

BALTIMORE COLLEGE OF DENTAL SURGERY



**Dental School
University of Maryland
Baltimore**

1998-2000 Catalog




Baltimore College of Dental Surgery
Dental School
University of Maryland
666 West Baltimore St.
Baltimore, MD 21201

The University of Maryland, Baltimore is accredited by the Middle States Association of Colleges and Schools. Programs in dental education; dental hygiene education; the advanced dental education programs in endodontics, oral and maxillofacial pathology, oral and maxillofacial surgery, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics, and prosthodontics; the general practice residency program (12 months) and the advanced education program in general dentistry program (12 and 24 months) are accredited by the Commission on Dental Accreditation and have been granted the accreditation status of approval. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Ave., Chicago, IL 60611.

Baltimore College of Dental Surgery
Dental School
University of Maryland

"Within these stones and bricks, healing is to be administered, and no less important, human relationships developed between teachers and students and between students and patients. If ever patients are regarded as clinical material, this building will have been degraded and its use corrupted. We must never forget that the word patient comes from the Latin root which means to suffer. Clinical material does not suffer. Human beings do."

*From the address of Dr. Louis L. Kaplan
Chairman Emeritus of the Board of Regents
University of Maryland
Dedication of Hayden-Harris Hall
March 5, 1971*



Digitized by the Internet Archive
in 2012 with funding from
LYRASIS Members and Sloan Foundation

<http://archive.org/details/dentistr00unse>

Contents

GENERAL INFORMATION

Philosophy	5
The School	5
The Campus	8
The City	10

THE DENTAL PROGRAM

Application/Admission	12
Academic Policies and Programs ..	15
Requirements for Graduation	20
Employment Opportunities in Dentistry	21
The Dental Curriculum	21
Departments/Programs	23

DENTAL HYGIENE PROGRAMS

General Information	37
Preprofessional/Professional Baccalaureate Program	38
Two- and Three-Year Professional Curricula	39
Degree Completion Baccalaureate Program	44

ADVANCED EDUCATION PROGRAMS

Application/Admission	48
Specialty Programs	49
General Dentistry Programs	66
Graduate Programs	71
Continuing Dental Education	78

STUDENT LIFE

Student Services	80
Student Policies	85
Publications/Organizations/Awards	88

MATRICULATION POLICIES AND PROCEDURES

Registration Procedures	93
Determination of In-State Status ..	93
Tuition and Fees	94
Student Expenses	98
Official University Records	98
Student Health Requirements	99

FINANCIAL AID

University Grants	101
Endowment and Loan Funds	101

ADMINISTRATION AND FACULTY

Dental School	105
University of Maryland, Baltimore	122
University System of Maryland	122

ALUMNI ASSOCIATION

POLICY STATEMENTS

MAPS

ACADEMIC CALENDAR



General Information

PHILOSOPHY

Since its origin as a professional discipline with the founding of the Baltimore College of Dental Surgery in 1840, dentistry has exhibited a commitment to innovation. With continual refinement in clinical procedures and an improved understanding of human biology, the profession has been able to improve and expand its delivery of services. Populations sometimes underserved—the handicapped, medically compromised, hospitalized—not only are being treated but also are benefitting, as is the general population, from improved materials and technology.

The Dental School's programs focus on the three basic aims of the academic community—teaching, research and service. As a university discipline, dental education must meet and surpass its previous accomplishments to ensure the continued advancement of dentistry. While the process of education must remain anchored firmly to time-tested principles, it must also continually extend itself in discovering new knowledge and applications, and their use for better oral health care.

THE SCHOOL

HISTORY

The Baltimore College of Dental Surgery, Dental School, University of Maryland has the distinction of being the first dental college in the world. Formal education to prepare students for the practice of dentistry originated in 1840 with its establishment. The chartering of the school by the General Assembly of Maryland on February 1, 1840 represented the culmination of the efforts of Dr. Horace H. Hayden and Dr. Chapin A. Harris, two physicians who recognized the need for systematic formal education as the foundation for a scientific and serviceable dental profession. Together they played a major role in establishing and promoting formal dental education, and in the development of dentistry as a profession.

Convinced that support for a formal course in dental education would not come from medical school faculty, Dr. Hayden undertook the establishment of an independent dental college. Dr. Harris, an energetic and ambitious young man who had come to Baltimore in 1830 to study under Dr. Hayden, joined his mentor in the effort to found the college.

The Baltimore College of Dental Surgery soon became a model for other schools appearing throughout American cities. This was due in no small part to the Baltimore College of Dental Surgery's emphasis on sound knowledge of general medicine and development of the skills of dentistry. Through its contributions to dental

and medical progress and through the prominent role of its faculty and graduates in the development of the profession, the Baltimore College of Dental Surgery has exerted a remarkable influence on professional dentistry.

The present dental school evolved through a series of consolidations involving the Baltimore College of Dental Surgery, founded in 1840; Maryland Dental College, founded in 1873; the Dental Department of the University of Maryland, founded in 1882; and the Dental Department of the Baltimore Medical College, founded in 1895. The final consolidation took place in 1923, when the Baltimore College of Dental Surgery and the Dental Department of the University of Maryland were combined to create a distinct college of the University under state supervision and control. In 1970, the Dental School moved into Hayden-Harris Hall, then a new five-story building with modern equipment and treatment facilities. In 1990, the school's clinical facilities were renovated to provide a state-of-the-art environment for teaching and delivery of care.

PROGRAMS OF STUDY

The Dental School today strives to offer the finest programs of dental education in the world. Continuing efforts are made to provide educational and training experiences consistent with evolving concepts and advances in the delivery of dental health care.

In addition to the Doctor of Dental Surgery (DDS) program, the school offers a baccalaureate program in dental hygiene designed to prepare students for careers in dental hygiene practice, education, management and research in private and public settings. Programs leading to a graduate degree in oral and craniofacial biological sciences or oral and maxillofacial pathology are also available, including combined DDS/PhD programs. Graduate programs are designed to prepare students for careers in academic dentistry or to supplement clinical training with knowledge of research methods. Research opportunities also may be made available to dental students.

Advanced dental education programs are offered in the specialty areas of endodontics, oral and maxillofacial surgery, oral and maxillofacial pathology, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics and prosthodontics. Also offered are a school-based residency program in advanced general dentistry, providing advanced level training in the practice of comprehensive general dentistry, and a hospital-based general practice residency program through the Dental School and the University of Maryland Medical System.

Programs in dental education; dental hygiene education; the advanced dental education programs in endodontics, oral and maxillofacial pathology, oral and maxillofacial surgery, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics, and prosthodontics; the general practice residency program (12 months) and the advanced education program in general dentistry (12- and 24-months) are accredited by the Commission on Dental Accreditation and have been granted the accreditation status of approval. The Commission is a specialized accrediting body recognized by the United States Department of Education. The

Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Ave., Chicago, IL 60611.

Continuing Education programming is developed by academic departments to meet the needs of health care professionals for refining diagnostic skills and updating knowledge in technical and scientific areas or practice. In 1983, the Dental School initiated a unique educational and treatment program that provides students and faculty diverse opportunities for the study, utilization and evaluation of advanced concepts of dental education and care delivery with a primary focus on human performance. In 1998 the Dental School was recognized as the primary site of a campus-wide Organized Research Center on Persistent Pain.

The Baltimore College of Dental Surgery, Dental School, University of Maryland continues to fulfill, through its graduates, the aspirations of its founders to provide scientifically trained professionals to serve the oral health care needs of society.

STUDENT BODY

Three hundred ninety-one students were enrolled in the dental program in the 1997–98 academic year. Of these, 42 percent were female; 40 percent were minority. The first-year class represented a variety of undergraduate institutions across the country. Students enrolled averaged 24 years of age, had a mean science grade point average of 3.16 and a mean cumulative grade point average of 3.26. The faculty presently numbers more than 200, including practitioners who teach at the school part-time.

THE DR. SAMUEL D. HARRIS NATIONAL MUSEUM OF DENTISTRY

The National Museum of Dentistry, the nation's only museum dedicated to the history of dentistry, oral health, and the popular culture of teeth, opened in June 1996. It is proudly situated on the campus of the University of Maryland, Baltimore where it has historic roots and close proximity to the world's first dental school, the Baltimore College of Dental Surgery. The museum is supported by the University of Maryland, the American Dental Association and in part by a \$1 million gift from retired pediatric dentist Dr. Samuel D. Harris of Detroit, for whom the museum is named.

The 7,000 square feet of gallery space is designed to entertain and engage all audiences, from dental professionals and students to visiting school children and members of the general public. Visitors “guess the smile” using an interactive computer game, see George Washington's not-so-wooden teeth, laugh at Laurel and Hardy at the dentist, marvel at amazing feats with teeth (including the iron-jaw act), and travel back to a time when itinerant dentists rode from town to town on horseback. The museum's thousands of visitors have enjoyed learning about this significant profession through the entertaining displays.

The museum is conveniently located near Baltimore's Inner Harbor and Oriole Park at Camden Yards. Hours are Wednesday through Saturday 10 a.m. to 4 p.m. and Sunday 1 to 4 p.m. To arrange for group tours call (410) 706-0052, or for further information call (410) 706-0600.

SPECIAL LECTURES

The Stephen E. and Jeffrey A. Kleiman Lectures in Dentistry and Medicine

As a tribute to the selection of careers in the health professions by his sons, Dr. Bernard S. Kleiman established this annual lecture program to alternate between the University of Maryland Dental School and the School of Medicine. Distinguished individuals are invited to lecture on topics pertinent and applicable to practicing dentists or physicians. The Kleiman Lecture alternates with the Toomey Lecture (see below) as part of Student-Faculty Day activities.

The Jane Boswell Toomey and Lewis Cole Toomey, DDS, Memorial Lecture

Endowed in 1982 by a major gift from the Toomey family, together with contributions by friends and associates of Dr. and Mrs. Toomey, this biennial lecture was initiated during the 1985-86 academic year. The Toomey Lecture provides a forum for distinguished individuals to speak on timely dental research and clinical topics useful to dental professionals in practice and teaching. The lectures are open to all members of the dental community.

In addition to these annual lectures, there are two special lectures which are presented on a rotating basis: the John E. Fogarty Memorial Lecture, initially endowed by the Rhode Island Section of the Alumni Association of the Baltimore College of Dental Surgery, Dental School, University of Maryland, Inc. and The J. Ben Robinson Memorial Lecture, sponsored by the Maryland Section of the American College of Dentists.

THE CAMPUS

The Dental School is an integral part of this campus for the professions. Located on 24.6 acres in downtown Baltimore, the campus began in 1807 with the founding of the School of Medicine. The Baltimore College of Dental Surgery began in 1840, and today these two schools share the campus with the schools of law, nursing, pharmacy, and social work; an interprofessional graduate school; the University of Maryland Medical System; and the Baltimore Veterans Affairs Medical Center. The University educates a majority of the region's health care, legal and social service practitioners.

New partnerships among university components and with the University of Maryland Medical Center and Veterans Affairs Medical Center are strengthening

interdisciplinary endeavors in research and teaching. The campus' location within the Baltimore-Washington-Annapolis triangle maximizes opportunities for collaboration with government agencies, health care institutions and life sciences industries.

The Health Sciences and Human Services Library

Distinguished as the first library in the United States established by a medical school, the Health Sciences and Human Services Library (HS/HSL) recently moved to a new state-of-the-art facility at 601 W. Lombard St. The new library triples the previous library's floor space and provides more than 900 seats for its users. There are three microcomputer teaching labs, a distance education center, more than 50 public access workstations, 130 study carrels, and 40 small-group study rooms throughout the building. In the Research and Information Commons on the main floor of the HS/HSL, there are more than 35 workstations with access to information services from word processing to databases to the World Wide Web. Applications for campus e-mail accounts are also available and accepted here. Staff in the Commons area also support slide-making and presentation graphics production. Although fully wired and networked, the building provides comfortable couches and chairs, a coffee lounge, and beautiful meeting and historical collections rooms.

In addition to being a recognized leader in the use of information technologies, the library also serves as the Southeastern/Atlantic Regional Medical Library for ten southeastern states, the District of Columbia, Puerto Rico and the Virgin Islands as part of the National Network of the Libraries of Medicine. With more than 350,000 volumes and 2,000 current journal titles, the library ranks among the top 25 health sciences libraries in the country. The library serves all schools on campus and the University of Maryland Medical System (UMMS).

The library offers traditional services such as reference support, interlibrary loan, and photocopy services, as well as:

- networked access to the online catalog and more than a dozen bibliographic and full-text databases (free passwords are available for students);
- support for the campus information network, UMnet;
- electronic access for photocopy requests, interlibrary loans, and book requests;
- electronic access to the reference desk (hsl@umaryland.edu) and the help desk (help@umaryland.edu);
- a World Wide Web site (www.umaryland.edu/hsl) providing a graphical interface for the library's full range of information and services;
- a full range of educational programs in support of everything from navigating the Web and Internet to effective use of HS/HSL resources;
- consultations to assist in using and managing computing and information resources more effectively;
- assistance in planning for the integration of information skills into curricula and courses.

THE CITY

In addition to professional opportunities, the city of Baltimore, 13th largest in the nation, offers a stimulating environment in which to live and study. Having been the location of significant events in the nation's history, including the writing of the national anthem, the city maintains a strong feeling for the past as typified by charming neighborhoods of restored houses and an abundance of historic buildings. Baltimore combines the sophistication of a large metropolitan city with easy accessibility to surrounding mountains, beaches and rural areas.

Several blocks from campus is the nationally acclaimed Inner Harbor area, where Harborplace, the National Aquarium, the Maryland Science Center and office buildings share an attractive waterfront with hotels, restaurants, condominiums and renovated townhouses. Connecting the downtown area to the outskirts of the city are the Baltimore Metro subway system (the first leg of an anticipated city-wide subway system) and a light rail system.

As a cultural center, Baltimore has offerings to please the most discriminating, including a world-class symphony orchestra, fine museums, libraries and professional theater groups. For sports fans, Baltimore features baseball and football stadiums within walking distance of the campus, as well as professional soccer, collegiate and club lacrosse and the nationally acclaimed Preakness. Nearby, the Chesapeake Bay offers unparalleled water sports and the seafood for which the region is famous.



The Dental Program

APPLICATION/ADMISSION

REQUIREMENTS FOR ADMISSION TO THE DENTAL PROGRAM

The Dental School seeks to enroll the highest caliber of students who will become exemplary health care professionals. Quality is the preeminent criterion in the recruitment and admissions process. To achieve this strategic objective, the Dental School has established admissions criteria that permit flexibility in the choice of an undergraduate program while remaining discriminative with regard to scholastic achievement. Students majoring in either science or non-science disciplines, as well as individuals interested in career changes, are encouraged to apply.

Requirements for admission are subject to change without prior notice, as the Committee on Dental Recruitment and Admissions reserves the right to modify the prerequisites when additional courses are necessary to improve an applicant's preparation for dental school. At a minimum, the undergraduate curriculum must include eight semester hours each (including laboratories) of general biology, inorganic chemistry, organic chemistry, and physics. Moreover, applicants are expected to achieve superior grades in these prerequisite courses, because these are the best predictors of dental student performance in the first two years of the dental curriculum. A minimum of six semester hours of English is also required.

Although the completion of a bachelor's degree prior to dental school matriculation is strongly encouraged by the Committee on Dental Recruitment and Admissions, applicants who have successfully completed at least three academic years (90 credit hours) in an accredited university will be considered for admission.

Applicants should be able to demonstrate not only that they have participated in a challenging program in their respective disciplines, but also that the program was supplemented by a broad selection of courses in the social sciences, humanities and arts. Additionally, experiences that develop manual dexterity are strongly recommended.

No more than 60 of the minimum required credits will be accepted from a junior college; these credits must have been validated by an accredited college of arts and sciences. All admission requirements must be completed by June 30 of the desired year of admission. Applicants must also present favorable recommendations from their respective predental committee or, if no such committee is available, from one faculty member each in the departments of biology and chemistry. In all other respects, applicants must give every promise of becoming successful students and dentists of high standing. Applicants will not be admitted with unabsoved conditions or unabsoved failures.

A strong record of academic achievement is essential, and all applicants should present science and cumulative grade point averages and Dental Admissions Test (DAT) scores that exceed the national averages. The admission decision will be based upon DAT scores, performance in previous academic programs, the quality of those programs, and personal factors as evidenced by letters of recommendation, extracurricular activities and a personal interview.

All applicants are encouraged to take the Dental Admissions Test (DAT) no later than December of the year prior to admission. A pamphlet describing the test and an application to take the test will be sent to the applicant upon request by the Dental School's Office of Admissions and Student Affairs.

Prior to applying to the Dental School, potential applicants should note the University of Maryland policy concerning prevention and management of student and employee infection with bloodborne pathogens, page 126. In addition, while the admissions process does not include questions concerning any prior criminal activity, individuals who may have a prior or subsequent conviction or *nolo contendere* plea for a felony may encounter denial or removal of licensure.

RESIDENCY

Information on the regulations for the determination of resident status may be obtained from the Office of Records and Registration, 621 West Lombard St., Room 326, University of Maryland, Baltimore, Maryland 21201.

APPLICATION AND ACCEPTANCE PROCEDURES

Students are admitted only at the beginning of the fall semester in August. All applications are processed through the American Association of Dental Schools Application Service (AADSAS), with the exception of advanced standing and transfer applications. AADSAS will duplicate the transcript, calculate the grade point average for each applicant, and furnish pertinent information to the Dental School. AADSAS application request cards are available after June 1 of the year prior to the desired date of admission upon request to the Office of Admissions and Student Affairs of the Dental School. Although the AADSAS application must be filed by all applicants by January 15 of the desired year of admission, early filing of the application is strongly recommended. The Dental School also charges a separate application fee of \$60, which should be submitted directly to the Office of Admissions and Student Affairs at the same time the AADSAS application is submitted.

If the requirements for admission are fulfilled and preliminary admission criteria are met, the applicant will receive the Dental School's supplemental application form, which should be completed and mailed to the Dental School's Office of Admissions and Student Affairs. All applicants who merit consideration will be interviewed; however, a personal interview does not guarantee admission.

The Committee on Dental Recruitment and Admissions, composed of faculty members, students and alumni, selects qualified applicants for admission based on

academic performance, DAT scores, faculty recommendations and the personal interview. A deposit of \$200, to be credited toward tuition, must accompany an applicant's acceptance of an offer of admission. An additional \$100 deposit is due by May 1 to confirm intent to enroll. Admission is contingent upon continued satisfactory academic performance and behavior during the period between acceptance and enrollment.

ADMISSION WITH ADVANCED STANDING

Students currently enrolled in dental schools within the United States, as well as graduates of non-U.S./non-Canadian dental schools, may apply for admission with advanced standing. It should be noted, however, that such admissions occur very rarely because of space availability or incompatibility of curricula at different schools. Students admitted with advanced standing may be exempted from certain courses based on skills assessment by faculty members. Anyone interested in admission with advanced standing should contact the Dental School's Office of Admissions and Student Affairs for specific information about requirements and to request an application form.

READMISSION TO DENTAL SCHOOL PROGRAMS

Consequent to dismissal or withdrawal, readmission may be sought by reapplication to the Dental School. In order to initiate the readmission procedure, the former student shall submit a detailed letter, with supporting documents, to the Office of Admissions and Student Affairs, requesting readmission to the Dental School. Students dismissed for violations of the Professional Code of Conduct are ineligible for readmission, unless substantial evidence of rehabilitation is provided. Determination of substantial evidence is within the school's sole discretion.

Once the letter of application has been processed by the Office of Admissions and Student Affairs, the Committee on Dental Recruitment and Admissions, in consultation with the appropriate departments, the advancement committee, and administrative and nonadministrative faculty members within the Dental School, may consider the student for readmission. The process of consideration may include a careful review of the student's academic record, a study of the reasons for readmission, and assessment of the student's potential for academic progress in the future. Recommendations relative to the readmission will be referred to the Committee on Dental Recruitment and Admissions in conjunction with the Office of Admissions and Student Affairs for final decision and notification, including conditions for readmission, where appropriate. Decisions resulting from this policy are not subject to appeal.

COMBINED ARTS AND SCIENCES/DENTAL PROGRAM

Although the Dental School supports a coherent four-year program of undergraduate education for most students, it recognizes that some individuals may be prepared to enter after three years. For eligible candidates, undergraduate programs within the University System of Maryland may offer a combined curriculum leading to the degrees of Bachelor of Science and Doctor of Dental Surgery. The pre-professional part of this curriculum is taken in the undergraduate college of arts and sciences, and the professional part at the Dental School. Students who have been approved for the combined program and who have completed the arts and sciences phase may, upon the recommendation of the dean of the Dental School, be granted the degree of Bachelor of Science by the undergraduate college following the completion of the student's first year in the Dental School. Further information and applications may be obtained from the admissions office at the undergraduate institution.

ACADEMIC POLICIES AND PROGRAMS

The following numerical range for standardized grades is used in the evaluation of student performance.

Basic Science Courses

A	-	90–100
B	-	80–89
C	-	70–79
D	-	65–69
F	-	below 65

Clinical Science Courses

A	-	90–100
B	-	80–89
C	-	70–79
F	-	below 70

A - Excellent—This grade signifies performance of the highest quality or exceptional achievement. It is recommended that this grade be awarded to those students with the highest degree of talent, skills and knowledge, compared with the expected performance of students *at that particular stage of development and training*.

B - Good—This grade should be recorded for students who have demonstrated knowledge, talent or skills significantly above the acceptable level, compared with the expected performance of students *at that particular stage of development and training*.

C - Satisfactory—This grade should be recorded for students who have demonstrated knowledge, talent or skills at an acceptable level, compared with the expected performance of students *at that particular stage of development and training*.

D - Unacceptable—This grade indicates that student performance is deficient and at a level below that expected of students *at that particular stage of development and training*. The D grade in basic science courses is not a passing grade. It must be remediated to C to pass the course. Remediation may require re-examination or repeat of the course. Students who are provided a re-examination with or without

mentoring would receive the grade D/C; students who repeat the course would earn the grade achieved in the semester in which the course was repeated. *The D grade is not used by the clinical departments or Preclinical Studies.*

E - Conditional Failure—This grade is used as a progress grade or as a temporary final grade to indicate that a student who otherwise is progressing satisfactorily in a course has failed to master limited segments or some clinical procedures, but may achieve a satisfactory level of proficiency within a short time if allowed to do so based upon overall academic performance. When the E grade is used as a temporary final grade, it counts in the grade point average calculation. If successful remediation occurs, the student will receive the final grade earned in the course, shown on the permanent record with the original E. An unresolved grade of E will result in a permanent grade of F.

F - Failure—Students who receive this grade exhibit unsatisfactory performance. This grade indicates they have not achieved an acceptable level in skills and knowledge. As a result, they are not considered ready to advance to more complex work or to perform independently. When the failure has been absolved, the F grade will remain on the student's permanent record, but only the new grade will be used in computing the grade point average.

I - Incomplete—A student whose work in completed assignments is of acceptable quality but who, because of circumstances beyond the student's control (such as illness or disability), has been unable to complete course requirements will receive a grade of Incomplete. When all requirements have been satisfied, the student will receive the final grade earned in the course. Except under extraordinary circumstances, an Incomplete may not be carried into the next academic year.

Scholastic averages are computed on the basis of credits assigned to each course and the following numerical values for grades: A—4, B—3, C—2, D—1, E—0, F—0. The grade point average is the sum of the products of course credits and grade values, divided by the total number of course credits in that year of the curriculum.

The Committee on Predoctoral Advancement and Graduation reviews the performance of each student at the end of each semester. On the basis of progress and/or final grades, the committee determines one of the following actions for each student: assignment to a Specially Tailored Education Program (STEP) for first- and second-year students only; unconditional advancement; conditional advancement; probationary advancement; repeat of the year; remediation of the year; or recommends dismissal to the Faculty Council, which approves all decisions pertaining to dismissal or graduation. A student may appeal any action of the advancement committee or the Faculty Council by submission of a written request to the senior associate dean.

Students must achieve a 2.00 grade point average and passing grades in all courses in order to advance unconditionally to the next year. Second-year students must also successfully pass the Part I National Board Dental Examination for unconditional advancement to the third year.

A student may be permitted to absolve deficiencies during the summer session, as recommended by the advancement committee. Depending on the type of deficiencies, students may be required to register and pay a fee for the summer session. Conditional advancement may be assigned to 1) first- and second-year students

who have not successfully completed remediation of deficient grades during the summer session; 2) second-year students who have not passed the Part I National Board Dental Examination; and 3) third-year students who have not successfully completed all courses but who, in the judgment of the committee, should be afforded the opportunity to complete requirements from the third year while proceeding with fourth-year courses. Conditionally advanced students who fail the Part I National Board Dental Examination must meet the requirements of a remedial program approved by the Committee on Predoctoral Advancement and Graduation before taking a re-examination.

Probationary advancement may be assigned to 1) first- and second-year students with a grade point average lower than 2.00 and 2) students with a minimum grade point average of 2.00 who have received a final grade of F in one or more courses. Students placed on probation must remediate or repeat all courses in which there was a deficiency to a passing grade of C, achieve a minimum grade point average of 2.00, and pass all courses taken during the probationary academic year. Failure to do so will result in dismissal from the dental program, subject to discretionary review by the Faculty Council.

Students with deficiencies too severe to be absolved during the summer session may be afforded the opportunity to repeat or remediate a specific year of the dental program. Remediation of the year provides students, who would otherwise have to repeat the year's work in its entirety, with the opportunity for exemption from courses or portions of courses at the discretion of the department chairs. Students who are repeating or remediating any year of the dental program are placed on probation. If it is determined that a student is progressing so poorly that remediation will not bring him/her to a passing level, dismissal will be recommended to the Faculty Council.

POLICY FOR APPEAL OF ADVANCEMENT DECISIONS

Appeals Process

The following guidelines have been established to review appeals of decisions of the Committee on Advancement and Graduation. The initial appeal of all advancement decisions is referred back to the original committee upon written request to the senior associate dean, within five working days of written notification from the Office of Academic Affairs of Advancement Committee action. Evidence of compelling additional information or extenuating circumstances not previously considered must be presented by the student. Only after the reconsideration process is completed will a continued appeal mechanism be applicable. This mechanism will not be used to dispute the published advancement guidelines which have been approved by the Faculty Council.

Within 10 working days of written notification of the decision concerning the original appeal, the student may initiate the final appeal process by notifying the dean, in writing, of the intent to appeal the decision. Evidence of compelling additional information or extenuating circumstances not previously considered must

be presented by the student. The written appeal must include: the decision the student is appealing; the basis for the appeal, including appropriate supporting documentation; and the academic status that the student is requesting. Students may present and prioritize more than one alternative.

If it is determined that the appeal is warranted, the final appeal will be forwarded by the dean to the Academic Appeals Board for consideration. The Appeals Board, appointed by the Executive Board to a one-year term, shall consist of five regular and two alternate members who may serve if one or more regular members are unavailable. All members shall be full-time, tenured faculty members, or full-time faculty members with at least five years of faculty service who hold the rank of assistant professor or higher. The Board will select its own chair. Members of the Committee on Advancement and Graduation may not serve. The chair or a designated member of the Committee on Advancement and Graduation and/or the senior associate dean will be present for review of appeals, to provide information regarding the student's progress and promotion, as well as the deliberations of the Advancement Committee during its initial review and subsequent appeal hearing. These individuals will not take part in deliberations, and will not vote. The Office of Academic Affairs will provide administrative support for Appeals Board activities.

The Chair of the Academic Appeals Board will convene the Appeals Board, within 10 working days of receiving a final appeal request, for a preliminary conference to determine whether the student's appeal and supporting documentation warrant continuation of the appeal process. If the Board determines that the appeal should not be considered further, the student shall be so notified, in writing, within two working days. If the appeal is determined to warrant further consideration and review, the student shall be notified within five working days and advised of the date and time of the appeals meeting, which should be scheduled, where possible, within 10 working days of the preliminary conference.

Conduct of the Appeals Meeting

The student may bring one observer or advocate who is not an attorney to the appeals meeting to present new information or statements of support. Members of the Appeals Board may ask the student questions to clarify information relevant to the appeal. Board deliberations will be held in closed session. A simple majority vote, by secret ballot, will be required to overturn the existing committee decision. A quorum shall consist of at least four faculty members. If the vote is to overturn, the Appeals Board may recommend an alternative action, giving due consideration to the alternatives suggested by the student. The Appeals Board may also deny the appeal.

Once the Board has made a decision, the chair will immediately advise the dean, who will communicate the decision to the student in writing within five working days. The decision of the Board is final.

SPECIALLY TAILORED EDUCATIONAL PROGRAM

The Specially Tailored Educational Program (STEP) functions within the framework of the regular curriculum but allows students to spend up to three years completing first- and second-year courses. The program was developed for students who, because of academic difficulty, illness or other circumstances, need special assistance and/or additional time to fulfill the academic requirements. It also accommodates the specific program needs of students transferring from other institutions and students in combined-degree programs.

The Committee on Predoctoral Advancement and Graduation may offer a student the option of STEP or assign to STEP any student whose progress is unsatisfactory if it is generally agreed that a reduced load and/or special tutorial assistance may improve the student's chance of successfully completing course requirements. An individualized program is designed for each student assigned to STEP, and the student's progress is carefully monitored. Departmental counselors in the basic sciences and preclinical sciences are available to assist any student assigned to STEP.

Students may advance into the regular program when they have demonstrated satisfactory progress; otherwise they remain in STEP until they have completed all first- and second-year courses.

PROGRAM FOR DENTAL STUDENTS WHO HAVE NOT SUCCESSFULLY COMPLETED PART II OF THE NATIONAL BOARD DENTAL EXAMINATION BY THE END OF THE SENIOR YEAR

In accordance with Dental School policy, successful completion of Part II of the National Board Dental Examination is a requirement for graduation. Dental students who have not successfully completed this examination by the end of their senior year will register in, and pay tuition for, a program specifically designed to meet the student's needs as determined by the Committee on Predoctoral Advancement and Graduation. The Committee will develop this program based upon the department chairs' recommendations for student assignment to clinical programs in need of student services. Additionally, students will be assigned patients who need comprehensive care and/or will participate in specific clinical and nonclinical activities to maintain their clinical knowledge and skills. Students will also be assigned an independent course of study to assist them in preparation for the board examination.

THE MINIMESTER

In the January minimester, students in all years of the dental program may choose to take elective courses when required courses are not scheduled. The clinic continues to operate on the usual schedule during the minimester. Any credits awarded for minimester elective courses will not be applied to the DDS degree.

Undergraduate students contemplating a career in dentistry may attend this session on a per-course basis. Information concerning course offerings is distributed to prospective students by the Office of Admissions and Student Affairs and to all enrolled students by the Office of Academic Affairs.

ATTENDANCE POLICY

The faculty and administration of the Dental School expect every student to attend all scheduled lectures, seminars, laboratory sessions and clinic assignments, except in the event of illness or emergency. Course syllabi for each department and the *Clinic Manual* address specific departmental and clinical attendance policies and requirements, and delineate a policy for managing missed examinations, quizzes and other assignments. Students may lose the opportunity for remediation and/or re-examination if they do not meet published departmental/course standards for attendance.

Students who anticipate they will be absent for planned events (e.g., religious holidays) should contact course directors to make arrangements in advance of the anticipated absence. Year III and Year IV dental students should also contact their general practice managers and directors of block assignments, if indicated.

In the event of an emergency or serious illness, students should contact course directors, general practice managers, and directors of block assignments, preferably prior to scheduled educational activities. If prior notice is not possible, contact should be made at the earliest opportunity. Course directors will determine the impact of the absence and the subsequent course of action.

Students who miss specific educational activities, including but not limited to examinations, quizzes and block assignments, must complete an absence form, including an explanation for the absence. The student's signature on the form verifies that the explanation provided is accurate. The course director will review the absence form, make a determination regarding the appropriate course of action and sign the absence form. Copies of the form will be provided for the student, the course director/department and the Office of Admissions and Student Affairs. Student appeals of the final disposition must be made within five working days and should be referred to the department chair. If a satisfactory resolution is not reached, the appeal should be forwarded to the Office of the Assistant Dean for Admissions and Student Affairs for a final disposition.

Students who anticipate a long-term absence (more than five days) should contact the assistant dean for admissions and student affairs directly to discuss strategies for managing the impact of the absence on the educational program.

REQUIREMENTS FOR GRADUATION

The Doctor of Dental Surgery degree is conferred upon a candidate who has met the conditions specified below:

1. A candidate must have satisfied all requirements of the various departments.

2. A candidate must pass all fourth-year courses and achieve a minimum 2.0 average in the fourth year.
3. The candidate must pass Part II of the National Board Dental Examinations.
4. The candidate must have satisfied all University obligations prior to graduation.

GRADUATION DATES

Students who enter the DDS program at the University of Maryland Dental School are required to complete a minimum of four academic years at the school. The length of the program has been established in order to provide the students a comprehensive professional education. Graduation for students who complete the program within this prescribed period is in May. Students who fail to complete all requirements in May will be considered for graduation the following July, December or May, as they are judged ready to do so.

EMPLOYMENT OPPORTUNITIES IN DENTISTRY

The public demand for more and better oral health care will continue to create a climate for growth in the dental profession. Technological advances and changing demographics have spawned a wider range of career options within dentistry. Income levels are contingent and affected by the area served, the practice specialty and the state of the economy at the time.

