The University of Texas Health Science Center at Houston

The Dental Branch
2009 – 2011 Catalog
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3 General Information
Message from the President

As a student at The University of Texas Health Science Center at Houston, you have joined one of the most comprehensive academic medical centers in the southwestern United States – a university that offers you unparalleled opportunities to contribute to the enhanced health of the world.

The Health Science Center – through its three-part mission of education, research and patient care – plays a critical role in the health of our region and our state. In fact, the breakthroughs occurring on our campus have an impact on millions of lives around the globe. You have the opportunity to work alongside our exceptional faculty and healthcare professionals to make your own mark as you pursue your passion in the health sciences.

We have six schools within the university devoted to medicine, dentistry, nursing, public health, the biomedical sciences and health informatics. We also have an institute focused on molecular medicine and a psychiatric hospital. At this university, located in the Texas Medical Center – the world’s largest – you will become actively involved in your field as you engage in this rich, collaborative learning environment.

You may make a great discovery or solve a complex medical riddle. You may pursue laboratory investigation or sit by the bedside. You are the next generation of health professionals, and what you learn here will not be abstract concepts. Once you apply this knowledge, you will transform the lives of real people. You will make a difference.

We believe in you and wish you the best in your academic pursuits.

Sincerely,
Larry R. Kaiser, M.D., F.A.C.S.
President
Welcome!

I am delighted to welcome you to The University of Texas Health Science Center at Houston (UTHSC-H). As current or potential student, or perhaps even an interested parent, it is important for you to know that there are many facets to our university that, working together, make it a rich and stimulating learning environment that nurtures creativity and discovery. The combination of our six schools, multiple research institutes and centers, and hospital partners and clinics provides a wealth of opportunities for personal and professional growth.

Our vision of “Excellence Above All” is apparent in all that we do to further education, research, patient care and community service throughout the university. That is our mission. As a result of our commitment to this vision and mission, you will find that:

• We are rigorous in our recruitment of faculty and students and our investment in leadership, both current and future.
• We highly value the diversity of every individual in our university community, from students to faculty to staff to patients.
• We believe that scholarship is the foundation of all our activities, especially in learning or discovering new knowledge and in teaching, integrating and applying that knowledge.
• We believe that service occurs often as an extension of scholarship as members of the university community translate and apply their knowledge and skills to care for patients, to prevent disease, or to analyze and set or change public policies related to education and health care. Our services are provided at the local, state, national and international levels.
• Our location and research activities benefit every one of our educational programs. Our presence in not only the Texas Medical Center but also in five regional campuses across Texas, in community hospitals, in clinics, and in local schools supports scholarly activity. Our physical plant includes more than 4 million gross square feet of space in facilities for education, basic science and clinical research, inpatient and ambulatory health care, student accommodations, and recreation.
• The quality of our faculty and the variety of our educational, research and patient care programs provide distinctive opportunities for students to excel. Our 19 academic degree programs employ cutting-edge technology and innovative educational approaches to student learning.
• We believe in teamwork while also valuing the individual. Students learn to work together, and with faculty, drawing strength from the knowledge, skills and contributions of others. At the same time, we value one another, recognizing and celebrating the talents, creativity and character of each member of the team.

As a longtime UTHSC-H employee, I feel strongly that UTHSC-H is an outstanding place to learn and grow. Those who join us will certainly share many positive experiences that will enrich their lives, build on the reputation of our university, and benefit our community.

Peter J.A. Davies, M.D., Ph.D.
Provost & Executive Vice President for Research
# BOARD OF REGENTS

## Officers

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<th>Name</th>
<th>Position</th>
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<tr>
<td>James R. Huffines</td>
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<tr>
<td>Colleen McHugh</td>
<td>Vice Chairman</td>
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<td>Paul Foster</td>
<td>Vice Chairman</td>
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<td>Francie A. Frederick</td>
<td>General Counsel to the Board of Regents</td>
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## Members

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<td>Wm. Eugene Powell</td>
<td>San Antonio</td>
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<td>Janiece Longoria</td>
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<td>Robert L. Stillwell</td>
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<td>Paul Foster</td>
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<td>Karim A. Meijer</td>
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(Student Regent)
ADMINISTRATIVE OFFICERS

The University of Texas System

Francisco G. Cigarroa, M.D.
Chancellor

Scott C. Kelley, Ed.D.
Executive Vice Chancellor for Business Affairs

Kenneth I. Shine, M.D.
Executive Vice Chancellor for Health Affairs

David B. Prior, Ph.D.
Executive Vice Chancellor for Academic Affairs

The University of Texas Health Science Center at Houston

Larry R. Kaiser, M.D.
President

Peter J.A. Davies, M.D., Ph.D.
Provost and Executive Vice President for Research

C. Thomas Caskey, M.D.
Executive Vice President for Molecular Medicine and Genetics and COO of the Brown Foundation Institute of Molecular Medicine for the Prevent of Human Diseases

Kevin Dillon
Executive Vice President Chief Operating and Financial Officer

John A. Valenza, D.D.S.
Interim Dean
Dental Branch

Roberta B. Ness, M.D.
Dean
School of Public Health

Giuseppe N. Colasurdo, M.D.
Dean
Medical School

Jack W. Smith, M.D., Ph.D.
Dean
School of Health Information Sciences

George M. Stancel, Ph.D.
Dean
Graduate School of Biomedical Sciences

Patricia L. Starck, D.S.N.
Dean
School of Nursing
MISSION AND VISION STATEMENTS

Teaching, Searching, Serving

Mission Statement
As a comprehensive health science university, the mission of The University of Texas Health Science Center at Houston is to educate health science professionals, discover and translate advances in the biomedical and social sciences, and model the best practices in clinical care and public health.

We pursue this mission in order to advance the quality of human life by enhancing the diagnosis, treatment, and prevention of disease and injury, as well as promoting individual health and community well-being.

To fulfill our mission, UTHSC-H:
1. Educates health professionals and scientists in a diverse interdisciplinary academic community.
2. Creates and evaluates new knowledge – through basic science and applied research – as it relates to disease prevention, treatment and cure.
3. Provides leadership and advances scholarship in biomedical sciences, health professions, health promotion, public health policy and health care delivery.
4. Models appropriate and compassionate clinical care.
5. Addresses the health needs of the community at large through public health expertise, information, outreach and service.
6. Develops the expanding field of health information science.

Vision Statement
“Excellence above all” in the quest to be an acknowledged leader in the collaboration to treat, cure, and prevent the most common diseases of our time through education, research, and clinical practice.

The University of Texas Health Science Center at Houston aspires to be a leader in the collaboration to treat, prevent, and cure the most common diseases of our time by:

1. Utilizing the distinctive capabilities of its schools, clinics, institutes and centers;
2. Collaborating with colleagues in The University of Texas System, the Texas Medical Center and throughout the world;
3. Being an academic health science center that is nationally and internationally recognized in teaching, research and service;
4. Serving as a home for the visionaries and scholars who will lead the way in defining and creating the future of the health sciences; and
5. Providing a diverse work environment that is ethically-based, service-oriented and community-sensitive.
GENERAL INFORMATION

History of The University of Texas System

The idea of a university of Texas is as old as the State. The Texas Declaration of Independence lists as one of its main indictments against the government of Mexico the fact that “it has failed to establish any public system of education...” Several early attempts were made to establish a state university, but they were not successful because of the Civil War and subsequent Era of Reconstruction. Establishment of a state university for Texas was provided first by act of the State Legislature in 1881. It provided for the location of the institution by popular vote and for appointment of a Board of Regents to be entrusted with its organization and governance. By results of an election in September 1881, the site of the main university was designated as Austin and Galveston was chosen as the location for the Medical Branch. An undergraduate college and law school were established and The University of Texas formally opened on September 15, 1883.

Since then numerous campuses, schools, colleges, divisions and branches have been added to The University of Texas System at several locations throughout the state. The System now includes academic campuses in Arlington, Austin, Brownsville, Dallas, El Paso, Midland/Odessa (UT Permian Basin), San Antonio, Tyler and Edinburg. The health science centers are located at Dallas, Galveston, Houston, and San Antonio. A health center (hospital) is located in Tyler. The University of Texas M. D. Anderson Cancer Center is located in Houston.

Other components of the System include the Institute of Texas Cultures (at San Antonio), the Institute of Humanities in Medicine (UT Medical Branch, Galveston), the Environmental Science Park near Smithville (UT Cancer Center), the Marine Science Institute in Port Aransas (UT Austin), the McDonald Observatory at Fort Davis (UT Austin), and the Shriners Burn Institute (in conjunction with UT Medical Branch, Galveston).

The University of Texas Health Science Center at Houston

The University of Texas Health Science Center at Houston (UTHSC-H) was established in late 1972 to administer and provide for the operation of the several biomedical and health-related units located in the city through the integration and coordination of functions and activities. The Health Science Center presently includes, in order of establishment:

1905 Dental Branch (originally as the Texas Dental College – joined UTHSC-H in 1943)
1963 Graduate School of Biomedical Sciences
1967 School of Public Health
1970 Medical School
1972 School of Nursing
1973 School of Health Information Sciences
1990 Harris County Psychiatric Center
1995 Brown Foundation Institute of Molecular Medicine for the Prevention of Human Diseases
As a component of The University of Texas System, UTHSC-H is subject to The University of Texas System Board of Regents – Rules and Regulations for the governance of The University of Texas System.

The official name of the institution is The University of Texas Health Science Center at Houston. It is informally termed UTHSC-H or the Health Science Center.

Today, UTHSC-H employs more than 5,600 faculty and staff and has over 3,700 students enrolled in various health and biomedical disciplines at its component schools.

**UTHSC-H Addresses**

**Dental Branch**
6516 M.D. Anderson Blvd.
Houston, TX 77030-3402

**Medical School**
Medical School Building
6431 Fannin
Houston, TX 77030-1503

**Graduate School of Biomedical Sciences**
6767 Bertner Ave., Rm 3.8344
Houston, TX 77030

**School of Health Information Sciences (University Center Tower)**
7000 Fannin, Suite 600
Houston, TX 77030

**School of Nursing**
6901 Bertner
Houston, TX 77030

**School of Public Health**
(Reuel A. Stallones Building)
1200 Herman Pressler
Houston, TX 77030-3900

**Child Development Center**
7900 Cambridge
Houston, TX 77054-5500

**Jesse Jones HAM-TMC Library**
1133 John Freeman Blvd.
Houston, TX 77030

**Harris County Psychiatric Center**
2800 S. MacGregor Way
Houston, TX 77021

**Brown Foundation Institute of Molecular Medicine for the Prevention of Human Diseases**
1825 Hermann Pressler St.
Houston, TX 77030

**Mental Sciences Institute**
1300 Moursund
Houston, TX 77030

**Recreation Center**
7779 Knight Road
Houston, TX 77054

**UTHSC-H Administrative Offices (University Center Tower)**
7000 Fannin
Houston, TX 77030

**UTHSC-H Professional Building**
6410 Fannin
Houston, TX 77030

*Unless otherwise clearly posted or expressed by an authorized official of The University of Texas Health Science Center at Houston (UTHSC-H), the various UTHSC-H facilities and locations are open only to persons with legitimate business purposes requiring presence at such facilities and locations. UTHSC-H allows only agents of UTHSC-H, employees acting within the scope of their employment with UTHSC-H, the Student InterCouncil, and other registered student, faculty, and staff organizations to solicit on the grounds, sidewalks, or streets of the UTHSC-H campus or in any building, structure, or facility owned, controlled, or operated by UTHSC-H.*
Institutional Governance

Institutional governance at The University of Texas Health Science Center at Houston is supported by a system of councils and standing committees. As a whole, these councils enhance communication both vertically and horizontally within the university; enable leaders and constituent representatives from each of the major mission areas to participate in exchange of information and decision making; and incorporate ideas and points of view from a variety of students, faculty and staff in the decision-making process. Deliberations and recommendations from councils provide assistance to executive leadership of the university as they make decisions about the university’s future and well-being. The Executive Council is responsible for advising the President in matters of policy development and administration of UTHSC-H. Additional councils are the Academic Council, Diversity Council, Research Council, Clinical Council, Institutional Relations Council, Administrative Council, and Safety Council.

A complete guide to UTHSC-H councils can be found at http://www.uth.tmc.edu/council/index.html.

Standing Committees

Animal Welfare Committee
Audit Committee
Awards Committee
Chemical Safety Committee
Committee for the Protection of Human Subjects
Committee on the Status of Women
Continuing Education Advisory Committee
Employee Relations General Administration Committee
Executive Council
Faculty Development Leave Committee
Institutional Biosafety Committee
Intellectual Property Committee
Interfaculty Council
Health Informatics Advisory Committee
Learning and Technology Advisory Team
Nominating Committee
Radiation Safety Committee
Research Conflicts of Interest Committee
Safety Council
Student InterCouncil
Student Services Council
University Appointment, Promotion and Tenure Committee
University Classified Staff Council
Work/Life Council

Development Board

‘The University of Texas Health Science Center at Houston Development Board consists of approximately 180 community leaders who have committed to advance the mission and vision of the Health Science Center by increasing public awareness and philanthropic support through advocacy, service and investment.’
CENTERS, PROGRAMS AND INSTITUTES

A variety of interdisciplinary centers, institutes and programs have been created to enrich the primary programs of the schools of UTHSC-H. In general, the centers focus on specific service and research efforts while the institutes provide opportunities for special multidisciplinary educational projects. These efforts reinforce UTHSC-H's commitment to providing a means through which the health professions may join with each other and with society to consider health-related issues.

The centers, programs and institutes are listed below along with their primary school affiliates and Web URL addresses when available. Inquiries for more detailed information should be directed to the appropriate school.

The Brown Foundation Institute of Molecular Medicine for the Prevention of Human Diseases

Advances in molecular and cell biology have enormous potential for innovative medical research and the future practice of medicine with more novel therapies. These approaches have been most successfully used to determine the causes of infectious disorders and genetic diseases. However, it is clear that molecular and cell biology will play a major role in clarifying the causes of many unsolved problems of modern medicine: heart disease, hypertension, vascular disorders, major mental illnesses, and inflammatory and immunologic diseases. The Brown Foundation Institute of Molecular Medicine for the Prevention of Human Diseases (IMM) houses six research centers and several support laboratories, each exploring the genetic and molecular aspects of biological processes significant to explain the basis of human diseases.

The long-term goals of the IMM are to set the example for research excellence and collaborations locally, nationally, and internationally. Scientifically, the IMM is on the verge of a new frontier of expansion and collaborations.

The IMM is housed in the new 223,000-square foot Fayez S. Sarofim Research Building adjacent to the University Center Tower. The new facility consists of two wings, one for technology and administrative offices and one for research labs, with at least 65% of its usable space devoted to actual research. The facility also includes a 200-seat auditorium, a large atrium for events, and conference rooms for collaborative scientific discussion. In addition, a satellite facility exists at the Texas Heart Institute in the Denton Cooley Building. This satellite facility strengthens the IMM’s basic science programs, builds upon its excellence in research, and supports the institution’s goal of continual partnership or collaboration with other Texas Medical Center institutions by sharing space and support services. The additional research space allows the IMM to expand its present research capabilities and recruit the caliber of scientists capable of conducting research at the leading edge. Ten Research Centers are currently in operation at the IMM, along with several core facilities and laboratories. Although senior investigators and their associates pursue their individual research goals, there are thematic approaches the different laboratories have in common.

The IMM Center for Cardiovascular Genetic Research (CCGR) studies heart disease, stroke and atherosclerosis. Established in 2006, the Center focuses on elucidation of molecular genetics and pathogenesis of cardiovascular diseases in humans. The research activities entail human molecular genetic studies as well studies in genetic models of human heart disease.

The Research Center for Cell Signaling investigates the role of cell signaling in vascular biology, inflammation in the gastrointestinal tract and other tissues, and diseases such as cancer and diabetes.
The Research Center for Diabetes and Obesity Research focuses on noninsulin-dependent diabetes, the most common form of the disease affecting our population today. By investigating the genes responsible for risk factors such as obesity, high blood pressure and high cholesterol, we may provide physicians with the new tools to help diagnose and treat diabetes long before debilitating complications can arise, or even before the disease itself can strike.

Hans J. Müller-Eberhard and Irma Gigli Center for Immunology and Autoimmune Diseases studies allergies, autoimmunity, asthma, infectious lung disease, skin, and kidney diseases.

Human Genetics addresses a range of diseases including heart disease, stroke, hypertension, diabetes, atherosclerosis, and cerebrovascular disorders.

Molecular Imaging develops and engineers new imaging instrumentation, algorithms, and agents for in vivo molecular imaging in small animals. The Center uses in vivo imaging of unique animal models to answer key biological questions of collaborators. It also focuses upon translating scientific discoveries and new imaging approaches into the clinic such as the current trials of for near-infrared fluorescence lymphatic imaging and non-invasive PET and optical imaging for nodal staging of cancer.

Neurodegenerative Diseases investigates the development of the brain and the entire nervous system; we hope to discover the genetic and molecular causes of neurodegenerative diseases, including various forms of dementia such as Alzheimer’s disease, amyotrophic lateral sclerosis and multiple sclerosis.

Proteomics and Systems Biology connects research efforts across the university in systems biology, clinical and translational sciences, protein chemistry, genomics, and proteomics, bringing together people to promote intellectual exchange and the transfer of expertise in these key fields and beyond.

- Protein Chemistry examines the structural analysis of proteins while addressing a range of diseases including neurodegenerative diseases.

- Proteomics seeks to understand cellular regulation, elucidate disease processes, and identify drug targets using the detailed characterization of proteins achievable through mass spectrometry and array technologies.

- Laboratory for Systems Biology develops a first class, high visibility research program on proteogenomics, the synthesis of genomics and proteomics, using advanced algorithms for signal processing, data analysis and information handling.

- Proteomics Core Laboratory of the Center for Clinical and Translational Sciences provides proteomics analysis services such as protein identification, analysis of differential expression and post-translational modifications of protein, as well as analysis and interpretation of results.

The Research Center for Stem Cell Research explores the mechanisms behind stem cell self-renewal and differentiation with plans to expand current studies to develop stem cell lines designed to benefit transplantation medicine and the regeneration of tissues, and to provide vectors for gene therapy with direct implications for the treatment of a wide range of chronic diseases.
Senator Lloyd and B.A. Bentsen Center for Stroke Research promotes research and collaboration leading to the prevention of stroke, a medical problem affecting countless individuals and families. With three-quarters of a million new or recurrent strokes each year in the U.S., research is vital to better understand, treat and help people avoid stroke. Researchers involved in the Bentsen Center - in areas including stem cell therapy, genetic predictors of stroke, induced hypothermia/hibernation, molecular imaging of the vascular system, and others - will have tremendous impact on the medical field as the center goes forward.

Core Facilities and Other Laboratories:

Laboratory for Developmental Biology
Automated DNA Sequencing Core
Flow Cytometry & Cell Sorter Core
Protein Chemistry Core

Website:  http://www.uth.tmc.edu/uth_orgs/imm/

**Children’s Learning Institute**

The University of Texas Medical School at Houston’s Children’s Learning Institute (CLI) combines data and studies from the fields of psychology, neurodevelopment, education, medicine and child development to provide proven learning solutions derived from and supported by documented research. The mission of CLI is to create a quality learning environment for all children through classroom curriculum, teacher mentoring, clinical programs and applied research. CLI’s goal is to make sure every child is equipped to learn and able to excel. Through CLI’s clinical component, the Dan L. Duncan Children’s Neurodevelopmental Clinic, CLI provides continuing care for the developmental, psychological and educational needs of infants, children and young adults. CLI’s research and programs are supported by the National Institute of Child Health and Development, the Office of Educational Research Improvement, the Texas Education Agency, private foundations and generous individuals.

Website:  www.childrenslearninginstitute.org

**Center on Aging**

The Center on Aging, established in 1987, aims to improve the quality of life for an aging society through interdisciplinary activities, recognizing that the care of older persons requires the collaborative effort of all health care professionals in cooperation with the individual and family. The Center achieves its mission through research, education, professional leadership and community service.

Specific interdisciplinary aging-related activities of the Center include: (1) research projects aimed at improving the well-being of older adults and their caregivers, including studies of stroke recovery and quality of life, and the prediction and prevention of problems such as pressure ulcers; 2) educational programs including all academic programs, baccalaureate through doctoral, in the School of Nursing, as well as, interdisciplinary programs through Houston-Geriatric Education Center, and through programs that increase knowledge of aging among health care providers; 3) The Long-term Care Ombudsman Program, funded by the Area Agency
on Aging which addresses the health and well being of older adults and their families in nursing and assisted living facilities through education and advocacy; and 4) collaboration and leadership in the community through educational offerings and shared expertise.

Website:  http://son.uth.tmc.edu/coa/default.htm.

The Center for Biosecurity and Public Health Informatics Research

The Center for Biosecurity and Public Health Informatics Research (CBPHIR) is established by the School of Health Information Sciences, to coordinate research and development of next generation informatics infrastructures and technological platforms relevant to the public health preparedness, bioterrorism readiness, emergency response and situation awareness.

The Center promotes collaborative research and technology development activities in the context of:

• Bioterrorism Preparedness (Situation Awareness), Emergency Response and Command, Control and Communication, in City, County, State and National levels.

• Education, Training and Drill for emergency response and mass casualty event preparedness, using state of the art information technologies

• Community Awareness and Public Preparedness Services

• Biomedical, Clinical and Public Health Informatics

Primary mission and objectives of the Center are: “To be the pioneering research entity nationwide, designing and developing the next generation of information systems and emergency response management infrastructure for public health preparedness.. The center promotes a multidisciplinary collaboration environment between university researchers, private enterprises and government agencies to provide state of the art technologies, research and development infrastructures and training, education and drill opportunities for the students, scientists, and for the community.”

This overall mission is supported by three other goals that differentiate this effort from other local initiatives:

1. To establish a “Center of Excellence” from a cluster of scientists, researchers and students of different domains to:

   a. Identify needs and develop the rationale to deploy new technologies.

   b. Provide a continuous source of grant support.

   c. Collaborate within an inter-disciplinary program to translate or transfer technologies from different domains.
Establish an advanced and state-of-the-art training and learning laboratory to simulate, experiment and study public health and environmental incidents in a multi-disciplinary environment.

Develop technologies relevant to community services to enhance vigilance, awareness and public preparedness.

Website:  http://www.phinformatics.org

**Center for Biosecurity & Public Health Preparedness**

The Center for Biosecurity and Public Health Preparedness was created in 2003 to respond to the unique public health preparedness challenges in Texas through its regional campuses, including sites along the critical U.S.-Mexico Border. The Center’s mission is to educate frontline public health workforce, medical and emergency responders, key leaders, and other professionals to respond to threats such as bioterrorism and other public health emergencies. The Center works at the local, state, national, and international level with academic institutions, governmental agencies, relief organizations, and foreign ministries of health to promote public health preparedness programs. During the 2005 Hurricanes, Katrina and Rita, the Center responded by immediately establishing an operations center for the coordination of university public health relief efforts, in support of local health departments for disease tracking among survivors. In addition to working closely with state and local health departments, the Center responded abroad to the SARS outbreak in China in 2003 and the Tsunami in Indonesia in 2004. Public-private partnerships are encouraged for staff working within the Center to ensure the most competitive products. The Center, as a designated CDC Academic Center for Public Health Preparedness, has trained more than 100,000 persons, and is organized into three main areas:

Integrated training and community service endeavors provide a forum to bring critical community responders and academic experts together. In addition to targeted programs of preparedness instruction for the community health and legal workforce, the Center provides public health emergency response support, and expertise for planning, exercises, public health and hospital preparedness. A main focus of the Center is to work with local health departments and organizations, such as the Texas Association of Local Health Officials (TALHO) to promote public health readiness. The Student Epidemic Intelligence Society (SEIS), an integral part of the Center, provides volunteer epidemiologic support for local health departments across the state of Texas, and provides support for drills and exercises.

Evaluation of efforts for preparing local public health departments for disasters include syndromic surveillance, rapid case identification, epidemic response, financial investment outcomes in the preparedness infrastructure, the impact of preparedness training programs on responder readiness, and business continuity. The Center also strives to translate new ideas into effective solutions that address state and local health security needs.

Many of the educational products developed by the Center are now being made available online, such as disaster preparedness, public health and the law, preparedness considerations for vulnerable populations (elderly), a laboratory guide for working with select agents, public health and displaced populations, field epidemiology, and risk communications. The Center also provides a number of different opportunities for a more specialized graduate education including a certificate program in emergency preparedness offered by the SEIS program. A concentration in public health preparedness is expected to be available soon.

Website:  http://www.texasbiosecurity.org
Center for Cardiovascular Biology and Atherosclerosis Research

The Center provides a platform in which physicians and research scientists conduct research in cardiovascular biology and diseases that alters the function of hearts and blood vessels. Research projects and interests include the studies of molecular and cellular mechanisms underlying the development of atherosclerotic coronary disease, ischemic heart failure thrombolysis and myocardial infarction; the development of left ventricular assist pumps, new PTCA procedures, artificial blood vessels, atherectomy devices, and quantitative arteriography to evaluate coronary restenosis and the progression of atherosclerosis. Additionally, clinical research in cardiac imaging is being pursued with positron emission tomography and SPECT gamma imaging. Electrophysiology studies are evaluating new antiarrhythmic drugs, intelligent pacemaker cardioverters, implantable defibrillators and the effect of ablation procedures. Clinical trials for cardiovascular stem cell therapies have been also conducted at phase I or II. Basic science research is underway in molecular and cell biology, particularly with regard to endothelial aspects of atherosclerosis, smooth muscle apoptosis in atherosclerotic lesions and vascular aneurysms and ischemic myocardial damage and repair.

Website: http://www.uth.tmc.edu/cbar/

Center for Clinical Research & Evidence Based Medicine

The goal of the Center for Clinical Research & Evidence-Based Medicine is to increase the public’s healthy years of life by promoting clinical research of the highest quality and by advancing the application of this research in preventing suffering, disability, and premature death. The Center was established in 1998 and now involves 21 faculty from a variety of disciplines: biostatistics, epidemiology, ethics, economics, psychology, pediatrics, obstetrics, internal medicine, surgery, family practice, and pathology.

The Center has developed a master’s of science degree program in clinical research and a clinical research curriculum and mentorship program. These programs provide in-depth training in clinical research to fellows and faculty within any department. Mentorship is provided jointly by departmental faculty and center faculty to assist mentees in preparing major grant proposals and in obtaining career development awards. The research of the Center faculty has focused on problems in newborns, children or adults that cause a major loss of healthy life years. Last year, center faculty were authors on 107 published manuscripts, principal investigators for nine funded grants and investigators for 22 funded grants.

The degree program for a Master of Science in Clinical Research was initiated in September 2002. Though originally envisioned for 6-12 participants, 25 degree and 13 non-degree fellows or faculty are now enrolled. There are 75 current mentees with a Departmental Mentor and a Program Mentor. Mentee grants funded since 1999 include a large Center grant and 27 career development awards (funding sources include Robert Wood Johnson Foundation; American Heart Association; Agency for Health Care Research and Quality; Department of Defense; National Institute of Child Health and Human Development Specialized Clinical Investigator Award; NIH K08, K12, K23, and K24).

Website: http://ped1.med.uth.tmc.edu/neonatal/center-home.htm
**Center for Computational Biomedicine**

Over the past several years, computational issues for technology-driven biomedical research have proliferated. The Center for Computational Biomedicine (CBM) at The University of Texas School of Health Information Sciences at Houston pursues collaborative, interdisciplinary research and education within the broadly defined scientific area of computational biomedicine. This new discipline is defined by and indeed resides upon the interface between the computational sciences (i.e., signal analysis, data mining and computer science in general) and a wide variety of biomedical disciplines including neuroscience, genomics, cardiology and structural biology to name a few. Fundamentally, CBM addresses the modeling, acquisition, processing and long-term storage of the ever-increasing volume of biomedical information.

The Center for CBM encourages the development of collaborative relationships among faculty and others around research and education in CBM related to the mission of the university. The Center for CBM emphasizes the highly interdisciplinary nature of this emerging scientific discipline in health care and biomedical research. The Executive Committee of the Center is composed of representatives from each of the other five UTHSC-H schools.

Website: [http://www.shis.uth.tmc.edu/school-foci/computational-biomedicine](http://www.shis.uth.tmc.edu/school-foci/computational-biomedicine)

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**Center for Education and Information Resources**

The Center for Education and Information Resources (CEIR) supports faculty and students at the University of Texas School of Nursing at Houston (SON) by providing instructional design direction and solutions both online and in the classroom. The Center also provides all classroom and distance education technology and application support as well as manages the School of Nursing website.

CEIR website: [http://son.uth.tmc.edu/centers-progs/ceir/default.htm](http://son.uth.tmc.edu/centers-progs/ceir/default.htm)

SON website: [http://son.uth.tmc.edu/](http://son.uth.tmc.edu/)

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**Center of Excellence for Patient Safety Research and Practice**

The Center of Excellence for Patient Safety Research and Practice is a multi-institutional and multi-disciplinary project dedicated to improving healthcare for providers and patients.

Medical errors are a common and expensive problem in the U.S. healthcare system. To address this public health problem, the Institute of Medicine, the general public, and numerous researchers cite the aviation industry as an example for the healthcare industry to follow. We have assembled a multidisciplinary research team that has a track record of developing, translating, and utilizing aviation safety practices in healthcare. The individual projects of the Center are unified by the theme of translating safety practices from aviation to healthcare.

Website: [http://www.uth.tmc.edu/schools/med/imed/patient_safety/index.htm](http://www.uth.tmc.edu/schools/med/imed/patient_safety/index.htm)

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**Center for Transforming Public Health Systems**

The mission of the Center for Transforming Public Health Systems is to contribute to fundamental transformation of the people, processes, and technologies required to achieve the vision of Healthy People in Healthy Communities. Center programs of research, development and technical assistance focus upon three major areas:
General Information

- Public health infrastructure: public health workforce; public health organizations and systems; and public health information systems, especially geographic information systems.

- Community studies: epidemiologic and participatory community assessment methods, and community-based policy and program development.

- Public health leadership and practice: public health leadership development; futures studies; practice-based research; teaching; and service.

The Center is headquarters for the Texas Public Health Workforce Training Consortium, a collaborative endeavor involving the three Schools of Public Health in Texas.

Another component of the Center is the Community Engagement Resource Group. This project serves as focal point for research, analysis, planning and policy development related to health services and health status in the South Texas Region. This activity supports the translational research infrastructure being developed by the Institute for the Integration of Medicine and Science at the University of Texas Health Science Center at San Antonio. Project faculty and students, in collaboration with UTHSC-SA institutions and community representatives, develop and implement innovative strategies to expand access to health services and enhance community health.

Website: http://www.sph.uth.tmc.edu/ctphs/default.aspx

Center for Health Promotion & Prevention Research

The mission of the Centers for Health Promotion and Prevention Research (CHPPR) is to conduct research and to develop, evaluate, and disseminate health promotion and disease prevention programs in diverse settings and populations. Faculty members form the core for graduate education in health promotion and behavioral sciences at the School of Public Health and provide a stimulating research environment for pre- and post-doctoral training. CHPPR leadership has worked to attain a breadth and depth of collaborative relations with a wide variety of academic and community partners. CHPPR has been designated as a Centers for Disease Control and Prevention (CDC) Prevention Research Center and has been a World Health Organization (WHO) Collaborating Center designation (currently in re-application).

Website: http://www.sph.uth.tmc.edu/chppr/

Center for Health Services Research

The Center for Health Services Research (CHSR) will conduct research and provide technical assistance and training in the organization, financing, and outcomes of health services, systems, and policies. Center faculty and students will apply health services research methods related to the design and evaluation of individually targeted healthcare and community-based public health services. Three major areas will be emphasized: (1) clarify the comparative effectiveness, costs, benefits and budgetary impact of health promotion, protection, prevention, treatment, and rehabilitation services; (2) identify and evaluate financing and service delivery initiatives to better serve uninsured, low-income populations; and, (3) identify and evaluate relevant federal, state, and local health policy related to these issues.

The Center will complement other research activities within the UTHSC-H and the School of Public Health by applying basic research on causal relationships, intervention design, and population surveillance to service, system, and policy questions. The CHSR will provide gradu-
ate and postgraduate training and practice opportunities for students and fellows, and collaborative research opportunities with other centers, institutes, and external organizations where knowledge of financing, evaluation, organizational relationships, and policy is important. It will create opportunities for research collaboration among faculty and students at the Houston and regional campuses and the Texas Medical Center, as well as with other public and private organizations throughout Texas.

Website:  http://www.sph.uth.tmc.edu/chsr/

**Center for Human Development Research**

The Center for Human Development Research (CHDR) is a multidisciplinary center for research on developmental psychopathology and developmental disabilities, based in the UT Medical School at Houston’s Department of Psychiatry and Behavioral Sciences. The Center’s mission is to improve the lives of people with developmental differences and/or mental illness originating in childhood, through research on the nature, causes, and treatment of these disorders. CHDR research and clinical service, educational activities, and community service focus on children, adolescents and adults with developmental differences, particularly those on the autism spectrum and other developmental disabilities.

Website:  http://www.uth.tmc.edu/chdr/

**Center for Infectious Diseases**

The Center for Infectious Diseases (CID) was created by the Texas Legislature in 1989. It is housed in the The University of Texas School of Public Health at Houston and consists of offices and research laboratories. The Center’s mission is to address the problems of emerging infectious diseases in Texas and abroad, especially food-borne water-borne, and mosquito borne infections and sexually transmitted diseases. The Center strives to develop fundable and sustaining research programs. Current programs include studies in hepatitis viruses, parasitic infections, travelers’ and bacterial viral and parasitic diarrhea, HIV/AIDS and sexually transmitted diseases, zoonotic diseases and respiratory diseases. Although the research program is of primary importance, the Center is also dedicated to educating and training public health professionals by involving students and trainees in laboratory research projects. CID members consist of public health and medical researchers brought together for a multidisciplinary approach to infectious disease problems. Center investigators are also involved in a number of international studies and collaborations in the US-Mexico border area and at other non-US sites with the recognition that immigration and travel have introduced a variety of non-endemic diseases into the state. In this respect, the Center has established a global network of infectious disease research and training in Africa, Asia, Latin America and the Caribbean. These studies have direct applications to Texas where residents travel to Mexico and other international settings and in view of the migration of international populations to our state. Through a strong program of research and education, CID scientists are working to find ways in which to identify, control and prevent infectious diseases that threaten the public health.

Website:  http://www.sph.uth.tmc.edu/cid/
Center for Laboratory Animal Medicine & Care (CLAMC)

The Center for Laboratory Animal Medicine and Care (CLAMC) is a program accredited by the Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC-International), which manages and operates all animal care and use programs for the Health Science Center. CLAMC includes six physically separate animal facilities and numerous satellites on the Texas Medical Center campus. The program provides professional veterinary, surgical, and animal care services in support of principal investigators’ animal use studies. The CLAMC is an integral part of UTHSC-H’s research and teaching mission and provides the highest standards possible for ensuring the health and well-being of laboratory animals used in biomedical research. CLAMC staff includes five veterinarians, one veterinary resident, seven veterinary technicians, and approximately 30 animal care and support personnel.

Website:  http://www.uth.tmc.edu/orsc/clamc/index.html

Center for Membrane Biology

The Center for Membrane Biology, located in The University of Texas Medical School at Houston, is dedicated to advancing our understanding of the structure, function, evolution, and biomedical aspects of biological membranes in cells and organelles. The mission of the Center is to conduct biomembrane research on the cutting edge, stimulate and coordinate graduate education in membrane biology, and foster career development of biomembrane scientists in a world-class center of research excellence.

The Center, housed in the Department of Biochemistry & Molecular Biology, also includes participating faculty members from the Departments of Integrative Biology & Pharmacology and Microbiology & Molecular Genetics. Currently 11 faculty members provide career opportunities for new students, post-doctoral researchers, and new faculty members.

Website:  http://www.uth.tmc.edu/cmb/

Center for Nursing Research

Developed in 1986, the Center for Nursing Research (CNR) in the School of Nursing is dedicated to advancing science that improves patient care and evidence-based practice through support of School of Nursing faculty and student research. The CNR provides infrastructure to support preclinical, biobehavioral and clinical intervention research. CNR staff provides methodological, statistical and editorial consultations; supports an extensive proposal review process; and facilitates the preparation and submission of research proposals for extramural funding and protocol approval forms to institutional review boards. Other CNR initiatives include a competitive, peer-reviewed intramural grants program, a faculty research internship, an annual Visiting Research Scholar series and faculty development seminars. The Center also maintains an electronic Research Bulletin Board.

Website:  http://son.uth.tmc.edu/research/default.htm
Center for the Study of Emerging & Reemerging Pathogens

The Center for the Study of Emerging and Reemerging Pathogens (CSERP) is a university-based inter-departmental collaborative unit that targets molecular biology, genetics and therapeutics of infectious diseases. The scientific goals of CSERP are to determine how microorganisms cause disease, how they resist host defenses and what microbial targets are crucial for survival in the infected host. The long-range goal is to use this information to develop strategies for preventing or treating these diseases. Educational activities include the Molecular Basis for Infectious Diseases data club (an interdisciplinary monthly seminar with presentations from clinical and basic scientists), an associated training grant for graduate students and summer undergraduate trainees, an annual retreat with nationally recognized speakers and poster presentations from schools in the south Texas area, and, co-sponsored with the Department of Microbiology and Molecular Genetics, a new course: Bioterrorism Preparedness and Response. The Center provides graduate students, postdoctoral fellows and other trainees with a day-to-day exposure to clinical disciplines as well as the basic sciences in order to establish a broad-based foundation in microbial virulence and its consequences. Major projects of CSERP investigators include enterococcal virulence, pathogenesis mechanism of B anthracis, antibiotic resistance, Lyme disease and syphilis projects, microbial genome analysis, host immune response, immune evasion by microbes, mycology research, new antimicrobial targets, cryptosporidia and HIV clinical trials.

Center for Teaching Excellence

The Center for Teaching Excellence housed in the School of Nursing was established to promote teaching excellence and support the scholarship of teaching in order to enhance faculty performance in nursing education. Greater understanding of pedagogic methodology and teaching technology contributes to more efficient learning and reduces both faculty and student attrition.

Goals of the Center are to facilitate the use and sharing of traditional and innovative teaching methodologies and technologies to promote more efficient student learning; increase program participants’ knowledge and skills related to teaching and learning effectiveness and evaluation; encourage collaborative teaching and promote educational research; and identify, stimulate and reward excellent and innovative teaching.

Website:  http://son.uth.tmc.edu/centers-progs/cte/default.htm

Coordinating Center for Clinical Trials

The Coordinating Center for Clinical Trials, established in 1971 and located in the School of Public Health, coordinates leading multi-center randomized, controlled clinical trials. The goals of the Center are to identify important health problems; design clinical trials to study the efficacy of appropriate interventions; collect, report and interpret study findings; and contribute to medical, statistical, and clinical trials knowledge. Investigators in the Center include scientists in biostatistics, clinical trials, medicine, epidemiology, biological sciences, genetics, behavioral sciences, health economics, and other disciplines. The Center’s expertise includes protocol design and operation, manual development, study forms design, randomization and quality-control procedures, data processing, central and remote data entry, computer software development and maintenance, report generation, analysis, interpretation, and dissemination,
and fiscal management. The Center has directed 17 nation-wide multi-center clinical trials and has obtained almost $200 million in research funding since its inception.

Website: http://www.sph.uth.tmc.edu/ccct/

Gulf States Hemophilia & Thrombophilia Center

The Gulf States Hemophilia and Thrombophilia Center (GSHTC), as part of the University of Texas Medical School at Houston, is a federally funded hemophilia treatment center that provides comprehensive care to over 700 pediatric and adult patients with bleeding and clotting disorders. The Center is located in the Texas Medical Center next to multiple world recognized hospitals and training sites. The Center also operates as the coordinating center for the Maternal and Child Health Bureau (MCHB) Region VI and Centers for Disease Control and as such has oversight for eight hemophilia treatment center subcontracts in the states of Oklahoma, Louisiana, Arkansas and Texas. Through the World Federation of Hemophilia (WFH) the Center has been twinned with the treatment centers in Jamaica and El Salvador to provide training and education as needed and is also a designated International Hemophilia Training Program through WFH, hosting one to two physicians or other health care professionals per year.

The Center has a full complement of professional and administrative staff that meet clinical and research needs for our patient population (25 classified, 3 faculty). In addition, the Center operates a basic translational laboratory. Faculty have clinical responsibilities in three teaching institutions covering both pediatric and adult inpatient and outpatient individuals.

The Gulf States Hemophilia and Thrombophilia Center is able to offer education programs to patients who have a specific diagnosis, such as women with bleeding disorders, persons with hemophilia and HIV, and parents of newly diagnosed children. Additionally, many members of the staff regularly present at various conferences, including the National Hemophilia Foundation, the World Federation of Hemophilia and pharmaceutical sponsored meetings.

Website: http://www.uth.tmc.edu/schools/med/ped/divisions/hematology/gulf-states/index.html

The Donald M. Gross Pediatric Research Group

The Donald M. Gross Pediatric Research Group (DMGPRG), part of the University of Texas Health Science Center at Houston, Pediatric Infectious Diseases Division, conducts valuable research for the future treatment of HIV disease. In addition, this center provides prenatal care, nursing, medical care, social services and HIV counseling and education to HIV-exposed and -infected children at little or no cost. The majority of children and mothers receiving care from the Pediatric AIDS Center are from low-income, ethnically diverse backgrounds. For many, the Center provides the only source of comprehensive medical and psychosocial services.

Houston Biomaterials Research Center

Established in 1995, the Houston Biomaterials Research Center (HBRC) is a center of excellence in biomedical materials research that seeks to understand the relationship between material structure, material properties, biological response and medical outcomes. Members of the HBRC investigate applied and fundamental properties of materials (physical, chemical and physiochemical) and understand their biological response in dental, orthopedic, craniofacial,
soft tissue and other applications. The HBRC has over 4000 square feet of laboratories that are able to span the biomaterials investigative arena from in silico to bench top to in vitro to in vivo. The HBRC mission is to develop an internationally recognized collaborative and interdisciplinary program in the education and research of biomaterials at UTHSC-H.

Website:  http://www.db.uth.tmc.edu/Biomaterials/

Human Genetics Center

Originally organized in 1972, the Human Genetics Center is a research and teaching facility that aims to better understand the nature and extent of man’s burden of hereditary disease and disability. Research interests of the faculty involve the study of the mechanisms and forces that contribute to the distribution of genotypes and traits among individuals, families and populations. Implementation of these interests requires both analytic and laboratory approaches in addition to field work in Texas and elsewhere. Currently, major efforts are underway in the Center to localize and characterize genes contributing to the common chronic diseases, including blindness, coronary heart disease, stroke and diabetes. Also, faculty in the Center are also actively engaged in studying the fundamental evolutionary mechanisms underlying human genetic variation. In order to accomplish these objectives, high through-put DNA sequencing and analysis are a major focus of the Center’s efforts. The Center maintains a field office in Starr County, Texas, as part of efforts to study the major contributions to ill health in the Mexican-American community.

