

DENTAL MEDICINE, D.M.D.

Contact

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Mission

The mission of the UNE College of Dental Medicine is to improve the health of Northern New England as well as rural and underserved areas while shaping the future of dentistry through excellence in education, discovery, and service.

Program Description

The D.M.D. degree is awarded after successful completion of four years of professional study in the College of Dental Medicine. The College seeks to matriculate compassionate students who demonstrate a commitment to patient-centered care, social responsibility, and professionalism. Students are treated as members of the profession and supported in a learner-centered environment grounded in trust, collegiality, and high ethical standards. The College is committed to providing a safe and effective environment in which students can learn; apply knowledge; develop skills and values; provide comprehensive, person-centered, evidence-based care; and develop to the level of an independent, competent oral health care provider.

The first two years of the curriculum focus on extensive hands-on dental simulation experience, beginning in the very first semester of the program, as well as integrated biomedical sciences and dental sciences content. Students work closely with faculty and peers to acquire foundational biomedical knowledge in the context of its clinical application. Critical thinking skills are emphasized as students learn how to access and evaluate information, including the latest scientific research, as well as how to use that information to provide evidence-based care to their patients. Interested students are also provided opportunities to conduct oral health research under the guidance of faculty mentors. What's more, our program educates students on the business side of dentistry, including practice management concepts and leadership skills, and we emphasize the importance of self-assessment and lifelong learning to personal and professional growth.

Students engage in clinical experiences across all four years of the program, commencing during the first semester of the program primarily through peer-to-peer experiences. During the second year, students begin to provide limited patient care in the Oral Health Center on UNE's Portland campus, and they gradually progress to providing comprehensive patient care, which continues during the third year. Throughout their clinical experiences, students practice as associates in a group practice led by clinical faculty mentors and provide patient-centered care commensurate with their individual level of education and training. The fourth year of the program focuses on clinical practice both at the UNE Oral Health Center and at community-based clinical sites across Northern New England (Maine, New Hampshire, and Vermont) as well as in Massachusetts and Rhode Island. Each fourth-year student is required to complete a 10-12 week externship rotation at one of these sites, which include Federally Qualified Health Centers, non-profit clinics, private practices, etc.

Public health is an essential component of our curriculum, and our students frequently discuss issues related to access to care and health policy. Throughout the 4-year program, D.M.D. students participate

in various service-learning experiences. These include providing oral health education and outreach to children in underserved schools and to individuals with special health care needs. As part of their training, students rotate through the MaineHealth Glickman Lauder Center of Excellence (GLCOE) in Autism and Developmental Disorders, where they deliver oral health education and conduct desensitization activities for children at the center.

Additionally, the CDM hosts an annual Give Kids A Smile event, during which dental students and faculty provide school-aged children with oral health education, screening examinations, prophylaxis, fluoride treatments, and sealants at the Oral Health Center. All of these experiences are designed to prepare new graduates with the skills needed to address access to dental care for society's most vulnerable and underserved populations.

The College also provides opportunities for dental students to learn about, from, and with dental hygiene students and students enrolled in other health professions programs at UNE. Through these experiences, our students grow to appreciate the value of interprofessional communication and collaboration in delivering high-quality, comprehensive care to their patients.

Ultimately, our graduates will be ethical, caring, competent oral health care providers who will improve the oral health, overall health, and quality of life of people in their communities.

Accreditation

The program in dental education is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "approval without reporting requirements." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (800) 232-6108 or at 401 North Michigan Avenue, Suite 3300, Chicago, IL 60611-4250. The Commission's web address is: <https://coda.ada.org/>.

Academic Policy

Students are governed by the policies published in the catalog year and with the cohort under which they entered. If a student needs to repeat a year of the D.M.D. program, they will be governed by the policies published in the catalog year their new cohort entered, rather than the policies published in the catalog year their original cohort entered.

Academic and Professional Standards Committee

The College of Dental Medicine's Academic and Professional Standards Committee (APSC) is charged with the development, distribution, and implementation of policies to aid in the evaluation of dental student academic, clinical, and professional development. The APSC is responsible for overall review of student progress and making decisions regarding promotion, potential disciplinary and corrective actions, and completion of graduation requirements for each student. The APSC will convene to evaluate student progress at the conclusion of each academic term, generally within 15 business days. Students who have not successfully maintained academic, clinical, ethical, technical, and/or professional standards will be invited to meet with the APSC to offer additional information for the committee to consider before it makes a decision regarding an appropriate course of action. The APSC shall follow guidelines in full accord with the rules of the University of New England and the requirements of due process. The Dean of the UNE CDM will appoint faculty and staff to the APSC and designate a chair of the committee.

The APSC may also be convened to address a student's alleged violation(s) of an ethical and/or professional standard, University Conduct Code, or for other circumstances that the Dean (or designee) deems appropriate. The review of the matter by the committee will be afforded due consideration and process as governed by University policy.