THE DENTAL CURRICULUM

Year I

Subject	Credit		
	Semester 1	2	Total
Anatomy	13		13
Biochemistry	5		5
Conjoint Sciences I		2	2
Radiology		1	1
Microbiology		5	5
Physiology		6	6
Oral Health Care Delivery	1	2	3
Periodontics	1	1	2
Dental Anatomy/Occlusion	4		4
Operative Dentistry		5	5
Dental Biomaterials I	1	1	2
Totals	25	23	48

Year II

Subject	Credit		
	Semester		Total
	1	2	
Conjoint Sciences II A	6		6
Conjoint Sciences II B		5	5
Biomedicine	5	7	12
Pharmacology	5		5
Oral and Maxillofacial Surgery		1	1
Endodontics		2	2
Oral Health Care Delivery	1	2	3
Orthodontics		1	1
Pediatric Dentistry		1	1
Periodontics	1	1	2
Dental Biomaterials II		1	1
Fixed Prosthodontics	3	3	6
Complete Dentures		3	3
Removable Prosthodontics	3		3
Totals	24	27	51

Year III

Subject	Credit		
	Semester		Total
	1	2	
Conjoint Sciences III	2	2	4
Oral Medicine and Diagnostic Sciences	4	3	7
Oral and Maxillofacial Surgery	2	2	4
Endodontics	2	2	4
Oral Health Care Delivery	3	3	6
Orthodontics	1	1	2
Pediatric Dentistry	4	4	8
Periodontics	6	5	11
Operative Dentistry	3	4	7
Fixed Prosthodontics	3	3	6
Removable Prosthodontics	4	4	8
Totals	34	33	67

Year IV

Subject	Credit		
	Semester		Total
	1	2	
Advanced Dental Pharmacotherapeutics	1		1
Conjoint Sciences IV	2	1	3
Clinic	29	31	60
Totals	32	32	64

Curriculum requirements are subject to change without prior notice.

DEPARTMENTS/PROGRAMS

CLERKSHIP PROGRAM

Two elective clerkship programs allow selected fourth-year students to pursue further studies in departmental activities specially designed to meet their needs and interests. Students devote a portion of their clinic time to these specialized programs; the remaining clinic time is spent in the comprehensive treatment of patients in the regular program. Clerkships are available in basic science and clinical disciplines and several incorporate off-campus clinical experiences in various practice settings.

DCJS 558. Clerkship I (elective) (20)

DCJS 559. Clerkship II (elective) (10)

CLINICAL DENTISTRY

Staff: All clinical departments

The clinical education program is designed to provide each student with a broad background of clinical experience based on the philosophy of prevention and comprehensive patient care. Although the need for the treatment of existing disease is of paramount importance, the clinical program stresses long-term complete dental care founded on preventing the occurrence or recurrence of disease. Each student provides patient care in a general practice in a manner similar to practitioners in the community. Clinical areas for predoctoral instruction are designated primarily for general practice teams. Clinical instruction is accomplished using dentist-managers, general dentists and specialists providing interdepartmental instruction for the student and the highest level of dental care for the patient. The clinical program functions year round in order to provide continuity of patient care.

CLINICAL SIMULATION

Director: Michael M. Belenky

Staff: Dental Hygiene, Oral Health Care Delivery, Pediatric Dentistry and Periodontics

Clinical simulation prepares students for the realities of patient care and is employed in all four years of the undergraduate curriculum. In year one, students are introduced to fundamental principles of human-centered ergonomics (performance logic), which they apply in preclinical and clinical assignments of years one and two, and in clinical patient care in years three and four. This early focus on ergonomics enables students to proprioceptively determine an optimal posture, position and process for practice in ways designed to facilitate the attainment of peak performance and occupational health without compromise of task, patient or self. Students acquire and advance the psychomotor skills needed for dental practice in a unique educational setting: the clinical simulation unit, which is unlike laboratories of the past. Its simulation modules replicate the equipment found in the operatories of a dental practice and incorporate realistic mannequins that simulate human head forms. In this state-of-the-art environment, students learn realistic skills and habits that are readily and easily transferred to patient care.

CONJOINT SCIENCES

Director: Harold L. Crossley

Staff: All departments

Conjoint Sciences is the administrative unit responsible for the coordination of subjects which are most appropriately presented in an interdisciplinary format. Certification for cardiopulmonary resuscitation (CPR) is required for each year.

In the first year, lectures in Conjoint Sciences introduce the students to the history of dentistry, the epidemiology of chemical dependency, ethics and geriatric dentistry.

Human growth and development, immunology, cariology, clinical aspects of head and neck anatomy, geriatric dentistry and dental anesthesiology are subjects presented in the second year of Conjoint Sciences. Certification for blood pressure measurement is a required component of the program in the second year.

The third year of Conjoint Sciences deals primarily with the management of clinical problems associated with the interdisciplinary topics previously presented. Topics include dental management of the patient with special needs, therapeutics, general anesthesia, ethical dilemmas, geriatric dentistry and temporomandibular dysfunction.

The curriculum in the fourth year includes a clinically oriented dental pharmacology course and a wide range of selective courses.

DCJS 512. Conjoint Sciences I (2)

DCJS 521. Conjoint Sciences IIA (6)

DCJS 522. Conjoint Sciences IIB (5)

DCJS 538. Conjoint Sciences III (4)

DCJS 541. Advanced Dental Pharmacotherapeutics (1)

DCJS 548. Conjoint Sciences IV (3)

ENDODONTICS

Chair: Thomas C. Dumsha

Associate Professors: Dumsha, McDonald

Clinical Associate Professors: Kelly, Schunick

Assistant Professor: Behnia

Clinical Assistant Professors: Gamson, Hyson, Quarantillo, Smith, Zia

The student's introduction to endodontics begins in the second year. It consists of a series of lectures, seminars, laboratories and patient simulations that stress both the fundamentals and biologic principles of endodontics and the diagnosis and treatment of pulp and periapical disease.

In the third year, lectures expand the basic material presented in the second year. Cases are treated clinically, with the student demonstrating an acceptable level of competency by the completion of the third year. The fourth-year experience in endodontics is primarily clinical. Competency in clinical endodontics with more complex cases is expected of each student. A clerkship program in advanced endodontics is available to selected students in their fourth year.

The department conducts research in dental traumatology, dental materials, endodontic surgery and immunology.

ENDO 522. Principles of Pre-Clinical Endodontics (2)

ENDO 538. Principles of Clinical Endodontics (4)

ENDO 548. Endodontic Clinic (4)

ORAL AND CRANIOFACIAL BIOLOGICAL SCIENCES

Chair: Ronald Dubner

Professors: Bashirelahi, Benevento, Chang, Costello, Dubner, Enwonwu, Falkler, Franklin, Minah, Thut, Williams, Wynn

Clinical Professor: Buxbaum

Associate Professors: Capra, Crossley, Delisle, Dessem, Gartner, Lidow, Matheson, Meszler, Myslinski, Nauman, Seibel

Assistant Professors: Bennett, Gold, Greenspan, Ren, Traub
Research Associate Professor: Feng
Adjunct Professor: Birkedal-Hansen
Adjunct Associate Professors: Hiatt, Parente
Adjunct Clinical Associate Professor: Hendler
Adjunct Assistant Professor: J. Gaston
Adjunct Research Associate: Koritzer
Associate Staff: Artemonova, Groves

The primary graduate program of the Department of Oral and Craniofacial Biological Sciences is the PhD degree. The three major tracks leading to the PhD include cell and molecular biology, infectious diseases and immune function, and neuroscience. The scholarly activities within this PhD program prepare students to become independent research investigators and competent teachers.

It is also possible to combine clinical training with advanced work in the biological sciences. The combined PhD and postgraduate specialty program in dentistry is designed for students who wish to simultaneously pursue a clinical specialty and an in-depth research training experience. The DDS/PhD is designed for students who wish to simultaneously pursue their undergraduate dental education and in-depth research training in specific biological science disciplines.

In addition to the PhD, the department offers the Master of Science degree, which is designed to give the student an introductory background in the foundations of oral and craniofacial biological sciences and experience in conducting research in this field of study.

The specialization track in cell and molecular biology includes faculty members with training and research experience in physiology, biochemistry, pharmacology and anatomy. It provides training in a range of molecular and cell biology research areas including endocrinology, regulation of gene expression and gene cloning, and sequencing. The infectious disease and immune function track is designed to give the student a broad base in all the major sub-disciplines of microbiology/immunology while allowing the student to concentrate on one specific area of interest or specialization such as oral microbiology, pathogenic microbiology, immunology, virology, microbial genetics or microbial cytology. The neuroscience track offers a broad-based training program in integrative neuroscience. Faculty members have research interests in sensory processes including pain, touch, and proprioception; sensorimotor integration; motor control systems; and higher cognitive processes. Anatomical, physiological, pharmacological, biochemical and molecular techniques are employed to gain a better understanding of how the nervous system processes changes in environmental stimuli, and how they affect behavior.

The department has been awarded a five-year training program in Orofacial Biology and Neuroscience from the National Institute of Dental Research. Stipends are available for predoctoral and postdoctoral trainees. This training program provides an opportunity to develop independent researchers qualified and committed to conduct clinical and basic research in dentally relevant areas of neuroscience. Recruitment has not only been directed toward identifying clinician-scientists and basic scientists demonstrating a keen interest and initial contributions

in oral neurobiology, but also toward identifying predoctoral students whose training and research interests are consistent with the goals of the training program.

The department also offers the traditional introductory courses in anatomy, biochemistry, microbiology, pharmacology and physiology that are part of the curriculum for dental students and are also core or elective courses for graduate students. A description of those courses follows:

Anatomy—The basic course in human anatomy is devoted to the study of the cells, tissues, organs and organ systems of the body using an interdisciplinary approach encompassing gross anatomy, neuroanatomy, histology and developmental anatomy. Principles of body structure and function are studied with a particular emphasis on the head and neck and major organ systems. A strong effort is made to correlate the anatomy curriculum with other courses in the basic and clinical sciences of the dental curriculum.

Biochemistry—Biochemistry is a study of cellular processes at the molecular level and the influences of nutrition and pathologies on these processes. The teaching goals of this discipline are to present a comprehensive course in biochemistry to the first-year students seeking a professional degree in dentistry and to provide a program of specialized training for graduate students. The course provided for dental students covers the major traditional subjects of biochemistry. Dental students who have previously taken a course in biochemistry may take a competency examination which, if passed satisfactorily, permits them to be excused from taking this course.

Microbiology—The predoctoral program in this section is organized to supply students with the fundamental principles of microbiology such that they may understand the chemical and biological mechanisms of the production of disease by bacteria and other parasites, and the means by which the host protects itself against bacteria and related organisms.

Pharmacology—The program of instruction in pharmacology is divided into three phases. The first phase includes a thorough study of the basic concepts and principles in pharmacology. Emphasis is placed on the mechanisms of action, absorption, distribution, metabolism and excretion of drugs, therapeutic indications, common adverse reactions and drug interactions. The second phase teaches oral therapeutics, drug interactions and pain and anxiety control through the participation in the conjoint sciences program. The third phase, designed for graduate and postdoctoral students, provides in-depth coverage of current topics in analgesia, local and general anesthesia, dental therapeutics and dental toxicology.

Physiology—The basic principles of physiology are stressed in the predoctoral course, providing students with knowledge of the functions of the principal organ systems of the body. Dental-oriented aspects of physiology are taught through participation in the conjoint sciences program. Advanced courses are for students interested in careers in teaching and research.

DANA 511. Human Anatomy (13)

DBIC 511. Principles of Biochemistry (5)

DPHR 521. General Pharmacology and Therapeutics (5)

DMIC 512. Microbiology (5)

DPHS 512. Principles of Physiology (6)

ORAL AND MAXILLOFACIAL PATHOLOGY

Chair: John J. Sauk

Professor: Sauk

Associate Professors: Levy, Redman

Clinical Associate Professor: Corio

Assistant Professors: Couwenhoven, M. Reynolds

Associate Staff: Hebert, Hu, Norris

The predoctoral teaching program consists of an interdisciplinary course that covers the basic principles of pathology and medicine through presentation of the morphologic, chemical and physiologic changes of basic disease processes and important specific diseases. Emphasis is placed on the diagnosis, etiology, pathogenesis and clinical manifestations of disease processes in the oral cavity. The aim is to provide a sound basis for the differential diagnosis of oral lesions and a rationale for their treatment. The student is provided ample opportunity to develop proficiency in problem-solving in oral diagnosis. A variety of techniques for examination and diagnosis are covered, including dental radiography.

The department presents courses for postgraduate students and offers graduate programs leading to a master's or doctoral degree. Research and graduate training are conducted in the pathobiology of connective tissues, stress proteins and developmental biology. Graduate training programs are also offered in surgical and clinical oral pathology.

DPAT 528. Principles of Biomedicine (12)

ORAL HEALTH CARE DELIVERY

Chair: Leonard A. Cohen

Professors: Cohen, Craig, Manski, Morganstein, Romberg

Clinical Professors: Baum, Corbin, Mecklenburg

Associate Professors: Barnes, Belenky, Grace, Yellowitz

Dental School Associate Professors: Ailor, Creamer, Gingell, O. Jones, Swanson, G. Williams

Clinical Associate Professors: Blitzter, Bowman, Caplan, Christopher, Colangelo, Collins, Dana, Fedele, Horowitz

Assistant Professor: Macek

Dental School Assistant Professors: Anderson, Bufano, Chenette, Eldridge, Robbins, M. Wilson

Clinical Assistant Professors: Berning, Goodman, Gordon, Hyman, Hyson, Levinson, Perell, Schmidt, Trail

Instructor: Robinson

Clinical Instructors: Adachi, Berrios, Burke, Canto, E. Cunningham, Earp-DeVeas, Garber, George, R. Jones, Lei, Savukinas, Schiff, Schupp, Schwartz, Shahry, Sim, Star, Swank, Whelton, L. Williams

In its teaching, research and service activities, the Department of Oral Health Care Delivery continually develops, evaluates and disseminates information and methods to meet the needs of the providers and recipients of oral health care.

The major areas of teaching responsibility are: (1) behavioral sciences, (2) dental practice administration, (3) dental delivery systems, (4) dental public health, (5) epidemiology and scientific literature evaluation, (6) geriatric dentistry, (7) special patient care, (8) community-based oral health care, and (9) the clinical practice of dentistry utilizing human performance logic and appropriate auxiliary personnel. During the four-year curriculum, students attend department-sponsored lectures, seminars, independent and small-group projects, community rotations and patient care clinics.

The core curriculum includes: first year—oral health care issues, principles of epidemiology and review of scientific literature; second year—applied behavioral analysis, communication, patient compliance, stress management, and dental health education and community service project; third year—computer applications, accounting, finance, economics, law, marketing, taxes, practice and business planning, and Dental Practice Systems clinic; fourth year—dental practice administration, Dental Practice Systems clinic, required externship experience, and community-based geriatric oral health. Lectures on geriatric dentistry occur in all four years of the curriculum in the Conjoint Sciences program. The third- and fourth-year Dental Practice Systems clinic program demonstrates delivery system alternatives using human performance-centered ergonomics, behavioral and modern practice administration concepts. The department supports the dental school's comprehensive care program through the clinical and managerial support it provides the general practices. Additionally, students participate in a variety of volunteer and required community experiences during each year of the dental school program.

In addition, lectures on the nature of handicapping and medically compromising conditions and their effects on patients are presented in the first three years of the curriculum. During the third and fourth year of this special patient program, students are the primary providers for physically disabled and mentally handicapped individuals and those with special medical conditions or infectious diseases. All clinical care is provided in special facilities designed and operated for the delivery of dental care to handicapped and medically compromised individuals of all ages.

The department conducts research in dental materials, clinical trials, practice administration, quality assurance, behavioral sciences, orofacial pain, geriatric dentistry, oral health services, and oral health policy.

OHCD 518. Oral Health Care Delivery (3)

OHCD 528. Oral Health Care Delivery (3)

OHCD 538. Oral Health Care Delivery (6)

OHCD 548. Oral Health Care Delivery (3)

ORAL-MAXILLOFACIAL SURGERY

Chair: James R. Hupp

Professors: Bergman, Hupp

Associate Professor: Ord

Assistant Professor: Blanchaert

Clinical Professor: Gaston

Clinical Assistant Professors: Brahim, DiFabio, Emmett, Exler, Goldbeck, Lautman, Nessif, Raksin, Schweber, Sherman, Sullivan, Tan

Instruction in oral-maxillofacial surgery begins in the second year of the curriculum. Instructors present introductory material on exodontia and dentoalveolar oral-maxillofacial surgery, as well as lectures and demonstrations in administration of local anesthesia.

Third- and fourth-year lectures cover all phases of oral-maxillofacial surgery, from the management of orofacial infections and facial trauma to advanced reconstructive and facial cosmetic surgery. In addition, instruction is provided in advanced pain and anxiety control and the use of inhalation sedation. Students are rotated to the oral-maxillofacial clinic in block assignments during the third and fourth years for progressive participation in oral-maxillofacial surgery procedures.

Fourth-year students receive additional instruction on the recognition and management of medical emergencies in the dental office and endosseous implant surgery. In addition, students are scheduled on block assignments to the hospital for hospital dentistry, operating room and general anesthesia experience. Students also take night call with the oral-maxillofacial and general practice residents. Furthermore, the department offers selective lecture courses in medical patient evaluation and craniofacial surgery. Research is presently being conducted in chemoprevention of oral carcinoma. The department has also been involved in evaluation of analgesics for postsurgical pain control and tumor immunology.

DSUR 522. Oral and Maxillofacial Surgery (1)

DSUR 538. Oral and Maxillofacial Surgery (4)

DSUR 548. Oral and Maxillofacial Surgery (7)

ORAL MEDICINE AND DIAGNOSTIC SCIENCES

Chair: C. Daniel Overholser

Professors: Hasler, Overholser

Associate Professors: Balciunas, DePaola, Meiller, J. Park, M. Siegel

Dental School Associate Professor: Brown

Clinical Associate Professors: Brooks, Freedman

Clinical Assistant Professors: Lee, Saedi, Vandermer, Weiner

Clinical Instructors: Dailey, Hariri, Katz, Leboe, Manson, Meeks, Mendelson, Palmer, Pannebaker, Pohlhaus, Shafinouri, Stone

The curriculum in oral medicine and diagnosis includes the basic principles of the patient interview, the fundamentals of physical examination, recognition of oral disease, treatment planning, management of patients with oral and/or systemic disease and management of dental emergencies.

Radiology is taught in the spring semester of the first year and is completed in the fall semester of year two. Oral radiology provides an overview of principles and techniques used in obtaining diagnostic images of the oral and maxillofacial complex. Subjects discussed include: an introduction to radiation physics; nature of x-rays; biologic effects of ionizing radiation; radiation safety and protection; intra-oral radiographic techniques, and film processing and quality assurance in oral radiology. The pre-clinical component, which continues into the fall semester of year two, includes block rotations that provide the student with hands-on experience in practicing film placement and exposure using training manikins.

Principles of Biomedicine, an interdisciplinary course taught in conjunction with the Department of Oral and Maxillofacial Pathology, introduces the second-year student to oral medicine through didactic presentations concerning the patient interview, clinical examination, oral radiology and treatment planning. Clinical aspects of the course are taught in the second, third and fourth years.

Principles of oral medicine and diagnosis are taught in the third and fourth years clinically and didactically. These courses reinforce the concept that the dentist should receive adequate training in obtaining medical histories, performing appropriate physical examinations, interpreting the results of various laboratory tests and, most importantly, relating the physical status of the patient to the dental treatment plan.

The department conducts research in dental management of medically compromised patients, prevention of infection in immuno-compromised patients, prevention of bacterial endocarditis, evaluation of drugs to treat bacterial and fungal infections of the oral cavity and the role of viruses in cancer and its treatment.

DIAG 512. Radiology (1)

DPAT 528. Principles of Biomedicine (12)

DIAG 538. Oral Medicine and Diagnostic Sciences (7)

DIAG 548. Oral Medicine and Diagnostic Sciences (4)

ORTHODONTICS

Chair: William M. Davidson

Professor: Davidson

Clinical Professor: Smith

Associate Professors: Josell, Shroff

Clinical Associate Professors: Pavlick, R. Williams

Research Assistant Professor: Jenkins

Clinical Assistant Professors: Bonebreak, Branoff, Coben, Fink, Long, Markin,
Pick, Rubler, S. Siegel, Sweren, Weisberg

Associate Staff: Gipe, Lawson

The predoctoral program of instruction in orthodontics is directed toward providing the dental student with the knowledge and skills necessary to recognize an established or developing malocclusion, provide preventive and therapeutic treatment within the scope of the general dental practice, consult as a team member with the specialist, refer cases requiring specialist care as appropriate and coordinate comprehensive care of the patient.

Instruction in orthodontics occurs during all four years of the dental program. Didactic and laboratory exercises provide a strong foundation for delivery of limited orthodontic treatment as part of an adult and child patient's comprehensive dental care. Elective and clerkship opportunities are available for those who wish to pursue additional course work and clinical experience.

The department conducts research in growth and development, experimental and diagnostic imaging, the biology of tooth movement, properties and bio-compatibility of orthodontic materials and the physiology of facial musculature.

ORTH 522. Orthodontics (1)

ORTH 538. Orthodontics (2)

ORTH 548. Orthodontics (2)

PEDIATRIC DENTISTRY

Chair: Norman Tinanoff

Professors: Abrams, Minah, Tinanoff, Wagner

Clinical Professors: F. Kihn, Rule

Associate Professors: Josell, Owen, Shelton

Clinical Associate Professors: Balis, Coll, Schulz

Clinical Assistant Professors: Ackerman, Biederman, Crafton, Ginsberg, M. Levy,
Lyon, Miller, O'Connell, Watson

Clinical Instructor: Jimenez

The primary introduction to dentistry for children begins in the third year through didactic instruction and clinical experiences and continues during the fourth year

of the dental program. The department also presents lectures and laboratory projects and participates in Conjoint Sciences during the first two years. Particular attention is devoted to diagnosis and treatment planning, preventive procedures including fluoride therapy and sealants, nonpunitive patient management techniques, treatment of traumatic injuries to the primary and young permanent dentition, restorative procedures in primary teeth, pulpal therapy and interceptive orthodontics. In the context of departmental educational goals, students learn to provide comprehensive dental care for young patients while encouraging the development of a positive attitude toward dental care.

Research efforts are devoted to the study of dental caries in minority populations, effects of preventive interventions on caries in infants and young children, nutrition and oral health, and the evaluation of therapeutic agents by means of clinical trials.

PEDS 522. Pediatric Dentistry (1)

PEDS 538. Pediatric Dentistry (8)

PEDS 548. Pediatric Dentistry (6)

PERIODONTICS

Chair: John C. Gunsolley

Professors: Gunsolley, Hawley, Ranney

Clinical Professors: Halpert, Zupnik

Research Professor: Boughman

Assistant Professor: Spitznagel

Dental School Assistant Professors: Aichelmann-Reidy, Branch-Mays, Meehan

Clinical Associate Professors: Feldman, Freilich, Serio, Winson

Clinical Assistant Professors: Bowen, Fitzgerald, Hayduk, K. Hooper, Kassolis, Kalantary, Lazzaro, Morrison, S. Park, Passaro, B. Phillips, Rosen, Sachs, Sindler, Trail, Zeren

Research Assistant Professors: J. Bowers, Lee

Clinical Instructors: Curley, Hatfield, Leventer, Maurantonio, Robson, L. Tewes

Students are introduced to fundamental periodontics in lectures during the first and second years; clinical experience begins in the first year of the dental program. In the third year, students have didactic exposure to advanced periodontal procedures. Third- and fourth-year students enter into a learning contract that delineates a set of basic minimum clinical experiences. Interested students have the opportunity to choose from a broad range of additional experiences and to contract for both additional experiences and the grade the student feels these experiences warrant. Thus, individual students have substantial involvement in establishing their educational goals.

The department conducts research in regenerative therapy, early onset periodontitis, microbial genetics, chemotherapeutic agents, connective tissue pathology, periodontal pathogens, implantology and biostatistics.

PERI 518. Periodontics (2)

PERI 528. Periodontics (2)

PERI 538. Periodontics (11)

PERI 548. Periodontics (11)

RESTORATIVE DENTISTRY

Chair: Morton Wood

Professors: Strassler, von Fraunhofer

Associate Professors: Gerhardt, Litkowski, Wood

Research Professor: Thompson

Dental School Associate Professors: Baer, Bradbury, Conway, Faraone, Payne, Stevens

Clinical Associate Professors: Eastwood, Elias, Feldman, Iddings, Livaditis, Mort, Whitaker

Research Associate Professor: Rekow

Dental School Assistant Professors: Kihn, Mays, Tewes

Assistant Professors: Driscoll, Gunderson, Hack, S. Siegel

Clinical Assistant Professors: Bahar, Chu, I. S. Fried, Inge, Prestipino, Prymas, Sachs, Tabacco, VandenBosche, Vera, Zeller

Clinical Instructors: Chesla, Englander, Grebosky, Kravitz, Mastella, McCarthy, Meyers, Morgan, Morris, Noppinger, Oates, Scaggs, Singer, Skopp, Tate, Vail

Adjunct Clinical Instructor: Mersky

Associate Staff: Baier, Suls

The Department of Restorative Dentistry is responsible for major segments of the curriculum encompassing dental anatomy, occlusion, dental biomaterials, operative dentistry, and fixed and removable prosthodontics.

The curriculum in the first and second years develops fundamental knowledge and principles as well as techniques and materials used to restore damaged teeth and replace missing teeth. The preventive dimension of restorative care and treatment planning are emphasized as well. During this period, limited but increasing clinical experience, with close faculty supervision, augments and reinforces the didactic foundation. Instruction includes lectures, seminars, self-instructional programs, laboratory exercises and clinical simulation.

In the third and fourth years, lectures and seminars support comprehensive clinical treatment of patients requiring restorative dentistry. Occlusion, dental biomaterials, advanced concepts in fixed and removable prosthodontics, implants and esthetic dentistry are covered in seminars and selective courses. Emphasis is placed

on integrating the latest research findings into this curriculum. Clerkships are offered in the fourth year to students who demonstrate unusual skill in the restorative area.

The department has an active research program including the areas of adhesive bonding to tissues and restorative materials, novel methods of controlling tooth sensitivity, evaluation of physical properties of numerous dental materials, evaluation of osseointegrated implants, bioactive ceramics, cutting efficiency of dental burs, determinants of dental amalgam corrosion and clinical significance of new gross anatomical findings.

REST 511. Dental Anatomy/Occlusion (4)

REST 512. Operative Dentistry (5)

REST 518. Dental Biomaterials I (2)

REST 522. Dental Biomaterials II (1)

REST 528. Fixed Prosthodontics (6)

REST 529A. Complete Dentures (3)

REST 529B. Removable Prosthodontics (3)

REST 538A. Operative Dentistry (7)

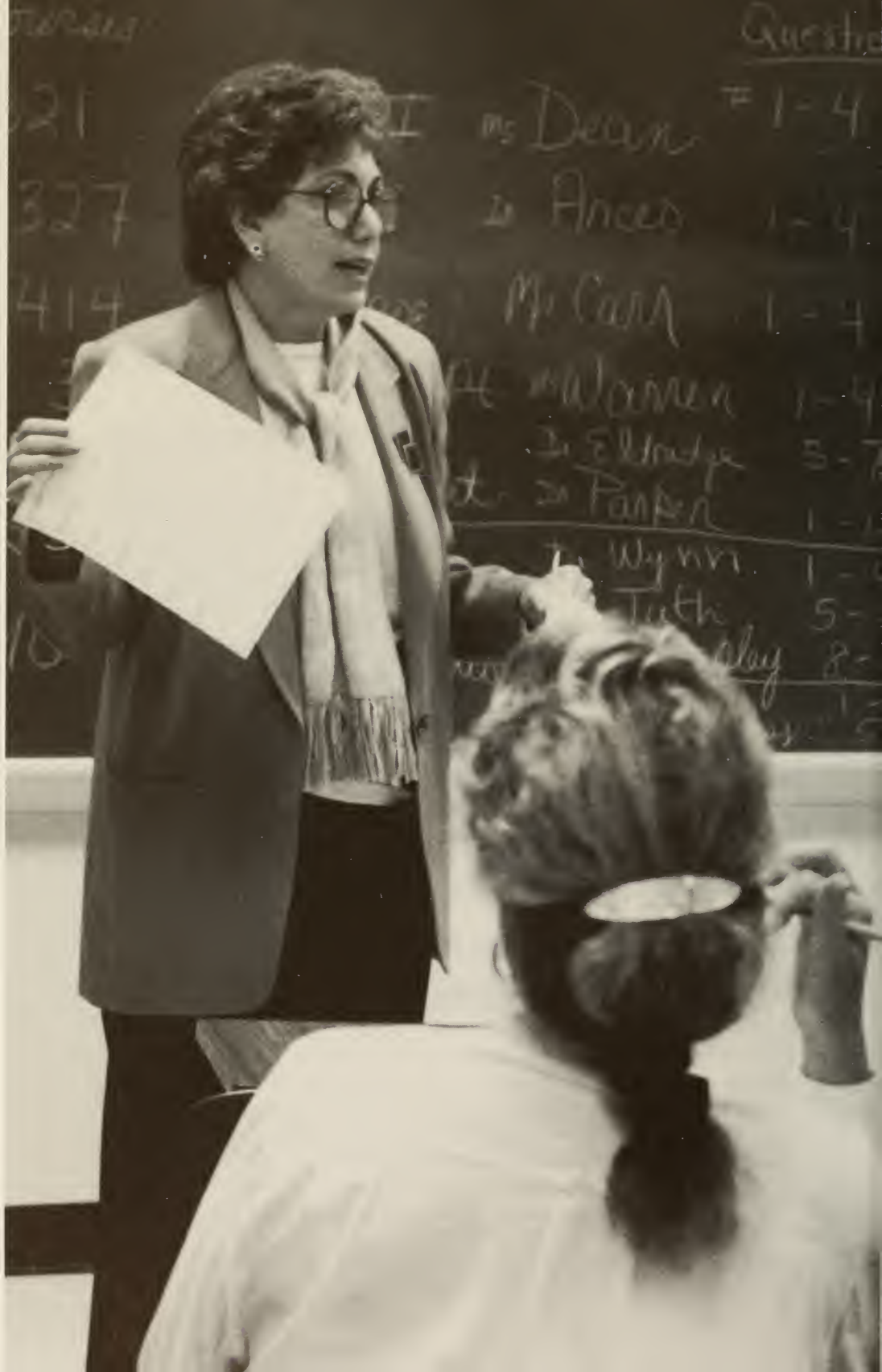
REST 538B. Fixed Prosthodontics (6)

REST 538C. Removable Prosthodontics (8)

REST 548A. Operative Dentistry (5)

REST 548B. Fixed Prosthodontics (10)

REST 548C. Removable Prosthodontics (8)



Questions

21 I ms Dean # 1-4
327 20 Ances 1-4
414 Mr Carr 1-4
44 m Warren 1-4
20 Elbridge 3-7
20 Parker 1-4
Wynne 1-4
Tuth 5-
Play 8-
10

Dental Hygiene Programs

Chair: Linda DeVore

Associate Professors: DeVore, Fried, Parker

Assistant Professor: Syme

Dental School Assistant Professor: Dean

Clinical Assistant Professor: Bress

Clinical Instructors: Carter, Clevenger

Academic Advisors: Syme (Preprofessional B.S. Program), Fried (Degree Completion B.S. Program), Parker (Graduate Program)

GENERAL INFORMATION

The Dental School offers both a Bachelor of Science and a Master of Science degree in dental hygiene. The baccalaureate degree can be earned in either the Preprofessional/Professional Program or the Degree Completion Program. The objective of both programs is to develop in students the knowledge, skills, attitudes and values needed to assume positions of responsibility in a variety of health care, educational, research and community settings. In addition, these programs are designed to provide foundations for graduate study in dental hygiene or related disciplines. Information about the graduate program in dental hygiene begins on page 72 of the Advanced Education Programs section.

The dental hygienist, as a member of the oral health care team, strives to improve oral health by providing preventive, therapeutic, and educational services to the public. Clinical dental hygiene services include assessing patients' general and oral health status, removing deposits and stains from teeth, taking dental x-rays and applying fluorides and sealants. Educational and management services for individuals and/or groups may include providing nutritional and oral hygiene counseling; conducting educational programs; and planning, implementing and evaluating community oral health programs.

EMPLOYMENT OPPORTUNITIES IN DENTAL HYGIENE

The majority of dental hygienists are employed in private dental offices. However, there are increasing opportunities for those with baccalaureate and graduate degrees in dental hygiene education; community, school and public health programs; private and public institutions; armed forces; research, and other special areas of practice.

Current dental hygiene graduates working full-time can anticipate an initial annual income of approximately \$42,000, depending on the area, responsibilities, type of practice and general economic conditions.

PREPROFESSIONAL/PROFESSIONAL BACCALAUREATE PROGRAM

This program consists of two main parts: a two-year preprofessional curriculum at one of the three University of Maryland campuses (College Park, Baltimore County or Eastern Shore) or at another accredited college, community college or university, and a two- or three-year professional curriculum at the Dental School, University of Maryland.

TWO-YEAR PREPROFESSIONAL CURRICULUM

A listing of the courses and credit hour requirements for the preprofessional curriculum follows. These courses provide a foundation in basic sciences, social sciences and general education. Students are encouraged to meet with the dental hygiene advisor each semester to ensure appropriate course scheduling.

Courses	Credits
English Composition	6
*Inorganic Chemistry	4
*Organic Chemistry	4
General Zoology or Biology	4
General Psychology	3
General Sociology	3
Public Speaking	3
*Human Anatomy and Physiology	8
*Microbiology	4
Principles of Nutrition	3
**Humanities	6
***Social Sciences	6
Statistics	3
Electives	3
Total	60

**These courses must include a laboratory and meet the requirements for science majors. Survey or terminal courses for nonscience majors are not acceptable for transfer.*

***Humanities: Courses must be selected from the following areas: literature, philosophy, history, fine arts, speech, math or language.*

****Social Sciences: General psychology and sociology are required; the remaining six credits should be selected from courses in psychology, sociology, computer science, government and politics or anthropology.*

APPLICATION AND ADMISSION PROCEDURES

High school students who wish to enroll in the preprofessional curriculum should request applications directly from the admissions office of the University of Maryland, College Park, MD 20742; the University of Maryland Baltimore County, 5401 Wilkens Avenue, Catonsville, MD 21228; the University of Maryland Eastern Shore, Princess Anne, Maryland 21853, or any accredited college, community college or university.