Website:  http://www.sph.uth.tmc.edu/hgc/

The Michael & Susan Dell Center for Advancement of Healthy Living

The Michael & Susan Dell Center for Advancement of Healthy Living was founded in 2006 with a grant from the Michael & Susan Dell Foundation to The University of Texas School of Public Health at Houston. The vision of the Michael & Susan Dell Center for the Advancement of Healthy Living is healthy children in a healthy world, with a mission to serve as a state, national and international leader in the promotion of healthy living. The Center seeks to achieve this through strategic priorities, including the prevention and control of childhood obesity through healthy eating and physical activity; promotion of healthy living behaviors in youth, policy and environmental change; and professional education and community service. Key functions of the Center consist of the creation of new scholarly works that push the frontiers of public health science; research and development; translation and dissemination of evidence-based programs and practices; collaboration with community partners; policy development and analysis. Faculty and staff of the Center are particularly concerned with community, national, and international nutritional health issues, and with the graduate education of students who plan careers in the fields of public health or community nutrition. A Dietetic Internship program is supported by the Center with accreditation from the American Dietetic Association. The Dell Center for Healthy Living seeks to achieve the mission and vision of the Center through the prevention and control of childhood obesity through healthy eating and physical activity, promotion of healthy living behaviors in youth, policy and environmental change, and professional education and community service.

The Center is housed in The University of Texas School of Public Health Austin Regional Campus, in Austin, TX. The Michael & Susan Dell Center for Advancement of Healthy Living was formerly the Human Nutrition Center, which was established in 1977.

Website:  http://www.sph.uth.tmc.edu/dellhealthyliving/
**John P. McGovern, M.D., Center for Health, Humanities and the Human Spirit**

Established in 2004, The John P. McGovern, M.D. Center for Health, Humanities, and the Human Spirit promotes excellence in scholarship and teaching in the medical humanities and ethics. It provides an interdisciplinary forum where scholars, students, physicians, and other health care professionals examine questions of value and meaning in search of ethically sound and spiritually informed patient care. Appropriately, the Center bears the name of John P. McGovern, M.D. (1921-2007) who founded the American Osler Society and throughout his lifetime championed the importance of the compassionate art of medicine.

The McGovern Center is housed in the Medical School but serves all six schools at the Health Science Center. Drawing from bioethics, medical history, health law, spirituality, literature and the arts, the Center offers courses, lectures, research seminars, faculty workshops and consultation. It provides opportunities for collaborative research and professional development for students, residents and faculty. The Center collaborates closely with other academic institutions in Houston, including Rice University, UT M.D. Anderson Cancer Center and the University of Houston, as well as the Museum of Fine Arts and the Jung Center.

The Center established a Medical Humanities Certificate Program in 2006. This four-year program enriches medical students' education through additional study and involvement in the humanities, including participation in elective courses, seminars and ethics grand rounds, community outreach opportunities, writing workshops and directed research, leading to a Certificate in the Medical Humanities.

In 2009, the Center will launch a Campus-Wide Ethics Program that will enhance the ethics and professionalism curricula at each of the six schools at the Health Science Center.

Website: [http://www.uth.tmc.edu/hhhs/](http://www.uth.tmc.edu/hhhs/)

**Laboratory for Molecular Diagnosis of Inherited Eye Diseases**

The Laboratory for Molecular Diagnosis of Inherited Eye Diseases was inaugurated on September 1, 1994, and is a joint project of the Cizik Eye Clinic, the Richard S. Ruiz, M.D. Department of Ophthalmology and Visual Science, and the Human Genetics Center at the School of Public Health. The purpose of the laboratory is to provide genetic testing as a service for patients with inherited eye diseases and for ophthalmologists treating those patients. At present, the principal diseases tested are inherited forms of retinal degeneration such as retinitis pigmentosa and macular dystrophy. The laboratory also conducts research in the molecular causes of inherited eye diseases and has a role in training students and faculty in molecular techniques.

**Mickey Leland National Urban Air Toxics Research Center**

The Mickey Leland National Urban Air Toxics Research Center (NUATRC), located in the Texas Medical Center, was authorized by the U.S. Congress in the Clean Air Act Amendments of 1990, and incorporated in 1991. It is named after the late Congressman George Thomas “Mickey” Leland, whose efforts on behalf of public health contributed significantly to the passage of key amendments to the Clean Air Act.

The NUATRC is a research facility that has been specifically charged to sponsor and gather scientific information on the human health effects caused by exposure to air toxics. By law, it is a 501(c)(3) non-profit organization, financed by government and private funds. To date, private sector gifts to the Center have come primarily from corporations in the petroleum and chemical
industries. Additionally, support has been received from the state and county government, as well as philanthropic organizations.

The mission of the NUATRC is to develop and support research which will yield a better understanding of the potential risks posed to human health by exposure to air toxics, as defined by the 1990 Clean Air Act Amendments. The Center’s research program, developed collaboratively by scientific experts from academia, industry and government, seeks to fill the gaps in scientific data that are required to make sound environmental health public policy decisions.

Website:  http://www.sph.uth.tmc.edu/mleland/

Neuroscience Research Center

The Neuroscience Research Center facilitates interdisciplinary and interinstitutional research in the neurosciences. More than 300 faculty members from UTHSC-H schools and departments are involved in multidisciplinary investigations that address multiple aspects of the neurosciences from the molecular to the whole organism level, including translational research. These studies should hold the key to understanding, treating, and eventually preventing neural and behavioral disorders such as dementia, mental retardation, developmental disabilities, mental illnesses, substance-abuse problems, and loss of cognitive functions due to aging or traumatic brain injury. The Neuroscience Research Center publishes a quarterly newsletter and a monthly news sheet identifying ongoing research efforts and activities in the neurosciences and organizes various neuroscience lectures, including a Distinguished Lectures Series. The NRC also sponsors a course in The Graduate School of Biomedical Sciences at Houston, hosts an annual Neuroscience poster session, and fosters the exchange of information and discussion of new initiatives. As the structural foundation of its activities, the NRC utilizes the resources of the six Health Science Center schools, creating a rich and unique environment for research that spans both the clinical and basic science fields of inquiry. Departments with significant research activities within the Medical School include Neurobiology and Anatomy, Neurology, Neurosurgery, Psychiatry and Behavioral Sciences, Ophthalmology and Visual Sciences, and Integrative Biology and Pharmacology. Clinical departments utilize the facilities of Memorial Hermann Hospital, the major teaching hospital for the Medical School, and The University of Texas M. D. Anderson Cancer Center, a renowned oncology referral hospital and research institution. Other institutions include The Institute for Rehabilitation and Research, St. Joseph’s Hospital, Shriner’s Hospital, Texas Children’s Hospital, St. Luke’s Hospital, a private hospital, the UT Harris County Psychiatric Center, a 250-bed psychiatric hospital, and Lyndon Baines Johnson General Hospital, a full-service county hospital.

Website:  http://nba.uth.tmc.edu/nrc/

Southwest Center for Occupational & Environmental Health

The Southwest Center for Occupational and Environmental Health (SWCOEH) was first established at the School of Public Health in 1977. Its mission is to promote health, safety and well-being in the workplace and the community. The goal of the Center is to respond to the critical need for well-trained occupational and environmental health specialists by providing graduate-level academic training and continuing education with an underlying foundation of a state-of-the-art occupational and environmental health research program. The SWCOEH houses the a National Institute for Occupational Safety and Health (NIOSH) Education and Research Center (ERC), and the National Institutes of Health Fogarty International Center. The NIOSH ERC and Fogarty International Center grants provide funding for US and foreign students seeking
masters and doctoral degrees in the disciplines of occupational and environmental health. In addition, the SWCOEH has been a designated World Health Organization Collaborating Center in Occupational Health since 1985.

Through the NIOSH and NIH training grants, the SWCOEH provides academic training in the core areas of industrial hygiene, occupational health for nurses and occupational medicine, as well as in the special emphasis areas of occupational epidemiology and injury prevention. Interdisciplinary courses and activities are offered to ensure interaction between faculty and students in the core disciplines.

The SWCOEH maintains an active research program, with an emphasis on applied research in the environmental and occupational health sciences. Current domestic research interests and activities include occupational risks of healthcare workers; occupational and environmental risk factors for asthma; exposure to air toxins, assessment of environmental exposure and/or cardiovascular and respiratory disease in human populations, and health issues of migrant farm workers. International research interests and activities include working conditions and health in Latin America, and occupational and environmental risk factors in the agriculture, petrochemical, and healthcare industries. Current projects include the development of worker safety training programs, assessment of cultural and psychosocial risk factors for workplace injury, and ergonomic standards and applications in Latin America. Additional research and training interests have focused on the growing trends in injury and death due to motor vehicle accidents. The SWCOEH maintains active collaboration with key stakeholder groups and university-based researchers throughout Latin America and Europe.

Through funding provided by the NIOSH ERC the SWOCEH maintains an active Continuing Education and Outreach program that offers courses annually throughout Public Health Region VI (Texas, Oklahoma, Louisiana, Arkansas and New Mexico), and through the Fogarty International Center and WHO activities internationally to practicing occupational health professionals, professionals in related disciplines, and paraprofessionals and technicians in a variety of aspects of occupational and environmental health. A hazardous substance training program, under the auspices of the NIOSH ERC Continuing Education Program, offers training to health and safety professionals in minority colleges and universities. Outreach activities are provided at the local, regional and international levels, through consultation, clinical services, presentations, community service and scholarship offerings and pilot project research awards.

Website:  http://www.sph.uth.tmc.edu/swcoeh/

### Structural Biology Imaging Center

Molecular mechanisms in cells are orchestrated by the cooperative activities of molecular machines built from amino and nucleic acids. Efforts to resolve the molecular architecture and functional design of these molecular machines are essential for an understanding of normal biological processes as well as the structural basis of disease states. Structural biology is the evolving branch of basic science that aims to provide detailed three-dimensional structures of molecular machines. The importance of structural biology will be amplified as researchers are challenged to identify the structures of proteins encoded by the tens of thousands of human genes.

The Center focuses on excellence in the three primary methods for resolving molecular structures — nuclear magnetic resonance, electron microscopy and x-ray crystallography. The Center will be a focal point for structural biology research at the Medical School and within...
the Graduate School of Biomedical Sciences. In this way, the Center and its faculty provide UTHSC-H with a valuable and much needed resource for research and training in structural biology. Many collaborative projects with UTHSC-H faculty are anticipated thus significantly enhancing the Health Science Center’s overall research enterprise.

Website: [http://www.uth.tmc.edu/sbrc/](http://www.uth.tmc.edu/sbrc/)

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**Trauma Research Center**

The Trauma Research Center was established in 1988, and it was the first in the United States to concentrate on the role of the gastrointestinal tract in multiple organ failure. The Center, which is multi-departmental and multi-institutional, is funded by the National Institutes of Health and has successfully been implemented over twenty years. Since its creation, the focus of the research has evolved and is now aimed at the role of plasma in hemorrhagic shock. In 2001, a formal postgraduate training program was added to the Center. Currently, three trainees (with a Ph.D. or M.D.) devote themselves for two years to basic science, bench, and clinical research. The Medical School investigators represent the departments of surgery, integrative biology and pharmacology, internal medicine, biochemistry and pediatrics as well as academic computing, the Center for Laboratory Animal Medicine and Care, and the Center for Translational Injury Research.

Website: [http://utsurg.uth.tmc.edu/trauma/](http://utsurg.uth.tmc.edu/trauma/)

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**Clinical Research Unit**

The mission of the Center for Clinical and Translational Sciences (CCTS) Clinical Research Units (CRU) is to facilitate clinical research by providing investigators with specialized facilities, personnel, and advice. Investigators from CCTS institutions (UTHSC-H, UT M. D. Anderson Cancer Center, and Memorial Hermann Hospital System) can use any of the CCTS CRUs, depending on the location of their patients and the availability of services at the three CRUs. Investigators without faculty appointments at UTHSC-H or UT M. D. Anderson should apply for CCTS membership. UTHSC-H CRU at Memorial Hermann—Texas Medical Center began as the UTHSC-H General Clinical Research Center in 1986. The UTHSC-H CRU at Memorial Hermann—Texas Medical Center offers six outpatient and four inpatient rooms; skilled nursing assistance; assistance with processing of laboratory samples; scheduling diagnostic tests and procedures; a research dietician; a chart room; and a physician charting area. For more information on the UTHSC-H CRU at Memorial Hermann—Texas Medical Center.

Website: [http://ccts.uth.tmc.edu/ccts-services/clinical-research-units](http://ccts.uth.tmc.edu/ccts-services/clinical-research-units)

To use the CRUs, investigators must complete an iRIS application.

Website: [http://ccts.uth.tmc.edu/ccts-services/clinical-research-units](http://ccts.uth.tmc.edu/ccts-services/clinical-research-units)
### Degrees Offered at The University of Texas Health Science Center at Houston

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<td><strong>M.S.D</strong>/ Advanced Education Programs * *(General Practice Residency (GPR) (certificate only), Advanced Education in General Dentistry (AEDG) (certificate only), Endodontics, Periodontics, Prosthodontics (M.S.D. is required in these programs in addition to the certificate); Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry (certificate program, M.S.D. is optional)</td>
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<td><strong>B.S. in Dental Hygiene</strong></td>
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<td><strong>Dental Hygiene Certificate Program</strong></td>
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<td><strong>Graduate School of Biomedical Sciences</strong></td>
<td><strong>M.S. in Biomedical Sciences</strong> (with concentration in Biochemistry, Biomathematics and Biostatistics, Biomedical Sciences, Biophysics, Cancer Biology, Cell Biology, Genes &amp; Development, Genetic Counseling, Human &amp; Molecular Genetics, Immunology, Integrative Biology, Medical Physics, Microbiology &amp; Molecular Genetics, Molecular Biology, Molecular Carcinogenesis, Molecular Pathology, Neuroscience, Pharmacology, Physiology, Radiation Biology, Reproductive Biology, Toxicology, Virology and Gene Therapy)</td>
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<td>Certificate in Clinical Research for Biomedical Scientists</td>
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<td>Certificate in Public Health Informatics</td>
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30  General Information
## Accreditation

The University of Texas Health Science Center at Houston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award certificate, undergraduate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of Texas Health Science Center at Houston.

While SACS accredits the total institution, many of the academic degree programs offered at UTHSC-H also undergo accreditation by specialized accrediting bodies*. They are as follows:

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<tr>
<th>School</th>
<th>Degree or Certificate</th>
<th>Accrediting agency</th>
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<tr>
<td>Dental Branch</td>
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<td>American Dental Association Commission on Dental Accreditation</td>
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<td>M.S.</td>
<td>American Dental Association Commission on Dental Accreditation</td>
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<td>Advanced Education Certificate Program</td>
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<td></td>
<td>B.S. (Dental Hygiene)</td>
<td>American Dental Association Commission on Dental Accreditation</td>
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<td>Dental Hygiene Certificate Program</td>
<td>American Dental Association Commission on Dental Accreditation</td>
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<td></td>
<td>Oral and Maxillofacial Surgery Certificate Program</td>
<td>American Dental Association Commission on Dental Accreditation</td>
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<tr>
<td>Graduate School of Biomedical Sciences</td>
<td>M.S. with specialization in Genetic Counseling</td>
<td>American Board of Genetic Counseling</td>
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<td>M.S. with specialization in Medical Physics</td>
<td>Commission on Accreditation of Medical Physics Education Programs</td>
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<td>M.S.</td>
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<td>M.S. in Oral Biomaterials</td>
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<td>School</td>
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<td>Medical School</td>
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<td>American Medical Association/Association of American Medical Colleges Liaison Committee on Medical Education (LCME)</td>
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<td>Accreditation Council for Graduate Medical Education (ACGME)</td>
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<td>M.S. in Clinical Research</td>
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<td>School of Health Information Sciences</td>
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<td>School of Nursing</td>
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<td>Commission on Collegiate Nursing Education</td>
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<td>M.S.N. Nurse Anesthesia</td>
<td>Council on Accreditation of Nurse Anesthesia Educational Programs</td>
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<td>Ph.D. (Nursing)</td>
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<td>School of Public Health</td>
<td>M.P.H.†</td>
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<td>M.P.H. (Industrial Hygiene)</td>
<td>Council on Education for Public Health</td>
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*The University of Texas Health Science Center at Houston is also accredited by the Accreditation Council for Continuing Medical Education (ACCME) to sponsor continuing medical education for physicians.

† The Industrial Hygiene curriculum in the MPH and MS degree programs is accredited by the Applied Science Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone: (410) 347-7700.
Academic Qualifications

In accordance with Department of Education guidelines, in order to receive Title IV financial aid funds, a student must be qualified to study at the postsecondary level. A student qualifies if he/she:

- Has a high school diploma;
- Has the recognized equivalent of a high school diploma, typically a general education development or GED certificate;
- Has completed home schooling at the secondary level; or
- Has an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor’s degree.

In addition to these qualifications, please refer to the school catalog section for specific admissions criteria for academic degree program in each of the UTHSC-H schools.

Teaching Affiliations

UTHSC-H currently has more than 250 formal educational affiliation agreements with other institutions and agencies in the greater Houston area and the state, including a dozen major hospitals, city and neighborhood clinics, public schools, and other sites that provide settings for clinical services. Primary affiliations include those listed below; a list of other affiliations can be found on the following pages.

Memorial Hermann Hospital is the primary teaching affiliate of the Medical School and Dental Branch. Memorial Hermann Hospital and the Health Science Center work toward the goals of exemplary patient care, innovative teaching, community service, and productive research. The Dental Branch operates general practice, pediatric dentistry, and oral and maxillofacial surgery clinics in conjunction with Memorial Hermann Hospital as part of the advanced dental education programs.

Lyndon B. Johnson General Hospital is a 300-bed public facility staffed by faculty and residents of the Medical School and Dental Branch (oral surgery only). The hospital, owned and operated by the Harris County Hospital District, is medically staffed by Affiliated Medical Services, an organization formed through an agreement between the Medical School and Baylor College of Medicine.

The University of Texas M. D. Anderson Cancer Center and UTHSC-H, together with the Texas A&M Institute of Biosciences and Technology, collaborate extensively in research and education. Many faculty of M. D. Anderson Cancer Center have joint appointments in most UTHSC-H units, and UTHSC-H students and residents gain clinical experience at M. D. Anderson Cancer Center in a variety of medical, dental and nursing specialties.

The Medical School has affiliations with institutions where residents do rotations, including St. Joseph Hospital, for internal medicine, neurology, obstetrics, orthopedic surgery, radiology, urology; Harris County Psychiatric Center; Texas Heart Institute, for anesthesiology and cardiology; St. Luke’s Episcopal Hospital, for internal medicine, family practice, neurology, pathology, and surgery; Memorial Hospital Southwest and San Jacinto Methodist Hospital in Baytown,
The University of Texas Health Science Center at Houston

for family medicine; Shriners Hospitals for Children–Houston, for orthopaedics; and Texas Children’s Hospital, for radiology.

**The Dental Branch** has affiliations with institutions for dental student, dental hygiene student, and resident rotations and training. Hospital affiliations include: Ben Taub General, LBJ General, Memorial Hermann, The Methodist Hospital, St. Luke’s Hospital, Texas Children’s Hospital, The Institute for Rehabilitation and Research, U.T. M.D. Anderson Cancer Center, and the Veterans Affairs Medical Center. Community clinics and organizations include: Acres Home, Bering-Omega Clinic, Brazos Valley Community Action Agency, Communities in Schools Houston, Fort Bend Family Health Center, Good Neighbor Health Center, Harris County, Harris County Hospital District, HISD, Northeast Community Health Center, Richmond State School, Rusk Elementary School Health Project, San Jose Clinic, and St. Luke’s Episcopal Health Charities.

**Texas A&M University College of Engineering and the School of Public Health** offer a consor-tial program in occupational health and safety for pre- and postdoctoral education and research training in the academic areas of medicine, nursing, industrial hygiene, and safety engineering. The program is administered through the Southwest Center for Occupational Health and Safety, one of 14 centers officially designated by the National Institute for Occupational Safety and Health.

**The Harris County Psychiatric Center/Department of Psychiatry and Behavioral Sciences** affiliations or program agreements include the School of Nursing; College of the Mainland (nursing); DeBakey High School for Health Professions (preceptorship program); Houston Baptist University (psychology and nursing); Houston Community College (Emergency Medical Tech. (EMT) and nursing); Lee College (EMT and nursing); Prairie View A&M (nursing); Sam Houston State University (music therapy and psychology); San Jacinto College South (nursing); Stephen F. Austin State University (nursing and psychology); Texas Southern University (psychology, social work, and health information management); Texas Woman’s University (nursing); University of Houston (nursing, psychology, and social work); University of Houston-Clear Lake (psychology and counseling/educational psychology); University of Mississippi (occupational therapy); University of Montreal (psychology); UT Austin (social work); UT-El Paso (occupational therapy); and UT Medical Branch (nursing). Psychology residents from a variety of institutions are also trained.

UTHSC-H has academic affiliations with numerous universities in Latin America, Europe, and Asia that permit interested students to arrange, on an individual basis, periods of study or research abroad. We recognize that health and biomedical sciences are global in scope and encourage academic exchange with other countries and cultures.

**Concurrent/Inter-Institutional Enrollment**

The University of Houston, Texas Woman’s University, UT at Brownsville, UT El Paso, UTMB Galveston, UTHSC San Antonio, UT Austin, and UTHSC-H have concurrent enrollment agreements that allow students enrolled in one institution to enroll for support courses in another institution. Additionally, UTHSC-H has inter-institutional agreements with Rice University and Baylor College of Medicine.

The mechanism for payment of tuition and fees vary according to the individual institution. Consult with the Registrar’s Office for specific details at the following website: [http://registrar.uth.tmc.edu/Registration/ConcurEnrollment.html](http://registrar.uth.tmc.edu/Registration/ConcurEnrollment.html) or call 713-500-3361.
Office of Community and Educational Outreach

The Community and Educational Outreach Office evolved to assist the medically underserved communities along the Texas-Mexico Border and Greater Houston. The office provides daily management of the Texas-Mexico Border Health Projects, works with The Greater Houston AHEC in institutional-community collaborative educational efforts, serves as a liaison among UTHSC-H Office of Academic Affairs and UT Medical School at Houston Family and Community Medicine, UTHSC-H System Administration, and other relevant persons and agencies that have a community health and primary health care education focus.

The Texas-Mexico Border Health Services Project has been in existence for 20 years and includes projects that assist the medically underserved communities along the Texas-Mexico Border. This program provides preceptorship opportunities for medical students who wish to have their clinical rotations along the border on the UTHSC-H’s Medical Mobile Clinic.

For information about programs and activities, contact:
Office of Community and Educational Outreach
The University of Texas Health Science Center at Houston
P.O. Box 20036
7000 Fannin, Suite 1025
Houston, Texas  77225
(713) 500-3085   FAX (713) 500-3086
Website:  www.uth.tmc.edu/ceo

The University of Texas Harris County Psychiatric Center

The University of Texas Harris County Psychiatric Center (UTHCPC) opened in 1986 and is the only acute care, public psychiatric facility in Harris County serving persons with debilitating chronic mental illness.

UTHCPC is dedicated to excellence and leadership in the treatment of persons with mental illness. It shares the additional unique missions of UTHSCH-H of conducting research into the causes and cures of mental illness, providing education of professionals in the care of mental illness and acting as a community resource providing outreach to the community.

- UTHCPC offers a comprehensive program of community-based, in-patient, partial hospitalization and outpatient diagnostic and treatment services for: Children and adolescents, ages 3 through 17 with depression, bipolar disease, schizophrenia, personality disorders, attention deficit disorders and hyperactivity disorder; and

- Adults ages 18 and up with bipolar disorders, depression, schizophrenia, dementia, psychosocial or personality disorders.

UTHCPC’s treatment programs offer individualized treatment plans; individual and group counseling and therapy; family participation; discharge planning and community follow-up referrals; as well as a multidisciplinary team approach, including, as needed, psychiatrists, nurses, residents, psychologists, social workers, clinical programming therapists, dietitians and clergy.

UTHCPC serves more than 5,000 in-patients annually and provides more than 7,600 patient-days of outpatient and partial hospitalization care. Additionally, more than 500 students received practical experience in the fields of medicine, psychiatry, psychology, nursing, social work, pharmacy, and activity therapy.
In 2006, UTHCPC opened the Residential Treatment Center serving adolescents ages 13 through 17 who are in the custody of Children’s Protective Services, Juvenile Detention or other youth facilities. This program provides longer-term treatment for these adolescents, in the hopes they will be able to be placed in less restrictive home environments upon program discharge.

Community-based outreach programs included the provision of services at Gulf Coast Community Head Start, Wesley Community Center, The Children’s Assessment Center, and The UTHSC-H Recovery Campus. In addition, the hospital operates a tele-education program offered to nine local school districts and social service agencies providing information about behavioral issues.

Website:  http://hcpc.uth.tmc.edu/

**TEXAS MEDICAL CENTER**

Texas Medical Center is a comprehensive medical complex that was organized in the mid-1940s as a means for coordinating medical and health education, patient care, and related research in a not-for-profit setting. Today it stands as the leading health care destination for people all over the world. More than 100 permanent buildings, not including Rice University, occupy nearly 1,000 acres which include 15 patient care facilities and 19 academic and research institutions. There are approximately 12,000 volunteers who assist with a wide variety of tasks benefiting the Texas Medical Center.

Over 72,000 full and part-time employees work in the Texas Medical Center in member institutions with a combined annual operating budget in excess of $6 billion. Texas Medical Center hospitals contain more than 6,500 licensed beds and 600 bassinets. Over 5.5 million patient visits were recorded in 2008, the most recent year of record, which included about 15,000 international patients.

With more than 33,000 students, the Texas Medical Center includes two medical schools, four nursing schools, a dental school, two colleges of pharmacy, a school of public health, a high school for the health professions (with an annual rate of greater than 95 percent of its graduates going on to college), a community college specializing in health careers training, plus other graduate and post-graduate schools and programs to provide training in the allied health professions.

The Houston Academy of Medicine-Texas Medical Center (HAM-TMC) Library, which serves as the accredited library for most of the Texas Medical Center institutions, is recognized as the second largest medical library in the country following the National Library of Medicine in Maryland. In addition, research activities of the Texas Medical Center member institutions total about $1 billion annually.

One of the most distinctive and visited locations in the Texas Medical Center is The John P. McGoern Texas Medical Center Commons amenities building, which is the central meeting and gathering place for thousands of staff, patients and visitors who frequent the campus daily. It features an exterior 64-foot waterwall; Waterside Court, which provides eight diverse food concepts; Trevisio Restaurant for fine dining, meetings and special events; and a 500-space parking garage.

A major part of this medical complex is UTHSC-H, which is the largest and most diverse of the educational institutions in the Texas Medical Center.
THE UNIVERSITY OF TEXAS  
M. D. ANDERSON CANCER CENTER

Celebrating more than six decades of Making Cancer History®, The University of Texas MD Anderson Cancer Center ranks as one of the world's most respected and productive centers devoted exclusively to cancer patient care, research, education and prevention. It was among the original three federally designated comprehensive cancer centers.

Since 1944, nearly 800,000 patients have turned to MD Anderson for cancer care in the form of surgery, chemotherapy, radiation therapy, immunotherapy, or combinations of these and other treatments. This multidisciplinary approach to treating cancer was pioneered at MD Anderson. Because they focus only on cancer, the center's experts are renowned for their ability to treat all types of cancer, including rare or uncommon diseases.

It's projected that more than 90,000 patients, an estimated one-third of them new patients, will receive care at MD Anderson in Fiscal Year 2009. About one-third of these patients come to Houston from outside Texas seeking the research-based care that has made MD Anderson so widely respected. Almost 13,000 patients participated in clinical trials exploring novel therapies and diagnostic tests in FY08, making it the largest such program in the nation.

At MD Anderson, important scientific knowledge gained in the laboratory is rapidly translated into clinical care. In FY08, the institution spent more than $488 million in research, an increase of about 56% in the past five years. MD Anderson ranks first in the number of research grants awarded and total amount of grants given by the National Cancer Institute. The institution holds 11 NCI Specialized Programs of Research Excellence grants.

MD Anderson is expanding its research endeavors with the creation of the Red and Charline McCombs Institute for the Early Detection and Treatment of Cancer. The institute comprises six translational research centers focused on genomics, proteomics, screening, diagnostic imaging and drug development.

In FY08, almost 6,000 students, including physicians, scientists, nurses and allied health professionals, took part in MD Anderson educational programs. The School of Health Professions offers bachelor's degrees in seven allied health disciplines.

More than 1,000 clinical residents and fellows come to MD Anderson each year to receive specialized training in the investigation and treatment of cancer. More than 500 graduate students are working on advanced degrees at the Graduate School of Biomedical Sciences in which MD Anderson cooperates with UTHSC-H, and more than 1,500 research fellows are being trained in MD Anderson laboratories.

Thousands more participate in continuing education and distance learning opportunities sponsored by MD Anderson, sharing knowledge around the globe. The institution provides public education programs to teach healthy people about cancer symptoms and risk factors, giving them information that one day might aid them in making critical health care decisions.

Recognizing that prevention is the best way to eliminate the threat of cancer, MD Anderson takes a multifaceted approach. Expanded research efforts in epidemiology and behavioral science complement achievements made in clinical cancer prevention. The Cancer Prevention Center provides comprehensive cancer screening services, including cancer risk assessment,
screening exams based on age and gender, personalized risk-reduction strategies, genetic testing, chemoprevention, tobacco cessation and nutrition counseling.

The recent establishment of the Dan Duncan Family Institute for Cancer Prevention and Risk Assessment will bring together resources, research and experts to address prevention on several levels, including consideration of cancer’s effects on medically underserved and minority populations.

MD Anderson employs more than 17,000 people, including more than 1,400 faculty members. A volunteer corps of about 1,400 people supplements its workforce; these volunteers provide more than 227,000 hours of service each year, the equivalent of 109 full-time employees. Faculty, staff and volunteers are dedicated to the core values of caring, integrity and discovery.

Support activities, such as UT Police, are joint activities of MD Anderson and UTHSC-H.

Website:  http://www.mdanderson.org/

MEMORIAL HERMANN HOSPITAL AND MEMORIAL HERMANN CHILDREN’S HOSPITAL

The Memorial Hermann-Texas Medical Center Campus is home to three hospitals: Memorial Hermann–Texas Medical Center, Children’s Memorial Hermann Hospital and TIRR Memorial Hermann.

Part of the 11-hospital Memorial Hermann System, these hospitals serve as primary teaching hospitals for The University of Texas Medical School at Houston, ensuring that patient care is based on new knowledge at the frontiers of medicine.

Memorial Hermann-Texas Medical Center

For generations, Houston and its surrounding communities have trusted Memorial Hermann-TMC for outstanding care. Memorial Hermann-TMC built a reputation for excellence in heart and vascular, cancer, neuroscience, sports medicine and orthopedics, specialty surgery and organ transplantation.

As the first hospital to open its doors in the renowned Texas Medical Center, Memorial Hermann-TMC has a long history of innovation. These are just a few of the firsts: In 1946, Memorial Hermann-TMC was the first in Texas to perform a cardiac catheterization. In 1976, the hospital was the first in Texas and the second in the nation to launch an air ambulance program, Memorial Hermann Life Flight®, which remains Houston’s only hospital-based air ambulance service. In 1985, Memorial Hermann-TMC broke new ground in the treatment of end-stage liver disease as the site of Houston’s first liver transplant. In 1988, the hospital opened the first stroke center in Houston and one of the first dedicated stroke programs in the world. In 2005, Memorial Hermann-TMC was the first in the world to perform robotic reconstructive aortic surgery. In 2006, Memorial Hermann-TMC performed the first four-organ transplant in Houston and only the fourth in the nation.

Through revolutionary advances in medicine and surgery, Memorial Hermann-TMC set new standards of care for the nation and has been recognized as an industry leader by prestigious national organizations, including Thomson Healthcare, VHA, U.S. News & World Report, University HealthSystem Consortium and the American Heart Association.
**Children’s Memorial Hermann Hospital**

When families come to Children’s Memorial Hermann Hospital, they expect to find the technological advances and healing expertise of a university-affiliated academic hospital. What continues to surprise them is the special compassion and focus on families that distinguishes Children’s Memorial Hermann Hospital as one of the finest in the nation.

Founded in 1986, Children’s Memorial Hermann Hospital is the primary teaching institution for the pediatrics and obstetrics/gynecology programs at The University of Texas Medical School at Houston. Our healthcare professionals are focused on the specialized needs of women and children, with an emphasis on quality, customer service and leading-edge research.

The hospital offers the latest advances in maternal-fetal medicine and neonatal critical care services, as well as renowned programs in pediatric trauma, neuroscience, pulmonology and cardiac services. Interdisciplinary teams include experienced nurses, child life specialists, pediatric respiratory therapists, pediatric clinical pharmacists, social workers and more.

As part of Memorial Hermann’s network of hospitals, patients can now access children’s healthcare or high-risk pregnancy services at our affiliated hospitals in the community or, for more acute healthcare needs, at Children’s Memorial Hermann’s main facility in the Texas Medical Center.

**TIRR Memorial Hermann**

TIRR Memorial Hermann changes lives by improving outcomes, offering hope and maximizing independence for people affected by disabling injury or illness. Recognized among the leading rehabilitation hospitals in the country, TIRR serves as a model for interdisciplinary rehabilitation services, patient care, education and research.

TIRR is one of only six rehabilitation hospitals in the nation designated as model systems by the National Institute on Disability and Rehabilitation Research (NIDRR) for both our spinal cord injury and traumatic brain injury programs. For 18 consecutive years, U.S. News & World Report has named TIRR to the list of “America’s Best Hospitals.”

TIRR’s reputation is based on nearly 50 years of experience in rehabilitation and research, the high caliber of physician partners and clinical staff and comprehensive programs and services. TIRR is also recognized for its long-standing commitment to educating patients, families, healthcare professionals, caregivers and the general public about rehabilitation. Extending TIRR knowledge and resources into the community remains a top priority and part of its pledge to make a difference in the lives of those recovering from disabling injury and illness.

Website of Memorial Hermann locations: [http://www.memorialhermann.org/locations/default.html](http://www.memorialhermann.org/locations/default.html)

**THE CITY OF HOUSTON**

The nation’s fourth most populous city was founded in 1836 by the Allen brothers, John and Augustus. It was named after General Sam Houston, the first President of the Republic of Texas and commander of the Texas army which won its independence from Mexico.

The early growth of Houston was precipitated as a commercial center serving Austin’s colonies in central Texas, as an agricultural center—principally cotton—and, with the coming of the
General Information

railroads, as a timber processing center. Petroleum refining began a role in the early twentieth century. The city experienced increasing economic diversification in the 1980s and 1990s becoming a leading financial, commercial and industrial center, as well as an international energy capital. This economic diversification includes growth in high technology industries, medical research, health care and professional services. Houston is home to many businesses, including corporate headquarters for 29 of the Fortune 500 companies and more than 3,600 energy related firms. Houston is considered by many to be the Energy Capital of the World. In addition, many foreign countries and corporations have established a presence in Houston to access North American markets via the city's excellent distribution facilities. Among U.S. ports, the Port of Houston ranks 16th in the world in terms of shipping tonnage and first in the United States in terms of foreign tonnage.

Houston lies in three counties, Harris, Montgomery and Fort Bend, and is the fourth most populous in the United States. The 10-county Houston-Sugar Land-Baytown Metropolitan Statistical Area, with 5.7 million residents in 2008, has a median age of 33.0 years. Within the city limits, the population of Houston is estimated at more than 2.2 million. In the Houston region, there are 338,000 students in over 60 degree-granting colleges, universities and technical schools. Houston has the most affordable housing of the 10 most populous metropolitan areas and has the second lowest cost of living among major United States metro areas.

Houston has more than 500 cultural, visual, and performing arts organizations, some of which are devoted to multicultural and minority arts. Located downtown, Houston's 17-block Theater District is home to nine performing arts organizations and more than 12,000 seats. The Theater District is second only to New York with its concentration of seats in one geographic area and has emerged as a cultural center through its many quality offerings: The Houston Symphony presents a full season of concerts in Jones Hall and free summer concerts in Miller Theatre; the Houston Grand Opera is one of the nation's largest opera companies. Theatre Under The Stars presents musicals in free summer productions and in a winter subscription season. Other major musical groups include Ars Lyrica Houston, Bach Society, Context, Da Camera, Gilbert & Sullivan Society of Houston, Greater Houston Chorus, The Houston Chamber Choir, Houston Early Music, Houston Friends of Music, Houston Master-works Chorus, Houston Oratorio Society, Houston Symphony Chamber Players, and Orchestra.

The Houston downtown Theater District consists of the Wortham Theater Center, built entirely with private donations, which presents opera and ballet throughout the year; the Alley Theater, one of the country's oldest resident theaters; Hobby Center for the Performing Arts, which houses Theatre Under the Stars, the Broadway Series, and the Humphreys School of Musical Theatre; and the Jesse H. Jones Hall for the Performing Arts, which houses the Houston Symphony and the Society for the Performing Arts. Stages Repertory Theatre offers southwestern and world premieres, experimental productions of classic works and revivals of American masterpieces. The Houston Ballet was established as a professional company in 1969 and presents a season of local and touring performances.

The Houston Museum District includes the Contemporary; Arts Museum, Houston, the Menil Collection, the Houston Museum of Natural Science, the Holocaust Museum Houston, the Children's Museum of Houston, and the John P. McGovern Museum of Health and Medical Science. The Contemporary Arts Museum, Houston houses more than 57,000 works from antiquity to the present, the largest collection in the Southwest. The Glassell School of Art offers art history and studio classes for adults and children. The one-acre Lillie and Hugh Roy Cullen Sculpture Garden was created by Isamu Noguchi and contains works by masters, including
Giacometti, Matisse and Rodin. The Children’s Museum of Houston features hands-on activities for children. The Museum of Health and Medical Science is strongly supported by the Health Science Center and other Texas Medical Center institutions. Students at UTHSC-H serve as docents and may participate in design of exhibits.

Space Center Houston is a $70-million visitors’ center for the Johnson Space Center, the focal point for the U.S. manned spaceflight program and the Space Shuttle.

Sports enthusiasts can take advantage of professional sports action throughout the year with the Houston Astros baseball team; the Houston Rockets (two-time NBA champions) basketball team; the Houston Dynamo (2006 and 2007 MLS champions), soccer team; and the Aeros, International Hockey League hockey team. Racing facilities include Sam Houston Race Park for thoroughbred and quarter-horse racing and Gulf Greyhound Park for dog racing. Minute Maid Park, home of the Astros, and the Toyota Center, home to the Rockets and the Aeros, are located in downtown Houston, while the Houston Texans are at home in Reliant Stadium built next to the Astrodome in Reliant Park. The downtown sports facilities are connected to Reliant Stadium by MetroRail, which runs between downtown and points south.

The METRO light rail line began operation on January 1, 2004. The 7.5 mile Main Street line runs from south of Reliant Park to the University of Houston-Downtown, with 16 stops along the way. Along the Main and Fannin Streets route, one can stop at Reliant Park, the Texas Medical Center and Rice University, Hermann Park and the Museum District, Midtown, and Downtown Houston. Trains are scheduled to arrive at the stations every 6 minutes. This is the first phase of a projected 73 miles of light rail service in Houston by the year 2025.

Adjacent to the medical center is Hermann Park, one of the city’s 350 developed parks and more than 200 green spaces totaling 38,959 acres, which features the Jesse Jones Reflection Pool, Japanese Garden, Houston Garden Center and International Sculpture Garden, Bayou Parkland nature center, 8-acre Lake McGovern (two islands for wildlife, one for fishing), 18-hole Hermann Park Golf Course, Playground for All Children and Houston Zoo (Wortham World of Primates, John P. Mcgovern Children’s Zoo, Brown Education Center). The Houston Galleria is a three-story retail/entertainment/hotel center and a major attraction for residents and visitors. Galveston Island with its miles of beaches, Moody Gardens (10-story glass Rainforest Pyramid, Aquarium Pyramid, Discovery Pyramid, 3-D IMAX Theater) and annual Dickens on the Strand Festival is less than an hour’s drive from Houston.

Website:  http://www.houstontx.gov/abouthouston/index.html

**STUDENT GOVERNMENT**

**Student Government**

The Student InterCouncil (SIC) is the recognized forum of student opinion and the primary vehicle for student participation in the governance of the Health Science Center. The organization comprises representatives from each of the six schools and from the minority and international student constituencies. The SIC contributes to the quality of student life at the university by participating in the development and implementation of policies and procedures affecting students, providing funds to support special projects other student groups, representing student interests on external and internal committees, improving communication among the schools.
through the publication of a bimonthly online student newsletter, Student Pulse, and planning and implementing activities that address the special needs of students.

The SIC bylaws can be found online at http://uth.tmc.edu/sic/sicbylaws.pdf

The full student government policy can be found online at http://legal.hsc.uth.tmc.edu/hoop/06/6_06.html

The Statement on Governance can be found at http://legal.hsc.uth.tmc.edu/hoop/university_governance.html

Contact the Student InterCouncil at:
(713) 500-9104 (leave a message)
FAX (713) 500-0933
e-mail: sicgov@uth.tmc.edu
Website: http://www.uth.tmc.edu/sic

**Student Organizations**

The University of Texas Health Science Center at Houston (UTHSC-H) encourages its students, faculty, and staff to develop collegial relationships, and has established specific policies, based on UT System Board of Regents Rules and Regulations, policy Series 50202, that govern any organizations formed by those affiliated with the university.

An student organization that is registered with the UTHSC-H may have a membership composed of students, faculty, and staff of all or particular schools or operating units within the Health Science Center, but may not suggest or imply that it is acting with the authority or as an agency of the institution.

Accordingly, a registered organization will not use the name of the UTHSC-H or the name of The University of Texas System as part of the name of the organization. An organization cannot display the UTHSC-H logo or the seal of either the UTHSC-H or The University of Texas System in connection with any activity of the organization or use such marks as part of any letterhead, sign, banner, pamphlet, or other printed material that bears the name of the organization. A registered organization may not have any person as a member who is not either a registered student or a member of the faculty or staff of UTHSC-H. The full UTHSC-H Student, Faculty and Staff Organizations policy can be found online in the HOOP at http://legal.hsc.uth.tmc.edu/hoop/01/1_18.html

Additional information and registration forms for school-based organizations and for Health Science Center wide organizations can be found on the Academic Affairs website at http://www.uth.tmc.edu/academic/student_orgs.htm

**Student Fees Advisory Committee**

The Student Fees Advisory Committee was established as an affiliated committee of the Student InterCouncil and is charged with the responsibility of reviewing proposed student services, incidental, laboratory and other fee changes, and making recommendations to the President before submission of new fees to UT System for approval by the Board of Regents. Membership in the Committee consists of two representatives from each of the six UTHSC-H schools and two from the Student InterCouncil.
Student Guide

The Student Connection is an electronic resource document for students and prospective students that describes UTHSC-H and community services, and provides an overview of student policies and accompanying procedures, and information about the Texas Medical Center area.

The Student Connection is located online at
http://www.uth.tmc.edu/academic/student_guide/index.html

For more information about the guide contact the Office of Provost and Executive Vice President for Research at (713) 500-3060.

STUDENT SERVICES

Registrar

The UTHSC-H Registrar’s Office was established in March 1981 to provide a central computer-based student record system and web registration activities and other services for schools on this campus. The goals of the office are to provide an effective and efficient application procedure; to direct an accurate, facile registration process; and to provide a computerized applicant, student and alumni record system.

Other services offered by the Registrar’s Office include the issuance of transcripts, Hazelwood Act determination, certification of student status, Veteran’s Administration counseling and verification, residence determination and enrollment verification. The office, in conjunction with the Office of International Affairs, assists foreign students in maintaining their student status. The Registrar’s Office is located on the 22nd floor of the University Center Tower, 7000 Fannin, Houston, Texas 77030.