Committee Procedures

A student under review by the APSC will be notified in writing of the reason and given the opportunity to meet with the committee at a specified date, time, and location. The student will inform the chair at least one day before the meeting if they wish to be present at the APSC meeting. The student will be afforded at least 15 minutes, though time allotted may be increased at the discretion of the committee chair. The student may request that the committee consider other sources of information, such as witness testimony or other supporting documents. The student may ask a UNE faculty representative to accompany them to the meeting. The faculty representative cannot address the APSC in any way during the student's comments, though they may confer with the student. The CDM Director of Recruitment, Enrollment, and Student Success (DRESS) and a designee from Graduate and Student Affairs, if available, will be present at the meeting should the student need additional consultation. The student and faculty representative will not be present for deliberations; however, the DRESS and the Graduate and Student Affairs designee will participate, when available, in the deliberations as nonvoting members of the APSC.

The APSC will have an opportunity to review the additional information, if presented, and will then make a final decision. The student will be notified of the decision in writing by the APSC Chair or Dean's designee. Notification must be either sent by USPS mail or hand-delivered to the student.

Grading Policies

All courses within the curriculum are evaluated as Pass/Fail. Students should refer to the course syllabus for the grading policy specific to each course.

The grade designations on the transcript are:

- Pass (P): Student earned an overall grade of 69.50 and above and met all requirements stated in the course syllabus.
- Fail (F): Student earned an overall grade of 69.49 or below or did not meet all requirements stated in the course syllabus.
- Incomplete (I): Student has completed a majority of the work in a course but extenuating circumstances beyond the student's control have resulted in the student being unable to finish all required work for issuance of a final grade. Examples of valid extenuating circumstances may include illness, family emergency, or other non-academic and urgent matters. University policy states that all grades of "I" will automatically convert to an "F" after 4-6 weeks, depending on the duration of the academic term in question.
- Pass (P) with notation "F grade remediated" beneath the course title: Student has completed a course remediation (see Course Remediation).

Letters of Commendation (LOC) are awarded to students achieving superior performance in a course, as determined by the Course Director and outlined in the course syllabus. A student will not be eligible for an LOC in a course they have to remediate or retake. LOCs are not noted on the official transcript.

If a course will permit a student to retake assessments and/or redo assignments while the course is in progress, the syllabus must outline the assessments retake and/or assignments redo criteria and plan.

Official grades are submitted to the Registrar's Office by Course Directors, at which time the online student records system is updated. Official grade reports and unofficial transcripts will be available on the student records system throughout the academic year. Class rank is not reported on transcripts.

Students must earn a grade of "Pass" in all courses. Students who receive a "Fail" in a course will be reviewed by the APSC. The APSC, after consultation with the Course Director and review of the student's overall performance in all other UNE CDM courses (concurrent and previous), may decide on one of the following courses of action for the student:

- Remediate the course
- Repeat the course
- Repeat the academic year
- Dismissal from the program

Promotion

Promotion is defined as academic and professional progression from one academic year to the next. The APSC will review student progress and make decisions regarding promotion of each student. Students may be ineligible for progression from one academic year to the next if any of the following apply:

- The student has a grade of "I" or "F" in a required course without an approved course remediation plan
- The student has a grade of "I" or "F" in the remediation of a previously failed course
- The student needs to repeat one or more courses
- Failure to meet or maintain ethical and/or professional standards as outlined in the Code of Professional Conduct found in the Student Handbook
- Failure to meet or maintain technical standards
- Unpaid tuition and fees
- Failure to meet the Integrated National Board Dental Examination Policy found in the Student Handbook

An essential element of the academic program is professionalism. Professionalism will be emphasized throughout the curriculum and is a stand-alone element in determining academic advancement and achievement. Students may be ineligible for progression from one academic year to the next if the student has unprofessional conduct violations.

The end-of-academic-year promotion process does not preclude the APSC from deciding on an adverse action (e.g., dismissal, repeat the year, etc.) as a result of a student review at any other APSC meeting (e.g., mid-year, etc.) if the student has failed to meet or maintain the academic, clinical, technical, ethical, and/or professional standards deemed appropriate by the APSC.

Course Remediation

Remediation is the process for addressing deficiencies in a student's knowledge, skills, and/or professional behavior. The educational objectives that underlie remedial teaching and evaluation should be the same as the educational objectives that underlie regular courses in the curriculum. Students receiving an "F" grade in a course may be offered a formal course remediation plan developed by the Course Director and

approved by the APSC. Alternatively, the Course Director may determine that a student is “not remediable.”

Decisions to allow a student to proceed with remediation of a failed course will be made by the APSC on an individual basis after considering all pertinent circumstances. The APSC will base its decision on the student’s overall performance in all other UNE CDM courses (concurrent and previous) and other relevant considerations, such as consultation with the student’s faculty advisor/Group Practice Leader, Course Director, Dean (or designee), clinical preceptor, and/or the student involved, as is appropriate.