It is recommended that those preparing for a baccalaureate degree in dental hygiene pursue an academic program in high school that includes courses in biology, chemistry, algebra and social sciences. Applicants should note the University of Maryland policy concerning prevention and management of student and employee infection with bloodborne pathogens, page 126. In addition, individuals who may have a prior or subsequent conviction or *nolo contendere* plea for a felony may encounter denial or removal of licensure to practice dental hygiene after graduation.

TWO- AND THREE-YEAR PROFESSIONAL CURRICULA

TWO-YEAR PROFESSIONAL CURRICULUM

The professional curriculum includes clinical and didactic courses in the Dental School. Throughout these two years, dental hygiene students work concurrently with dental students to provide patient care.

During the first year, students expand upon their preprofessional basic science knowledge as it pertains to dental hygiene practice. In both laboratory and clinical settings, the students begin to develop the skills, knowledge and judgment necessary to collect data for patient treatment; assess each patient's oral health status; and select and provide preventive, therapeutic, and educational services based on the individual needs of the patient.

During the second year, students demonstrate increasing proficiency and self-direction in assessing patients' oral health status, planning and providing clinical services and identifying the need for consultation and referral. To enrich their educational experiences, students provide educational and/or clinical services in dental school specialty clinics and a variety of community settings, such as hospitals, schools, and facilities for the handicapped, chronically ill and aged. Dental hygiene students also have an opportunity to work with dental students as primary providers for the physically disabled, mentally handicapped and individuals with serious medical conditions or infectious diseases. Senior students also take courses in education, research and management, which enable them to develop fundamental skills necessary for various career options within the profession.

Junior Year

	Credit Semester 1
Prevention and Control of Oral Disease I	6
Periodontics for the Dental Hygienist I	2
*Oral Biology	7
Education and Treatment Planning Strategies	2
*Oral Radiology	2
Total	19

**These courses extend into the January winter semester.*

	Semester 2
Prevention and Control of Oral Diseases II	5
Periodontics for the Dental Hygienist II	2
Care and Management of the Special Patient	2
Methods and Materials in Dentistry	3
General Pharmacology and Therapeutics	3
Total	15

Senior Year

	Credit Semester 1
Advanced Clinical Practice I	5
Perspectives of Dental Hygiene Practice	3
Community Service I	1
Community Oral Health	3
Introduction to Oral Health Research	2
Total	14

	Semester 2
Educational Program Development	3
Advanced Clinical Practice II	5
Community Service II (optional)	(1)
Issues in Health Care Delivery	3
Health Care Management	3
Total	14 or 15

THREE-YEAR PROFESSIONAL CURRICULUM OPTION

Although most students complete the professional curriculum in two years, a three-year professional curriculum is offered. This three-year plan is a modification in the sequence and number of professional courses taken each semester. This curriculum can be an attractive option for students who may wish to lighten their academic load due to family or work commitments. Students admitted to this curriculum must have the recommendation of the program advisor and approval of the admissions committee. Students enrolled in this curriculum may not have full-time status for one or more semesters of the program. This may influence their eligibility for financial aid and student insurance discounts.

APPLICATION AND ADMISSION PROCEDURES

College students enrolled in the preprofessional curriculum should communicate regularly with the dental hygiene advisor at the Dental School to ensure that the courses selected satisfy the degree requirements. After completion of two semesters of the preprofessional curriculum, students may request an application from the Office of Records and Registration, 621 West Lombard Street, Room 326, University of Maryland, Baltimore, MD 21201, or from the Office of Admissions and Student Affairs of the Dental School. Applications for the Baltimore campus should be received no later than April 1 prior to the fall semester for which the student wishes to enroll.

A minimum grade point average of 2.3 in the preprofessional curriculum is required and preference will be given to those students who have high scholastic averages, especially in science courses. A science grade point average of 3.0 is generally encouraged for acceptance.

Enrollment at another University of Maryland campus or completion of the preprofessional curriculum does not guarantee admission to the professional curriculum at the Dental School. Enrollment in the dental hygiene program is limited.

Students who are offered admission will be required to send a deposit of \$200 with a letter of intent to enroll. This deposit will be credited toward tuition at registration, but will not be refunded in the event of failure to enroll.

PROJECTED AVERAGE EXPENDITURES

In addition to the expenses of tuition and fees (which are listed on page 94), junior dental hygiene students should estimate spending \$1,500 on instrument service, uniforms and supplies and \$600 on textbooks. Senior dental hygiene students should estimate spending \$1,100 on instrument service and supplies, \$300 on textbooks and \$600 on regional and national board examination fees. Field experiences in both the junior and senior years may entail additional costs for travel and/or meals at off-campus sites.

GRADUATION REQUIREMENTS

Candidates for the Bachelor of Science degree in dental hygiene must complete the preprofessional and the professional curricula as outlined. Students must achieve a cumulative grade point average of 2.0, complete a total of 122 credits, and satisfy all financial obligations to the university to be eligible for graduation.

NATIONAL AND REGIONAL BOARD EXAMINATIONS

Clinical and comprehensive written examinations are given in the spring of the senior year. Successful completion of these exams is necessary to obtain a license to practice dental hygiene.

COURSES

DHYG 311. Prevention and Control of Oral Disease I (6). The study of the morphologic characteristics and physiologic relationships of teeth and supporting structures, and the basic foundation for clinical dental hygiene practice are presented in lectures, class discussions and audiovisual presentations. Simulation and clinical experiences provide the opportunity for practical application of the principles and procedures for the identification, prevention and control of oral diseases.

DHYG 312. Oral Biology (7). The study of embryology and histology, anatomy and physiology, microbiology, and pathology with emphasis on the head, neck and oral cavity are presented in lecture, laboratory and audiovisual format.

DHYG 313. Education and Treatment Planning Strategies (2). The study of the elements of human behavior, principles of learning, methods of teaching and principles of communication as they relate to teaching oral health care to individuals and groups are presented. Classroom discussions, small group activities and clinical experiences provide the opportunity for application of these topics.

DHYG 314. Periodontics for the Dental Hygienist I (2). The study of the etiology, diagnosis and pathogenesis of periodontal diseases, as well as the anatomy and morphology of the tooth root and surrounding supportive structures are presented in lecture and discussion sessions.

DHYG 321. Prevention and Control of Oral Diseases II (5). The study of principles and procedures for the prevention of oral diseases including dental health education, oral hygiene measures, dietary control of dental disease, use of fluorides, sealants and the oral prophylaxis are presented in lecture, discussion and clinical sessions. Students work with dental students to simulate the postgraduation team delivery of dental care.

DHYG 322. Community Oral Health (3). Methods of determining community oral health status, identifying barriers to optimum health, and selecting appropriate interventions are presented concurrently with community program planning activities. Throughout the course, the role of the dental hygienist in community oral health is emphasized.

DHYG 323. Care and Management of the Special Patient (2). Through classroom discussion, reading assignments and independent study, dental hygiene students develop an understanding of the care and management of special patients for whom routine care may be complicated by age or complex health factors.

DHYG 324. Methods and Materials in Dentistry (3). An introduction to the science of dental materials, including the composition and utilization of dental materials as they apply to clinical dental hygiene procedures, dental assisting and patient education, is presented in lecture, class discussion and laboratory format.

DPHR 325. General Pharmacology and Oral Therapeutics (3). The study of drugs and their use in the treatment, diagnosis and prevention of disease; the absorption, distribution, metabolism, excretion and mechanism of action of drugs; and drug interactions, rationale for use, indications and contraindications are presented in lecture, internet and class discussion format. Emphasis is placed on the relevance of this information to providing patient care.

DHYG 326. Oral Radiology (2). By means of lecture, laboratory and clinical activities, students are introduced to the science of ionizing radiation, the production and effects of x-rays, and various techniques of oral roentgenography. Students gain experience exposing, processing, mounting, assessing and interpreting radiographs. The rationale for and practices to ensure radiation safety are stressed throughout the course.

DHYG 327. Periodontics for the Dental Hygienist II (2). The study of the diseases of the periodontium, focusing on the management, therapeutics and prevention of periodontal diseases, is presented through lecture and classroom discussion.

DHYG 411–421. Advanced Clinical Practice I and II (5-5). Clinical experiences in principles and procedures of dental hygiene practice are provided in general dentistry clinics through a concurrent patient treatment program with dental students. Students have the opportunity to participate in alternative practice settings through block assignments to dental specialty clinics within the school. Students prepare and present a case presentation in the spring semester.

DHYG 412. Perspectives of Dental Hygiene Practice (3). Students have the opportunity to explore advanced principles and skills of dental hygiene practice. The primary focus of the course is divided into three major units: pain control, advanced periodontics including implants, and oral-facial pain. Also included in the course is an introduction to intra-oral photography and case documentation. The emphasis of this course is to broaden the student's perspective of dental hygiene practice as it exists across the country.

DHYG 413–423. Community Service I and II (1-1). The externship program provides opportunities for senior students to select experiences beyond those given within the Dental School setting. The selection of the community site is based on the student's interests and career goals. Sites include well-baby clinics, prenatal clinics, community health centers, nursing homes, senior citizen centers, facilities for the handicapped, hospitals, military clinics and schools, day care centers, public health department and research centers. (DHYG 423 is optional.)

DHYG 414. Educational Program Development (3). Students in this course have the opportunity to explore various ways in which effective instructional skills may contribute to a career in dental hygiene. Learning experiences are designed to enable the student to develop these skills and to project their application in such

areas as public school systems, community health programs, higher education and consumer education.

DHYG 416. Introduction to Oral Health Research (2). This course is designed to acquaint students with research methodology and its application to the dental hygiene profession. Emphasis is placed upon heightening student awareness of the need for dental hygiene research, developing student capabilities to identify research problems and design and execute meaningful research studies, and enabling students to accurately appraise the quality of research reports.

DHYG 418 or 428 Practicum (1); DHYG 424. Special Topics (1). Students are provided an opportunity to pursue in-depth topics of special interest. The program of study is designed by each student and approved by faculty prior to the beginning of the course. The study program may relate to an area of interest in clinical dental hygiene, education, management or research and may consist of special reading assignments, reports, conferences, and possibly clinical, laboratory or extramural experience. (Optional)

DHYG 425. Issues in Health Care Delivery (3). Students examine and analyze the issues that affect the broad spectrum of health care delivery. Select topics of interest include ethics and professional responsibility, inequities in health care delivery and health care legislation. Students present table clinics on timely oral health topics or deliver reports on women's health issues.

DHYG 427. Health Care Management (3). Students are introduced to skills essential for effective management in their personal and professional roles. Areas of emphasis include the dental team environment, managerial planning and decision-making, fiscal issues, career planning, resumes and interviewing. Management principles are applied to a variety of oral health care delivery settings.

DEGREE COMPLETION BACCALAUREATE PROGRAM

The degree completion program provides the opportunity for registered dental hygienists who hold a certificate or associate degree to pursue studies leading to a Bachelor of Science degree in dental hygiene. The curriculum is designed in two phases of full- or part-time study to meet each individual's academic, clinical and career interests.

PROGRAM REQUIREMENTS

Phase I: General Requirements. Phase I consists of the student's previous dental hygiene courses and general course requirements, totaling 90 semester credits. General course requirements for the baccalaureate degree may be taken at any of the three University of Maryland campuses that offer them (College Park, Baltimore County or Eastern Shore) or at another accredited college or university. The courses required are the same as those listed in the Preprofessional Program freshman and

sophomore years, except only one chemistry and one anatomy/physiology course are required. Transfer credits are granted for general requirements and dental hygiene courses from an accredited program. To obtain transfer credit, students must attain a grade of C or better in all courses taken at an institution outside the Maryland state university system. Consultation with the degree completion program director regarding transfer courses is recommended.

Phase II: Degree Completion Requirements. The degree completion program at the Dental School consists of two core seminars totaling four credit hours (DHYG 410, 420), senior level didactic courses, totaling 14 credit hours (DHYG 412, 414, 416, 424 [optional], 425 and 427), and 12 credit hours of approved academic electives, generally taken at another campus of the University of Maryland. A variable credit practicum course, DHYG 418-428, may be taken for elective credit.

CURRICULUM PLANNING

Registered dental hygienists should submit to the degree completion program director transcripts from their dental hygiene program and all other institutions attended, so that transfer credits may be evaluated and a program developed to satisfy remaining requirements. Students should meet regularly with the advisor to ensure appropriate course scheduling in Phase I.

APPLICATION AND ADMISSION PROCEDURES

In addition to meeting the general course requirements, the student applying for admission to the degree completion program at the Dental School must:

1. Be a graduate of an accredited dental hygiene program.
2. Be licensed in at least one state.
3. Have a minimum grade point average of 2.5.

Applications for admission may be obtained from the Office of Records and Registration; University of Maryland; 621 West Lombard Street, Room 326; Baltimore, MD 21201, or from the Office of Admissions and Student Affairs in the Dental School. Applications should be received no later than April 1 prior to the fall semester for which the student wishes to enroll.

Enrollment at another University of Maryland campus does not guarantee admission to the degree completion program at the Dental School. Enrollment in the degree completion program is limited.

Students who are offered admission will be required to send a deposit of \$200 with a letter of intent to enroll. This deposit will be credited toward tuition at registration, but will not be refunded in the event of failure to enroll.

STUDENT EXPENSES

Tuition and fees are listed on page 94. The charges for instrument service, supplies and uniforms are not applicable for degree completion students. Textbook costs would be considerably lower than listed.

GRADUATION REQUIREMENTS

One hundred twenty semester credit hours are required for the Bachelor of Science degree in the degree completion dental hygiene program. The last 30 credit hours toward the baccalaureate degree must be taken at the University of Maryland. Courses not offered at the Dental School will be taken at another University of Maryland campus.

COURSES

See pages 43-44 for course descriptions of DHYG 412, 414, 416, 424, 425 and 427.

DHYG 410-420. Seminar in Dental Hygiene (3-1) (degree completion only). Reinforcement, updating and expansion of dental hygiene professional skills, knowledge and attitudes. Topic areas which are explored through seminar, laboratory and extramural formats include dental public health, preventive dentistry, process of dental hygiene care and options for dental hygiene practice. Emphasis is placed on developing oral and written communication skills necessary for the dental hygienist in a variety of health care, educational, research or community settings.

DHYG 418-428. Dental Hygiene Practicum (1-4/1-4)*. Individually designed didactic and/or clinical experiences in a special area of dental hygiene clinical practice, teaching, community dental health or research.

**This is an elective variable credit course that requires approval of degree completion program director.*



Advanced Education Programs

APPLICATION/ADMISSION

All applicants for specialty and residency programs must hold the DDS, DMD or equivalent degree, and must give evidence of high scholastic achievement. All programs require a supplemental application, official transcripts of undergraduate and dental school coursework and three letters of recommendation. Requirements regarding National Board examinations vary by program. Applicants who are not citizens or permanent residents of the United States must present evidence of mastering English as a foreign language (a minimum score of 550 on the TOEFL examination is required), and evidence of financial support for their studies. Further, graduates of non-U.S./non-Canadian dental schools may be required to furnish a translation and evaluation, in English, of their academic record by a certified agency. Individual specialty training programs may impose additional requirements as indicated within their program descriptions.

Applications to the programs in advanced education in general dentistry, general practice residency, oral-maxillofacial surgery and pediatric dentistry must be made through the Postdoctoral Application Support Service (PASS). Applications to programs in endodontics, orthodontics, periodontics and prosthodontics should be made directly to the Dental School.

To be interviewed and considered for admission to an advanced education program in general dentistry, general practice residency, oral-maxillofacial surgery, orthodontics, pediatric dentistry and prosthodontics, applicants must participate in the National Matching Service. The endodontics and periodontics programs do not participate in the National Matching Service and make offers directly to applicants.

Students intending to pursue a Master of Science or Doctor of Philosophy degree must submit a separate application to the Graduate School.

Application deadlines vary by program.

Prior to applying to the Dental School, potential applicants should note the University of Maryland, Baltimore policy concerning prevention and management of student and employee infection with bloodborne pathogens, page 126. In addition, while the admissions process does not include questions concerning any prior criminal activity, individuals who have a prior or subsequent conviction or *nolo contendere* plea for a felony may encounter denial or removal of licensure.

All requests for applications and additional information pertaining to specialty and residency programs should be directed to:

Advanced Dental Education Programs
Office of Admissions and Student Affairs, Room 4-A-22
Baltimore College of Dental Surgery
Dental School, University of Maryland
666 West Baltimore Street
Baltimore, MD 21201

All requests for applications or information pertaining to the graduate programs should be directed to:

University of Maryland Graduate School Baltimore
5401 Wilkens Avenue
Baltimore, Maryland 21228

SPECIALTY PROGRAMS

GENERAL INFORMATION

Advanced Specialty Education certificate programs are designed to provide successful candidates eligibility for examination by the appropriate specialty boards under the Commission on Dental Accreditation. Programs of 24 months each are offered in endodontics and pediatric dentistry. The programs in orthodontics, periodontics and prosthodontics are 36 months' duration; the oral-maxillofacial surgery residency/MD program extends over a period of six years.

Qualified applicants for advanced specialty education programs may seek dual enrollment as candidates in combined certificate/degree programs. Successful candidates are awarded a certificate in a clinical specialty by the Dental School and the degree Master of Science in Oral Biology by the University of Maryland Graduate School Baltimore. Programs are also available for those who wish to pursue a graduate degree in oral and craniofacial biological sciences concurrently with clinic specialty education.

All programs are accredited by the Commission on Dental Accreditation, the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

FACILITIES

All specialty programs except oral-maxillofacial surgery utilize individual operatories on the third floor of the Dental School in an area designated Advanced Specialty Clinics. Programs provide conference rooms for students and maintain appropriate laboratory and research facilities. Students have access to departmental libraries, the Health Sciences and Human Services Library on the campus and the National Library of Medicine in Bethesda, MD. Also available within the Dental School is an Independent Learning Center, where students may utilize materials in a variety of media. The program in oral-maxillofacial surgery is based in University Hospital, a large metropolitan teaching hospital adjacent to the Dental School.

FINANCIAL SUPPORT

Stipends for postgraduate candidates may be available on a limited basis. Information regarding the extent of these stipends can be obtained by writing to individual program directors.

REQUIREMENTS FOR CERTIFICATION

A postgraduate certificate is awarded to candidates who have satisfied all requirements of the program and have paid all debts to the University.

ACADEMIC STANDARDS FOR CERTIFICATION

In the evaluation of postgraduate student performance, the following letter grades are used:

A, B, C	-	passing
F	-	failing
I	-	incomplete

Students must maintain an overall B average. A course in which a grade of less than B is received may be repeated at the discretion of the department. The grade in the repeated course, whether it is higher or lower than the original grade, replaces the original grade. All failing and incomplete grades must be removed before a certificate is conferred. A course with an incomplete grade does not have to be repeated, but the requirements of the course must be satisfied before a certificate is conferred.

Further, students must demonstrate clinical competency in all areas of patient management and treatment. Any student who fails to meet these academic standards in a given semester may not be permitted to continue in the program.

ENDODONTICS

Objectives

- To provide the endodontic resident with an in-depth background in the basic sciences as related to the discipline and practice of endodontics.
- To provide the resident with appropriate clinical experiences which will result in proficiency in the practice of endodontics.
- To develop the skills necessary for the graduate to become competent in the area of research.
- To inform residents of the necessity and advantages of participation in organized dentistry.
- To develop the knowledge base for graduates to become diplomates of the American Board of Endodontics.

- To prepare residents to seek a career in the private practice of endodontics, research and/or endodontic education.

Scope of Training

The program integrates both biological and clinical sciences. Lectures, seminars and literature reviews cover diagnosis, treatment planning, treatment objectives and a variety of topics related to endodontics and to dentistry in general. Students attend professional meetings and continuing education courses held within the University and in the Baltimore-Washington area.

The heaviest concentration of basic science material is in the first year of study. During that year, the student is expected to choose a research topic and to write a protocol for presentation to the faculty and other graduate students. The results of this research are presented at a special seminar in the last semester of study and, if possible, at a national meeting. Interspersed with the basic science courses are a variety of clinical courses supervised by trained specialists from a variety of backgrounds.

The second year of study emphasizes clinical endodontics including conventional treatment, retreatment, management of emergencies, endodontics and surgery. Residents devote a significant amount of time and effort to completion of their research projects. Also, appropriate time is devoted to clinical teaching during this year.

Site of Training

The major site of training is at the Dental School, including the Special Patient Clinic and Advanced General Dentistry Clinic. However, rotations at the University of Maryland, College Park Health Clinic and the Veterans Affairs Medical Center are also included in the endodontics program.

Number of Positions

Four positions are available

Stipends

Stipends are provided for Year II residents and may be available in Year I.

Faculty

Thomas C. Dumsha, MS, DDS, *Chair, Program Director, Diplomate, American Board of Endodontics*

Irving Abramson, DDS, *Diplomate, American Board of Endodontics*

Alexandra Antonopoulou, DDS

Richard Fein, DMD

Edward K. Gamson, DDS, MS

John Hyson, DDS, MS

William Patrick Kelly, DDS, *Diplomate, American Board of Endodontics*

Neville McDonald, BDS, MS

Frederick J. Quarantillo, DDS, MS

Howard E. Schunick, DDS

Ben E. Smith, *Diplomate, American Board of Endodontics*

Special Admission Guidelines

- High scholastic achievement.
- Clinical experience weighted heavily.
- A personal interview is desirable.

Length of Program

24 months - certificate

30 months - certificate and master's degree

Curriculum

Year I		Credits
ENDO 558A	Graduate Conjoint Seminar	2
ENDO 567B	Advanced Case Analysis	1
ENDO 568A	Fundamentals of Endodontics	2
ENDO 568B	Treatment Planning Seminar	4
ENDO 569A	Clinical Endodontics	48
ENDO 569B	Endodontic Techniques	3
ENDO 578A	Biological Bases for Pulpal Therapy	3
ENDO 578B	Research in Endodontics	6
ENDO 579A	Experimental Bases for Conventional Endodontic Therapy	3
ENDO 588A	Biological Bases for Periradicular Therapy	3
ENDO 589A	Experimental Bases for Nonconventional Endodontic Therapy	3
ENDO 598A	Current Endodontic Literature	2
ENDO 599A	Special Topics	1
DANA 618	Head and Neck Anatomy	2
DANA 622	Oral Histology and Embryology	2
DANA 633	Temporomandibular Joint	1
DANA 638	Data Analysis Research	3
DMIC 609	Special Problems in Microbiology	1
DMIC 622	Immunology and Oral Diseases	3
DPHR 636	Pharmacology of Anesthetic Drugs	3
DPHR 656	Dental Toxicology	2
DPHS 639	Oral Neurophysiology Seminar	1
Year II		Credits
ENDO 558C	Graduate Conjoint Seminar	2
ENDO 567D	Advanced Case Analysis	1
ENDO 568C	Clinical Emergencies in Endodontics	12
ENDO 568D	Treatment Planning Seminar	4
ENDO 569C	Advanced Clinical Endodontics	36
ENDO 569D	Pedagogical Techniques in Endodontics	2
ENDO 578C	Biological Basis for Pulpal Therapy	3
ENDO 578D	Research in Endodontics	6

ENDO 579C	Experimental Bases for Conventional Endodontic Therapy	3
ENDO 588C	Biological Bases for Periradicular Therapy	3
ENDO 589C	Experimental Bases for Nonconventional Endodontic Therapy	3
ENDO 598C	Current Endodontic Literature	2
ENDO 599	Special Topics	1
DPAT 612	Oral Pathology Problems I	2
DPAT 613	Oral Pathology Problems II	2
DPHS 641	Physiology of Pain	2

ORAL-MAXILLOFACIAL SURGERY

Objectives

- To prepare individuals for a career in the specialty of oral-maxillofacial surgery.
- To fulfill educational requirements for specialty certification by the American Board of Oral and Maxillofacial Surgery.
- To fulfill the requirements for specialty training of the Commission on Dental Accreditation.
- To fulfill the educational requirements for the MD degree and licensure.

Scope of Training

During the first year, students enter residency training in oral-maxillofacial surgery at the University of Maryland Medical System and Dental School. Students participate in clinical exodontia and other dentoalveolar surgery. They attend patient rounds, oral pathology and physical assessment course work, surgical-orthodontic conferences, implant conferences, and are assigned a two-month, off-service rotation with the department of anesthesiology.

During the second and third years of the residency, the oral-maxillofacial surgery residents will enter the University of Maryland School of Medicine at the level of the first clinical year. The residents will be undergraduate medical students for these two years. At the end of the third year of the program the trainees will graduate with an MD degree after they have successfully achieved all medical school requirements.

In the fourth year of residency, the resident will enter a one-year internship in general surgery at the University of Maryland School of Medicine. This one-year period of training will qualify the resident to obtain medical licensure in most states. During this period of time, the trainee will gain experience in both general medical management of the surgical patient and in principles of general surgery with rotations in trauma surgery, plastic surgery, neurosurgery and surgical intensive care.

The fifth year of the residency program is at University Hospital and the Dental School. Graduate instruction in head and neck anatomy, advanced oral pathology, pharmacology, physiology and microbiology is required. Fifth-year residents

perform complex ambulatory surgery in the surgery clinic of the Dental School. In addition, fifth-year residents are introduced to major maxillofacial surgery procedures in the operating room. Trainees attend all departmental conferences and receive advanced instruction in oral-maxillofacial surgery. Research is considered an important factor and all trainees are required to participate in a research project during the fifth year.

The sixth year of residency is at University Hospital, the Maryland Institute for Emergency Medical Services Systems and affiliated hospitals. The chief residents are responsible for the direction of the surgical team on their service, and for the care of hospitalized patients. During this year, residents participate in all conferences held by the department and complete their research projects.

Site of Training

During the course of the program, students will rotate through training sites at the Dental School, University of Maryland Medical System, Maryland Institute for Emergency Medical Services Systems, Sinai Hospital and the Veterans Affairs Medical Center. Optional off-service rotation to other institutions in the United States or in foreign nations is offered.

Facilities

Training sites are all fully equipped for the performance of both complex and routine oral-maxillofacial surgical procedures and treatment.

Number of Positions

Two per year

Faculty

James R. Hupp, DMD, MD, JD, FACS, *Chair, Program Director, Diplomate, American Board of Oral and Maxillofacial Surgery*

Robert A. Ord, DDS, MD, FRCS, FACS, *Division Head, Diplomate, American Board of Oral and Maxillofacial Surgery*

Stewart A. Bergman, DDS, MS, *Diplomate, American Board of Oral and Maxillofacial Surgery*

Remy Blanchaert, DDS, MD

Vincent DiFabio, DDS, *Diplomate, American Board of Oral and Maxillofacial Surgery*

Alan Exler, DDS, *Diplomate, American Board of Oral and Maxillofacial Surgery*

James Karesh, MD, FACS, *Diplomate, National Board of Medical Examiners, American Board of Ophthalmology, American Society of Ophthalmic Plastic and Reconstructive Surgery and American Academy of Facial Plastic and Reconstructive Surgery*

Richard Nessif, DDS, *Diplomate, American Board of Oral and Maxillofacial Surgery*

Cornelius J. Sullivan, DMD, *Diplomate, American Board of Oral and Maxillofacial Surgery*

Special Admission Guidelines

- Applicants should rank in the upper 20 percent of their dental class.
- Letter of recommendation from the dental school chair of oral-maxillofacial surgery.
- An interview is required prior to acceptance of candidates.
- In accordance with School of Medicine policy, applicants to the combined program must be U.S. citizens.

Length of Program

Six years, including two years at the University of Maryland School of Medicine as a medical student.

Curriculum

Year I		Credits
DSUR 568A	Oral and Maxillofacial Surgical Rounds	18
DSUR 568B	Operating Room Advanced Oral and Maxillofacial Surgery	30
DSUR 569A	Oral and Maxillofacial Surgical Grand Rounds	2
DSUR 569B	Physical Diagnosis	4
DSUR 578A	Patient Care Record Keeping Review	7
DSUR 579A	Current Literature Review	3
DSUR 588A	Orthognathic Surgery Seminar	3
DSUR 589A	Special Topics Seminar	3
DSUR 598A	Clinical Oral and Maxillofacial Surgery	30
DSUR 601	Clinical Anesthesiology	6
DSUR 609	Special Problems	4
DSUR 631	Cranio-facial I	2
DSUR 799	Research (MS. candidates only)	2
DPAT 612	Special Problems in Oral Pathology	2
DPAT 613	Special Problems in Oral Pathology	2

Years II-III

School of Medicine Clinical Rotations

Year IV

Residency Training in General Surgery

Year V		Credits
DSUR 568C	Oral and Maxillofacial Surgical Rounds	18
DSUR 569C	Oral and Maxillofacial Surgical Grand Rounds	2
DSUR 578C	Patient Care and Record Keeping	7
DSUR 579C	Current Literature Review	3
DSUR 588C	Orthognathic Surgery Seminar	3
DSUR 589C	Special Topics Seminar	3
DSUR 598C	Advanced Clinical Oral and Maxillofacial Surgery	18

Year V		Credits
DSUR 605	Surgical Anatomy	2
DSUR 609	Special Problems	4
DANA 614	Anatomy of the Head and Neck	3
DMIC 609	Special Problems in Microbiology	2
DPAT 616	Advanced Histopathology of Oral Lesions	3
DPAT 617	Advanced Histopathology of Oral Lesions	3
DPHR 636	Pharmacology of Anesthetic Drugs	3
DPHS 618	Advanced Physiology	3
Year VI		Credits
DSUR 568E	Oral and Maxillofacial Surgical Rounds	18
DSUR 568F	Operating Room Advanced Oral and Maxillofacial Surgery	30
DSUR 569E	Oral and Maxillofacial Surgical Grand Rounds	2
DSUR 578E	Patient Care Record Keeping Review	7
DSUR 579E	Current Literature Review	3
DSUR 588E	Orthognathic Surgery Seminar	3
DSUR 589E	Special Topics Seminar	3
DSUR 568G	Oral and Maxillofacial Surgical Rounds	18
DSUR 568H	Operating Room Advanced Oral and Maxillofacial Surgery	30
DSUR 569G	Oral and Maxillofacial Surgical Grand Rounds	2
DSUR 578G	Patient Care Record Keeping Review	7
DSUR 579G	Current Literature Review	3
DSUR 588G	Orthognathic Surgery Seminar	3
DSUR 589G	Special Topics Seminar	3
DSUR 609	Special Problems	4

ORAL AND MAXILLOFACIAL PATHOLOGY

Refer to pages 76 to 78.

ORTHODONTICS

Objectives

- To prepare students for a career as an orthodontist in clinical practice and/or academics.
- To allow individuals to obtain substantial experience in clinical care, teaching and research.

- To fulfill the educational requirements for specialty certification by the American Board of Orthodontics.

Scope of Training

Students gain experience in the treatment of patients with all types of dentofacial deformities. A broad mastery of alternative techniques with different variations of the Edgewise appliance is emphasized, along with modern forms of removable appliances. Treatment is provided for adults, adolescents and children. Students also provide orthodontic treatment in complex rehabilitation cases in coordination with graduate students in prosthodontics and periodontics. Surgical orthognathic cases are treated in conjunction with oral-maxillofacial surgery residents at the University of Maryland Medical System and The Johns Hopkins Hospital.

Through an extensive series of lectures, seminars and case conferences, a comprehensive didactic background in relevant basic sciences and clinical orthodontics is provided. Each student, working with faculty supervisors chosen from the Dental School and University, must complete an original research project. Students serve as instructors in the predoctoral clinic and supervise minor tooth movement and space maintenance procedures.

While pursuing a certificate in orthodontics, students will be enrolled in a Master of Science degree program in oral biology. Courses taken for the master's degree will also satisfy some certificate requirements.

Site of Training

Most of the clinical and didactic program takes place within the Dental School. Off-campus experiences include attendance at the craniofacial anomalies clinic at The Johns Hopkins Hospital; the H. K. Cooper Center in Lancaster, Pa.; and at continuing education courses throughout the greater Baltimore area.