For further information, contact:
Office of the Registrar
The University of Texas Health Science Center at Houston
P.O. Box 20036
7000 Fannin, Suite 2250
Houston, Texas 77225
(713) 500-3361
e-mail: registrar@uth.tmc.edu
Website: http://registrar.uth.tmc.edu/

Student Financial Services

UTHSC-H has available loans, grants, scholarships and other aid funds based on the most current regulations or guidelines in effect at the time of award. See the school section on criteria for the award of scholarships. Financial aid specialists are available Monday- Friday from 8:00 a.m. to 5:00 p.m. to provide counseling on the financial assistance programs available to students. The Office of Student Financial Aid is located on the 22nd floor of the University Center Tower, 7000 Fannin, Houston, Texas 77030.

A student subject to selective service registration will be required to file a statement that the student has registered or is exempt from selective service registration in order to be eligible to receive financial assistance funded by State revenue.
Application forms and complete information may be obtained online at http://sfs.uth.tmc.edu or by contacting:

Office of Student Financial Services  
The University of Texas Health Science Center at Houston  
P.O. Box 20036  
7000 Fannin, Suite 2220  
Houston, Texas  77225  
(713) 500-3860  
Website:  http://sfs.uth.tmc.edu

Office of International Affairs

The Mission of the Office of International Affairs (OIA) is to serve as the internal institutional resource that facilitates and oversees the lawful immigration status of non-U.S. citizens permanent residents and international visitors who join the academic, research, and clinical endeavors of The University of Texas Health Science Center at Houston, while ensuring institutional compliance with state, local, and federal laws and regulations.

Services and programs offered include:

- Immigration advising to University components for legally hosting or employing international visitors
- Institutional compliance with immigration regulations assessment and training
- Processing of immigrant and non-immigrant visa applications sponsored by the institution
- Acting as a liaison among institutional departments, government agencies, and private organizations
- Coordinating educational and cultural programs and activities that promote the well-being of international visitors, students, trainees, faculty, and staff.

To ensure compliance with federal, state, and local regulations as well as institutional policies, all non-U.S. citizens must check-in with the Office of International Affairs prior to beginning their appointment and/or registering for classes in order to obtain the appropriate clearance to begin appointment and/or studies.

The Office of International Affairs is located in the University Center Tower, Suite 130. Office hours are Monday - Friday, 8:00 a.m. - 5:00 p.m., with the exception of Thursdays, when the office is closed from 8:00 a.m. - 11:00 a.m.

For further information, contact:  
Office of International Affairs  
The University of Texas Health Science Center at Houston  
P.O. Box 20036  
Houston, Texas  77225  
7000 Fannin St.  
Houston, Texas 772030  
(713) 500-3176   FAX (713) 500-3189  
Website:  http://www.uth.tmc.edu/intlaffairs/
Office of Equal Opportunity

The University of Texas Health Science Center at Houston is committed to enhancing diversity and providing equal opportunities at the Health Science Center. The Equal Opportunity Office within Human Resources provides equal opportunity support to all students, staff, faculty and visitors. The office has the responsibility to ensure compliance with federal and state laws by providing a forum for dispute resolution for complaints as they relate to discrimination and harassment by providing guidance and accessibility options for all persons with disabilities and managing diversity by promoting an environment of respect and inclusiveness. This office also is responsible for assisting the individual schools’ 504 Coordinators (Section 504 of the Rehabilitation Act of 1973) with the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, and providing interpretation services.

For additional information, contact:
The University of Texas Health Science Center at Houston
Human Resources
7000 Fannin, Suite 150
Houston, Texas 77030
(713) 500-3079
Website: http://hr.uth.tmc.edu/EEOnew/eo.html

Student Health Services (SHS)

Student Health Services (SHS) provides health services to all UTHSC-H students. The mission of SHS is to offer affordable health, wellness, and medical care for students and their families. A portion of the student services fee funds the programs. The health services available for Health Science Center students include immunizations required for matriculation into and through UTHSC-H, tuberculosis screening, physical examinations, well woman examinations, flu shots, treatment of general internal medicine and pediatric illnesses, and referrals to specialists as necessary. The clinic manages a 24-hour a day hotline for needlesticks and other exposures to hazardous body fluids. An on-site Class D pharmacy offers many prescription medications for common illnesses and oral contraceptives. The clinic is staffed by physicians who are board certified in both Internal medicine and Pediatrics.

Low complexity office visits are covered by the student fees. Higher complexity visits can be charged to the student's insurance carrier. Immunizations are offered at or near cost. Testing following blood or body fluid exposure while performing educational assignments is covered by the Needlestick Program as long as student reports incident to our Needlestick Hotline. Any charges not covered by the student's insurance carrier are the responsibility of the student. These may include laboratory tests, radiological services, hospitalization and referred consultation, and pharmaceuticals.

Student Health Services is located in the UT Professional Building, Suite 510. Office hours are 8:30 a.m. to 5:00 p.m. Appointments are preferred but not required.
Student Health Insurance

The Board of Regents of The University of Texas System approved mandating health insurance for students enrolled in the U.T. System health components, including students previously enrolled. The Board of Regents has authorized the assessment of a health insurance fee for each semester to each student who cannot provide evidence of continuing coverage under another approved plan by the 12th class day of the fall and spring semesters and the 4th class day of the summer semester. Students with coverage outside of the plan can contact Auxiliary Enterprises at 713/500-8400, http://ae.uth.tmc.edu or email: student-insurance@uth.tmc.edu to provide the information needed to waive the insurance fee.

In addition, the Board of Regents requires all international students holding non-immigrant visas and living in the United States to have coverage for repatriation and medical evacuation while enrolled at component institutions of The University of Texas System. The required health insurance fee assessed by the university includes coverage for repatriation and medical evacuation. International students with coverage outside of the plan can contact Auxiliary Enterprises at 713/500-8400, http://ae.uth.tmc.edu or email: student-insurance@uth.tmc.edu to provide the information needed to waive the insurance fee and, if needed, purchase coverage for repatriation and medical evacuation.

A student health insurance program is offered to registered students through a private company selected by The University of Texas System office. This plan is designed to supplement student health services. In addition, it also assists with expenses not covered by the student services fee and those incurred outside that setting such as prescriptions, hospitalization, etc. Students have the option of enrolling their families in this plan at an additional cost.

PLEASE NOTE THE FOLLOWING:

- If you do not take action by the 12th class day, you MUST pay the insurance assessed to you.

- It is YOUR responsibility to confirm that the insurance charge has been removed from your bill once you have provided proof of insurance. You may view your bill online at http://utlink.uth.tmc.edu.

- Please DO NOT resubmit proof of insurance if your insurance was waived in the Fall semester, unless you have changed insurance companies.

For further information, contact: Auxiliary Enterprises
The University of Texas Health Science Center at Houston
7779 Knight Road
Houston, Texas 77054
(713) 500-8400 FAX (713) 500-8409
email: Ronda.A.Gillie@uth.tmc.edu
Website: http://ae.uth.tmc.edu/
**UT Counseling & WorkLife Services**

The University understands that balancing personal life with the demands of academia can be difficult. Therefore any concern that troubles a student or reduces his or her ability to concentrate can be brought to UT Counseling & WorkLife Services at no cost. Services offered include evaluation, short-term individual counseling or psychotherapy, marital/couples counseling, psychiatric consultation, legal and financial referrals, and identity theft counseling. In addition, to help students balance the competing demands of school and personal life, UT Counseling & WorkLife Services also offers resources and referrals in the areas of child/elder care, adoption, and daily living.

Records are kept strictly confidential to the extent allowed by law, and there is no fee for service. Students who desire or who are in need of long-term therapy or of complicated medication management will be assisted with referrals. UT Counseling & WorkLife also sponsor outreach and prevention programs, such as for managing stress or coping with test anxiety.

Referrals are not necessary and students are encouraged to call this office to make their own appointments. UT Counseling and WorkLife Services is located in Suite 1670, University Center Tower Building.

For further information or to make an appointment, contact:
UT Counseling & WorkLife Services
The University of Texas Health Science Center at Houston
University Center Tower, Suite 1670
7000 Fannin
Houston, Texas 77030
(713) 500-3327
email: uteapmgmt@uth.tmc.edu
Website:  [http://www.uthouston.edu/utcounseling](http://www.uthouston.edu/utcounseling)

**Child Development Center**

UTHSC-H operates a Child Development Center (UTCDC) for children ages six weeks through kindergarten, which is located within the University Housing complex at 7900 Cambridge. The Center is designed to create a safe, wholesome environment where children enjoy living and learning. The educational environment for infants is designed to provide visual and auditory stimulation in an atmosphere of warmth and nurturance. The program for toddlers and older children features open learning centers that provide for individual instructional activities with large and small group interaction. All children are encouraged to develop according to their own unique abilities, interests and growth rates.

In addition to being licensed by the State of Texas, the UTCDC is nationally accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children. The UTCDC program was the first nationally accredited center in the Texas Medical Center. Each classroom has its own four-year degreed teacher and follows a developmentally appropriate curriculum. The UTCDC is open from 6:00 a.m. to 6:00 p.m. Monday through Friday and is closed on all holidays observed by UTHSC-H.

Parents are encouraged to participate in various projects involving their children and to serve as liaisons between their home and the UTCDC. Regularly scheduled parent/teacher conferences apprise parents of their child’s growth and development. All parents are invited to
participate in the activities of the Building Blocks Committee, which acts as a support group for the UTCDC.

For a tour or further information, contact:
Child Development Center
The University of Texas Health Science Center at Houston
7900 Cambridge
Houston, Texas  77054
(713) 500-8454
Website:  http://ae.uth.tmc.edu/cdc/cdc.html

University Housing

University Housing consists of two unique apartment communities. The 7900 Cambridge complex was built in 1982 and offers first and second floor units in one, two, and three bedroom floor plans. The 1885 El Paseo property, built in 2005, is a contemporary style living environment with four floors of one and two bedroom apartments with a four-story parking garage located in the middle of the complex. Each apartment is carpeted and comes equipped an all-electric kitchen. The 1885 El Paseo property offers washers and dryers in each apartment. The 7900 Cambridge property offers coin-operated washers and dryers housed in three laundry rooms.

The entrance to both properties is controlled by a 24-hour guard. A shuttle to the Texas Medical Center is available to eligible residents.

Leasing office hours are from 8:00 a.m. to 6:00 p.m. Monday through Friday.

All TMC - affiliated students, faculty, and staff are encouraged to apply for a place or the waiting list for available vacancies.

Send inquiries to:
University Housing
The University of Texas Health Science Center at Houston
1885 El Paseo
Houston, Texas  77054
(713) 500-8444  FAX 500-8448
Website:  http://ae.uth.tmc.edu/housing/index.html

Transportation

UTHSC-H provides a commuter/circulator shuttle operation for all Health Science Center students, faculty and staff. UTHSC-H identification badges are required for access onto the shuttle. The shuttle service is contracted through AFC Corporate Transportation and operates from 6:00 a.m. to 8:00 p.m. Monday through Friday excluding official University holidays. During peak operating hours (6:00 a.m. to 9:00 a.m. and 3:00 p.m. to 6:00 p.m.) the shuttle runs every 10-15 minutes from University Housing. Key shuttle stop locations are: University Housing, Recreation Center, University Center Tower, School of Nursing, Graduate School of Biomedical Sciences, Medical School Building, Dental Branch Building, MD Anderson Braeswood Garage and the School of Public Health. For information regarding shuttle services or route information, please contact the Auxiliary Enterprises Parking/Shuttles at shuttle@uth.tmc.edu
or visit website at http://ae.uth.tmc.edu/parking/shuttle_route.htm In addition to the UTHSC-H Shuttle, the Texas Medical Center (TMC) operates a free METRO shuttle from its various locations. For more information about METRO/TMC shuttle service, call the TMC Parking Office at (713) 791-6161 or METRO for other route information at (713) 635-4000.

Streets and roadways adjacent to UTHSC-H facilities are public roadways and Vehicle Inspection practices are fully enforced. A peace officer who exhibits a badge or other sign of authority may stop and issue a citation for a vehicle not displaying an inspection certificate on the windshield.

General Parking Information for UTHSC-H Students

Due to traffic congestion and on-going construction in the Texas Medical Center (TMC), much of contract parking is limited to remote parking locations. A shuttle bus makes frequent stops at key locations throughout TMC from remote locations. Free parking areas for bicycles and motorcycles are located throughout the TMC.

Student contract parking is available from Texas Medical Center. Visit www.tmc.edu and click on “Parking Information” then click Contract Parking to download instructions and a contract form. Contracts are currently available in Garages 4, 6 and 10 and reduced rate parking is available remotely in South Extension Lot, Smith Lands and South Main Lot. The remote parking lots offer free shuttle service to the main campus and “after hours” privileges to park in the main campus garages after 6:00p.m. weekdays, although you must exit by 8:00a.m. After hours privileges are also extended 24/7 on Saturday and Sunday. For further information, please call TMC’s Customer Service Helpline at 713/791-6161.

University Center Tower (UCT) Garage: Parking at the UCT garage located at 7000 Fannin (corner of Fannin & Pressler) is restricted to employees and students occupying the building. However, students are granted complimentary parking for one and a half hours with the student I.D. badge displaying a current sticker. The complimentary parking is for student-related business only (i.e., registrar, financial aid, Bursar’s office, and counseling). Before exiting the parking facility, a valid student ID badge must be shown with the parking ticket to the attendant in the Parking Office on the first floor of the UCT building for validation. Parking in excess of the 1-1/2 hour complimentary parking is at the student’s expense. This privilege is extended to enrolled/current students only. The UCT garage is open Monday through Saturday but collection of parking fees is Monday-Friday only. The garage security gates are usually open for parking access Monday through Friday 6:00 a.m. to 7:00 p.m.

University Professional Building (UPB) Garage: After hours (5:00 p.m. to 8:00 a.m.) and weekend parking is available at the University Professional Building Garage, 6414 Fannin for students at a rate of $30 per semester. Parking contracts can be attained by visiting the UTPB Parking Office (G.25) and presenting a student ID. There is a one-time non-refundable parking card activation fee of $10 upon contract completion. The UTPB Parking Office is open from 7:00 a.m. to 6:00 p.m. Monday through Thursday and 7:00 a.m. to 5:00 p.m. on Friday.

For more information about parking and UTHSC-H operated parking areas, please contact Auxiliary Enterprises Parking/Shuttle Services at parking@uth.tmc.edu. or visit website at http://ae.uth.tmc.edu/parking/index.html
Alternative Transportation Options

Van Pool Info: METRO offers a subsidy per month in the form of a voucher to METROVan participants. To form or join a van pool, please call METRO’s Ride Share at (713) 224-RIDE or (713) 739-4981.

METRO RIDE SPONSOR for Bus Passes: The UTHSC-H Parking Services Office serves as the ride sponsor for the University and sells discounted METRO bus passes to employees and students. You can purchase these at local food stores, but you receive a 10% discount if purchased through the University. Please notify our office one month in advance if you desire to purchase a METRO pass. Call METRO Customer Service at (713) 658-0180 to verify your zone if you are not certain. Once ordered by our office, these can be paid for and picked up at the following locations: Bookstores in the Medical School, Dental Branch and School of Nursing and the UTHSC-H Parking Office in the University Center Tower building.

For additional information please contact UTHSC-H Parking/ Shuttle Services at (713) 500-3405 Website:  http://ae.uth.tmc.edu/parking/index.html

BOOKSTORES

The UTHSC-H Bookstore operates three locations – Medical School, Dental Branch and School of Nursing.

Medical School Bookstore

The Medical School Bookstore carries required and recommended textbooks for the Medical School. Medical equipment is discounted in varying amounts. In addition to textbooks, the bookstore stocks a large number of reference books. Books that are not stocked may be special ordered at the cash registers. The hours of operation are 8:30 a.m. – 5:00 p.m. Monday – Friday.

Included among its services, the bookstore offers the sale of Metro bus passes. In addition, the bookstore orders graduation invitations and academic regalia. The bookstore also buys used books daily from 9:00 a.m. to 4:00 p.m.

For further information, contact:
University Bookstore
The University of Texas Health Science Center at Houston
6431 Fannin
Houston, TX  77030
(713) 500-5860   FAX (713) 500-0540
Website:  http://books.uth.tmc.edu

Dental Branch Bookstore

The Dental Branch Bookstore carries required and recommended textbooks for the Dental School. Dental equipment is discounted in varying amounts. Books and equipment that are not stocked may be special ordered at the cash registers. The hours of operation are 8:00 a.m. – 4:00 p.m., Monday – Friday.

For further information, contact
Dental Branch Bookstore
The University of Texas Health Science Center at Houston
6516 M.D. Anderson Blvd, Room 8
Houston. TX 77030
(713) 500-4450
School of Nursing Bookstore

The School of Nursing Bookstore carries required and recommended textbooks for the School of Nursing and the School of Public Health. Medical equipment is discounted in varying amounts. In addition to textbooks, the bookstore stocks a large number of reference books. Books that are not stocked may be special ordered at the cash registers. The hours of operation are 8:30 a.m. – 5:00 p.m. Monday – Friday.

Included among its services, the bookstore also orders graduation invitations and academic regalia, as well as buys used books from 9:00 a.m. to 4:00 p.m daily.

School of Nursing Bookstore
The University of Texas Health Science Center at Houston
6901 Bertner, Room 280
Houston, TX  77030
(713) 500-9561

Food Services/Catering

Food Service is provided at the School of Nursing and Medical School buildings through a contracted provider. Catering is available through the School of Nursing location. Vending is also contracted with machines located throughout the UTHSC-H campus.

Phone: 713-500-8405
Catering:  713-500-9103

Website: http://ae.uth.tmc.edu/foodserv/index.html

School of Nursing The cafeteria is located on the first floor of the School of Nursing Building at 6901 Bertner Avenue. A variety of dining choices are available for your convenience. Call for catering needs throughout the university. Phone: 713-500-9103

Medical School The grab-n-go is located on the ground floor of the Medical School Building at 6431 Fannin. A limited variety of dining choices are available along with a selection of specialty coffee drinks.

Hours of Operation (excluding University holidays):  Monday - Friday 7:00 a.m. – 3:00 p.m.

Recreation Center Facilities and Programs

The Recreation Center is located at 7779 Knight Road, adjacent to the University Housing Complex. Operating hours of the facility are  6:00 a.m. to 10:00 p.m., Monday through Friday, 8:00 a.m. to 8:00 p.m., Saturday, and 10:00 a.m. to 8:00 p.m., Sunday. The facility will close during major University holidays, however, it will usually operate on holiday hours for some of the one-day holidays. These days and hours of operation are posted in advance.

Facilities consist of an outdoor olympic- size swimming pool (which is heated in the winter), weight room area, cardiovascular exercise area, aerobic studio, two outdoor tennis courts and jogging trail.

A wide variety of activities and programs are offered on a semester basis. These activities are designed for health and fitness, as well as for fun and relaxation. Students are encouraged
to participate in the Recreational Sports Program, Wellness Program, Instructional Program, Youth & Family Program, Aquatics and Aerobics Programs. Recreation Center membership is open to all UTHSC-H faculty, staff, students, families and affiliates, including Texas Medical Center employees. The recreation fee entitles a UTHSC-H student to use the Center. A valid UT ID is required for admittance and at time of purchase of any services offered. UTHSC-H employees and students have the option of having their spouse and or child(ren) join the facility and registration and payment for this is handled directly at the front desk of the facility. At that time Rec Center ID cards will be made for spouse or children who join.

There is no charge for children under six years of age, and the “Family” fee covers spouse and unlimited children between ages 6-20. UTHSC-H students do have the privilege of having “extended family” members (brother, sister, mother, father) join at the “UT Affiliate” rate and this must be handled directly at the facility. To get the best value, the Center encourages students with children under the age of 16 to handle their family membership fees directly at the facility. Children under the age of 16 must be accompanied and supervised by a parent or guardian at all times while in the facility. No one under 16 is allowed in the swimming pool or pool deck during the winter months, or at any time when the pool blankets are on the pool.

For further information, please contact:
UTHSC-H Recreation Center
The University of Texas Health Science Center at Houston
7779 Knight Road
Houston, Texas 77054
(713) 500-8420
Website: http://ae.uth.tmc.edu and click on Recreation Center

Houston Academy of Medicine-Texas Medical Center Library

The Houston Academy of Medicine-Texas Medical Center (HAM-TMC) Library serves as the accredited library for most Texas Medical Center institutions and is the primary library for The University of Texas Medical School at Houston. The Library is also home to the John P. McGovern Historical Research Collection, as well as the newly-acquired Menninger Collection on Psychiatry and Psychoanalysis, one of the world’s most comprehensive collections of books, journals and archival materials in psychiatry, psychoanalysis and psychology.

Currently, the HAM-TMC Library contains 76,500 square feet of space and holds over 333,000 volumes, including books and journal volumes. Additionally, the Library has subscriptions to over 100 electronic databases and over 8,000 electronic journals. Over 50 public access computers are available to library users for Internet access and research, as well as word processing, database development and preparation of spreadsheets and public presentations through Microsoft® software applications. The Library also offers such classes as Navigating PubMed, Internet for Medical Research, and Navigating Full-Text Journals, in addition to instruction in Basic HTML, NLM Gateway, OVID, PowerPoint and Reference Manager.

Since 1991, the Library has served as the Regional Medical Library for the National Network of Libraries of Medicine, South Central Region, with responsibility for the library needs of health professionals in the five-state region of Arkansas, Louisiana, New Mexico, Oklahoma and Texas. Chosen by the National Library of Medicine, there are only eight Regional Medical Libraries in the nation.

Website: http://resource.library.tmc.edu/
The following excerpts and policy descriptions from The University of Texas Health Science Center at Houston Handbook of Operating Procedures (HOOP) are from selected policies that relate to student life at UTHSC-H. Additional student policies can be found in the HOOP located at http://legal.hsc.uth.tmc.edu/hoop/complete_toc.html#chap6 or linked to the university’s Home Page (https://www.uth.tmc.edu/).

In an educational community as large as The University of Texas System, formal policies and procedures must exist to facilitate the orderly conduct of affairs. The Regents’ Rules and Regulations (http://www.utsystem.edu/bor/rules.htm) reflect the general policies and rules set forth by The University of Texas System Board of Regents and apply to all institutions within the UT System. All UTHSC-H policies must reflect the policies outlined in the Regents’ Rules and Regulations. The HOOP implements the rules of governance and administrative procedures for UTHSC-H within the guidelines of the policies set forth by the Board of Regents.

STUDENTS ARE CHARGED WITH THE RESPONSIBILITY FOR KNOWLEDGE OF AND COMPLIANCE WITH ALL UTHSC-H POLICIES, REGULATIONS, AND PROCEDURES, INCLUDING, AS APPROPRIATE, POLICIES, REGULATIONS, AND PROCEDURES UNIQUE TO THE INDIVIDUAL SCHOOL IN WHICH THE STUDENT IS ENROLLED.

For additional information on policies specific to individual schools, contact the Student Affairs Office in your school and access the individual school website from the links provided on the UTHSC_H homepage at http://www.uth.tmc.edu

Academic Records and Family Educational Rights and Privacy Act (FERPA)

The University of Texas Health Science Center at Houston complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects the privacy of educational records and establishes the rights of students to access their educational records. The full policy can be found online at

http://legal.hsc.uth.tmc.edu/hoop/06/6_08.html

All research papers, thesis, and dissertations authored by degree candidates are available to interested members of the general public upon request.

The full text of FERPA may be located on the Registrar’s Office website at

http://registrar.uth.tmc.edu/Registration/FERPA.html

AIDS, HIV, HBV, and HCV Infection

The Health Science Center works to help safeguard the health and safety of students, employees, patients, and the general public against the contact and spread of infectious diseases. The UTHSC-H is also sensitive to the needs and rights of any of its employees or students who have contracted diseases that might be infectious. In recognition of Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV) as serious public health threats, the UTHSC-H has adopted policy and procedural steps to both prevent the spread of HIV, HBV, and HCV infections and to protect the rights and well-being of those employees or students who may be infected with HIV and HBV. The full policy, which defines terms and addresses general
principles, voluntary counseling and testing, work-related exposure, and educational efforts, can be found online at

http://legal.hsc.uth.tmc.edu/hoop/18/18_07.html

Campus Security

UTHSC-H is committed to a safe and secure learning and working environment. To that end, the university strives to assure that its buildings and contents are secure and that members of the university community are properly identified and are given appropriate access to university facilities and amenities. Campus security policies can be found online at http://legal.hsc.uth.tmc.edu/hoop/01/1_06.html In compliance with the Student Right-to-Know and Crime Awareness and Campus Security Act, UTHSC-H collects specified information on campus crime statistics and makes timely reports to the campus community on crimes considered to be a threat to students and employees. The University of Texas at Houston Police Department provides a link to crime statistics on its website at http://www.mdanderson.org/utpd/. Guidance on reporting criminal activity on campus can be found online at

http://legal.hsc.uth.tmc.edu/hoop/18/18_04.html

Conduct and Discipline

All UTHSC-H students are expected and required to obey federal, state, and local laws; comply with the Regents’ Rules and Regulations; comply with UTHSC-H policies, rules and regulations; comply with directives issued by administrative officials of UTHSC-H or UT System in the course of their authorized duties; and observe standards of conduct appropriate for an academic institution. Any student who engages in conduct that violates the Regents’ Rules and Regulations, UTHSC-H policies, rules and/or regulations or federal, state, or local laws is subject to discipline whether the conduct takes place on or off campus and whether or not civil or criminal penalties are imposed for such conduct. The full student conduct and discipline policy, can be found online at

http://legal.hsc.uth.tmc.edu/hoop/06/6_03.html

Criminal Background Checks - Students

The Health Science Center is committed to providing a safe environment for its students and employees. UTHSC-H obtains criminal background information regarding applicants for security sensitive positions as designated by the university president or designee. Increasingly, a criminal background check is being required by clinical facilities in which students enrolled in clinical programs receive education and training. Furthermore, some licensing boards in Texas require criminal background checks before issuing a license to practice. Individuals who are unable to meet the university's criminal history standards may be denied admission or continued enrollment in the program.

For the purposes of this policy, the university has determined that all students are in security sensitive positions and thus are subject to criminal background checks. A second background check may be required for clinical placement or other purposes at the discretion of the school and at the expense of the student. The full policy can be found online at

http://legal.hsc.uth.tmc.edu/hoop/02/2_12_2.html
Disability Accommodation

The Health Science Center ensures equal educational opportunity for all individuals with disabilities.

If any student applicant has questions about a disability or accommodation, or feels that he or she has been discriminated against on the basis of a disability, he or she should contact the the Student Affairs office at the appropriate school, or the Disability Coordinator in the Office of Human Resources. The Disability Accommodation policy can be found online at http://legal.hsc.uth.tmc.edu/hoop/02/2_18C.html

Equal Educational Opportunity

The Health Science Center strives to maintain an educational environment that is free from impermissible discrimination. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by UTHSC-H or any of its component academic entities on any basis prohibited by applicable law, including, but not limited to, race, color, national origin, religion, sex, sexual orientation, or disability.

Any student or potential student who has a complaint under this policy should contact the associate dean for student affairs in his or her school, the executive vice president for academic affairs, or the Office of Human Resources. The full policy can be found online at http://legal.hsc.uth.tmc.edu/hoop/02/2.04_equalopportunity.html

Hazing

Hazing is prohibited by both state law and by the Regents’ Rules and Regulations. The term “hazing” is broadly defined by statute to mean any intentional, knowing, or reckless act, occurring on or off the UTHSC-H property that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include students at the university. Hazing with or without the consent of the student is prohibited and violations may render both the person inflicting the hazing and the person submitting to the hazing subject to criminal prosecution and student disciplinary action by UTHSC-H.

Immunization and Health Records

All students registering at The University of Texas Health Science Center at Houston (UTHSC-H) are required to furnish an immunization record signed by a health care provider. Certain exemptions are allowed from all immunization requirements. UT Student Health Services will place an immunization “hold” on each student's record at the time of admission if immunizations are incomplete. The hold blocks registration. All immunization holds will be released after proof of immunizations is provided.

Listed below are immunizations required by all UTHSC-H schools, with the exception of the School of Health Information Sciences that only requires only the PPD Skin Test (and Varicella if exposed to human blood/body fluids).

- Tetanus/Diphtheria
- Measles (Rubeola)
- Mumps
German Measles (Rubella)
PPD (TB) Skin Test
Hepatitis B Series
Varicella (Chickenpox) Series

The Certification of Immunization form posted on the Registrar’s website (http://med.uth.tmc.edu/administration/stud_health/immunizationformallschools.May09.pdf) includes the minimum requirement regarding each of the above immunizations as well as a table listing the requirements of each of the schools.

Important information about bacterial meningitis can be found on the Registrar’s website (http://registrar.uth.tmc.edu/Registration/bacmeningitis.html), and the Certification of Immunization form contains a place for acknowledging receipt of this information.

The full policy, which lists required immunizations and procedures for requesting exemptions from required immunizations, can be found online at http://legal.hsc.uth.tmc.edu/hoop/06/6_07.html

See Website:  http://legal.hsc.uth.tmc.edu/hoop/06/6_03.html Immunizations and Health Records

**Determination of Resident Status**

Before an individual may register at The University of Texas Health Science Center at Houston (UTHSC-H) and pay tuition at the rate provided for residents of the State of Texas, the individual must provide required information regarding residency status. The Registrar is the Residency Determination Official for the university. The full policy can be found online at: http://legal.hsc.uth.tmc.edu/hoop/06/6_12.html

Information about the Petition for Resident Tuition and a link to the Residency Questionnaire can be found on the Registrar’s Website at: http://registrar.uth.tmc.edu/Services/Student_Forms.html (Scroll down and click on “Residency Policy for Instate Tuition.”)

**Absences**

**Observance of a Religious Holy Day:** Students who are absent from classes for the observance of a religious holy day may take an examination or complete an assignment scheduled for the religious holy day within a reasonable time before or after the absence, as long as the student informs the instructor of each class to be missed of the planned absence(s) not later than the fifteenth day of the semester. The notification must be in writing and may either be delivered by the student personally to each instructor, with receipt of the notification acknowledged and dated by each instructor, or mailed by certified mail, return receipt requested, to each instructor.

As noted, a student who follows these procedures and is excused from class for a religious holy day may not be penalized, but the instructor may respond appropriately if the student fails to satisfactorily complete the assignment or examination. The full policy can be found at http://legal.hsc.uth.tmc.edu/hoop/02/2_37A.html

**Military Obligations:** For any academic term that begins after the date a student is released from active military service but not later than the first anniversary of that date, a school shall readmit the student, without requiring reapplication or charging a fee for readmission, if the student is otherwise eligible to register for classes. On readmission of the student under these circumstances, the School shall provide to the student any financial assistance previously

57  General Information
provided by the institution to the student before the student’s withdrawal if the student meets current eligibility requirements for the assistance, other than any requirement directly affected by the student’s service, such as continuous enrollment or another similar timing requirement; and allow the student the same academic status that the student had before the student’s withdrawal, including any course credit awarded to the student by the institution. The university may require reasonable proof from a student of the fact and duration of the student’s active military service.

Similarly, if a student enrolled in a school fails to attend classes or engage in other required activities because the student is called to active military service that is of a reasonably brief duration and the student chooses not to withdraw from school, the school shall excuse a student from attending classes or engaging in other required activities, including examinations, in order for the student to participate in active military service to which the student is called, including travel associated with the service. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to complete an assignment or take an examination from which the student is excused within a reasonable time after the absence. An instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination with a reasonable time after the absence.

The full policy can be found online at http://legal.hsc.uth.tmc.edu/hoop/02/2_65.htm

Sexual Assault

The Health Science Center seeks to provide a campus environment free from inappropriate conduct of a sexual nature including sexual assault. In accordance with this commitment, and in accordance with the requirements of the Higher Education Reauthorization Act of 1992, the UTHSC-H has created a policy specifically to address this important issue. The full policy can be found online at http://legal.hsc.uth.tmc.edu/hoop/06/6_14.html

Sexual Harassment

The Health Science Center has different procedures for dealing with allegations of sex discrimination and sexual harassment. Any student who feels that he or she has been discriminated against on the basis of his or her sex should use the appropriate grievance process outlined in the online policy. This policy applies to the conduct of all members of the UTHSC-H community, including, but not limited to administrators, faculty, staff, students, residents, fellows and other trainees, volunteers, vendors, consultants, observers, and visitors. The full policy can be found online at http://legal.hsc.uth.tmc.edu/hoop/02/2_04.html

Substance Abuse - Students

The Health Science Center is committed to maintaining an environment that is free from substance abuse; its primary concern related to substance abuse among students is prevention and treatment. The Health Science Center provides educational programs to inform its community about the physical and psychological problems associated with substance abuse, as well as pertinent state and federal laws. UTHSC-H recognizes that substance abuse is a treatable condition and, as an institution dedicated to health, facilitates the treatment and rehabilitation of this condition. The full policy can be found online at http://legal.hsc.uth.tmc.edu/hoop/18/18_05.html
General Information

Student Travel

The Health Science Center supports the educational, research and service activities of its students by sponsoring and reimbursing certain approved travel activities expenditures. The university, however, has special concerns as to how students are asked or permitted to travel on official university business. This policy includes special rules outlined by the The University of Texas System Board of Regents to ensure that students who are asked or authorized to travel are aware of university rules on travel, how to seek and obtain approval for travel, how to be reimbursed for travel expenditures, and safety rules that apply to student travel. The full policy can be found at http://legal.hsc.uth.tmc.edu/hoop/06/6_18.html

Other Important Policies Affecting Students

Other important policies affecting students are included in the HOOP (http://legal.hsc.uth.tmc.edu/hoop/index.html); e.g., Chapter 2 University Citizenship and Chapter 18 Safety and Health. Additional student policies are listed below. Students are expected to read and familiarize themselves with university policies and procedures.

1.18 Employee or Student Organizations (tax-free sales and publication information
2.0 General Standards of Conduct
2.02 Alcoholic Beverages
2.09 Use of University Facilities
6.09 Student Employment Appointments
6.10 Financial Aid
6.10A Student Loan Collections
6.11 Tuition, and Fees Payment, Refunds and Student Debt
6.13 Governance
6.14 Sexual Assault - Students
6.16 Student Services
6.18 Student Travel
This catalog is a general information publication only. It is not intended to nor does it contain all regulations that relate to students. The contents of this catalog do not constitute a contract, expressed or implied, between any applicant, student or faculty member and The University of Texas Health Science Center at Houston. UTHSC-H reserves the right to withdraw courses at any time, to change fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirement affecting students. If such changes occur, they will become effective as determined by the appropriate UTHSC-H, or System officials and will apply to both prospective students and those already enrolled.
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Message to students from Interim Dean John A. Valenza

Greetings on behalf of the faculty, staff and administration of The University of Texas Dental Branch at Houston!

Through the pages of this catalog, we are pleased to provide you with a glimpse of the tremendous educational opportunities available to dental students, dental hygiene students and graduate students who call the Dental Branch home.

Attending the Dental Branch means you are in one of the richest intellectual, cultural and collaborative environments in the world. As part of The University of Texas Health Science Center at Houston and the world-renowned Texas Medical Center, the possibilities are endless.

The Dental Branch is proud to serve as a model to other institutions, particularly in the areas of diversity, patient care, technology, student research and community. Our strengths will always be our people – faculty, staff and students – and a commitment to change and innovation. As evidence, we have been busy at work the past several years with many new and exciting initiatives. Since 2000 we have upgraded most of our dental operatory equipment. In 2006 we opened our award-winning Clinical Simulation and Learning Center. That same year, we initiated a new faculty practice enterprise, UT Dentists, and opened a private practice clinical facility right here in the Dental Branch. In 2006-07 the school entered the age of electronic patient records and digital imaging, becoming one of the first dental schools in the country to go “paperless.” And in 2007-08, we added faculty, staff and resources to support new technologies for patient care, education and research.

Also at this writing, construction has begun on a new full replacement building for the Dental Branch, to be located approximately 1 mile from our current location on the Texas Medical Center’s “South Campus” in the new UT Research Park. The target completion date is mid 2012, and the new facility will further enhance our learning and research spaces and the delivery of patient care.

We hope this catalog will be helpful as you plan your future in dentistry and ultimately join us at the Dental Branch as members of the oral health care team!

Sincerely,

John A. Valenza, D.D.S.
Interim Dean
# Academic Calendar 2009-2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>July 1</td>
<td>Wednesday</td>
<td>*Session Begins at 8:00 a.m. for Graduate Students, Postgraduate Students and Residents</td>
</tr>
<tr>
<td></td>
<td>July 3</td>
<td>Friday</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td></td>
<td>August 17</td>
<td>Monday</td>
<td>Fall Semester begins at 8:00 a.m. for all Dental and Dental Hygiene Students</td>
</tr>
<tr>
<td></td>
<td>August 24</td>
<td>Monday</td>
<td>Fall Semester begins for Graduate, Postgraduate Students, and Residents</td>
</tr>
<tr>
<td></td>
<td>September 7</td>
<td>Monday</td>
<td>Holiday-Labor Day</td>
</tr>
<tr>
<td></td>
<td>November 26-27</td>
<td>Thursday-Friday</td>
<td>Holiday-Thanksgiving</td>
</tr>
<tr>
<td></td>
<td>December 7-18</td>
<td>Monday-Friday</td>
<td>Examinations for Dental and Dental Hygiene Students</td>
</tr>
<tr>
<td></td>
<td>December 18</td>
<td>Friday</td>
<td>Fall Semester ends at 5:00 p.m. for all Students</td>
</tr>
<tr>
<td>2010</td>
<td>January 4</td>
<td>Monday</td>
<td>Spring Semester begins at 8:00 a.m. for Dental, Dental Hygiene, Graduate and Postgraduate Students</td>
</tr>
<tr>
<td></td>
<td>January 18</td>
<td>Monday</td>
<td>Martin Luther King, Jr.’s Birthday</td>
</tr>
<tr>
<td></td>
<td>March 1-5</td>
<td>Monday-Friday</td>
<td>Spring Break</td>
</tr>
<tr>
<td></td>
<td>May 14</td>
<td>Friday</td>
<td>Spring Semester ends at 5:00 p.m. for DDS IV and Dental Hygiene Students II</td>
</tr>
<tr>
<td></td>
<td>May 21</td>
<td>Friday</td>
<td>Graduation</td>
</tr>
<tr>
<td></td>
<td>May 26</td>
<td>Monday</td>
<td>Holiday - Memorial Day</td>
</tr>
<tr>
<td></td>
<td>June 1</td>
<td>Tuesday</td>
<td>Summer Term begins for DDS I, II, III and Dental Hygiene I</td>
</tr>
<tr>
<td></td>
<td>June 30</td>
<td>Wednesday</td>
<td>Spring Session ends at 5:00 p.m. for Advanced Education Students</td>
</tr>
<tr>
<td></td>
<td>July 23</td>
<td>Friday</td>
<td>Summer Term ends at 5:00 p.m. for DDS I, II, III and Dental Hygiene I</td>
</tr>
</tbody>
</table>

*The Postgraduate School operates on a calendar year basis from July 1 to June 30 for all program activities.*
# ACADEMIC CALENDAR
## 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>July 1</td>
<td>Thursday</td>
<td>*Session begins at 8:00 a.m. for Graduate Students, Postgraduate Students and Residents</td>
</tr>
<tr>
<td></td>
<td>July 5</td>
<td>Monday</td>
<td>Holiday-Independence Day</td>
</tr>
<tr>
<td></td>
<td>August 9</td>
<td>Monday</td>
<td>Fall Semester begins at 8:00 a.m. for all Dental Students and Dental Hygiene</td>
</tr>
<tr>
<td></td>
<td>August 23</td>
<td>Monday</td>
<td>Fall Semester begins for Graduate Students, Postgraduate Students and Residents.</td>
</tr>
<tr>
<td></td>
<td>September 6</td>
<td>Monday</td>
<td>Holiday-Labor Day</td>
</tr>
<tr>
<td></td>
<td>November 25-26</td>
<td>Thursday-Friday</td>
<td>Holiday-Thanksgiving</td>
</tr>
<tr>
<td></td>
<td>December 6-17</td>
<td>Monday-Friday</td>
<td>Examinations for Dental and Dental Hygiene Students</td>
</tr>
<tr>
<td></td>
<td>December 17</td>
<td>Friday</td>
<td>Fall Semester ends for all Students</td>
</tr>
<tr>
<td>2011</td>
<td>January 3</td>
<td>Monday</td>
<td>Spring Semester begins at 8:00 a.m. for Dental, Graduate, Postgraduate and Dental Hygiene Students</td>
</tr>
<tr>
<td></td>
<td>January 17</td>
<td>Monday</td>
<td>Holiday-Martin Luther King, Jr.’s Birthday</td>
</tr>
<tr>
<td></td>
<td>March 14-18</td>
<td>Monday-Friday</td>
<td>Spring Break</td>
</tr>
<tr>
<td></td>
<td>May 13</td>
<td>Friday</td>
<td>Semester ends at 5:00 p.m. for DDS IV and Dental Hygiene Students II</td>
</tr>
<tr>
<td></td>
<td>May 20</td>
<td>Friday</td>
<td>Graduation</td>
</tr>
<tr>
<td></td>
<td>May 30</td>
<td>Monday</td>
<td>Holiday - Memorial day</td>
</tr>
<tr>
<td></td>
<td>May 31</td>
<td>Tuesday</td>
<td>Summer Term begins for DDS I, II, III and Dental Hygiene</td>
</tr>
<tr>
<td></td>
<td>June 30</td>
<td>Thursday</td>
<td>Spring Session ends at 5:00 p.m. for Advance Education Students</td>
</tr>
<tr>
<td></td>
<td>July 22</td>
<td>Friday</td>
<td>Summer Term ends at 5:00 p.m. for DDS I, II, III and Dental Hygiene I</td>
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*The Postgraduate School operates on a calendar year basis from July 1 to June 30 for all program activities.*
ADMINISTRATION

John Valenza, D.D.S.
Interim Dean

Leslie Roeder, D.D.S.
Associate Dean
for Academic Affairs

Peggy A. O’Neill, Ph.D., D.D.S.
Associate Dean for Patient Care

Paula O’Neill, Ph.D.
Associate Dean
for Educational Research
and Professional Development

Karen A. Storthz, Ph.D.
Associate Dean for Research
and Director of Advanced Education

H. Philip Pierpont, D.D.S.
Associate Dean for Student
and Alumni Affairs

Arthur H. Jeske
Associate Dean for Strategic Planning
GENERAL INFORMATION

Accreditation

The programs offered by The University of Texas Dental Branch at Houston are accredited by the Commission on Dental Accreditation of the American Dental Association.

The Commission on Dental Accreditation will review complaints that relate to a program compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or students.

A copy of the appropriate accreditation standards and/or the Commission’s policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611-2678 or by calling 1-800-621-8099, extension 4653.

Veterans Administration Training Program

The University of Texas Dental Branch at Houston has programs approved by the Texas Workforce Commission for veterans training. Training programs are offered on the undergraduate and graduate level. For complete information regarding provisions of the program, candidates should contact the Veterans Administration office nearest their home.

Vocational Rehabilitation

The State Board of Vocational Education, through the Vocational Rehabilitation Division, will pay the tuition of students who have certain disabilities, provided the vocational objective selected by the disabled persons have been approved by a representative of the Division. Application for vocational rehabilitation assistance should be made to the nearest Texas Rehabilitation Commission office.