Students who are offered the opportunity to remediate a course failure may have a modified academic or clinical schedule, which can lead to a delayed graduation and additional tuition and fees.

Upon the student’s successful completion of a course remediation, a “Pass” will be reported to the Registrar’s Office and become part of the official student transcript, along with the notation “F grade remediated.”

Students will be offered no more than one attempt to remediate a failed course. Failure to earn a passing grade on the course remediation will result in one of the following courses of action for the student:

- Repeat the course
- Repeat the academic year
- Dismissal from the program

The APSC will base its decision on the student’s overall performance in all other UNE CDM courses (concurrent and previous) and other considerations. Grades earned during an attempted remediation of a course will be reviewed critically by the APSC.

Course Repeat

Decisions to allow a student to proceed with repeating a failed course will be made by the APSC on an individual basis after considering all pertinent circumstances. Courses in the CDM program are offered once per year, therefore, the student must wait until the next time the course is offered to repeat the course and will be responsible for all tuition and fees. The APSC will base its decision on the student’s overall performance in all other UNE CDM courses (concurrent and previous) and other considerations after consultation with the student’s Faculty Advisor/Group Practice Leader, Course Director, Dean (or designee), Clinical Preceptor, and the student involved, as is appropriate.

Students who are offered the opportunity to repeat a failed course may have a modified academic or clinical schedule, which can lead to a delayed graduation and additional tuition and fees.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student’s transcript. The original course listing and grade remain on the student’s transcript.

Students will be offered no more than one attempt to repeat a failed course. Failure to earn a passing grade on the course repeat will result in one of the following courses of action for the student:

- Repeat the academic year
- Dismissal from the program

The APSC will base its decision on the student’s overall performance in all other UNE CDM courses (concurrent and previous) and other

considerations. Grades earned during an attempted repeat of a course will be reviewed critically by the APSC.

Academic Year Repeat

Students who are required to repeat an academic year must repeat all courses in their entirety. Failure of any course in a repeat year may result in dismissal from the program. A student may not repeat the same academic year more than once.

D.M.D. Program Duration

The D.M.D. program must be completed in a maximum of six years total (1.5x the expected completion period). This is inclusive of Leaves of Absence and repeating an academic year.

Probation or Academic Suspension

Probation is a serious warning that a student’s academic performance or professional conduct must improve in order for the student to continue enrollment at the College of Dental Medicine.

Students may be placed on Probation or Academic Suspension for the following reasons:

- Inadequate academic progress as determined by the Academic and Professional Standards Committee. This includes, but is not limited to, receiving an “F” in any course.
- When required to repeat an academic year for academic reasons.
- Violating the Code of Professional Conduct as outlined in the Student Handbook.

Students on probation are expected to remove themselves from all elected officer responsibilities and leadership roles in co-curricular activities associated with the University and/or with professional associations. Students on probation must meet with a faculty member designated by the APSC at least once per month. It is the student’s responsibility to contact the faculty member to arrange these meetings.

The APSC will review all students on academic probation at each end-of-term APSC meeting to consider removal of probation status for those students that have successfully remediated a course failure or improved academic, clinical, or professional performance. Probation status for students found responsible for behavioral, ethical, and/or professional standard violations will be for a specified period of time (up to one academic year per incident). In those cases, probation will expire at the specified date identified in the letter from the Dean (or designee) that specified probationary status.

Students on academic suspension are not registered as an active matriculate and should use this time to remediate the deficiency for which the academic suspension was levied.

Dismissal

The University may require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operations. The Dean of the College of Dental Medicine (or designee), after due consideration and process, may dismiss a student at any time before graduation if circumstances of legal, moral, behavior, ethical, professional, health, or academic nature justify such an action. The APSC is charged with reviewing student academic, clinical, ethical, and professional performance. The APSC may decide to dismiss a student in order to satisfy its obligation to maintain student performance standards. A student may be considered for dismissal when, but not limited to, any one or more of the following circumstances apply:

- Received a grade of “Fail” in one or more course(s)
- Received a grade of “Fail” in a remediated course, or for a failure to remediate a course
- Violating the Code of Professional Conduct
- Failure to meet or maintain Technical Standards
- Failure to meet the Integrated National Board Dental Examination Policy
- Received a grade of “Fail” in any course during a repeat year

Graduation

To be eligible for graduation, a student must:

- Not be on academic suspension or probation
- Have earned a grade of “Pass” in all required coursework and have no outstanding grades of “I” or “F”
- Meet the Integrated National Board Dental Examination Policy found in the Student Handbook
- Have successfully completed all prescribed academic requirements, including:
 - All courses/modules (including clinical externship)
 - Final Student Progress Review meeting with Group Practice Leader
 - Have demonstrated competency for all UNE CDM Competency Statements
 - Have completed the UNE CDM Graduate Exit Survey
 - Completed and submitted a UNE CDM D.M.D. Graduation Sign-Out Sheet
- Have demonstrated appropriate ethical, professional, and personal conduct, as defined in the UNE Student Handbook and the College of Dental Medicine Academic Standards, thus making it appropriate to award the degree of Doctor of Dental Medicine
- March with their class in the graduation ceremony, unless the Dean (or designee) has granted an exception due to unique circumstances
- Have complied with all the legal and financial requirements of the University and College

Extended, Returning, or Repeating Fourth-Year Students

Students who are deficient in meeting expectations at the time of review for graduation will be categorized as follows:

- **Extended Fourth-Year Students:** Students who will complete all expectations by mid-August of the following academic year and are expected to graduate in August.
- **Returning Fourth-Year Students:** Students who will complete all expectations by mid-December of the following academic year and are expected to graduate in December.
- **Repeating Fourth-Year Students:** Students who will complete all expectations within one year of the original graduation date and are expected to graduate in May of the following academic year.

Students with these designations will be responsible for applicable tuition and registration fees. It will be the student’s responsibility to complete the application to graduate. Please consult the UNE Registrar’s website.

Student Appeal Process

Academic Progression Appeal

The APSC is responsible for the review of student academic progress. A student may submit a written appeal of an academic progression

decision to the Dean of the College within seven business days of the decision, according to the guidelines in the University Student Handbook. Please refer to the UNE Student Handbook for the detailed policy and process information; it is available online at <http://www.une.edu/studentlife/handbook> (<http://www.une.edu/studentlife/handbook/>).

A written appeal of an academic progression decision must be delivered to the Dean in writing and must be based on: 1) new evidence that could not have been presented to the academic review officer or committee at the time of the original decision, or 2) procedural errors in the original review process that had a substantial impact on or otherwise prejudiced the original determination. The Dean (or designee) will determine whether grounds are present in the appeal to warrant a review. The appeal is not intended to afford a full rehearing of the case but to serve as a method of reviewing the written content and grounds for appealing as submitted by the student. The Dean (or designee) will inform the student of their decision in writing within 15 business days of receipt of the appeal.

If the Dean (or designee) deems that the appeal would be better addressed by a committee, an appropriate appeal committee will be convened, and a review will be conducted. Unless deadlines have been extended by the Dean (or designee), the final findings and recommendations of the Appeal Review Committee will be forwarded to the Dean (or designee) no later than 30 business days subsequent to the Committee’s first meeting. The Dean (or designee) will make a decision and report it to all parties involved within ten working days of receipt of the Committee’s findings and recommendations. The decision of the Dean (or designee) in response to the appeal is final. If an appeal is upheld by the Appeal Review Committee, the matter may be remanded to the APSC for re-opening of the review and reconsideration of the original finding and/or sanction(s).

Grade or Penalty Appeal (Excluding Academic Progression Appeal)

Assignment of Grades

The academic standards for successful completion of a course and assignment of a grade are established by the Course Director and guided by the UNE CDM Academic Guidelines. The Course Director bears the responsibility of ensuring that written academic standards are outlined in the course syllabus that is provided to each student at the beginning of each course. The Course Director assigns final grades based on these published academic standards.

Basis for Appeal

Every effort should be made to resolve a difference over a grade (e.g., grade within a course or a final course grade) or penalty (e.g., exclusion from a course, lab, or clinical experience) on an informal basis through a discussion between the student and the Course Director. It is up to the Course Director’s discretion whether or not to change the grade/penalty after discussion with the student and a review of the circumstances.

If the above informal procedure does not resolve a dispute concerning a grade to the student’s satisfaction, the student may submit a written appeal of the grade or penalty. This appeal mechanism is limited to possible errors in calculating or recording a grade/penalty and to allegations of mistakes or arbitrary or capricious grading. “Arbitrary or capricious” grading means (1) the assignment of a grade/penalty to a student on some basis other than performance in the course; (2) the assignment of a grade/penalty to a student by application of standards different from the standards that were applied to other students in that course; or (3) the assignment of a course grade/penalty based on a

substantial and unreasonable departure from the written academic standards for that course.

The appeal mechanism is not intended for review of the instructor's evaluation of the student's academic performance. If a student feels the course was poorly designed, they received poor instruction, or students were graded too severely (provided that all the students in the class were graded in the same fashion), these concerns are more appropriately communicated on end-of-semester course evaluations. Furthermore, the appeal mechanism is not to be used to dispute the published academic standards for a course, which are the prerogative of the Course Director under whom the course is administered.

It is the responsibility of the student to substantiate the assertion that an incorrect final grade has been assigned.