Number of Positions

Three

Faculty

William M. Davidson, DMD, PhD, *Chair, Diplomate, American Board of Orthodontics*

Stuart D. Josell, DMD, M Dent Sc, *Program Director*

Byron Bonebreak, DDS

Ronald S. Branoff, DDS, MSD

Ross E. Long, DMD, PhD, *Director of Orthodontics, Lancaster Cleft Palate Clinic*

Phillip S. Markin, DDS, MS, *Diplomate, American Board of Orthodontics*

C. Thomas Pavlick Jr., DDS, MS, *Diplomate, American Board of Orthodontics*

Karl Pick, DDS

Constance G. Rubler, DDS, MS, *Diplomate, American Board of Orthodontics*

Bhavna Shroff, DDS, M Dent Sc

Richard Smith, DMD, MS, M Phil, PhD

Edgar Sweren, DDS, *Diplomate, American Board of Orthodontics*

Steven M. Siegel, DMD

Alan S. Weisberg, DDS, *Diplomate, American Board of Orthodontics*
 Robert E. Williams, DMD, MS, *Diplomate, American Board of Orthodontics*

Length of Program

Three years

Curriculum

Year I		Credits
ORTH 567A	Treatment Planning Seminar	1
ORTH 568A	Diagnosis	4
ORTH 569A	Clinic	29
ORTH 576A	Typodont	1
ORTH 577A	Laboratory Technique	1
ORTH 578A	Case Presentation Seminar	3
ORTH 579A	Research	7
ORTH 586A	Literature Review	1
ORTH 587A	Mixed Dentition	2
ORTH 588A	Biomechanics	2
ORTH 589A	Technique Seminars	11
ORTH 597A	Ortho-Surgery Seminar	2
ORTH 598A	Applied Teaching	3
PEDS 598A	Development of Dentition	2
DANA 622	Oral Histology and Embryology	2
DANA 633	Temporomandibular Joint	1
DANA 638	Data Analysis Research	3
DOCB 619	Seminar	1
Year II		Credits
ORTH 568C	Cleft Palate Clinic	4
ORTH 569C	Clinic	32
ORTH 578C	Case Presentation Seminars	3
ORTH 579C	Research	9
PERI 579B	Adult Tooth Movement	3
ORTH 586C	Literature Review	1
ORTH 589C	Technique Seminars	5
ORTH 597C	Ortho-Surgery Seminar	2
ORTH 598C	Applied Teaching	5
DANA 618	Special Problems in the Anatomies	3
DMIC 609	Special Problems/Microbiology	1
CIPP 905	Normal Adolescent Growth and Development	2
	M.S. Research	2
	Graduate Electives	3
Year III		Credits
ORTH 569E	Clinic	20
ORTH 578E	Case Presentation Seminar	3
ORTH 579E	Research	15

ORTH 586E	Literature Review	1
ORTH 587C	Practice Management	2
ORTH 588E	Biomechanics	1
ORTH 597E	Ortho-Surgery Seminar	2
ORTH 598E	Applied Teaching	15
	MS Research	4

PEDIATRIC DENTISTRY

Objectives

- To prepare individuals for a career in the specialty of pediatric dentistry.
- To fulfill the educational requirements for specialty certification by the American Board of Pediatric Dentistry.
- To fulfill the requirements for specialty training of the Commission on Dental Accreditation.

Scope of Training

Lectures, seminars and conferences are held relating to pediatric patients and their dental treatment. Students receive training in hospital and operating room protocol, including the use of general anesthetics in rendering total oral rehabilitation. They also gain teaching experience by serving as instructors in the predoctoral laboratory and clinic. An original research project must be conducted by each candidate.

Site of Training

The major sites of training are the Dental School, the University of Maryland Medical System, Kernan Hospital, and Maryland School for the Blind.

Facilities

In addition to utilizing the individual private operatories in the Dental School, each postdoctoral student is assigned, on a scheduled basis, to Kernan Hospital. Students provide comprehensive dental care to their assigned patients and participate in conferences with the interdisciplinary and medical staffs.

An operating room is used at the University of Maryland Medical System and at Kernan Hospital for training in rendering rehabilitative dental care to patients who have received general anesthetics.

Number of Positions

Four

Faculty

Norman Tinanoff, BA, DDS, MS, *Chair, Diplomate, American Board of Pediatric Dentistry*

Preston Shelton, BS, DDS, MS, *Program Director, Diplomate, American Board of Pediatric Dentistry*

Ronald Abrams, BS, DMD, MS
 Ronald Ackerman, DDS
 Sophia Balis, DDS
 James Coll, DMD, MS, *Diplomate, American Board of Pediatric Dentistry*
 B. Casey Crafton, BA, DDS, MS, JD
 Edward Ginsberg, DDS, *Diplomate, American Board of Pediatric Dentistry*
 Stuart Josell, DMD, M Dent Sc
 Barry Lyon, DDS
 Suzan Miller, DDS
 Glenn Minah, DDS, MS, PhD
 David Owen, DDS, AM
 Earle Schulz, DDS, MS, *Diplomate, American Board of Pediatric Dentistry*
(Dental Director, Children's Hospital)
 Mark Wagner, AB, DMD

Special Admission Guidelines

- Documentation of scholastic achievement and motivation.
- Recommendations from individuals well acquainted with the candidate.
- Professional experiences.
- Personal interview.

Length of Program

Two years

Curriculum

Year I		Credits
PEDS 567A	Pediatric Dentistry Orientation	4
PEDS 568A	Research Methodology	3
PEDS 569A	Research	3
PEDS 578A	Case Conference Seminar	4
PEDS 579A	Special Topics Seminar	6
PEDS 589A	Clinical Pedodontics	36
PEDS 598A	Development of the Dentition	2
ORTH 567A	Treatment Planning Seminar	1
ORTH 568A	Diagnosis (Data Base)	4
ORTH 586A	Literature Review	2
DANA 622	Mammalian Oral Histology and Embryology	2
DANA 638	Data Analysis Research	3
DMIC 609	Special Problems/Microbiology	1
DPAT 612	Special Problems/Oral Pathology	2
DPAT 613	Special Problems/Oral Pathology	2
DPHR 656	Dental Toxicology	2
Year II		Credits
PEDS 568D	General Anesthesia	4
PEDS 569C	Research	7
PEDS 578C	Case Conference Seminar	4

PEDS 579C	Special Topics Seminar	3
PEDS 588C	Literature Review Seminar	4
PEDS 589C	Clinical Pedodontics	40
PEDS 598C	Applied Teaching	2

PERIODONTICS

Objectives

- To provide special knowledge and skills beyond the accepted DDS or DMD training.
- To prepare the student to execute proficiently all skills of the specialty.
- To provide experiences in research and in the field of education.
- To fulfill the requirements for specialty training of the Commission on Dental Accreditation.
- To fulfill the educational requirements for specialty certification by the American Board of Periodontology.

Scope of Training

Residents receive experience in the treatment of patients with all categories of periodontal diseases, particularly those patients with advanced stages of the diseases. Lectures, seminars and conferences are held in diagnosis, prognosis, treatment planning and practice management. Seminars are conducted with other specialties to interrelate all fields of dentistry and medicine; with guest consultants who are experts in their field; and with postdoctoral students in periodontics from other teaching institutions. Completion of an original research project is required.

Residents become proficient in guided tissue regeneration, guided bone regeneration, and the use of several different implant systems. They also become proficient in all other currently accepted modalities of surgical or nonsurgical therapy and gain experience in the administration of conscious sedation. During assignments at the Baltimore Veterans Affairs Medical Center, residents practice periodontics in the hospital dental service, learn laboratory diagnostic methods, and participate in rotations in internal medicine and anesthesiology. Residents gain experience in managing a periodontal maintenance program. Residents lecture and provide clinical supervision to predoctoral dental students. The preparation and documentation of cases suitable for submission to the American Board of Periodontology is a requirement for graduation from the program. Residents are required to conduct a research project and to report their findings in a manuscript suitable for publication.

The Baltimore-Washington area is rich in institutions for clinical and basic science expertise, and residents are given opportunities to interact with these valuable resources.

Site of Training

The major sites of training are the Dental School, the Naval Dental Center, Bethesda, Maryland, and the Veterans Affairs Medical Center, Baltimore, Maryland.

Number of Positions

Three to four

Faculty

John C. Gunsolley, DDS, MS, *Chair, Diplomate, American Board of Periodontology*

Charles E. Hawley, DDS, PhD, *Program Director, Diplomate, American Board of Periodontology*

Mary Beth Aichelmann-Reidy, DDS, *Diplomate, American Board of Periodontology*

Sylvan Feldman, DDS, *Diplomate, American Board of Periodontology*

Gregory Felthousen, DDS, *Diplomate, American Board of Periodontology*

Lawrence S. Freilich, DDS, PhD

Lawrence Halpert, DDS

Daniel Karlin, DDS, *Diplomate, American Board of Periodontology*

James Kassolis, DDS, *Diplomate, American Board of Periodontology*

Seok-Woo Lee, DDS, MS, PhD

Marvin Leventer, DDS

Grace Morrison, DDS

Sarah Park, DDS, MS, *Diplomate, American Board of Periodontology*

Peter Passero, DDS

Bradley Phillips, DMD, *Diplomate, American Board of Periodontology*

Mark Reynolds, DDS

Leslie Robson, RDH, BS

Paul Rosen, DMD, MS, *Diplomate, American Board of Periodontology*

Robert Sachs, DDS, MS, *Diplomate, American Board of Periodontology*

Arnold Sindler, DDS

John K. Spitznagel, Jr., DDS, PhD

R. Dale Welch, DDS, *Diplomate, American Board of Periodontology*

Dennis Winson, DDS, *Diplomate, American Board of Periodontology*

Karl Zeren, DDS, *Diplomate, American Board of Periodontology*

Robert Zupnik, DDS, MSD, *Diplomate, American Board of Periodontology*

Special Admission Guidelines

- Applicants must have passed Parts I and II National Board Dental Examinations with an average score of 85 or higher.
- Applicants should rank in the upper 20 percent of their dental class.
- An interview is required prior to acceptance of candidates.

Length of Program

Three years (36 months)

Curriculum

Year I		Credits
PERI 567A	Intraoral Photography	1
PERI 568A	Diagnosis, Prognosis and Treatment Planning	4
PERI 568B	Conjoint Seminars (Implantology)	5
PERI 569A	Case Management	2
PERI 569B	Principles of Occlusion	2
PERI 578A	Literature Review Seminar	12
PERI 578B	Reconstructive Surgery	2
PERI 579A	Surgical Techniques	6
PERI 579B	Adult Tooth Movement	3
PERI 588A	Clinic	33
PERI 588B	Introduction to Periodontal Therapy and Molecular Biology	3
PERI 589A	Research Methodology	2
DANA 614	Anatomy of Head and Neck	3
DANA 622	Oral Histology and Embryology	2
DANA 633	Temporomandibular Joint	1
DANA 638	Data Analysis Research	3
DMIC 609	Special Problems	1
DMIC 622	Immunology and Oral Diseases	3
DPAT 612	Oral Pathology Problems	2
DPAT 613	Oral Pathology Problems	2
DPHR 656	Dental Toxicology	2
	Research	1
Year II		Credits
PERI 568C	Diagnosis, Prognosis and Treatment Planning	4
PERI 568D	Conjoint Seminars (Implantology)	2
PERI 569C	Case Management	2
PERI 569D	Practice Management	2
PERI 578C	Literature Review	12
PERI 579C	Advanced Surgical Techniques	6
PERI 588C	Clinic	31
PERI 589C	Research Methodology	3
PERI 598C	Applied Teaching	6
PERI 589D	Conscious Sedation	4
DPAT 616	Advanced Histopathology	3
DPAT 617	Advanced Histopathology	3
	Hospital Rotation	-
	Laboratory Diagnosis	-
	Internal Medicine	-
	Research	3
Year III		Credits
PERI 588E	Clinic	20

PERI 598E	Applied Teaching	3
PERI 569E	Case Management	2
PERI 578E	Current Literature Review	2
	Clinical Pathologic Conferences	-
	Anesthesiology Rotation	-
	Research	3

PROSTHODONTICS

Objectives

- To provide a historical perspective of prosthodontics in a manner which will permit and encourage the student to make objective evaluations.
- To provide a comprehensive background of those biologic and allied sciences relevant to diagnosis, planning and treatment of routine and complex prosthodontic problems.
- To provide clinical treatment experiences in the various aspects of prosthodontics with emphasis upon attainment of skills and judgment in treating complex problems.
- To prepare the candidate for examination by the American Board of Prosthodontics.
- To prepare the candidate for teaching at predoctoral or postgraduate levels.

Scope of Training

Students are trained to manage and treat complex prosthodontic problems effectively. Lectures, seminars and conferences are held in basic biologic sciences and allied dental sciences related to prosthodontics. Teaching experience is gained by postgraduate students as they provide clinical instruction to predoctoral dental students. Training in research methodology is an integral part of the program and culminates as each candidate conducts and presents an original research project.

Site of Training

Major site of training is the Dental School.

Number of Positions

Three

Faculty

Morton Wood, DDS, Chair

Carl F. Driscoll, DMD, *Program Director, Diplomate, American Board of Prosthodontics*

Marvin L. Baer, DDS, MS, *Diplomate, American Board of Prosthodontics*
 Arezoo A. Bahar, BDS
 Edward R. Chesla, DDS
 I. Scott Fried, DDS
 Joseph J. Kravitz, DDS
 Vincent J. Prestipino, Jr., DDS
 Stuart D. Prymas, DDS
 Michael T. Singer, DDS, MS, *Diplomate, American Board of Prosthodontics*
 David Skopp, DDS
 Michael J. Tabacco, DDS, MS, *Diplomate, American Board of Prosthodontics*

Special Admission Guidelines

- Students must have acceptable scholastic achievement at the predoctoral level.
- Clinical experience is preferred.
- A personal interview is desirable.
- References will be required.

Length of Program

Three years

Curriculum

Year I		Credits
PROS 567A	Instructional Methodology	1
PROS 568A	Clinical Prosthodontics	32
PROS 569A	Literature Review Seminar	6
PROS 578A	Treatment Planning Seminar	4
PROS 579A	Applied Teaching in Removable Prosthodontics	4
PROS 587A	Research	1
PROS 598A	Advanced Dental Materials	2
PERI 568B	Conjoint Seminars	1
DANA 614	Anatomy of the Head and Neck	3
DANA 618	Spec/Biostatistics	1
DANA 622	Oral Histology and Embryology	2
DANA 633	Temporomandibular Joint	1
DMIC 609	Special Problems	1
DPAT 612	Oral Pathology Problems	2
DPAT 613	Oral Pathology Problems	2
DPHR 656	Dental Toxicology	2
Year II		Credits
PROS 568C	Clinical Prosthodontics	56
PROS 569C	Literature Review Seminar	6
PROS 578C	Treatment Planning Seminar	4
PROS 579C	Applied Teaching in Removable Prosthodontics	4
PROS 588C	Research	2
PROS 589C	Applied Teaching in Fixed Restorative	4
PROS 597C	Board Case Presentation	1
PERI 568D	Conjoint Seminars	1

Year III		Credits
PROS 568D	Advanced Clinical Prosthodontics	48
PROS 569D	Literature Review Seminar	4
PROS 570D	Applied Sciences Related to Implant Prosthodontics	4
PROS 578D	Treatment Planning Seminar	4

GENERAL DENTISTRY PROGRAMS

GENERAL INFORMATION

The Dental School offers the following residency programs:

- Advanced Education in General Dentistry: a one-year residency program of dental school-based advanced study and practice; a two-year comprehensive program of advanced study with joint matriculation in the Master of Science in Oral Biology program. A PhD program in conjunction with the department of oral and craniofacial biological sciences may also be combined with the Advanced Education in General Dentistry program.
- General Practice Residency: one- and two-year programs of hospital-based advanced study and dental practice, with special emphasis on patients with medically compromising conditions.

All residency programs meet accreditation requirements of the Commission on Dental Accreditation.

FACILITIES

The program in General Practice Residency is based in the department of dentistry of the University of Maryland Medical System. The Advanced Education in General Dentistry program operates within the Dental School in its own clinic facility specially designed to include treatment areas as well as associated support areas.

FINANCIAL SUPPORT

General dentistry residents receive a stipend. Information regarding this support can be obtained by writing to individual program directors.

REQUIREMENTS FOR CERTIFICATION

A certificate is awarded to candidates who have satisfied all requirements of the program and have paid all debts to the University.

ACADEMIC STANDARDS FOR CERTIFICATION

Students must demonstrate competency in all clinical and nonclinical areas of the program. Any student who fails to do so may not be permitted to continue in the program.

ADVANCED EDUCATION IN GENERAL DENTISTRY RESIDENCY

Objectives

- To provide a clinical environment that will improve and reinforce clinical skills and knowledge in the practice of comprehensive general dentistry.
- To provide an opportunity to participate in the management of a simulated private group practice.
- To train the student, under the direction of an attending staff of general dentists and specialists, in the preparation of complex treatment plans and the performance of a wide range of clinical procedures.
- To provide experience in patient, personnel and practice management.

Scope of Training: One-Year Program

The clinical experiences for each student incorporate a broad range of clinical cases and are designed to match specific needs and interests. The patients assigned are selected by the faculty on the basis of type and complexity of treatment required. Students assume the responsibility for patient treatment and learn to serve as principal coordinator when specialist care is required.

The Advanced Education in General Dentistry environment simulates a private group practice and is one in which students are exposed to new techniques and concepts in patient care. This atmosphere is enhanced by ongoing clinical research in materials and devices, and the clinical treatment of Advanced Education in General Dentistry patients by attending faculty. Chairside dental auxiliaries, full-time hygienists, receptionist/clerks and financial personnel facilitate the efficient delivery of services. Laboratory support is provided by technicians in commercial and Dental School laboratories.

Students spend 80 percent of their time in the Advanced General Dentistry clinic practice facility; the remaining 20 percent is devoted to seminars that cover all dental specialties. These seminars are presented by senior faculty members of the Dental School and private practitioners, as well as by the Advanced Education in General Dentistry faculty members. Each student prepares and presents case reports and conducts literature review seminars.

Number of Positions: One-Year Program

14

Scope of Training: Two-Year Program

This program pursues the one-year objectives while the curriculum is centered around matriculation in the Master of Science in Oral Biology program offered within the Dental School. The intent is to direct potential careers into education/research, advanced general or specialty practice. At the same time students treat increasingly more difficult comprehensive care patients, increase their level of independent clinical activity and improve practice management skills.

Research required for thesis development is usually conducted in a clinical or laboratory setting and offers a wide selection of interest areas such as ongoing materials studies based in restorative and esthetic dentistry, special patients, geriatrics, TMD and implantology. Additional opportunities may be specifically tailored to provide experiences at extramural training sites, and experience in pre-clinical and clinical teaching areas is provided. An additional six months to one year may be necessary beyond the 24-month program to ensure completion of all requirements for the Master of Science in Oral Biology. For those interested, a PhD program is available if admission requirements are met. Contact the program director if you desire to be considered for this program.

Number of Positions: Two-Year Program

One or two

Site of Training

The Advanced General Dentistry clinic is located on the ground floor of the Dental School. This new clinical facility, consisting of 38 units and all associated support areas such as reception, x-ray and laboratory, is designated for the exclusive use of the Advanced Education in General Dentistry residency program and contains state-of-the-art equipment such as a CO₂ laser, digital radiography, and microabrasion unit.

Faculty

Douglas M. Barnes, DDS, MS, *Director*

Bryan Fitzgerald, DDS

David L. George, DDS

James C. Gingell, DDS, MS

John Savukinas, DDS

Keith Schmidt, DDS

Leo V. Trail, DDS, MS

GENERAL PRACTICE RESIDENCY

Objectives

- To improve and refine the resident's knowledge and clinical skills in the practice of all aspects of general dentistry.
- To teach the resident to appropriately refer to specialists and act as the primary coordinator of care.
- To prepare the resident to assess the patient's general medical status and relate this status to anticipated dental treatment. Emphasis is on treatment of the medically compromised, mentally or physically challenged patient.
- To provide didactic and clinical training and experience in patient, personnel and practice management.
- To provide training and experience in the management and delivery of total oral health care to a wide range of ambulatory and hospitalized patients.
- To provide instruction in the organization, operation and services of the various hospital departments.

Scope of Training

The department of dentistry is a department of the University of Maryland Medical System. It is within this department in the division of hospital dentistry that the General Practice Residency program functions. The Dental School provides faculty from its basic science and clinical science departments to support the didactic and clinical components of the General Practice Residency program.

The majority of a resident's time is spent in the clinic of the Department of Dentistry, where a wide range of patients are treated under the supervision of the attending staff. The remaining time is devoted to operating room experiences and hospital clinic practice in various settings. In addition, the residents receive the following experiences, which account for 25 percent of the year:

Anesthesia Rotation—A one-month rotation in anesthesia

Oral-Maxillofacial Surgery Rotation—A one-month rotation in the oral-maxillofacial surgery service provides the resident with an opportunity to be primarily involved with inpatient care.

University of Maryland Cancer Center—The clinical branch of the Baltimore Cancer Research Center is a joint University of Maryland School of Medicine and Medical System program for research in the treatment of cancer. Multidisciplinary protocol studies, including chemotherapy, immunotherapy, radiotherapy and surgery, are currently being evaluated.

The center admits patients with acute leukemia, lymphoma, brain tumors and other solid tumors such as testicular carcinoma, renal cell carcinoma and breast cancer. In conjunction with dental attending staff, the resident assists in the dental management of these patients.

Consultations—Exposure to patients with varying medical problems is achieved through regularly requested dental consultations from all units of the hospital.

Operating Room—The general practice residents provide dental services in the operating room for patients whose dental needs require hospitalization and/or gen-

eral anesthesia. Operating room time and beds are available to the general practice service for this use.

Emergency Call—The General Practice Residency program provides 24-hour dental service for patients who come to the emergency room or for referrals from the Dental School and the Maryland Institute for Emergency Medical Services Systems. Residents are on-call nights and weekends on a rotation basis; sleeping quarters are provided for nights on-call.

Children's Hospital—Residents rotate in two-month cycles providing treatment to pediatric and adult patients.

Kernan Hospital—All residents participate in a two-month rotation at Kernan Hospital.

Approximately 15 percent of the scheduled time is spent in seminars that cover a wide range of advanced dental topics and are presented by senior faculty members of the Dental School as well as by the attending staff. The residents participate in these seminars, including the preparation and presentation of case reports and literature reviews. In addition, each resident is required to prepare a paper suitable for publication, conduct a seminar or present at grand rounds.

In the second year of the program the resident receives a higher level of training and more practical experience with more complex cases. The resident also assumes some teaching responsibilities.

Site of Training

University Hospital is a 785-bed teaching facility with the objective of providing the highest quality of patient care, medical education and research to and for the citizens of the state of Maryland. Since its founding in 1823, the hospital has undergone a series of major expansion projects culminating with the north hospital addition in 1973 and the Gudelsky wing in 1994.

University Hospital is a major referral center for practitioners throughout the state of Maryland, offering a broad spectrum of specialized services and sophisticated facilities unavailable in many other hospitals. Patients may be referred for inpatient care or to any one of more than 60 clinics housed in the hospital, or they may use the emergency room, which is staffed 24 hours a day, for the rapid treatment of accident victims and critically ill patients. Adjacent to the hospital is a heliport, which serves the Maryland Institute for Emergency Medical Services Systems and provides a means of receiving trauma patients from throughout the region.

Facilities

The General Practice Residency program is located in the clinic of the department of dentistry of the University of Maryland Medical System. All operatories are fully equipped and have trained staff for the practice of four-handed dentistry.

Number of Positions

Five or six

Faculty

James R. Hupp, DMD, MD, JD, *Chair, Department of Dentistry (UMMS)*

Miriam R. Robbins, DDS, MS, *Program Director*

Karen Faraone, DDS

Mona E. Gorman, DDS

Marvin Leventer, DDS

Patricia A. Meehan, DDS

Stacey Lesley, DDS

Neville McDonald, DDS, MS

Keith A. Mays, DDS, MS

Robert A. Ord, DDS, MD

Earle M. Schulz, DDS, MS

Jack D. Vandermer, DDS

Specific Admission Guidelines

- Applicants must rank in the upper one-half of their dental class.
- An interview is required.
- Letters of recommendation are required.

Length of Program

One year/two years

GRADUATE PROGRAMS

GENERAL INFORMATION

Graduate programs leading to the Master of Science (MS) and Doctor of Philosophy (PhD) degrees are offered in oral and craniofacial biological sciences, and oral and maxillofacial pathology. A Master of Science degree is also offered by the Department of Dental Hygiene. The PhD may be combined with the DDS or one of the Advanced Dental Education programs.

A PhD program in oral and craniofacial biology (and accompanying MS) permits the student to focus on one of three tracks: 1) craniofacial morphology and function (functional and developmental morphology of the orofacial region, brain processes and underlying sensation and motor control); 2) oral molecular, cellular and systems biology (biochemical, molecular, cellular processes related to craniofacial biology); or 3) oral infectious disease (bacterial, viral or fungal diseases of the orofacial region, and immunology and pathogenetic mechanisms of such infectious disease).

Programs are also available for those who wish to pursue a graduate degree in the basic sciences concurrently with clinic specialty education. The combined degree/specialty training program generally requires three years for the master's

degree and five years for the doctorate. These programs are highly individualized and are developed according to the candidate's needs.

A Master of Science in oral biology program is available for graduate students who are enrolled in the certificate programs in the Dental School (endodontics, orthodontics, pediatric dentistry, periodontics, prosthodontics, advanced education in general dentistry) or any persons holding a DDS, DMD or equivalent degree. The program is a multidisciplinary one, in that the graduate courses necessary to satisfy the requirements of the University of Maryland Graduate School, Baltimore for the master's degree are selected from the various departments of the University. Students who fulfill all requirements of this program are awarded the Master of Science degree.

MASTER OF SCIENCE IN DENTAL HYGIENE

The Master of Science degree program in dental hygiene is an innovative program designed to prepare dental hygienists to assume positions of responsibility beyond those assumed by the graduate of a baccalaureate program and to provide a foundation for doctoral level study. The program is student-centered, individualized and flexible. The faculty is committed to facilitating the development of professionals who are competent to pursue careers in teaching, research, administration/management or public/community health. Self-evaluation, self-direction and critical thinking are encouraged throughout the program. Students have the opportunity to share experiences, knowledge and skills, work cooperatively with colleagues, and explore a variety of resources to help them reach their maximum potentials as health care professionals.

Program concentrations include education, management and community/institutional health. Students in the community/institutional health concentration may choose to focus on acute/hospital care or chronic/geriatric care. Within each concentration, practical career-oriented applications of knowledge and theory are emphasized.

The Curriculum

Full-time students can expect to complete the graduate program in 12 to 15 months. Part-time students usually complete the program in 24 to 30 months. Based on their career interests, students may select the thesis or the non-thesis option. Students in the thesis track must complete a total of 30 semester credits; those in the non-thesis track complete 34 credits. Under the guidance of a thesis advisor and committee, thesis students design, implement and defend a research project for a total of six credits. Non-thesis students, under the guidance of an advisor, submit a scholarly paper as a practicum project.

Dental Hygiene Core Requirements	Thesis Option	Non-Thesis Option
Educational Program Development	3	3
Health Care Management	3	3
Literature Review and Evaluation for Dental Hygienists	3	3

Research Design, Methodology and Statistics	6	6
Area of Concentration Practicum	3	3
Master's Thesis/Research (thesis option)	6	
or Practicum Project (non-thesis option)		4
Electives	6	12
Total	30	34

Core Courses

DHYG 414. Educational Program Development (3). Students in this course have the opportunity to explore various ways in which effective instructional skills may contribute to a career in dental hygiene. Learning experiences are designed to enable the student to develop these skills and to project their application in such areas as public school systems, community health programs, higher education and consumer education.

DHYG 426. Health Care Management (3). Students are introduced to skills essential for effective management in their personal and professional roles. Areas of emphasis include the dental team environment, managerial planning and decision-making, fiscal issues, career planning, resumes and interviewing. Management principles are applied to a variety of oral health care delivery settings.

DHYG 601. Seminar: Literature Review and Evaluation for Dental Hygienists (3). Students gain appreciation for the literature as the knowledge base for dental hygiene theory and practice in a changing environment. Participants analyze issues and identify research questions relevant to dental hygiene education and practice.

DHYG 799. Master's Thesis Research (6). Research Design, Methodology and Statistics (6). Several options are available for these courses.

Practicum Options (based on concentration selected)

DHYG 618. Effective Clinical Teaching Credits (2–3). Through independent study, seminar and clinical experience, the beginning dental hygiene clinical teacher will identify, analyze and develop the skills and attitudes necessary for successful clinical instruction. This course must be taken concurrently with a clinical teaching practicum.

DHYG 619. Teaching Practicum (2–4). Graduate students, working with a faculty advisor, gain experience teaching in didactic, clinical and/or laboratory settings. An analytical approach to teaching effectiveness is emphasized. Placements in junior colleges, baccalaureate programs, elementary or secondary schools or the Dental School are arranged according to each student's career goals.

DHYG 629. Health Care Management Practicum (2–4). In cooperation with a faculty advisor, graduate students observe and participate in the administrative activities of a health care program. Placements are arranged to support the student's career goals.

DHYG 639. Advanced Clinical Practice Practicum (2–4). Graduate students work with a faculty advisor to gain knowledge and experience in an advanced clinical area of dental hygiene practice, such as nutritional analysis and counseling, periodontics or orthodontics.

DHYG 649. Research Practicum (2–4). Graduate students, working in conjunction with a faculty advisor, gain experience in research design and methodology by developing a research proposal for an area of interest related to their area of concentration.

Elective Offerings

Electives may be chosen from the courses offered by the schools and departments at any of the University of Maryland campuses in Baltimore, Baltimore County and College Park. Electives that apply to the concentrations of teaching, management and community/institutional health must be approved by the student's faculty advisor prior to registration.

Expenses and Financial Assistance

Tuition is \$253 per credit hour for in-state residents and \$454 per credit hour for nonresidents. The following additional fees are also assessed: Student Government Association fee, \$15; transportation fee, \$22; student activities fee, \$25; supporting facilities fee, \$240. Financial aid, in the form of loans, grants and work study is awarded on the basis of demonstrated need. A limited number of part-time graduate teaching positions may be available through the department, and University fellowships may be available from the graduate school. A fellowship is also available from the American Dental Hygienists' Association Institute for Oral Health. Part-time employment opportunities for dental hygiene practice are excellent in the community.

Admission and Application Procedures

Admission to graduate study is the exclusive responsibility of the University of Maryland Graduate School, Baltimore. The minimum standard for admission is a B average, or 3.0 on a 4.0 scale, as an undergraduate student in a program of study leading to a baccalaureate degree. Students who fail to meet these minimum requirements may be admitted to graduate study as provisional students. Applicants must be graduates of an accredited program in dental hygiene and possess a baccalaureate degree in dental hygiene or a related field. A personal interview with the program director is strongly recommended.

Three copies of the application for admission, three letters of recommendation and two sets of official transcripts from each college or university attended must be received by the University of Maryland Graduate School, Baltimore, by April 1 for admission in the fall semester and by October 1 for admission in the spring semester.

For more information about the Master of Science degree program in dental hygiene, write: Graduate Program Director, Department of Dental Hygiene, 666 West Baltimore Street, Baltimore, Maryland 21201.

MASTER OF SCIENCE IN ORAL BIOLOGY

The Master of Science in Oral Biology (MSOB) program is designed for dentists who wish to pursue a master's degree combining graduate education with a post-graduate certificate program (combined certificate/MSOB program).

Objectives

- To provide graduate training at the master's level for individuals holding a professional degree in dentistry.
- To provide dentists with an interdisciplinary graduate foundation in the biological and clinical sciences for careers in dental research, dental education, the practice of dentistry or a dental specialty.

Scope of Training

Students receive graduate training in the basic sciences. Although lecture courses comprise most of the curriculum, many of the basic science courses include a laboratory component. A significant portion of the program is devoted to the design and completion of a thesis research project, which is a requirement of the program. Students have the opportunity to select research advisors from several disciplines and research topics from many basic and clinical sciences.

Site and Facilities

The primary training site is the Dental School, University of Maryland. Courses and research opportunities are available in oral pathology and the disciplines of anatomy, biochemistry, microbiology, pharmacology, physiology, molecular biology and neurophysiology, which are included in the department of oral and craniofacial biological sciences. Laboratory space and equipment are readily available for student training. Facilities are also available at other schools of the University of Maryland, Baltimore as well as the University of Maryland Baltimore County and College Park campuses.

Length of Program

MSOB/certificate students should be able to complete the requirements of both programs within two to three years.

Faculty

More than 60 Dental professors who are members of the graduate faculty participate in this program. Faculty members from other schools of the University are also involved.

Academic Advisors

Students enrolled in the combined certificate/MSOB program will have their respective specialty program director as their academic advisor.

Admission Requirements

- Applicants must possess a Doctor of Dental Surgery, Doctor of Dental Medicine or equivalent degree and must fulfill requirements for admission to the University of Maryland Graduate School, Baltimore.
- Application information for the MSOB program may be obtained from the University of Maryland Graduate School, Baltimore, 5401 Wilkens Avenue, Baltimore, Maryland 21228.
- Applicants must first apply and gain admission to the clinical specialty program of their choice. Applications for the specialty certificate programs may be obtained by contacting the Office of Admissions and Student Affairs, Baltimore College of Dental Surgery, Dental School, University of Maryland, 666 West Baltimore Street, Baltimore, Maryland 21201. After gaining admission to the specialty program, the individual must apply to the University of Maryland Graduate School, Baltimore for admission to the MSOB portion of the combined program.

Curriculum

Students enrolled in either the MSOB program or the combined certificate/MSOB program are required to have a minimum of 30 semester hours in courses acceptable for credit towards a graduate degree, including six hours of thesis research credit at the 799 level. At least 24 credit hours must be selected from courses numbered 600 or above or courses numbered below 600 that have been approved by the University of Maryland Graduate School, Baltimore as acceptable for graduate credit. Each student will be required to write a thesis based on the master's research and to orally defend it.

Specific information pertaining to this master's degree program may be obtained by contacting the chairman of the Graduate Oversight Committee, Department of Oral and Craniofacial Biological Sciences, Dental School, University of Maryland, 666 West Baltimore Street, Baltimore, Maryland 21201.

MASTER OF SCIENCE AND DOCTOR OF PHILOSOPHY IN ORAL AND MAXILLOFACIAL PATHOLOGY

Objectives

- To prepare individuals for an academic career in the discipline of clinical and experimental oral pathology.
- To fulfill educational requirements for specialty certification by the American Board of Oral Pathology.

Scope of Training

In this program, one of only 14 nationally accredited programs, students receive experience and training in surgical oral pathology, clinical oral pathology and the basic sciences. An extensive series of lectures, seminars and case conferences is conducted to provide a comprehensive curriculum that meets the requirements for

American Board certification and the confirmation of a graduate degree from the University of Maryland Graduate School, Baltimore.