Mission, Vision and History

Since its inception, The University of Texas Dental Branch at Houston has set the standard for oral health excellence through its focus on education — training the best dentists, research — discovering new oral health advancements, and service — caring for the citizens of Southeast Texas.

In 2006, the Dental Branch began an effort to raise funds for a state-of-the-art dental school in the Texas Medical Center that could support the expanded needs of oral health and the growing vision of the University. This vision takes oral health out of the mouth and into every facet of the health sciences including information technology, diagnostics, stem cell research, and public health. The vision is now becoming a reality with the initiation of construction in December 2009.

This dental school has evolved exponentially from the small pioneering institution that was founded in 1905. As the first professional school in Houston and the first dental school in Texas, the Dental Branch has always occupied a unique place in history. It has remained Houston’s only dental school, even as the city has grown to become the fourth largest in the country. From 1905 through 1943 the school was known as The Texas Dental College. Late in 1943 the school reopened its doors as The University of Texas School of Dentistry — later renamed The University of Texas Dental Branch at Houston. In 1945, the UT System Board of Regents authorized the creation of the School of Dental
The first dental hygiene class was admitted in 1955, the same year the current building was completed.

FULFILLING OUR MISSION

Education

The Dental Branch offers eight accredited advanced education programs in primary care and dental specialties. It also offers a broad-based competency driven curricula with extensive use of outcomes assessment to evaluate student/resident performance in each program. Curriculum development is ongoing, with an emphasis on evidence-based dentistry and building skills for lifelong learning.

In response to the state’s potential need for oral healthcare providers and an increase in the number of highly-qualified applicants, the Dental Branch increased its class size during the 2005 and 2006 academic years. Those increases changed annual admissions from 64 to 84, a 31.25% increase. With the new Dental Branch building, the continuation of a robust applicant pool, and the recruitment of additional outstanding faculty, further growth in class size is anticipated to meet the oral health needs of Texans.

Because serving the community is an important part of the School’s mission, the institution also believes that the student body should look like the community it serves — diverse. The Dental Branch has integrated a focus on cultural competency, diversity, and inclusion built on the foundation of the American Medical Student Association’s Achieving Diversity in Dentistry and Medicine guidelines into all four years of the undergraduate dental curriculum. This focus is supported by, the Robert Wood Johnson Foundation Summer Medical and Dental Education Program, which provides intensive and personalized training opportunities for pre-dental and medical students as a preparatory program to ultimately increase the number of under-represented and minority health care practitioners in Texas. The Dental Branch has also been recognized as a Hispanic Center of Excellence through award of the HCOE Grant from HRSA. The grant provides funding for programs to increase the pipeline of Hispanic applicants, to support currently enrolled Hispanic students, to support Hispanic faculty, to promote Hispanic health research and to promote cultural competency. As the only dental school in southeast Texas, a top priority of the Dental Branch is to retain its pivotal role as a primary source of quality oral health care to low income families and the traditionally underserved.

Research

Research brings about progress and advancement that changes and saves lives. Therefore, it is an important part of our mission. Dental Branch faculty members are investigating:

- saliva as a diagnostic tool using proteomic analysis
- mechanisms of autoimmune disease
- mechanisms of mucosal immunity
- advanced imaging for diagnosis and treatment of craniofacial anomalies
- molecular imaging of oral cavity and other cancers using nanotechnology
- oral manifestations of HIV infection
- tissue engineering
The Dental Branch has a strong commitment to building the workforce of oral health scientists for the 21st century.

Community Service/Patient Care
Caring for people is the reason for our existence. The educational and research components of the Dental Branch mission are driven by our desire to provide people with better health.

In fiscal year 2008, the Dental Branch conducted outreach programs at a variety of sites throughout greater Houston. It was at these sites that oral health education and 14,756 patient treatments were provided. This is in addition to 196,525 treatments on the main campus and 20,629 in hospitals. The Dental Branch is one of the primary sources of charity care in the Greater Houston Area, having provided over $1 million in unsponsored charity dental care in fiscal year 2009.

The Mobile Dental Van is an important and valuable participant in the School's outreach efforts, visiting many sites throughout Houston and East Texas to provided oral cancer screenings and clinical care.

Faculty, residents, students and staff joined together in August 2005 to treat more than 500 evacuees of Hurricane Katrina at a temporary medical center established by the UT Health Science Center at Houston. For the past several years, the School has also sponsored days of free dental care for the community in conjunction with the Greater Houston Dental Society. “Centennial Smiles” and “Give Kids a Smile Day” have afforded thousands of area residents free dental care. In recognition for this service, the Dental Branch was identified by the Texas Dental Association Smiles Foundation as one of the “Top Five Access to Care Volunteers for 2009”.

Instructional Programs
The Dental Branch sponsors 10 accredited academic programs.

+ **Doctor of Dental Surgery**

+ **Graduate Primary Care**
  Advanced Education in General Dentistry (AEGD)
  General Practice Residency (GPR)

+ **Postgraduate/Graduate Specialty Care**
  Endodontics
  Oral & Maxillofacial Surgery
  Orthodontics
  Pediatric Dentistry
  Periodontics
  Prosthodontics
Dental Hygiene Program (Certificate and Bachelor)

Formal dual-degree programs

+ Oral & Maxillofacial Surgery/Doctor of Medicine
+ Oral & Maxillofacial Surgery/Doctor of Philosophy Degree

Facilities

The Dental Branch is presently housed in a six-floor building located within the Texas Medical Center. The over 300,000 gross square foot building includes basic science and preclinical laboratories, lecture rooms, an auditorium, a library and learning resources center, a clinical simulation and learning center, a surgical oral pathology laboratory, a faculty practice clinic, faculty offices, clinics, administrative offices, and service and mechanical areas. There is also space for clinical research and continuing education. The clinical facilities are equipped with state-of-the-art operatory equipment, chairside computers, and monitors to access the Electronic Patient Record and digital radiographs, as well as internet access for patient education and resource materials. Electronic communication via e-mail is available to faculty, staff, and students throughout the building, and lectures, including Power Point and streaming video presentations, can be posted on the School’s internal Blackboard network.

POLICIES AND PROCEDURES

Student Conduct and Discipline

Students are responsible for knowing and observing University regulations concerning student conduct and discipline as set forth in The University of Texas System Board of Regents Rules and Regulations, Policy 50101 and UTHSC-H HOOP 6.03. Copies of the Rules and Regulations are available online at: http://www.utsystem.edu/bor/rules/homepage.htm. Rules specific to student conduct and discipline are also outlined in The University of Texas Dental Branch at Houston Student Guide to Academic Studies, http://www.db.uth.tmc.edu/student-acad/default.htm which is distributed during orientation and at the beginning of each semester.

Grade Grievance Procedure

The faculty retains the primary responsibility for student evaluation and assignment of grades. In attempting to resolve any student grievance regarding grades or evaluations, it is the obligation of the student to first make a serious effort to resolve the matter with the faculty member with whom the grievance originated. A faculty member’s judgment is final unless there is substantial evidence of mistake or differential treatment. If, after meeting with the appropriate faculty member, the student feels that the grade grievance has not been adequately addressed, the student may appeal the grievance, in writing, to the Associate Dean for Academic Affairs within seven calendar days. The Associate Dean for Academic Affairs will review the case and submit a written recommendation to the Dean within 14 calendar days. In academic issues, the determination of the Dean is final.

Registration

All students must register at the time designated in the Registration Schedule. Instruction will begin as scheduled. No student may attend class, laboratory, or clinic unless registered as a student in the Dental Branch and all required fees have been paid.
Refund of Tuition and Fees

Dentistry

Refunds of tuition and mandatory fees shall be made to students withdrawing from the Dental Branch during either the first half or second half of the academic year according to the following withdrawal schedule:

- prior to first class day (a $15 matriculation fee shall be assessed) 100%
- during the first five (5) class days of the term 80%
- during the second five (5) class days of the term 70%
- during the third five (5) class days of the term 50%
- during the fourth five (5) class days of the term 25%
- after the fourth five (5) class days of the term None

The first half of the academic year begins with the commencement of classes at the beginning of the academic year and ends with the Fall recess. The second half of the academic year begins when classes resume following the Fall recess. Refunds for students withdrawing in the Fall will be calculated to allow 100% refund for the Spring Semester, provided the student does not return for the spring period.

Refund of tuition and fees paid by a sponsor, donor, or a scholarship will be made to the payor rather than directly to the withdrawing student.

The University shall terminate student services and privileges, such as health services, library privileges, and facilities usage, when a student withdraws from the Dental Branch.

Postgraduate and Dental Hygiene

Refunds shall be made of applicable tuition and fees collected for courses from which students drop within the first 12 class days of a Fall or Spring semester or within the first four class days of a Summer Term, provided the student remains enrolled at the institution.

Refunds of tuition and mandatory fees shall be made to student(s) withdrawing from the Dental Branch during the Fall or Spring Semester according to the following withdrawal schedule:

- prior to first class (a $15 matriculation fee shall be assessed) 100%
- during the first five (5) class days of the term 80%
- during the second five (5) class days of the term 70%
- during the third five (5) class days of the term 50%
- during the fourth five (5) class days of the term 25%
- after the fourth five (5) class days of the term None

Refunds of tuition and mandatory fees shall be made to students withdrawing from the Dental Branch during a Summer Term according to the following withdrawal schedule:

- prior to first class day from which a $15 matriculation fee shall be assessed 100%
- during the first, second, or third class day of the term 80%
- during the fourth, fifth, or sixth class day of the term 50%
- during the seventh day of class and thereafter of the term None
Refund of tuition and fees paid by a sponsor, donor, or scholarship will be made to the payor rather than directly to the withdrawing student.

The Dental Branch shall terminate student services and privileges, such as health services, library privileges, and facilities usage when a student withdraws from the institution.

Refunds for Fall and Spring Semesters will be prepared prior to the close of the semester. Refunds for Summer sessions will be prepared within 30 days of the close of the Summer session.

All policies regarding the payment or refunding of tuition, fees and charges are approved by The University of Texas System Board of Regents and comply with applicable state statutes. If a person desires clarification of any matter relating to payment or refund of such charges, he or she should contact the Office of the Registrar.

Refunds of Installment Payment Plans

Dropping courses or withdrawing from the Dental Branch does not relieve a student of the responsibility for unpaid financial obligations to the University. Students enrolled in an installment payment plan will be required to continue making payments until the non-refundable portion of their accounts is paid in full. Refunds or credits are based on the percentage of tuition and fees charged, not on the percentage of tuition and fees paid.

Contact the Office of the Registrar for more information.

Tuition and Fees Payment Policy

- Payment of tuition and fees is due no later than the end of the registration period.
- A late fee ($15) is assessed to students who pay after the last day of regular registration.
- Any student who has a check returned for insufficient funds will be charged a $25 fee and will be given one week to make cash payment. If no cash payment is made during this time, the Associate Dean of Student Affairs may recommend to the Dean that the student be dropped from enrollment.
- Students who have fees billed to a sponsor are financially responsible for any fees determined by the Bursar’s Office to be uncollectible from that sponsor. Furthermore, extended delays in collection of receivables from sponsors will require that the student make the uncollected payment. Student payments will be refunded upon receipt of payment from sponsor.

General Provisions

The University of Texas Dental Branch at Houston is not responsible for debts contracted by individual students or by student organizations. The Dental Branch expects all students and all student organizations to conduct themselves honorably in all commercial transactions. The Dental Branch will not assume the role of a collection agency (except for monies owed to The University of Texas Dental Branch at Houston) for organizations, firms, and individuals to whom students may owe bills, nor will the Dental Branch adjudicate disputes between students and creditors over the existence or the amounts of debts.
STUDENT HEALTH INSURANCE PROGRAM

Refer to The University of Texas Health Science Center at Houston General Information section of this catalog for further information. The University of Texas System Board of Regents mandates health insurance for students enrolled in the UT System health components.

TRANSCRIPTS

A student may obtain an official transcript of his or her UTHSC-H academic record by:

1. Online request via UTLINK

2. Submitting a Transcript Request Form at the Office of the Registrar.

3. Sending a letter accompanied with $5.00 payment per transcript. Letter must include: the student’s name, date of birth, dates of attendance at UTSCH, and the address where the student wishes the transcript to be mailed. Letters should be sent to:

Office of the Registrar – UTCT 2250
UTHSCH
P.O. Box 20036
Houston TX 77225

The transcript fee is $5 per copy. No transcripts will be issued showing only a portion of the student’s academic record.

A student who owes a debt to The University of Texas Health Science Center at Houston may have their official transcripts withheld until the debt is paid.

NAME CHANGE

The student’s full, legal name will be used on all permanent academic records. The purpose of this policy is to effect a consistent use of the full, legal name on the permanent academic record, certifications, and diplomas.

A student’s full, legal name will be initially obtained via the application for admission. The student is responsible for notifying the Office of the Registrar and the Dental Branch of any name change after admission. Name change request forms must be accompanied by legal documentation.

STUDENT ORGANIZATIONS

Professional Organizations

Several organizations exist independently of the Dental Branch to provide students the opportunity to become familiar with the activities of professional societies. These include the American Dental Education Association, the Texas Dental Association, the Greater Houston Dental Society, the American Student Dental Association, the Hispanic Student Dental Association, the Zeb Ferdinand Poindexter Chapter of The Student National Dental Association, the Asian American Student Dental Association, Pediatric Education in the Dental Society, Christian Dental Fellowship, Muslim Health
Professional Society, Student Research Group, the Donald Butler Society, Student American Dental Hygienist Association, and the Texas Association of Women Dentists Chapter of the American Association of Women Dentists.

**Student Governance Organizations**

All students regularly enrolled at the Dental Branch are members of the Dental Branch Student Association, which coordinates a number of student-related activities. The Student Council serves as the governing body of the Dental Branch Student Association. Members of the Student Council are elected from each class. Students may also participate in UT Health Science Center student organizations such as the Student Intercouncil, Student Fees Advisory Committee, the Student Activities Council, and other registered student groups.

**Honor Societies**

Mu Mu Chapter of Omicron Kappa Upsilon, the national dental honor society, was established in 1940. This independent society provides recognition for those students who have been outstanding in their class during their four years of study at the Dental Branch. The members of the graduating class, who in the opinion of the faculty members of OKU warrant such consideration, are recommended to the active members of Omicron Kappa Upsilon for membership in the honor society. Election to membership in OKU is limited to no more than 12% of a graduating class.

Sigma Phi Alpha is the national dental hygiene honor society. Selection for membership is based on overall achievement during the two years in the School for Dental Hygiene. Membership is limited to no more than 10% of a graduating class.

**Fraternities (Independent)**

The Delta Upsilon Chapter of Psi Omega Fraternity was organized in 1913 and the Tau Tau Chapter of Delta Sigma Delta Fraternity in 1948.

**THE SCHOOL OF DENTISTRY**

The School of Dentistry offers a program that provides the student with the opportunity to qualify for the Doctor of Dental Surgery degree and for eligibility for licensure in the 50 states and the Territory of Puerto Rico.

The course of instruction includes basic sciences, behavioral sciences, preclinical sciences, and clinical sciences. The instruction in basic and preclinical sciences, along with initial clinical experiences, are the primary focus in the first two years of study, with more emphasis placed on clinical sciences during the latter two years.

**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 and all individuals admitted to The University of Texas Dental Branch, 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 will not be considered for admission nor permitted to continue in the program:

**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 within the mandated time frame established by the curriculum and or licensing boards.

**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, and 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 be subject to 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.

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**GENERAL ADMISSIONS INFORMATION**

Academic Prerequisites: Applicants to The University of Texas Dental Branch at Houston are strongly advised to pursue an undergraduate program of study leading to the baccalaureate degree. However, applicants may be considered for admission after completion of 90 semester hours at an
accredited college in the United States. It is preferred that no more than 60 semester hours be accomplished at a junior or community college.

The following courses must be included in the 90 semester hours:

**English** One year (6 semester hours).

**Biology** Two years (14 semester hours) as required for science majors. One year (8 semester hours) must include formal laboratory work. Specific courses, which would be most beneficial in preparing the applicant for the dental curriculum, include anatomy, cell/molecular biology, genetics, histology, microbiology and physiology.

**Biochemistry** One semester (3 semester hours). This course is in addition to the required 14 semester hours of Biology.

**General Chemistry** One year (8 semester hours) as required for science majors, including the corresponding laboratory experiences.

**Organic Chemistry** One year (8 semester hours) as required for science majors, including the corresponding laboratory experience.

**Physics** One year (8 semester hours) as required for science majors, including the corresponding laboratory experience.

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**PROCEDURE AND CRITERIA FOR DENTAL SCHOOL ADMISSIONS**

The Dental Admissions Committee at The University of Texas Dental Branch at Houston is composed of faculty members, student members, and ex-officio members. The Dental Admissions Committee considers, selects, and recommends to the Dean applicants for admission to the D.D.S. program.

Applicants to be offered positions are selected through the collective judgment of the Dental Admissions Committee members. The decisions are made by evaluation of the record of the applicant and comparative study with other applicants’ records that reflect academic qualifications and personal attributes that contribute to success as a dental professional. Qualified legal residents of Texas are given preference.

The members of the Dental Admissions Committee serve as a resource to applicants in all programs by 1) participating in a yearly pre-professional advisors conference; 2) making visits to area Texas colleges to provide information about dentistry and dental education; 3) conducting programs at the Dental Branch for groups of applicants; and 4) participating in Health Career Days at Texas universities and colleges.

The Dental Admissions Committee uses a formula (applicant pool management model) to assist in the initial screening and identification of applicants to receive a complete study and evaluation by the Committee.

The factors considered in the screening and identification process are as follows:
Academic achievement

• Overall grade point average
• Science grade point average
• Academic progression or regression
• Educational experience as reflected by the total credit hours

Aptitude for dentistry as predicted by the Dental Admissions Test (DAT).

• Survey of the Natural Sciences (Biology, Inorganic and Organic Chemistry)
• Reading Comprehension (Natural and Basic Sciences)
• Test of Perceptual Ability

Scores used in the Dental Admissions Testing range from 1 to 30. While there is not a “passing” or “failing” score, a score of 17.4 on the academic average was representative of average performance on a national basis in 2007. If the exam is retaken, only the most recent score is used in the applicant management model. The DAT Academic Average mean has been around 19 for recent entering classes.

Evaluation of these criteria establishes the basic qualifications of the applicant and allows for initial sorting of the applicant pool according to relative competitiveness in the areas listed. Applicants whose scoring above is demonstrates a high probability of becoming successful students and health professionals and will be considered otherwise qualified academically to matriculate. The next step in the process is a detailed analysis of the identified group of qualified applicants. The study consists of an analysis of all information available, including the information on the narrative portion of the application, an analysis of letters of recommendation from all sources, with major emphasis on information provided by the Health Professions Advisory Committee and interviews. The detailed evaluation by individual Admissions Committee members of the cognitive and non-cognitive aspects of the applicants history further contribute to the scoring of applicants.

Admissions Policy

The admissions policy of the Dental Branch includes a wide variety of criteria, including qualitative and quantitative information, in evaluating applicants on an individual basis and making decisions on acceptance into the D.D.S. degree program. The admissions processes for the undergraduate Dental Hygiene certificate, 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. The Dental Admissions Committee gives individual consideration to applicants, and no quotas are used. The Admissions Committee considers the application in its entirety and gives importance to the following factors:

1. Intellectual capacity, based on consideration of undergraduate and graduate records; 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;

2. 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 have an impact on healthcare; expression of future goals in the written essay; statements made on the applica-
tion or in the personal interview; and any other relevant considerations the student’s pre-professional advisors may present;

3. Knowledge of the profession, based on consideration of an understanding of factors that have an impact on 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 participation in oral health promotion activities;

4. 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;

5. Motivation, based on consideration of success in overcoming adverse personal, economic or educational conditions; employment during undergraduate education; participation in activities requiring time management skills; experience in health-related activities; and heavier than normal academic course loads (≥ 16 hrs/semester);

6. Integrity, based on consideration of professional evaluations; any academic integrity violation; commission of a crime; any other relevant background relating either positively or negatively to the applicant’s standard of integrity; and

7. 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.

An interview is required before the Dental Admissions Committee will make a final determination regarding any applicant. Interviews are arranged by invitation only, and are conducted both for informational purposes of the Committee and to provide the applicant with information about dentistry and the Dental Branch program. The interview is a substantive step in the admissions process and will be used to further investigate the criteria noted above. All interviews are conducted by an Admissions Committee member or designee. Interview candidates are scored by the interviewing committee member, and that score further contributes to the overall evaluation of the applicant.

The selection of the entering class is based upon the total evaluation conducted by the Dental Admissions Committee incorporating criteria listed above.

The University of Texas Dental Branch at Houston Policy for Conducting Criminal Background Checks

The University of Texas Dental Branch 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 screens). Therefore, an offer of acceptance to the Dental Branch is expressly contingent upon the successful completion of a criminal background check and is required prior to matriculation in the Dental Education Program at the Dental Branch. The criminal background check will among other things, serve to verify information provided in the TMDSAS Application. The Dental Branch requires this criminal background screening process following conditional acceptance and prior to enrollment.

Since external clinical experiences are an essential component of the curriculum and in attaining competency, those having a criminal background barring participation could not successfully complete the curriculum.
Individuals who do not give permission to the conduct of the criminal background check or who fail to provide the report as required will not be allowed to matriculate into the dental education program.

An independent vendor selected by the Dental Branch will provide the criminal background screening, and accepted applicants will be responsible for requesting the report and paying the fee of approximately $50. Copies of the report shall go to the Dental Branch and to the applicants. The applicant will be informed of how to contact the independent vendor to challenge the accuracy or completeness of the report, and that the independent vendor was not involved in any decision that may adversely affect the applicant. All reports will be separately maintained in a confidential file. The background check report will be destroyed upon graduation/separation from the institution. The report shall span the prior seven year period.

Validated background reports found to be in conflict with responses on the application shall be grounds for withdrawal of an offer of enrollment based upon submission of false or misleading information on the application.

It is anticipated that background checks will be honored for the duration of the student’s enrollment in the program 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.

Currently enrolled students are required to report all arrests for and/or convictions of any felony or misdemeanor (other than traffic violations) within 30 days of occurrence to the Associate Dean for Student and Alumni Affairs. Failure to report may be grounds for disciplinary action, up to and including dismissal.

**Academic Fresh Start**

If a student who enrolls under the Texas Fresh Start program, completes a prescribed course of study, earns a baccalaureate degree, and applies for admission to a postgraduate or professional program, the institution, in considering the applicant for admission into the postgraduate or professional program, shall consider only the grade point average of the applicant established by the course work completed after enrollment under the Texas Fresh Start program, along with any other criteria the institution uses in evaluation applications for admission.

**Test of English as a Foreign Language (TOEFL)**

Applicants from countries where English is not the native language may be required to take the Test of English as a Foreign Language (TOEFL). Information regarding the TOEFL may be found at: http://www.toefl.org.

**Application and Acceptance Procedures**

Application to The University of Texas Dental Branch may be made through the Texas Medical and Dental Schools Application Service or the Associated American Dental Schools Application Service. Application is preferred through the Texas Medical and Dental Schools application Service and is required of Texas resident applicants. Application information can be obtained from Texas
The following requirements are stipulated for official consideration of an application for admission to the Dental Branch.

- Applications will be accepted only between May 1 and October 1 of the year preceding expected matriculation.
- Applications are processed by the Texas Medical and Dental Schools Application Service or American Associated Dental School Application Service
- The Texas Medical and Dental Schools Application Service; or, American Associated Dental School Application Service must receive:
  - All application forms, completed and signed where appropriate;
  - Official transcripts of courses and grades directly from all academic institutions attended;
  - An evaluation of the applicant from the Health Professions Advisor, the Health Profession Advisory Committee, or for two academic professors of the applicant’s choosing. If an Advisor or Advisory Committee is on the applicant’s undergraduate campus, a letter from them is desired. A letter of evaluation is also required from a practicing dentist:
  - DAT Scores;
  - A non-refundable filing fee, based on the number of schools to which you apply and Texas residency. If a doubt exists regarding your residency status, the application will not be processed unless a non-resident filing fee is submitted or until a determination of legal Texas residency can be made. If you submit a non-resident filing fee and it is subsequently determined that you are a resident of Texas, an appropriate refund will be made. If your residency status is questionable, it will be necessary for you to complete a Residency Questionnaire so that a residence determination can be made. The filing fees are published on the Texas Medical and Dental School Application Service web site: http://www.utsystem.edu/tmdsas/
  - Photographs for each school and the Application Service.

The Texas Medical and Dental Schools Application Service is operated for administrative purposes involving the application process. All actions on admission to a professional program are the prerogative of the admissions committees of the individual professional schools. All questions concerning the status of a completed application should be directed to the Office of Student and Alumni Affairs of the Dental Branch at questions@uth.tmc.edu

Questions concerning the degree of completion of an application should be directed to the Application Service. Applicants are encouraged to monitor application completion on-line at http://www.utsystem.edu/tmdsas/

Non-resident students will be limited to not more than a certain percentage of the total enrollment per class established by the Texas State Legislature.
TRANSFER AND ADVANCED STANDING APPLICANTS

The University of Texas Dental Branch at Houston classifies “transfer” students as applicants currently enrolled in good standing in dental schools accredited by the American Dental Association, and “advance” standing applicants as graduates of dental schools not accredited by the American Dental Association. Both transfer applicants and advance standing applicants will be considered for admission only if space is available in the appropriate second year class. No transfer will be accepted beyond the second year.

Requirements that govern the admission of transfer students, are as follows:

- Official transcripts from all colleges and universities attended. Applicant must provide adequate translations (if applicable)
- DAT Scores
- National Board Scores (if applicable)
- A letter of recommendation from the Dean of the dental school in which the applicant is currently enrolled.
- Curriculum of the school attended must be compatible with that of The University of Texas Dental Branch at Houston. The transfer student must ensure that documentation and analysis of program compatibility is provided by the institution attended by the transfer applicant.
- A personal interview is required before the Dental Admissions Committee will consider the completed application.

Advance standing applicants may apply for admittance to the second year.

Requirements that govern the admission of advance standing applicants to the second year are as follows:

- Must not have been out of pre-doctoral dental school for more than five years at the time of acceptance or must have completed a two year postdoctoral program accredited by the American Dental Association within the past five years.
- Official transcripts from all colleges and universities attended. Applicant must provide adequate translations (if applicable).
- Must have passed Part I of the National Board Examination. Part II scores are considered if available.
- Applicants from countries where English is not the native language are required to submit scores on the Test of English as a Foreign Language (TOEFL). A minimum score of 213 (computer version) is required.
- A letter of recommendation from the chief administrative officer of the college, university, or dental school in which the applicant was last enrolled.
- An interview will be required prior to final consideration of an application

Students accepted as advanced standing participants will pursue the prescribed dental course of study and be required to complete satisfactorily published graduation requirements for Doctor of Dental Surgery candidates. No plan for admission or reporting to The University of Texas Dental Branch at Houston should be made until official notice of acceptance has been received.
Readmission

A student who voluntarily withdraws or is dismissed from the dental program and subsequently applies for readmission will be considered on an individual basis by the Dental Admissions Committee.

EXPENSES

Upon acceptance by the Dental Branch, an applicant is required to send to the Office of the Registrar a check or money order for $30 to serve as a registration deposit. A $15 administrative fee will be assessed if the applicant does not enroll. When the accepted applicant matriculates, the $30 deposit is applied to tuition cost. A $15 administrative fee will be assessed if the student enrolls, but withdraws prior to the beginning of classes.

Tuition

Beginning 2009-2010, the annual resident tuition is $13,125; non-resident tuition is $23,925. The tuition amount includes designated and differential tuition used for program enhancement, annual capital renewal, deferred maintenance, and bond retirement for the construction of new buildings. Attendance during any part of an academic year will require payment of full tuition subject to the refund provisions. Tuition for each academic year is due at the time of registration. Tuition is subject to change according to the actions of the Health Science Center, Texas State Legislature, or the Board of Regents. Changes become effective when enacted.

Texas law provides for the waiver of tuition and/or fees for students under certain conditions, such as veterans, students in foster or other residential care, educational aides, and high school graduates on Aid to Families with Dependent Children (AFDC). For specific information, contact the Registrar’s Office.

Payment of tuition and fees may be made through the following alternatives: (1) full payment of tuition and fees in advance of the beginning of the academic year; or (2) one-half payment of tuition and fees in advance of the beginning of the academic year, one-fourth prior to the ninth week of classes, one-fourth payment when classes resume following the Holiday recess, and one-fourth prior to the ninth week following the resumption of classes after the Holiday recess. A $15 installment payment fee will be assessed for students utilizing payment alternative. A late payment fee of $15 will be applicable to initial payment if late. A $10 charge will be assessed for any subsequent delinquent installment payment.

A student who fails to provide full payment of tuition and fees, including late fees assessed, to the University when payments is due is subject of one or more of the following actions, at the University’s option:

- bar against registration
- bar against readmission to the Dental Branch or participation in classes and/or clinics.
- withholding of grades, degree, and/or official transcript; and,
- all penalties and actions authorized by law.

In general, residence in Texas for tuition purposes for an individual over 18 years of age is established if the individual has been gainfully employed within the state for a 12-month period immediately preceding registration in the Dental Branch; an individual who registers with the University
before having resided in Texas for 12 months will be classified as a non-resident; an individual who has come to the state primarily for the purpose of education will be classified as non-resident even if the 12-month period has passed. Information about specific rules and exceptions is available in the Office of the Registrar.

Although classified as a non-resident, students falling within certain categories may be given the privilege of paying resident tuition. These categories include: employment as a teaching or research assistant in a state institution of higher education at least half-time in a degree-related position; dependent or spouse of an individual employed in a state institution of higher education in a faculty position which is at least half-time on a regular monthly salary basis; military personnel assigned to duty within the state of Texas, and their spouse and dependent children; students who hold a competitive scholarship of at least $1000 for the academic year awarded by a scholarship committee officially recognized by The University of Texas Health Science Center at Houston.

Further information on residency is available from the Office of the Registrar.

**FEES AND COSTS**

**Late Registration Fee:** A $15 fee will be required of those students not registering or paying on those dates designated in the school calendar.

**Installment Tuition Handling Fee:** $15 per term

**Installment Tuition Delinquency Fee:** $10 for each late installment (other than the initial payment)

**Laboratory Fee:** The laboratory fee will be $50 for the first and second years

**Graduation Fee:** A graduation fee of $75 payable at registration for the final academic term is required for dental students. Students who withdraw before graduation are entitled to a refund of this fee, if a diploma or certificate has not been ordered. This fee does not include regalia rental.

**Technology Resource Fee:** A fee of $950 annually.

**Information Technology Access Fee:** A fee of $60 annually

**Library Resource Fee:** A fee of $75 annually

**Professional Liability Insurance Fee:** The estimated fee is $25 for the 2009-2010 academic year. It is mandatory all students purchase professional liability insurance through the institution designate.

**Health Insurance:** $1,119 annually. Health insurance is required of all Health Science Center students. If you have your own health insurance policy, you may provide proof of comparable insurance coverage to Auxiliary Enterprises no later than the 12th class day to have this charge waived.

**Student Activity Fee:** A fee of $120 for first, second, third, and fourth year students.

**Student Services Fee:** The Student Services Fee, required of all students, is $473.54 per year. The fee provides for student activities, outpatient care by the UT Medical School Student Health Service, counseling services, transportation services student governances and use of recreation facilities. Optional family participation is available.
**Pager Fee:** A fee of $56-95 for second, third, and fourth year students is required per academic year.

**Transcript Fee:** $5 per copy.

**Dental Instrument Rental Fee:** It is mandatory all undergraduate students participate in the dental instrument rental program. Estimated dental instrument rental fees for the 2009-2010 academic year are:

- **First Year Student**
  - Instrument Kit rental fee: $1,575

- **Second Year Student**
  - Instrument Kit rental fee: $1,575

- **Third Year Student**
  - Instrument Kit rental fee: $2,500

- **Fourth Year Student**
  - Instrument Kit rental fee: $2,500

The instrument rental program does not provide all of the instruments required by the student. Additional instruments and supplies must be purchased by the student.

Registration is not complete and the student is not entitled to University privileges until all mandatory fees are paid.

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**Instruments, Supplies and Books**

Students are required to purchase supplies, books, computer and some instruments necessary to complete the dental curriculum. Students should take into account the cost of these items when planning for financial support.

Under a four-year plan, approximate costs, depending upon fluctuations in market price and changing needs in the curriculum, are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Instruments and Supplies (Purchased)</th>
<th>Books (Purchased)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$4535</td>
<td>$1631</td>
</tr>
<tr>
<td>Second Year</td>
<td>$4908</td>
<td>$1711</td>
</tr>
<tr>
<td>Third Year</td>
<td>$600</td>
<td>$1084</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>$600</td>
<td>$94</td>
</tr>
</tbody>
</table>
The above includes the estimated cost for the 2009-2010 academic year. Costs for the 2010-2011 academic year have not been determined.

The Texas Legislature does not set the specific amount for any particular student fee. The student fees assessed above are authorized by state statute; however, specific fee amounts and the determination to increase fees are made by the University administration and The University of Texas System Board of Regents with participation of the Student Fee Advisory Committee.

FINANCIAL AID

The University of Texas Dental Branch at Houston has limited loan and scholarship funds. These funds may be available based on proven financial need and/or academic excellence. A student subject to selective service registration will be required to file a statement that the student has registered or is exempt from selective service registration in order to be eligible to receive financial assistance funded by State revenue.

Financial Aid Application forms may be obtained from:

Office of Student Financial Aid
The University of Texas Health Science Center at Houston
P. O. Box 20036
Houston, Texas 77225
(713) 500-3860
Web site http://sfa.uth.tmc.edu

The office is located at 7000 Fannin in the University Center Tower, Room 2220.

Representative examples of available funds include:

Loan Funds

American Dental Association - American Fund for Dental Health
Bob Bland Memorial Student Loan Fund
David R. Yarbrough Memorial Student Loan Fund
The Dr. and Mrs. Charles Hoopingarner Emergency Loan Fund
The Dr. Edwin L. Smith Emergency Loan Fund
Elfriede Overweg Fund for Needy Students
The Mrs. Elna Birath Emergency Loan Fund
The Dr. Frederick C. Elliott Emergency Loan Fund
Health Education Assistance Loans
Health Professions Student Loan Fund
Houston N.W. Medical Center Hospital Auxiliary
International College of Dentists Loan Fund
Leo M. Levy Memorial Loan Fund
Leonard I. Kercheval Memorial Loan Fund
Loans for Disadvantage Students
Memorial Student Loan Fund
Mu Mu Chapter of Omicron Kappa Upsilon Loan Fund
Perkins Loan Program
PLUS/Supplemental Loan for Students
Dr. Robert B. Everitt III Memorial Loan Fund
Robert Wood Johnson Loan Fund
Stafford Loan Program (formerly Guaranteed Student Loan Program)
Texas HB 1147 Emergency Loan Fund/Resident
Texas HB 1147 Emergency Loan Fund/Non-Resident

**DDS PROGRAM SCHOLARSHIPS**

The Dental Branch is able to offer a limited number of competitive academic scholarships to each entering class of DDS degree candidates. These scholarships are made possible through the generous donations of the UTDB Alumni Endowment Fund, The Mu Mu Chapter of Omicron Kappa Upsilon Honorary Dental Society, and the Greater Houston Dental Society via the Daniel C. Kamas Memorial Fund. The scholarships, by direction of the sponsors, are primarily competitive academic scholarships, with the primary designation for superior academic performance and financial need. Additional criteria for scholarship consideration include all those factors utilized by the Admissions Committee in their selection process. The Daniel C. Kamas Scholarship requires the designation of one male and one female recipient per year. The award of scholarships is determined by the scholarship subcommittee of the Dental Admissions Committee, contingent upon approval by the Admissions Committee and the Dean. Award of scholarships on an annual basis is dependent upon funding by the supporting organizations.

Several Endowed Scholarships are also available to predoctoral students at the Dental Branch. Each is listed separately below along with the endowment requirements for award:

- **Women of Rotary Scholarship**
  The endowment was established by the Women of Rotary Club of Houston. The endowment stipulates that recipients will be selected by the Dental Branch Dean based on financial need and excellence in academic and clinical pursuits, subject to approval of the Women of Rotary Membership. Further, the Women of Rotary Club reserve the right to alter the terms of this endowment with regard to the amount of funds to be distributed or the designated recipients in the future. The scholarship is generally awarded to a third year predoctoral student.

- **Frederick C. Elliott/Severin Knutson/Rupert Estel Hall Dental Student Scholarship Fund**
  The endowment was established to fund scholarship for Dental Branch students requiring financial assistance. The endowment allows for naming of recipients by the Dean based upon scholastic excellence and financial need. All dental students are eligible to be considered for this award. The award is only made when endowment performance allows for a minimum award of $1,000.

- **The Ronald V. Glauser, D.D.S. Endowed Scholarship**
  The endowment was established to fund scholarships for Dental Branch students requiring financial assistance. The recipient of the award is to be named by the Dean with the express criteria of financial need. All predoctoral dental students are eligible for consideration of this award. The award is only made when endowment performance allows for a minimum award of $1,000.

- **The Moritz and Judith Craven Scholarship**
  The endowment was established by Drs. Moritz and Judith Craven via a foundation to fund scholarships for students enrolled at the Dental Branch. The recipient is nominated by the Dean for consideration by the selection committee.
The Alliance of the Texas Dental Association Endowed Memorial Scholarship Fund
The endowment was established to fund scholarship for the Dental Branch students requiring financial assistance. The recipient of the award is to be named by the Dean with the express criteria of financial need. All predoctoral dental students are eligible for consideration of the award. The award is only made when endowment performance allows for a minimum award of $1,000.

Corina Diaz, D.D.S. and Walter Bajsel Endowed Scholarship Fund
The endowment was created to support students in a Dental Branch doctoral program, based on a combination of financial need and academic achievement, as determined by the Office of the Dean, with the recommendation of the Office of Student Affairs.

Dr. Donald Charles Kroeger Student Research Scholarship
The endowment was created by the heirs of Dr. Donald C. Kroeger, and is awarded competitively to a DDS student with academic excellence in basic sciences/pharmacology and basic science research. The decision of award comes from the Department of Dental Research, upon recommendation of the Kroeger scholarship committee.

Dr. Edgar H. Boelsche Scholarship
This scholarship was created by Margaret New Boelsche in memory of her husband, Dr. Edgar H. Boelsche of Ballinger, Texas. The award is based solely on the financial need of the student, as recommended by the Office of Student and Alumni Affairs to the Dean of the Dental Branch.

Erbert W. “Danny” D’Anton, D.D.S., Memorial Scholarship Endowment
The endowment was created in memory of Dr. D’Anton, a longtime member of the faculty. The scholarship is awarded to students based on academic standing, as determined by the Office of the Dean, with the recommendation of the Office of Student Affairs.

T. Bradford Willis Scholarship in Pediatric Dentistry
The scholarship was created by Dental Branch Alumnus T. Bradford Willis, D.D.S., of Waco, Texas. The award is made to predoctoral students beginning their fourth year of study who have displayed the most interest, knowledge, and proficiency in pediatric dentistry during their third year. Preference is given to residents of the State of Texas.

President James T. and Nancy Beamer Willerson Endowed Scholarship in the Dental Branch
The scholarship was created in honor of former UT Health Science Center President Dr. James T. Willerson and his wife, Nancy, for students in good academic standing at the Dental Branch. All predoctoral students are considered for this scholarship, as recommended by the Office of Student Affairs and Alumni to the Dean of the Dental Branch.

Iola B. and James R. Ballinger, D.D.S., Scholarship in General Dentistry
The scholarship was created by a gift from Dr. James Ballinger of Weimar, Texas, for students already enrolled at the Dental Branch who demonstrate a superior interest, knowledge, and proficiency in general dentistry in their previous need, and have a recognized financial need for support during their time at the school.

Kinnari M. Prajapati, D.D.S., Scholarship Fund
The scholarship was created by Dental Branch graduate Kinnari M. Prajapati, D.D.S., of Temple, Texas, to provide scholarships to third-year students in general dentistry who demonstrates a superior proficiency and knowledge as displayed in their previous year of study.

Carus Dental Scholarship Fund
The scholarship was created by a gift from American Dental Partners Foundation of Wakefield, Massachusetts, and at the discretion of the Dean of the Dental Branch, provides awards to third- or fourth-year predoctoral students in good standing who display attributes of a profes-
sional capable of entering a dental group practice with the appropriate skills of teamwork, clinical experience, qualities of leadership, and ethical and professional behaviors.

- **Dr. Kenneth H. Porter Operative Dentistry Scholarship**
  The scholarship, created in memory of longtime faculty member Kenneth H. Porter, D.D.S., provides scholarships to students in good academic standing who present appropriate skills in operative and restorative dentistry, and who exhibit a work ethic in his/her approach that indicates an aptitude for dentistry beyond academic measurement. The recipients are selected with the approval of the Dean of the Dental Branch.

- **Foster-Vance Dental Scholarship**
  The scholarship, created by gifts from James R. Foster, D.D.S., and T. Beth Vance, D.D.S., of Weslaco, Texas, will provide for support of students in their third or fourth year of predoctoral study who show academic promise and interest in the area of pedodontics. The award will be made, when possible, to qualified students from the South Texas area, as defined by the Dental Branch, and as directed by the Dean of the Dental Branch.

### Other Financial Awards Available to Undergraduates

1. **UTHSC-H Student Intercouncil President Award** - $500 for excellence in academic achievement and a commitment to serving society. Awarded annually to third or fourth year students.

2. **American Association of Public Health Dentistry Student Merit Award**. Project in dental health program carried out in a community. National award- $550, $200 and $100.

### ACADEMIC STANDARDS

#### Grading System

**Passing:** Final course grades are numerical. A grade of 70 or above is considered passing; students are required to obtain a passing grade in every course. An overall average of 76 for all course work during each year must be maintained for promotion and graduation.

**Failing:** A course grade of 69 or below is considered failing. Failure of any course during any semester or failure to maintain a passing status may result in repetition of a course, repetition of an academic year, dismissal, or other action. Failure of more than one course in any semester may result in dismissal. If repetition or other remediation is approved by the respective Student Evaluation and Promotion Committee, only one attempt may be made to improve the grade (absent compelling circumstances).

If a student successfully remediates a course by obtaining a minimum grade of 70, the student will receive a grade of 70. Students receiving a grade of less than a 70 for remediation will receive the failing grade. Students who are unsuccessful in their attempt to remediate a course failure will be subject to appropriate academic action by the Student Evaluation and Promotion Committee, which may include repetition of the course, repetition of an academic year or, dismissal.

**Registration:** Qualification for registration requires that each student satisfy institutional policy with respect to successful completion of courses, clinical procedures, and grade averages. Registration may be denied if stated requirements have not been fulfilled.
Progress Evaluation and Academic Actions

Student progress is evaluated at least two times per Fall/Spring semester by the respective Student Evaluation and Promotion Committee. This committee is charged with reviewing student progress and recommending action to the Associate Dean for Academic Affairs. The ultimate decision in matters of academic standing lies with the Dean based on recommendations of the respective Student Evaluation and Promotion Committee (and any ad hoc Appeals Committee, if appropriate), and the Associate Dean for Academic Affairs. The respective Student Evaluation and Promotion Committee bases its recommendation on the following academic measurements:

- Didactic performance
- Preclinical lab performance
- Clinical performance
- Course failure
- Professional Development, professionalize, and ethical conduct

Students who fail to perform satisfactorily in any of the above listed areas will be recommended for corrective action to the Associate Dean for Academic Affairs by the respective Student Evaluation and Promotion Committee. These students will receive written notification defining their deficiencies and the corrective action they must take, if any. Failure to meet standards established in any corrective action plan will result in academic action, including dismissal.

