS: Students must not possess any chronic or recurrent illnesses such as infectious, psychiatric or substance abuse problems that would

interfere with quality patient care or safety and that are not compatible with dental practice or training.

The University of Texas School of Dentistry at Houston Policy for Conducting Criminal Background Checks

The University of Texas School of Dentistry at Houston must abide by requirements of hospitals and other agencies in which students may have clinical experiences. Clinical agencies used for rotation/external experiences have the same requirements for students as those required of employees (criminal background checks and, in some cases, drug screening). An offer of acceptance and admission is conditioned upon the successful completion of a criminal background check. The criminal background check will serve to verify information in the TMDSAS Application provided by each applicant. The School of Dentistry requires criminal background screening of all students following conditional admission and prior to enrollment.

Individuals who do not consent to the criminal background check or who fail to provide the report as required will not be allowed to enroll in the dental education program.

An independent vendor will be identified by the School of Dentistry to provide the criminal background screening. Students conditionally accepted for admission are responsible for requesting the report and paying the appropriate fee. Copies of the report shall be provided to the University of Texas School of Dentistry at Houston and to the student conditionally accepted for admission. Students will be informed 1) of how to contact the independent vendor and notify the School of Dentistry of any challenge to the accuracy or completeness of the report and 2) that the independent vendor was not involved in any decision that may adversely affect the student. All information will be separately maintained in a confidential file. The background check document will be destroyed upon graduation/separation from the institution. A validated background report found to be in conflict with responses by an applicant on the application may constitute grounds for withdrawal of an offer of admission.

Background checks will be valid for the duration of the student's enrollment in School of Dentistry programs if the participating student has not had a break in the enrollment. A student who has had a break in enrollment may be required to have another background check. A break in enrollment is defined as withdrawal from a program and readmission. A student on Leave of Absence (LOA) is considered to be in continuous enrollment.

All students enrolled in the School of Dentistry are required to disclose to the Associate Dean for Student Affairs, within 30 days of occurrence, any arrest for any misdemeanor or felony offense (excluding Class C misdemeanor traffic violations), and are required to disclose any conviction, including any deferrals of adjudication, including probation or "community supervision" (other than

	Class C misdemeanor traffic violations) for any misdemeanor or felony offense. Non-disclosure or falsification of information may be grounds for dismissal from the School. The Associate Dean for Student Affairs will then determine whether any arrest, and/or conviction or deferral of adjudication is grounds for any action. Any dismissal or other action may be appealed to the Dean of the Dental Branch in writing within seven working days of the receipt of the decision by the Associate Dean for Student Affairs
Percentage Full-time Students (FTS) with Financial Support	In the prior year, the percentage of FTS (≥ 18 SCH) with support/the number of FTS: 0%
Average Financial Support Provided	For those receiving financial support, the average financial support provided per full-time graduate student (including tuition rebate) for the prior year, including research assistantships, teaching assistantships, fellowships, tuition, benefits, etc. that is "out-of-pocket": \$0.00
Student-Core Faculty Ratio ⁴	Rolling three-year average of full-time student equivalent (FTSE)/rolling three-year average of full-time faculty equivalent (FTFE) of core faculty: 6.7:1

¹ Programs included only if in existence three or more years. Program is defined at the eight-digit CIP code level.

² First-year doctoral students: Those students who have been coded as doctoral students by the institution and have either completed a master's program or at least 30 SCH towards a graduate degree.

³ Registered time to degree: The number of semesters enrolled starting when a student first appears as a doctoral student until the completion of a degree, excluding any time taken off during graduate study. The number of years is obtained by dividing the number of semester by three.

⁴ Core Faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.

Measure	Operational Definition																		
Core Faculty Publications	Rolling three-year average of the number of discipline-related refereed papers /publications, juried creative/performance accomplishments, book chapters, notices of discoveries filed patents issued, and books per year per core faculty member: 3																		
Core Faculty External Grants	Rolling three-year average of the number of core faculty receiving external funds: 18 Average external grant \$ per faculty: \$305,938 Total external grant \$ per program per academic year ⁵ : \$5,316,208																		
Percentage Full-Time Students	Rolling three-year average of the FTS (≥ 9 SCH)/number of students enrolled (headcount) for last three fall semesters: 100%																		
Number of Core Faculty	Number of core faculty in the prior year: 47																		
Faculty Teaching Load	Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty in the prior year: 3.6																		
Faculty Diversity	Core faculty by ethnicity (white, black, Hispanic, other) and gender, updated when changed: <table border="1"> <thead> <tr> <th>Total</th> <th>Male</th> <th>Female</th> <th>White</th> <th>Black</th> <th>Hispanic</th> <th>Asian</th> <th>NAI</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>34</td> <td>16</td> <td>31</td> <td>3</td> <td>1</td> <td>15</td> <td>0</td> </tr> </tbody> </table>	Total	Male	Female	White	Black	Hispanic	Asian	NAI	50	34	16	31	3	1	15	0		
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Student Diversity	Enrollment headcount by ethnicity (white, black, Hispanic other) and gender in program in the prior year: (Student Affairs) <table border="1"> <thead> <tr> <th></th> <th>Total</th> <th>Male</th> <th>Female</th> <th>White</th> <th>Black</th> <th>Hispanic</th> <th>Asian</th> <th>NAI</th> </tr> </thead> <tbody> <tr> <td>DDS</td> <td>336</td> <td>153</td> <td>183</td> <td>183</td> <td>8</td> <td>61</td> <td>84</td> <td>0</td> </tr> </tbody> </table>		Total	Male	Female	White	Black	Hispanic	Asian	NAI	DDS	336	153	183	183	8	61	84	0
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Date of Last External Review	Date of last formal external review, updated when changed: CODA 2012, SACS 2009																		
External Program Accreditation	Name of body and date of last program accreditation review, if applicable, updated when changed SACS - Southern Association of Colleges and Schools (final report 2010) CODA - Commission on Dental Accreditation - American Dental Association (final report 2012)																		
Student Publications/Presentations	Rolling three-year average of the number of discipline-related referred papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year per student: 0.2																		

NOTE: Institutions may wish to add a “comments” field to explain any anomalies.

⁵All external funds received from any source including research grants, training grants, gifts from foundations, etc.