A faculty advisor is assigned to guide each candidate through the didactic curriculum and research thesis. Students are encouraged to complete the thesis academic degree program, although a non-thesis option is available. Research interests of the faculty include connective tissue, bone, stress proteins, retroviruses and epidemiology of oral disease.

Site of Training

Most clinical training is conducted within the department of oral and maxillofacial pathology of the University of Maryland Dental School. Didactic courses are taken in various schools on the University of Maryland, Baltimore and at the Baltimore County campus. Electives and special courses may also be taken at the University of Maryland College Park or at The Johns Hopkins University. All of the above sites, as well as the National Institute of Health, the National Library of Medicine and the Armed Forces Institute of Pathology in the Washington, D.C. area, may serve as resources for the development and completion of the research thesis.

Number of Positions

No limit

Faculty

John J. Sauk, DDS, MS, *Chairman, Diplomate, American Board of Oral Pathology*

Russell L. Corio, DDS, MS, *Diplomate, American Board of Oral Pathology*

Ross Couwenhoven, DDS, PhD

Bernard A. Levy, DDS, MS, *Diplomate, American Board of Oral Pathology*

Robert S. Redman, DDS, MSD, PhD, *Diplomate, American Board of Oral Pathology*

Mark A. Reynolds, DDS

Length of Program

MS, three years

PhD, four years

Special Requirements

DDS, DMD, or equivalent degree

Curriculum

DPAT 612, 613, *Special Problems in Oral Pathology* (2,2). One lecture and one laboratory period per week. The histopathology of selected oral lesions is discussed, with emphasis on recent advances in diagnostic techniques.

DPAT 614, 615 *Methods in Histopathology* (4,4). Two four-hour laboratory periods each week. The laboratory methods used in preparing pathologic tissues for microscopic examination are discussed.

DPAT 616, 617 Advanced Histopathology of Oral Lesions (3,3). One hour of lecture and four hours of laboratory each week. Uncommon and rare lesions of the head and neck are studied.

DPAT 618 Seminar (1). One period each week. Recent advances in oral pathology are discussed.

The prerequisite for all courses above is a basic course in pathology. Approved electives will supplement these courses until the credit requirements of the program are met.

DPAT 799 Master's Thesis Research (1-12)

DPAT 899 Doctoral Dissertation Research (1-12)

CONTINUING DENTAL EDUCATION

Through its academic departments, the Dental School offers a diverse curriculum of continuing education courses designed to update, refresh and reinforce the professional knowledge and skills of practicing dentists, hygienists and office staff. The most current clinical, biological, social and behavioral sciences and practice management knowledge is included in the course offerings. Courses are conducted mainly by the school's faculty. Continuing education credits are awarded for all courses to recognize attendance and participation. A significant number of on-campus courses are laboratory or clinical hands-on courses. An increasing number of off-campus courses are being provided for dental professionals located in suburban and rural areas of the state.



Student Life

STUDENT SERVICES

OFFICE OF ACADEMIC AFFAIRS

The Office of Academic Affairs, under the direction of the senior associate dean, is the source of student information about the academic program and the repository for records of student academic performance. The office coordinates the academic counseling and guidance programs of the school. Departmental academic counseling and progress reports are maintained and monitored. Records concerning counseling, referrals and disposition are maintained and serve as a resource of academic evaluation by faculty and administration.

Textbook lists, course schedules, examination schedules, the academic calendar and surveys regarding students and graduates are disseminated through this office. Examples of program information distributed to students include handouts about course offerings, course credits, and guidelines for the selection of students for clerkship programs.

Official class rosters and student personal data and address files are maintained by the Office of Academic Affairs, which serves as a liaison between the Dental School and the University registrar for the coordination of registration procedures.

The office is also responsible for coordination of a computerized grading system which (a) provides the advancement committee with a composite report on all students in the class at the end of each semester; (b) provides, on request, class rankings and other evaluation data; and (c) operates in conjunction with the University's Office of Records and Registration, which generates and distributes individual grade reports, maintains the student's permanent record and issues the official transcript.

The Dental School home page and associated pages on the world wide web, which are coordinated through the Office of Academic Affairs, contain general information regarding the school and its programs. The page may be accessed at www.umaryland.edu/dental/.

OFFICE OF ADMISSIONS AND STUDENT AFFAIRS

The Office of Admissions and Student Affairs, under the direction of the assistant dean for admissions and student affairs, is either directly or indirectly involved with all aspects of student life and welfare at the Dental School. The office manages the admissions of students for all programs and continues to work with students throughout their years at the Dental School.

Students who experience career, health, legal, employment, housing or other personal problems are counseled by the assistant dean for admissions and student affairs or referred, as appropriate, to campus agencies or offices. In addition, counseling concerning advanced training, military service, internships, dental education and dental research opportunities is available to predoctoral dental and dental hygiene students through the Office of Admissions and Student Affairs.

The assistant dean for admissions and student affairs serves as advisor to all student organizations and publications and also assists in the coordination of joint student-faculty programs (professional, social and cultural). The Student Affairs Committee of the Faculty Council has the major responsibility for such programs.

To effectively conduct all student affairs, the Office of Admissions and Student Affairs maintains direct contact with all administrators, as well as campus, community and professional organizations and agencies.

OFFICE OF CLINICAL AFFAIRS

All intramural and extramural clinical programs of the Dental School are coordinated by the Office of Clinical Affairs. Major functions of this office include coordinating the schedules of faculty members from the various disciplines to each general practice, scheduling the rotation of students to special assignments, assigning patients to students, maintaining patient records, and assuming responsibility for continuous quality improvement, patient advocacy and clinical information management.

Patient visits to clinics in the Dental School exceed 137,000 annually. Through the Office of Clinical Affairs, assistance is provided to students and patients who encounter difficulties. Central Materials Services, Central Records Systems, and personnel and financial management associated with the operation of the teaching clinics are additional responsibilities coordinated through this office.

INSTRUCTIONAL SUPPORT SERVICES

Instructional Support Services (ISS) has as its primary objective the provision of instructional support for the dental curriculum. The goal of ISS is to apply the principles of management to the process of education to maintain a constant focus on the quality of the education being provided to students pursuing a career in dentistry or dental hygiene. A fully equipped Independent Learning Center houses computers, study carrels and a variety of audiovisual equipment used in conjunction with assigned curricular materials. The Learning Center Online provides students with instructional materials via the Dental School's network. Consultation on the development of instructional packages, including web-based and media applications, is provided to dental school faculty members and students.

The Independent Learning Center is open more than 65 hours a week, including evenings and Saturdays, and provides a comfortable atmosphere for indepen-

dent study. Students, faculty and practitioners are welcome to use these facilities at any time.

STUDENT AND EMPLOYEE HEALTH

The school provides medical care for its students through Student and Employee Health, located in the Family Medicine Associates offices at 29 S. Paca St. Coverage is provided by family physicians and a nurse practitioner. Gynecological services, including health maintenance and family planning, are available. A physician is on-call after hours for urgent problems. Hepatitis B immunization, required for all dental and dental hygiene students, is administered through Student and Employee Health.

All full-time students are required to have health insurance. An excellent insurance policy is available through the University that provides wide coverage, including obstetrical care.

COUNSELING CENTER

The Counseling Center provides professional individual and group counseling to University of Maryland students. Some of the problems that students seek help with include stress, relationships, drugs or alcohol, eating disorders, loss of a loved one and stressful changes in school or home life.

Students are always seen by a professional—social worker, psychologist, psychiatrist or addictions counselor. Costs associated with seeing a therapist usually are covered by health insurance; however, no one is denied services based on ability to pay. All Counseling Center services are confidential.

OFFICE OF STUDENT SERVICES

The Office of Student Services, a division of the campus-wide University Office of Student Affairs, provides an array of support services and programs designed to assist students in meeting their educational, professional and personal goals. While the specific types of programs and services offered by the office varies according to student needs each year, the following programs are offered consistently to enrich each student's educational experience both in and out of the classroom:

- African American student programs
- Caravan shuttle service
- Campus-wide student organizations and activities
- Educational support services for students with disabilities
- General student life programs
- International student support services
- Writing clinic tutorial service

If you are interested in coordinating a campus-wide activity or event, or would like to find out more about the above services, please call the office at 410-706-7714 (voice/tdd).

HOUSING

Baltimore is a fun, friendly city with many affordable and convenient housing options. The brochure *University Housing Options* describes on- and off-campus options for University students; it is available from the Residence Life office at 410-706-7766.

University-owned housing accommodates approximately 275 students in two resident locations. The Baltimore Student Union houses up to 80 students in dormitory-style single or double rooms on two floors of the building. Furnishings for each room consist of bed, desk and closet; each floor has a kitchenette, lounge and rest room/shower facility. The laundry room, located on the ground floor of the building, is equipped with coin-operated washers and dryers.

Additionally, the University owns 80 apartments—Pascault Row—in a traditional row-house format. Efficiency, one-bedroom and two-bedroom arrangements are available. Each furnished apartment contains a kitchenette, private bath and living area, and accommodates one to four students. Residents also have access to storage in lockers on the ground floor. The Pascault Row complex has a laundry room with coin-operated washers and dryers.

Many students choose to live in neighborhoods surrounding the University of Maryland campus. University of Maryland personnel coordinate a self-service off-campus housing program designed to help students identify convenient housing options. The program is offered only as a way to facilitate the housing search. The University does not inspect the properties listed through this service and therefore strongly encourages students to personally do so before signing a lease. Finally, the University has no relationship with the property owners, landlords or realtors that list properties through this service.

The University Housing Office maintains a kiosk in the lobby of the Baltimore Student Union with current information files on: apartments for rent, rooms for rent, houses and condominium for rent or sale and roommate referral. There also are other types of off-campus housing information available at this kiosk, such as the Apartment Shopper's Guide and Home Buyers Guide.

Finally, a web site has been created for the University at www.UMB-Apartment-Guide.com. Questions related to off-campus housing can be addressed by calling 410-706-8087.

The University sponsors a shuttle service (the Caravan) which provides transportation to students in the surrounding neighborhoods to and from campus seven days a week.

On-campus parking is available to students. Commuting students must obtain a parking permit from the parking services office, then pay the established daily rate when parking in the garage. Students who live in on-campus housing pay for parking by the semester or year and are guaranteed 24-hour parking in a garage adja-

cent to their residence facility. Public transportation makes the campus accessible by bus, subway and light rail.

ATHLETIC FACILITIES

The Athletic Center is located on the 10th floor of the Pratt Street Garage. The facility is equipped with one squash court, two racquetball/handball courts and two basketball courts that may also be used for volleyball. In addition, the following equipment is available: free weights and fixed weights; stationary bikes; rowing, cross country and stair machines; treadmills and climbers. Both men's and women's locker rooms are equipped with saunas and showers.

Intramural sports include basketball, flag football, hoop fest, indoor triathlon, indoor rowing, racquetball, soccer, softball, squash, volleyball and weightlifting. The Athletic Center also sponsors a variety of special event tournaments and offers co-ed aerobic classes and fitness/wellness programs. Mini-courses in CPR, first aid, self-defense, Tae Kwon Do and Tai Chi are offered during the school year. University of Maryland students with a current and valid ID are admitted free. For additional information, contact the athletic manager at 410-706-3902.

University of Maryland students are also eligible to use the pool at the University of Maryland, Baltimore County campus, located 15 minutes from the Baltimore campus. Call 410-455-2129 for information and hours.

THE BALTIMORE STUDENT UNION

The Baltimore Student Union is a multi-purpose facility providing services to students, faculty, staff, alumni and guests. Services provided in the Baltimore Student Union include the University Bookstore, Courtyard Café (a lounge with a full range of vending machines, microwave, tables and chairs), a State Employees Credit Union ATM machine (students can set up accounts with the SECU), meeting rooms, Student Government Offices (undergraduate and graduate), two floors of dormitory rooms (one floor for men and one floor for women) and a laundry room.

Administrative offices located in the Baltimore Student Union include Auxiliary Services, Caravan Student Shuttle Service, Graduate School, Financial Aid, Records and Registration, University Office of Student Affairs, Student Services, and Housing and Residence Life/Student Union Office.

STUDENT POLICIES

STUDENT JUDICIAL POLICY

Statement of Ethical Principles, Practices, and Behaviors

Listed below are examples of principles and behaviors that the academic community of the Dental School, consisting of both faculty and students, considers generally valid. No such statement can ever be complete, nor can it be construed as a comprehensive code of professional conduct. Rather, it is intended as a guide to live by for those who are a part of the academic community.

- Each member of this community is obliged to carry out his or her designated responsibilities within the rules and governance structure adopted and agreed to by the community as a whole.
- Faculty and students should be concerned with their own competence and strive to improve themselves in the integration and transmission of knowledge.
- In contributing to the information base of the sciences, whether verbally or by written communication, students and faculty should present data, interpretations of data, and other facets of scholarly discovery with honesty and integrity.
- Professional relations among all members of the community should be marked by civility. Thus, scholarly contributions should be acknowledged, slanderous comments and acts should be expunged, and each person should recognize and facilitate the contributions of others to this community.
- Each member of the community, when acting as an evaluator of any other member, should recognize unprofessional personal bias and eliminate its effect on the evaluation.
- The validity of evaluation shall not be compromised by any departure from the published and/or generally understood rules of conduct. Thus, all manner of cheating on examinations or the presentation of work assumed to be one's own but done by another are unacceptable behaviors.
- An individual may challenge or refuse to comply with a directive whose implementation would not be in keeping with generally held ethical principles.
- An individual should report his or her limitation of knowledge or experience if either limitation is likely to compromise an effort or expected result.
- Faculty and students should seek consultation whenever it appears that the quality of professional service may be enhanced thereby.
- Students should seek consultation and supervision whenever their care of a patient may be compromised because of lack of knowledge and/or experience.
- Students and faculty members must merit the confidence of patients entrusted to their care, rendering to each a full measure of service and devotion.
- All patients should be treated with dignity and respect.
- An individual or group of individuals should not abuse their power by extending it beyond its defined or generally accepted limits.

- To the extent practical, sanctions for violations of these principles shall affect only individuals found to have committed the violations and shall not affect other persons.

Professional Code of Conduct

This academic community has interrelated responsibilities of producing and disseminating new scientific knowledge, teaching, caring for patients, and educating individuals to carry on these same functions. In carrying out these responsibilities, the academic community needs rules to guide the maintenance of high standards. These must be nurtured by individuals with developed senses of honor, integrity and intellectual honesty. It is incumbent upon the academic community to provide an environment that fosters these attributes in students and faculty members.

It is important that faculty members and students in a health profession realize that in our society the health practitioner functions mainly on the basis of self-discipline, rather than on imposed regulation, and receives a high degree of public confidence and trust. By accepting a Professional Code of Conduct, which represents this trust, the faculty member and student demonstrate the desire to be fully prepared for the obligation to the dental profession and to the people served. As is traditionally expected of all health professionals, faculty members and students will demonstrate the highest standards of integrity at all times. Faculty members and students are expected at all times to conduct themselves in accordance with all codes, rules and regulations of the Baltimore College of Dental Surgery, Dental School, University of Maryland.

Student Offenses of the Professional Code of Conduct

The following behaviors, while not inclusive, are examples of student offenses of the Professional Code of Conduct.

- Unprofessional Conduct: Including, but not limited to, all forms of conduct which fail to meet the standards of the dental profession: lack of personal cleanliness, use of abusive language or behavior, sexual harassment, disruption of class or any other school activity, and/or violation of the Dental School dress code.
- Academic Misconduct: All forms of student academic misconduct including, but not limited to, plagiarism, cheating on examinations, violation of examination procedures, and submitting work for evaluation that is not one's own effort.
- Dishonesty: Includes knowingly furnishing false information through forgery, alteration or misuse of documents or records with intent to deceive; presenting written or oral statements known to be false; loaning, transferring, altering or otherwise misusing University identification materials.
- Theft or Destruction of Property: Includes unauthorized possession or receiving of property that does not belong to the individual, such as instruments and books, or destruction of property not belonging to the individual.
- Forcible entry into University facilities.
- Intentional infliction or threat of bodily harm.
- Possession of illegal drugs or weapons.
- Aiding or Abetting: Includes conspiring with or knowingly aiding or abetting another person to engage in any unacceptable activity.

- Violation of any codes, rules, and regulations of the Baltimore College of Dental Surgery, Dental School, University of Maryland, Baltimore.

The sections of the Student Judicial Policy included in this bulletin are intended to provide examples of the high standards of conduct expected of a professional and the offenses against these standards. The remaining sections of the policy describe specific examination procedures and procedures for considering infractions against the Professional Code of Conduct and are published in the *Student Handbook*. The Student Judicial Policy in its entirety is sent to each admitted student. Acceptance to the Dental School is contingent upon the understanding and acceptance of the tenets contained in the Student Judicial Policy and Professional Code of Conduct and are published in the *Student Handbook*.

DRESS REGULATIONS

It is the responsibility of all students, faculty, and staff to maintain personal dress and cleanliness consistent with professional patient care and Maryland Department of Occupational Safety and Health regulations. Enforcement of these regulations is the responsibility of everyone: faculty, staff and students.

Patient Treatment Areas:

1. Informal attire such as denim jeans or shorts is not permitted. Clean athletic shoes may *only* be worn with scrub attire.
2. All students will wear white clinic coats or disposable gowns, provided by the school, during patient treatment. Selection of the coat or gown is based on the procedure being performed. Clinic coats/gowns will be worn in all pre-clinical labs, the Clinical Simulation Unit, and clinic areas *only*. A clean coat or gown will be worn each day; it will be changed should it become visibly stained or contaminated during the clinic session. Clinic coats should not be worn outside the building.
3. Surgical scrub attire may be worn while providing patient care, as long as a clean white clinic coat and/or disposable gown is worn over the scrubs. Scrubs in solid, dark colors (blues or greens, with the exception of navy blue, which is reserved for faculty members) will be purchased and maintained by the individual. Individuals choosing to wear scrubs for patient treatment may either change at school prior to patient treatment or arrive and leave the building in scrub attire.
4. If scrub attire is not worn in the clinic setting, men and women will wear attire appropriate for a professional environment. Men should wear clean, neat slacks and a collared shirt with a necktie. Women who choose to wear skirts, split skirts or dress shorts should select items with a length no shorter than two inches above the knee. Socks, hose or tights should be worn. Open-toed shoes are not appropriate for the patient treatment area.
5. Rings and wristwatches that may potentially penetrate gloves should not be worn when providing patient treatment. Earrings should be studs, hoops or dangles that hang no longer than one inch below the ear.
6. An individual's hair-style should prevent hair from contacting patients, instruments, or equipment. Hair should be clean and neatly groomed. Hair longer than chin/shoulder length should be worn away from the clinician's face.

7. Fingernails should be clean, short (no longer than the fingertip) and well-manicured. Light-colored fingernail polish may be worn.

Classroom/Laboratory Attire:

1. Faded, torn or tattered denim jeans should not be worn in the classroom or laboratory. Dark blue or colored denim jeans would be acceptable attire for the classroom or laboratory.

2. T-shirts with logos should not be worn in the Dental School.

3. Hats of a non-religious nature should not be worn in the Dental School.

4. Refer to #4 above regarding clothing appropriate for a professional environment. The length of skirts or shorts should be taken into consideration before choosing to wear a skirt or shorts that could potentially embarrass the individual and/or his or her colleagues (faculty, staff and students).

PUBLICATIONS/ORGANIZATIONS/AWARDS

PUBLICATIONS

Dental School and campus publications include the *Forum*, a semi-annual magazine focusing on news and information of and to the school's alumni, faculty members, students and friends; the *Voice*, a monthly campus-wide publication; *BCDS Smile*, a tri-annual newsletter for and about students and faculty and staff members; and the annual *Student Answer Book*. In addition, the Office of Admissions and Student Affairs publishes a *Student Handbook* for distribution to dental and dental hygiene students. These publications are distributed free of charge.

Student publications include a yearbook, *The MIRROR*, and a student directory, compiled and distributed by the Student Dental Association.

ORGANIZATIONS

The Student Dental Association (SDA) is the organizational structure of the student body. SDA is presided over and governed by elected representatives from all classes and is represented on selected committees within the school. The organization participates in certain student-faculty activities and sponsors and directs all student social activities. It is responsible for the publication of the school's yearbook, *The MIRROR*, and is unique among dental student organizations in having formulated its own constitution and professional code of conduct.

The American Student Dental Association (ASDA) was established in February 1971, with the aid of the American Dental Association (ADA). Its primary purpose is to serve as a liaison between students and the ADA and its components. ASDA membership includes student membership in the ADA and subscriptions to the *Journal of the ADA* and the *ADA News*.

Student American Dental Hygienists' Association (SADHA) members are involved in activities such as hosting guest speakers, conducting fundraising projects, presenting table clinics and maintaining contact with the state and local organizations. They also participate in meetings and discussion groups on a regional and national level. Student representatives attend the annual meeting of the American Dental Hygienists' Association.

The Student National Dental Association (SNDA), Maryland chapter, was founded in 1973. The primary objective of this organization is to foster the recruitment, admission, development and graduation of black dental and dental hygiene students. Among the activities in which the Maryland chapter is engaged are minority recruitment, tutoring, social and professional programs, and community and university relations.

The American Association of Dental Research Student Research Group was founded in 1987. The objectives of the local chapter are to promote student research in dentistry and its related disciplines, to promote the advancement of dental research and related aspects, and to further the aims and objectives of the American Association of Dental Research (AADR) and International Association of Dental Research (IADR) as they relate to student research. Membership is open to all dental and dental hygiene students expressing an interest in dental research. Past research experience is not a requirement for membership.

The American Association of Dental Schools (AADS) promotes the advancement of dental education, research and service in all appropriately accredited institutions that offer programs for dental personnel. The association has three membership categories: institutional, individual and student. Student members receive the *Journal of Dental Education* and the *Dental Student News*, published by the association. During the year the local chapter conducts programs to promote the goals of this organization.

The Gamma Pi Delta Prosthodontic Honorary Society, chartered in 1965, is an honorary student dental organization with scholarship and interest in the field of prosthetic dentistry as a basis for admission. The objective of the organization is the advancement of prosthetic dentistry through lectures, table clinics and other academic activities that stimulate the creative interest of students and the profession in general.

The Gorgas Odontological Honorary Society was organized in 1916 as an honorary student dental society with scholarship as a basis for admission. The society was named after Dr. Ferdinand J. S. Gorgas, a pioneer in dental education, a teacher of many years' experience and a major contributor to dental literature. It was with the idea of perpetuating his name that the society chose its title.

To be eligible for membership a student must rank in the top one-third of the class, must have achieved and maintained a minimum grade point average of 3.0 in all combined courses and must not have repeated any subject for scholastic reasons. Speakers prominent in the dental and medical fields are invited to address members at monthly meetings. An effort is made to obtain speakers not affiliated with the University.

The Phi Chapter of Omicron Kappa Upsilon, a national honorary dental society, was chartered at the Baltimore College of Dental Surgery during the 1928-29

academic year. Students whose class rank for the entire course of study is within the top 20 percent are eligible. This high honor is conferred upon those graduating seniors who, in addition to scholarship, have demonstrated exemplary character traits and potential for future professional growth and attainment.

The **Academy of General Dentistry** membership is open to all students in the Dental School. General dentists share extraordinary experiences in lecture-discussion programs of interest to all. Meetings are held several times a year after school hours.

The **American Association of Women Dentists (AAWD)** was founded nationally in 1921. The Maryland student chapter, founded in 1982, provides support and information locally to women dental students attending the Dental School. Lectures, group discussions, projects and gatherings with practitioners and AAWD chapters from other dental schools form the basis of the group's activities.

The **American Society of Dentistry for Children** meets once a month and uses a lecture-discussion format to discuss subjects as varied as nutrition for children to nitrous oxide analgesia in private practice. All students are welcome to join.

The **Big Brother/Sister Program** is a voluntary effort on the part of year II dental students to help and advise members of the incoming year I class. It is hoped that this assistance will continue through graduation of each class. The program has been made an official standing committee of the SDA.

The **Dental Hygiene Big Brother/Sister Program** is a voluntary effort on the part of each member of the senior class to help and advise a member of the junior class. It is hoped that this assistance will continue through graduation of each class.

The **Christian Dental Association**, a chapter of the Christian Medical Society, provides students with opportunities in the areas of community and world outreach programs. In addition to holding Bible-study sessions and lectures, the group is forming a network between practicing Christian dentists and dental students.

The **Korean American Student Dental Association** was established in 1993 to provide dental education to the non-English speaking Korean community and to help Korean dental students assimilate to the Dental School.

The **University Student Government Association** is a growing team of professional and graduate students dedicated to making University of Maryland, Baltimore "a more perfect union." USGA was created to advocate on behalf of all the University students.

Professional dental fraternities are Greek letter organizations of men and women bonded by ritual. They are fraternities that limit membership to selected graduates and students enrolled and satisfactorily pursuing courses in an accredited college of dentistry. They are not honorary fraternities or recognition societies that confer membership to recognize outstanding scholarship. Aims of professional dental fraternities are to promote the high ideals and standards of the profession, advance professional knowledge and welfare of members, and provide a medium through which members with a common interest can develop lasting friendships. Representative chapters in the Dental School are Alpha Omega, founded in 1907, and Psi Omega, founded in 1892.

AWARDS

Awards are presented to senior students at graduation to recognize the following achievements and qualities:

Dentistry

- highest scholastic average
- grade point average among the 10 highest in the class
- highest average in basic biological sciences
- highest average in preclinical studies
- ethical standards, kindness and humanitarianism
- professional demeanor
- devotion to the school and the profession
- characteristics of an outstanding general practitioner
- greatest degree of professional growth and development
- conscientious and enthusiastic devotion to clinical practice
- high proficiency in clinical care and patient management
- greatest proficiency in oral-maxillofacial surgery
- excellence in fixed partial prosthodontics
- excellence in complete operative restoration
- excellence in removable prosthodontics
- outstanding senior thesis/table clinic
- research achievement
- achievement, proficiency and/or potential in each of the following disciplines or specialty areas:

anatomy	gold foil operation
anesthesiology	operative dentistry
basic dental science	oral health care delivery
dental materials	oral medicine
dentistry for children	oral pathology
dentistry for the handicapped	oral-maxillofacial surgery
dental radiology	orthodontics
endodontics	periodontology
geriatric dentistry	removable prosthodontics

Dental Hygiene

- highest scholastic average
- grade point average among the five highest in the class
- humanitarianism, ethical standards and devotion to the profession
- interest in and potential for active participation in professional organizations
- interest and participation in the Student American Dental Hygienists' Association
- outstanding clinical performance
- outstanding leadership and participation in community activities and student and professional organizations



Matriculation Policies and Procedures

REGISTRATION PROCEDURES

To attend classes students are required to register each term in accordance with current registration procedures. Fees are due and payable on the dates specified for registration. Registration is not complete until all financial obligations are satisfied. Students who do not complete their registration and pay tuition and all fees will not be permitted to attend classes. A fee will be charged for late registration.

Although the University regularly mails bills to advance-registered students, it cannot assume responsibility for their receipt. If any student does not receive a bill prior to the beginning of a semester in which he/she has advance registered, it is the student's responsibility to contact the registrar's office or cashier's office during normal business hours.

All checks and money orders should be made payable to the University of Maryland for the exact amount of the bill.

No diploma, certificate or transcript of record will be issued to a student who has not made satisfactory settlement of his University account.

DETERMINATION OF IN-STATE STATUS

An initial determination of in-state status for admission, tuition and charge-differential purposes will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail in each semester until the determination is successfully challenged.

Students classified as in-state for admission, tuition and charge-differential purposes are responsible for notifying the Office of Records and Registration in writing within 15 days of any change in their circumstances that might affect their classification.

The determination of in-state status for admission, tuition and charge-differential purposes is the responsibility of the campus Office of Records and Registration. A student may request a reevaluation of this status by filing a petition (available in Room 326 of the Baltimore Student Union). Copies of the University policy are available in the Office of Records and Registration, Office of Admissions and Student Affairs, and in the Dean's Office.

1998-99 TUITION AND FEES

Dental Program

	Per Semester	Per Year
Matriculation (new students)*	\$ 50	\$ 50
Tuition and fees		
In-state	5,312	10,624
Out-of-state	11,220	22,441
Instrument cassette service charge	924	1,848
Breakage fee* (fall semester only, refundable)	200	200
Dental equipment purchase fee (fall semester only)		
Year I	2,612	2,612
Year II	1,815	1,815
Year III	95	95
Laundry service charge		
Years I and II	85	170
Years III and IV	123	245
Student liability insurance (fall semester only)		
Years I, II	75	75
Years III, IV	150	150
Hepatitis vaccine series*	140	140
TB screening	10	10
Hospitalization insurance**		
Student	486	971
Student and dependent	922	1,844
Student and spouse	1,165	2,330
Family	1,456	2,912
Disability insurance	24	24
Dormitory fee***		
Graduation fee (seniors)*	45	45

*One-time fee.

**The university's program or equivalent insurance coverage is required of all dental students in addition to the student health fee.

***Dormitory fees are \$203 per month, double occupancy, per occupant.

An enrollment deposit of \$200 is required of all dental students upon acceptance of the offer of admission to the Dental School. This will be credited toward the applicant's tuition and is nonrefundable. An additional \$100 deposit is due by June 1 to confirm intent to enroll.

The Dental School is considering the possibility of requiring a prescribed laptop computer and digitized textbooks for students entering in the fall of 2000. The cost of the computer and the digitized textbooks would be in addition to those listed above.

Dental Hygiene Program

	Per Semester	Per Year
Matriculation (new students)*	\$ 50	\$ 50
Tuition and fees**		
In-state	1,678	3,356
Out-of-state	4,925	9,851
Instrument cassette service charge	422	845
Breakage fee, Year III (fall semester only, refundable)*	100	100
Dental equipment purchase fee, Year III* (fall semester only)	390	390
Laundry service charge	73	145
Student liability insurance (fall semester only)	50	50
Hepatitis vaccine series*	140	140
TB screening	10	10
Hospitalization insurance***		
Student	486	971
Student and dependent	922	1,844
Student and spouse	1,165	2,330
Family	1,456	2,912
Disability insurance	28	28
Dormitory fee****		
Graduation fee (seniors)*	45	45

*One-time fee.

**Tuition figures are based on full-time attendance. Tuition for part-time students (eight credits or less) is \$183 per credit hour in-state, \$274 per credit hour out-of-state.

***The university's program or equivalent insurance coverage is required of all full-time dental hygiene students in addition to the student health fee.

****Dormitory fees are \$203 per month, double occupancy, per occupant.

Students offered admission will be required to send a deposit of \$200 with a letter of intent to enroll. This deposit will be credited toward tuition at registration, but will not be refunded in the event of failure to enroll.

Advanced Specialty Education

	Per Semester	Per Year
Application fee*	\$ 50	\$ 50
Tuition and fees		
In-state	4,755	9,510
Out-of-state	9,375	18,750
Instrument/Cassette Service Charge	793	1,585
Breakage allowance (fall semester, first year only)**	200	200
Laundry Service Charge	122	245
Student liability insurance	250	250
Hepatitis B vaccine*	140	140
TB screening	10	10

Hospitalization insurance***

Student	486	971
Student and dependent	922	1,844
Student and spouse	1,165	2,330
Family	1,456	2,912

**One-time fee.*

***Refundable upon completion of program.*

****The University's program or equivalent insurance coverage is required of all post-graduate students in addition to the student health fee.*

Postgraduate students in the endodontics, pediatric dentistry, periodontics, prosthodontics and orthodontics programs are assessed an enrollment deposit of \$200. The deposit is credited to the student's account upon registration. The enrollment deposit is not refundable.

Students enrolled in only graduate courses should consult the University of Maryland Graduate School, Baltimore catalog for information about tuition and fees.

EXPLANATION OF FEES

Campus fees are used to fund activities sponsored by the University Student Government Association, support the cost of the shuttle system (the Caravan) that transports students to local neighborhoods, meet the costs of various student activities, student publications and cultural programs within the Dental School, and to aid in funding the expansion of various campus facilities that are not funded or are funded only in part from other sources.

The **application and/or matriculation fee** partially defrays the cost of processing applications for admission and enrollment data in the professional schools. These are not refundable. The application fee will be applied against the matriculation fee for accepted students.

The **instrument/cassette service charge** covers the rental of handpieces, instrument cassettes and enhancement instruments.

The **dental equipment purchase fee** covers the preclinical laboratory charges for expendable supplies, materials and equipment.

The **laundry service charge** covers the rental and laundering fee for laboratory coats.

Student liability (malpractice) insurance is charged to all professional school students. Dental and dental hygiene students in each year of the program are required to purchase professional liability insurance as a condition for enrollment. This policy also applies to all advanced dental education students. Predoctoral dental and dental hygiene students obtain insurance coverage through a group program for an annual premium estimated at \$75-\$150. Information about professional coverage for students is available through the Dental School's Office of Clinical Affairs.

Hospitalization insurance is required of all full-time students. A brief outline of the student hospitalization insurance program is given to each student. Students with equivalent insurance coverage must provide proof of such coverage at the time of registration and obtain a hospitalization insurance waiver each fall semester.

Disability insurance is required of all dental and dental hygiene students.

The **graduation fee** is charged to help defray costs involved with graduation and commencement.

Fees for auditors are the same as those charged for courses taken for credit at both the predoctoral and graduate level. Audited credit hours will be added to a student's total credit enrollment to determine whether a student is full-time or part-time for tuition and fee assessment purposes.

Special students are assessed tuition and fees in accordance with the schedule for the comparable predoctoral, graduate or first professional classification.

A service charge is assessed for dishonored checks and is payable for each check returned unpaid by the drawee bank on initial presentation because of insufficient funds, payment stopped, postdating or drawn against uncollected items.