End of Fall Semester Evaluation: At the end of the Fall Semester, every student is expected to have successfully completed all courses and clinic expectations for the Fall Semester with a cumulative average of 76 or above.

End of Year Evaluation: At the end of an academic year, every student is expected to have successfully completed all courses and clinic expectations for the year with a cumulative average of 76 or above.

Students who exhibit exemplary professional behavior and whose academic performance ranks them in the upper 10 percent of the class for the year will be included on the Dean’s Student Excellence List.

Promotion: In order to be considered for promotion, a student must maintain a minimum cumulative grade average of 76 with successful completion of all courses and clinical expectations for a given year as outlined in course syllabi, the Student Guide to Academic Studies, Clinical Procedures and Operation Manual, and Dental Branch Catalog.

Examinations

Clinical, laboratory, and course examinations are administered each semester to provide both students and faculty the opportunity to evaluate the student’s level of achievement. The date and time of examinations are published in course syllabi and student schedule.

Students are expected to complete the Doctor of Dental Surgery Program in four academic years. Due to extenuating circumstances, including leaves of absence, repeating a year, clinical activities, and academic performance, students may need more than four academic years to complete the program. If additional time to complete the program is granted, the program must be completed in no more than six academic years from the time of matriculation. Under extremely unusual circum-
stances, a student may petition, in writing, for an exception to this policy. The petition must be sent to the Associate Dean for Academic Affairs; the request shall be reviewed by the Dental Student Evaluation and Promotion Committees.

**Academic Dismissal and Appeal**

A Dental Branch student may appeal any academic action to the Associate Dean for Academic Affairs, in writing, within five working days after receipt of the notice of the academic action. The student must provide the Associate Dean for Academic Affairs with a written statement clearly explaining all rationale for the appeal and include any documentation that exists in support of his or her position.

The Associate Dean for Academic Affairs will refer each appeal to an ad hoc Appeals Committee. The Office of the Associate Dean for Academic Affairs will assist by scheduling the meeting of the ad hoc Appeals Committee.

- The Chair of the ad hoc Appeals Committee, along with an alternate from among the faculty of the Dental Branch, will be selected and appointed by the Committee on Committees and approved by the Faculty Senate. The Chair will preside over the ad hoc Appeals Committee and vote only in case of a tie. The length of term will be three years. The alternate will preside over the ad hoc Appeals Committee in the event that the chair is unable to attend.
- Two members of the Ad hoc Appeals Committee will be selected by the ad hoc Chair from among the Chairs of the four Student Evaluation and Promotion (E&P) subcommittees. However, the overall E&P Committee Chair and the Chair of the subcommittee whose recommendation is being appealed will be ineligible to serve on the ad hoc Appeals Committee. (In some cases this will be the same person.)
- In the event that the subcommittee chair whose subcommittee’s recommendation is being appealed is also the Chair of the overall E&P Committee, two ad hoc Appeals Committee members will be selected by the Chair of the E&P Committee by lot from the remaining three chairs of the E&P subcommittees.
- In addition, the student making the appeal may select two members from among the Dental Branch Faculty who are neither their Faculty Advisor nor members of the E&P Committee who decided the appeal.
- Each of the four ad hoc Appeals Committee members will have one vote. In the case of a tie vote, the Chair of the ad hoc Appeals Committee will vote.

The ad hoc Appeals Committee will review the student’s appeal materials, including any written statement and/or documentation, meet with the student, the student’s Faculty Advisor, the Chair of the Student Evaluation and Promotion Subcommittee that made the initial decision, and other involved individuals as appropriate, and submit a final recommendation to the Dean within seven calendar days of the final ad hoc Appeals Committee meeting. The student will be notified of the Dean’s decision within 10 calendar days following the Dean’s receipt of the ad hoc Appeals Committee’s recommendation. The Dean’s decision is final.

While the appeal of an academic action is under review and until the student receives notification of a final decision by the Dean, the student may continue her/his academic studies unless they are directed not to do so by the Associate Dean for Academic Affairs.
If an academic action is dismissal, a dismissed student must immediately discontinue participating in all Dental Branch educational activities. All personal belongings must be removed from the Dental Branch facilities within 48 hours following receipt of the final notice of dismissal.

The Dental Branch Student evaluation and Promotion committee consists of four subcommittees: The First Year Dental Student Evaluation and Promotion Subcommittee, the Second Year Dental Student Evaluation and Promotion Subcommittee, the Third/Fourth Year Dental Student Evaluation and Promotion Subcommittee, and the Dental Hygiene Student Evaluation and Promotion Subcommittee. Each Subcommittee has a Chairperson. One of the four Chairpersons also serves as Chair of the Dental Branch Evaluation and Promotion Committee.

The ad hoc Appeals Committee consists of the following voting members: A Chair that is selected by the Dental Branch Committee on Committees (who votes only in the case of a tie vote), the Chairs of two Student Evaluation and Promotion Subcommittees, and two faculty members selected by the student.

**GRADUATION REQUIREMENTS**

In order to be eligible for graduation, a student must complete the following requirements:

- Successful completion, of the Dental Branch curriculum as validated by the departments, the Student Evaluation and Promotion Committees, and the Administration.
- Maintenance of a minimum cumulative grade average of 76 for didactic courses.
- Maintenance of a minimum cumulative grade average of 76 for preclinical laboratory courses.
- Maintenance of a minimum cumulative grade average of 76 for clinical courses.
- Satisfactory completion of all required competency examinations.
- Satisfactory completion of all extramural rotations.
- Satisfactory completion of a minimum of four semester hours of Electives and satisfactory completion of two Dental Branch Continuing Dental Education Courses.
- Passing score on Part II of the National Board Dental Examinations.
- Payment of all outstanding fees and return of all loaned equipment.
- Sustained record of satisfactory moral, professional, and ethical behavior.

**CURRICULUM**

The dental curriculum has been designed to maximize the student's learning experience. There is intentional integration of the various disciplines to aid the student in assimilating the knowledge base necessary for developing a sound decision-making process and the technical skills necessary in dentistry. The building blocks of this model are the various courses, laboratories, and clinics offered at the Dental Branch.

Each course is overseen by a course director, who has the responsibility of organizing the educational material contained in the course as well as the efforts of the other faculty who act as course contributors. The ultimate responsibility for each course lies with a specific department chairperson (usually the chairperson of the department of which the course director is also a member).

Each course utilizes a variety of educational instruments to aid the student in learning. These may include traditional lectures, textbooks, and other printed materials and non-print media such as videotapes, microfiche, and web-assisted instruction.
Each of the courses in the curriculum is overseen by a specific department chairperson. The Dental Branch academic departments are as follows: Diagnostic Sciences, Endodontics, Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, Prosthodontics, Periodontics and Restorative Dentistry and Biomaterials.

The educational program in the Dental Branch continues throughout the calendar year with approximately four weeks off in the Summer, three weeks at the end of the Fall semester and one week during the Spring Semester.

**COURSES OF INSTRUCTION/DESCRIPTION**

Courses of instruction are identified by an eight-character number. The first four characters indicate the type of course and semester. The first digit indicates the year, the second and third digits indicate the department and section, and the last digit is a unique number assigned to each course in the respective department and section.

**Note:** Course descriptions are intended to represent skills and knowledge that should accompany successful completion of the course and should not be construed as a guarantee or warranty by UTHSC-H of the required level of achievement by every student.

### FIRST YEAR

**DENF 1501  General Histology  3.5 cr**

This course introduces the students to a large vocabulary of basic science terms. It presents the basis of cell biology, tissue microstructure and function, and the microanatomy of the organ systems.

This course is offered early in the dental curriculum to provide students with knowledge that helps bridge the gap between biological chemistry and gross anatomy, as well as serving to introduce structures and concepts studied in depth in physiology, pharmacology, and pathology. Wherever possible, the clinical significance and application to subsequent courses will be stressed. Students will have the opportunity to learn how to describe how the cells and extracellular components of the human body are composed and arranged to form various tissues and organs. The students will also have the opportunity to recognize the microscopic structure of many of the cell and tissue types using the light microscope and electron microscopy. The students will have the opportunity to relate their knowledge of gene function and protein synthesis to the functions and interactions of cellular and extracellular structures. This general knowledge will assist in enabling students to understand the nature of the head and neck and oral structures that must be known in detail to be an excellent dental practitioner.

**DENS 1502  Gross Anatomy  4.5 cr**

This course provides students with the opportunity to learn in detail the structure of the human body and to begin to relate structure to function. The greatest amount of time and detail are directed toward the study of head and neck anatomy. Students will have the opportunity to learn the structures and arrangement of the human head and neck in detail and the general scheme of whole body anatomy. Students should receive most of the gross anatomical instruction necessary for the National Board Examination and for the practice of general dentistry.
DENS 1504  Neurosciences  3.5 cr
This course covers the aspects of the structure and function of the Central Nervous System (CNS) essential for understanding neurologically-related clinical problems, including cranial nerve disorders, neurological syndromes, mechanisms of pain production and perception and the neurophysiology of mastication and occlusion. At the conclusion of this course, the student should be prepared for detailed study of the medications affecting the nervous system, and for consulting with physicians with respect to patients suffering from neurological disease.

DENS 1508  Oral Histology  2.0 cr
This course provides students with current, basic knowledge of the development, structure, and function of the oral tissues. This course deals with the histology of the structures in and around the mouth. The objective is to integrate the microanatomy of the oral tissues with its functions. The material presented in this course is based on students having a working knowledge of the general histology of cells and tissues as presented in DENF 1501, General Histology.

Students should be able to critically evaluate histologic images of normal tissues, and understand the important developmental processes and the structural specialization of the cells and tissues of the oral cavity. This course should prepare students to develop critical thinking and problem-solving skills that will apply to other basic science and clinical courses.

DENF 1521  Biochemistry  3.0 cr
This course helps students acquire a basic knowledge of the biochemistry of the human body for use as an aid in the diagnosis, prevention, and treatment of oral disease. Some of the material will be of immediate value as students encounter forthcoming studies in histology, microbiology, nutrition, oral medicine, pathology, pharmacology, and physiology. The course content will contribute to a conceptual discipline based on the structure and function of components of living tissues in health and in disease.

The relevance of biochemistry to dentistry will be described to a limited degree at appropriate places as the course progresses. Students will appreciate the value of a biochemical background only as they progress throughout the four years of dental school and into a dental practice. Biochemistry provides a vocabulary of the broadest applicability in the clinical world as well as in the scientific literature of modern dentistry.

Since this course of study builds from simple concepts to more complex ones, students are expected to acquire a growing capability to make valid clinical judgments based upon scientific knowledge gained from basic sciences courses.

DENF 1541  Physiology I  3.0 cr
This course provides students with the basic concepts and principles of physiology with particular emphasis given to those areas that are of prime concern to the dental practitioner. The ultimate goal of the dental practitioner is to correctly diagnose and treat diseases of the oral cavity. The concepts learned in physiology provides students with the basis for the interpretation of symptoms associated with certain disease states, and with knowledge for the appropriate treatment of those disease states.
DENS 1542  Physiology II  2.5 cr
This course helps students to develop an understanding of the normal functions of the major systems of the body, a recognition of the signs and symptoms of systemic dysfunction, and an understanding of the mechanisms that account for these manifestations. Students also develop the background necessary to become competent in preventing, managing, and/or referring systemic derangements that represent a medical emergency.

DENF 1551  Microbiology and Immunology  4.0 cr
This course is composed of several topics including immunology, bacterial growth, antibiotics, disinfection, sterilization, medical bacteriology, medical mycology, medical virology, and oral microbiology. The purpose of the course is to instill an understanding of the role of microorganisms and the immune response in health and disease, and the ability to apply this knowledge to diagnosis, prevention, and treatment of infectious diseases related to dental practice. Emphasis is placed on oral infections and oral aspects of systemic infections.

DENF 1601  Dental Anatomy I  2.0 cr
Knowledge of dental anatomy and occlusion is fundamental in the study and practice of all the disciplines of dentistry. It is essential in diagnosis, treatment planning, and treatment. Students are required to learn the anatomical and morphological characteristics of the teeth and their supporting structures, inter-arch and intra-arch relationships and eruption. Combined with the complementary lab courses, students will be able to fabricate dental restorations that meet anatomical, morphological, and functional requirements. This course also provides preparation for the Dental Anatomy and Occlusion section of the National Board Dental Examination-Part 1.

DEPF 1602  Dental Anatomy Lab I  1.0 cr
In this lab course, students will have the opportunity to learn the psychomotor skills and develop the judgment required to restore teeth. Dental inlay wax will be manipulated to restore missing tooth structure to prepared teeth, so that the restored teeth meet morphological and functional requirements. Students will learn to evaluate a wax-up in four aspects: marginal integrity, surface finish, anatomic form, and occlusal relationship.

Students will have the opportunity to learn how the Whip Mix Articulator functions and how to set the anterior guide table to match the anterior guidance of models mounted on the articulator. Students should acquire basic concepts of dynamic and static occlusal relationships, and learn how to apply these concepts in the fabrication and evaluation of restorations.

DEPS 1603  Dental Anatomy Lab II  1.0 cr
In this lab course, dental inlay wax will be manipulated to restore missing tooth structure to full crown preparations of selected anterior and posterior teeth. For each preparation, students will fabricate a full crown wax pattern that meets anatomical, functional, and restorative requirements. Students will evaluate each wax-up in four aspects: marginal integrity, surface finish, anatomic form, and occlusal relationships.

DEPS 1614  Operative Dentistry I  4.0 cr
This course introduces students to the instruments, materials, terminology, and basic principles of operative dentistry. It also introduces basic and complex silver amalgam preparations and restorations, composite resin preparations and restorations, with a familiarization session with sealants.
The ability to perform these basic restorative procedures is essential to a successful entry into the performance of clinical operative dentistry.

Successful communication in the area of operative dentistry requires a vocabulary based on the mastery of nomenclature and terminology involved in describing the performance of these restorative procedures. This will be stressed to the point that students should automatically begin to think in this language in order to enable effective communication throughout their career.

This course consists of two concurrent but separate and identifiable phases: the theoretical (didactic) portion and the technical (laboratory) portion. The course will guide students in reaching an acceptable level of competency in both of these phases.

**DENF 1621  Ethics in Dentistry  0.5 cr**
This course helps students understand the place of ethics in professional life, to recognize when an ethical problem exists in the performance of academic work, clinical treatment, or research, and to have the capability of analyzing and addressing the problem. The monograph articles represent a diversity of views that relate to the series of ethical issues raised in class discussions. This course seeks to emphasize that ethics is a working discipline to help a dentist understand how to make critical decisions, and how to take appropriate and logical actions in dealing with patients, colleagues, and society.

**DENF 1651  Foundational Skills for Clinic I  1.5 cr**
This course will introduce students to foundational skills needed in the clinical setting. Students have the opportunity to learn the importance of infection control and the practical maintenance of barriers to infection in the operatory. Students gain an awareness of the Health Insurance Portability and Accountability Act (HIPAA) and its impact on clinical activities as it relates to patient privacy and confidentiality. Students learn the proper methods of taking and evaluating vital signs. Students are introduced to the principles of four-handed dentistry, communication skills and the proper positioning of operator and patient in the Dental Auxiliary Utilization clinic. Students learn how to evaluate and treat a patient who sustains cardiac arrest or an airway obstruction in the dental office through the techniques of CPR and Foreign Body Airway Obstruction. Students learn to recognize the early warning signs of a heart attack and the lifestyle changes that may help prevent cardiac arrest. Students learn to arrange the clinic cubicle in a manner promoting efficiency during treatment. Students participate in four-handed dentistry, reinforcing pre-clinical learning, by assisting an upperclassmen or post-graduate resident chair-side. Students prepare the clinic cubicle according to infection control guidelines for the treatment of a patient, and break down the cubicle after the session. Students practice proper infection control standards during each chair-side assist. Students obtain accurate vital signs on patients. This course will prepare students for DENF 2704 Introduction to Clinic.

**DENS 1671  Biomaterials I: Direct Restorative Materials 0.5 cr**
This course provides an applied science foundation for understanding important physical, chemical, and mechanical properties of dental materials. The effects of composition and manipulation of the properties and clinical success of selected dental materials will be emphasized. Appropriate biological properties will be described. Topics include amalgam and mercury, bases and liners, composites, bonding agents for teeth, glass ionomers, hybrid ionomers and compomers; and pit and fissure sealants. These dental materials are used in the UTDB preclinical laboratories and
clinics as well as in clinical practice following graduation. This course provides the students with the information of how the composition and manipulation of selected dental materials affect their properties and clinical success.

**DENU 1707 Integrated Biologic Sciences 1.0 cr**

This course integrates basic biological principals into the clinical practice of dentistry. Topics addressed in this course will emphasize the knowledge obtained by the students in their previous basic science courses and relate these principles to factors important in periodontal disease, growth and development, dental caries formation and remineralization, oral cancer and carcinogenesis, and anesthetic agents. This course helps students to be able to appreciate how principles taught within the basic sciences are applied in the practice of dentistry on a daily basis.

**DEPS 1901 Prosthodontics I: Basic Occlusal Concepts 2.0 cr**

This course is designed to expand on the fundamentals of occlusion presented in the dental anatomy course. Lectures and demonstrations introduce students to the instruments, terminology, basic principles, and technical procedures used to diagnose and treatment plan patients requiring occlusal analysis prior to receiving fixed and/or removable prosthodontics. The laboratory/clinical component introduces students to the procedures involved in obtaining diagnostic casts and face-bow records. Throughout the course, emphasis is placed on integrating didactic principles with the technical procedures of Prosthodontics.

This course is part of a continuum encompassing all semesters of dental school. Students learn the fundamental knowledge and foundational skills to advance to the Prosthodontics II course and will have the opportunity to attain an acceptable level of understanding the integration of occlusion with the discipline of prosthodontics. Students should also gain familiarity with occlusal analysis, limited occlusal adjustments, occlusal guard or splint, intraoral alginate impressions, and face-bow mounting.

**DENS 1931 Basic and Applied Nutrition 1.0 cr**

This course helps students acquire a basic understanding of human nutrition in the context of oral health and disease. It is recognized that the oral cavity is part of the total body system; many fundamental concepts which apply to overall health must be considered in the context of this course. Students are expected to be able to apply the concepts learned in this course to patient diagnosis and treatment planning taught later in the curriculum.

Topics in this course include the basics of nutritional assessment, nutrients as an energy source, carbohydrates, lipids and proteins in food, weight control, vitamins and minerals, and the application of basic nutrition to clinical treatment. An explosion of new information concerning the role of human genetics in nutrient utilization is in progress. New genes are being identified that control basic metabolism, and which may account for much of the individual variation in body form and metabolism. Students are encouraged to develop the habit of lifelong learning, and as health professionals, to continue to incorporate new discoveries into their daily practices.

**DENF 1934 Prevention of Oral Diseases 1.0 cr**

This course will provide students with the necessary information and skills to plan and implement oral health prevention programs. It will emphasize health promotion and prevention at the community and individual levels. This course attempts to make students aware of how cultural traditions
and socioeconomic status influence the way individuals seek oral health care. To affect this awareness, students provide oral health promotion and prevention programs for selected schools, community health centers, and community groups. The Greater Houston Area Health Education Center (AHEC) will help identify sites that reflect the diverse cultural, ethnic, racial, and social makeup of the state of Texas.

Instructional methods used in this course are lectures and service-learning activities. The service-learning activities provide both a community service and an opportunity for student reflection via the use of group discussions, journals, and oral presentations. Through a partnership with the AHEC, students are assigned a community site where they will plan and present oral health education programs. The structured community outreach gives students a chance to explore their values, gain knowledge and appreciation of diverse communities and their cultural traditions, and develop a better understanding of oral health needs of populations.

This course provides students with the background information for the community oral health presentation they will make in DENF 2704, Introduction to Clinic.

DENF 1991 Introduction to Dental Informatics 0.5 cr

This course offers an introduction to dental informatics and the technological environment of the Dental Branch, the information resources to which students have access, and the fundamental skills necessary to navigate within this environment. Dental informatics is the study of how health related information is collected, stored, communicated and presented to enhance patient care and discovery. The course includes an emphasis on understanding the critical role of data and information in dentistry. The course reviews the concepts of clinical decision-making, critical thinking skills, clinical effectiveness, evidence-based dentistry, and the ability to retrieve and critically evaluate information resources.

Using a combination of lectures, demonstrations, and an online approach (Blackboard), students will complete course readings, tutorials, and exercises. This course should give each student a broad understanding of dental informatics information resources and familiarity with clinical technologies available to the dental professional. Using the principles of evidence-based dentistry and the critical thinking processes introduced in this class, students be able to analyze various information resources and evaluate them appropriately. The skills gained in this course should be applied by the student in basic science, behavioral science, and clinical courses throughout their tenure as students at the Dental Branch. Dental informatics should provide the foundation for an active learning process both in dental school and in the future as dental practitioners.

DBEA 1000 Focus Groups 1.0 cr

Students must add one of the following courses for the Summer Session between their first and second year:

Section 001  Education/Teaching

This section is specifically designed for those dental students who may want to pursue an academic career following their formal DDS and/or specialty training. This course allows dental students to experience various aspects of dental education and better understand the teaching and learning process.

Section 002  Patient Care

This section introduces first year dental students to patient care in various undergraduate and graduate clinics at UTDB. Through assisting undergraduate and graduate students during patient treatment, stu-
Students will be exposed to a variety of treatment procedures, as well as observing patient management by students, residents, and supervising faculty. Students should become familiar with the policies and procedures of the various clinic experiences in which they participate during this patient care focus assignment.

Section 003  Research
This section is specifically designed for those dental students highly motivated and interested in an intense period of time focused on a specific research project. In this course, students receive training in research methodology, plan and conduct a research project, and report results using various formats. This is an Honors Selective area of focus.

Section 004  Service
This section is designed for students who are interested in a broader exposure to effective means of providing service (professional and community) within diverse ethnic, socioeconomic, or cultural groups. Students perform a variety of different roles depending on the setting in which they elect to work. Effective patient care skills are an integral part of any community service or private practice setting. This focus allows students to have the opportunity to observe appropriate patient care and patient management skills that they can apply to future patient care. The ultimate goal is to assist students in understanding the social responsibilities of the caring professions.

SECOND YEAR

CLIN 2501  Second Year Clinic  2.0 cr
In this course students are expected to gain experience and knowledge in the following clinical areas: electronic patient record (EPR), infection control, diagnosis and treatment planning, radiology, periodontics, anesthesia, and operative dentistry.

The Second Year clinical experience is enhanced by the student’s knowledge gained through the basic science courses as well as the pre-clinical didactic and laboratory courses.

DENF 2561  Dental Pharmacology  3.0 cr
This course relates to the study of drugs commonly used in the treatment of dental disease. Students also study drugs primarily used in medicine, which fit in the same categories as dentally used drugs, when it is appropriate. Topics include fundamentals of drug action, antibiotics, autonomic drugs, pain and anxiety control drugs, inflammation and anti-inflammatory drugs, drug abuse, and anticaries and antiplaque agents. Principles and applications of prescription writing are integrated throughout these topical sections.

DENF 2562  Local Anesthesia  1.0 cr
Local anesthesia is essential for the performance of a great majority of the clinical procedures students use in treating patients throughout a career. The goal is for students to learn the pharmacology and toxicology of dental local anesthetic drugs and the proper techniques for their administration.

This course presents the complete pharmacology of local anesthetic agents, commonly-employed injection techniques of the maxilla and mandible, the nerves involved, important landmarks to utilize, and the anticipated distribution of local anesthesia.

When students demonstrate mastery of didactic knowledge to the satisfaction of the instructor(s), they are given the opportunity to test newly acquired skill of local anesthesia administration in a clinical situation. For this exercise, students jointly participate both as the “dentist” and the
“patient.” Successful completion of this laboratory is required for the use of local anesthesia in clinical patients.

**DENU 2563 Integrated Biologic Sciences II 0.5 cr**

This course is specifically designed to pose real-life clinical situations and to raise questions that will allow the students to assess their understanding of a wide range of body functions. The course uses the Problem-Based Learning (PBL) format that utilizes small groups of students who act as “health care teams.” The teams will be confronted with successive disclosures of a patient’s “story.” As in life, the story encompasses dimensions of overall health and disease, family, community, economic and social issues as well as the primary medical/dental complaint. Health and disease can never be separated from the “context” of life. At the end of each case, students should have a firm grasp of the factors having impact on a patient's health AND students should be able to provide a plan of care that will ensure the optimum health of the patient.

**DEPF 2614 Operative Dentistry II 4.0 cr**

This course prepares students to transfer knowledge and skills pertaining to operative dentistry procedures (silver amalgam restorations, composite resin restorations and current bonding systems, techniques) from the dentaforms on the laboratory bench to the clinical setting on a patient. Students perform the operative dentistry procedures on dentaforms mounted in the Kavo heads utilizing direct and indirect vision to simulate clinical operative dentistry procedures. Students learn how to position the head, their chairs, and hand positions for handpiece and instrument use enabling students to perform operative restorative procedures within the Kavo head simulating the restricted working area of the oral cavity on an actual patient. Students are also introduced to advanced composite resin restorations and the techniques and fabrication procedures involved in their application. Students will have the opportunity to learn the correct technique for use of a current bonding system and become knowledgeable regarding the rationale of effective bonding.

**DEPS 2615 Inlay/Onlay 2.0 cr**

This course introduces students to the discipline of biomaterials and operative dentistry. Several intracoronal restoration types (inlays and onlays) will be presented along with preparation design requirements. Students learn how to fabricate castings for try-in and cementation. This course represents both didactic and laboratory phases that progress directly to the clinical application. This course teaches students to know the indications and contraindications for cast gold inlays and onlays. They will have the opportunity to apply basic design and preparation principles that lead to clinically successful intracoronal restorations. Students are expected to successfully review model and die work, spruing, investing, casting, polishing, and cementation of various types of castings. Students also are expected to demonstrate their capacity to fabricate several types of temporary restorations. Finally, students learn what is necessary for a cast restoration to be clinically acceptable.

**DENF 2671 Biomaterials II: Indirect Restorative Materials 0.5 cr**

In this lecture course, students learn about the materials and techniques used to fabricate indirect restorations that are fabricated in the laboratory and then inserted in the mouth. Students learn to describe the use, composition, properties, and manipulation of the materials used to fabricate indirect metallic and non-metallic restorations.
Specifically, students learn about composition and properties of alginate impression materials; elastomeric impression materials; gypsum materials; casting investments; noble metal casting alloys; crown and bridge cements; and athletic mouth protectors.

**DENF 2701  General Pathology  2.0 cr**

This course provides students with the opportunity to develop a sound knowledge of the etiology, pathogenesis, morphologic changes, and functional consequences of pathologic processes. This course will encompass the general principles and mechanisms of disease.

**DENS 2702  Systemic Pathology  2.0 cr**

The subject material presented in this course should enable students to relate the pathologic mechanisms that were presented in DENS 2701 to the various organ systems. Categories covered in this course are blood vessels, heart, hematopoietic/lymphoid systems, lungs and upper respiratory tract, kidney and collecting system, gastrointestinal tract, liver, pancreas, male genital system, female genital system and breast, endocrine system, musculoskeletal system, and the nervous system.

**DENF 2703  Oral & Maxillofacial Radiology I  1.5 cr**

This course introduces students to the basic principles of oral and maxillofacial radiology. The radiographic examination plays an integral role in the diagnostic process in dentistry in conjunction with the clinical examination. Only those conditions and disease states that are suspected or detected by examination of the patient can be addressed. The preclinical laboratory sessions are designed to perfect technical skills and familiarize students with the variability of normal radiographic anatomy.

**DENF 2704  Introduction to Clinic  2.0 cr**

This course introduces students to the clinical environment and familiarizes them with the steps in doing a comprehensive exam. In addition, it allows students to develop and interpret basic diagnostic aids that enable them to arrive at a diagnosis and treatment plan. Students also become familiar with techniques used to perform a prophylaxis. This course guides students through the process necessary to collect, interpret, and use it in formulating a diagnosis and develop a treatment plan.

**DEPS 2712  Endodontics I: Principles of Endodontics  2.0 cr**

This course provides practical preclinical experience in performing a nonsurgical root canal treatment on uncomplicated anterior, premolar, and molar teeth, and prepares students in the management of pulpal and periradicular disease through a series of classes and laboratory sessions, including various simulation projects. Problem-solving skills, critical-thinking, patient-simulation, radiology, and self-assessment criteria are emphasized throughout the course.

**DENF 2721  Periodontics I: Diagnosis & Treatment Planning  1.0 cr**

This course reviews and expands the student’s knowledge regarding the biology of the healthy periodontium. It also introduces students to current classification of periodontal diseases and fundamental knowledge of the epidemiology, etiology, microbiology, and immunology of periodontal diseases. Basic information is integrated with necessary clinical skills to evaluate and diagnose all currently recognized forms of periodontal diseases. This includes the ability to recognize the less common forms of gingivitis and periodontitis, and systemic condition, the forms of which may influence the initiation, progression, or treatment of periodontal diseases.
DENS 2722  Periodontics II: Nonsurgical Periodontics Therapy  1.0 cr
This course introduces students to the basic principles of periodontal therapy. The core of the course emphasizes the initial phase of periodontal treatment and exposes students to the basic techniques used to eliminate the etiologic factors involved in the development of inflammatory periodontal diseases. Additionally, students are introduced to occlusion as it relates to the nonsurgical phase of periodontal therapy. Clinical decision criteria are presented in order to familiarize students with the concepts of maintenance of periodontal health. Scaling and root planning are taught to students through sessions and a laboratory exercise. This laboratory exercise emphasizes skills essential to scale and root plane periodontally affected teeth.

Students should also become familiar with the sequence and phases of periodontal therapy, have the opportunity to understand the rationale for the elimination of etiologic factors to control the most common forms of periodontal diseases, and be able to reevaluate periodontal tissues and develop a periodontal treatment plan. Students should learn the clinical skills necessary to correctly use periodontal instruments utilized for the elimination of plaque and calculus, to understand the significance of occlusion in the treatment of periodontitis. Most importantly, students should understand the significance of evaluating periodontal tissues and be able to make clinical decisions whether to improve or maintain the periodontal health obtained after therapy.

DENS 2723  Implantology I: Basic Concepts  0.5 cr
This course is the first in a series of three on the various aspects of dental implantology. Implant Dentistry requires a multidisciplinary approach. This course and the two subsequent courses are planned as a team effort from three disciplines: Periodontics, Prosthodontics, and Oral Surgery. Implantology I provides a basic introduction to implant dentistry for the predoctoral student.

In this course, students are made aware of the biologic and clinical aspects of dental implants. Students also become aware of the diagnostic steps for assessing the potential implant patient and become familiar with the basic surgical and restorative aspects of implant dentistry. In addition, students should learn to develop an implant therapy maintenance protocol. Finally, students should gain an awareness of the etiology and treatment of peri-implantitis.

DENS 2801  Oral and Maxillofacial Surgery I  1.0 cr
This preclinical course introduces students to oral and maxillofacial surgery and prepares them for clinical experience with dentoalveolar surgery. Students will have the opportunity to learn to thoroughly assess patients and to effectively diagnose and treat basic oral surgical problems encountered in general practice.

Students are exposed to the basic principles of surgery, especially oral surgery. This course emphasizes the concepts of patient management: medical and dental history taking, review of systems, tissue handling, and wound repair. Students learn basic surgical principles associated with uncomplicated and complicated exodontia, soft tissue mucoperiosteal flap design, aseptic technique, and surgical armamentarium. Other areas of emphasis include assessing the importance of vital signs and assessing bleeding disorders as they relate to the surgical patient. The informed consent process and medicolegal issues are presented in the context of the clinician’s duty and responsibility as it relates to standard of care issues and the surgery patient. This course also teaches students to develop an organization of thought in patient/case presentation.
DENS 2803  Internal Medicine    1.0 cr
In this course, students are provided an opportunity to learn to identify those patients with oral conditions during the medical-dental history and clinical examination and/or radiographic analysis who will require special care during dental treatment. Students learn to collect an adequate amount of factual information, correlate and analyze clinical and radiographic findings, establish a differential diagnosis, and when possible, develop a dental management plan based on the patient’s treatment needs. This course provides students with the basic information necessary to develop and establish sound dental management plans appropriate to the degree of risk in various categories of medically compromised patients. Pathology, pathophysiology, current medical treatment, and dental management are emphasized.

DEPF 2907  Complete Dentures    2.0 cr
This course introduces students to the basic principles and techniques of complete denture prosthodontics. Detailed presentations are made of both the clinical and laboratory steps involved in complete denture therapy, followed by laboratory exercises covering each step in the process.

DEPS 2908  Fixed Prosthodontics - FPD    2.0 cr
This course introduces students to basic principles of fixed partial prosthodontics. It is designed to teach students the terminology, materials, techniques, and basic principles of treating patients with fixed partial dentures (FPD). Students acquire the knowledge and skills to diagnose and treatment plan gold and metal-ceramic FPD. Students learn the basic principles and skills to prepare, provisionalize, and fabricate FPD and prepare cases for fabrication in a remote dental laboratory. Students are introduced to ceramic materials for esthetics, the basic principles of esthetics, and indications for their use.

DENU 2909  Implantology II: Prosthodontic Concepts    1.0 cr
This course is builds on the information presented in Implantology I. Students are introduced to the didactic and technical aspects of placing and restoring dental implants for a two-implant assisted overdenture and a single-implant retained crown. Student are introduced to all phases of the treatment of these two types of cases through lecture and hands-on laboratory exercises, including treatment plan, diagnostic wax-up, fabrication of implant stents, surgical placement of implants, selection of abutment components, provisionalization, and completion of the final prosthesis. Students should learn the foundational knowledge and skills required to discuss the potential of implant treatment with a patient, and to treatment plan, present and restore a non-complex implant case in the third and fourth year clinics.

DEPF 2910  Fixed Prosthodontics – Single Unit    4.0 cr
This course introduces students to the basic principles and techniques of fixed prosthodontics. This course covers the terminology, materials techniques, and basic principles involved with prosthodontic diagnostic procedures, tooth preparation, impression making and master cast fabrication, interim restorations, waxing and occlusion, and the fabrication of cast restorations using the lost wax process.

DEPS 2911  Removable Partial Dentures    2.0 cr
This course introduces students to the basic principles of removable partial prosthodontics. This course addresses the treatment of patients requiring a removable partial denture (RPD). Students learn the fundamentals of nomenclature, classification, survey/design, and mouth preparation, along
with the basic sequence of treatment as it relates to the construction, delivery, and maintenance of an RPD. Students should become proficient in designing basic RPD and in the preparation of work authorizations for their production in the dental laboratory. Students should also gain knowledge of and appreciation for the supportive dental laboratory procedures.

**DENS 2936  Behavioral Context of Dental Patient Management  1.0 cr**

This course familiarizes students with the behavioral science aspects of dental patient management. This course attempts to create an awareness of the unique developmental and behavioral facets of the dental patient at each stage of the life span, and to provide the student with the basic knowledge necessary to understand human behavior as it applies to the practice of dentistry. Behavioral concepts covered include cognitive and psychosocial development, aging and ageism, verbal and nonverbal communication, behavior management, stress and coping; pain, anxiety and fear, non-pharmacological methods of anxiety management, and smoking cessation.

This course utilizes a team-based learning format. This course also incorporates the use of standardized patients to promote development of patient interaction skills in a controlled setting and where students receive immediate feedback on their performance from a patient's perspective.

**DENS 2961  Growth & Development  0.5 cr**

This course introduces students to the basic concepts in physical growth and development. Information on physical growth and dental development is presented sequentially beginning with prenatal growth and extending into adult life where developmental changes continue at a slower pace. Students are introduced to basic concepts of postnatal human growth and development, to the nature of craniofacial growth, and to the theories of craniofacial growth. The etiology of malocclusion and the special developmental problems of children with malocclusion and dentofacial deformity are considered in some detail. Students should learn the basic techniques in the assessment of the developing child using four separate analyses: cephalometric, facial form, space, and hand wrist analyses. Students should learn the skills necessary to evaluate and to suggest treatment plans for a number of frequently encountered clinical problems of children.

**DENF 2962  Pediatric Dentistry I  1.0 cr**

This course prepares students to render dental treatment to pediatric patients. Students should learn to recognize the differences that exist in the delivery of treatment to children and adults. This course introduces child development, growth and development of the dental arches, and behavior management necessary in the treatment of children. Students should acquire a thorough understanding of the development and morphology of primary and permanent teeth, their eruption sequences, and common developmental disturbances frequently seen in growing children. A review of the cariogenic theories and caries prevalence, as it relates to the developing child, is discussed. This course provides indications and contraindications for fluoride supplementation and sealants, along with necessary information regarding oral hygiene instructions and nutrition requirements of pediatric patients. Students should learn to recognize common signs of child abuse and the appropriate agencies to which they are required by law to report suspected cases of abuse. Common periodontal problems in children are also introduced.

**DEPS 2963  Pediatric Dentistry II  2.0 cr**

This course introduces restorative techniques, both cavity preparation and restoration placement, in primary teeth as well as young permanent molars. In the laboratory section, students should learn to prepare primary teeth for the most common types of restorations currently utilized in pedi-
actic dentistry, with emphasis placed on the differences necessary for primary or permanent teeth. The space maintenance portion of the course teaches students indications and contraindications for various space maintainers. The laboratory section teaches the proper construction of these appliances. Diagnosis, treatment planning, and proper treatment of pulpal problems in the primary and early mixed dentition is discussed. Recognition of gingival and periodontal problems as well as hard and soft tissue lesions in children is presented. The final presentations, diagnosis and treatment planning, involve a series of comprehensive case presentations. This course should prepare students to become competent in the formulation of a comprehensive treatment plan for children that they will be treating in the dental clinic.

DENU 2991 Interdisciplinary Biological Sciences Review 1.0 cr

This course assists students in preparing to take the National Board Exam, Part I. This course is lecture based and is designed to review and update students in the areas of biochemistry, anatomical sciences, physiology, pathology, and dental anatomy and occlusion. A mock board examination, formatted like National Board Part I is administered. This course is not a substitute for individual student preparation to take the National Board Exam, Part I.

THIRD YEAR

The CLIN 3000 series listed below are third-year courses that provide an opportunity for clinical experience in the indicated clinical discipline. Students perform comprehensive dental care under the supervision of faculty from all clinical departments.

CLIN 3001 Pediatric Dentistry Clinic 2.0 cr

This clinical course prepares dental students to render dental treatment to pediatric dental patients. Students learn to recognize the differences that exist in the delivery of treatment of children and adults. Students learn to perform a comprehensive oral examination using all the necessary diagnostic tools to evaluate the dental needs of the pediatric or mixed dentition patient to develop a thorough, comprehensive treatment plan. Students learn to recognize the need for and management of space maintainers. The student will be required to recognize the need to refer treatment beyond his/her expertise. Prevention (both chemical and informational) is emphasized, recognizing the child's level of cognitive and psychomotor development, and parental cooperation and interaction. This course develops the student's skills in the management of both the pediatric patient and their parents, including application of behavior modification skills. The course teaches students to be competent in operative dental procedures modified for use with primary and young permanent teeth, including the administration of local anesthesia and pain control.

CLIN 3002 Endodontics Clinic 1.0 cr

This clinical course enables students to become competent endodontic practitioners by integrating pre-clinical principles and techniques into clinical patient treatment. Quality endodontic patient treatment requires that a practitioner possess and apply basic sciences knowledge in pharmacology, physiology, microbiology and immunology into the various technical aspects of treatment. Although a wide spectrum of endodontic treatment is possible, primarily non-surgical treatment of anterior, premolar, and uncomplicated molar teeth will be performed.

CLIN 3003 Radiology Clinic 1.0 cr

This clinical course affords students the opportunity to integrate principles of preclinical training into the diagnostic process. Students utilize various types of radiographic surveys for their patient evaluations, including the full mouth survey (FMS), partial FMS evaluations, and panoramic evalua-
tions. This course should provide students vital practical experience essential to become proficient in diagnostic radiography.

**CLIN 3005  Prosthodontics Clinic  6.0 cr**
This clinical course introduces students to the clinical aspects of delivering patient care in the specialty of prosthodontics. It is designed to provide the student the opportunity to use critical thinking skills by utilizing information learned in basic sciences, clinical disciplines, and pre-clinical laboratories to treat patients in a clinical setting. Students should develop the necessary skills for gathering diagnostic information, developing a sequential treatment plan, and performing prosthodontic procedures using sound clinical judgment.

**CLIN 3006  Operative Dentistry Clinic  4.0 cr**
This clinical course helps increase the student's knowledge and improve skills in clinical Operative Dentistry. The course focuses on the management and comprehensive dental care of patients requiring basic operative dentistry procedures. Students also continue to develop patient assessment, diagnosis, prognosis, and treatment planning abilities to help ensure success of subsequent fundamental Operative Dentistry procedures. Emphasis is placed on the delivery of quality, compassionate, and ethical comprehensive dental care. This care includes: 1) the evaluation of the health of pulpal tissue as it relates to the restoration of damaged teeth; 2) the evaluation of the periodontium as it relates to the restoration of damaged teeth; 3) the selection of the appropriate cavity design(s) and dental material(s) to restore damaged teeth to their optimal form, function, and occlusal relationships; and 4) adequate patient comfort.

**CLIN 3007  Oral Surgery Clinic  2.0 cr**
This clinical course introduces students to clinical oral surgery, which includes patient evaluation, diagnosis, treatment planning, and routine oral surgery procedures commonly employed in general dental practice. Students become familiar with basic armamentarium, nomenclature and function of various surgical instruments. Students learn the principles of aseptic technique and infection control in preparing the surgical team, the patient, and the surgical cubicle for oral surgery procedures. Students develop skills in performing uncomplicated extractions, multiple extractions, alveoloplasty procedures, and routine suturing techniques.

Other areas of emphasis include patient management, use of local anesthesia, prevention, recognition, and management of intraoperative and postoperative complications, prevention and management of medical emergencies in the dental office, and postoperative patient management.

**CLIN 3008  Periodontics Clinic  3.0 cr**
This clinical course focuses on the application of knowledge gained in the didactic study of Periodontics, and it is directly related to the previous material presented in the second-year clinic course. Students perform a clinical and radiographic examination and diagnose periodontal diseases. Students formulate a sequenced treatment plan and establish a prognosis for patients with gingivitis through moderately advanced periodontitis by integrating periodontics into a total dental and oral preventive approach. Students treat patients nonsurgically, reevaluate them, and identify patients that should be referred to a periodontist. Additionally, students maintain a stable periodontium by establishing and monitoring a recall protocol. Students discuss the rationale behind surgical periodontal procedures by assisting during surgeries.
CLIN 3011  Orthodontics Clinic   0.5 cr
This clinical course introduces students to the practice of clinical orthodontics. The primary goal of this experience is to reinforce didactic concepts taught in the second year and build upon them in a manner that will better prepare the student to recognize, communicate, and manage orthodontic problems in the general dentistry setting.

CLIN 3012  Assessment Clinic   2.0 cr
This clinical rotation introduces students to clinical assessment and diagnosis of patients through patient interview, medical history review, patient examination, and the proper selection of diagnostic tools, such as, but not limited to dental radiographs and dental consultation(s).