Appeals Process

- The first level of the appeal is the academic course from which the grade or penalty was issued. Within five business days after receipt of the grade or penalty in question, the student must request, in writing, a review by the Course Director. The student should then meet with the Course Director to discuss their concerns and to present any evidence that an erroneous or arbitrary or capricious final grade has been assigned. The Course Director should document this meeting and send a follow-up email to the student that outlines the basis for the decision to either uphold or change the grade or penalty.
- If the student's concerns are not resolved through a meeting with the Course Director, the student may submit a written appeal to the Associate Dean of Academic Affairs (ADAA; or designee) within five business days after the receipt of the grade appeal decision from the Course Director (see Student Grade/Penalty Appeal Form). This written appeal must contain information to substantiate the student's assertion, including a copy of the course syllabus and other pertinent material to support the argument that a grade/penalty change is warranted. The ADAA (or designee) will review the appeal to determine if there were errors made or arbitrary or capricious grading/penalties. If the ADAA believes the aforementioned to be true, they will notify the Course Director and solicit a response. The ADAA (or designee) will then decide to either uphold the grade with stated reasons or recommend a change in grade with stated reasons. A written decision will generally be communicated within 15 business days of receipt of the appeal. The decision of the ADAA (or designee) is final.

Transfer Credit

No transfer credit granted.

Experiential Learning

No credit will be awarded for experiential learning.

Admissions

See Graduate Admissions (<https://catalog.une.edu/graduate/admissions/>) for more information.

Financial Information

Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. Please consult this catalog's Financial Information (<https://catalog.une.edu/graduate/financial-information-graduate-programs/>) page for specific tuition and fees information.

Curricular Requirements

Code	Title	Hours
Program Required Courses ¹		
DMD 640	Professional Development 1	1
DMD 641	Foundations of Biomedical Sciences	6
DMD 642	Clinical Dentistry 1	10
DMD 643	Foundations of Patient Care 1	8
DMD 644	Principles of Epidemiology	2
DMD 645	Introduction to Dental Sciences	6
DMD 670	Professional Development 2	1
DMD 671	Biomedical Systems 1	6
DMD 672	Clinical Dentistry 2	10
DMD 673	Foundations of Patient Care 2	12
DMD 674	Principles of Public Health	2
DMD 710	Professional Development 3	1
DMD 711	Biomedical Systems 2	3
DMD 712	Clinical Dentistry 3	12
DMD 713	Foundations of Patient Care 3	12
DMD 715	Prosthodontics 1	8
DMD 719	Patient Care 1	4
DMD 740	Professional Development 4	1
DMD 741	Biomedical Systems 3	4
DMD 742	Clinical Dentistry 4	8
DMD 743	Foundations of Patient Care 4	7
DMD 745	Prosthodontics 2	8
DMD 749	Patient Care 2	4
DMD 770	Professional Development 5	1
DMD 771	Biomedical Systems 4	2
DMD 772	Clinical Dentistry 5	8
DMD 774	Social and Behavioral Health	4
DMD 775	Prosthodontics 3	8
DMD 779	Patient Care 3	16
DMD 810	Professional Development 6	1
DMD 816	Orthodontics	3
DMD 819	Patient Care 4	36
DMD 840	Professional Development 7	1
DMD 849	Patient Care 5	36
DMD 870	Professional Development 8	1
DMD 879	Patient Care 6	36
DMD 910	Professional Development 9	1
DMD 919	Patient Care 7	39
DMD 940	Professional Development 10	1
DMD 949	Patient Care 8	39
DMD 970	Professional Development 11	1
DMD 979	Patient Care 9	39
Two Elective Seminar Courses		4
Total Hours		413

¹ The purpose of the catalog is to provide a comprehensive list of required courses. The College of Dental Medicine can provide a degree

map listing which courses should be taken in each stage of this timeline.

Elective Seminar Courses

Code	Title	Hours
DMD 800	Oral Radiology Elective Seminar	2
DMD 801	Endodontics Elective Seminar	2
DMD 802	Restorative Dentistry Elective Seminar	2
DMD 803	Oral Pathology and Oral Medicine Elective Seminar	2
DMD 804	Public Health Elective Seminar	2
DMD 805	Prosthodontics Elective Seminar	2
DMD 806	Orthodontics Elective Seminar	2
DMD 807	Periodontics and Oral Surgery Elective Seminar	2
DMD 808	Pediatric Dentistry Elective Seminar	2
DMD 809	Elective Seminar: Other Topics	2

¹ Elective seminar offerings vary each academic year, and not all electives are offered each semester.

The D.M.D. curriculum is Pass/Fail. Students must earn a Pass for every course to earn the D.M.D. degree.