For checks up to \$24.99 \$ 5

For checks \$25 and over \$25

- A late registration fee is charged to defray the cost of the special handling involved for those who do not complete their registration on the prescribed days.
- The University reserves the right to make such changes in fees and other charges as may be necessary.

WITHDRAWAL AND REFUND OF FEES

Students who want to withdraw from the school at any time during the academic year are required to file a letter of resignation with the dean. After completing Dental School check-out procedures as verified on the withdrawal form, the student must obtain an application for withdrawal form and the required signatures, and file the form with the registrar's office. The student must have no outstanding obligations to the school or the University and must return the student identification card. The date used in computing refunds is the date on which the application for withdrawal is approved by the dean's office.

Students officially withdrawing from the school will be refunded appropriate academic fees based on a percent of attendance. Refund schedules are available from the Office of Student Accounts, or see page 131.

If the above procedures are not completed, the student will not be entitled to honorable withdrawal and will forfeit the right to any refunds that would otherwise be given. The Dental School may also place a hold on the student's record to withhold transcripts and certifications.

STUDENT EXPENSES

A reasonable estimation of expenses for the 1998-99 academic year for in-state students living away from home is \$29,796; for out-of-state students, \$42,563. These figures include tuition, fees, food, lodging and personal expenses, but exclude travel and the costs of instruments, supplies and books. Regional and national board examination fees are approximately \$1,240 for dental students and \$600 for dental hygiene students.

TEXTBOOKS

A list of textbooks recommended for first-year courses is mailed to incoming students during the summer prior to enrollment. Textbook lists for second-, third- and fourth-year courses are circulated at the beginning of the academic year. The campus bookstore stocks these books; students may purchase books there or at other local bookstores. Approximate costs of textbooks and other instructional materials are as follows:

First year	\$1,250
Second year	\$1,100
Third year	\$250
Fourth year	\$150

The Dental School is considering the possibility of requiring a prescribed laptop computer and digitized textbooks for dental students entering in the fall of 2000. The cost of the computer and the digitized textbooks is expected to be assessed as a student fee.

OFFICIAL UNIVERSITY RECORDS

TRANSCRIPT OF RECORD

Students and alumni may secure transcripts of their University of Maryland record from the Registrar's Office. There is no charge for this service. A request for transcripts must be made in writing and should be made at least five days in advance of the date when records are needed. Transcripts are issued in turn as requests are received. No transcript will be furnished to any student or alumnus whose financial obligations to the University have not been satisfied.

DIPLOMA APPLICATION

Degree requirements vary according to the University of Maryland school or program in which a student is registered. However, each degree candidate must file a

formal application for diploma with the Registrar's Office at the beginning of the term in which the student expects to graduate. This must be done by the end of the third week of the semester or the second week of the summer session.

A student who does not graduate on the originally expected date must reapply for graduation by the appropriate deadline.

ALUMNI DATABASE

The Dental School's Office of Development and Alumni Relations maintains a database of all graduates. This information is used exclusively by the school's officially affiliated Alumni Association.

STUDENT HEALTH REQUIREMENTS

All students are required to have the campus-sponsored student health and hospitalization insurance or its equivalent. Detailed information regarding the provisions of the student policy the campus offers may be obtained from Student and Employee Health. At the time of registration each year, students must either purchase the student coverage or produce certified proof of equivalent coverage. If proof of comparable insurance is not received at Student and Employee Health by September 15, the student will be required to pay for the student policy that semester.

Students are required to document their immunity to childhood diseases, including measles, mumps, rubella and chicken pox. Information regarding specific requirements will be distributed to each student. Because hepatitis B is an occupational risk for health care providers, all enrolling dental students are also required to undergo immunization against hepatitis B. Vaccine cost is included in the student fees.



Financial Aid

Aid programs are centrally administered by Student Financial Aid, located in the Baltimore Student Union. The program helps students who otherwise would be financially unable to attend the University. To qualify for aid, the student must apply annually and meet certain eligibility requirements. Students should apply in January for the following academic year.

Aid packages often include a combination of loans, grants, scholarships and work-study designed to meet 100 percent of a student's needs. The student should call Student Financial Aid, 410-706-7347, or stop by for fact sheets that contain detailed information on the application process and types of aid available. The office is open 8 a.m.-6 p.m. Monday-Friday.

UNIVERSITY GRANTS

In an attempt to meet the ever-increasing needs of students, the Maryland legislature each year allocates to the University funds earmarked for student assistance. As a result, University grants are available to Maryland residents who demonstrate a financial need. After careful review of the student's current financial situation, awards are made on an individual basis.

ENDOWMENT AND LOAN FUNDS

American Dental Hygienists' Association Scholarship and Loan Program. The American Dental Hygienists' Association administers two scholarship programs: the Certificate Scholarship Program, for students entering the final year of a dental hygiene curriculum, and the Post Dental Hygiene Scholarship Program, for certificate dental hygienists who will be enrolled in a program leading to a baccalaureate degree. Dental hygiene students who will be enrolled or accepted for full-time enrollment may also be considered for American Dental Hygienists' Association Loans, which range from \$500 to \$1,000 annually. Repayment begins 10 months after graduation with 7.5 percent interest on the amount of the loan outstanding. For further information about these scholarships, write directly to the American Dental Hygienists' Association, 211 East Chicago Avenue, Chicago, IL 60611. In addition, local chapters of the ADHA may offer scholarships and/or loans. For information, contact the SADHA advisor on the dental hygiene faculty.

John Carr Emergency Loan Fund. This endowed emergency student loan fund was established in memory of Dr. John Carr, a dedicated member of the Dental School faculty, and is available to dental and dental hygiene students who have an emergency need during their school years. Repayment of the loan is not scheduled until after graduation.

The Dr. Gene W. Eng Scholarship Fund. This scholarship, established to honor Dr. Eng, class of 1963, provides funds to deserving first-year dental students

for payment of tuition and fees. The criteria for selection will not be dependent on high academic achievement, but based on financial need and evidence of potential for success in the Dental School and in the profession of dentistry.

All final candidates will be required to submit an essay describing their personal and professional reasons for applying for this scholarship. Selected students will be eligible for the scholarship each year while enrolled and in good academic standing in the Dental School.

The Edward S. Gaylord Educational Endowment Loan Fund. Under a provision of the will of the late Dr. Edward S. Gaylord of New Haven, Connecticut, an amount approximating \$16,000 was bequeathed to the Baltimore College of Dental Surgery, Dental School, University of Maryland to aid worthy students in securing a dental education.

The Russell Gigliotti Memorial Student Loan Fund. This fund is intended to provide financial assistance primarily, but not exclusively, to students in the pre-clinical years, for which costs are significantly higher because of required instrument and material purchases. Any predoctoral dental student who qualifies for financial aid, and who is unable to secure other University financial assistance, is eligible to apply.

A maximum of \$500 annually will be loaned to one student; no student may receive more than two loans during the period of training. Simple interest at the rate of 5 percent per annum will be charged, commencing three months after graduation. Principal plus interest must be repaid within 27 months following graduation. The fund was established in 1977 in memory of Dr. Russell Gigliotti, an alumnus and dedicated member of the faculty for more than 30 years.

The Albert A. Harrington Fund. This fund was established in 1954 by the New Jersey Alumni Association in memory of Dr. Albert A. Harrington, a member of the class of 1910. The fund is a source of valuable help in aiding students to solve temporary financial problems.

Lawrence A. Haskins Memorial Student Loan Fund. This fund, honoring the memory of Dr. Haskins, class of 1970, provides loans to deserving students in the Dental School. Loans made from the fund bear 7 percent interest per annum to accrue with the start of the repayment period, which lasts no longer than 10 years. The repayment period begins one year after the completion of studies.

The W. K. Kellogg Foundation. During World War II the foundation granted a fund to provide rotating loans to deserving dental students.

The Wilson B. Lau Memorial Student Loan Fund. Established by his wife to honor his memory, this revolving student loan fund provides loans to deserving students in the Dental School. Loans made from the fund bear 7 percent interest per annum to accrue with the start of the repayment period, which lasts no longer than 10 years. The repayment period begins one year after the completion of studies.

The Sol B. Love Memorial Student Loan Fund. This revolving student loan fund was established by his family to honor the memory of Dr. Love, class of 1961. Loans made from the fund to deserving students in the Dental School bear 7 percent interest per annum to accrue with the start of the repayment period, which lasts no longer than 10 years. The repayment period begins one year after the completion of studies.

Maryland Dental Hygienists' Association. The Maryland Dental Hygienists' Association administers a loan program for qualified senior dental hygiene students. Information is distributed to junior students by the Department of Dental Hygiene during the spring semester.

The Dr. Joseph Anthony Pennino Memorial Scholarship Fund. Under the provision of the will of the late Elizabeth Pennino, this endowed scholarship fund was established as a memorial to Dr. Pennino, class of 1928, to provide scholarships to deserving students in the DDS program of the Dental School.

The Dr. Elizabeth S. and Dr. William B. Powell Scholarship Fund. This fund provides annual scholarships to one or more deserving students at the Dental School.

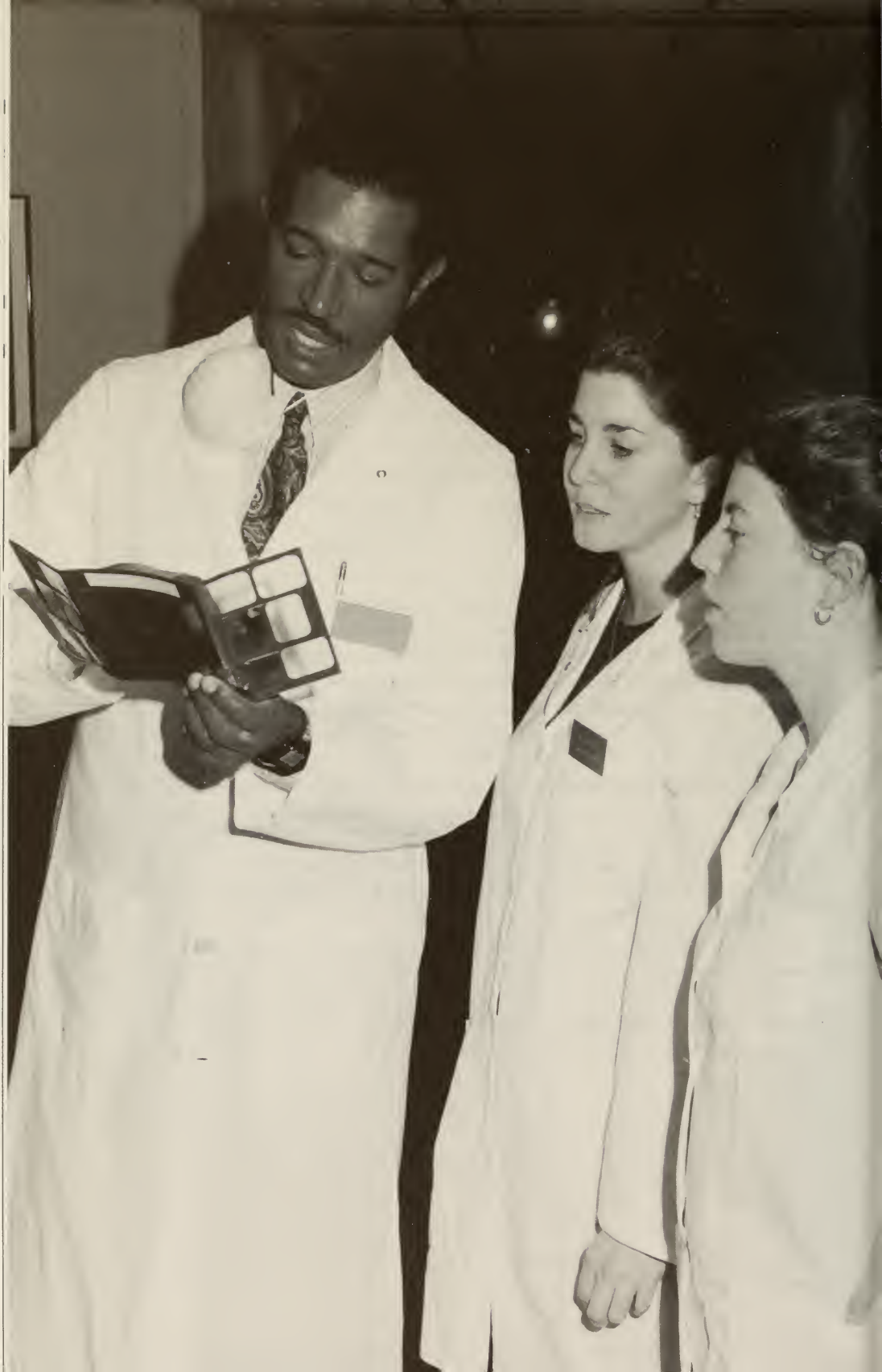
The Ronald M. Starr Family Student Loan Fund. This endowed student loan fund was established to honor the family of Dr. Starr, class of 1958, by providing loans to pay tuition and fees to deserving junior and senior dental and dental hygiene students. The students must have demonstrated financial need and the potential for success in the Dental School and the profession of dentistry. Repayment of the loan begins three years after completion of studies in the Dental School. Loans made from the fund shall bear no interest until graduation or until the student ceases to be enrolled.

The Patricia C. Stearns Scholarship. The Department of Dental Hygiene awards this scholarship to a student entering the senior year who has demonstrated academic excellence; willingness to serve the class, school and community; dedication to the profession; and high standards of professional conduct.

The Student Dental Association-Alumni Fund. This fund, created in 1960, was established for the purpose of aiding any student who may be in need of an emergency loan.

The David H. Wands Prosthodontic Fellowship Fund. This endowed fellowship provides financial assistance for one or more students enrolled in the Advanced Specialty Education certificate program in prosthodontics at the Dental School and a graduate program leading to the award of a Master of Science or Doctor of Philosophy degree to assist in their future careers as academicians in the discipline of prosthodontics.

The following government, bank and private-lender loans also are available to students on the basis of need: Health Professions Student Loan, Perkins Loan, Guaranteed Student Loan, Health Education Assistance Loan and Supplemental Loans. All requirements, interest rates and terms for these loans can be found in the Office of Student Financial Aid brochure.



Administration and Faculty

DENTAL SCHOOL

Administrative Officers

Dean

Richard R. Ranney, DDS, University of Iowa, 1963; MS, University of Rochester, 1969.

Senior Associate Dean

Warren M. Morganstein, BS, University of Maryland, 1966; DDS, 1969; MPH, The Johns Hopkins University, 1975.

Associate Dean for Clinical Affairs

John F. Hasler, BS, Indiana University, 1958; DDS, Indiana University, 1962; MSD, 1969.

Assistant Dean for Research and Graduate Affairs

John J. Sauk, BS, University of Detroit, 1963; DDS, 1967; MS, University of Minnesota, 1971.

Assistant Dean for Admissions and Student Affairs

Margaret B. Wilson, BS, David Lipscomb College, 1977; DDS, Virginia Commonwealth University, 1981; MBA, University of Maryland, 1990.

Assistant Dean for Fiscal and Personnel Affairs

James Reynolds, BA, Michigan State University, 1974; MBA, University of Rochester, 1980.

Faculty Emeriti

John J. Salley, DDS, PhD, *Dean Emeritus*

Irving I. Abramson, DDS, *Professor Emeritus*

Gerald M. Bowers, DDS, *Professor Emeritus*

Joseph P. Cappuccio, DDS, *Professor Emeritus*

Frank A. Dolle, DDS, PhD, *Professor Emeritus*

Brice M. Dorsey, DDS, *Professor Emeritus*

Frank C. Jerbi, DDS, *Professor Emeritus*

John P. Lambooy, PhD, *Professor Emeritus*

Robert J. Leupold, DMD, *Professor Emeritus*

Ernest B. Nuttall, DDS, *Professor Emeritus*

Kyrle W. Preis, DDS, *Professor Emeritus*

Charles T. Pridgeon, DDS, *Professor Emeritus*

D. Vincent Provenza, PhD, *Professor Emeritus*

Wilbur O. Ramsey, DDS, *Professor Emeritus*

Errol L. Reese, DDS, *Professor Emeritus*
Riley S. Williamson Jr., DDS, *Professor Emeritus*
Marvin M. Graham, DDS, *Clinical Professor Emeritus*

Faculty

- Abrams, Ronald G., Professor, Pediatric Dentistry; BS, University of Massachusetts, 1958; DMD, (1962), MS (1966), Tufts University.
- Ackerman, Ronald I., Clinical Assistant Professor, Pediatric Dentistry; DDS, Howard University, 1976.
- Adachi, Erika I., Clinical Instructor, Oral Health Care Delivery; BS (1993), DDS (1993), Cayetano Heredia Peruvian University.
- Aichelmann-Reidy, Mary Beth, Dental School Assistant Professor, Periodontics; BS, Georgetown University, 1983; DDS, State University of New York at Stony Brook, 1987.
- Ailor, John E., Dental School Associate Professor, Oral Health Care Delivery; DDS, University of Tennessee, 1964.
- Anderson, Carol F., Dental School Assistant Professor, Oral Health Care Delivery; AA, Prince George's Community College, 1980; DDS, University of Maryland, 1988.
- Baer, Marvin L., Dental School Associate Professor, Restorative Dentistry; DDS, University of Texas, 1960; MS, Ohio State University, 1967.
- Bahar, Arezoo, Clinical Assistant Professor, Restorative Dentistry; BDS, University of London, United Medical and Dental Schools of Guys and St. Thomas' Hospital, 1990.
- Balciunas, Birute A., Associate Professor, Oral Medicine and Diagnostic Sciences; BS, Notre Dame College, 1970; DDS, Case Western Reserve University, 1975; MSD, Indiana University, 1979.
- Balis, Sophia, Clinical Associate Professor, Pediatric Dentistry; DDS, University of Athens (Greece), 1957; DDS, University of Toronto, 1966.
- Barnes, Douglas M., Associate Professor, Oral Health Care Delivery; BA, Western Maryland College, 1979; DDS, University of Maryland, 1983.
- Bashirelahi, Nasir, Professor, Oral and Craniofacial Biological Sciences; BS (1960), PharmD (1962), Tehran University (Iran); MS (1965), PhD (1968), University of Louisville.
- Behnia, Ali, Assistant Professor, Endodontics; BS, Boston University, 1992; DMD, University of Pennsylvania, 1996; MS, University of Maryland, 1998.
- Belenky, Michael M., Associate Professor, Oral Health Care Delivery; BA, Virginia Military Institute, 1955; DDS, University of Michigan, 1961; MPH, The Johns Hopkins University, 1975.
- Benevento, Louis, Professor, Oral and Craniofacial Biological Sciences; BS, Rensselaer Polytechnic Institute, 1962; MS (1964), PhD (1967), University of Maryland.
- Bennett, Robert B., Assistant Professor, Oral and Craniofacial Biological Sciences; BA, Carleton College, 1960; MS (1963), PhD (1967), University of Nebraska.

- Bergman, Stewart A.**, Professor, Oral-Maxillofacial Surgery; BA, Brooklyn College, 1964; DDS, State University of New York, 1968; MS, University of Maryland, 1986.
- Biederman, Paul D.**, Clinical Assistant Professor, Pediatric Dentistry; BS, City College of New York, 1966; DDS, State University of New York, 1970.
- Blanchaert, Remy**, Assistant Professor, Oral-Maxillofacial Surgery; BA, William Jewell College, 1987; DDS, University of Missouri, 1991; MD, University of Connecticut, 1994.
- Bonebreak, Byron**, Clinical Assistant Professor, Orthodontics; BS, University of Pittsburgh, 1969; DMD (1972), MS, West Virginia University.
- Bowman, John M.**, Clinical Associate Professor, Oral Health Care Delivery; BS, University of Maryland, 1972; DMD, University of Pittsburgh, 1976.
- Bradbury, John R.**, Dental School Associate Professor, Restorative Dentistry; BA (1969), DDS (1972), Ohio State University.
- Brahim, Jaime S.**, Clinical Assistant Professor, Oral-Maxillofacial Surgery; DDS, Catholic University (Peru), 1976; MS, University of Maryland, 1984.
- Branch-Mays, Grishondra**, Dental School Assistant Professor, Periodontics; BS, University of Houston, 1986; DDS, University of Michigan, 1991; MS, University of Iowa, 1994.
- Bress, Lisa**, Clinical Assistant Professor, Dental Hygiene; BS, University of Maryland, 1983; MS, 1994.
- Brooks, John**, Clinical Associate Professor, Oral Medicine and Diagnostic Sciences; BS (1974), DDS (1970), University of Maryland.
- Brown, D. Michael**, Dental School Associate Professor, Oral Medicine and Diagnostic Sciences; BA, St. Johns College, 1951; DDS, University of Maryland, 1961.
- Bufano-Arvidson, Ulla Britt**, Dental School Assistant Professor, Oral Health Care Delivery; DDS, University of Goteborg Sweden, 1976; MSOB, University of Maryland, 1995.
- Buxbaum, Jerome D.**, Clinical Professor, Oral and Craniofacial Biological Sciences; BS (1951), DDS (1955), University of Maryland.
- Capra, Norman**, Associate Professor, Oral and Craniofacial Biological Sciences, BS, Birmingham Southern College, 1969; MS (1975), PhD (1976), University of Alabama.
- Carter, Valerie L.**, Clinical Instructor, Dental Hygiene, BS, University of Maryland, 1980.
- Chang, Yung-Feng**, Professor, Biochemistry, BS (1958), MS (1960), National Taiwan University; PhD, University of Pittsburgh, 1966.
- Chenette, Ronald**, Dental School Assistant Professor, Oral Health Care Delivery; BS, Georgetown University, 1980; DMD, Tufts University School of Dental Medicine, 1983.
- Clevenger, Lenore M.**, Clinical Instructor, Dental Hygiene; BS (1984), MS (1995), University of Maryland.
- Cohen, Leonard A.**, Professor, Oral Health Care Delivery; BA, The George Washington University, 1967; DDS, Howard University, 1971; MPH (1974), MS (1976), Harvard School of Public Health.

- Coll, James A.**, Clinical Associate Professor, Pediatric Dentistry; BS (1969), DMD (1969), University of Pittsburgh; MS, University of Oregon, 1974.
- Conway, Michael**, Dental School Associate Professor, Restorative Dentistry; DDS, University of Indiana, 1960; MS, University of Missouri, 1968.
- Corio, Russell L.**, Clinical Associate Professor, Oral and Maxillofacial Pathology; BS, Adelbert College, 1953; DDS, Case Western University, 1954; MSD, Indiana University School of Dentistry, 1970; MA, The George Washington University, 1978.
- Costello, Leslie C.**, Professor, Oral and Craniofacial Biological Sciences; BS (1952), MS (1954), PhD (1957), University of Maryland.
- Couwenhoven, Ross**, Assistant Professor, Oral and Maxillofacial Pathology; BA, Calvin College, 1976; DDS, University of Illinois, 1981; PhD, University of Chicago, 1988.
- Crafton, B. Casey**, Clinical Assistant Professor, Pediatric Dentistry; BA (1983), DDS (1987), West Virginia University; MS, University of Maryland, 1991; JD, University of Baltimore, 1995.
- Craig, James F.**, Professor, Oral Health Care Delivery; BS, Western Illinois University, 1968; MS (1970) EdD (1972), Indiana University.
- Creamer, Timothy J.**, Dental School Associate Professor, Oral Health Care Delivery; BS, State University of New York at Albany, 1972; DDS, University of Texas, 1978.
- Crossley, Harold L.**, Associate Professor, Oral and Craniofacial Biological Sciences; BS (1964), MS (1970), PhD (1972), University of Rhode Island; DDS, University of Maryland, 1980.
- Curley, Diane**, Clinical Instructor, Periodontics; BS, West Chester University, 1976; MS, Temple University, 1982.
- Dailey, Jacqueline**, Clinical Instructor, Oral Medicine and Diagnostic Sciences; AA (1981, 1988), Community College of Baltimore; BS, University of Maryland, 1994.
- Davidson, William M.**, Professor, Orthodontics; AB, Dartmouth College, 1960; DMD, Harvard University, 1965; PhD, University of Minnesota, 1969.
- Dean, Mary Catherine**, Dental School Assistant Professor, Dental Hygiene; BS, West Virginia University, 1983; MS, University of Missouri, 1985.
- Delisle, Allan L.**, Associate Professor, Oral and Craniofacial Biological Sciences; BS (1960), MS (1961), University of California; PhD, University of Massachusetts, 1968.
- DePaola, Louis G.**, Associate Professor, Oral Medicine and Diagnostic Sciences; BA, (1971), DDS (1975), University of Maryland.
- Dessem, Dean**, Associate Professor, Oral and Craniofacial Biological Sciences; BS, Tulane University, 1976; PhD, University of Illinois, 1985.
- DeVore, Linda**, Associate Professor, Dental Hygiene; BS (1976), MA (1982), University of Maryland.
- DiFabio, Vincent E.**, Clinical Assistant Professor, Oral-Maxillofacial Surgery; BS, Xavier University, 1967; DDS, University of Maryland, 1971; MS, University of Rochester, 1979.

- Driscoll, Carl F.**, Assistant Professor, Restorative Dentistry; BA, Merrimack College, 1974; DMD, Tufts University, 1977.
- Dubner, Ronald**, Professor, Oral and Craniofacial Biological Sciences; BA (1955), DDS (1958), Columbia University; PhD, University of Michigan, 1964.
- Dumsha, Thomas C.**, Associate Professor, Endodontics; BA (1972), MS (1976), DDS (1979), University of Maryland.
- Eastwood, Gerald W.**, Clinical Associate Professor, Restorative Dentistry; BA, Concordia College, 1955; MD, University of Oregon, 1959; MA, The George Washington University, 1981.
- Eldridge, Roger L.**, Dental School Assistant Professor, Oral Health Care Delivery; BA (1975), DDS (1978), University of Maryland.
- Elias, Samia A.**, Clinical Associate Professor, Restorative Dentistry; BDS, Alexandria University (Egypt), 1965; MS, University of Maryland, 1985.
- Enwonwu, Cyril O.**, Professor, Oral and Craniofacial Biological Sciences; BS, University of Ibadan (Nigeria), 1956; BDS (1961), MDS (1966), PhD (1976), University of Bristol; ScD, Massachusetts Institute of Technology, 1968.
- Exler, Alan**, Clinical Assistant Professor, Oral-Maxillofacial Surgery; BS (1972), DDS (1997), University of Maryland.
- Falkler, William A. Jr.**, Professor, Oral and Craniofacial Biological Sciences; BA, Western Maryland College, 1966; MS (1969), PhD (1971), University of Maryland.
- Faraone, Karen L.**, Dental School Associate Professor, Restorative Dentistry; RN (1974), BS (1974), DDS (1978), MA (1983), University of Maryland.
- Feng, Pei**, Research Associate Professor, Oral and Craniofacial Biological Sciences; MD (1970), MS (1981), Beijing Medical University; PhD, University of Umea (Sweden), 1990.
- Fink, Fred S.**, Clinical Assistant Professor, Orthodontics; DDS, University of Maryland, 1956.
- Fitzgerald, Bryan P.**, Clinical Assistant Professor, Periodontics; BS, Towson State University, 1986; DDS, University of Maryland, 1990.
- Franklin, Renty B.**, Professor, Oral and Craniofacial Biological Sciences; BS, Morehouse College, 1966; MS, Atlanta University, 1967; PhD, Howard University, 1972.
- Freedman, Gerson A.**, Clinical Associate Professor, Oral Medicine and Diagnostic Sciences; DDS, University of Maryland, 1935.
- Freilich, Lawrence S.**, Clinical Associate Professor, Periodontics; DDS, Temple University, 1962; PhD, Georgetown University, 1972.
- Fried, Ivan S. (Scott)**, Clinical Assistant Professor, Restorative Dentistry; BS, University of Tennessee, 1971; DDS, University of Maryland, 1977.
- Fried, Jacquelyn L.**, Associate Professor, Dental Hygiene; BA, Ohio State University, 1968; MS, Old Dominion University, 1976.
- Gamson, Edward K.**, Clinical Assistant Professor, Endodontics; BA (1982), DDS (1986), University of Maryland.
- Garber, Karen**, Clinical Instructor, Oral Health Care Delivery; BS, Columbia University, 1978; DMD, University of Pennsylvania, 1982.

- Gartner, Leslie P.**, Associate Professor, Oral and Craniofacial Biological Sciences; BA (1965), MS (1968), PhD (1970), Rutgers University.
- Gaston, Gerald W.**, Clinical Professor, Oral-Maxillofacial Surgery; BS, Miami University, 1952; DDS (1959), PhD (1972), Ohio State University.
- George, David L.**, Clinical Instructor, Oral Health Care Delivery; DDS, Virginia Commonwealth University, 1984.
- Gerhardt, Donald E.**, Associate Professor, Restorative Dentistry; BA, Ohio Wesleyan University, 1955; DMD, Tufts University, 1959; MS, University of Texas, 1971.
- Gingell, James C.**, Dental School Associate Professor, Oral Health Care Delivery; BS (1968), DDS (1972), MS (1983), University of Maryland.
- Ginsberg, Edward L.**, Clinical Assistant Professor, Pediatric Dentistry; BA, Western Maryland College, 1978; DDS, University of Maryland, 1982.
- Gold, Michael S.**, Assistant Professor, Oral and Craniofacial Biological Sciences; BA, University of California, 1987; PhD, University of California, 1994.
- Goldbeck, Raymond E.**, Clinical Assistant Professor, Oral-Maxillofacial Surgery; BS, Loyola College, 1976; DDS, University of Maryland, 1986.
- Grace, Edward G. Jr.**, Associate Professor, Oral Health Care Delivery; BS, Mount St. Mary's College, 1960; DDS, University of Maryland, 1964; MA, Loyola College, 1981.
- Greenspan, Joel, D.**, Assistant Professor, Oral and Craniofacial Biological Sciences; BA, Rollins College, 1974; MS (1976), PhD (1980), Florida State University.
- Gunderson, Ronald B.**, Assistant Professor, Restorative Dentistry; BA, Western Maryland College, 1967; DDS, University of Maryland, 1971.
- Gunsolley, John C.**, Professor, Periodontics; BS, GMI Engineering & Management Institute, 1972; DDS, Indiana University, 1976; MS, Virginia Commonwealth University, 1987.
- Hack, Gary D.**, Assistant Professor, Restorative Dentistry; BA (1975), DDS (1979), University of Maryland.
- Halpert, Lawrence F.**, Clinical Professor, Periodontics; AB, The Johns Hopkins University, 1958; DDS, University of Maryland, 1962.
- Hasler, John F.**, Professor, Oral Medicine and Diagnostic Sciences; BS (1959), DDS (1962), MSD (1969), Indiana University.
- Hatfield, Helen**, Clinical Instructor, Periodontics; BS (1973), MEd (1977), University of Maryland.
- Hawley, Charles E.**, Professor, Periodontics/Oral and Craniofacial Biological Sciences; AB, The Johns Hopkins University, 1957; DDS, University of Pennsylvania, 1962; MS, University of Illinois, 1970; PhD, University of Maryland, 1976.
- Hayduk, Susan E.**, Clinical Assistant Professor, Periodontics; BS (1965), DMD (1969), University of Pittsburgh.
- Hooper, Kenny A.**, Clinical Assistant Professor, Periodontics; BA, Morgan State University, 1969; DDS, University of Maryland, 1978.

- Hupp, James R.**, Professor, Oral-Maxillofacial Surgery; BS, University of California, 1973; DMD, Harvard School of Dental Medicine, 1977; MD, University of Connecticut, 1982; JD, Rutgers University, 1995.
- Hyson, John Jr.**, Clinical Assistant Professor, Oral Health Care Delivery; DDS (1950), MS (1959), University of Maryland.
- Hyson, John M. III**, Clinical Assistant Professor, Endodontics; BS, Loyola College, 1974; DDS, University of Maryland, 1979.
- Iddings, John R.**, Clinical Associate Professor, Restorative Dentistry; BS, Roanoke College, 1962; DDS, University of Maryland, 1966.
- Inge, Walter H. Jr.**, Clinical Assistant Professor, Restorative Dentistry; BS, James Madison University, 1977; DDS, Virginia Commonwealth University, 1982.
- Jenkins, Thomas Scott**, Research Assistant Professor, Orthodontics; BS, Northwestern University, 1988; DDS, University of Maryland, 1992.
- Jones, Omar J.**, Dental School Associate Professor, Oral Health Care Delivery; BS (1969), DDS (1973), University of Maryland.
- Josell, Stuart D.**, Associate Professor, Orthodontics/Pediatric Dentistry; DMD, Fairleigh Dickinson University, 1974; M Dent Sc, University of Connecticut, 1979.
- Katz, Nathan**, Clinical Instructor, Oral Medicine and Diagnostic Sciences; DDS, Georgetown University, 1948.
- Kelly, William P.**, Clinical Associate Professor, Endodontics; BS (1950), DDS (1953), Indiana University; MAEd, The George Washington University, 1974.
- Kihn, Patricia**, Dental School Assistant Professor, Restorative Dentistry; DDS, University of Maryland, 1990.
- Lauttman, Richard J.**, Clinical Assistant Professor, Oral-Maxillofacial Surgery; BS, Loyola College, 1953; DDS, University of Maryland, 1960.
- Leboe, William.**, Clinical Instructor, Oral Medicine and Diagnostic Sciences; BS (1968), DDS (1974), University of Maryland.
- Lee, Raymond J.**, Clinical Assistant Professor, Oral Medicine and Diagnostic Sciences; BS (1970), DDS (1974), University of Maryland.
- Lee, Seok-Woo**, Research Assistant Professor, Periodontics; DDS, Seoul National University, 1983; MS, University of Michigan, 1988; PhD, University of Florida, 1995.
- Lei, Richard T.**, Clinical Instructor, Oral Health Care Delivery; BA, Oberlin College, 1986; DDS, University of Maryland, 1990.
- Leventer, Marvin H.**, Clinical Instructor, Periodontics and Pediatric Dentistry; BA, Yeshiva University, 1985; DDS, University of Maryland, 1990.
- Levy, Bernard A.**, Associate Professor, Oral and Maxillofacial Pathology; AB, Ohio University, 1963; DDS, Western Reserve University, 1966; MSD, Indiana University, 1969.
- Levy, Mariana P.**, Clinical Assistant Professor, Pediatric Dentistry; DDS, University of Buenos Aires, 1987.
- Lidow, Michael S.**, Associate Professor, Oral and Craniofacial Biological Sciences; BS, MS, Moscow State University, 1980; PhD, Northwestern University, 1985.
- Litkowski, Leonard J.**, Associate Professor, Restorative Dentistry; BS (1976), MS (1983), DDS (1985), University of Maryland.