CLIN 3013  Urgent Care Clinic   1.0 cr
This clinical rotation provides students with an opportunity to manage dental emergencies appropriately, and diagnose, stabilize, and refer patients to dental specialists when the appropriate care demands their expertise.

CLIN 3014  Clinical Practice I   3.0 cr
This clinical course reinforces and refines students’ knowledge and skills required for the clinical practice of dentistry. Students have the opportunity to demonstrate competence in behavioral and patient management skills, in addition to the technical skills and knowledge required of a graduated, licensed dental practitioner. Students are observed and evaluated, and must understand and practice proper comprehensive patient care and management. The latter includes ethical and professional behavior, patient management, proper infection control techniques, and appropriate recording keeping.

CLIN 3015  Diagnosis and Treatment Planning Clinic   3.0 credit
This clinical course reinforces and builds on the principles, knowledge, and skill of patient evaluation introduced in Introduction to Clinic, Second Year Clinic, and Assessment Clinic. Areas of focus are patient interview, review of medical history, examination, interpretation of diagnostic findings, consultation, patient education, oral health risk assessment, development of personalized prevention strategies, development of comprehensive, sequenced treatment plans, and patient management.

DENF 3541  Emergency Procedures   1.0 cr
This course brings together the individual medical emergency procedures presented in courses throughout the dental curriculum. It serves as a method for understanding their use in the clinical situation and to develop a greater sense of confidence in their application.

DENS 3561  Medical Pharmacology   2.0 cr
Students in this course will study the drugs which many of their patients may be taking for a variety of medical problems. Students must be prepared to assess the medical conditions of their patients and the impact they will have on dental treatment. A thorough understanding of the drugs that medically-compromised patients are taking will be presented to help avoid adverse drug interactions and prevent medical emergencies, as well as help manage emergencies if they occur. As students study this course, they should consider the positive impact that a knowledge of medical drugs can have on their future dental practice.
**DENS 3621  Communication in Dentistry  0.5 cr**  
This course helps students to integrate the theoretical and practical aspects of communication. It also helps to strengthen the student's relationships (patients, staff, colleagues, spouses), improve their initial patient contacts (telephone, interview, case presentation), motivate and change the behavior of patients, and deal with psychologically difficult patients.

**DENS 3622  Managing a Contemporary Dental Practice  1.0 cr**  
This course covers the basics of starting a practice or career and the various aspects of managing a practice, and introduces students to the concepts of basic business principles necessary to manage a modern dental practice.

**DENU 3623  The New Graduate As Manager  1.0 cr**  
This course covers the concepts of contemporary dental practices. Students should gain the necessary competence in sound business management principles to establish or associate with a successful general dentistry practice.

**DEPS 3651  Esthetics in Dentistry  2.0 cr**  
This course equips students with the skills to properly diagnose, treatment plan, and perform a variety of esthetic procedures with appropriate materials in the context of comprehensive care. New concepts in esthetic dentistry involve more than merely providing porcelain veneers to patients. It encompasses a broad approach to the total esthetic needs of patients. Today's esthetic dentistry is supported by new developments, innovative techniques, and a wealth of new scientific data. The intention is to share new information with students as it becomes available.

**DENF 3671  Biomaterials III: Applications to Clinical Dentistry  0.5 cr**  
This course acquaints the students with the properties of bleaching agents, various types of dental adhesives, laboratory composites, dental cements, and color principles in dentistry. Additionally, this course provides an opportunity for clinical problem-solving relating to the properties and materials introduced. Special emphasis is placed on the biomaterials currently used in a modern dental practice. The information presented in this course should help provide students with both a sound basis of knowledge and problem-solving skills that will aid in making appropriate selections of materials for each patient's unique need and assist students in communicating more effectively with dental laboratory technicians when designing and prescribing removable and fixed prostheses.

**DENF 3701  Oral & Maxillofacial Pathology I  2.0 cr**  
This course presents the dental specialty that deals with the wide variety of diseases that affect the oral and maxillofacial areas. The diagnosis and treatment of these diseases comprises an essential part of the practice of dentistry. This course provides the information necessary to identify and manage diseases in a private practice setting. Topics included are: developmental defects and cysts, abnormalities of teeth, pulpal and periapical diseases, periodontal diseases, infectious diseases, physical and chemical injuries, allergies and immunologic diseases, epithelial pathology, and salivary gland pathology. This is a prerequisite course for DENS 3702, Oral and Maxillofacial Pathology II.
DENS 3702  Oral & Maxillofacial Pathology II  2.0 cr
This course provides students with a comprehensive background on a wide variety of diseases that affect the oral and maxillofacial regions. Information necessary to identify and manage diseases in a private practice setting is provided. Emphasis is placed on soft tissue tumors, hematologic disorders, bone pathology, odontogenic cyst and tumors, dermatologic diseases, oral manifestations and systemic disease, facial pain and neuromuscular diseases, and forensic dentistry. This is a prerequisite course for DENF 4701, Differential Diagnosis of Soft Tissue Lesions and DENF 4703, Differential Diagnosis of Hard Tissue Lesions.

DENF 3703  Oral & Maxillofacial Radiology II  1.0 cr
This course introduces students to the advanced aspects of oral and maxillofacial radiology. The radiographic examination plays an integral role in the diagnostic process in dentistry. The practitioner uses radiographic images to diagnose those structures which cannot be seen during the clinical evaluation. The dentist must therefore possess a sound knowledge of radiographic principles and be highly proficient in certain extraoral techniques to complement their overall diagnostic skills.

DENF 3710  Endodontics II: Biological Applications in Endo.  0.5 cr
This course helps students acquire a more indepth understanding of pulpal and periradicular pathophysiology, of techniques for diagnosing pulpal and periradicular disease, and of techniques for biomechanical canal instrumentation and obturation. Also included is an indepth discussion of the management of endodontic emergencies.

DENF 3711  Endodontics III: Advanced Endodontics  1.0 cr
This course enables students to diagnose the need for and describe the endodontic treatment related to assessment of difficulty factors; traumatic injuries to teeth, including vital pulp exposures; root resorption; endodontic-periodontic relationships; surgical endodontics; pain and anxiety management; antibiotics, analgesics, and bleaching of vital and pulpless teeth; pediatric-endodontics; post-endodontic restorations, and case difficulty assessment; endodontic failures/retreatment; and geriatric endodontics. Additional clinical scenarios are also presented in this course.

DENF 3721  Periodontics III: Surgical Periodontal Therapy  0.5 cr
This course prepares students to manage patients in their practices who have been diagnosed as having periodontal disease. Students will have the opportunity to learn to select patients they are capable of treating and identify those with more complex cases who should be referred to a periodontist. In addition, students should apply the rationale for periodontal surgical procedures, compare and evaluate basic periodontal surgical techniques, and perform simple flap procedures in the laboratory, under the supervision of a Periodontics faculty member.

DENS 3722  Periodontics IV: Additional Therapeutic Procedures  1.0 cr
This course integrates some of the most relevant material covered in previous periodontology courses with new and updated periodontal concepts. The content of the lectures is designed to allow students to develop a solid treatment philosophy as a general/restorative dentist. Emphasis is given to advanced surgical therapies and alternate non-surgical therapies. Treatment indications, sequencing, and specific techniques are discussed. Students should learn to identify patient treat-
ment needs, to diagnose and treat patients whose needs are within their abilities, and to understand how and when a patient should be referred to a specialist in periodontics.

**DENF 3801 Oral & Maxillofacial Surgery II: 0.5 cr**

Advanced Oral & Maxillofacial Surgery, Part I. This course prepares students to recognize advanced oral and maxillofacial surgery problems, and that in most cases will require a referral to an oral and maxillofacial surgeon. In addition to learning to identify and properly diagnose such problems, some of the less complicated treatments available to the general practitioner in dentistry are studied. For those cases that general practitioners are unable to effectively treat in their offices, students should learn how they will be dealt with by specialists in this field.

**DENS 3802 Oral & Maxillofacial Surgery III: Preprosthodontic Surgery & Maxillofacial Trauma 0.5 cr**

This course continues discussing advanced oral and maxillofacial surgery problems, and where students should learn to identify and properly diagnose cases requiring a referral to an oral and maxillofacial surgeon. Some of the less complicated treatments available to the general practitioner in dentistry are studied.

**DENS 3804 The Compromised Dental Patient 1.0 cr**

This course requires students to integrate and apply their knowledge of physiology, pharmacology, systemic and oral pathology, internal and oral medicine, behavioral science, and gerontology, as well as the clinical and technical dental sciences, to clinical situations. During case presentations, students apply their critical thinking skills to determine the type of information needed to perform a comprehensive assessment of the patient, the best reference sources to use, and the indications for and the elements of an appropriate consultation. The course then focuses on several chronic conditions or syndromes common to older or medically compromised patients. Students learn how these conditions affect patients’ oral health needs, how to manage them clinically, and the precautionary steps to take in order to treat them safely. Students also develop appropriate treatment plans, including preventive regimens, for patients.

**DENF 3805 Physical Diagnosis 1.0 cr**

This course prepares students to recognize the physical signs of systemic disease. Students should then be able to do a preliminary evaluation of their finding and its relationship to the management of their patient. Students learn to recognize physical signs of systemic disease while learning the essential techniques of a medical history and physical. This class provides an understanding of the basic techniques in procuring a medical history and in performing a physical examination of the patient. Students should then be able to organize this data and correctly assess the patient's physical status.

**DENS 3806 Implantology III: Surgical Considerations 0.5 cr**

This course exposes students to the complexities of implant case treatment planning and the decision-making process relative to conventional prosthodontics and implant supported prosthetics. This course will present multiple case scenarios. Topics of discussion include: how a case is assessed or “worked up,” rationales for conventional or implant supported prosthetic restoration, decision-making regarding the selection of an implant system, the number of implants required and cost/time to completion considerations, rationales and uses for hard and soft tissue grafting, and post-restoration maintenance.
DENU 3811 Dental Anesthesiology 1.0 cr
This course introduces students to the wide spectrum of pain and anxiety control in dentistry. During this course, students establish a basic understanding of additional techniques available to the dental practitioner to cope with the problems of anxiety and fear common in patients. The techniques learned are not only used for the purpose of aiding the fearful dental patient, but also in the prevention of medical emergencies in the dental office by attenuating the potentially harmful effects associated with stress response. A large portion of this course concentrates on the training of nitrous oxide inhalation sedation.

DENF 3901 Clinical Prosthodontics 1.0 cr
This course provides students with basic prosthodontic principles to enable students to accomplish various clinical procedures necessary to treat the edentulous and the partially edentulous patient, as well as the patient requiring fixed restorations. Complete dentures emphasize clinical aspects, from the examination of the edentulous mouth through all the essential steps of treatment, to post-insertion instructions and follow-up. Removable partial dentures emphasize the biomechanical factors involved in the design and fabrication of the prosthesis. Fixed prosthodontics emphasizes treatment planning, preparation design, impression making, and the clinical insertion appointment.

DENS 3932 Dental Public Health 1.0 cr
This course exposes students to the various processes important to the provision of dental care to the individual and the community, emerging non-traditional forms of private practice, and basic concepts of dental public health. Student gain knowledge of the principles of dental public health, various forms of financing of dental care, as well as different oral health care systems.

DENF 3961 Pediatric Dentistry III 1.0 cr
This course prepares students to provide dental care to their pediatric patients. Students learn the reasons for implant oral health examinations, and the methods by which such exams are conducted. Students also become familiar with important principles and guidelines for rendering treatment to the pediatric patient with special needs. Additionally, students should be able to render treatment to teeth that have sustained trauma (both primary and permanent) and oral soft tissues that have been burned. Various oral habits and basic principles of minor tooth movement are presented. Small group sessions are used to help students integrate their dental knowledge to plan comprehensive treatment for the pediatric patient.

DENF 3971 Orthodontics 1.0 cr
This course provides students an introduction and background in elements of orthodontics with which the general practitioner should be familiar in order to treat limited orthodontic cases. The course begins with a comprehensive introduction to orthodontic diagnosis and treatment planning. Students then learn orthodontic triage: separating patients who can be treated by a general practitioner from those who will require referral to a dental specialist. The biologic and mechanical aspects of orthodontic tooth movement follow and are presented in detail. Orthodontic problems of a dental nature and those requiring growth modifications are covered. The three major stages of comprehensive orthodontic treatment are presented. Simple orthodontic procedures that the general practitioner can perform to control disease and restore function as part of their restorative procedures are reviewed.
FOURTH YEAR

The CLIN 4000 series listed below are fourth year courses, which provide an opportunity for clinical experience in the indicated clinical discipline. Students perform comprehensive dental care under the supervision of faculty from all clinical departments.

CLIN 4001  Pediatric Dentistry Clinic  2.0 cr
This clinical course prepares students to render dental treatment to pediatric dental patients. Students learn to recognize the differences that exist in the delivery of treatment to children and adults. Students learn to perform a comprehensive oral examination using all the necessary diagnostic tools to evaluate the dental needs of the pediatric or mixed dentition patient to develop a thorough, comprehensive treatment plan. Students will recognize the need for and management of space maintainers. Students will recognize the need to refer treatment beyond their expertise. Prevention is emphasized, recognizing a child’s level of cognitive and psychomotor development and parental cooperation and interaction. This course develops the student’s skills in the management of both the child patient and their parents, including application of behavior modification skills. This course teaches students to be competent in operative dental procedures modified for use with primary and young permanent teeth, including the administration of local anesthesia and pain control.

CLIN 4002  Endodontics Clinic  2.0 cr
This clinical course enables students to become competent endodontic practitioners by integrating pre-clinical principles and techniques into clinical patient treatment. Quality endodontic patient treatment requires that a practitioner possess and applies basic sciences knowledge in pharmacology, physiology, microbiology and immunology into the various technical aspects of treatment. Although a wide spectrum of endodontic treatment is possible, primarily non-surgical treatment of anterior, premolar, and uncomplicated molar teeth will be performed.

CLIN 4003  Radiology Clinic  1.0 cr
This clinical course affords students the opportunity to integrate principles of preclinical training into the diagnostic process. Students utilize various types of radiographic surveys for their patient evaluations, including the full mouth survey (FMS), partial FMS evaluations and panoramic evaluations. This course should provide students vital practical experience essential to become proficient in diagnostic radiography.

CLIN 4004  Community Dentistry Clinic  3.0 cr
This course is comprised of two clinical rotations. The extra-mural rotations provide students with an opportunity to develop competency in providing community-based dental care. The Medically Complex Patient Rotation (of which Dental Auxiliary Utilization (DAU) is a component) provides students with an opportunity to deliver treatment to medically compromised, handicapped and/or geriatric patients. These rotations create awareness in students of the dental needs of communities and community health programs. Equally important, these rotations demonstrate how financial and social status influence access to health care and, more specifically, dental care. The goal is for students to realize and accept their social responsibility to provide care for all segments of the population via their experience in these rotations.
CLIN 4005  Prosthodontics Clinic  8.0 cr
This clinical course continues introducing students to the clinical aspects of delivering patient care in the area of prosthodontics. It is designed to provide students the opportunity to use critical thinking skills by utilizing information learned in basic sciences, clinical disciplines, and pre-clinical laboratories to treat patients in a clinical setting. Students should continue to develop the necessary skills for gathering diagnostic information, developing a sequential treatment plan, and performing prosthodontic procedures using sound clinical judgment.

CLIN 4006  Operative Dentistry Clinic  4.0 cr
This clinical course allows students to continue to develop and refine their knowledge necessary to properly diagnose, establish a treatment plan, and perform a variety of procedures with appropriate materials, or manage the patient’s care in the context of comprehensive care.

CLIN 4007  Oral Surgery Clinic  1.0 cr
This clinical course reinforces basic skills developed during the third-year clinical course, and facilitate continued development as the student performs routine oral surgery procedures commonly employed in general dental practice. Students continue application of their acquired basic science knowledge in the clinical arena as they continue to develop skills for proper preoperative assessment, diagnosis, and treatment of patients who require routine oral surgical procedures. Areas of emphasis will be physical evaluation and assessment, principles of aseptic technique and infection control, uncomplicated exodontia, multiple extractions, complicated exodontia, and routine preprosthetic surgical procedures.

Other areas of emphasis include patient management, use of local anesthesia, prevention, recognition and management of intraoperative and postoperative complications, prevention and management of medical emergencies in the dental office, and postoperative patient management.

CLIN 4008  Periodontics Clinic  3.0 cr
This clinical course focuses on the application of knowledge gained in the didactic study of Periodontics, and is directly related to the previous material presented in the second- and third-year clinic courses. Students perform a clinical and radiographic examination and diagnose periodontal diseases. Students formulate a sequenced treatment plan and establish a prognosis for patients with gingivitis through moderately advanced periodontitis by integrating periodontics into a total dental and oral preventive approach. Students treat patients nonsurgically, reevaluate them and identify patients that should be referred to a periodontist. Additionally, students maintain a stable periodontium by establishing and monitoring a recall protocol. Students apply the principles behind periodontal surgery by assisting surgical procedures.

CLIN 4011  Orthodontic Clinic  0.5 cr
This clinical course continues to introduce students to the practice of clinical orthodontics. The primary goal of this experience is to reinforce didactic concepts and build upon them in a manner that will better prepare the student to recognize, communicate, and manage orthodontic problems in the general dentistry setting.
CLIN 4012  Assessment, Diagnosis, Treatment Planning Clinic  2.0 cr
This clinic rotation allows students to gain competence in evaluating a patient’s dental needs, determining the complexity of those needs, and recognize and then gather baseline/diagnostic information. Competence will also be gained in the use of specialty consultations, the formulation of a treatment plan, and treatment sequencing of that treatment plan. The finalized treatment plan, which cannot be done without the above steps, is an essential process for the modern, successful dental practice.

CLIN 4013  Urgent Care Clinic  2.0 cr
This clinical rotation provides students with an opportunity to manage dental emergencies appropriately, and diagnose, stabilize, and refer patients to dental specialists when the appropriate care demands their expertise.

CLIN 4014  Clinical Practice II  3.0 cr
This clinical allows students the opportunity to refine the skills and knowledge needed to properly diagnose, treatment plan, and manage and provide patient treatment in an environment that closely approximates a private practice setting. Students learn the technical skills and knowledge required of a graduated, licensed dental practitioner. Students must also demonstrate competence in behavioral and patient management skills.

DENS 4541  Emergency Procedures  0.0 credit
This course brings together all of the individual medical emergency procedures presented in courses throughout the student’s dental education. It is meant to serve as a method for understanding their use in the clinical situation, to develop a greater sense of confidence in their application, and provide “hands on” practice.

DENS 4622  Laws & Regulations Affecting Dentistry  0.5 cr
This seminar series enables students to comply with the requirements of the various regulatory agencies associated with the practice of dentistry. In particular, students should have the opportunity to gain sufficient understanding of the Occupations Code – Title 1, Title 2, Title 3 (Texas Dental Practice Act) /Rules and Regulations to ultimately pass the jurisprudence exam administered by the Texas State Board of Dental Examiners.

DENS 4671  Biomaterials IV: Product Selection  0.5 cr
In this course, students should learn about modern dental materials that may be used in dental practice. This course will acquaint students with different views on selection and use of dental materials and equipment in the modern dental practice. When this course is completed, students should be able to describe the use, composition, properties, and manipulation of these materials, and have realistic criteria for their selection according to clinical cases. The course consists of eight one-hour sessions, each utilizing evidence-based dentistry topics that deal with product selection of dental materials used in current clinical dental practice.

DENF 4701  Differential Diagnosis-Soft Tissue  1.0 cr
This course assists students in establishing a differential diagnosis for soft tissue pathoses occurring in the oral and paraoral regions. This course is designed to present an orderly and sequential
approach to the formulation of a working diagnosis. This involves learning the classification system of lesions, the characteristic features of these lesions, the relative incidence of these conditions, and the gender, age, anatomical site, and ethnic predilection of patients. Students learn to describe the characteristics of the more common oral and head and neck lesions. In addition, students provide at least three reasonable differential diagnoses for each lesion based on clinical description, symptomatology, and epidemiological data. Students also learn to formulate an appropriate treatment plan derived from the working diagnosis.

DENF 4702  Oral Oncology  0.5 credit
This course enables students to recognize and manage head and neck oral cancer, make appropriate referrals, and manage the oral complications secondary to cancer treatment.

DENF 4703  Differential Diagnosis-Hard Tissue  1.0 cr
This course assists students in establishing a working diagnosis based on the radiographic findings of patients affected by lesions or conditions involving the teeth, jaws, and adjacent oral anatomy. This course is designed to present an orderly and sequential approach to the formulation of a radiographic differential diagnosis. A differential diagnosis is obtained by including or excluding certain lesions or conditions based on their radiographic manifestations and clinical presentation. When coordinated with a patient’s history and other pertinent clinical and laboratory data, a working diagnosis usually can be established. In many instances a biopsy and/or surgical treatment may be indicated.

DENF 4722  Advanced Periodontology  0.5 credit
This course is to bring together those concepts presented to the student in previous courses in Periodontics. Most importantly, this course will focus on clinical application of these concepts in a case-based approach. At this stage of the students’ clinical training, they will be better able to understand and apply biomedical and basic science concepts to clinical situations. The course will focus on using patient cases to assess knowledge and use this knowledge in solving patient problems. The student will be required to make judgments when faced with clinical situations requiring the integration of biomedical and clinical periodontics to deliver quality care to that patient.

DEPF 4801  Oral & Maxillofacial Surgery IV  0.5 cr
Advanced Oral and Maxillofacial Surgery-Part 2
This course prepares students to recognize advanced oral and maxillofacial surgery problems that in most cases will require a referral to an oral and maxillofacial surgeon. Discussions will include diagnostic and treatment considerations relative to cases that require referral to an oral and maxillofacial surgeon, as well as those that may be treated by the general dentist.

DENF 4901  Advanced Prosthodontics  1.0 cr
This course is a continuum of the ongoing Prosthodontic series of courses. The course is organized to provide an overview of Occlusion, Fixed Prosthodontics, Removable Prosthodontics, and Implant restorations. An important component of this course is the presentation of several case-based studies and clinical scenarios that involve diagnosis and treatment planning. These cases have
been developed to challenge the student to investigate, analyze, justify, and objectively evaluate the outcomes of the proposed treatment plans.

**DENF 4991  Interdisciplinary Clinical Sciences Review  1.0 cr**

This course is designed to prepare students to take the National Board Dental Examination, Part II. This course has a lecture-based component and a case-based component, to follow the two analogous portions of the National Board: the fact-based component and the case-based component. The lecture-based component of the course will reinforce content previously presented and test recall of that information. The case-based component of the course will reinforce integration of material previously presented, using patient cases similar to those used on the National Board Part II. This course is not to teach new content, but to review information and develop critical thinking and problem-solving skills to help maximize student performance on the National Board Dental Examination, Part II.

**MBE 4200  Mock Board Examination  0.0 cr**

**NBDE 4300  National Board Dental Examination-Part II  0.0 cr**

**CDEP 4100  Continuing Dental Education Programs  0.0 cr**

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**CURRICULUM BY YEAR**

**FIRST YEAR**

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## THIRD YEAR

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<tr>
<td>Endodontics III: Advanced Endodontics</td>
<td>DENS 3711</td>
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<tr>
<td>Periodontics III: Surgical Periodontal Therapy</td>
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Periodontics IV: Additional Therapeutic Procedures  DENS 3722  1.0
Oral & Maxillofacial Surgery II  
Advanced Oral & Maxillofacial Surgery, Part 1  DENF 3801  0.5
Oral & Maxillofacial Surgery III  DENS 3802  0.5
The Compromised Dental Patient  DENS 3804  1.0
Physical Diagnosis  DENV 3805  1.0
Implantology III: Surgical considerations  DENS 3806  0.5
Dental Anesthesiology  DENU 3811  1.0
Clinical Prosthodontics  DENV 3901  1.0
Dental Public Health  DENV 3932  1.0
Pediatric Dentistry III  DENV 3961  1.0
Orthodontics  DENV 3971  1.0

**CLINIC:**

Pediatric Dentistry  CLIN 3001  2.0
Endodontics  CLIN 3002  1.0
Radiology  CLIN 3003  1.0
Prosthodontics  CLIN 3005  6.0
Operative Dentistry  CLIN 3006  4.0
Oral Surgery  CLIN 3007  2.0
Periodontics  CLIN 3008  3.0
Orthodontics  CLIN 3011  0.5
Assessment Clinic  CLIN 3012  2.0
Urgent Care  CLIN 3013  1.0
Clinical Practice I  CLIN 3014  3.0
Examination, Diagnosis and Treatment Planning  CLIN 3015  3.0

**FOURTH YEAR**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
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<tr>
<td>Laws &amp; Regulations Affecting Dentistry</td>
<td>DENS 4622</td>
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<td>Biomaterials IV: Product Selection</td>
<td>DENS 4671</td>
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<td>Differential Diagnosis-Soft Tissue</td>
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<td>Oral Oncology</td>
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<td>Differential Diagnosis-Hard Tissue</td>
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<td>Advanced Prosthodontics</td>
<td>DENV 4991</td>
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<td>Interdisciplinary Clinical Sciences Review</td>
<td>CDEP 4100</td>
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<td>Continuing Dental Education Programs</td>
<td>MBE 4200</td>
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<tr>
<td>Mock Board Examination</td>
<td>NBDE 4300</td>
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</table>

**CLINIC:**

Pediatric Dentistry  CLIN 4001  2.0
Endodontics  CLIN 4002  2.0
Radiology  CLIN 4003  2.0
The University of Texas Health Science Center at Houston

ELECTIVES

The electives program at the Dental Branch is designed to offer enrichment courses in a variety of areas beyond the scope of the required pre-doctoral curriculum. A listing of electives is provided in the Student Guide to Academic Studies at [http://www.db.uth.tmc.edu/student-acad/default.htm](http://www.db.uth.tmc.edu/student-acad/default.htm).

Each student must complete four semester hours of elective courses, plus two Continuing Dental Education Courses to be eligible for graduation. The number of elective courses per year, eligibility requirements and associated information are listed in the Student Guide to Academic Studies.

Although some electives are offered during the first and second year of the curriculum, the majority of elective courses are offered in the third and fourth years of the curriculum. The following types of elective courses are offered:

- **General information courses**
  first and second year students

- **Thesis writing**
  first and second year students

- **Table clinics**
  all students

- **Lecture courses**
  second, third and fourth year students

- **Laboratory courses**
  third and fourth year students

- **Case presentations**
  third and fourth year students

- **Research projects**
  all students

- **Seminars**
  third and fourth year students

- **Extramural clinical activities**
  third and fourth year students

Elective grades are Pass ("P") or Fail ("F")
POSTGRADUATE SCHOOL
The Postgraduate School offers three types of programs designed for the postgraduate dentist who wishes to pursue additional education: graduate (degree/certificate), postgraduate (certificate), and residency (certificate).

Graduate
The graduate programs lead to a Master of Science in Dentistry (M.S.D.) degree and Certificate in a specialty area of dentistry. The programs are designed to meet eligibility requirements for examination by the particular American Specialty Board and accreditation standards of the Commission on Dental Accreditation. The following clinical specialties are offered: Endodontics, Periodontics, and Prosthodontics.

The curriculum in the graduate programs may include the following courses: fundamentals in basic and applied sciences, anatomy, biological chemistry, biomaterials, biostatistics, histology, microbiology, oral biology, pathology, pharmacology, physiology, and special seminars. A thesis is required and the total length of the program varies with the area of specialty. The minimum period of study is thirty-six months, depending on the requirements of the particular specialty. Graduate programs are combined programs and under no circumstances are the Degree and Certificate awarded separately.

Postgraduate
The postgraduate programs lead to a postgraduate Certificate in general dentistry or in a specialty area, a certificate and an optional Master of Science in Dentistry degree, and consist primarily of basic science courses, clinical science courses, and a clinical program designed to meet eligibility requirements for examination by the particular American Specialty Board and accreditation standards of the Commission on Dental Accreditation. The following specialties are offered: Orthodontics, Oral and Maxillofacial Surgery, and Pediatric Dentistry. General Dentistry programs include the Advanced Education in General Dentistry and the General Practice Residency programs. A thesis is not required if a Master of Science in Dentistry is not pursued. However, orientation in research methodology is included in a student’s curriculum program at the discretion of the clinical department. The award of the certificate is contingent upon satisfactory completion of the required basic and clinical science courses, clinical conferences, appropriate clinical training for the area of specialization and research project (if required by the department).

Residency
The Residency programs lead to a Certificate and consist primarily of clinical science courses and a clinical program designed to meet eligibility requirements for examination by the particular American Specialty Board (if applicable) and accreditation standards of the Commission on Dental Accreditation. The following specialty program is offered: Oral and Maxillofacial Surgery. Four-year Certificate and six-year combined M.D./Certificate Oral and Maxillofacial Surgery programs are included. The awarding of a Certificate is contingent upon satisfactory completion of requirements of both programs.
GENERAL INFORMATION

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by or conducted by The University of Texas Health Science Center at Houston on the basis of ethnicity, national origin, sexual orientation, religion, sex, age, veteran status, or disability.

Through reciprocal agreements, students at other components of The University of Texas System, as well as graduate students from Rice University, Baylor College of Medicine, Texas Woman’s University, and the University of Houston may take graduate courses for credit at The University of Texas Health Science Center at Houston, subject to the approval of the instructor. In addition, UTHSC-H graduate students may take courses for credit at any of the above institutions. Mechanism for payment of tuition or registration fees vary according to the individual institution. Consult with the Registrar’s Office for specific details.

APPLICATION PROCEDURE

All programs require application through the Postdoctoral Application Support Service (PASS). Applications for PASS are obtained from: http://www.adea.org/PASS/default.htm

Programs in GPR, AEGD, Oral and Maxillofacial Surgery, Pediatric Dentistry, and Orthodontics participate in the National Matching Service for final selection. Registration forms may be obtained from: http://www.natmatch.com/ National Matching Services, 595 Bay Street, Suite 300, Toronto, Ontario, Canada M5G 2C2, (416) 977-3431. Applicants applying to programs participating in the Match must register separately with the National Matching Services in addition to completing the required PASS application.

Application deadlines for admission are August 3 of the year preceding the date of expected enrollment for Endodontics, Periodontics, September 1 for Oral and Maxillofacial Surgery, September 17 for Pediatric Dentistry, Orthodontics, GPR and AEGD, and October 19 for Prosthodontics. All transcripts and other required credentials listed on the application form must be on file by the specified dates.

Applicants to graduate programs leading to a Master of Science in Dentistry Degree may be required to take the Graduate Record Examination (GRE). The GRE requirement is determined by the individual programs. Information regarding the GRE can be obtained from: Educational Testing Service, Box 955, Princeton, New Jersey 08540 or online at http://www.gre.org.

Note: The six-year Oral and Maxillofacial Surgery Program leading to a Certificate / MD Degree requires that the applicant also satisfy all admissions requirements of The University of Texas Medical School at Houston.

CRITERIA FOR ACCEPTANCE

Generally, applicants for advanced education programs at The University of Texas Dental Branch at Houston are considered on the basis of the following criteria:

- Completed Application
- Dental School Grade Point Average
- Dental School Class Standing
Admissions Policy

The Dental Branch admissions policy includes a wide variety of criteria, including qualitative and quantitative information to evaluate applicants on an individual basis and make decisions regarding 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 noncognitive 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 cognizance 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; 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; any other relevant considerations 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, as well as social and financial implications; consideration of the implications of lifelong learning; and demonstrated significant effort in seeking knowledge regarding the practice of dentistry or participation 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 in 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; heavier than normal academic course loads ($\geq 18$ 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.

During the interview process, the applicant may be evaluated on additional elements, which may include public or community service, humanitarian service, extracurricular activities, communication skills, and experiences in overcoming adverse personal or family conditions.

Evaluation of the total information available to the selection committees for each program leads to the final decision regarding acceptance of students into the program.

The program selection committees review the applications, conduct the interview process, and make recommendations to the Advanced Education Committee for enrollment. The recommendations are voted upon by the Committee and approved applicants are forwarded to the Dean for final consideration.

The University of Texas Dental Branch at Houston Policy for Conducting Criminal Background Checks

The University of Texas Dental Branch 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 screens). Therefore, an offer of acceptance to the Dental Branch is expressly contingent upon the successful completion of a criminal background check and is required prior to matriculation in the Dental Education Program at the Dental Branch. The criminal background check will among other things, serve to verify information provided in the application. The Dental Branch requires this criminal background screening process following conditional acceptance and prior to enrollment.

Since external clinical experiences are an essential component of the curriculum and in attaining competency, those having a criminal background barring participation could not successfully complete the curriculum.

Individuals who do not give permission to the conduct of the criminal background check or who fail to provide the report as required will not be allowed to matriculate into the dental education program.

An independent vendor selected by the Dental Branch will provide the criminal background screening, and accepted applicants will be responsible for requesting the report and paying the fee of approximately $50. Copies of the report shall go to Dental Branch and to the applicant. The applicant will be informed of how to contact the independent vendor to challenge the accuracy or completeness of the report, and that the independent vendor was not involved in any decision that may adversely affect the applicant. All reports will be separately maintained in a confidential file. The background check report will be destroyed upon graduation/separation from the institution. The report shall span the prior seven year period. Validated background reports found to be in conflict with responses on the application shall be grounds for withdrawal of an offer of enrollment based upon submission of false or misleading information on the application.

It is anticipated that background checks will be honored for the duration of the student’s enrollment in the program 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.

Currently enrolled students are required to report all arrest for and/or convictions of any felony or misdemeanor (other than traffic violations) within 30 days of occurrence to the Associate Dean for Student and Alumni Affairs. Failure to report may be grounds for disciplinary action, up to and including dismissal.

**EXPENSES**

**Admission Deposit**

Upon acceptance by the Dental Branch, an applicant is required to send the Office of the Registrar a check or money order for $30 to serve as a registration deposit. A $15 administrative fee will be assessed if the applicant does not ultimately enroll. When the accepted applicant matriculates, the $30 deposit is applied to the tuition mentioned below. A $15 administrative fee will be assessed if the student enrolls, but withdraws prior to the beginning of classes.

**Tuition - Fall and Spring Semesters**

Beginning 2009-2010, resident tuition is $144 per semester credit hour. Non-resident tuition will be $421 per semester credit hour. Tuition is subject to change according to the actions of the Texas State Legislature or the Board of Regents.

Tuition for each semester is due at the time of registration. Payment of tuition and fees during the Fall and Spring Semesters may be paid through the following alternatives: (1) full payment of tuition and fees in advance of the beginning of the semester, or (2) one-half payment of tuition and fees in advance of the beginning of the semester and separate one-fourth payments prior to the start of the sixth and eleventh class weeks. A $15 installment payment fee will be assessed each semester a student utilizes payment alternative. A late payment fee of $15 will be applicable to a initial payment. A $10 charge will be assessed for any subsequent delinquent installment payment.

A student who fails to provide full payment of tuition and fees, including late any fees assessed, when the payments are due is subject to one or more of the following actions at the University’s option:

- bar registration;
- bar readmission to the institution;
- bar from classes/clinics
- withholding of grades, degree, and or official transcript; and,
- any penalties and actions authorized by law.

**Tuition - Summer Sessions**

Tuition and fee payment for each summer session is due in full at the time of registration. Beginning 2009-2010, resident tuition is $144 per semester credit hour. Tuition and fee payment for the Summer session is due at the time of registration. Payment of tuition and fees during the summer session maybe paid through the following alternatives: one full payment of tuition and fees in advance of the beginning of the 12-week Summer session, or two one-half payment of tuition and fees in advance of the beginning of the Summer session.
In general, residence in Texas for tuition purposes for an individual over 18 years of age is established if the individual has been gainfully employed within the state for a 12-month period immediately preceding registration in an institution of higher education. An individual who registered in the University before having resided in Texas for 12 months will be classified as a non-resident. An individual who has come to the state primarily for the purpose of education will be classified as a non-resident. Information about specific rules and exceptions is available in the Office of the Registrar.

Although classified as a non-resident, students falling within certain categories may be given the privilege of paying resident tuition. These categories include (1) employment as a teaching or research assistant in a state institution of higher education at least half-time in a degree-related position; (2) dependent or spouse of an individual employed in a state institution of higher education in a faculty position which is at least half-time on a regular monthly salary basis; (3) military personnel assigned to duty within the state of Texas, their spouse, and their dependent children; (4) students who hold a competitive scholarship of at least $1000 for the academic year awarded by a scholarship committee officially recognized by The University of Texas Health Science Center at Houston. Specific details about all categories permitting resident tuition are available at Registrar’s Office.

Further information on residency is available in the Office of the Registrar.

Texas law provides for the waiver of tuition and/or fees for students under certain conditions, such as veterans students in foster or other residential care, educational aides, and high school graduates on Aid to Families with Dependent Children (AFDC). For specific information, contact the Registrar’s Office.

FEES

Application Fee: $30 to be enclosed with application.

Late Registration Fee: A $15 fee will be required of those students who fail to register or pay on the date designated in the school calendar.

Installment Tuition Handling Fee: $15 per semester.

Laboratory Fee: Charges are listed per course as follows:

DBPG 0101 Anatomy-Head & Neck $30

Technology Resource Fee: A $1250 fee annually.

Library Resource Center Fee: A $75 fee annually

Information Technology Access Fee: A $20 fee per semester

Graduation Fee: $75 due at registration in the final year. This does not include regalia.

Professional Liability Insurance Fee: All advanced education students must participate in the institution’s liability insurance coverage program. Estimated fees for the 2009-2010 academic year range from $675-$935 depending on the program. Fees for the 2010-2011 academic year have not been determined.
Health Insurance: $1119 annually. Health insurance is required of all Health Science Center students. If you have your own health insurance policy, you may provide proof of comparable insurance coverage to Auxiliary Enterprises no later than the 12th class day to have this charge waived.

Student Services Fee: The Student Services Fee, required of all students, is assessed on a per semester credit hour basis with a maximum charge of $167.64 per fall or spring semester or $96.57 per summer session. If a student enrolls in more than one summer session, the maximum fee will be $96.57. The fee provides for student activities, outpatient care by UT Medical School Student Health Service, recreational facilities, counseling, and shuttle bus service. Optional family coverage is available. The schedule of fees follows:

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<th>Number of Semester Hours Taken</th>
<th>Fall or Spring Semester Fee</th>
<th>Summer Session Fee</th>
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<tr>
<td>1</td>
<td>$85.53</td>
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<td>9 +</td>
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<td>$105.86</td>
</tr>
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</table>

Pager Fee: A fee of $95 annually is required of the following specialties: Endodontics, Orthodontics, Prosthodontics, Periodontics, and Pediatrics.

Transcript Fee: $5 per transcript

Instrument Sterilization Fee: A fee of $2500 annually

The Texas Legislature does not set the specific amount for any particular student fee. The student fees assessed above are authorized by state statute; however, the specific fee amounts and the determination to increase fees are made by the University administration and The University of Texas System Board of Regents with participation of the Student Fee Advisory Committee.

FINANCIAL AID

Postgraduate Programs of The University of Texas Dental Branch at Houston has limited loan and scholarship funds. Eligibility for financial aid varies by program based upon required semester hour enrollment. These funds may be available based on proven financial need and/or academic excellence. A student subject to selective service registration will be required to file a statement that the student has registered or is exempt from selective service registration in order to be eligible to receive financial assistance funded by State revenue. Application forms may be obtained from:

Office of Student Financial Aid
The University of Texas
Health Science Center at Houston
P. O. Box 20036
Houston, Texas 77225
(713) 500-38.60
Website: http://sfa.uth.tmc.edu

The office is located in the University Center Tower, Room 2220.

Funds are listed below:

The Houston Northwest Medical Center Hospital Auxiliary Emergency Loan Fund
Leo M. Levy Memorial Emergency Loan Fund
The Patterson-Hettinger-Cary-California Fellowship
Perkins Loan Program
PLUS/Supplemental Loan for Students
Stafford Loans (formerly Guaranteed Student Loan Program)
State Scholarship
Texas Public Education Grant
Women’s Auxiliary to the Texas Dental Association

ADVANCED EDUCATION SCHOLARSHIPS

Competitive Academic Scholarships
Competitive Academic Scholarship awards are designed to facilitate the scholastic development of students who are in high academic standing. The benefits of this award are two-fold. A direct financial award, and second, if the recipient is not a resident of Texas, the change in status to resident tuition if the scholarship award is at least $1000. All accepted advanced education students and residents at the Dental Branch in a program in which a Competitive Academic Scholarship is offered are eligible. The award is based on documented academic excellence and the criteria for selection therefore include, but are not limited to:

- Grade point average
- National Board scores
- Class standing
- Experience and training
- Pattern of academic achievement
- Graduate record examination
- Specialty area requirements

Recommendations
The Director of an Advanced Education Program in which scholarships are offered may recommend to the Scholarship Subcommittee of the Advanced Education Committee that one entering student/resident accepted to their Program be awarded a competitive academic scholarship each year. A program is limited to that one entering award per year, plus renewals of prior recipients for subsequent years. Competitive academic scholarships are available and dependent on the availability of Graduate Program funds in each individual Program. The award amount is variable. Each
program is responsible for the funding necessary to offer the award. If funds are not available, the award will not be offered.

A student who has received an advanced education competitive academic scholarship may apply for renewal of the scholarship for a subsequent year by submitting a request, together with a supporting letter from the respective Advanced Education Program Director. The student must have maintained at least a “B” academic average. Award of renewal competitive academic scholarships is also dependent upon available funding by the department.

All submissions are considered by the Scholarship Subcommittee of the Advanced Education Committee and are presented to The Advanced Education Committee for final approval. These recommendations are passed to the Director of Advanced Education for submission to the Dean.

Dr. Heyl G. Tebo Endowed Scholarship
Dr. Heyl G. Tebo, former chair of the Department of Anatomical Sciences at the Dental Branch, established an endowment for the purpose of supporting scholarships to be awarded to dentists who are pursuing advanced education (postgraduate/graduate) training. The scholarships are named in honor of Dr. Tebo and are awarded for one year.

Recipients of the Dr. Heyl G. Tebo scholarship are recommended for selection by the Advanced Education Committee to the Dean for final approval. To be eligible for consideration, the applicant must:

1. Have completed the first year of his/her advanced education program;
2. Show evidence of academic excellence;
3. Demonstrate financial need;
4. Provide a one-page letter stating why they should be considered to receive this award; and
5. Provide a letter of recommendation from his/her Advanced Education Program Director.

Preference is given to native-born Texans who meet the other criteria.

Selection Process:

Each member of the Advanced Education Committee Scholarship subcommittee examines the applications and submits a written evaluation of each student based on the criteria. The entire subcommittee then meets to discuss the evaluations and make recommendations to the entire Advanced Education Committee. The subcommittee has for its deliberations the submitted documentation and confirmation from the UTHSC-H Registrar’s Office and the Financial Aid Office of the student’s financial need and academic excellence. Considerable weight is therefore placed on the recommendation from the Advanced Education Program Director and the letter from the student indicating why they should receive this award. Items such as demonstrated service to the community, professionalism, and ethics are also considered in such deliberations.

Award of the scholarship is based upon available funds being generated within the endowment account.
ACADEMIC STANDARDS

Grading System

In the Postgraduate School, letter grades are given for basic and clinical science courses. An “A” = 4.0 quality points per semester hour; a “B” = 3.0 quality points; a “C” = 2.0 quality points; and a “D” = 1.0 quality point. Grades of “F” do not carry quality points and “I” (incomplete) indicates unfinished work.