Academic and Technical Standards

Academic Program Standards

Complete confidence in the honor and integrity of the health professions student and health care professional is essential. Such confidence depends entirely on the exemplary behavior of the individual health care provider in their relations with patients, faculty, and colleagues. Strict honesty as a personal way of life should be nurtured during the period of education for professional service. The dental student shall conduct all aspects of their life with honor and integrity. This includes accountability to oneself and to relationships with fellow students, future colleagues, faculty, staff, and patients who come under the student's care or contribute to their training and growth, as well as members of the general public. This applies to personal conduct that reflects on the student's honesty and integrity in both academic and non-academic settings, whether or not involving a University-sponsored activity. Upon accepting admission to the University, each student subscribes to and pledges complete observance to the University Conduct Policies as outlined in the University of New England Student Handbook program. A violation of these standards is an abuse of the trust placed in every student and could lead to suspension or dismissal.

Technical Standards

Abilities and Skills

Candidates for the Doctor of Dental Medicine program must have the intellectual, emotional, and physical abilities, with or without accommodations, to acquire the knowledge, technical, and clinical skills needed to successfully complete the curriculum in order to pursue a career in dentistry. The essential academic standards presented in this document are pre-requisite for matriculation, subsequent promotion from year to year, and ultimately graduation from the University of New England College of Dental Medicine. These standards pertain to all matriculated students. All required courses in the curriculum are necessary in order to develop essential skills required to become a competent Dentist.

Students, including students with disabilities, must have the capacity to manage their lives and anticipate their own needs. Students must be able to demonstrate the following abilities and skills with or without reasonable accommodation(s):

Observation

A student must be able to observe a patient accurately, at a distance and close up, interpreting non-verbal communications while performing dental operations or administering medications. A student must be able to perform dental examinations and treatments that require the use of sight and touch. A student must be able to see fine detail, focus at a variety of distances, and discern differences and variations in color, shape, and texture that are necessary to differentiate normal and abnormal soft and hard tissues. A student must be able to use tactile senses to diagnose directly by palpation and indirectly by sensations transmitted through instruments. A student must also possess the visual acuity to read charts, records, radiographs, small print, and handwritten notation.

Communication

A student must be able to: communicate effectively and sensitively with patients; convey and exchange information at a level allowing development of a health history; identify problems; explain alternative solutions; and give directions during treatment and post-treatment. A student must be able to communicate effectively and efficiently with all members of the healthcare team. A student must have sufficient facility with English to: retrieve information from texts and lectures and communicate concepts on written exams and patient charts; elicit patient backgrounds; describe patient changes in moods, activity, and posture; and coordinate patient care with all members of the health care team. A student must be able to communicate in lay language so that patients and their families can understand the patient's conditions and, thereby, be more likely to comply with treatment and preventative regimens.

Motor, Strength, and Mobility

A student must possess sufficient motor functioning to execute movements essential to providing oral health care to patients. A student must possess the motor skills to perform palpation, auscultation, and other diagnostic maneuvers; basic laboratory tests; and diagnostic and restorative procedures. Such actions require coordination of gross and fine muscular movements, equilibrium, and functional uses of the senses of touch and vision. A student must be able to perform basic life support including CPR; transfer and position patients with disabilities; and physically restrain themselves around the patient and chair in a sitting or standing position. A student must promote and support the ability of coworkers to perform prompt care. A student must be able to operate controls, use high-speed or low-speed dental handpieces for tooth preparation, and use hand instrumentation including scalpels for surgical procedures. A student must be able to maintain strength and posture; reach and manipulate equipment to all positions in order to control the operating environment; and position and reposition themselves around the patient and chair in a sitting or standing position.

Sensory

A student must be able to acquire a predetermined level of required information through demonstrations and experiences in basic and dental science courses. Such information includes, but is not limited to, information conveyed through: a) physiologic and pharmacologic demonstrations, b) microscopic images of microorganisms and tissues in normal and pathologic states; and c) demonstration of techniques using dental models. A student must be able to acquire information from written documents, and to evaluate information presented as images from paper, films, slides, or video. A student must be able to benefit from

electronic and other instrumentation that enhances visual, auditory, and somatic sensations needed for examination or treatment.

Cognitive

A student must be able to measure, calculate, reason, analyze, integrate, and synthesize. A student must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Problem solving requires all of these intellectual abilities. A student must be able to perform these problem-solving skills in a timely manner.

Behavioral and Social

A student must possess the emotional health required for full use of their intellectual skills, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. A student must be able to endure physically-taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of patients. Compassion, integrity, concern for others, interpersonal skills, interests, and motivations are all personal qualities that will be assessed during the admissions and educational processes. A student must be able to manage apprehensive patients with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them. A student must be able to interrelate among colleagues, faculty, staff, and patients with honesty, integrity, respect, and nondiscrimination.

Disabilities

Graduates of the D.M.D. program must have the knowledge and skills to function in a broad variety of clinical, administrative, and leadership situations and to render a wide spectrum of patient care.

The University of New England College of Dental Medicine acknowledges and complies with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) 1990, as amended, and requires minimum technical standards be present in students accepted into the Doctor of Dental Medicine program. The college will engage in an interactive process with applicants with disabilities, but the College reserves the right not to matriculate any applicant who cannot meet the technical standards set forth in this section, with reasonable accommodations.

Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a student in the Doctor of Dental Medicine program must be able to perform in an independent manner. Every applicant is considered without regard to disability. Once accepted, students must complete all elements of the curriculum with or without reasonable accommodations. In the case of a documented disability, the College must be fully satisfied that the applicant can make progress throughout the curriculum.

Throughout the D.M.D. program, a student will be expected to maintain the technical standards and demonstrate them through their coursework, interaction with peers and faculty, and in their professional experiences. Students who fail to demonstrate the technical standards while in the program will be evaluated and appropriate action (e.g., remediation, counseling, or dismissal) will be taken. Because this expectation is separate from academic achievement, simply maintaining a passing grade is not sufficient. Additionally, individuals who would constitute a direct threat to the health or safety of others are not considered suitable candidates for continued matriculation.

Applicants are not required to disclose the nature of their disability(ies), if any, to the Admissions Committee. However, any applicant with questions

about these technical standards is strongly encouraged to discuss their specific issues(s) with the Student Access Center prior to the interview process. If appropriate, and only upon the request of the applicant, reasonable accommodations will be provided.

Each matriculant is required to attest they can meet the standards with or without accommodation. Academic and technical standards are included in the CDM Student Handbook, and students sign a document acknowledging receipt of the CDM Student Handbook during first-year orientation. The provision of or request for an accommodation for a disability is always voluntary for the student. An applicant should be able to evaluate themselves for compliance with these technical standards. In the event that accommodation is requested, the student must submit documentation of disability with the proposed accommodation from a certified specialist to UNE's Student Access Center. A continuing student who develops a disability should request accommodations based on the limitations of the disability through the Student Access Center. Individuals unable to meet the technical standards for the D.M.D. program may be unable to progress and/or complete the D.M.D. program.

The College's Admissions Committee will consider the applicant based on the criteria for admission of all applicants. An applicant who discloses a disability and requests accommodation in the admission process may be required to submit, in writing, the request for accommodation and pertinent supporting documentation. The pertinent information may include a history of accommodations granted previously in other education programs. Request for accommodation may be initiated with UNE's Student Access Center.

For more information on disabilities and accommodations, please contact the UNE Student Access Center (<https://www.une.edu/student-affairs/life-une/division-student-affairs/student-access-center/>).

Learning Outcomes

Competencies for the New General Dentist

(Adopted from the American Dental Education Association)

(Journal of Dental Education July 2011)

The general dentist is the primary oral health care provider supported by dental specialists, allied dental professionals, and other health care providers. The practice of general dentistry requires a dentist to possess the ability to incorporate understanding, skills, and values in an integrated response to clinical and other professional situations. The competency statements describe the performance of the University of New England College of Dental Medicine graduates as they enter dental practice settings, rather than that of students in individual courses. This document is viewed by the College as dynamic. As the practice of dentistry evolves, the College will revisit its competency statements.

Domains

- Critical Thinking
- Professionalism
- Communication and Interpersonal Skills
- Health Promotion
- Practice Management and Informatics
- Patient Care
 - Assessment, Diagnosis, and Treatment Planning
 - Establishment and Maintenance of Oral Health

1. Critical Thinking

Graduates must be competent to:

- 1.1. Evaluate and integrate emerging trends in health care as appropriate.
- 1.2. Utilize critical thinking and problem-solving skills.
- 1.3. Evaluate and integrate best research outcomes with clinical expertise and patient values for evidence-based practice.

2. Professionalism

Graduates must be competent to:

- 2.1. Apply ethical and legal standards in the provision of dental care.
- 2.2. Practice within one's scope of competence and consult with or refer to professional colleagues when indicated.

3. Communication and Interpersonal Skills

Graduates must be competent to:

- 3.1. Apply appropriate interpersonal and communication skills.
- 3.2. Apply psychosocial and behavior principles in patient-centered health care.
- 3.3. Communicate effectively with individuals from diverse populations.

4. Health Promotion

Graduates must be competent to:

- 4.1. Provide prevention, intervention, and educational strategies.
- 4.2. Participate with dental team members and other health care professionals in the management and health promotion for all patients.
- 4.3. Recognize and appreciate the need to contribute to the improvement of oral health beyond those served in traditional practice settings.

5. Practice Management and Informatics

Graduates must be competent to:

- 5.1. Evaluate and apply contemporary and emerging information including clinical and practice management technology resources.
- 5.2. Evaluate and manage current models of oral health care management and delivery.
- 5.3. Apply principles of risk management, including informed consent and appropriate record keeping in patient care.
- 5.4. Demonstrate effective business, financial management, and human resource skills.
- 5.5. Apply quality assurance, assessment, and improvement concepts.
- 5.6. Comply with local, state, and federal regulations including OSHA and HIPAA.
- 5.7. Develop a catastrophe preparedness plan for the dental practice.