- Long, Ross E. Jr.**, Clinical Assistant Professor, Orthodontics; BA, Dartmouth College, 1970; DMD (1974), MS (1978), University of Pittsburgh; PhD, University of North Carolina, 1979.
- Macek, Mark**, Assistant Professor, Oral Health Care Delivery; DDS, University of Nebraska, 1989; DPH, University of Illinois, 1994.
- Manski, Richard J.**, Professor, Oral Health Care Delivery; BS, Boston College, 1976; DDS, Howard University, 1980; MBA, University of Massachusetts, 1985; PhD, University of Maryland, 1993.
- Manson, Barry**, Clinical Instructor, Oral Medicine and Diagnostic Sciences; BA/BS (1982), DDS (1986), University of Maryland.
- Markin, Philip S.**, Clinical Assistant Professor, Orthodontics; DDS, University of Maryland, 1966.
- Matheson, Barbara K.**, Associate Professor, Oral and Craniofacial Biological Sciences; BA (1960), MA (1963), Hunter College; PhD, Cornell University, 1968.
- Maurantonio, Erin D.**, Clinical Instructor, Periodontics; BS, University of Maryland, 1991.
- Mays, Keith A.**, Dental School Assistant Professor, Restorative Dentistry; BS, Morgan State University, 1983; DDS, University of Michigan, 1989; MS, University of Iowa, 1994.
- McDonald, Neville J.**, Associate Professor, Endodontics; BSc (1975), BDS (1978), University of Otago (New Zealand); MS, University of Maryland, 1987.
- Meehan, Patricia E.**, Dental School Assistant Professor, Periodontics; BS (1981), BS (1983), DDS (1993), University of Maryland.
- Meeks, Valli**, Clinical Instructor, Oral Medicine and Diagnostic Sciences; BS, Thomas Jefferson University, 1977; BS, Springfield College, 1981; DDS, University of Maryland, 1988.
- Meiller, Timothy F.**, Associate Professor, Oral Medicine and Diagnostic Sciences; BA (1970), MS (1978), The Johns Hopkins University; DDS (1975), PhD (1992), University of Maryland.
- Mendelson, Martin R.**, Clinical Instructor, Oral Medicine and Diagnostic Sciences; DDS, University of Maryland, 1996.
- Meszler, Richard M.**, Associate Professor, Oral and Craniofacial Biological Sciences; AB, New York University, 1964; PhD, University of Louisville, 1969.
- Miller, Suzan E.**, Clinical Assistant Professor, Pediatric Dentistry; BA, Beloit College, 1974; DDS, University of Maryland, 1983.
- Minah, Glenn E.**, Professor, Oral and Craniofacial Biological Sciences/Pediatric Dentistry; AB, Duke University, 1961; DDS, University of North Carolina, 1966; MS (1970), PhD (1976), University of Michigan.
- Morgan, Andrea M.**, Clinical Instructor, Restorative Dentistry; BA, University of Michigan, 1985; DDS, University of Maryland, 1990; MS, University of Detroit/Mercy School of Dentistry, 1992.
- Morganstein, Warren M.**, Professor, Oral Health Care Delivery; BS (1966), DDS (1969), University of Maryland; M.P.H., The Johns Hopkins University, 1975.
- Morris, Don R.**, Clinical Instructor, Restorative Dentistry; BSD, University of Illinois; MS, University of Missouri, 1971; MAEd, George Washington University, 1982.

- Morrison, Grace**, Clinical Assistant Professor, Periodontics; BS (1984), DDS (1988), University of Maryland.
- Mort, Kenneth E.**, Clinical Associate Professor, Restorative Dentistry; DDS, University of Maryland, 1967; MS, University of Missouri, 1970.
- Myslinski, Norbert R.**, Associate Professor, Oral and Craniofacial Biological Sciences; BS, Canisius College, 1969; PhD, University of Illinois, 1973.
- Nauman, Robert K.**, Associate Professor, Oral and Craniofacial Biological Sciences; BS, Pennsylvania State University, 1963; MS (1965), PhD (1968), University of Massachusetts.
- Nessif, Richard J.**, Clinical Assistant Professor, Oral-Maxillofacial Surgery; BS, Marshall University, 1973; DDS, West Virginia University, 1979.
- Oates, Stephen**, Clinical Instructor, Restorative Dentistry; DDS, University of Maryland, 1984.
- O'Connell, Anne C.**, Clinical Assistant Professor, Pediatric Dentistry; BA (1984), BDent Sc (1984), Trinity College, (Ireland); MS, University of Rochester, 1991.
- Ord, Robert**, Associate Professor, Oral-Maxillofacial Surgery; BDS, Kings College Hospital Dental School, 1970; MB, BCh, Welsh National School of Medicine, 1977.
- Overholser, C. Daniel Jr.**, Professor, Oral Medicine and Diagnostic Sciences; BS, University of Notre Dame, 1966; DDS (1970), MSD (1972), Indiana University.
- Owen, David G.**, Associate Professor, Pediatric Dentistry; AB, Syracuse University, 1960; DDS, McGill University, 1964; AM, University of Chicago, 1969.
- Palmer, James E.**, Clinical Instructor, Oral Medicine and Diagnostic Sciences; DDS, University of Maryland, 1961.
- Pannebaker, Judith H.**, Clinical Instructor, Oral Medicine and Diagnostic Sciences; BS, West Virginia University, 1972; BA, University of Maryland, 1981.
- Park, Jon K.**, Associate Professor, Oral Medicine and Diagnostic Sciences; DDS, University of Missouri, 1964; BA, Wichita State University, 1969; MS, University of Missouri, 1971.
- Parker, Elaine**, Associate Professor, Dental Hygiene; BS, University of Maryland, 1977; MS, The Johns Hopkins University, 1982.
- Pavlick, Charles T. Jr.**, Clinical Associate Professor, Orthodontics; BS, DDS (1961), University of Pittsburgh; MS, University of Illinois, 1966.
- Payne, Thomas M.**, Dental School Associate Professor, Restorative Dentistry; BS (1968), MS (1976), DDS (1978), University of Maryland.
- Perell, Laura**, Clinical Assistant Professor, Oral Health Care Delivery; BA, Mount Holyoke College, 1980; MS (1983), DDS (1987), University of Iowa.
- Phillips, Bradley L.**, Clinical Assistant Professor, Periodontics; BS, State University of New York at Stony Brook, 1974; DMD, Harvard University, 1976.
- Pohlhaus, Steven R.**, Clinical Instructor, Oral Medicine and Diagnostic Sciences; DDS, University of Maryland, 1989.
- Prestipino, Vincent J. Jr.**, Clinical Assistant Professor, Restorative Dentistry; BS (1975), DDS (1979), University of Maryland.

- Prymas, Stuart D.**, Clinical Assistant Professor, Restorative Dentistry; DDS, University of Maryland, 1978.
- Quarantillo, Frederick J.**, Clinical Assistant Professor, Endodontics; BS (1969), DDS (1973), University of Maryland; MS, The George Washington University, 1978.
- Raksin, Irving J.**, Clinical Assistant Professor, Oral-Maxillofacial Surgery; BS (1960), DDS (1964), University of Maryland
- Ranney, Richard R.**, Professor, Periodontics; DDS, University of Iowa, 1963; MS, University of Rochester, 1969.
- Ren, Ke**, Assistant Professor, Oral and Craniofacial Biological Sciences; Master of Med., Hubein Medical University (China), 1981; PhD, University of Iowa, 1990.
- Reynolds, Mark A.**, Assistant Professor, Oral and Maxillofacial Pathology; BA (1978), MA (1982), DDS (1986), University of Maryland.
- Robbins, Miriam R.**, Dental School Assistant Professor, Oral Health Care Delivery; BA, University of Rochester, 1982; DDS, State University of New York, 1987.
- Robson, M. Leslie**, Clinical Instructor, Periodontics; BA, Idaho State University, 1977.
- Romberg, Elaine**, Professor, Oral Health Care Delivery; BS, Vassar College, 1960; MEd, Lesley College, 1963; PhD, University of Maryland, 1977.
- Rubler, Constance G.**, Clinical Assistant Professor, Orthodontics; BS (1973), BS (1974), MS (1975), Rensselaer Polytechnic Institute; DDS, University of Maryland, 1979.
- Saedi, Simin**, Clinical Assistant Professor, Oral Medicine and Diagnostic Sciences; DDS, Tehran University (Iran), 1970.
- Sauk, John J.**, Professor, Oral and Maxillofacial Pathology; BS (1963), DDS (1967), University of Detroit; MS, University of Minnesota, 1971.
- Savukinas, John F.**, Clinical Instructor, Oral Health Care Delivery; BS, Duquesne University, 1987; DDS, University of Maryland, 1991.
- Scaggs, Gary W.**, Clinical Instructor, Restorative Dentistry; BS (1972), DDS (1978), University of Maryland.
- Schmidt, Keith A.**, Clinical Assistant Professor, Oral Health Care Delivery; BA, Miami University, 1984; DDS, Ohio State University, 1987.
- Schunick, Howard E.**, Clinical Associate Professor, Endodontics; BS (1961), DDS (1962), University of Maryland.
- Schweber, Saul J.**, Clinical Assistant Professor, Oral-Maxillofacial Surgery; BS, University of Connecticut, 1958; DDS, Northwestern University, 1963.
- Schupp, Kristen P.**, Clinical Instructor, Oral Health Care Delivery; BS, Towson State University, 1989; DDS, University of Maryland, 1993.
- Seibel, Werner**, Associate Professor, Oral and Craniofacial Biological Sciences; BA, Brooklyn College, 1965; M.A., Hofstra University, 1968; PhD, Virginia Commonwealth University, 1972.
- Shelton, Preston G.**, Associate Professor, Pediatric Dentistry; BS, John Carroll University, 1963; DDS, University of Michigan, 1967; MS, University of Nebraska, 1971.

- Sherman, Pamela H.**, Clinical Assistant Professor, Oral-Maxillofacial Surgery; DMD, University of Pittsburgh, 1984.
- Shires, P. Jay**, Clinical Instructor, Oral Health Care Delivery; BS, University of Richmond, 1982; DDS, Virginia Commonwealth University, 1986.
- Shroff, Bhavna**, Associate Professor, Orthodontics; DDS, Paris V, 1982; M Dent Sc, University of Connecticut, 1989.
- Siegel, Michael A.**, Associate Professor, Oral Medicine and Diagnostic Sciences; BS (1975), DDS (1979), University of Maryland.
- Siegel, Sharon C.**, Assistant Professor, Restorative Dentistry; BA, Western Maryland College, 1975; DDS, University of Maryland, 1979.
- Siegel, Steven M.**, Clinical Assistant Professor, Orthodontics; BA, Brooklyn College, 1976; DMD, Tufts University, 1980.
- Sim, Samuel**, Clinical Instructor, Oral Health Care Delivery; BS, Towson State University, 1979; DDS, University of Maryland, 1983.
- Singer, Michael T.**, Clinical Instructor, Restorative Dentistry; BS, University of Utah, 1970; DDS, Northwestern University, 1974.
- Skopp, David**, Clinical Instructor, Restorative Dentistry; BS, University of Florida, 1986; DDS, University of Maryland, 1990.
- Smith, Ben E.**, Clinical Assistant Professor, Endodontics; BS, East Tennessee State University, 1968; DDS, University of Tennessee, 1971; MS, George Washington University, 1978.
- Spitznagel, John K. Jr.**, Assistant Professor, Periodontics, BS (1977), DDS (1982), University of North Carolina; PhD, University of Texas, 1994.
- Stevens, Mark M.**, Dental School Associate Professor, Restorative Dentistry; DDS, St. Louis University, 1960.
- Stone, Craig**, Clinical Instructor, Oral Medicine and Diagnostic Sciences; BS, Morgan State University, 1989; DDS, University of Maryland, 1997.
- Strassler, Howard E.**, Professor, Restorative Dentistry; BS, State University of New York at Stony Brook, 1971; DMD, University of Pennsylvania, 1975.
- Swanson, Ben Z. Jr.**, Dental School Associate Professor, Oral Health Care Delivery; BS, University of Houston, 1959; DDS, University of Texas, 1959; M.Phil., University College, London, 1988.
- Sweren, Edgar**, Clinical Assistant Professor, Orthodontics; DDS, University of Maryland, 1954.
- Sydiskis, Robert J.**, Associate Professor, Oral and Craniofacial Biological Sciences; BA, University of Bridgeport, 1961; PhD, Northwestern University, 1965.
- Syme, Sheryl E.**, Assistant Professor, Dental Hygiene, BS (1988), MS (1993), University of Maryland.
- Tabacco, Michael J.**, Clinical Assistant Professor, Restorative Dentistry; BS, Siena College, 1964; MS, Canisius College, 1973; DDS, State University of New York at Buffalo, 1974.
- Tan, Peter M.**, Clinical Assistant Professor, Oral-Maxillofacial Surgery; DDS, Howard University, 1983.
- Tate, Don L.**, Clinical Instructor, Restorative Dentistry; AA, Community College of Baltimore, 1975; DDS, University of Maryland, 1983.

- Tewes, Ligouri**, Clinical Instructor, Periodontics; BS, University of Maryland, 1981.
- Tewes, Warren D.**, Dental School Assistant Professor, Restorative Dentistry; BS, Randolph Macon College, 1971; DDS (1975), MS (1982), University of Maryland.
- Thut, Paul D.**, Professor, Oral and Craniofacial Biological Sciences; AB, Hamilton College, 1965; MS, University of Rhode Island, 1968; PhD, Dartmouth College, 1971.
- Tinanoff, Norman**, Professor, Pediatric Dentistry, BA, Gettysburg College, 1967; DDS, University of Maryland, 1971; MS, University of Iowa, 1973.
- Trail, Leo V.**, Clinical Assistant Professor, Oral Health Care Delivery/Periodontics; BS, Mt. St. Mary's College, 1975; DDS, University of Maryland, 1979.
- Traub, Richard J.**, Assistant Professor, Oral and Craniofacial Biological Sciences; BS, State University of New York at Albany, 1981; PhD, State University of New York at Stony Brook, 1986.
- Vail, Arthur E.**, Clinical Instructor, Restorative Dentistry; BA (1981), DDS (1983), University of Maryland.
- VandenBosche, Raoul C.**, Clinical Assistant Professor, Restorative Dentistry; AB, College of the Holy Cross, 1962; DDS, University of Maryland, 1966.
- Vandermer, Jack D.**, Clinical Assistant Professor, Oral Medicine and Diagnostic Sciences; BS, Pennsylvania State University, 1963; DDS (1967), MEd (1973), University of Maryland.
- von Fraunhofer, J. Anthony**, Professor, Restorative Dentistry, BSc (1963), MSc (1967), University of London; PhD, Council for National Academic Awards (England), 1969.
- Wagner, Mark L.**, Professor, Pediatric Dentistry; AB, Birmingham Southern College, 1959; DMD, University of Alabama, 1963.
- Watson, Maria-Rosa**, Clinical Assistant Professor, Pediatric Dentistry; BS (1985), DDS (1985), Peruvian University Cayetano Heredia; MPH (1989), MS (1989), University of Michigan.
- Weiner, Stephen A.**, Clinical Assistant Professor, Oral Medicine and Diagnostic Sciences; BS (1965), DDS (1969), University of Maryland.
- Weisberg, Alan S.**, Clinical Assistant Professor, Orthodontics; DDS, Georgetown University, 1955.
- Whitaker, George C.**, Clinical Associate Professor, Restorative Dentistry; BA, Earlham College, 1970; DDS, Howard University, 1974; MSD, Indiana University, 1977.
- Williams, George C.**, Dental School Associate Professor, Oral Health Care Delivery; BS, Washington College, 1971; DDS, University of Maryland, 1978.
- Williams, Henry N.**, Professor, Oral and Craniofacial Biological Sciences; BS, North Carolina Agricultural and Technical State University, 1964; MS (1972), PhD (1979), University of Maryland.
- Williams, Robert E.**, Clinical Associate Professor, Orthodontics; BS (1966), DMD (1969), University of Pittsburgh; MA, University of Maryland, 1982.

- Wilson, Margaret B.**, Dental School Assistant Professor, Oral Health Care Delivery; BS, David Lipscomb College, 1977; DDS, Virginia Commonwealth University, 1981; MBA, University of Maryland, 1990.
- Winson, Dennis E.**, Clinical Associate Professor, Periodontics; BS, University of Maryland, 1961; DDS, Georgetown University, 1965.
- Wood, Morton**, Associate Professor, Restorative Dentistry; BA, American International College, 1965; DDS, University of Maryland, 1969; MEd, The Johns Hopkins University, 1979.
- Wynn, Richard L.**, Professor, Oral and Craniofacial Biological Sciences; BS, University of Maryland, 1964; MS, 1966; PhD, 1970.
- Yellowitz, Janet**, Associate Professor, Oral Health Care Delivery; BS, Columbia University, 1972; MPH, University of Minnesota, 1979; DMD, University of Pennsylvania, 1987.
- Zeller, Gregory G.**, Clinical Assistant Professor, Restorative Dentistry; DDS (1975), MS (1983), University of Maryland.
- Zupnik, Robert M.**, Clinical Professor, Periodontics; BS, University of Maryland, 1954; DDS, Georgetown University, 1958; MSD, Boston University, 1964.

Volunteer Faculty

- Baum, Bruce**, Clinical Professor Volunteer, Oral Health Care Delivery; BA, University of Virginia, 1967; DMD, Tufts University, 1971; PhD, Boston University, 1974.
- Berning, Randall K.**, Clinical Assistant Professor Volunteer, Oral Health Care Delivery; BA, University of Illinois, 1973; JD, Golden Gate University, 1977; LL.M., Loyola University of Chicago, 1989.
- Berrios, Raymond**, Clinical Instructor Volunteer, Oral Health Care Delivery; BS (1965), DMD (1970), University of Puerto Rico.
- Birkedal-Hansen, Henning**, Adjunct Professor Volunteer, Oral and Craniofacial Biological Sciences; DDS, (1969), Lic Odont (1972), Dr Odont (1977), Royal Dental College of Copenhagen (Denmark).
- Blitzer, Robert M.**, Clinical Associate Professor Volunteer, Oral Health Care Delivery; BA, Adelphi University, 1972; DDS, Temple University, 1977.
- Boughman, JoAnn**, Research Professor Volunteer, Periodontics; BS (1972), PhD (1978), Indiana University.
- Bowen, William J.**, Clinical Assistant Professor Volunteer, Periodontics; BS (1957), MS (1959), DDS (1962), University of Maryland.
- Bowers, Jane E.**, Research Assistant Professor Volunteer, Periodontics; BS, University of Maryland, 1977; MS, Towson State University, 1987.
- Branoff, Ronald S.**, Clinical Assistant Professor Volunteer, Orthodontics; DDS, University of Maryland, 1966.
- Bruno, John**, Clinical Assistant Professor Volunteer, Periodontics; BS (1958), DDS (1964), MS (1966), Georgetown University.
- Burke, Robert S.**, Clinical Instructor Volunteer, Oral Health Care Delivery; DDS, Loyola University, 1965.

- Canto, Maria Teresa**, Clinical Instructor Volunteer, Oral Health Care Delivery; BS, University of Puerto Rico, 1979; MS (1984), DDS (1985), University of Illinois; MPH, The Johns Hopkins University, 1995.
- Caplan, Carl**, Clinical Associate Professor Volunteer, Oral Health Care Delivery; BS (1959), DDS (1963), University of Maryland; MBA, Loyola College, 1981.
- Chesla, Edward R.**, Clinical Instructor Volunteer, Restorative Dentistry; BS (1978), DDS (1963), University of North Carolina.
- Christopher, Andrew**, Clinical Associate Professor Volunteer, Oral Health Care Delivery; BS, Manhattan College, 1943; DDS, Marquette University, 1947; MHA, Baylor University, 1967.
- Chu, Ngoc**, Clinical Assistant Professor Volunteer, Restorative Dentistry; BA (1984), DDS (1988), University of Maryland.
- Chu, Khanh P.**, Clinical Assistant Professor Volunteer, Restorative Dentistry; BA (1982), DDS (1986), University of Maryland.
- Coben, S. Eugene**, Clinical Assistant Professor Volunteer, Orthodontics; BA (1945), DDS (1949), Temple University; MS, University of Illinois, 1952.
- Colangelo, Gary A.**, Clinical Associate Professor Volunteer, Oral Health Care Delivery; BA, Western Maryland College, 1965; DDS, University of Maryland, 1970.
- Collins, Robert J. Jr.**, Clinical Associate Professor Volunteer, Oral Health Care Delivery; AB, Saint Anselm's College, 1967; DMD, University of Pennsylvania, 1971; MPH, The Johns Hopkins University, 1980.
- Corbin, Stephen**, Clinical Professor Volunteer, Oral Health Care Delivery; BA (1970), DDS (1974), University of Maryland; MPH, The Johns Hopkins University, 1982.
- Cunningham, Edward P. Jr.**, Clinical Instructor Volunteer, Oral Health Care Delivery; AB, Eastern Nazarene College, 1961; DDS, Georgetown University, 1966.
- Dana, Allan H.**, Clinical Associate Professor Volunteer, Oral Health Care Delivery; BA (1959), MBA (1961), University of Miami.
- Earp-DeVeas, Diana T.**, Clinical Instructor Volunteer, Oral Health Care Delivery; BS, Towson State University, 1988; DDS, University of Maryland, 1992.
- Emmett, John M.**, Clinical Assistant Professor Volunteer, Oral-Maxillofacial Surgery; BS, Randolph Macon College, 1983; DDS, University of Maryland, 1989.
- Englander, Richard B.**, Clinical Instructor Volunteer, Restorative Dentistry; BS, The Johns Hopkins University, 1976; DDS, University of Maryland, 1992.
- Fedele, Denise**, Clinical Associate Professor Volunteer, Oral Health Care Delivery; BS, Columbia University, 1979; MS, State University of New York, 1983; DMD, Tufts University, 1987.
- Feldman, Sylvan**, Clinical Associate Professor Volunteer, Periodontics/Restorative Dentistry; BS (1962), DDS (1965), University of Maryland.
- Gaston, Judith**, Adjunct Assistant Professor Volunteer, Oral and Craniofacial Biological Sciences; BS (1980), MS (1982), University of Detroit.

- Goodman, Harry**, Clinical Assistant Professor Volunteer, Oral Health Care Delivery; BA, Rutgers University, 1972; DMD, College of Medicine and Dentistry of New Jersey, 1975; MPH, The Johns Hopkins University, 1986.
- Gordon, Sharon M.**, Clinical Assistant Professor Volunteer, Oral Health Care Delivery; BA, University of North Texas, 1986; DDS, University of Texas, 1991; MPH, The Johns Hopkins University, 1996.
- Grebosky, Mark R.**, Clinical Instructor Volunteer, Restorative Dentistry; BS, Saint Vincent College, 1981; DMD, University of Pittsburgh, 1985.
- Hariri, Javid**, Clinical Instructor Volunteer, Oral Medicine and Diagnostic Sciences; BA, Yeshiva University, 1982; DDS, University of Maryland, 1986.
- Hendler, Nelson H.**, Adjunct Clinical Associate Professor Volunteer, Oral and Craniofacial Biological Sciences; BA, Princeton University, 1966; MD (1972), MS (1974), University of Maryland.
- Hiatt, James L.**, Adjunct Associate Professor Volunteer, Oral and Craniofacial Biological Sciences; BS (1959), MS (1968), Ball State University; PhD, University of Maryland, 1973.
- Horowitz, Alice**, Clinical Associate Professor Volunteer, Oral Health Care Delivery; RDH (1961), BA (1962), MA (1965), University of Iowa; PhD, University of Maryland, 1992.
- Hyman, Jeffrey**, Clinical Assistant Professor Volunteer, Oral Health Care Delivery; BS, Massachusetts Institute of Technology, 1972; DDS, University of Maryland, 1979; MS, Harvard University, 1986; PhD, The Johns Hopkins University, 1994.
- Jimenez, Beverly A.**, Clinical Instructor Volunteer, Pediatric Dentistry; BA, College of Notre Dame of Maryland, 1986; DDS, University of Maryland, 1990.
- Jones, Robert D.**, Clinical Instructor Volunteer, Oral Health Care Delivery; BS (1968), DDS (1972), University of Maryland.
- Kalantary, Kourosh**, Clinical Assistant Professor Volunteer, Periodontics; AA, Montgomery Junior College, 1987; BS (1989), DDS (1993), University of Maryland.
- Kassolis, James D.**, Clinical Assistant Professor Volunteer, Periodontics; DDS, University of Maryland, 1973.
- Kihn, Francis J.**, Clinical Professor Volunteer, Pediatric Dentistry; BS, Loyola College, 1952; DDS, University of Maryland, 1956.
- Koritzer, Richard T.**, Adjunct Research Associate, Oral and Craniofacial Biological Sciences; DDS, University of Maryland, 1962; MLA, The Johns Hopkins University, 1967; PhD, American University, 1976.
- Kravitz, Joseph J. Jr.**, Clinical Instructor Volunteer, Restorative Dentistry; BS, Lock Haven University, 1989; DDS (1994), MS (1996), University of Maryland.
- Lazzaro, Richard J.**, Clinical Assistant Professor Volunteer, Periodontics; BS (1968), DMD (1972), Fairleigh Dickenson University; MS, Boston University, 1976.
- Lesley, Stacey**, Clinical Instructor Volunteer, Restorative Dentistry; BS, University of Texas, 1990; DDS, Baylor College of Dentistry, 1996.

- Levinson, Philip D.**, Clinical Assistant Professor Volunteer, Oral Health Care Delivery; DDS, University of Pittsburgh, 1965.
- Livaditis, Gus**, Clinical Associate Professor Volunteer; DDS, Temple University, 1970.
- Lyon, Barry D.**, Clinical Assistant Professor Volunteer, Pediatric Dentistry; BS (1972), DDS (1976), University of Maryland.
- Markin, Philip S.**, Clinical Assistant Professor Volunteer, Orthodontics; BS (1963), DDS (1966), University of Maryland; MS, Loyola University of Chicago, 1972.
- Mastella, Stephen**, Clinical Instructor Volunteer, Restorative Dentistry; BS, Loyola College, 1982; DMD, Temple University, 1986.
- McCarthy, George R.**, Clinical Instructor Volunteer, Restorative Dentistry; BSD (1972), DDS (1975), University of Illinois.
- Mecklenburg, Robert E.**, Clinical Professor Volunteer, Oral Health Care Delivery; BS (1955), DDS (1957), University of Minnesota; MPH, University of California at Berkeley, 1963.
- Mersky, Barry**, Adjunct Clinical Instructor Volunteer, Restorative Dentistry; BA, The George Washington University, 1972; DDS, Georgetown University, 1977.
- Meyers, Lee A.**, Clinical Instructor Volunteer, Restorative Dentistry, BA; Western Maryland College, 1984; DDS, University of Maryland, 1988.
- Noppinger, Robert W.**, Clinical Instructor Volunteer, Restorative Dentistry; DDS, University of Maryland, 1978.
- Parente, Frederick**, Adjunct Associate Professor Volunteer, Oral and Craniofacial Biological Sciences; BA, California State University at San Diego, 1971; MA (1974), PHD (1975), University of New Mexico.
- Park, Sarah K.**, Clinical Assistant Professor Volunteer, Periodontics; BA, The Johns Hopkins University, 1978; DDS, University of Maryland, 1982.
- Passaro, Peter L.**, Clinical Assistant Professor Volunteer, Periodontics; DDS, Georgetown University, 1972.
- Pick, Karl**, Clinical Assistant Professor Volunteer, Orthodontics; BA, University of Michigan, 1962; DDS, University of Maryland, 1966.
- Redman, Robert S.**, Associate Professor Volunteer, Oral and Maxillofacial Pathology; BS (1959), DDS (1959), MSD (1963), University of Minnesota; PhD, University of Washington, 1969.
- Rekow, E. Dianne**, Research Associate Professor Volunteer, Restorative Dentistry; BS (1966), BSME (1970), MSME (1982), DDS (1983), PhD (1988), University of Minnesota; MBA, College of St. Thomas, 1978.
- Rosen, Paul S.**, Clinical Assistant Professor Volunteer, Periodontics; BA, Lafayette College, 1982; DMD, University of Pennsylvania, 1986.
- Rule, James T.**, Clinical Professor, Pediatric Dentistry; BS (1953), DDS (1957), Temple University; MS, University of Chicago, 1960.
- Sachs, Robert I.**, Clinical Assistant Professor Volunteer, Periodontics/Restorative Dentistry; BA, The Johns Hopkins University, 1967; MS, Purdue University, 1972; DDS, University of Maryland, 1978.

- Schiff, Allen M., Clinical Instructor Volunteer, Oral Health Care Delivery; BS, University of Baltimore, 1975.
- Schulz, Earle M., Clinical Associate Professor Volunteer, Pediatric Dentistry; BS (1960), DDS (1962), University of Maryland; MS, University of Iowa, 1972.
- Schwartz, Anthony H., Clinical Instructor Volunteer, Oral Health Care Delivery; BS (1972), DDS (1977), University of Maryland.
- Serio, Francis G., Clinical Associate Professor Volunteer, Periodontics; BA, The Johns Hopkins University, 1976; DMD, University of Pennsylvania, 1980.
- Shafinouri, Bruce, Clinical Instructor Volunteer, Oral Medicine and Diagnostic Sciences; BA (1984), DDS (1988), University of Maryland.
- Shahry, Nahid Z., Clinical Instructor Volunteer, Oral Health Care Delivery; BA, Temple University, 1988; DDS, New York University, 1992.
- Sindler, Arnold, Clinical Assistant Professor Volunteer, Periodontics; BS, The Johns Hopkins University, 1966; DDS, University of Maryland, 1976.
- Smith, Richard J., Clinical Professor Volunteer, Orthodontics; BA, Brooklyn College, 1969; MS (1973), DMD (1973), Tufts University; M Phil (1978), PhD (1980), Yale University.
- Star, Marc D., Clinical Instructor Volunteer, Oral Health Care Delivery; DDS, University of Maryland, 1993.
- Swank, Scott D., Clinical Instructor Volunteer, Oral Health Care Delivery; BA (1984), DDS (1989), University of Maryland.
- Sullivan, Cornelius J., Clinical Assistant Professor Volunteer, Oral-Maxillofacial Surgery; BA, Villanova University, 1975; DMD, University of Pennsylvania, 1983.
- Thompson, Van P., Research Professor Volunteer, Restorative Dentistry; BS (1966), PhD (1971), Rensselaer Polytechnic Institute; DDS, University of Maryland, 1979.
- Vera, Anny B., Clinical Assistant Professor Volunteer, Restorative Dentistry; BS, Colegio Maria Montessori, 1971; DDS, Central University of Venezuela, 1976; MS, University of Maryland, 1989.
- Whelton, Sharon F., Clinical Instructor Volunteer, Oral Health Care Delivery; BS, Frostburg State College, 1972; DDS, University of Maryland, 1981.
- Williams, Lisa T., Clinical Instructor Volunteer, Oral Health Care Delivery; BS (1978), DDS (1988), University of Maryland.
- Zia, Pirooz A., Clinical Assistant Professor Volunteer, Endodontics; BDS, United Medical and Dental Schools, University of London, 1991.
- Zeren, Karl J., Clinical Assistant Professor Volunteer, Periodontics; BS (1969), DDS (1975), University of Maryland.

Associate Staff

- Allen, Sandy, Director, Central Materials Services; BS, University of Baltimore, 1984.
- Baier, Richard G., Central Dental Laboratory Services; AA, Community College of Baltimore, 1976.
- Brown, Wilhelma M., Director of Student Support Services; BA, Fisk University, 1966; MEd, The Johns Hopkins University, 1975.

Gipe, David, Orthodontics; BA, Towson State University, 1976; MA, Southern Illinois University, 1981.

Groves, Keith, Oral and Craniofacial Biological Sciences.

Hebert, Carla, Oral and Maxillofacial Pathology; BS, Loyola College, 1986.

Hu, Jiadi, Oral and Maxillofacial Pathology; MD, Bethune University of Medical Sciences (China) 1965.

Lawson, Harvey W., Orthodontics; AA, Community College of Baltimore, 1985.

Miller, Lois S., Director, Academic Support Services; AA, Villa Julie College, 1968.

Norris, Kathleen, Oral and Maxillofacial Pathology; BA, Western Maryland College, 1983.

Reasinger, Kathleen P., Director, Office of Development and Alumni Relations; BS, MS (1993), The Johns Hopkins University.

Reynolds, James, Assistant Dean for Fiscal and Personnel Affairs; BA, Michigan State University, 1974; MBA, University of Rochester, 1980.

Suls, Frederick J., Central Dental Laboratory Services; AA, Community College of Baltimore, 1972.