Research, thesis, seminars, special project courses, literature surveys, and comprehensive oral examinations are graded Pass/Fail. Each clinical specialty department has the discretion to grade clinical rotations on a Pass/Fail or letter grade basis.

Grades of D or F must be removed by re-examination, repeating instruction, and/or additional work to the satisfaction of the course director. It is the responsibility of the student to contact the instructor within ten school days to arrange for remediation. The final grade, which cannot be higher than a C, will be the average of the F and the remake grade. A grade of “I” (incomplete) may be assigned when required work has not been completed. In these instances, requirements must be met within one semester and any appropriate grade may be assigned by the instructor. Failure to remove the “I” will result in a final grade of “F” on the transcript.

A student may withdraw from a course with permission of the department chairperson up to the midpoint of the semester. A grade of “WP” (withdrawn passing) or “WF” (withdrawn failing) will be assigned to indicate status. After the semester midpoint, the course must be continued and a final grade will be assigned in the course at semester end. Students on academic probation as described below may not withdraw after the first two weeks of a course.

Grade Requirements

To receive a Master of Science in Dentistry degree and/or Postgraduate Certificate in an advanced education program, a student must have at least a “B” (3.0) cumulative grade point average.

A student will be placed on academic probation at the end of any semester in which the cumulative GPA is below 3.0. A student will be considered for dismissal (1) if the cumulative GPA is below a 3.0 for three consecutive semesters; (2) for failure to remove grades of “I” or “F” in the designated time period of one semester; (3) upon receipt a grade of “F”, and (4) for serious scholastic, clinical, or professionalism/ethics difficulties as determined by the Department and administration.

Review of Academic Actions

Advanced Education Students may appeal any academic action to the Associate Dean for Academic Affairs, in writing, within five working days after receipt of their letter stating academic actions. The letter should present the basis upon which the appeal is being requested. If the Associate Dean for Academic Affairs accepts the appeal, the process described below will apply.

The Associate Dean for Academic Affairs will refer the appeal to an ad hoc appeal committee consisting of the Director of Advanced Education, who will serve as chair, and three additional program directors appointed by the Director of Advanced Education. The director of the involved program will not be eligible to serve on the ad hoc appeals committee. The appeal committee will review the circumstances leading to the academic action, meet with the student and other involved individuals,
and submit a final recommendation to the Dean within 15 working days of the final committee meeting. The student will be notified of the Dean’s decision within five working days following receipt of the committee’s recommendations. The Dean’s decision is final and not subject for appeal.

Individual participating in the Oral and Maxillofacial Surgery Residency Program will be subject to the policies and provisions of the program as described in the residency manual.

**CURRICULUM**

The curriculum consists of basic and clinical science courses, conferences, hospital rotations, and clinical conferences that meet the requirements for examination by the various American Specialty Boards and Commission on Dental Accreditation. The courses are scheduled on an academic year basis from July 1 to June 30, and are conducted according to the Dental Branch academic calendar. Basic and clinical science courses, hospital rotations, clinical activities, and clinical resident conferences may be added, deleted, or modified at the discretion of the school. The official listing of courses available in a given semester are published online by the Office of the Registrar.

**Courses of Instruction/Description**

Courses of instruction are identified by an eight-digit number. The first four characters indicate the school and program; the first two numbers indicate the specialty area of the basic and clinical sciences in a numerical range of 01-99, and the last two numbers indicate the numerical sequence of the courses offered by the respective basic and clinical sciences specialty or department in a numerical range of 01-99.

Note: Course descriptions are intended to represent skills and knowledge that should accompany successful completion of the course and should not be construed as a guarantee or warranty by UTHSC-H of the required level of achievement by every student.

**BASIC SCIENCES**

**BASIC SCIENCES**

Core Curriculum

**DBPG 0115  Advanced Basic Sciences I**
Weisbrodt. 3 SH. Fall

Students will be provided with an advanced understanding of neurosciences and pharmacology. Topics to be covered in neurosciences may include neurotransmitters as chemical messengers; neural pathways of somatosensation; ascending sensory pathways; motor pathways; clinical entities affecting the spinal cord or peripheral nerves; clinical symptoms of cranial nerve damage; clinical syndromes of the head and neck region; pain reception and peripheral mediation; pain mediation through the dorsal horn and ascending pain pathways-structure, function and pathology; clinical pain in dentistry; and mastication and oral reflexes. Topics in pharmacology may include principles and pharmacokinetics, autonomic drugs, fluoride and anti-plaque agents, neurologic drugs, sedatives, opiate analgesics and anticonvulsants, local anesthetics, antibiotics, anti-inflammatory drugs, antihistamines and corticosteroids, cardiovascular drugs, drug laws and drug abuse, and general anesthetics.
**DBPG 0116  Advanced Basic Sciences II**  
*Rittman. 4 SH. Spring*

Students will be provided with an advanced understanding of tissue fine structure, wound healing, hemostasis, microbiology, and immunology. Topics to be covered in tissue fine structure may include cell structure, epithelia and glands, connective tissue, cartilage, bone and bone formation, other hard tissues, muscle, and peripheral blood vessels, and nerves. Topics to be covered in wound healing may include injury and the initial response, the proliferative phase of healing, epithelization and the remodeling phase, collagen and the ground substance, angiogenesis in wound healing, healing of bone fractures, muscle and nerve repair, growth factors and wound healing, and nutrition and wound healing. Topics to be covered in hemostasis may include vascular response, endothelial hemostatic balance, platelet microanatomy, function and evaluation, extrinsic and intrinsic coagulation, acute phase response, fibrinolysin, inhibitors of hemostasis, and bleeding disorders and laboratory evaluation prior to dental treatment. Topics to be covered in microbiology may include: basic bacteriology; biofilms, plaque, caries; periodontal pathogens, pulp and periapical infection, diagnostic microbiology, oral virus infections, and oral fungal infections. Topics to be covered in immunology may include introduction, immunoglobulin and antigen-antibody reactions, innate immunity and complement, major histocompatibility complex and antigen processing, b cells and t cells, cytokines and chemokines, cell-mediated immunity and dendritic cells, immunology of wound healing, and inflammation.

**Anatomical Sciences**

**DBGP 0101 Anatomy (Head & Neck)**  
*Warner and Crabtree. 3 SH Summer*

This course is designed to review basic head and neck anatomy to cover details that may not have been included in a general anatomy course. Each region is treated by lecture followed by dissection. A good faculty-to-student ratio and discussion in the laboratory ensures that the material is being understood and learned.

**DBPG 0106 Cell/Developmental Biology**  
*Duke. 1 SH Fall*

This course will familiarize students with principles of molecular biology and provide a basic understanding of genetics and cytogenetics, and a detailed knowledge of development of the craniofacial complex, including formation of the face and the bones of the skull. A review of cell structure and reproduction is included, as well as a session on special techniques the student is likely to encounter in their studies and/or research.

**DBPG 0110 Oral Biology: Development, Structure and Function of Oral Tissues**  
*Duke 1 SH Fall*

Students will have an opportunity to gain a basic understanding of the developmental anatomy, light and ultrastructural microscopic features, biochemistry, and functional properties of oral tissues. In particular, emphasis will be placed on developing and adult mineralized tissues of enamel, dentin, bone, and cementum as well as pulp, periodontium, oral mucosa, and salivary glands. Advanced instruction will include information about current research advances (basic and translational) within each of the topic areas.
Oral Biomaterials

**DBPG 0304 Oral Biomaterials---Endodontics**
**Dorn. 1 SH Summer**
This didactic and laboratory course is designed to provide the student with the opportunity to learn the biological, chemical, and physical properties of materials used in the endodontic treatment of teeth. This course is offered and complete in the fall semester.

**DBPG 0305 Oral Biomaterials ---Orthodontic Biomechanics and Materials**
**English, 2 SH Fall**
This didactic and laboratory course is designed to provide the student with the opportunity to learn the properties of materials used in Orthodontics.

The following courses are offered by the Graduate School of Biomedical Sciences.

**GS210081 Oral Biomaterials I**
**Paravina. 1 SH Fall**
This didactic course will provide the student the opportunity to learn current concepts in the oral biomaterials applied to fixed and removable prosthodontics

**GS210091 Oral Biomaterials II**
**Ontiveros. 1 SH Spring**
This didactic course will provide the student the opportunity to learn current concepts in oral biomaterials applied to operative and esthetic dentistry.

**GS00 0620 Literature Survey**
**Faculty. 1-2 SH Summer, Fall & Spring**
This didactic course is designed to provide the student with the opportunity to review the scientific literature critically and in-depth and to write a detailed literature survey.

Stomatology

**DBPG 0612 Graduate Oral Pathology**
**Bouqout. 2 SH Fall**
This course is comprised of advanced lectures in oral pathology for students in the various specialties. Topics in this course include the oral manifestations of infectious diseases, inflammatory conditions, odontogenic cysts and neoplasms, selected benign and malignant neoplasms of the soft and hard tissues, salivary gland disorders and mucocutaneous diseases. Emphasis is placed on the pertinent clinical and microscopic findings, treatment, and prognosis and differential diagnosis.

Pharmacology

**GS13 0040 Pain and Analgesia**
**Lewis. 1-2 SH Spring**
This course will educate the student in the first nine objectives of the Core Curriculum for Professional Education in Pain (2nd Ed.) from the International Association for the Study of Pain. Topics included will be anatomy, physiology, and pharmacology of pain transmission and modulation; pain measurement in humans; psychosocial aspects of pain; general principles of pain evaluation and management; pain studies; drug treatment for pain; opiates, anti-inflammatory agents, and other agents. Six other topics will be selected from the objectives based on class composition.
Students will be provided with the opportunity to study an additional objective based on their interests. This is one credit-hour course; students wishing to train in additional areas may obtain an additional hour of credit for doing so.

**Physiology**

**DBPG 0804 Pulp Biology**  
Dorn. 1 SH Summer  
This is a lecture/seminar course designed to provide the student with an in-depth knowledge of the dental pulp, both in health and disease. Emphasis will be placed on the embryology, microanatomy, physiology, and histology of the dental pulp. Both classic and current literature are used to highlight the various pulpal reactions to a variety of irritants, along with associated diagnostic and clinical therapeutic procedures.

**Non-Departmental**

**DBPG 0911 Research**  
Faculty Committee. Variable 2-6 SH Credit given in final semester.  
Research activity usually includes registration for two - four hours of credit per fall or spring semester, beginning either in the spring preceding graduation or fall of the terminal year. A minimum of four semester hours is required for all degree programs, except Periodontics and the dual Prosthodontics/Oral Biomaterials program, which require six. Refer to Graduation Requirements for additional information.

**DBPG 0912 Thesis**  
Faculty Committee. 2 SH Credit given in final semester.  
The student, in consultation with the Clinical Department Chairperson, selects a research project in a basic science area or in a clinically applied specialty area as early as possible. The Department Chairperson appoints a Thesis Committee Chairperson knowledgeable in the area of the research chosen. Other members of the Thesis Committee are chosen by the Department Chairperson and by the Thesis Committee Chairperson.

**DBPG 0920 Applied Sciences II**  
O’Neill. 2 SH Summer  
This course provides the advanced student with the opportunity to understand the principles of ethics, jurisprudence and risk management, behavioral sciences, and education and teaching methodology.

**HI 5352 Statistical Methods in Health Informatics**  
Johnson. 3 SH Summer  
This course provides the student the opportunity to develop basic competencies in the measurement, design, analysis, interpretation, and critical evaluation of health information research and evaluation studies. Students will have the opportunity to learn and apply the most important and most frequently used statistical measures and methods, as well as to critically evaluate their appropriate use in health informatics research and evaluation. Topics include the study of frequency distributions, measures of central tendency, variance, hypothesis testing, correlation and both parametric and non-parametric inferential methods including t-tests, analysis of variance, chi-square, test of significance, and tests of measures of association.
CLINICAL SCIENCES

DBPG 1001 Conscious Sedation I  
Whitmire. 1 SH Summer  
This course will encompass the principles of sedation patient selection, the pharmacology and  
physiology of certain anesthesia-related topics and limited clinical assignments. The lectures will  
be concerned primarily with nitrous oxide conscious sedation. Clinical proficiency in the delivery  
of nitrous oxide is not evaluated in this course, although, didactic requirements for nitrous oxide  
sedation are fulfilled. This course will complete in the fall semester.

DBPG 1002 Conscious Sedation II  
Whitmire. 1 SH Fall  
The second of two courses, this section of conscious sedation directs its attention to principles  
and practice of other forms of sedation including oral, intravenous, and intramuscular approaches.  
This is primarily a didactic course with little clinical management, more clinical application to the  
patient’s history, and clinical presentation. Conscious Sedation I is a prerequisite for Conscious  
Sedation II.

DBPG 1007 Practice Management.  
Weltman, Hindley. 1 SH. Fall  
This course is intended for the student in the final year of matriculation, and will discuss  
associateships, buying and borrowing, staffing, financial planning-personal insurance and  
computerization of the dental office.

DBPG 1008 Graduate Oral Radiology  
Abramovitch. 1 SH Spring  
This course offers an in-depth study of skull and related extraoral radiograph techniques. The  
resident will be introduced to panoramic radiology as well as Direct Digital imaging, both intraoral  
and extraoral. Localization techniques, image manipulation, and networking will also be presented  
in this course.

DBPG 1009 Interdisciplinary Research Seminar I  
Duke. 1 SH Fall  
This seminar series exposes the graduate student to the various research projects occurring in  
other disciplines in the Dental Branch as well as other areas of the Medical Center. Presentations  
will be given by graduate students as well as guest scientists from other institutions in the Medical  
Center and Rice University.

This course meets at noon every Wednesday. It is required for both first- and second-year  
orthodontic residents for both fall and spring semesters.

DBPG 1010 Interdisciplinary Research Seminar II.  
Duke. 1 SH Spring  
This seminar series exposes the first-year graduate student to the various research projects  
occurring in other disciplines in the Dental Branch as well as other areas of the Medical Center.  
Presentations will be given by graduate students as well as guest scientists from other institutions  
in the Medical Center and Rice University.

This course meets at noon every Wednesday. It is required for first-year orthodontic residents for both  
fall semesters. Interdisciplinary Research Seminar II (DBPG 1009) is a prerequisite for this course.
DBPG 1011  Interdisciplinary Research Seminar III.
Duke 1 SH. Fall
This seminar series exposes the second-year graduate student to the various research projects occurring in other disciplines in the Dental Branch as well as other areas of the Medical Center. Presentations will be given by graduate students as well as guest scientists from other institutions in the Medical Center and Rice University.

This course meets at noon every Wednesday. It is required for second-year orthodontic residents for both fall semesters. Interdisciplinary Research Seminar II (DBPG 1010) is a prerequisite for this course.

DBPG 1012  Interdisciplinary Research Seminar IV.
Duke 1 SH Spring
This seminar series exposes the second-year graduate student to the various research projects occurring in other disciplines in the Dental Branch as well as other areas of the Medical Center. Presentations will be given by graduate students as well as guest scientists from other institutions in the Medical Center and Rice University.

This course meets at noon every Wednesday. It is required for second-year orthodontic residents for both fall semesters. Interdisciplinary Research Seminar II (DBPG 1011) is a prerequisite for this course.

Endodontics

DBPG 2004 Preclinical Graduate Endodontics
Dorn. 1 SH Summer
The objective of this introductory course is to present major biological and technical aspects of endodontic treatment in a seminar/laboratory setting. The student will learn various instrumentation and obturation modalities in a simulated clinical environment. The student will be expected to develop, enhance, and assess his/her clinical skills prior to beginning the clinical phase of the program.

DBPG 2005 Endodontic Surgery
Dorn. 1 SH Spring
The objective of this lecture/seminar course is to provide a comprehensive analysis of contemporary principles of endodontic surgery. At the conclusion of the course, the student will have the opportunity to acquire a sound understanding of the scientific literature and biological principles that support the surgical skills necessary to properly manage cases not amenable to nonsurgical therapy.

DBPG 2006 Topical Seminar in Endodontics
Dorn. 1SH Fall & Spring
This seminar course presents an in-depth analysis of the biological principles and scientific foundation for all aspects of endodontic therapy. A critical evaluation of the classical and contemporary literature will be emphasized to help provide the student with a rationale for clinical treatment. Extensive readings of texts and literature along with presentation of papers directly applicable to endodontics will be required.
DBPG 2008  Current Literature Seminar
Dorn. 1SH Fall & Spring
This seminar course is intended to broaden the student's background in endodontics through a critical analysis of the current literature.

Oral and Maxillofacial Surgery

DBPG 4001 Oral and Maxillofacial Surgery Seminar
Wong 1 SH Summer, Fall & Spring
This seminar will cover a variety of topics in oral and maxillofacial surgery. The syllabus is composed of a core curriculum repeated every year from July-October and a rotating curriculum for the remainder of the year. Core subjects include hospital protocol, introduction to the management of maxillofacial trauma, maxillofacial infections fluid and electrolyte balance, renal function, head and neck imaging, peri-operative analgesia, soft and hard tissue healing. The rotating curriculum will cover various topics in a three-year cycle, and will include maxillofacial trauma, head and neck cancer, reconstructive and bone graft surgery, dentoalveolar surgery, pre-prosthetic surgery, facial cosmetic surgery, cleft surgery, TMJ dysfunction, and microneurosurgery.

DBPG 4002 Orthognathic Conference
English. 1 SH Fall & Spring
The orthognathic conference is jointly presented by faculty from the Departments of Oral and Maxillofacial Surgery and Orthodontics. Weekly presentations will cover the diagnosis, treatment planning, and treatment of patients with dentofacial deformities. Topics covered will include orthodontics preparation of patients for orthognathic surgery, surgical procedures, distraction techniques, and the management of syndromic patients.

DBPG 4003 Clinico-Pathologic Conference (CPC)
Gilbert. 1 SH Summer, Fall & Spring
The CPC is a 20 – 30 minute presentation incorporated into the Department of Oral Maxillofacial Surgery’s weekly meeting at Methodist. Interesting pathology cases are presented using a clinical approach. Emphasis is placed on the initial presentation, interpreting radiographic and serological results, development of a differential diagnosis, and confirmation of the diagnosis with histology. Treatment measures are also discussed.

Orthodontics

DBPG 5005A Current and Classical Literature in Orthodontics I
English. 1 SH Fall
This course reviews current and classical orthodontic literature. Reading assignments are given to each resident. Abstracts of each article are completed by the residents assigned that article. A short question/answer/discussion follow each abstract presentation. Topics in Orthodontics I (DBPG 5010) is a prerequisite for this course.

DBPG 5005B Current and Classical Literature in Orthodontics II
English. 1 SH Spring
This course reviews current and classical orthodontic literature. Reading assignments are given to each resident. Abstracts of each article are completed by the resident assigned that article. A short question/answer/discussion follow each abstract presentation. Current and Classic Literature in Orthodontics I (DBPG 5005A) is a prerequisite for this course.
DBPG 5005C Current and Classical Literature in Orthodontics III.
English. 1SH Fall
This course reviews current and classical orthodontic literature. Reading assignments are given to each resident. Abstracts of each article are completed by the resident assigned that article. A short question/answer/discussion follow each abstract presentation. Current and Classic Literature in Orthodontics I (DBPG 5005B) is a prerequisite for this course.

DBPG 5005D Current and Classical Literature in Orthodontics IV
English. 1SH Spring
This course reviews current and classical orthodontic literature. Reading assignments are given to each resident. Abstracts of each article are completed by the resident assigned that article. A short question/answer/discussion follow each abstract presentation. Current and Classic Literature in Orthodontics I (DBPG 5005C) is a prerequisite for this course.

DBPG 5010 Topics in Orthodontics I
English. 2 SH Summer
This advanced course provides the student with the opportunity to learn the scientific knowledge, biomechanical principles, and orthodontic techniques required to diagnose, treatment plan, and correct routine and complex malocclusions of growing and skeletally mature patients. Students are required to make oral case presentations of patients diagnosed and treated in the postgraduate clinic. Class time is a combination of lectures, seminars, laboratories and clinical activities. Topics include orthodontic diagnosis and treatment planning, cephalometrics and radiology, orthodontic and orthodontic appliance design, orthodontic techniques, dentofacial orthopedics, biomechanical principles, interdisciplinary comprehensive care, interdisciplinary care lecture series, clinical photography, and clinical orthodontic treatments/cases management.

DBPG 5011 Topics in Orthodontics II
English. 4 SH Fall
See DBPG 5010 for course description.

DBPG 5012 Topics in Orthodontics III.
English. 4 SH. Spring
See DBPG 5010 for course description.

DBPG 5013 Topics in Orthodontics IV.
English. 2 SH. Summer
This advanced course provides the student with advanced knowledge in orthodontic diagnosis, analysis/case management, and treatment. Various approaches to routine orthodontic tooth movement, dentofacial orthopedic techniques, surgical-orthodontic techniques, and techniques for managing cleft palate and craniofacial deformities patients are presented. Instruction in different topic areas consists of a combination of lectures, seminars, laboratories, and clinical activities throughout the year. Students are required to make oral case presentations throughout the year on patients they are treating in the postgraduate or craniofacial deformities clinic. At the completion of the course each resident is required to present a comprehensive oral and written case analysis of some or all their patients to the faculty. Topics in Orthodontics I (DBPG 5012) is a prerequisite for this course.
DBPG 5014 Topics in Orthodontics V.
English. 4 SH. Fall
See DBPG 5013 for course description.

DBPG 5015 Topics in Orthodontics VI.
English. 4 SH Spring
See DBPG 5013 for course description

DBPG 5016 Craniofacial Growth and Development I.
Duke. 2 SH Spring
This course will provide the student with a basic understanding of prenatal and postnatal craniofacial growth and development as it relates to orthodontic diagnosis and treatment planning. Topics include molecular aspects of prenatal craniofacial patterning, clinical genetics, syndrome delineation, general concepts of physical growth, postnatal development of the cranial vault, cranial base, midface and mandible, patterning and control mechanisms during postnatal development, correlative growth and facial growth prediction, speech and language development, and relevant aspects of cognitive, emotional, and psychosocial development. Instruction will utilize lectures, seminars/discussions, and student presentations. Topics in Orthodontics I (DBPG 5010) is a prerequisite for this course.

DBPG 5017 Craniofacial Growth and Development II.
Duke. 2 SH Fall
A continuation of Craniofacial Growth and Development Part I

DBPG 5020 Orthodontic Practice Management.
English. 1 SH. Spring
This orthodontic practice management course will focus on the business aspects of an orthodontic practice. It will include the AAO Practice Alternative Program, valuation of orthodontic practices, bank-related issues, development of a practice plan, insurance issues including professional liability and disability, and computerization of the orthodontic office.

### Pediatric Dentistry

DBPG 6001A Topics in Pediatric Dentistry I.
Fenton. Faculty. 2 SH. SUMMER
This advanced course provides the student with the knowledge, principles and comprehensive understanding of Pediatric Dentistry required to diagnose, formulate treatment plans and provide quality patient care. Class time is a combination of lectures, seminars, and clinical activities. Students are presented with a series of topics covering areas of Pediatric Dentistry in lecture and discussion format by the faculty. Students are required to make oral case presentations. Written and oral exams are given to verify each student has mastered all topic areas which are required for completion of certificate requirements. (This is for DBPG 6001A)

DBPG 6001D Topics in Pediatric Dentistry II.
Fenton. Faculty. 2 SH. SUMMER
This advanced course continues to provide the student with advanced knowledge and comprehensive understanding of Pediatric Dentistry. Class time is a combination of lectures, seminars, and clinical activities. Students are presented with a series of topics covering areas of Pediatric Dentistry in lecture and discussion format by the faculty. Students are required to make oral case
presentations throughout the year. Written and oral exams are given to verify each student has mastered all the topic areas which are required for completion of certificate requirements. Topics in Pediatric Dentistry I (DBPG 6001) is a prerequisite for this course (This is for DBPG 6001D).

**DBPG 6007C Current & Classical Literature Review in Pediatric Dentistry II – Fenton. 1SH. SUMMER**

This course reviews current and classical pediatric dental and related literature. Reading assignments are given to each resident. Abstracts of each article are completed by the residents assigned that article. A short question and answer discussion follow each abstract presentation.

Current & Classical Literature Review in Pediatric Dentistry I (DBPG 6007) is a prerequisite for this course.

### Periodontics

**DBPG 7008 Dental Implant Lecture Series**

**Trejo. 2 SH Spring**

This course introduces first-year periodontology students to the broad discipline of implant dentistry. Implant Seminars I and II are offered to second-year students in the spring and fall semesters, respectively. These seminars will provide additional didactic exposure. The course consists of a series of lectures given by faculty members and practitioners involved with dental implants. The lectures will include diagnosis and treatment planning, surgical and prosthetic considerations, and implant maintenance. Additionally, as part of the course, the students will be required to treatment plan a case incorporating dental implants. Implants concepts based on scientific literature, rather than concepts based on non-validated dogmas, will be emphasized through the course.

**DBPG 7009 Topics in Periodontics**

**Weltman & Faculty 2 SH Fall & Spring**

This series of seminars, which extend sequentially through three semesters, concentrate in a thorough, in-depth review, discussion, and evaluation of the periodontal literature related to different aspects of therapy. All non-surgical and surgical approaches, as well as different aspects of the occlusion are reviewed. Weekly papers are required on specific assigned topic. An oral presentation of the subject, by one of the graduate students, will be followed by a discussion with participation of all the students, under the direction of the faculty member conducting the seminar.

### Prosthodontics

**DBPG 8006A Periodontic/Prosthodontic Conference I**

**Belles, Trejo and Weltman 1 SH Spring**

This course requires a periodontic student and a prosthodontic resident to jointly prepare a patient’s case for diagnosis and treatment planning conference. The students will be scheduled to present this patient case to their peer group and mentors. The mentors in attendance will evaluate and grade the students’ presentation and audience participation. Objectives are learning the process of determining a differential dental diagnosis, developing optional treatment plans, learning sequential treatment planning, evaluation of the dental fees to the patient, learning coordinated interdisciplinary care, and preparing and delivering case presentations.
DBPG 8006B Periodontic/Prosthodontic Conference II
Belles, Trejo and Weltman 1 SH Spring
This course requires a periodontic student and a prosthodontic resident to jointly prepare a patient’s case for diagnosis and treatment planning conference. The students will be scheduled to present this patient case to their peer group and mentors. The mentors in attendance will evaluate and grade the students’ presentation and audience participation. Objectives are learning the process of determining a differential dental diagnosis, developing optional treatment plans, learning sequential treatment planning, evaluation of the dental fees to the patient, learning coordinated interdisciplinary care, and preparing and delivering case presentations.

DBPG 8006C Periodontic/Prosthodontic Conference III
Belles, Trejo and Weltman 1 SH Spring
This course requires a periodontic student and a prosthodontic resident to jointly prepare a patient’s case for diagnosis and treatment planning conference. The students will be scheduled to present this patient case to their peer group and mentors. The mentors in attendance will evaluate and grade the students’ presentation and audience participation. Objectives are learning the process of determining a differential dental diagnosis, developing optional treatment plans, learning sequential treatment planning, evaluation of the dental fees to the patient, learning coordinated interdisciplinary care, and preparing and delivering case presentations.

DBPG 8010 Graduate Prosthodontics I
Belles, Trejo. 2SH Summer
This is a preclinical course for first-year advanced prosthodontic students. It includes all of the clinical and laboratory phases of complete denture therapy and the first half of a two semester course in occlusion.

Clinical Activities

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
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<td>DBPG 2002</td>
<td>Endodontic Clinic II</td>
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<td>Endodontic Clinic III</td>
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Advanced Education Programs

The basic and clinical science courses, clinical activities, clinical conferences, and hospital rotation may vary according to changes dictated by requirements for accreditation by the particular American Specialty Board.

Endodontics

Three-Year Program

The Advanced Education Program in Endodontics is an academically intense three-year Advanced Education Program accredited by the Commission on Dental Accreditation of the American Dental Association and leads to the award of a Specialty Certificate in Endodontics and a Master of Science in Dentistry degree. Award of the Certificate and Degree requires completion of 77 semester hours of formal courses.

First Year Curriculum

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<tr>
<th>Course No.</th>
<th>Descriptive Title</th>
<th>Semester Hrs.</th>
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<td>Summer Session</td>
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<td>DBPG 0101</td>
<td>Anatomy-Head and Neck</td>
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<td>DBPG 0304</td>
<td>Oral Biomaterials-Endodontics</td>
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<td>DBPG 0804</td>
<td>Pulp Biology</td>
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<td>DBPG 1001</td>
<td>Conscious Sedation I</td>
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<td>Endodontic Pre-Clinical Technique</td>
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<td>HI 5352</td>
<td>Statistical Methods</td>
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<td>DBPG 0106</td>
<td>Cell/Development Biology</td>
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### Third Year Curriculum

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<thead>
<tr>
<th>Course No.</th>
<th>Descriptive Title</th>
<th>Semester Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session:</td>
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<tr>
<td>DBPG 0911</td>
<td>Research</td>
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<tr>
<td>DBPG 2003</td>
<td>Endodontic Clinic III</td>
<td>4</td>
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<td>Fall Semester:</td>
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<tr>
<td>DBPG 0911</td>
<td>Research</td>
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<tr>
<td>DBPG 1007</td>
<td>Practice Management</td>
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<td>DBPG 2003</td>
<td>Endodontic Clinic</td>
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<td>DBPG 2006</td>
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<td>DBPG 2008</td>
<td>Current Literature Seminar</td>
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<tr>
<td>DBPG 0912</td>
<td>Thesis</td>
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<td>DBPG 2006</td>
<td>Topical Seminar in Endodontics</td>
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<td>DBPG 2008</td>
<td>Current Literature Seminar</td>
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<tr>
<td><strong>TOTALS</strong></td>
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</table>

2 Practice Teaching
3 Semester schedules are published by the Program Director.
4 Written and oral progress evaluation are performed each semester by the Program Director.
Advanced Education General Dentistry (AEGD)

One-Year Program (with optional second year)

The advanced education program in general dentistry (AEGD) requires satisfactory completion of the following for award of the residency certificate:

First Year Curriculum

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Descriptive Title</th>
<th>Semester Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DBPG 1001</td>
<td>Conscious Sedation I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2 mini (2-day) courses in Fixed Prosthodontics techniques</td>
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<tr>
<td></td>
<td>Weekly 4 hr seminars in Diagnosis &amp; Treatment Planning</td>
<td></td>
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<tr>
<td></td>
<td>Restorative Dentistry Clinic</td>
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<tr>
<td><strong>Fall:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DBPG 1002</td>
<td>Conscious Sedation II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>12 weekly seminars in Implantology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 weekly seminars in Periodontics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selected seminars in Oral Biomaterials I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weekly to biweekly seminars in Diagnosis &amp; Trt Plng.</td>
<td></td>
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<tr>
<td></td>
<td>Restorative Dentistry Clinic</td>
<td></td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GS21 0091</td>
<td>Oral Biomaterials II</td>
<td>1</td>
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<tr>
<td></td>
<td>Biweekly seminars in Diagnosis &amp; Trt. Plng.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current Literature Seminars</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation/Presentation of Table Clinic at GHDM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Restorative Dentistry Clinic</td>
<td></td>
</tr>
</tbody>
</table>

2. Monthly/weekly schedules are published by the Program Director.
3. Written and oral progress evaluations are performed three times per year by the Program Director.

General Practice Residency (GPR)

One-Year Program (with optional second year)

The advanced education (residency) program in general practice (GPR) requires satisfactory completion of the following for award of the residency certificate:

First Year Curriculum

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Descriptive Title</th>
<th>Semester Hrs.</th>
</tr>
</thead>
</table>

Rotations during year; off site:

- Oral Surgery (OMFS)
- ENT
- Internal Medicine
- Anesthesiology
Summer:

DBPG 1001 Conscious Sedation I 1

Fall:

DBPG 1002 Conscious Sedation II 1

10 weekly seminars in Periodontics
Selected seminars in Oral Biomaterials I
Weekly to biweekly seminars in Diagnosis & Trt Plng.
Restorative Dentistry Clinic

Spring:

GS21 0091 Oral Biomaterials II 1

Biweekly presentations on oral pathology; various faculty
Weekly and/or Biweekly seminars in Diagnosis & Trt Plng.
Current Literature Seminars
Preparation/Presentation of Table Clinic at GHDM
Restorative Dentistry Clinic

Optional Second Year:

Course: Graduate Oral Pathology Course
Rotations: Anesthesia
          Oncology (@ LBJ)
          OMFS
          MD Anderson

Clinic: 80% plus

Call with faculty

Oral and Maxillofacial Surgery

Four-Year Program

The four-year advanced education (residency) program in oral and maxillofacial surgery requires satisfactory completion of the following for award of the OMFS specialty certificate:

SCHEDULE OF DEPARTMENT CONFERENCES

1. ORTHOGNATHIC SURGERY SEMINAR
   Mondays, 7:00 – 8:00 AM
   UTDB, Room 139

The goals and objectives of the Orthognathic Surgery Seminar are: 1) To provide residents with a comprehensive didactic experience in the diagnosis and combined surgical-orthognathic management of patients with cranio-maxillofacial and cleft deformities, 2) to provide an interactive environment for members of the Departments of Oral and Maxillofacial Surgery and Orthodontics to discuss
and formulate treatment plans for actual clinical cases and 3) to provide an interactive environment for members of the Department of OMS and Orthodontics to audit the results of combined cases.

2. OMS SEMINAR
   Tuesdays, 7:00 – 8:00 AM
   UTDB, Room 132

The OMS Seminar series is organized into two categories of lectures. The core category is conducted in the first three months of the academic year and covers essential material required by junior grade residents to function on-call and in a hospital environment. Upper level residents find these lectures a helpful review of basic material. The second category of lectures is composed of a series of rotating topics in all the major subject areas of the specialty. These topics will be repeated every three years, enabling all residents to hear the lectures at least twice during their residency. The goal of this conference is to provide residents with in-depth knowledge in these selected areas. Invited speakers from other specialties and institutions are often featured during this seminar.

3. Clinico-Pathologic-Conference
   Thursdays, 7:00 – 8:00 AM
   Scurlock Tower, Rm 410

The goals and objectives of the CPC are to review the diagnosis and management of oral pathology. These sessions are presented by residents who gain experience in oral presentation techniques and computerized slide making. The question and answer sessions which follow the presentation are opportunities for Socratic teaching and are felt to help residents prepare for future oral examinations.

4. SATURDAY ROUNDS
   Saturdays, 8:00 – 10:00 AM
   VA Hospital

The goals and objectives of Saturday Rounds are to provide a relatively open-ended session for education and special programs such as the Multi-Disciplinary Trauma Conference (involving OMS, Plastic Surgery and ENT), suturing and wiring workshops, and presentations by various commercial vendors on new products. In the absence of a special program, faculty and residents review interesting cases and discuss treatment and treatment alternatives.

DEPARTMENT OF ORAL AND MAXILLOFACIAL SURGERY

4 Year OMS CERTIFICATE PROGRAM OUTLINE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ACTIVITY</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGY 1</td>
<td>OMS</td>
<td>12 months</td>
</tr>
<tr>
<td>PGY 2</td>
<td>Internal Medicine</td>
<td>3 months</td>
</tr>
<tr>
<td>PGY 2</td>
<td>Anesthesia</td>
<td>4 months</td>
</tr>
<tr>
<td>PGY 2</td>
<td>Neurosurgery</td>
<td>2 months</td>
</tr>
<tr>
<td>PGY 2</td>
<td>OMS</td>
<td>3 months</td>
</tr>
<tr>
<td>PGY 3</td>
<td>OMS</td>
<td>9 months</td>
</tr>
<tr>
<td>PGY 3</td>
<td>General Surgery</td>
<td>3 months</td>
</tr>
<tr>
<td>PGY 4</td>
<td>OMS Chief Residency</td>
<td>12 months</td>
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</tbody>
</table>
Oral and Maxillofacial Surgery

Six-Year Program

The six-year advanced education (combined) program in oral and maxillofacial surgery requires satisfactory completion of the following for the award of the MD degree and OMFS specialty certificate:

SCHEDULE OF DEPARTMENT CONFERENCES

1. ORTHOGNATHIC SURGERY SEMINAR
Mondays, 7:00 – 8:00 AM
UTDB, Room 139

The goals and objectives of the Orthognathic Surgery Seminar are: 1) To provide residents with a comprehensive didactic experience in the diagnosis and combined surgical-orthognathic management of patients with cranio-maxillofacial and cleft deformities, 2) to provide an interactive environment for members of the Departments of Oral and Maxillofacial Surgery and Orthodontics to discuss and formulate treatment plans for actual clinical cases and 3) to provide an interactive environment for members of the Department of OMS and Orthodontics to audit the results of combined cases.

2. OMS SEMINAR
Tuesdays, 7:00 – 8:00 AM
UTDB, Room 132

The OMS Seminar series is organized into two categories of lectures. The core category is conducted in the first three months of the academic year and covers essential material required by junior grade residents to function on-call and in a hospital environment. Upper level residents find these lectures a helpful review of basic material. The second category of lectures is composed of a series of rotating topics in all the major subject areas of the specialty. These topics will be repeated every three years, enabling all residents to hear the lectures at least twice during their residency. The goal of this conference is to provide residents with in-depth knowledge in these selected areas. Invited speakers from other specialties and institutions are often featured during this seminar.

3. Clinico-Pathologic-Conference
Thursdays, 7:00 – 8:00 AM
Scurlock Tower, Rm 410

The goals and objectives of the CPC are to review the diagnosis and management of oral pathology. These sessions are presented by residents who gain experience in oral presentation techniques and computerized slide making. The question and answer sessions which follow the presentation are opportunities for Socratic teaching and are felt to help residents prepare for future oral examinations.

4. SATURDAY ROUNDS
Saturdays, 8:00 – 10:00 AM
VA Hospital

The goals and objectives of Saturday Rounds are to provide a relatively open-ended session for education and special programs such as the Multi-Disciplinary Trauma Conference (involving OMS, Plastic Surgery and ENT), suturing and wiring workshops, and presentations by various commercial
vendors on new products. In the absence of a special program, faculty and residents review interesting cases and discuss treatment and treatment alternatives.

**DEPARTMENT OF ORAL AND MAXILLOFACIAL SURGERY**

**INTEGRATED OMS/MD PROGRAM OUTLINE**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ACTIVITY</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGY 1</td>
<td>OMS</td>
<td>12 months</td>
</tr>
<tr>
<td>PGY 2</td>
<td>MS II (USMLE Step 1)</td>
<td>12 months</td>
</tr>
<tr>
<td>PGY 3</td>
<td>MS III</td>
<td>12 months</td>
</tr>
<tr>
<td>PGY 4</td>
<td>MS 4 (USMLE Step 2)</td>
<td>4 months</td>
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<td>PGY 4</td>
<td>Anesthesia (OMS Rotation)</td>
<td>4 months</td>
</tr>
<tr>
<td>PGY 4</td>
<td>General Surgery Internship</td>
<td>4 months</td>
</tr>
<tr>
<td>PGY 5</td>
<td>General Surgery Internship (USMLE Step 3)</td>
<td>3 months</td>
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<tr>
<td>PGY 5</td>
<td>OMS</td>
<td>9 months</td>
</tr>
<tr>
<td>PGY 6</td>
<td>OMS Chief Residency</td>
<td>12 months</td>
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</tbody>
</table>

**Orthodontics 26-Month Program**

The Advanced Education Program in Orthodontics is an academically intense 26-month Advanced Education Program accredited by the Commission on Dental Accreditation of the American Dental Association, and leads to the award of a Specialty Certificate in Orthodontics and an optional Master of Science in Dentistry degree. Award of the Certificate and Degree requires completion of 93 semester hours of formal courses.

**First Year Curriculum**

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<tr>
<th>Course No.</th>
<th>Descriptive Title</th>
<th>Semester Hrs.</th>
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</thead>
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<tr>
<td><strong>Summer Session</strong></td>
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<tr>
<td>DBPG 0101</td>
<td>Anatomy-Head and Neck</td>
<td>3</td>
</tr>
<tr>
<td>HI 5352</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>DBPG 5001</td>
<td>Orthodontic Clinic I</td>
<td>3</td>
</tr>
<tr>
<td>DBPG 5010</td>
<td>Topics in Orthodontics</td>
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<tr>
<td><strong>Fall Semester:</strong></td>
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<tr>
<td>DBPG 0106</td>
<td>Cell/Development Biology</td>
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<td>DBPG 0110</td>
<td>Oral Biology: Development, Structure Function of Oral Tissues</td>
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<td>DBPG 0305</td>
<td>Oral Biomaterials</td>
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<tr>
<td>DBPG 1009</td>
<td>Interdisc. Res. Seminar</td>
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<tr>
<td>DBPG 4002</td>
<td>Orthognathic Seminar</td>
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<tr>
<td>DBPG 5001</td>
<td>Ortho Clinic I</td>
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<tr>
<td>DBPG 5005A</td>
<td>Current/Classic Lit</td>
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<tr>
<td>DBPG 5011</td>
<td>Topics in Orthodontics II</td>
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<td><strong>Spring Semester:</strong></td>
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<tr>
<td>DBPG 1005</td>
<td>Graduate Occlusion</td>
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<tr>
<td>DBPG 1010</td>
<td>Interdisc Res Seminar II</td>
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DBPG 4002  Orthognathic Seminar  1
DBPG 5001  Orthodontic Clinic I  5
DBPG 5005B  Current/Classical Lit II  1
DBPG 5012  Topics in Orthodontics III  4
DBPG 5016  Craniofacial Growth & Dev I  2
DBPG 5020  Ortho Practice Management  1
TOTAL  44

**Second Year Curriculum**

Course No.  Descriptive Title  Semester Hrs.

**Summer Session:**

DBPG 0920  Applied Sciences II  2
DBPG 5002  Orthodontics Clinic II  5
DBPG 5013  Topics in Orthodontics IV  2

**Fall Semester:**

DBPG 0612  Graduate Oral Pathology  2
DBPG 1011  Interdiscip. Res. Seminar  1
DBPG 4002  Orthognathic Seminar  1
DBPG 5002  Orthodontic Clinic II  5
DBPG 5005C  Current & Classical Lit. III  1
DBPG 5014  Topics in Orthodontics V  4
DBPG 5017  Cranio-Facial Growth & Dev.  2

**Spring Semester:**

DBPG 0911  Research  2
DBPG 1008  Grad Oral Radiology  1
DBPG 1012  Interdisc. Res. Seminar IV  1
DBPG 4002  Orthognathic Seminar  1
DBPG 5002  Orthodontic Clinic II  5
DBPG 5005D  Current/Classical Lit IV  1
DBPG 5015  Topics in Orthodontics VI  4
DBPG 5020  Orthodontic Practice Management  1
TOTAL  43

**Third Year Curriculum**

Course No.  Descriptive Title  Semester Hrs.

**Summer Session:**

DBPG 0911  Research  2
DBPG 0912  Thesis  2
DBPG 5003  Orthodontic Clinic III  2
TOTAL  6

 Semester schedules are published by the program director.

Satisfactory written and oral progress evaluations are completed quarterly by the Program Director after consultation with the appropriate faculty.
Pediatric Dentistry

Two-Year Program
The Advanced Education Program in Pediatric Dentistry is an academically intense 24 month Advanced Education Program accredited by the Commission on Dental Accreditation of the American Dental Association and leads to the award of a Specialty Certificate in Pediatric Dentistry and an optional Master of Science in Dentistry degree. Award of the Certificate and Degree requires completion of 47 semester hours of formal courses.