6. Patient Care

A. Assessment, Diagnosis, and Treatment Planning Graduates must be competent to:

- 6.1. Manage the oral health care of the infant, child, adolescent, and adult, as well as the unique needs of women, geriatric, and special needs patients.
- 6.2. Prevent, identify, and manage trauma, oral diseases, and other disorders.
- 6.3. Obtain and interpret patient/medical data, including a thorough intra/extra oral examination, and use these findings to accurately assess and manage all patients.
- 6.4. Select, obtain, and interpret diagnostic images for the individual patient.

- 6.5. Recognize the manifestations of systemic disease and how the disease and its management may affect the delivery of dental care.
- 6.6. Formulate a comprehensive diagnosis, treatment and/or referral plan for the management of patients.

B. Establishment and Maintenance of Oral Health Graduates must be competent to:

- 6.7. Utilize universal infection control guidelines for all clinical procedures.
- 6.8. Prevent, diagnose, and manage pain and anxiety in the dental patient.
- 6.9. Prevent, diagnose, and manage temporomandibular disorders.
- 6.10. Prevent, diagnose, and manage periodontal diseases.
- 6.11. Develop and implement strategies for the clinical assessment and management of caries.
- 6.12. Manage restorative procedures that preserve tooth structure, replace missing or defective tooth structure, maintain function, are esthetic, and promote soft and hard tissue health.
- 6.13. Diagnose and manage developmental or acquired occlusal abnormalities.
- 6.14. Manage the replacement of teeth for the partially or completely edentulous patient.
- 6.15. Diagnose, identify, and manage pulpal and periradicular diseases.
- 6.16. Diagnose and manage oral surgical treatment needs.
- 6.17. Prevent, recognize, and manage medical and dental emergencies.
- 6.18. Recognize and manage patient abuse and/or neglect.
- 6.19. Recognize and manage substance abuse.
- 6.20. Evaluate outcomes of comprehensive dental care.
- 6.21. Diagnose, identify, and manage oral mucosal and osseous diseases.

Glossary of Terms

Competency: A complex behavior or ability essential for the general dentist to begin independent, unsupervised dental practice; it assumes that all behaviors and skills are performed with a degree of quality consistent with patient well-being and that the general dentist can self-evaluate treatment effectiveness.

Critical thinking: The process of assimilating and analyzing information; this encompasses an interest in finding new solutions, a curiosity with an ability to admit to a lack of understanding, a willingness to examine beliefs and assumptions and to search for evidence to support these beliefs and assumptions, and the ability to distinguish between fact and opinion.

Curriculum guidelines (content): The relevant and fundamental information that is taught for each category of foundation knowledge; these are to be used as curriculum development aids and should not be construed as recommendations for restrictive requirements.

Domain: A broad, critical category of activity for the general dentist.

Emerging technologies: Current and future technologies used in patient care, including technology for biomedical information storage and retrieval, clinical care information, and technologies for use at the point of care.

Evidence-based dentistry: An approach to oral health care that requires the judicious integration of systematic assessments of clinically relevant scientific evidence relating to the patient's oral and medical condition and history integrated with the dentist's clinical expertise and the patient's treatment needs and preferences.

Foundation knowledge and skills: The basic essential knowledge and skills linked to and necessary to support a given competency; these would serve to help guide curriculum in dental schools, assist educators in removing irrelevant, archaic information from current curricula, aid in including important new information, and help test construction committees develop examinations based upon generally accepted, contemporary information.

General dentist: The primary dental care provider for patients in all age groups who is responsible for the diagnosis, treatment, management, and overall coordination of services related to patients' oral health needs.

Health promotion: Public health actions to protect or improve oral health and promote oral well-being through behavioral, educational, and enabling socioeconomic, legal, fiscal, environmental, and social measures; it involves the process of enabling individuals and communities to increase control over the determinants of health and thereby improve their health; includes education of the public to prevent chronic oral disease.

Informatics: Applications associated with information and technology used in health care delivery; the data and knowledge needed for problem solving and decision making; and the administration and management of information and technology in support of patient care, education, and research.

Interprofessional health care: The delivery of health care by a variety of health care practitioners in a cooperative, collaborative, and integrative manner to ensure care is continuous and reliable.

Management: Includes all actions performed by a health care provider that are designed to alter the course of a patient's condition; such actions may include providing education, advice, treatment by the general dentist, treatment by the general dentist after consultation with another health care professional, referral of a patient to another health care professional, and monitoring the treatment provided; it may also include providing no treatment or observation.

Patient-centered care: The ability to identify, respect, and care about patients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.

Problem-solving: The process of answering a question or achieving a goal when the path or answer is not immediately obvious, using an acceptable heuristic or strategy such as the scientific method.

Special needs care: An approach to oral health management tailored to the individual needs of people with a variety of medical conditions or physical and mental limitations that require more than routine delivery of oral care; special care encompasses preventive, diagnostic, and treatment services.