UNIVERSITY OF MARYLAND, BALTIMORE

David J. Ramsay, DM, D Phil, *President*

Joann A. Boughman, PhD, *Vice President, Academic Affairs; Dean, Graduate Studies*

James T. Hill Jr., MPA, *Vice President, Administrative Services*

T. Sue Gladhill, MSW, *Vice President, External Affairs*

Morton I. Rapoport, MD, *President and Chief Executive Officer,*
University of Maryland Medical System

Richard R. Ranney, DDS, MS, *Dean, Dental School*

Donald G. Gifford, JD, *Dean, School of Law*

Donald E. Wilson, MD, *Dean, School of Medicine*

Barbara R. Heller, EdD, *Dean, School of Nursing*

David A. Knapp, PhD, *Dean, School of Pharmacy*

Jesse J. Harris, DSW, *Dean, School of Social Work*

UNIVERSITY SYSTEM OF MARYLAND

Board of Regents

Lance W. Billingsley, *Chairperson*

Margaret Alton

Mary Arabian

Richard O. Berndt, *Assistant Treasurer*

Benjamin L. Brown

Earle Palmer Brown, *Assistant Secretary*

Nathan A. Chapman, Jr., *Vice Chairperson*

Charles W. Cole, Jr., *Secretary*
Edwin S. Crawford
Thomas B. Finan, Jr.
Michael C. Gelman
Louise Michaux Gonzales, *Treasurer*
Wendell M. Holloway
Harry R. Hughes
Lillian Hobson Lincoln
Henry A. Virts (ex officio)
Susan E. Woda, *Student Regent*

System Administration

Donald N. Langenberg, PhD, *Chancellor of the University*
George L. Marx, PhD, *Vice Chancellor, Academic Affairs*
John K. Martin, *Vice Chancellor, Advancement*
Joseph F. Vivona, *Vice Chancellor, Administration and Finance*

Alumni Association

The Alumni Association of the Baltimore College of Dental Surgery represents the 6,000+ graduates of the Dental School. Representatives from Dental, Dental Hygiene, Advanced Dental Education and Graduate School alumni, as well as faculty of the school, are recruited to the Alumni Council, the Association's governing body.

The objectives of the Association are:

- to promote, advance and support the Dental School's programs and foster positive relationships among its constituents;
- to maintain the interest of graduates of all Dental School programs in their alma mater;
- to provide, in cooperation with the Dental School, educational, charitable and cultural activities for the benefit of the school's alumni and friends and to provide common meeting grounds for renewal and perpetuation of friendships;
- and to sustain the traditions of the world's first dental college.

The annual session is held during the All-Alumni Reunion in June and several BCDS Alumni receptions are scheduled throughout the United States. There are events scheduled locally to encourage interaction between BCDS alumni and students.

If you are interested in becoming involved with alumni activities, please call the Office of Development and Alumni Relations at 410-706-7146. Your message will be forwarded to the President of the Association.

Policy Statements

UNIVERSITY OF MARYLAND, BALTIMORE MISSION STATEMENT

The University of Maryland aspires to advance knowledge in health care, law, social welfare and related disciplines through research, teaching and service; to promote partnerships and develop interdisciplinary/interprofessional programs that address critical issues in these areas; to assist in the integration and transfer of new knowledge; and to play a significant role in shaping health care, legal and social services for Maryland and the Mid-Atlantic region. The University's principal goal is to become a center of focused excellence in professional, graduate and continuing education and to promote excellence in research and scholarship, both basic and applied.

Located in downtown Baltimore, the University is the public institution in Maryland responsible for providing caring and competent professionals in dentistry, law, medicine, nursing, pharmacy and social work. It also offers combined degree programs and is developing other interprofessional joint degree programs. Along with its three major partners (the University of Maryland System, the Baltimore Veterans Affairs Medical Center, and the Medical Biotechnology Center), the University is one of the fastest growing biomedical research centers in the nation and plays an important role in strengthening the infrastructure of the regional economy.

As a constituent institution of the University of Maryland System, the University practices affirmative action, cooperates with other educational segments in Maryland, collaborates with other UMS institutions to provide citizens access to high quality educational services and serves the educational, economic and cultural needs of Maryland.

The University and UMBC administer the programs of the University of Maryland Graduate School, Baltimore (UMGSB), one of the UMS' two principal centers for research and doctoral level training. While specific criteria for achieving excellence vary from school to school, the University expects its faculty to teach, to conduct research, and to practice their professional skills through clinical service, community interaction and scholarship.

EQUAL OPPORTUNITY

The University of Maryland is actively committed to providing equal educational and employment opportunity in all of its programs. It is the goal of the University to assure that women and minorities are equitably represented among the faculty, staff and administration of the University, so that its work force reflects the diversity of Maryland's population.

All employment policies and activities of the University of Maryland, Baltimore shall be consistent with federal and state laws, regulations and executive orders on nondiscrimination on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, handicap, marital status and veteran status. Sexual harassment, as a form of sex discrimination, is prohibited among the work force of the University.

UNIVERSITY OF MARYLAND POLICY CONCERNING PREVENTION AND MANAGEMENT OF STUDENT AND EMPLOYEE INFECTION WITH BLOODBORNE PATHOGENS

The Dental School fully subscribes to the University of Maryland Policy Concerning Prevention and Management of Student and Employee Infection with Bloodborne Pathogens, which became effective July 1, 1994. All enrolled students receive a copy of this policy statement as part of their matriculation documents. Individuals seriously considering applying to any of the Dental School's programs should request a copy of the policy from the Office of Admissions and Student Affairs.

Section 6, Admissions and Hiring Practices, of the policy statement states: "Inquiries about infection with HBV, HCV or HIV will not be made of prospective University of Maryland Personnel. Neither admission nor employment will be denied any otherwise qualified individual on the basis of infection with Bloodborne Pathogens. However, limitations on the training and professional activities which may result from infection with Bloodborne Pathogens will be communicated to prospective students and employees." (See next section.)

Section 7, Advice on Risks and Limitations, states: "... Applicants who are infected with Bloodborne Pathogens are not required to identify themselves to the University. Advice to applicants will be provided in a general form available to all applicants. If infection with a specific Bloodborne Pathogen (e.g., HBV) could prevent a person from completing the curriculum or subsequently practicing the intended profession as a result of scientifically established contagion risk, this information will be included in the general information which the school distributes to applicants." Although information concerning applicants' status regarding bloodborne pathogens is not a part of the admissions process, status of infection could adversely impact individuals' ability to complete their education or their ability to obtain future professional licensure. Applicants are specifically advised that the Dental School does not admit individuals who have had prior infection with the Hepatitis B virus or Hepatitis C virus which has left them chronic carriers of the virus. These individuals must consider alternative career pathways.

All candidates for enrollment are strongly encouraged to know their status and to seek professional advice if they have questions. The dean of the Dental School has appointed an ombudsman or advocate to whom any applicant, student or employee can go in confidence for advice on policies and procedures related to infection with bloodborne pathogens and on the implications of testing and dis-

closure for enrollment or employment status. Individuals with specific questions or concerns are urged to seek advice from the Dental School's ombudsman.

Section 9, Immunizations Against HBV, states: "Students enrolling in academic programs that will involve participating in invasive or exposure-prone procedures **must** be vaccinated against HBV at their own expense. Students may be vaccinated at Student and Employee Health. Those who were immunized prior to enrollment must provide evidence of immunization to the enrolling school."

Doctor of Dental Surgery and Bachelor of Science in Dental Hygiene Applicants

Although students are strongly encouraged to complete the three-shot Hepatitis B immunization series prior to matriculation, entering students who have not been appropriately immunized against HBV will receive their first vaccination during Dental School orientation through Student and Employee Health. The second and third vaccinations will occur at one-month and six-month intervals, respectively. Students may not participate in clinical or other activities in which they may be placed at occupational risk until at least one month after the second in the series of HBV immunizations. Failure to complete the series in a timely manner could result in delayed progress through the curriculum or dismissal from enrollment.

Advanced Dental Education Applicants

It is anticipated that most applicants for Advanced Dental Education programs will have received the full three-shot series of HBV immunizations as pre-doctoral students. For those individuals who have not completed the HBV immunization series, Dental School policy requires that all Advanced Dental Education applicants considering enrollment should begin the three-shot HBV immunization series no later than May 1 of the year of matriculation. As a condition of enrollment, students must provide documentation that they received the first in the series no later than May 1 and the second no later than June 1. Those individuals may receive their third immunization through Student and Employee Health at the appropriate time after enrollment at the Dental School.

Treatment Participation Policy

As a part of the educational process, dental and dental hygiene students will be required from time to time to satisfactorily participate in diagnostic, therapeutic, and nontherapeutic oral health care services. Each student will be required to participate as a caregiver and as the "patient." This requirement is disclosed prior to admission. By enrolling, each student consents to this requirement. Student patients may be provided care by any assigned student or faculty member. All personal health care information provided to the school by a student patient is confidential in nature, will be treated with the confidentiality accorded a patient record under Maryland health care laws and school policy, and will be used only in connection with delivery of oral health care services. Exceptions to this required participation in educational activities may be warranted in extraordinary circumstances, such as a high risk to the student patient or to the provider associated with the delivery of treatment. Applicants or students with concerns about such situa-

tions should contact the associate dean for clinical affairs, who has the final authority to determine when exceptions will be granted.

SERVICE TO THOSE WITH INFECTIOUS DISEASES

It is the policy of the University of Maryland to provide education and training to students for the purpose of providing care and service to all people. The institution will employ appropriate precautions to protect providers in a manner meeting the patients' or clients' requirements while also protecting the interest of students and faculty members participating in the provision of such care or service.

No student will be permitted to refuse to provide care or service to any assigned person in the absence of special circumstances placing the student at increased risk for an infectious disease. Any student who refuses to treat or serve an assigned person without prior consent of the school involved will be subject to penalties under appropriate academic procedures; such penalties to include suspension or dismissal.

FACULTY, STUDENT AND INSTITUTIONAL RIGHTS AND RESPONSIBILITIES FOR ACADEMIC INTEGRITY

Preamble

The academic enterprise is characterized by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. By tradition, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the institution and the student, they are nevertheless conventions which should be central to the learning and teaching process.

Faculty Rights and Responsibilities

1. Faculty members shall share with students and administrators the responsibility for academic integrity.
2. Faculty members shall enjoy freedom in the classroom to discuss subject matter reasonably related to the course. In turn they have the responsibility to encourage free and honest inquiry and expression on the part of students.
3. Faculty members, consistent with the principles of academic freedom, have the responsibility to present courses that are consistent with their descriptions in the catalog of the institution. In addition, faculty members have the obligation to make students aware of the expectations in the course, the evaluation procedures and the grading policy.
4. Faculty members are obligated to evaluate students fairly and equitably and in a manner appropriate to the course and its objectives. Grades shall be assigned without prejudice or bias.

5. Faculty members shall make all reasonable efforts to prevent the occurrence of academic dishonesty through appropriate design and administration of assignments and examinations, careful safeguarding of course materials and examinations, and regular reassessment of evaluation procedures.
6. When instances of academic dishonesty are suspected, faculty members shall have the responsibility to see that appropriate action is taken in accordance with institutional regulations.

Student Rights and Responsibilities

1. Students share with faculty and administrators the responsibility for academic integrity.
2. Students shall have the right of free and honest inquiry and expression in their courses. In addition, students shall have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
3. Students shall have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
4. Students shall have the right to be evaluated fairly, equitably and in a timely manner appropriate to the course and its objectives.
5. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such special assistance as may be specified or approved by the appropriate faculty members, is allowed.
6. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
7. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of one of the co-chairs of the Student Judicial Board.

Institutional Responsibility

1. Constituent institutions of the University of Maryland System shall take appropriate measures to foster academic integrity in the classroom.
2. Each institution shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students found to be guilty of acts of academic dishonesty.
3. Students expelled or suspended for reasons of academic dishonesty by any institution in the University of Maryland System shall not be admitted to any other system institution during the period of expulsion or suspension.

Approved, November 30, 1989 by the Board of Regents

REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING

It is the policy of the University of Maryland, Baltimore that students be provided a mechanism to review course grades that are alleged to be arbitrary or capricious. Each school/academic unit shall develop guidelines and procedures to provide a means for a student to seek review of course grades. These guidelines and procedures shall be published regularly in the appropriate media so that all faculty and students are informed about this policy.

CONFIDENTIALITY AND DISCLOSURE OF STUDENT RECORDS

It is the policy of the University of Maryland to adhere to the Family Educational Rights and Privacy Act (Buckley Amendment). As such, it is the policy of the University (1) to permit students to inspect their education records, (2) to limit disclosure to others of personally identifiable information from education records without students' prior written consent and (3) to provide students the opportunity to seek correction of their education records where appropriate. Each school shall develop policies to ensure that this policy is implemented.

SCHEDULING OF ACADEMIC ASSIGNMENTS ON DATES OF RELIGIOUS OBSERVANCE

It is the policy of the University of Maryland to excuse the absence(s) of students that result from the observance of religious holidays. Students shall be given the opportunity, whenever feasible, to make up, within a reasonable time, any academic assignments that are missed due to individual participation in religious observances. Opportunities to make up missed academic assignments shall be timely and shall not interfere with the regular academic assignments of the student. Each school/academic unit shall adopt procedures to ensure implementation of this policy.

ELIGIBILITY TO REGISTER AT THE UNIVERSITY OF MARYLAND

A student may register at the University when the following conditions are met: (1) the student is accepted to the University, (2) the student has received approval

from the unit academic administrator and (3) the student has demonstrated academic and financial eligibility.

REFUND OF TUITION AND FEES UPON WITHDRAWAL

Refund requests of students who withdraw completely from the University of Maryland must be processed through the Office of Records and Registration on the third floor of the Baltimore Student Union. The amount of tuition and fees to be refunded to the student is dependent on time completed in the relevant semester.

In accordance with Federal regulations, there are two refund policies in effect at the University of Maryland, Baltimore.

I. First Time Students

A. Students who are attending the University for the first time, i.e., who have registered for their first semester on this campus in any program or school, and withdraw on or before the 60 percent point of enrollment (e.g., during or before the ninth week of a 15 week semester) will be refunded according to the required pro rata formula. (After the 60 percent point in the semester, no refund is due the student.)

B. Pro rata refunds require the University to return an amount proportional to the portion of the enrollment not yet completed by the student. In the case of uneven portions of enrollment remaining, the refund is rounded *down* to the nearest 10 percent. Any unpaid charges are deducted from the refund amount. If the student has received aid for the semester, the aid is repaid first; any remaining balance goes to the student.

C. For example, consider the following information:

Bob Jones is a first time student at the University. His tuition and fees of \$5,000.00 for the Fall semester are paid with a \$3,500.00 Federal Stafford Loan and a \$1,000.00 Federal Perkins Loan. The \$500.00 remaining balance is Bob's responsibility and has not yet been paid.

After completing five weeks of the fifteen week semester, Bob withdraws.

Bob withdrew at the 33 percent point of his first enrollment period at the University, well before 60 percent had elapsed, thus a pro rata refund is required. Since Bob withdrew with 67 percent of the enrollment period (10 weeks/15 weeks) remaining, we round down to 60 percent. Bob is due a pro rata refund totaling \$2,500.00 ($0.60 \times \$5,000 = \$3,000$, less the \$500 unpaid charges). Loans are refunded in the order prescribed by federal regulations (see listed order below, Section II. B. (1)). The \$2,500.00 check would be returned by the University to the bank as a credit towards Bob's Stafford Loan. Were Bob's refund in excess of \$3,500.00, the remainder of the funds would be credited towards his Perkins Loan.

II. All Students Not First Time

A. Students not enrolled in their first semester on this campus are eligible for refunds upon withdrawal according to the following schedule:

- (1) Withdrawal on or before the first scheduled day of class: 100 percent refund **and cancellation of registration.**
 - (2) Withdrawal after the first scheduled day of class through 10 percent of the semester: 90 percent refund.
 - (3) Withdrawal after the first 10 percent through the first 25 percent of the semester: 50 percent refund.
 - (4) Withdrawal after the first 25 percent through the first 50 percent of the semester: 25 percent refund.
 - (5) Withdrawal after the first 50 percent of the semester: No refund.
- Schedules indicating the cut-off dates each semester for every level of refund will be made available by the Office of Student Accounts.
- B. (1) Students who received financial aid to pay for the tuition and fees assessed will have refunds returned to the aid program from which the charges were paid in the following order:
- Federal SLS Loan
 - Federal Unsubsidized Stafford Loan
 - Federal Subsidized Stafford Loan
 - Federal PLUS Loan
 - Federal Perkins Loan
 - Federal Pell Grant
 - Federal Supplemental Education Opportunity Grant
 - Institutional Loans, HPSL, etc.
 - Maryland State Scholarship Programs
 - Institutional Scholarship Programs
 - Private Scholarship Programs
- (2) Refund amounts over and above those amounts repaid to the various aid programs will be returned to the student.
 - (3) In calculating the Federal refund, any unpaid charges owed by the student will remain as the student's responsibility and will not be covered by any Federal aid received.
- C. Continuing with our example from Section I above:
- Bob Jones is now in his second year at the University. His tuition and fees of \$5,000.00 for the Fall Semester are paid with a \$3,500.00 Federal Stafford Loan and a \$1,000.00 Federal Perkins Loan. The \$500.00 remaining balance is Bob's responsibility and has not yet been paid. After completing five weeks of the 15 week semester, Bob withdraws. Since Bob is no longer in his first semester at the University, his refund is not pro rata. Using the applicable Federal refund policy, Bob is entitled to a 25 percent refund ($0.25 \times \$5,000 = \$1,250$). The refund of \$1,250.00 dollars is returned as per the required order listed above. Thus, a check for \$1,250.00 will be issued to the bank as a credit toward Bob's Stafford Loan. The remaining \$500.00 balance is a charge on Bob's account receivable and continues to be his personal responsibility.

Any number of situations requiring more complex refund calculations than those described here may occur. Samples and explanations of additional cases can

be found at the office of Financial Services, Student Accounting and the office of Financial Aid.

Additional Notes:

- (1) Aid that has been awarded and certified before the withdrawal date may be used to pay required tuition and fees, even if it has not yet been disbursed.
- (2) Federal Financial Aid recipients who cease to attend classes without officially withdrawing through the Office of Records and Registration will have an unofficial withdrawal date determined for them by the financial aid office on a case by case basis. That date will then be used in calculating the refund.

THE UNIVERSITY OF MARYLAND POSITION ON ACTS OF VIOLENCE AND EXTREMISM WHICH ARE RACIALLY, ETHNICALLY, RELIGIOUSLY OR POLITICALLY MOTIVATED

The Board of Regents strongly condemns criminal acts of destruction or violence against the person or property of others. Individuals committing such acts at any campus or facility of the University will be subject to swift campus judicial and personnel action, including possible expulsion or termination, as well as possible state criminal proceedings.

HUMAN RELATIONS CODE

The University of Maryland has a Human Relations Code for use by the entire campus community. The code represents the University's commitment to human relations issues. The specific purposes of the code include:

1. Prevention or elimination of unlawful discrimination on the basis of race, color, creed, sex, sexual orientation, marital status, age, ancestry or national origin, physical or mental handicap, or exercise of rights secured by the First Amendment of the U.S. Constitution; and
2. Establishing a timely, effective grievance procedure as an alternative to more lengthy formal processes for resolution of human relations issues.

A Human Relations Committee was created to oversee the code. It is comprised of campus faculty, administrators and students and is advisory to the president of the campus. The committee may institute educational programs and provide an open forum on human relations issues. In addition, the committee is charged with maintaining a mediation, investigation and hearing process for specific complaints of discrimination brought by students, faculty or staff. The code describes the particulars of the hearing process. It is the intent of the code to provide a grievance procedure for any individual on campus who wants a cross-section of the campus community to investigate and mediate a problem without having to resort to complaints to external agencies such as the Maryland Commission on Human Relations, complaints under personnel rules or lawsuits.

Copies of the Human Relations Code are available in the dean's office, the student affairs and USGA offices in the Baltimore Student Union, and the human resources management and affirmative action offices in the administration building.

POLICY AGAINST SEXUAL HARASSMENT OF STUDENTS

I. Policy

The University of Maryland prohibits sexual harassment of students by colleagues or faculty members. Sexual harassment is an infringement of an individual's right to work and study in an environment free from unwanted sexual attention and sexual pressure of any kind. It can result in a significant human resource drain for the University and hinder the scholastic efforts of students.

II. Definition of Sexual Harassment

The University has adopted the definition of sexual harassment used by the U.S. Equal Employment Opportunity Commission. Unwelcome sexual advances, unwelcome requests for sexual favors and other behavior of a sexual nature constitute sexual harassment when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment by the University or an individual's participation in a University educational program,
- B. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or
- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or working environment.

III. Examples of Sexual Harassment

Sexual harassment can include any or all of the following behaviors, as well as others which are not listed:

- A. Harassment through public or private insult, sexually suggestive comments concerning a person's body or behavior and sexual demands.
- B. Subtle or overt pressure to comply with demands of sexual activity.
- C. Remarks about another person's clothing, body, sexual activities, sexual preferences or sexual orientation, as well as teasing, jokes, remarks or gestures that are sexual in nature.
- D. Unnecessary touching, pinching, patting or exposure of another person's body.
- E. Unwarranted staring at another person's body.
- F. Unwanted communications of a sexual nature in writing, by telephone or by other means.
- G. Requests or demands for sexual favors accompanied by implied or overt threats about job, grades, clinical assignments, class academic assignments, recommendations, etc.

H. Repetition of unwanted invitations for dates.

I. Physical assault of a sexual nature, up to and including attempted or actual rape.

Students' Remedies

Sexual harassment of students by students or faculty or staff members will not be tolerated. Proven harassment will result in disciplinary action, possibly including suspension, expulsion or dismissal.

Student questions about peer or faculty behavior that may constitute sexual harassment and student questions about disciplinary policies should be directed to Dr. Patricia Sokolove, assistant vice president for Student Affairs, at x6-8323, to the campus manager of Affirmative Action at x6-7302 or to the student affairs dean of the school involved.

A complaint of sexual harassment may be made initially to a school's dean, the appropriate disciplinary body of the school, or the assistant vice president for Student Affairs. The assistant vice president for Student Affairs should be notified of any complaint filed with another office. Investigation of complaints will be made through appropriate school judicial bodies whenever feasible. If a complaint involves people from more than one school, the assistant vice president for student affairs will work with the deans of the schools involved to develop an appropriate investigational process.

Timely reporting of allegations of sexual harassment is crucial. It permits effective University intervention to protect students and educate and discipline offenders. Incidents of sexual harassment should be documented promptly and reported as soon as practical. Reporting within the time limits set in a school's judicial policy is strongly encouraged. Reporting an incident of harassment more than 30 days after it occurs can hinder the ability of the University to investigate the matter. Nevertheless, the University will investigate any complaint filed within a reasonable time. Institutional investigations of sexual harassment charges often require the complainant's identity to be known by the accused. However, complainants should be aware that the University will not tolerate or condone any form of retaliation against a student complainant whose sexual harassment claim is made in good faith.

The Counseling Center can be useful in helping students cope with the stress resulting from sexual harassment or participating in campus proceedings to investigate sexual harassment charges. Call x8-8404 for more information about the campus counseling service.

Through the assistant vice president for Student Affairs, the student affairs dean of each school or the managers of Affirmative Action, sexual harassment educational programs for students can be arranged.

SEXUAL ASSAULT PROCEDURES

I. Purpose and Scope

The University of Maryland sexual assault procedures are designed to comply with the requirements of the University System of Maryland Board of Regents' "Policy on Sexual Assault," VI-1.30, and state and federal laws. These procedures apply to all faculty and staff members and students.

II. Educational Programs

- A. The University will establish a sexual assault educational committee to develop programs to inform faculty and staff members and students about what constitutes sexual assault, how to prevent it and what the campus' procedures are for handling reports of alleged sexual assault.
- B. The committee shall coordinate specialized training on the topic of sexual assault and the provision of sexual assault procedures to those individuals who may be involved in providing services to or interacting with alleged victims of sexual assault.
- C. The membership of the committee shall include, but not be limited to: (1) the director of Diversity Initiatives and Employee Relations (as chair); (2) the assistant vice president for Student Affairs; (3) the assistant director of Public Safety; (4) the director of the Counseling Center; and (5) a student appointed by the University Student Government Association president.

III. Reporting of Sexual Assaults

- A. The University Police Force, located at the Pine Street Station, is open 24 hours a day, seven days a week. Alleged victims may access its victim/witness assistance program anytime of the day or night to report a sexual assault.
- B. The nearest hospital equipped with the Maryland State Police sexual assault evidence collection kit is the University of Maryland Medical System emergency room.
- C. The University recognizes that a student or faculty or staff member who has been sexually assaulted may choose to report the matter to an individual, either on or off campus, with whom they are comfortable. Two off-campus organizations offering assistance to victims of sexual assault are the Sexual Assault Recovery Center and the House of Ruth. However, the campus encourages an alleged victim to report a sexual assault to one of the following campus-based initial contacts: (1) Carrie Burmaster, director of the Counseling Center; (2) Dr. Kevin Ferentz, director of Student and Employee Health; (3) Dr. Patricia Sokolove, assistant vice president for Student Affairs; or (4) Detective Mary English, University police.
- D. Each of the initial contacts will encourage the alleged victim to call appropriate law enforcement and/or medical personnel as soon as possible following the incident to receive guidance in the preservation of evidence needed for proof of criminal assaults and the apprehension and prosecution of assailants. Each initial contact will assist the alleged victim at his/her request with: (1) notification of off-campus authorities; (2) obtaining medical attention, including providing transportation; (3) access to counseling both on and off campus; (4) notification of the appropriate school disciplinary board and student affairs office, if the accused is a student; (5) notification of the Office of Human Resource Services, if the accused is a staff member; (6) notification of the appropriate dean, if the accused is a faculty member and (7) notification of the appropriate authority regarding: a. possible absences from employment or the academic program, and/or b. to arrange alternative academic, living or employment situation, if

such alternative is available, feasible and appropriate to the facts of the sexual assault reported.

IV. Campus Disciplinary Procedures

- A. In addition to any criminal or civil remedies available, if the accused is a student or faculty or staff member, the appropriate employing department/school or school's judicial board will initiate and follow through with the applicable process with regard to a sexual assault complaint. If there is a finding of sexual assault, the finding must be reported according to federal and state laws.
- B. Students or faculty or staff members found in violation of the sexual assault policy will be subject to discipline, including, but not limited to, expulsion or termination of employment.

V. These Procedures are Effective Immediately

(Approved by the president; effective July 1994, revised June 1996.)

No provision of this publication shall be construed as a contract between any applicant or student and the University of Maryland at Baltimore. The University reserves the right to change any admission or advancement requirement at any time. The University further reserves the right to ask a student to withdraw at any time when it is considered to be in the best interest of the University.

Maps

The University of Maryland, Baltimore is located in downtown Baltimore, six blocks west of the Inner Harbor and two blocks north of Oriole Park at Camden Yards in the UniversityCenter district.

DIRECTIONS

From I-95: Take Rte. 395 (downtown Baltimore) and exit onto Martin Luther King Jr., Blvd., staying in right lane. At fourth traffic light, turn right onto Baltimore Street. Turn left at second traffic light onto Paca Street (get into right lane) and enter the Baltimore Grand Garage (on your right).

Bus Access

MTA buses numbered 1, 2, 7, 8, 11, 20, 35 and 36 all stop in the campus area.

Subway Access

The Baltimore Metro runs from Charles Center to Owings Mills. Stops closest to campus are at Lexington Market and Charles Center.

Light Rail

A Light Rail system connects northern Baltimore County and Glen Burnie. The UniversityCenter stop is at Howard and Baltimore Streets.

Academic Calendar

DENTAL/DENTAL HYGIENE

1998-1999

August 20-21	Freshman orientation
August 24	First semester begins—dentistry
September 7	Labor Day (school closed)
August 31	First semester begins—dental hygiene
November 26-27	Thanksgiving recess
December 16-23	Exam week
December 24-January 1, 1999	Winter break
January 4-21	Minimester—dental
January 2-22	Minimester—dental hygiene
January 18	Martin Luther King Jr. Day (school closed)
January 22	Second semester begins—dental
January 25	Second semester begins—dental hygiene
March 22-26	Spring vacation
May 13-19	Exam week—Yr. I dental; Yr. III dental hygiene
May 20	Commencement

1999-2000

August 19-20	Freshman orientation
August 23	First semester begins—dentistry
September 6	Labor Day (school closed)
August 30	First semester begins—dental hygiene
November 25-26	Thanksgiving recess
December 16-23	Exam week
December 24-December 31	Winter break
January 3-20	Minimester
January 17	Martin Luther King Jr. Day (school closed)
January 21	Second semester begins—dental
January 24	Second semester begins—dental hygiene
March 20-24	Spring vacation
May 11-17	Exam week
May 19	Commencement

ADVANCED DENTAL EDUCATION

1998-1999

July 1	Registration
July 6	First semester begins
September 7	Labor Day (school closed)
November 26-27	Thanksgiving recess
December 24-January 1, 1999	Winter break
January 18	Martin Luther King Jr. Day (school closed)
January 25	Second semester begins
March 22-24	Spring break
May 20	Commencement
May 31	Memorial Day (school closed)
June 30	Last day of classes

1999-2000

July 1	Registration
July 6	First semester begins
September 6	Labor Day (school closed)
November 25-26	Thanksgiving recess
December 24-December 31	Winter break
January 17	Martin Luther King Jr. Day (school closed)
January 24	Second semester begins
March 20-22	Spring break
May 19	Commencement
May 29	Memorial Day (school closed)
June 30	Last day of classes

These schedules are subject to change, and are provided only for general information concerning the length of terms and holidays.

UniversityCenter Area, University of Maryland, Baltimore



VP Visitors Parking DP Dental Patient Parking PP Patient Parking SP Student Parking P0 Parking Office

Academic, Administrative and Patient Care Facilities

Map
Coordinate

K2	Administration Building (AB) 737 West Lombard Street
K3	Allied Health Building (AHB) 100 Penn Street
L4	Athletic Center (AC) Pratt Street Garage
E8	Baltimore Dispensary (BD) 100 North Pine Street
KS	Baltimore Student Union (BSU) 621 West Lombard Street
E6	Biomedical Research Facility (BIO) 108 North Greene Street
E4	(Walter P.) Carter Center (WPCC) 630 West Fayette Street
E8	Century Building (CB) 506 West Fayette Street
J7	David Hall (DH) 522 West Lombard Street
F3	Dental School (DS) 666 West Baltimore Street
J7	East Hall (EH) 520 West Lombard Street

J2	Environmental Health and Safety Building (EHS) 714 West Lombard Street
I9	James T. Frenkel Building (JTFB) 16 South Eutaw Street
I7	Greene Street Building (GSB) 29 South Greene Street
H3	Health Sciences Facility (HSF) 685 West Baltimore Street
L6	Health Sciences Library (HS/LSL) 601 West Lombard Street
C4	Hope Lodge (HL) 636 West Lexington Street
H3	Howard Hall (HH) 660 West Redwood Street
E6	Information Services Building (IS) 100 North Greene Street
G7	Law School/Marshall Law Library (LS/MLL) 500 West Baltimore Street
K7	Lombard Building (LB) 515 West Lombard Street
E7	Maryland Bar Center (MBC) 520 West Fayette Street
M4	Maryland Institute for Emergency (MIEMSS)

M4	Medical Services (MIEMSS) 653 West Pratt Street
K2	Medical Biotechnology Center (MBCO) 721 West Lombard Street
G3	Medical School/Frank C. Bressler Research Building (BRF) 655 West Baltimore Street
H2	Medical School Teaching Facility (MSTF) 1685 West Baltimore Street
K4	Nursing School (NS) 655 West Lombard Street
K7	Old Health Sciences Library (OHSL) 111 South Greene Street
D3	Pascault Row (PR) 651-665 West Lexington Street
F2	Pharmacy School (RX) 20 North Pine Street
C2	Pine Street Police Station (PSPS) 214 North Pine Street
D4	Ronald McDonald House (RMH) 635 West Lexington Street
I7	Social Work School (SSW) 525 West Redwood Street
L4	State Medical Examiners Building (SMEX) 111 Penn Street
H5	University of Maryland Medical System (UMMS) 22 South Greene Street
I8	University of Maryland Professional Building (UMPB) 419 West Redwood Street
H7	University Plaza (UP) Redwood and Greene Streets
F5	Veterans Affairs Medical Center (VAMC) Baltimore and Greene Streets
J3	Western Health Center (WHC) 700 West Lombard Street
I9	405 West Redwood Street Building (405R)
E8	502 West Fayette Street Building (502F)
K7	515 West Lombard Street Building (51SL)
M3	701 West Pratt Street Building (701P)

Cultural and Civic Facilities

M5	Babe Ruth Birthplace/Baltimore Orioles Museum (BRB/BOM)
I6	Dr. Samuel D. Harris National Museum of Dentistry (NMD)
D7-8	Lexington Market (LM)
D6	Market Center Post Office (MCPO)
I1	Old Saint Paul's Cemetery (OSPC)
N9	Oriole Park at Camden Yards (OP)
F7	Westminster Hall (WMH)

Parking Facilities

F8	Baltimore Grand Garage (BGG) (visitors)
F4	Dental Patient Parking Lot (DPP)
C3	Lexington Garage (LXG) (students)
H7	University Plaza Garage (UPG) (patients and patient transporters)
	Public Parking Facilities (P)

Assigned University Parking

B4, C4-5	Koester's Lots (KL)
E5	Parking Office (PO)
D5	Pearl Garage (PG)
K3	Penn Street Garage (PNG) (visitors)
L5	Pratt Street Garage (PTG)



UNIVERSITY OF MARYLAND

Baltimore College of Dental Surgery

Dental School

University of Maryland

666 West Baltimore Street

Baltimore, MD 21201