Curriculum

First Year Curriculum

<table>
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<th>Course No.</th>
<th>Descriptive Title</th>
<th>Semester Hrs.</th>
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<tr>
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<td><strong>Summer Session</strong></td>
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<tr>
<td>DBPG 1001</td>
<td>Conscious Sedation I</td>
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<tr>
<td>DBPG 6001A</td>
<td>Topics in Pediatric Dentistry</td>
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<td>DBPG 6005A</td>
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<tr>
<td>DBPG 0920</td>
<td>Applied Sciences II</td>
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<tr>
<td>HI 5352</td>
<td>Statistical Methods in Health Informatics</td>
<td>3</td>
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<tr>
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<td><strong>Fall Semester:</strong></td>
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</tr>
<tr>
<td>DBPG 0115</td>
<td>Advanced Basic Sciences I</td>
<td>2</td>
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<tr>
<td>DBPG 0612</td>
<td>Graduate Oral Pathology</td>
<td>2</td>
</tr>
<tr>
<td>DBPG 1002</td>
<td>Conscious Sedation II</td>
<td>1</td>
</tr>
<tr>
<td>DBPG 6001B</td>
<td>Topics in Pediatric Dentistry I</td>
<td>2</td>
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<tr>
<td>DBPG 6005B</td>
<td>Pediatric Clinic I</td>
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<tr>
<td>DBPG 6007A</td>
<td>Current &amp; Classical Literature Review in Pediatric Dentistry I</td>
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<td><strong>Spring Semester:</strong></td>
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<tr>
<td>DBPG 5016</td>
<td>Cranio-Facial Growth &amp; Dev I</td>
<td>2</td>
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<tr>
<td>DBPG 1008</td>
<td>Grad Oral Radiology</td>
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<tr>
<td>DBPG 6001C</td>
<td>Topics in Pediatric Dentistry I</td>
<td>2</td>
</tr>
<tr>
<td>DBPG 6005C</td>
<td>Pediatric Clinic I</td>
<td>3</td>
</tr>
<tr>
<td>DBPG 6007B</td>
<td>Current &amp; Classical Literature Review in Pediatric Dentistry I</td>
<td>1</td>
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<td>TOTAL</td>
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Second Year Curriculum

<table>
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<th>Descriptive Title</th>
<th>Semester Hrs.</th>
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<tr>
<td></td>
<td><strong>Summer Session:</strong></td>
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<tr>
<td>DBPG 6001D</td>
<td>Topics in Pediatric Dentistry II</td>
<td>2</td>
</tr>
<tr>
<td>DBPG 6006A</td>
<td>Pediatric Clinic II</td>
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<tr>
<td>DBPG 6007C</td>
<td>Current &amp; Classical Literature Review in Pediatric Dentistry II</td>
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<td></td>
<td><strong>Fall Semester:</strong></td>
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<tr>
<td>DBPG 5017</td>
<td>Cranio-Facial Growth &amp; Dev. II</td>
<td>2</td>
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<tr>
<td>DBPG 6001E</td>
<td>Topics in Pediatric Dentistry II</td>
<td>2</td>
</tr>
<tr>
<td>DBPG 6006B</td>
<td>Pediatric Clinic II</td>
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<tr>
<td>DBPG 6007D</td>
<td>Current &amp; Classical Literature Review in Pediatric Dentistry II</td>
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<tr>
<td>**DBPG 0911</td>
<td>Research</td>
<td>2</td>
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</tbody>
</table>
Spring Semester:
- DBPG 6001F: Topics in Pediatric Dentistry II - 2
- DBPG 6006C: Pediatric Clinic II - 3
- DBPG 6007E: Current & Classical Literature Review in Pediatric Dentistry II - 1
- **DBPG 0911**: Research - 2
- **DBPG 0912**: Thesis - 2

**TOTAL**: 25

Annual schedules are published by the Program Director to include clinical rotations.

Written progress evaluations are completed each semester by the Program Director in consultation with the graduate faculty.

**MASTER OF SCIENCE IN DENTISTRY DEGREE ONLY**

Periodontics

Three-Year Program

The Advanced Education Program in Periodontics is an academically intense 36 month Advanced Education Program accredited by the Commission on Dental Accreditation of the American Dental Association and leads to the award of a Specialty Certificate in Periodontics and an optional Master of Science in Dentistry degree. Award of the Certificate and Degree requires completion of 85 semester hours of formal courses.

First Year Curriculum

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Descriptive Title</th>
<th>Semester Hrs.</th>
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<tbody>
<tr>
<td><strong>Summer Session</strong></td>
<td></td>
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</tr>
<tr>
<td>DBPG 0101</td>
<td>Anatomy-Head and Neck</td>
<td>3</td>
</tr>
<tr>
<td>DBPG 1001</td>
<td>Conscious Sedation I</td>
<td>1</td>
</tr>
<tr>
<td>DBPG 7001</td>
<td>Periodontics Clinic I</td>
<td>3</td>
</tr>
<tr>
<td>HI 5352</td>
<td>Statistical Methods</td>
<td>3</td>
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<td></td>
<td>Periodontal Therapy I</td>
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<td></td>
<td>Introduction to Intra-Oral Photography</td>
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<td></td>
<td>Physical Diagnosis at VA Hospital</td>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>DBPG 0612</td>
<td>Graduate Oral Pathology</td>
<td>2</td>
</tr>
<tr>
<td>DBPG 0115</td>
<td>Advanced Basic Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>DBPG 1002</td>
<td>Conscious Sedation II</td>
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<td>DBPG 7001</td>
<td>Periodontics Clinic I</td>
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<tr>
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Second Year Curriculum

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Third Year Curriculum

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<td>Ortho-Perio Conference</td>
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**Prosthodontics**

**Three-Year Program**

The Advanced Education Program in Prosthodontics is an academically intense three-year Advanced Education Program accredited by the Commission on Dental Accreditation of the American Dental Association and leads to the award of a Specialty Certificate in Prosthodontics and a Master of Science Degree. Award of the Certificate and Degree requires completion of 73 semester hours of formal courses.

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Graduate Prosthodontic Treatment Planning Conference I
Student Teaching

TOTAL 27

*FIRST YEAR GRADUATE PROSTHODONTIC STUDENTS COMPLETE A STUDENT TEACHING ROTATION DURING THE SPRING SEMESTER

Second Year Curriculum

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TOTALS 23

*SECOND YEAR GRADUATE PROSTHODONTIC STUDENTS COMPLETE ROTATIONS IN STUDENT TEACHING

Third Year Curriculum

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Gnathologic Instrumentation Study Club III  
Student Teaching  

**Spring**  

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**TOTAL** 23  

*THIRD YEAR GRADUATE PROSTHODONTIC STUDENTS COMPLETE ROTATIONS AT M.D. ANDERSON CANCER CENTER AND STUDENT TEACHING.

2  Student Teaching (UTDB)  
3  Quarterly schedules are published by the program director.  
4  Written and oral progress evaluations are made by the Program Director.

### GRADUATION REQUIREMENTS

**DEGREE:** The minimum requirement for the Master of Science in Dentistry Degree is 30 semester hours, 24 of which must be in basic and clinical science courses, with a minimum grade point average of B (3.0). In addition, four hours of research (six for Periodontics) and two hours for acceptable thesis, the latter awarded in the terminal semester, as required. At departmental discretion, additional assignments may be made. In the required M.S.D. programs, participants are expected to complete degree requirements within the stated time frame of the program, it is anticipated participants will complete the degree requirements within a twelve month extension of the normal program length. Continuous enrollment is required, and all requirements must be completed within a six-year period from the date of matriculation.

**CERTIFICATE:** The minimum requirement is completion of basic and clinical science courses with a grade point average of B (3.0) and departmental clinical conferences and seminars required by the specialty department. Demonstration of satisfactory clinical proficiency, satisfactory completion of additional departmental assignments, and, at the discretion of the department, completion of an orientation in research methodology and submission of a paper suitable for publication are also required.

**DEGREE/CERTIFICATE:** Combination of requirements outlined above.

In addition to basic and clinical science courses and seminars required by the Advanced Education Programs, all advanced education students are required to be trained in human subjects and research ethics. The training requires attendance at the research methodology seminars (literature review, research protocol, human subjects, and research ethics) offered during the summer term and completing the certification offered on the following web site: www.training.are.ucla.edu.
CONTINUING DENTAL EDUCATION

The Office of Continuing Dental Education offers a wide range of courses covering all aspects of dentistry for both dentists and dental auxiliaries. The courses vary from one-day programs to year-long extended participation programs. Formats include lectures, discussions, demonstrations, and laboratory and/or clinical participation sessions. The emphasis is always on current dental information with practical applications, which are useful to today’s practicing dental professionals. The speakers and clinicians for these courses are Dental Branch faculty and staff and selected nationally and internationally known individuals with extensive experience in their respective fields. No academic credit is given for these courses, but a letter of attendance is provided for credit with various professional organizations. Brochures describing the offering of courses are mailed periodically to active members of the dental profession in Texas. To obtain a brochure or to obtain more specific information regarding a course, please contact the Office of Continuing Dental Education, Dental Branch, P. O. Box 20068, Houston, Texas, 77225 or call (713) 500-4028 or send e-mail to: dbcontinuinged@uthouston.edu. Access the web site at www.db.uth.tmc.edu/cont-ed/index.htm

SCHOOL OF DENTAL HYGIENE

A dental hygienist is a preventive oral health professional licensed in dental hygiene that provides educational, clinical, and therapeutic services supporting total health through the promotion of optimal oral health. A dental hygienist is that member of the dental team who is responsible for providing treatment that helps prevent oral diseases of the teeth and the supporting tissues. This professional is especially knowledgeable about the preventive aspects of dental diseases. Functions routinely performed by a dental hygienist include monitoring of the patient’s health history, examination of the teeth and oral structures, removal of hard and soft deposits from the teeth, placement of sealants, application of fluoride, patient education regarding oral health, diet counseling, exposure of dental x-rays, and implementation of community dental health programs.

The education of the dental hygienist emphasizes the basic and dental sciences, which include microbiology, chemistry, anatomy, physiology, oral histology and embryology, oral pathology, and nutrition. Other components of the curriculum are designed to develop the clinical skills of the dental hygienist so that preventive dental health services can be provided to the public. Dental hygienists work under the supervision of a dentist, in such practice settings as private dental offices and dental clinics, health departments, hospitals, nursing homes, school districts, correctional facilities, and colleges and universities. Research and sales opportunities also exist for a dental hygienist.

The goal of the School of Dental Hygiene is to provide the student with the opportunity to develop clinical competency and proficiency in preventive and therapeutic oral health skills, and to develop the personal characteristics of a professional attitude, ethical behavior, and dedication to community service and continuing education. The program provides the student with the opportunity to develop these entry-level dental hygiene skills through completion of either the two-year certificate or baccalaureate degree curriculum.

The first year of the curriculum consists mainly of dental sciences and clinical technique courses. During the second year, emphasis is placed on the application of knowledge in a clinical setting and the provision of a wide variety of clinical experiences both within and outside of the Texas Medical Center. The dental hygienist is eligible for licensure after graduation and upon successful
completion of both a written National Board Dental Hygiene Examination and a clinical Regional Board examination.

The School of Dental Hygiene offers two fully accredited two-year programs, which lead to either a certificate or Bachelor of Science Degree in dental hygiene. Approximately 40 students are admitted to the programs each fall semester. The Dental Hygiene Admissions Committee considers the applications and makes recommendations to the Dean for admission into the program. The Committee observes The University of Texas Health Science Center at Houston policy of equal educational opportunity as described in the general information section of this catalog.

In addition to the two entry-level programs, the School of Dental Hygiene also offers a degree completion program for graduates of the Dental Branch certificate program. After completing the required prerequisites, students enrolled in the completion Program have an opportunity to successfully complete the distance-education curriculum and receive a Bachelor of Science degree.

**APPLICATION PROCEDURE**

Applications are available on line: http://registrar.uth.tmc.edu/Admissions/appformslist.htm. The application and all supporting documents must be submitted to the Registrar by September 1 of the year preceding expected enrollment. Application must be made on the current year’s application form. The applicant pool will be considered as a whole in admissions consideration. If the applicant was enrolled at an accredited college or university in the Fall Term of the application submission year, and or Spring term of the entering year, the applicant must submit transcript updates to the Registrar’s Office as soon as the grades are available.

**CRITERIA FOR ADMISSIONS**

Dental Hygiene applicants will be considered for admission upon satisfactory completion of the following requirements:

- 1 Properly completed application along with required fees and documentation
- 2 Must have graduated from an accredited high school or equivalent
- 3 Completion of the following courses with a minimum grade of “C”

**CERTIFICATE PROGRAM**

- English Composition I (3 SH)
- Fundamentals of Speech (3 SH)
- General Psychology (3 SH)
- General Sociology (3 SH)
- Human Anatomy & Physiology I, including lab (4 SH)
- Human Anatomy & Physiology II, including lab (4 SH)
- Chemistry, including lab (4 SH)
- Microbiology, including lab (4 SH)
- Nutrition (3SH),
- Computer Science, including lab (3 SH)
BACCALAUREATE DEGREE PROGRAM

English Composition I (3 SH)
English Composition II (3 SH)
Fundamentals of Speech (3 SH)
General Psychology (3 SH)
General Sociology (3 SH)
Math (3SH)
Human Anatomy & Physiology I, including lab (4 SH)
Human Anatomy & Physiology II, including lab (4 SH)
Chemistry, including lab (4 SH)
Microbiology, including lab (4 SH)
Computer Science, including lab (3 SH)
American History (6 SH)
3 hrs each in Texas and American History or 6 hrs in American History
American Government (6 SH)
(must include a study of the Texas Constitution)
Humanities (3 SH)
Visual & Performing Arts (3 SH)
Electives (4 SH)
Nutrition (3 SH)

4 Earn a minimum cumulative GPA of 2.5 (recommended 3.0 or above) or above in the listed required courses
5 Test Of English as a Foreign Language (TOEFL) examination if high school attended was not in the U.S.
6 Submission of required letters of recommendation.

Residents of the State of Texas, applicants to the Bachelor of Science Degree program, and applicants with course-work in the last five years are given preference in the selection process. Personal interviews are required and scheduled based upon committee evaluation

Relative competitiveness of the applicant pool is determined by the above requirements. Additional factors considered include:

• nature of academic program
• demonstrated strength in science prerequisites
• public/community activities
• evidence of humanitarian service
• extracurricular activities
• communication skills
• employment history
• experiences in overcoming adverse personal or family conditions
• employment experience in the dental profession

Admissions Policy

The Dental Branch admissions policy includes a wide variety of criteria, including qualitative and quantitative information to evaluate applicants on an individual basis. The admissions processes for the undergraduate Dental Hygiene certificate, Baccalaureate (B.S.) degree, and Degree-completion
programs utilize a mix of cognitive and noncognitive consideration factors that are similar to the Dental Education Program. Dental Admissions Committees give individual consideration to applicants. The Admissions Committee considers the application in its entirety and gives cognizance 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; 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; any other relevant considerations the student's pre-professional advisors may present;
- Knowledge of the profession, based on consideration of an understanding of factors that have an impact on access to care, as well as 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 participation 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 in 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; heavier than normal academic course loads (≥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.

The individual evaluations by the Committee members are tabulated and a composite evaluation prepared for presentation to the entire Committee. The selection of the entering class for recommendation to the Dean is based upon the total evaluation conducted by the Dental Hygiene Admissions and Curriculum Committee incorporating all of the criteria listed above.

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**Academic Fresh Start**

A Texas resident may apply for admission to and enroll as an undergraduate student under Texas Education Code, Section 51.931, Right to an Academic Fresh Start. If an applicant elects to seek admission under this section, The University of Texas Dental Branch at Houston shall not consider academic course credits or grades earned by the applicant ten (10) or more years prior to the starting date of the semester in which the applicant seeks to enroll. An applicant who applies under this
section and is admitted as a student may not receive any course credit for courses undertaken ten (10) or more years prior to enrollment.

If a student who enrolls under the Texas Fresh Start program, completes a prescribed course of study, earns a baccalaureate degree, and applies for admission to a post graduate or professional program, the institution, in considering the applicant for admission into the postgraduate or professional program, shall consider only the grade point average of the applicant established by the course work completed after enrollment under the Texas Fresh Start program, along with any other criteria the institution uses in evaluation applications for admission.

TSI - Texas Success Initiative (Formerly TASP)

The Texas Success Initiative (TSI), formerly TASP, is a state mandated program that is designed to improve student success and outcomes in college. Any student seeking to enroll in an undergraduate program at The University of Texas Health Science Center at Houston must provide proof of successful completion of the Texas Success Initiative prior to being enrolled. For more information on specific testing requirements, testing exemptions, and college readiness, go to http://www.thecb.state.tx.us/OS/DevEd/faq.cfm

The University of Texas Dental Branch at Houston Policy for Conducting Criminal Background Checks

The University of Texas Dental Branch 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 screens). Therefore, an offer of acceptance to the Dental Branch is expressly contingent upon the successful completion of a criminal background check and is required prior to matriculation in the Dental Education Program at the Dental Branch. The criminal background check will among other things, serve to verify information provided in the applicant. The Dental Branch requires this criminal background screening process following conditional acceptance and prior to enrollment.

Since external clinical experiences are an essential component of the curriculum and in attaining competency, those having a criminal background barring participation could not successfully complete the curriculum.

Individuals who do not give permission to the conduct of the criminal background check or who fail to provide the report as required will not be allowed to matriculate into the dental education program.

An independent vendor selected by the Dental Branch will provide the criminal background screening, and accepted applicants will be responsible for requesting the report and paying the fee of approximately $40. Copies of the report shall go to the Dental Branch and to the applicant. The applicant will be informed of how to contact the independent vendor to challenge the accuracy or completeness of the report, and that the independent vendor was not involved in any decision that may adversely affect the applicant. All reports will be separately maintained in a confidential file. The background check report will be destroyed upon graduation/separation from the institution. The report shall span the prior seven year period.
Validated background reports found to be in conflict with responses on the application shall be grounds for withdrawal of an offer of enrollment based upon submission of false or misleading information on the application.

It is anticipated that background checks will be honored for the duration of the student’s enrollment in the program 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.

Currently enrolled students are required to report all arrest for and/or convictions of any felony or misdemeanor (other than traffic violations) within 30 days of occurrence to the Associate Dean for Student and Alumni Affairs. Failure to report may be grounds for disciplinary action, up to and including dismissal.

EXPENSES

Admissions Deposits

Upon notification of acceptance by the School of Dental Hygiene, the prospective hygiene student is required to send to the Office of the Registrar a check or money order for $30 to serve as a registration deposit. Fifteen dollars will be withheld if the applicant does not ultimately enroll. When the student matriculates, the $30 deposit is applied to the tuition mentioned below. Fifteen dollars will be withheld as a matriculation fee if the student does not enroll or withdraws prior to the beginning of classes.

Tuition

Beginning 2009-2010, resident tuition is $136 per semester credit hour. Non-resident tuition will be $413 per semester credit hour. Tuition is subject to change according to the actions of the Texas State Legislature or the Board of Regents and changes become effective when enacted.

Tuition for each semester is due at the time of registration. Payment of tuition and fees during the Fall and Spring semesters may be paid through the following alternatives: (1) full payment of tuition and fees in advance of the beginning of the semester, or (2) one-half payment of tuition and fees in advance of the beginning of the semester and separate one-fourth payments prior to the start of the sixth and eleventh class weeks. A $15 installment payment fee will be assessed each semester a student utilizes the payment alternative. A late payment fee of $15 will be applicable to initial payments if late. A $10 charge will be assessed for any subsequent delinquent installment payment.

A student who fails to provide full payment of tuition and fees, including any late fees assessed, when payments are due is subject to one or more of the following actions at the University’s option:

1. bar against registration
2. bar from classes/clinics
3. bar against readmission to the institution;
4. withholding of grades, degree, and/or official transcript; and
5. any penalties and actions authorized by law.

In general, residence in Texas for tuition purposes for an individual over 18 years of age is established if the individual has been gainfully employed in the State for a 12-month period immediately preceding registration in an institution of higher education: An individual who registers in
the University before having resided in Texas for 12 months will be classified as a nonresident; an individual who has come to the state primarily for the purpose of education will be classified as a nonresident.

Although classified as a nonresident, students falling within certain categories may be given the privilege of paying resident tuition. These categories include (1) employment as a teaching or research assistant in a state institution of higher education at least half-time in a degree-related position; (2) dependent or spouse of an individual employed in a state institution of higher education in a faculty position which is at least half-time on a regular monthly salary basis; (3) military personnel assigned to duty within the state of Texas, their spouse and their dependent children; 4 students who hold a competitive scholarship of at least $1000 for the academic year and which is awarded by a scholarship committee officially recognized UTHSC-H.

Further information on residency is available in the Office of the Registrar. Additionally Students may consult the Texas Education Code and the “Rules and Regulations for Determining Residency Status” published by the Texas Higher Education Coordinating Board.

Texas law provides for the waiver of tuition and/or fees for students under certain conditions. For specific information, contact the Registrar's Office.

### FEES

**Late Registration Fee:** A $15 fee will be required of those students not registering or paying on the date designated in the school calendar.

**Installment Tuition Handling Fee:** $15 per term

**Installment Tuition Delinquency Fee:** $10 for each late installment (other than the initial payment)

**Laboratory Fee:** A laboratory fee of $20 per year is required

**Graduation Fee:** A graduation fee of $75, payable at registration for the final academic term, is required for dental hygiene students. Students who withdraw before graduation are entitled to a refund of this fee, if a certificate has not been ordered. This fee does not include regalia rental.

**Technology Resource Fee:** A fee $950 annually.

**Supplemental Course Work:** Fees for work done for the removal of failures, probation or incompletes are at the semester credit hour rate.

**Instrument Sterilization Fee:** $800 per academic year.

**Library Resource Fee:** A fee of $75 annually.

**Professional Liability Insurance Fee:** This fee varies from year to year (currently it is $14.50).

**Health Insurance:** $225 per semester. Health insurance is required of all Health Science Center students. If you have your own health insurance policy, you may provide proof of comparable insurance coverage to Auxiliary Enterprises no later than the 12th class day to have this charge waived.
Pagar Fee: A fee of $87-95 for dental hygiene students is required per academic year.

Information Technology Access Fee: A fee of $20 per semester.

Transcript Fee: $5 per copy.

Student Services Fee. The student services fee, required of all students, is assessed per semester credit hour with a maximum charge of $152.40 per Fall or Spring semester or $87.79 per summer session. If a student enrolls in more than one Summer session, the maximum fee will be $87.79. The fee provides for student activities, outpatient care by the Nursing Services, recreational facilities, counseling, and shuttle bus service. Optional family participation is available. The schedule of fees is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall or Spring Semester</th>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$85.53</td>
<td>$41.48</td>
</tr>
<tr>
<td>2</td>
<td>$97.79</td>
<td>$49.40</td>
</tr>
<tr>
<td>3</td>
<td>$110.11</td>
<td>$57.47</td>
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<tr>
<td>4</td>
<td>$122.41</td>
<td>$65.56</td>
</tr>
<tr>
<td>5</td>
<td>$134.69</td>
<td>$73.59</td>
</tr>
<tr>
<td>6</td>
<td>$146.99</td>
<td>$81.67</td>
</tr>
<tr>
<td>7</td>
<td>$159.27</td>
<td>$89.71</td>
</tr>
<tr>
<td>8</td>
<td>$171.54</td>
<td>$97.78</td>
</tr>
<tr>
<td>9+</td>
<td>$183.84</td>
<td>$105.86</td>
</tr>
</tbody>
</table>

Instruments, Supplies and Books

Students are required to furnish the instruments, supplies, books, and equipment necessary in the various courses.

Approximate costs, depending upon fluctuations in market price and changing needs in the curriculum, are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Instruments And Supplies (Purchased)</th>
<th>Books (Purchased)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year:</td>
<td>$3000</td>
<td>$1000</td>
</tr>
<tr>
<td>Second Year:</td>
<td>$1300</td>
<td>$500</td>
</tr>
</tbody>
</table>

The Texas Legislature does not set the specific amount for any particular student fee. The student fees assessed above are authorized by state statute; however, specific fee amounts and the determination to increase fees are made by The University of Texas System Board of Regents with participation of the Student Fee Advisory Committee.

FINANCIAL AID

The School of Dental Hygiene of The University of Texas Health Science Center at Houston has limited loan and scholarship funds. These funds may be available based on proven financial need and/or academic excellence. A student subject to selective service registration will be required to
file a statement that the student has registered or is exempt from selective service registration in
order to be eligible to receive financial assistance funded by State revenue. Applications may be
obtained from:

Office of Student Financial Aid
The University of Texas
Health Science Center at Houston
P. O. Box 20036
Houston, TX 77225
Web site
http://sfs.uth.tmc.edu/
(713) 500-3860

The office is located at 7000 Fannin in the University Center Tower, Room 2220. Funds are listed below:

- American Dental Hygienists’ Association Scholarship Fund
- Dental Hygiene Honor Society Scholarship
- The Houston District Dental Hygienists’ Society Loan Fund
- Houston Northwest Medical Center Hospital Auxiliary Emergency Loan Fund
- Pell Grant
- Perkins Loan Program
- PLUS/Supplemental Loan for Students
- Stafford Loan Program (formerly Guaranteed Student Loan Program)
- State Scholarship Fund
- Supplement Education Opportunity Grant
- Texas Dental Hygienists’ Scholarship Fund
- Texas Public Education Grant
- Texas Public Education - State Student Incentive Grant

**DENTAL HYGIENE SCHOLARSHIPS**

The Dental Hygiene Class of 2003 Endowed Scholarship is awarded based on academic perfor-
mance, financial need, and potential for future interest and involvement in the Dental Hygiene
profession.

There are several local organizations/companies that provide scholarship funding for dental
hygiene students. Upon request, the school of dental hygiene provides to the awarding organization
the critical data required for selection, and the selections are made by the selection committee of
the sponsoring organization. Primary factors for the award are academic performance, community
service, and promise for professional growth and financial need.

**ACADEMIC STANDARDS**

**Attendance**

Attendance at all scheduled classes, laboratories, and clinic sessions is required. The minimum
attendance for which credit will be given or which will admit a student to the final examination is
90 percent of the time scheduled for instruction in that course. The margin of 10 percent absence
is provided to accommodate only unavoidable absences due to illness, delayed registration, or approved causes, and it is not contemplated that this concession shall apply to other than exceptional cases.

Punctuality
Students entering a lecture or laboratory after the roll has been taken are recorded as absent for the entire period. Absence from any portion of a period is considered as absence from the full period.

Grading System
Passing: Grades for didactic and clinic courses are letter grades. Letters A, B, C, and D will be considered passing except in designated clinical courses where a minimum grade of C will be required. However, an overall average of C (2.00 GPA) must be maintained.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100 = A</td>
<td>CLINIC RELATED CLASSES:</td>
<td>93 – 100 = A</td>
<td>GRADING SYSTEM FOR NON-CLINIC RELATED CLASSES:</td>
</tr>
<tr>
<td>84 – 92 = B</td>
<td></td>
<td>84 – 92 = B</td>
<td></td>
</tr>
<tr>
<td>75 – 83 = C</td>
<td></td>
<td>75 – 83 = C</td>
<td></td>
</tr>
<tr>
<td>&lt;75 = F</td>
<td></td>
<td>70 – 74 = D</td>
<td></td>
</tr>
</tbody>
</table>

Failing: A grade of 69 or below or “F” designates failing work in non-clinical courses and a grade of 74 or below designates unacceptable work in clinical courses. Remediation designed to address the deficiencies of the student will be provided throughout the semester as deemed appropriate by the instructors.

Incomplete: A grade of “I” may be assigned to a student who for some reason has not completed all required work but has shown satisfactory progress in completing course requirements. A grade of “I” will not be averaged into the GPA at the end of the semester. Grades of “I” not removed within the designated time frame (determined by the instructor, and the Evaluation and Promotion Committee not to exceed one semester) will be recorded as a grade of “F”. A grade of “I” may be only given upon approval of the Director of the School of Dental Hygiene.

Warning: Mid-semester evaluation will be conducted for the Fall and Spring semesters. Students earning a D or F in didactic, laboratory or clinical courses will receive a letter of warning for unsatisfactory progress in the designated areas of study. Students will subsequently be expected to show increased activity in those areas of deficiency by the end of that semester to avoid being placed on probation or considered for dismissal. In addition, the student is expected to make satisfactorily progress in the other courses in the curriculum.

Probation: Students having a semester GPA of 1.7 or cumulative GPA below 2.0 will be placed on probation. Students who have been placed on probation must show acceptable improvement and satisfy the conditions outlined in the probation within the designated time period or they may be considered for dismissal. Students on probation become ineligible for financial aid, and are ineligible to hold Class or organization offices.
**Dismissal:** Students will be considered for academic dismissal if they have a cumulative GPA below 2.0 at the end of the academic year. Students will be considered for academic action, including dismissal, if they have one or more failing course grades in a given semester. If a student demonstrates the inability to progress either didactically, professionally or technically, he/she will be considered for dismissal from the School of Dental Hygiene by the Student Evaluation and Promotion Committee – Dental Hygiene Subcommittee. The decision will be made by the committee members at a meeting held at the end of the semester.

**Academic Dismissal and Appeal**

A Dental Branch student may appeal any academic action to the Associate Dean for Academic Affairs, in writing, within five working days after receipt of the notice of the academic action. The student must provide the Associate Dean for Academic Affairs with a written statement clearly explaining all rationale for the appeal and include any documentation that exists in support of his or her position.

The Associate Dean for Academic Affairs will refer each appeal to an ad hoc Appeals Committee. The Office of the Associate Dean for Academic Affairs will assist by scheduling the meeting of the ad hoc Appeals Committee.

- The Chair of the ad hoc Appeals Committee, along with an alternate from among the faculty of the Dental Branch, will be selected and appointed by the Committee on Committees and approved by the Faculty Senate. The Chair will preside over the ad hoc Appeals Committee and vote only in case of a tie. The length of term will be three years. The alternate will preside over the ad hoc Appeals Committee in the event that the chair is unable to attend.

- Two members of the Ad hoc Appeals Committee will be selected by the ad hoc Chair from among the Chair of the four Student Evaluation and Promotion (E&P) subcommittees. However, the overall E&P Committee Chair and the Chair of the subcommittee whose recommendation is being appealed will be ineligible to serve on the ad hoc Appeals Committee. (In some cases this will be the same person.)

- In the event that the subcommittee chair whose subcommittee’s recommendation is being appealed is also the Chair of the overall E&P Committee, two ad hoc Appeals Committee members will be selected by the Chair of the E&P Committee by lot from the remaining three chairs of the E&P subcommittees.

- In addition, the student making the appeal may select two members from among the Dental Branch Faculty who are neither their Faculty Advisor nor members of the E&P Committee whose decision is being appealed.

- Each of the four ad hoc Appeals Committee members will have one vote. In the case of a tie vote, the Chair of the ad hoc Appeals Committee will vote.

The ad hoc Appeals Committee will review the student’s appeal materials, including any written statement and/or documentation, meet with the student, the student’s Faculty Advisor, the Chair of the Student Evaluation and Promotion Subcommittee that made the initial decision, and other involved individuals as appropriate, and submit a final recommendation to the Dean within seven calendar days of the final ad hoc Appeals Committee meeting. The student will be notified of the Dean’s decision within 10 calendar days following the Dean’s receipt of the ad hoc Appeals Committee’s recommendation. The Dean’s decision is final.
While the appeal of an academic action is under review and until the student receives notification of a final decision by the Dean, the student may continue her/his academic studies unless they are directed not to do so by the Associate Dean for Academic Affairs.

If an academic action is dismissal, a dismissed student must immediately discontinue participating in all Dental Branch educational activities. All personal belongings must be removed from the Dental Branch facilities within 48 hours following receipt of the final notice of dismissal.

The Dental Branch Student evaluation and Promotion committee consists of four subcommittees: The First Year Dental Student Evaluation and Promotion Subcommittee, the Second Year Dental Student Evaluation and Promotion Subcommittee, the Third/Fourth Year Dental Student Evaluation and Promotion Subcommittee, and the Dental Hygiene Student Evaluation and Promotion Subcommittee. Each Subcommittee has a Chairperson. One of the four Chairpersons also serves as Chair of the Dental Branch Evaluation and Promotion Committee.

The ad hoc Appeals Committee consists of the following voting members: A Chair that is selected by the Dental Branch Committee on Committees (who votes only in the case of a tie vote), the Chairs of two Student Evaluation and Promotion Subcommittees, and two faculty members selected by the student.

Promotion and Graduation: In order to be considered for promotion and graduation, a Dental Hygiene student must have satisfactorily removed all grades of F through remediation/repeat and in addition, must have a cumulative grade point average of 2.0 or higher.

Examinations
Numerous examinations are given during each course. These examinations serve as a method of instruction and provide both student and instructor the opportunity to evaluate the student’s level of achievement.

The final grade in a course may include evaluation of the student in all aspects of the entire course (didactic, laboratory, professional behavior/development, and clinical) and failure in any one aspect may result in a failing grade for the entire course.

**CURRICULUM**

Credit Hours: For each semester credit hour awarded a didactic course, there is one classroom hour per week. For each semester credit hour awarded for a laboratory or clinic course, there are normally three to four laboratory hours per week.

Note: Course descriptions are intended to represent skills and knowledge that should accompany successful completion of the course and should not be construed as a guarantee or warranty by UTHSCH of the required level of achievement by every student.
First Year

Dental Hygiene Certificate/Dental Hygiene Bachelor of Science Courses

FALL SEMESTER

DHCT 2101/DHBS 3101 Pre-Clinical Technique
Five credit hours (3 lec., 6 lab)
An introduction to the basic theories, principles, and procedures used in dental hygiene practice, with primary emphasis on the techniques of instrumentation used in performing diagnostic, preventive, and therapeutic services. The dental hygiene student will have an opportunity to practice these techniques on manikins and student partners in the clinic.

DHCT 2103/DHBS 3103 Introduction to Dental Hygiene
Three credit hours (3 lec., 1 lab)
A course designed to provide the student with the background knowledge to assess patient oral health needs, to select appropriate preventive strategies, and to present information and demonstration techniques for effective patient education.

DHCT 2105/DHBS 3105 Dental Radiology I
Three credit hours (2 lec., 2 lab)
An introduction to the production and emission of dental x-radiation, safety precautions, and the exposure processing and interpretation of dental radiographs.

DHCT 2107/DHBS 3107 Head and Neck Anatomy
Two credit hours (2 lec.)
A study of the anatomic structures of the head and neck. Emphasis is placed on the muscles of mastication, salivary glands, and the vascular, lymphatic, and nerve supply to the head and neck as it relates to the clinical practice of the dental hygienist.

DHCT 2108/DHBS 3108 Oral Histology and Embryology
Two credit hours (2 lec.)
A study of the embryology and microscopic anatomy of human tissues with emphasis on the formation of the face, oral cavity, and dental structures. Clinical relevance will be stressed for applicability to pathology and periodontology.

DHCT 2109/DHBS 3109 Dental Anatomy
Two credit hours (2 lec., 1 lab)
The essentials of nomenclature, anatomical form, structure and function of the permanent teeth, with some study devoted to primary teeth, is presented. Laboratory practice includes identification of natural extracted teeth, the reproduction of tooth forms to emphasize morphology and functional relationships, and the adaptability of clinical instrument to root structures of varying topography.

SPRING SEMESTER

DHCT 2201/DHBS 3201 Clinical Practice I
Three credit hours (9 clinic)
Prerequisite: DHCT 2101 and DHBS 2105. This introductory clinical course offers the student individual instruction and clinical practice in all phases of providing basic dental hygiene services.
DHCT 2202/DHBS 3202 Clinical Seminar I  
Three credit hours (3 lec.)  
A continuation of information designed to provide an opportunity to enhance performance of procedures in a clinical setting. Emphasis will be placed on patient management, care of appliances, carries recognition, pulp testing, and desensitization. Periodontal nomenclature and clinical characteristics of periodontal tissues in health and disease will be introduced.

DHCT 2205/DHBS 3205 Dental Radiology II  
One credit hours (1 lec., 1 lab)  
An introduction to supplemental intra-oral techniques and basic extra-oral radiographic techniques including patient/film positioning and the resulting film. Diagnostic information and normal radiographic anatomy of these various views will be presented.

DHCT 2206/DHBS 3206 General Oral Pathology  
Three credit hours (3 lec.)  
An introduction to diseases affecting the oral region, including the principles of inflammation and healing, developmental disturbances, the pathology of dental caries, dental and oral abnormalities, bacterial, viral and mycotic diseases, oral injuries, and neoplasms. Premalignant lesions and their differences from common benign conditions are emphasized.

DHCT 2209/DHBS 3209 Dental Emergencies  
Two credit hours (2 lec, 1 lab)  
This course provides the student the opportunity to study dental office emergencies with emphasis on prevention, prompt recognition, and effective emergency care. Laboratory instruction will provide experience in monitoring vital signs, recognizing and handling emergency situations, and cardiopulmonary resuscitation (CPR).

DHCT 2210/DHBS 3210 Introduction to Dental Hygiene Practice  
One credit hour (1 lec. 1 lab)  
This course provides the dental hygiene student with opportunities to apply principles of plaque control, patient education, and disease prevention. In addition to lectures, learning activities will include problem-based learning and case presentations.

SUMMER TERM  
DHCT 2300/DHBS 3500 Clinical Seminar II  
One credit hour (2 lec.)  
Root morphology, advanced root planning, and ultrasonic scaling, amalgam polishing, and sealants will be emphasized in this course, along with patient management techniques when performing advanced instrumentation skills.

DHCT 2301/DHBS 3501 Clinical Practice II  
Three credit hour (21 clinic)  
Prerequisite: DHCT 2201/DHBS 3201  
This course provides the opportunity for additional clinical treatment for patients and skills development.
DHCT 2303/DHBS 3503 Applied Nutrition
(1 credit hour/1 lec.)
This course is a dental-related study of nutrition. Interrelationships of the diet and oral health will be addressed. A case-based approach will be utilized to demonstrate the crucial connection between systemic health, nutrition and oral health.

DHCT 2304/DHBS 3504 Special Needs Patients
(2 credit hours/2 lec.)
This course is an introduction to the assessment and management of patients with special needs, including patients whose medical, physical, psychological, or social conditions make it necessary to modify procedures in order to provide dental hygiene treatment for that individual.

Second Year

FALL SEMESTER

DHCT 3301/DHBS 4301 Clinical Practice III
Four credit hours (14 clinic)
Prerequisite: DHCT 2301/DHBS 3501.
This course is an introduction to advanced instrumentation procedures, including root planning and ultrasonic scaling, and the practice of basic and advanced techniques at chair-side. Rotations to other departments in the Dental Branch and Texas Medical Center will be introduced. Patient management and professionalism are stressed in this stage of clinical development.

DHCT 3302/DHBS 4302 Clinical Seminar III
Two credit hours (2 lec.)
Root morphology, advanced root planning, and ultrasonic scaling, amalgam polishing, and sealants will be emphasized in this course, along with patient management techniques when performing advanced instrumentation skills.

DHCT 3303/DHBS 4303 Community Dental Health
Three credit hours (3 lec.) 3 field experiences
This course is an introduction to the tools of epidemiology and biostatistics, and includes the critical analysis of scientific literature and the methods and materials necessary to teach dental health to individuals and groups. As community health promoters, the student will have an opportunity to address and attempt to resolve critical issues in the current delivery system.

DHCT 3304/DHBS 4304 Periodontology
Three credit hours (3 lec.)
This course includes advanced study in periodontics as it relates to dental hygiene practice. Emphasis will be placed on etiology and pathology of periodontal diseases, diagnostic work-up, advanced principles of instrumentation, prevention, and treatment of periodontal diseases and occlusal disorders, and clinical case discussion.

DHCT 3307/DHBS 4307 Dental Materials
Three credit hours (2 lec., 2 lab)
This course address characteristics, properties, manipulation, and evaluation of various materials utilized in dental procedures along with chair-side assisting principles and techniques. Emphasis is placed on the laboratory procedures performed and materials used by the dental hygienist.
DHCT 3308/DHBS 4308 Pharmacology
Two credit hours. (2 lec.)
This course is a study of the action use and effect of commonly used drugs on the human body. Emphasis is placed on the practical evaluation of drugs utilized by the dentist, and drugs being taken by dental patients and their effect on treatment.

SPRING SEMESTER

DHCT 3401/DHBS 4401 Clinical Practice IV
Four credit hours. (14 clinic)
Prerequisite: DHCT 3301/DHBS 4301.
These clinical sessions combine both basic and advanced dental hygiene skills with time management techniques essential for private practice. Root planing, sealant application, ultrasonic instrumentation, amalgam polishing, and nutritional counseling will be emphasized. Rotations to other departments will be continued.

DHCT 3402/DHBS 4402 Clinical Seminar IV
Two credit hours (2 lec., 2 lab)
This course will provide an opportunity for the student to clarify values and discuss treatment of special needs patients. The student will discuss professional ethics, laws governing the practice of dentistry and dental hygiene, malpractice, and liability.

DHCT 3403/DHBS 4403 Community Dental Health Practice
Two credit hours (1 lec)
Prerequisite: DH 3303.
This course is continuation of Community Dental Health, with an opportunity for the student to perfect skills in communication and motivational techniques, principles of learning-teaching, and media preparation and presentation through didactic and extra-mural experiences.

DHCT 3406/DHBS 4406 Applied Oral Pathology
One credit hour (1 lec)
Cases of unknown oral pathology are presented, in which the student’s objective is to obtain a complete history, formulate a differential diagnosis, and propose a rational approach for evaluation and treatment of the patient.

DHCT 3407/DHBS 4407 Current Applications in Dental Hygiene
One credit hour (1 lec)
This class is primarily discussion of dental and clinical sciences as they relate to the clinical practice of the dental hygienist.

DHCT 3408/DHBS 4408 Practice Management
Two credit hours (2 lec.)
This class is primarily discussion of employment techniques, office and staff communication, and practice management. The student will have an opportunity to make a professional presentation of dental-related techniques and procedures.
### CURRICULUM BY YEARS

#### First Year

**Certificate/Bachelor of Science**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Descriptive Title</th>
<th>Clock Hours*</th>
<th>Semester Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DHCT 2101/DHBS 3101</td>
<td>Pre-Clinical Technique</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>DHCT 2103/DHBS 3103</td>
<td>Introduction to Dental Hygiene</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>DHCT 2105/DHBS 3105</td>
<td>Dental Radiology I</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>DHCT 2107/DHBS 3107</td>
<td>Head and Neck Anatomy</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>DHCT 2108/DHBS 3108</td>
<td>Oral Histology and Embryology</td>
<td>32</td>
<td></td>
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#### Second Year

**Certificate/Bachelor of Science**

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*The following abbreviations are used: D - Didactic, L - Laboratory, C - Clinic*  
***Applied Nutrition and Special Needs Patients courses will be required during the Summer of 2010.*
GRADUATION REQUIREMENTS

To qualify for the certificate or Bachelor of Science Degree in Dental Hygiene, the candidate must comply with all of the following requirements:

The candidate must, in the opinion of the faculty, have satisfactorily completed the prescribed curriculum of The University of Texas Dental Branch at Houston, School of Dental Hygiene;

The candidate must have credit for sufficient grade points to equal not less than two times the number of semester hours that are undertaken in this institution;

The candidate must have discharged all of the financial obligations to The University of Texas Dental Branch at Houston; and

The candidate must have completed a minimum of two semesters at the Dental Branch.

FACULTY

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